



Employee Performance Evaluation

Several association executives have provided sample employee performance evaluation tools. These examples are aimed at evaluating employees --- NOT the chief executive officer¹.

ASAE reports on employee performance review in *Policies and Procedures in Association Management* (2001).

- 92% of associations conduct some sort of periodic performance review of employees.
- 83% conduct the employee evaluation on an annual basis.

Development of a satisfactory evaluation form is the *first step* in the process.

1. Develop an evaluation tool applicable to your organization and laws.
2. Identify performance measures.
3. Set a schedule for employee evaluation.
4. Determine the processes for the evaluation.
5. Consider outcomes, discipline, rewards, etc.
6. Determine safe record retention requirements.

This information is provided as samples and for considering or reviewing processes. **It is NOT legal, accounting, insurance or HR advice. It is important to contact appropriate professionals before taking action.**

¹ The CEO usually has a more detailed evaluation conducted by the chief elected officer or a subgroup of the board, utilizing a different set of performance measures and incorporating the organization's strategic goals.

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Performance Appraisals Look Before You Leap

Every once in a while, there is a request on the listserv for sample performance evaluation forms. While few people start completely from scratch when implementing a new review form, you need to be careful before adopting someone else's form without thinking through some important questions. First, what behaviors are you trying to motivate with your performance management tool? Many forms contain performance dimensions such as "teamwork", "leadership", "adaptability", etc. You need to choose these competencies carefully to make sure that they reflect the behaviors which will lead to success in your unique environment. The dimensions you choose must be strategically relevant. It is a mistake to simply adopt the competencies contained in another organization's form, particularly if they conflict with your other HR systems such as selection, compensation, and training. Are you selecting employees based on one set of criteria, but evaluating, compensating and/or training them on different competencies/behaviors?

Another important consideration is the usefulness of the tool for the dual purposes of performance evaluation: employee development and HR decision-making. Does the instrument provide a way to objectively evaluate performance as the basis for determining raises, promotions, and training? At the same time, does it provide specific, behavioral feedback leading to enhanced performance?

Finally, do the performance standards meet the following important criteria for a sound performance management tool: are they clear, understandable, measurable, observable, and able to be developed? Are they free from criteria contamination and deficiency (does the form measure all of the important aspects of the job but none that are beyond the employee's control)? Does the rating scale make sense, and is it easy to interpret and apply?

A good performance evaluation form can be a powerful tool in helping organizations achieve a competitive advantage through people, but only if we resist the temptation to assume that "one size fits all".

Christina L. Greathouse, Ph.D. - Partner
Strategic Performance Group

Employee Evaluation Form

Name of Employee _____

Position _____

Report Period: From _____ To _____

Evaluation for: Probation Annual Special

I. Knowledge of Job: Consider employee's knowledge and understanding of every aspect pertinent to the job (methods, equipment, etc.)

- Unacceptable— Despite a reasonable period of orientation, and/or instruction, job knowledge remains at an unacceptably low level.
- Needs Improvement—Lacks knowledge in several basic elements of the job. Requires frequent instruction in areas of fundamental knowledge.
- Good— Is knowledgeable of basic elements of job. Does not require instruction in area of fundamental knowledge.
- Commendable— Thoroughly understands own job and related jobs.

Comments: _____

II. Quantity of Work: Consider volume of work performed and assignments completed relative to job requirement.

- Unacceptable— Far below acceptable standards. Does small amount of work. Wastes time.
- Needs Improvement—Output of work is below standards. Does only enough to get by.
- Good— Produces expected amount of work and occasionally exceeds expectations.
- Commendable— Can be depended upon to frequently produce above expectations.

Comments: _____

III. Quality of Work: Consider performance of work in terms of neatness, accuracy, and thoroughness.

- Unacceptable— Far below standards. Makes many errors. Finished product not complete.
- Needs Improvement—Below acceptable standards. Work needs to be frequently checked and corrected.
- Good— Meets expected standards and occasionally exceeds expectations.
- Commendable— Quality is frequently above expected standards.

Comments: _____

IV. Cooperation: Consider degree to which employee works cooperatively and harmoniously with coworkers and supervisor.

- Unacceptable— Uncooperative. Has difficulty getting along with others.
- Needs Improvement— Cooperation must be solicited. Seldom volunteers to assist. Causes friction with coworkers.
- Good— Regularly cooperates in an agreeable manner.
- Commendable— Cooperates very well with others. Readily volunteers to aid others.

Comments: _____

V. Aptitude: Consider how quickly employee learns new work and retains what has been learned.

- Unacceptable— Extreme difficulties in learning even simple procedures.
- Needs Improvement— Has trouble retaining procedures.
- Good— Learns rapidly and retains information/skills learned.
- Commendable— Quick to grasp new ideas and methods. Is enthusiastic about learning new methods or skills.

Comments: _____

VI. Initiative: Consider employee's ability to act on own responsibility to accomplish needed work.

- Unacceptable— Needs prodding. Always waits to be told what to do.
- Needs Improvement— Does only what is required.
- Good— Regularly takes initiative in work situations. An able worker.
- Commendable— Acts voluntarily even in matters deviating from routine. Willingly seeks out ways to improve job methods or to use skills in other areas.

Comments: _____

VII. Judgment: Consider employee's ability to think through situations, weigh factors involved, and make sound decisions.

- Unacceptable— Frequently makes wrong decisions based on failure to gain complete understanding of the situation.
- Needs Improvement— Needs more than normal amount of supervisory guidance in normal, job-related decisions.
- Good— Regularly makes decisions promptly and accurately in normal, job-related decisions.
- Commendable— Makes sound decisions and uses considerable amount of analysis in performing responsibilities. Judgement can be depended upon.

Comments: _____

VIII. Dependability: Consider employee's ability to follow through on assignments.

- Unacceptable— Requires constant supervisory follow-up in order to get scheduled work done.
- Needs Improvement— Work is completed only with more than normal supervisory observation or close control.
- Good— Can be depended upon to complete assignments. Occasionally does more than is expected. Minimal supervision required in any phase of work.
- Commendable—Thinks in advance of needs, frequently does more than expected. Seldom needs supervision once an assignment is given.

Comments: _____

IX. Communication—Verbal: Consider employee's ability to convey information and present ideas clearly and concisely throughout the organization and with outside contacts.

- Unacceptable— Rude with unpleasant mannerisms or tone which hinders verbal communication.
- Needs Improvement— Poor command of language and grammar thus presenting difficulty in communicating information and ideas.
- Good— Regularly demonstrates good verbal communication ability.
- Commendable— Tactful, pleasant mannerisms. Able to present information in an understandable manner, even when dealing with a complex situation.

Comments: _____

X. Communication—Written: Consider employee's ability to convey information and present ideas clearly and concisely throughout the organization and with outside contacts.

- Unacceptable— Unable to communicate ideas in written form.
- Needs Improvement— Poor command of language and grammar. Written communication often unclear and misunderstood.
- Good— Regularly demonstrates good written communication ability.
- Commendable— Writes in an interesting, concise and understandable manner even when dealing with complex subject matter.

Comments: _____

Date: _____

Performance Evaluation For _____

1) I like it that I:

-
-
-
-
-

2) I would be more effective if I:

-
-
-
-
-

Signed: _____

Printed name: _____

Date: _____

Member Service Performance Review

Employee Name:	Position:
Department:	Supervisor:
Review Period:	Date:

Performance Areas

The following are the areas upon which performance will be measured.

Teamwork:

The extent to which the employee works closely and productively with team members. The extent to which the employee communicates openly and frequently with team members and other staff members. The extent to which the employee shares in tasks and supports the team (verbally and in actions).

Service:

The extent to which the employee provides quality customer service to both internal and external customers.

Job Knowledge:

The employee's level of understanding of the technical requirements of the position and how it fits into the overall organizational structure. The extent to which the employee has a comprehensive understanding of all phases of the job.

Cooperation:

The ability to deal appropriately with different stressors that are part of the job. The extent to which the employee has emotional maturity and a positive outlook.

Work Habits:

The extent to which one can be counted on, makes good decisions that have appropriate or positive outcomes and takes initiative to improve processes.

Planning & Organization:

The employee's ability to anticipate workload and schedule established tasks for efficient and timely accomplishment. Ability to prioritize and coordinate with others as necessary and manage time effectively.

Potential Ratings

The following are the potential ratings for each of these areas.

EE – Exceeds Expectations / Excellent

AE – Above Expectations / Above Average

ME – Meets Expectations / Average

NI – Needs Improvement / Below Average

Category		Rating
Teamwork	<p>EE – Works exceptionally well with team. Promotes and sets example of teamwork. Open with group.</p> <p>AE – Works very well with team. Always helpful and supportive.</p> <p>ME – Works well with work team. Will usually support efforts.</p> <p>NI – Does not respond well to teamwork. Keeps tasks for self, does not share information with group.</p>	
Service	<p>EE – Sets standard of service for the department. Approachable, helpful, quick to respond, makes customer feel important. Anticipates customer needs.</p> <p>AE – Very good at serving customer. Fills all requests for service well. anticipates some needs.</p> <p>ME – Good at serving customers. Fills all request for service in pleasant & helpful manner</p> <p>NI – Does not respond to service requests in timely manner. Grumbles about serving others. Plays favorites.</p>	
Knowledge Of Job	<p>EE - Able to perform all functions of position. Able to teach others in processes & procedures.</p> <p>AE – Able to perform most of the functions of position. Still has some learning.</p> <p>ME – Able to perform over half of all functions of position. Still learning basic operations and overall work of department</p> <p>NI – Able to perform less than half of all functions of position. Learning is slow, with repeated instruction.</p>	
Cooperation	<p>EE – Extremely positive about work and co-workers. Friendly, easy to work with. Able to rise above pressure on job.</p> <p>AE – Positive about work and most co-workers. Usually handles pressures well</p> <p>ME – Usually positive about work and most co-workers. Handles pressure most of the time.</p> <p>NI - Usually negative about work and most co-workers. Usually does not handle pressures well.</p>	
Work Habits	<p>EE – Extremely dependable & trustworthy. Always looks to take on new projects and go the extra mile. Always recognizes consequences of actions and decisions.</p> <p>AE – Very dependable & trustworthy. Usually looks to take on new projects.</p> <p>ME – Dependable & can trust most of the time. Will take on new projects after being asked.</p> <p>NI - Not always dependable. Question trust. Does not look for additional projects and/or resents them. Does not recognize consequences of decisions and does not demonstrate logical thinking.</p>	
Planning & Organization	<p>EE – Always plans and organizes workload and can efficiently accomplish both individual and group tasks. Can also handle changes that arise in workload or priorities easily.</p> <p>AE - Usually plans and organizes workload and can usually accomplish both individual and group tasks efficiently. Can also usually handle changes that arise in workload or priorities.</p> <p>ME – Plans and organizes workload most of the time and accomplish both individual and group tasks. Most of the time can handle changes that arise in workload and priorities.</p> <p>NI - Does not plan and organize workload or accomplish tasks. Has difficulty handling changes that arise in workload and priorities.</p>	

Performance Rating

Category	Rating	Comments & Goals for 2005
Team Work:		
Service:		
Knowledge of Job:		
Cooperation:		
Work Habits:		
Planning & Organization:		

Conclusion:

Based on the above, I have judged your performance as XX and raised your annual salary for the period of January 1, 2005 to December 31, 2005 to \$XX, an increase of XX%. I hope you find this increase to be reflective of the work you have done and the contributions you have made.

XX

Date

I have reviewed the above evaluation and discussed it with my supervisor. My signature below shall not be construed to mean either agreement or disagreement with the evaluation but rather acknowledgment that the evaluation has been seen by me. I also understand that I have the right to append comments to the evaluation if I so desire.

XX

Date

EMPLOYEE ANNUAL EVALUATION

Name of Employee _____

Position/Title: _____ Review Period: From _____ to _____

Rating Categories

- Outstanding (6) Work performance is consistently superior to the Standards required for the job
- Exceeds (5) Work performance is consistently above the standards for the position
- Meets (4) Work performance consistently meets the standard of performance for the position.
- Almost Meets (3) Work performance usually meets standards; some improvement needed
- Needs Improving (2) Work performance does not consistently meet the standards of performance for the position; serious effort is needed to improve performance.
- Does not meet expectations (1) Work performance is inadequate and inferior to the standards of performance required for the position; performance at this level cannot be allowed to continue.

For each of the following categories, rate the employee using the above codes. Record the employees rating. Include your comments in the appropriate column. Additional explanations may be submitted on a separate sheet of paper.	Rating 1-6	Comments
1- JOB KNOWLEDGE: Policies and procedures; applications and services; responsibilities and duties.		
2- INITIATIVE: Motivation, team work, follow-up and time management; proposes ideas or initiates new/better ways of doing things.		
3- QUALITY OF WORK/ACCURACY: Cash handling; detail oriented; minimal paperwork errors; accurate documentation; organizational skills; demonstrates positive commitment to goals of office; follow through; judgment and decision making; commitment to team success; responsiveness to requests for service.		
4- INTERPERSONAL SKILLS/HUMAN RELATIONS: Interacts effectively with customers, co-workers and		

<p>supervisors; courteous and respectful of others; accepts constructive criticism; effectively communicates with others to ensure understanding through listening, oral and written communication; shares needed information in a timely fashion; exhibits positive attitude; addresses customer needs courteously, professionally and efficiently.</p>		
<p>5- WORK PERFORMANCE: Punctuality; dependability; follow through; organized; detail oriented; completes assignments in a timely, neat and accurate way; effectively performs tasks with little or no supervision; shows good reasoning and problem solving skills; follows instructions in a conscientious/consistent manner; plans ahead, schedules time wisely and establishes priorities.</p>		
<p>6- LEADERSHIP/ACCOUNTABILITY: Exhibits conflict resolution skills in order to foster effective working relationships; analyses situations and evaluates alternative courses of action and acts decisively; inspires respect, confidence, teamwork and commitment.</p>		
<p>7- GOALS/OBJECTIVES: Stays current in job-relevant knowledge and skills; seeks opportunities to improve self and work performance.</p> <p>Is the employee “growing” in the position?</p>		

STRENGTHS:

WEAKNESSES:

RATE INCREASE: \$____.____/Hour
REASON FOR INCREASE:

ACCOMPLISHMENTS:

GOALS AND OBJECTVES FOR NEXT REVIEW PERIOD (Planning, strategizing and forecasting ways to stay current in job-relevant knowledge and skills and seek opportunities to improve self and work performed).

2004 Goal:
Method to Achieve Goals: Time Frame / Deadline:

2004 Goal
Method to Achieve Goals: Time Frame / Deadline:
Use additional paper for additional Goals, Method to Achieve Goals and Time Frame / Deadline.

EMPLOYEE COMMENTS:

Signatures:

Employee: _____ Supervisor: _____ Date: __/__/__

+AMERICAN SOCIETY OF BARIATRIC PHYSICIANS
Employee Evaluation Form

Employee: _____

Date of Employment: _____

Department: _____

Evaluation Period From: _____

Job Title: _____

Supervisor: _____

PURPOSE OF THIS EMPLOYEE EVALUATION

To make a personal evaluation, to pin-point strengths and areas that need improvement and to outline a agree upon a practical improvement program. Periodically conducted, these evaluations will provide a history of development and progress.

I. QUALITY OF WORK

A. Quality

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Work below standard	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Work barely satisfies quality requirements	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Output meets quality requirement, nothing extra	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Quality high. Work well done	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Unusual accuracy, thoroughness and effectiveness.
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Comments: _____

B. Accuracy

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Makes frequent errors	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Careless. Makes recurrent errors	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Usually accurate. Makes only average number of mistakes	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Is exact and precise most of the time. Seldom makes mistakes	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Requires absolute minimum of checking. Almost always accurate.
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Comments: _____

C. Alertness

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Slow to catch on	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Requires more than average instructions and explanations.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Grasps instructions with average ability. Hesitant to question.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Usually quick to understand instructions. Asks questions when in doubt.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Exceptionally keen and alert. Understands all instructions. needs no help.
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Comments: _____

D. Adaptability

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Cannot adjust to any deviation from usual procedure	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Slow to adjust to unusual or exceptional circumstances.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Cannot accommodate change and unplanned inconvenience with minimum problems.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Adapts well to most situations or circumstances.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Quick to change habits and procedure to suit demands of particular situation.
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Comments: _____

E. Ability to solve problems

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Cannot solve problems. Avoids all problems.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Solves simple problems by using routine methods.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Solves everyday problems plus a few of the more difficult problems	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Solves most problems. Often solves difficult problems.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Solves any problems rapidly and effectively.
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Comments: _____

F. Ability to Plan and Organize Work

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Work shows no planning or organization.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Can think of only one job at a time.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> With occasional help in planning, work is orderly.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Work is generally well arranged indicating good planning.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> All work is well planned and organized.
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Comments: _____

G. Job Knowledge

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Lacks knowledge of work duties.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Lacks knowledge of some phases of work.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Moderately informed. Can answer most questions.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Understands most phases of work.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Understands and performs all phases of job.
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Comments: _____

H. Ability to Apply Job Knowledge and Skills

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Never uses job knowledge and skills he/ she had.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Often misses a chance to put job knowledge and skills to use.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Uses job knowledge and skills in routine situations.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Makes good use of general principals in most situations.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Makes maximum use of job knowledge and skills in all situations.
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Comments: _____

I. Ability to Make Decisions

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Indecisive, slow and inaccurate decisions.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Hesitant to make decision. Considers most factors.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Generally reliable decisions. Considers most factors.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Makes well thought out decisions without undue delay.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Decisions are always quick and accurate. Inspires confidence.
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Comments: _____

II. QUANTITY OF WORK

A. Perseverance

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Easily distracted. Readily abandons or evades any but the most simple jobs.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Often distracted. Sticks to difficult tasks under compulsion.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Ordinarily patient and persistent. Discouraged by tough problems.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Determined. Seldom distracted.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Never gives up regardless of difficulty or complexity.
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Comments: _____

B. Work Production

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Seldom completes a task in allotted time..	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Satisfactory quality of work. Occasionally creates bottleneck in work slow.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Usually completes most work in allotted time.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Always completes work on schedule or ahead of time.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Produces more than assigned. Seeks or assumes extra work.
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Comments: _____

III. COMMUNICATIONS

A. Oral Communications

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Does not communicate well; quiet, not talkative, withdrawn.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Has moderate use of language is a rather uninterested listener. Doesn't phrase or construct effectively.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Average vocabulary with moderate ability to question or speak. Sometimes wordy.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Easily understood with good usage of language.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Concise, good command of language; effective phrasing; easily understood.
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Comments: _____

B. Written Communications

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Does not have command of words; does not like to write. Often misuses words.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Will write but has little formal writing skills, problems with spelling and punctuation.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Can transpose messages to written word, but is limited in written grammar and construction ability.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Likes to write but is often verbose, yet eager to learn and attempt written communication.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Excellent written grammar, spelling, use of words. Good construction, meaningful.
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Comments: _____

C. Idea Communication

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Does not want to put ideas into writing, puts off any writing assignment. Can not convey idea in either written or speaking communication.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Shows little imagination in conveying an idea; gives idea to another person, rather than to try to convey.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Willing to share ideas but only medium of drive to convey idea to supervisor or to fellow workers. Needs extra incentive to put idea into communicable form.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Willing to express ideas with fair amount of ability to detail idea to others. Ready to learn and willing.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Imaginative and eager to express new ideas in written or oral form, has good concept of idea communication through imagination and empathy.
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Comments: _____

IV. PERSONAL RELATIONSHIPS

A. Human Understanding

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Cannot get along with people.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Doesn't understand nor work well with associates.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Gets along well with most people.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Understands people. Very considerate and gets along well with everyone.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Shows keen understanding of fellow man. Is well liked and respected.
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Comments: _____

B. Emotional Characteristics

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Very moody. Does not control emotions..	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Short tempered. Often moody. Distracted by problems from home or work.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Sometimes moody; emotions usually controlled.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Emotions well controlled in work environment.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Emotions do not noticeably affect quality or quantity of work.
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Comments: _____

C. Deportment

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Leads others into trouble. A continual problem.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Often in trouble. Sets a poor example to follow.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Seldom in trouble. Minor difficulties only.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Sets a good example. Observes regulations. Maintaining good record.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Sets an excellent example of conduct for all associates.
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Comments: _____

D. Ability to Accept Criticism

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Cannot accept criticism. Very defensive. Will not admit mistakes. May get angry.	Reluctantly accepts some criticism. Defensive, pouts. Makes little or no adjustments.	Accepts criticism, but makes little or no effort to improve on own initiative.	Accepts criticism and attempts to make adjustments.	Willingly accepts criticism. Listens, learns and makes appropriate and necessary adjustments.

Comments: _____

E. Ability to Build/ Maintain High Morale

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Destroys morale. Creates confusion and discontent.	Allows morale to decline. Undesirable effect on associates.	Generally works in harmony with associates. No morale builder.	Develops good "team" feelings. Generates enthusiasm and motivation.	Inspires high morale. Sets outstanding example to follow.

Comments: _____

F. Courtesy

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Discourteous; antagonistic.	Sometimes thoughtless or inconsiderate.	Agreeable and pleasant most of the time.	Always very polite and cooperative with staff and / or physicians.	Inspiring to others in being courteous and very pleasant.

Comments: _____

G. Friendliness

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Very distant and aloof.	Approachable, friendly once known by others.	Warm, friendly; sociable with staff and physicians.	Very sociable and outgoing towards everyone.	Extremely sociable, excellent at establishing good will.

Comments: _____

H. Personal Appearance - *The impression an employee makes on others concerning the cleanliness, neatness and dress appropriate to the job.*

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Inappropriate dress; untidy appearance.	Sometimes untidy and careless about personal appearance.	Generally neat and clean. Satisfactory personal appearance.	Careful about appearance; appropriate dress for job. Clean and neat.	Usually well groomed; very neat; excellent manner of dress.

Comments: _____

I. Physical Fitness

--	--	--

Tires easily.
Weak and frail..

--	--	--

frequently tires.
Not very energetic.

--	--	--

Meets physical
and energy job
requirements.

--	--	--

Energetic. Seldom
tires.

--	--	--

Excellent stamina; no
fatigue.

Comments: _____

J. Housekeeping

--	--	--

Disorderly or
untidy.

--	--	--

Some tendency to
be careless and
untidy.

--	--	--

Ordinarily keeps
work area neat.

--	--	--

Quite conscientious
about neatness and
cleanliness.

--	--	--

Usually neat, clean and
orderly.

Comments: _____

V. DEPENDABILITY

A. Attendance

--	--	--

Often absent
without good
excuse.

--	--	--

Lax in attendance.
Misses 10-12 days
per year.

--	--	--

Usually present.
Misses 6-9 days
per year.

--	--	--

Almost always
regular in atten-
dance. Misses 3-5
days per year.

--	--	--

Always regular in at-
tendance. Misses less
than 2 days a year.

Comments: _____

B. Punctuality / Promptness

--	--	--

Frequently re-
ports late to work
and on job as-
signments.

--	--	--

Lax in reporting
to work on time
and slow to begin
productive output.

--	--	--

Has casual ap-
proach towards
punctuality and
promptness- 75%
of the time.

--	--	--

Prompt and punc-
tual 85% of the time
in all areas of work.

--	--	--

Prompt and punctual
95% of the time in all
areas of work.

Comments: _____

C. Stability

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Goes "to pieces" or cannot perform under pressure and deadlines.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Occasionally "blows up". Is easily irritated under pressure.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Has average tolerance for crisis. Usually remains calm.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Functions well under pressure; Performs in crisis better than the average person.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Thrives under pressure. Readily enjoys solving crisis.
--	--	---	---	--

Comments: _____

D. Reliability

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> In unreliable without close supervision.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Sometimes requires prompting.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Usually takes care of necessary tasks and meets deadlines.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Requires little supervision. Conscientious. Is reliable. Meets deadlines.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Requires absolute minimum of supervision. Completely reliable.
--	---	--	---	--

Comments: _____

VI. INITIATIVE

A. Industry

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Clock watcher. Avoids work.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Wastes time by too much talking or wandering.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Does required job. Resents picking up others slack.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Willing to do more than required. Consistently hard worker.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Extremely energetic and enthusiastic toward work.
---	---	---	---	---

Comments: _____

B. Drive

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Has no personally defined goals; without purpose.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Sets goals too low. Shows little concern for achievement or improvement.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Has average goals. Satisfied with status quo.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Strives hard. Has high desire to achieve.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Sets high goals and strives to reach these.
---	--	---	---	---

Comments: _____

C. Initiative

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Requires detailed supervision and orders; lacks foresight.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Seldom has a new idea, always looks to supervisor for guidance.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Makes occasional suggestions. Works out own details.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Encourages others. Brings ideas to supervisors. Acts on own initiative.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Originates well thought out ideas. Uses initiative and foresight. Follows through.
--	---	--	---	--

Comments: _____

D. Creativity

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Rarely has a new idea; is unimaginative.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Occasionally comes up with a new idea.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Average imagination. Often suggests new approach.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Frequently suggests new ways of doing things. Is very imaginative.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Continually seeks new and more effective ways of doing things. Is extremely imaginative.
--	--	---	--	--

Comments: _____

E. Effort to Increase Knowledge and Ability

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Does not care; does not try to improve. Lacks interest.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Shows little interest in overall operation or desire to learn.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Accepts but does not seek opportunities to learn.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Alert to any opportunity to learn or expand career knowledge. Does not hesitate to ask questions.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Eager to improve his / her job potential. Always seeking knowledge to expand status.
---	--	---	---	--

Comments: _____

PERFORMANCE EVALUATION SUMMARY

Major strengths and abilities are: _____

Major weak points or areas that need improvements: _____

Plans for improvement: _____

EMPLOYEE’S COMMENTS

Remarks: _____

This appraisal was discussed with me on _____
(date) *(Employee’s signature)*

SUPERVISOR’S RECOMMENDATION

3 Month Annual Review
 6 Month Other _____
(Effective Date of Evaluation)

Keep present status (no change)
 Merit Increase - recommended percentage _____

Promotion to _____

Place on / or Extend Probationary Period; to date _____

Termination of Employment

Supervisor’s Signature: _____
(Date)

Supervisor’s Title: _____

PERSONNEL OFFICE

Evaluation _____

Action _____

Date _____

Performance Appraisal - Staff

Employee Name: _____ ID/SS#: _____

Position/Title: _____ Date: _____

Appraisal Period: From _____ to _____ Supervisor: _____ (n/a)

Appraisal Type – Period: End of Probation Annual Other _____

Use the following scale:

- Exceptional** = Far Exceeds Expectations
- Exceeds** = Exceeds Expectations
- Meets** = Meets Expectations
- Does Not Meet** = Does Not Meet Expectations
- Unsatisfactory** = Far Below Expectations / Unsatisfactory Performance

1. **Quality of Work:** (accuracy, reliability, appearance, presentation, thoroughness, organization)

Exceptional Exceeds Meets Does Not Meet Unsatisfactory

Additional Comments:

2. **Quantity of Work:** (volume of acceptable work, consistency, speed)

Exceptional Exceeds Meets Does Not Meet Unsatisfactory

Additional Comments:

3. **Knowledge of Job:** (specialized knowledge required to perform job. Consider degree of knowledge relative to length of time in current position)

Exceptional Exceeds Meets Does Not Meet Unsatisfactory

Additional Comments:

4. **Communication:** (effectively conveys and understands ideas/concepts, information and direction. Confirms information for accuracy. Clear written and oral communications)

Exceptional Exceeds Meets Does Not Meet Unsatisfactory

Additional Comments:

5. **Initiative/Resourcefulness:** (resourcefulness, creativity and independence in meeting objectives. Development of new ideas, procedures and methods to compensate for and meet changing circumstances)

Exceptional Exceeds Meets Does Not Meet Unsatisfactory

Additional Comments:

6. **Assertiveness/Motivation:** (results oriented, desires to excel, works steadily and actively, pursues goals with commitment and takes initiative eagerly)

Exceptional Exceeds Meets Does Not Meet Unsatisfactory

Additional Comments:

7. **Cooperation:** (support for organizational and department goals, willingness to undertake new assignments, effectively maintains relationships needed to address opportunities and/or problems that may arise with respect to his/her position)

Exceptional Exceeds Meets Does Not Meet Unsatisfactory

Additional Comments:

8. **Attendance:** (availability for work, maintains regular attendance, reports to work on time, communicates schedule changes to supervisory personnel, available to complete responsibilities of position)

Exceptional Exceeds Meets Does Not Meet Unsatisfactory

Additional Comments:

9. **Planning/Organization:** (effectively plans and implements assignments, anticipates possible obstacles to completing assigned tasks and compensates accordingly, meets deadlines, prioritizes duties on a daily basis, compensates for emergencies, use of time and resources at his/her disposal)

Exceptional Exceeds Meets Does Not Meet Unsatisfactory

Additional Comments:

10. **Other:** (If applicable, list factors not considered in previous categories. Consider only those specific to position.)

Exceptional Exceeds Meets Does Not Meet Unsatisfactory

Additional Comments:

**Employee Performance Evaluation Form
CONFIDENTIAL**

EMPLOYEE NAME:	
TITLE:	
APPRAISAL PERIOD:	From: _____ To: _____
REVIEWER'S NAME:	
TITLE:	

To the employee and reviewer: The purpose of this performance review is to encourage open, two-way communication between the employee and supervisor in order to improve individual performance and development, and help achieve the goals of the department and, ultimately, the mission/goals of the organization.

PERFORMANCE RATING GUIDELINES			
(1) Below Standards	(2) Minimally Met Standards	(3) Met CRB Standards	(4) Exceeded Standards

SECTION 1: BASIC PERFORMANCE INDICATORS		Rating
1	Is punctual and dependable as far as daily attendance and commitments.	
2	Projects a positive image and makes a favorable first impression.	
3	Unplanned absences are infrequent and proper notice of leave usage is given.	
4	Knows and adheres to organization policies.	
5	Maintains a pleasant attitude in relationships with other staff members.	

Comments:

SECTION 2: Communication Skills		Rating
1	Develops written materials that are clear and concise.	
2	Listens to others and encourages others to communicate.	
3	Verbal communication is clear and effective.	
4	Takes initiative for keeping supervisor informed about issues and status of current projects.	
5	Asks appropriate questions to obtain needed information.	
6	Demonstrates effective listening skills.	

Comments:

SECTION 3: PERFORMANCE OF ASSIGNED RESPONSIBILITIES		Rating
1	Handles assigned tasks responsibly and in a timely manner.	
2	Pays attention to details related to duties and tasks.	
3	Plans, organizes and monitors workflow to achieve desired objectives.	
4	Generates and champions new ideas and approaches to assignments.	
5	Maintains a cordial and professional demeanor when relating to members, volunteers, vendors, and staff.	
6.	Is able to effectively handle multiple demands and competing priorities.	
7.	Exercises good judgment in making and carrying out decisions.	
8.	Works independently and takes manageable risks without excessive supervision.	

Comments:

SECTION 4: ORGANIZATIONAL & TEAM COMMITMENT		Rating
1	Deals effectively with diverse personalities and difficult situations.	
2	Attends to the needs of members, volunteers, vendors, and staff with respect.	
3	Demonstrates a commitment to the basic goals and values of the organization.	
4	Willing to assume responsibility and accountability for projects outside of the scope of normal duties and job description.	
5	Willing to accept guidance, suggestions and feedback without defensive behavior.	
6	Demonstrates sensitivity toward others and appropriately modifies behavior to suit the situation.	

Comments:

SECTION 5: POSITION RELATED SKILLS		Rating
A. Job knowledge & application skills: application of technical and procedural know-how.		“<input checked="" type="checkbox"/>” the applicable rating below.
Insufficient knowledge to handle routine tasks.		1 <input type="checkbox"/>
Knowledge is limited to certain areas; has difficulty applying knowledge to perform tasks.		2 <input type="checkbox"/>
General knowledge is sufficient to handle most routine tasks; possesses the skill to apply in most situations.		3 <input type="checkbox"/>
Broad general knowledge and in-depth expertise in most areas; can apply capabilities to advanced and unusual tasks.		4 <input type="checkbox"/>

Comments:

B. Concern for quality & accuracy: setting high standards for own personal performance; striving for quality work; putting forth extra effort to ensure quality work.	“<input checked="" type="checkbox"/>” the applicable rating below.
Does not set personal standards nor accept responsibility for quality work; satisfied with work of minimum quality.	1 <input type="checkbox"/>
Recognizes the need for quality work; generally quality work is performed on only the more important aspects of the position.	2 <input type="checkbox"/>
Has established acceptable standards to produce quality work.	3 <input type="checkbox"/>
Sets high standards for quality work; strives for high quality work in completing assignments.	4 <input type="checkbox"/>

Comments:

C. Initiative and motivation to achieve: Being results oriented; desire to excel on the job; working steadily and actively.	“<input checked="" type="checkbox"/>” the applicable rating below.
Takes action only when instructed; must be prodded.	1 <input type="checkbox"/>
Performs tasks; accepts additional activities only when suggested.	2 <input type="checkbox"/>
Does assigned tasks diligently; accepts responsibility for work beyond regular duties when necessary.	3 <input type="checkbox"/>
Accepts full responsibility for getting the job done; initiates and suggests independent action to assume additional responsibilities. Exceptional motivation; challenged by difficult assignments; can be counted on to exert whatever effort is required to help the team produce high quality results within set deadlines.	4 <input type="checkbox"/>

Comments:

D. Innovation/Creativity: Developing and implementing new solutions, new procedures, and/or new applications of existing procedures. Demonstrating imagination and originality.	“<input checked="" type="checkbox"/>” the applicable rating below.
Does not generate new ideas; resists new ideas developed by others.	1 <input type="checkbox"/>
Develops new ideas, concepts or processes when directed; has difficulty accepting new ideas developed by others.	2 <input type="checkbox"/>
Assists in generating new ideas, concepts or processes usually when coached; can accept new ideas generated by others.	3 <input type="checkbox"/>
Develops new ideas, concepts or processes on own initiative; stimulates others in the development of new ideas. Effectively pursues the necessary details for implementation of new ideas.	4 <input type="checkbox"/>

Comments:

E. Dependability/Reliability: Following instructions and appropriate procedures; attention to detail; keeping supervisor and other staff informed of developments.	“☑” the applicable rating below.
Instructions and procedures not adequately followed; does not respond in a timely manner to request from supervisor or other staff on progress of work.	1 <input type="checkbox"/>
Capability of carrying out instructions with supervisory involvement; occasionally leaves work responsibilities incomplete.	2 <input type="checkbox"/>
Follows instructions and appropriate procedures; routinely keeps supervisor informed.	3 <input type="checkbox"/>
Exceptional reliability; keeps supervisor and staff informed and if there is a need for exceptions to instructions and progress of work.	4 <input type="checkbox"/>

Comments:

F. Comprehension/Perception: Ability to grasp new ideas and concepts, capability to sense “status quo” has changed.	“☑” the applicable rating below.
Slow to grasp ideas; unable to determine a change in direction.	1 <input type="checkbox"/>
Occasionally needs repeated instructions; has difficulty in assessing changing situations.	2 <input type="checkbox"/>
Understands most new ideas without excessive explanation; readily aware of changing situations.	3 <input type="checkbox"/>
Grasps new ideas quickly; frequently anticipates changing situations before they occur; minimal instructions needed to understand new ideas and information.	4 <input type="checkbox"/>

Comments:

G. Verbal communication with other staff, members, volunteers, and/or vendors: Information and ideas are conveyed in clear, logical and professional manner.	“☑” the applicable rating below.
Unclear, may be rambling; lacking proper emphasis; does not listen and respond to the point.	1 <input type="checkbox"/>
Frequently unclear and often lacks focus in responding.	2 <input type="checkbox"/>
Generally clear and to the point; explains when questioned.	3 <input type="checkbox"/>
Clear, to the point and understood; generally explains complex points well when questioned. Exceptionally clear and convincing verbal communications and maintains logic and clarity in pressure situations.	4 <input type="checkbox"/>

Comments:

H. Written communications: Writing concise, organized, clear and professional in appearance and language/message.	“<input checked="" type="checkbox"/>” the applicable rating below.
Difficult to determine the meaning of written work because of errors; incomplete or disorganized presentation of ideas and/or inclusion of incorrect or irrelevant information.	1 <input type="checkbox"/>
Writing clarity is inconsistent, with frequent occurrences of grammar misuse and spelling errors.	2 <input type="checkbox"/>
Writing is generally acceptable and routinely prepares documents that are clear, logical and complete.	3 <input type="checkbox"/>
Writing is organized, succinct, professional and style is adapted depending on objectives and intended readers.	4 <input type="checkbox"/>

Comments:

I. Problem analysis and decision making: Obtaining and evaluating pertinent information to determine source of and alternate solutions to problems; recognizing when a decision is necessary; willingness to make necessary decisions even if available information is incomplete.	“<input checked="" type="checkbox"/>” the applicable rating below.
Frequently makes errors in judgment; hesitates to make decisions.	1 <input type="checkbox"/>
Has difficulty in obtaining or evaluating pertinent information and/or puts off making decisions considering facts at hand.	2 <input type="checkbox"/>
Adequate routine decisions are made when required; considering information that is readily available.	3 <input type="checkbox"/>
Recognizes when additional information is necessary for non-routine decisions; makes timely decisions and is exceptional at considering long-term effects of decisions.	4 <input type="checkbox"/>

Comments:

Overall Rating:

- (4) Exceeded Standards: # of Factors = _____ X 4 = _____ Points
- (3) Met CRB Standards: # of Factors = _____ X 3 = _____ Points
- (2) Minimally Met Standards: # of Factors = _____ X 2 = _____ Points
- (1) Below Standards: # of Factors = _____ X 1 = _____ Points

Total Points: _____ divided by Total Factors _____ = Average of _____

- Raise: 0% (1) Does Not Meet Standards
- 1-2% (2) Marginal or Developing
- 3-4% (3) Satisfactory – CRB Standard Performance
- 4-5% (4) Exemplary – Exceeds Standards

Overall Strengths:

Development Needs:

Employee: _____ **Date:** _____

Manager: _____ **Date:** _____

Chief Executive Officer: _____ **Date:** _____

OVERVIEW & GUIDANCE IN COMPLETION OF PERFORMANCE APPRAISAL

SAN DIEGO COUNTY BAR ASSOCIATION

PERFORMANCE EVALUATION FOR A NON-EXEMPT EMPLOYEE

Name	Department	
Position	Review Period	Date of Evaluation

You should alert your employee that you would be conducting their performance review. Ask them to start thinking about their accomplishments from the past year and their objectives for the upcoming year.

It is the responsibility of the supervisor to complete the official performance evaluation form by assigning the appropriate rating to each factor as it applies to the employee's performance. The rating must be substantiated with a written explanation.

A performance evaluation system has two purposes: to record employee performance relative to well-established articulated standards and to make constructive, concrete suggestions for improvement and growth.

Each item reflects a performance requirement. An equitable performance-based evaluation is based on the concepts of objectivity and observable performance.

Objectivity means each item is applied consistently and appropriately to all evaluated employees, regardless of how well the evaluator likes the employee, regardless of how well the employee has performed on other aspects of the evaluation, regardless of how recently the employee has performed well or poorly or how the evaluator is feeling on the day of the evaluation.

An objective standard applies in exactly the same way to all employees in the same category. It does not depend on how hard the employee tries or on extenuating circumstances, such as length of employment, personal problems, etc.

The concept of observability is the aspect of performance that is specifically demonstrated. Things that can be felt, tasted, touched, heard or seen are observable. Things without these qualities are not observable.

Qualities such as attitude should not be used in rating an employee, because attitude cannot be observed. Only the behaviors from which attitude can be inferred are observable. A supervisor can observe whether an employee comes to work on time, finds more efficient ways to perform their assigned tasks, yells at a caller, etc. Behaviors such as these are indicators of attitude. Personal observations by the supervisor are the most desired and dependable. Secondhand information is not as reliable a basis for such decisions.

An annual evaluation should be based on performance over the entire year. Care should be taken to ensure that recent performance does not unduly influence the ratings given to an employee. Although recent trends are important and should be considered, the employee's performance with respect to any item should be reviewed over a period of at least six months, if not the entire year. Specific behaviors related to each item should be identified to validate the ratings given.

Evaluating individuals with whom one has established working relationships and friendships can be difficult. Evaluators must use self-discipline to remain objective and prevent extraneous factors from interfering with a fair assessment of the employee's performance. More subtle factors can also distort the evaluation process. The evaluator must guard against using the employee evaluation process to make the evaluator appear in a particular light as a supervisor – either by giving undeservedly low evaluations so as to appear tough or “hard-nosed,” or by giving unmerited positive evaluations to imply the development of a superior staff.

Evaluations can also be distorted by the personal “mindset” biases and the idiosyncratic reactions we all develop toward particular traits in others, such as a distaste for particular clothing, hairstyles, personal mannerisms, lifestyles or a preference for those who share our leisure interests or appear to value us. An evaluator must analyze and separate personal feelings and reactions from the evaluation ratings of an individual's performance to avoid rating on irrelevant criteria and distorting the process.

Evaluation results should never come as a complete surprise to either the supervisor or the employee. Feedback on performance at, above or below standard should be communicated throughout the year. Behavior that is not noted at the time it occurs is long forgotten by the date of the evaluation.

Revised 9/3/02

FACTORS TO BE EVALUATED

Each factor should be rated based on the following performance levels:

RATING	
1	Far Exceeds Expectations - Job performance at a level that <u>far exceeds</u> performance standards in all areas. Employees at this level are considered truly superior performers.
2	Meets All and/or Exceeds Some Expectations - Job performance that consistently <u>meets</u> performance standards and/or <u>exceeds</u> some or many performance standards. Employees who perform at this level are considered to be meeting the quantity and quality standards for their jobs, and at times may also surpass what is reasonably expected from persons occupying their jobs.
3	Does Not Meet Expectations - Job performance that <u>falls short</u> of meeting the basic performance standards of the job. Substantial improvement in job performance is required.

A. PERFORMANCE

1. Quantity of Work: Consider the number of assignments completed and the volume of output in relation to job standards.

Supervisor's Evaluation Check one:	Far Exceeds	Meets or Exceeds	Doesn't Meet
---	--------------------	-------------------------	---------------------

Explanation:

Compare the job standards to the number of assignments completed and the volume of output (work produced).

Does employee's productivity meet expectations? (What are the expectations? How are they measured?)

Are assignments completed on time and in a thorough manner?

(Productivity: volume of work produced in required time period.)

2. Quality of Work: Consider thoroughness, accuracy and independence of work in combination with employee's level of knowledge experience.

Supervisor's Evaluation Check one:	Far Exceeds	Meets or Exceeds	Doesn't Meet
---	--------------------	-------------------------	---------------------

Explanation:

Consider the thoroughness and accuracy of the employee's work. (Is the employee able to perform duties with a minimum of errors?)

Consider the ability to work independent with employee's level of knowledge. (Is the employee able to work with a minimum of supervision based on knowledge and experience level?)

Does the employee complete all portions of the assignment? Does employee follow through with assignments or do they need to be reminded on what to do?

3. Personal Organization/Planning: Consider ability to administer details, make decisions, arrive at conclusions and judgments, prioritize work for effective accomplishment of assignments, ability to conceptualize, formulate ideas, analyze problems, gather facts, ascertain causes, develop alternate solutions, budget and recommend a course of action.

Supervisor's Evaluation Check one:	Far Exceeds	Meets or Exceeds	Doesn't Meet
--	--------------------	-------------------------	---------------------

Explanation:

What is employee's ability to administer details and make appropriate decisions?

What is employee's ability to arrive at appropriate conclusions and make appropriate judgments?

Is the employee able to prioritize work in order to complete assignments timely? (Is the employee well-organized, detail oriented and able to manage multiple projects simultaneously?)

Consider employee's ability to conceptualize, by formulating ideas, analyzing problems, gathering facts and determining causes to develop alternate solutions.

Does employee recommend appropriate courses of action?

Does the employee anticipate and resolve problems before they have a negative impact? Does employee have sound judgment and make good decisions?

4. Professional Expertise: Consider the understanding of the elements and technical requirements applicable to the job. Knowledge of the job gained through experience, general education and specialized training.

Supervisor's Evaluation Check one:	Far Exceeds	Meets or Exceeds	Doesn't Meet
--	--------------------	-------------------------	---------------------

Explanation:

Does the employee understand the basics of the job?

Has the employee improved their abilities through experience, education and training?

Is the employee able to perform work without on-going instructions?

Does the employee have a clear understanding of what the job is, why it must be done and how it is to be done?

Does the employee have the skills and knowledge to perform job duties?

5. Project Management: Consider ability to manage projects from start to finish.

Supervisor's Evaluation	Far Exceeds	Meets or Exceeds	Doesn't Meet
Check one:			

Explanation:

What is the employee's ability to manage projects start to finish (job, tasks or assignments, not necessarily just an assigned project)?

Project management requires:

organizational and prioritizing skills; planning abilities; and ability to identify problems and eliminate them before they becomes a crisis.

Does employee plan and organize activities and resources to maximize productivity?

Does employee make timely decisions and meet deadlines?

Consider employee's ability to set realistic goals and accomplish them?

Consider employee's time management skills.

Is employee well organized?

Is employee able to prioritize work?

Does employee make productive use of time? Or does socializing interfere with work.

Is the employee dependable and reliable?

(Define clear objectives, create an action plan, establish priorities, coordinating projects and juggling multiple tasks.)

Extent to which employee can be relied upon regarding task completion, follow-up and follow through.

6. Customer Service: Consider responsiveness, competence and courtesy when dealing with members, co-workers, vendors and other customers. Also consider interaction with all members of governance.

Supervisor's Evaluation	Far Exceeds	Meets or Exceeds	Doesn't Meet
Check one:			

Explanation:

How does the employee respond to others?

Does the employee show courtesy and competency when dealing with others?

How does the employee interact with all members?

The extent to which an employee is willing and demonstrates the ability to cooperate with others?

B. INTERPERSONAL SKILLS

1. Adaptability: Consider ability to meet challenging situations, to handle obstacles and to accept instruction, guidance and direction.

Supervisor's Evaluation Check one:	Far Exceeds	Meets or Exceeds	Doesn't Meet
--	--------------------	-------------------------	---------------------

Explanation:

How does the employee meet challenging situations?
 Can employee handle obstacles and modify procedures appropriately.
 How does employee accept instruction, guidance and direction?
 Extent to which an employee adapts to changes in the work environment.
 Can the employee handle constructive criticism?
 Does the employee respond appropriately to suggestions for improvement?
 Does the employee develop creative solutions?

2. Teamwork: Consider effectiveness in communicating with colleagues, supervisors, subordinates, and effectiveness in handling interpersonal confrontations/conflicts on various organization and/or job related issues.

Supervisor's Evaluation Check one:	Far Exceeds	Meets or Exceeds	Doesn't Meet
--	--------------------	-------------------------	---------------------

Explanation:

Does employee effectively communicate with others?
 Is employee able to effectively handle interpersonal conflicts?

- 3. Judgment:** Consider ability to exercise appropriate judgment in day-to-day aspects of job, as well as, in more challenging situations, such as handling multiple priority tasks, responding to members who are upset, etc.

Supervisor's Evaluation Check one:	Far Exceeds	Meets or Exceeds	Doesn't Meet
<p>Explanation:</p> <p>Does employee exercise appropriate judgment day-to-day and in challenging situations? How does employee handle multiple tasks? How does employee respond to people who are upset? Does the employee demonstrate proper decision-making skills? What is employee's ability to anticipate and solve problems? Is the employee flexible? Degree to which the employee is a self-starter and takes independent action. Does the employee take independent action in an appropriate manner?</p>			

- 4. Reliability, Dependability:** Does employee arrive at work on time, work consistently during normal work hours, have good attendance without frequent, unplanned absences, not exceed normal lunch and break times?

Supervisor's Evaluation Check one:	Far Exceeds	Meets or Exceeds	Doesn't Meet

Explanation:

Does the employee arrive at work on time?

Does the employee work consistently during normal work hours?

Does the employee have good attendance without frequent unplanned absences? **(List number of absences within the last year.)**

Does the employee exceed normal lunch and break times?

Consistency and reliability of performance.

Ability and willingness to work with others.

PERFORMANCE STRENGTHS:

Summarize the factors (elements, aspects, characteristics, attributes, traits, mannerisms, employees best qualities) where the employee's performance has been particularly noteworthy. (strengths and achievements)

Supervisor's Evaluation

EXAMPLE:

Shows excellent attention to detail.

Is responsive to information requests.

Is very accurate and dependable.

Shows a good knowledge of skills.

Shows good judgment.

Demonstrates an excellent and willing attitude.

Uses creative solutions.

D. PERFORMANCE FACTORS NEEDING ATTENTION:

Summarize the factors where the employee has an opportunity to improve.

Supervisor's Evaluation

EXAMPLE:

Needs to improve written and verbal communication skills. Discuss who the communication problems are with.

Needs to improve tack and diplomacy when dealing with other staff and volunteers.

Tends to over-rely on existing protocols when dealing with a difficult situation.

Needs to be less insistent on protocols if the integrity of the information can be maintained in a less rigid manner.

Needs to improve attendance?

Needs to improve reliability?

Employee is rigid in thinking and needs to be more flexible.

I. OVERALL EVALUATION

Supervisor's Evaluation Check one:	Far Exceeds	Meets or Exceeds	Doesn't Meet
	<p>Job performance at a level that far exceeds performance standards. Employees at this level are considered truly superior performers.</p>	<p>Job performance that consistently meets performance standards and/or exceeds some performance standards. Employees who perform at this level are considered to be meeting the quantity and quality standards for their jobs, and at times may also surpass what is reasonably expected from persons occupying their jobs.</p>	<p>Job performance that falls short of meeting the basic performance standards of the job. Substantial improvement in job performance is required.</p>

Explanation:

Summary of strengths and weakness with overall recommendations for next year.

EXAMPLE:

- Technical skills and knowledge are excellent.
- Is meticulous and accurate with all procedures.
- Needs to focus on improving ability to communicate constructively and positively with other staff members and volunteers.
- Need to be more flexible and less rigid.
- Needs to improve reliability and dependability by having less unscheduled unplanned days off.

SAN DIEGO COUNTY BAR ASSOCIATION

**PERFORMANCE EVALUATION
FOR AN EXEMPT EMPLOYEE**

Name	Department	Date of Hire
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Position	Review Period	Date of Evaluation
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INSTRUCTIONS

Performance evaluations should be completed for all full-time and part-time employees. Any employee on a leave of absence should have a review completed within 30 days of their return to work.

You should alert your employee that you would be conducting their performance review. Ask them to start thinking about their accomplishments from the past year and their objectives for next year.

It is the responsibility of the supervisor to complete the official performance evaluation form by assigning the appropriate rating to each factor as it applies to the employee's performance. The rating must be substantiated with a written explanation. Each factor should be rated based on the following performance levels:

RATING	
1	Far Exceeds Expectations - Job performance at a level that <u>far exceeds</u> performance standards. Employees at this level are considered truly superior performers.
2	Meets All and/or Exceeds Some Expectations - Job performance that consistently <u>meets</u> performance standards and/or <u>exceeds</u> some performance standards. Employees who perform at this level are considered to be meeting the quantity and quality standards for their jobs, and at times may also surpass what is reasonably expected from persons occupying their jobs.
3	Does Not Meet Expectations - Job performance that <u>falls short</u> of meeting the basic performance standards of the job. Substantial improvement in job performance is required.

INSTRUCTIONS (continued)

Please note the importance of **SECTION F--NEXT YEAR'S OBJECTIVES, SECTION G—RESULTS ACHIEVED AND SECTION H --PROFESSIONAL DEVELOPMENT**. Section F will help the employee know what expectations are set for the next performance year, Section G will show the results achieved for the current evaluation period and Section H will assist Human Resources in developing appropriate training and development programs.

Completed evaluation forms are to be reviewed by your department head and the Associate Executive Director.

At the scheduled review session, the supervisor and the employee should discuss the evaluation as the supervisor has written it. The employee should be given the opportunity to comment (written or verbal) on the evaluation, if he or she chooses to do so. At the completion of the review session, obtain your employees signature on the evaluation form and return to the Associate Executive Director.

FACTORS TO BE EVALUATED

A. PERFORMANCE

- 1. Quantity of Work:** Consider the number of assignments completed and the volume of output in relation to job standards.

Supervisor's Evaluation Check one:	Far Exceeds	Meets or Exceeds	Doesn't Meet
Explanation:			
Employee's Comments:			

2. Quality of Work: Consider thoroughness, accuracy and independence of work in combination with employee's level of knowledge/experience.

Supervisor's Evaluation Check one:	Far Exceeds	Meets or Exceeds	Doesn't Meet
Explanation:			
Employee's Comments:			

3. Personal Organization/Planning: Consider ability to administer details, make decisions, arrive at conclusions and judgments, prioritize work for effective accomplishment of assignments, ability to conceptualize, formulate ideas, analyze problems, gather facts, ascertain causes, develop alternate solutions, budget and recommend a course of action.

Supervisor's Evaluation Check one:	Far Exceeds	Meets or Exceeds	Doesn't Meet
Explanation:			
Employee's Comments:			

4. Professional Expertise: Consider the understanding of the elements and technical requirements applicable to the job. Knowledge of the job gained through experience, general education and specialized training.

Supervisor's Evaluation	Far Exceeds	Meets or Exceeds	Doesn't Meet
Check			
one:			
Explanation:			
Employee's Comments:			

5. Project Management: Consider ability to manage projects from start to finish.

Supervisor's Evaluation	Far Exceeds	Meets or Exceeds	Doesn't Meet
Check			
one:			
Explanation:			
Employee's Comments:			

6. Customer Service: Consider responsiveness, competence and courtesy when dealing with members, co-workers, vendors and other customers. Also consider interaction with all members of governance.

Supervisor's Evaluation	Far Exceeds	Meets or Exceeds	Doesn't Meet
Check one:			
Explanation:			
Employee's Comments:			

B. INTERPERSONAL SKILLS

1. Adaptability: Consider ability to meet challenging situations, to handle obstacles and to accept instruction, guidance and direction.

Supervisor's Evaluation	Far Exceeds	Meets or Exceeds	Doesn't Meet
Check one:			
Explanation:			
Employee's Comments:			

2. Teamwork: Consider effectiveness in communicating with colleagues, supervisors, subordinates, and effectiveness in handling interpersonal confrontations/conflicts on various organization and/or job related issues.

Supervisor's Evaluation			
Check	Far Exceeds	Meets or Exceeds	Doesn't Meet
one:			
Explanation:			
Employee's Comments:			

3. Judgment: Consider ability to exercise appropriate judgment in day-to-day aspects of job, as well as, in more challenging situations, such as handling multiple priority tasks, responding to members who are upset, etc.

Supervisor's Evaluation			
Check	Far Exceeds	Meets or Exceeds	Doesn't Meet
one:			
Explanation:			
Employee's Comments:			

C. LEADERSHIP (Rate only those employees that have supervisory responsibility)

- 1. Developing Staff:** Consider the ability to select, orient, train and develop competent people, and to maintain adequate staffing levels for effective unit performance.

Supervisor's Evaluation	Far Exceeds	Meets or Exceeds	Doesn't Meet
Check one:			
Explanation:			
Employee's Comments:			

- 2. Providing Direction/Supervision:** Consider ability to influence people to accomplish desired objectives, ensuring employee understanding through delegation, motivation, coordination and management of change. Consider ability to ensure progress toward objectives, establish reporting system, develop performance objectives, measure results, take corrective action, reward and discipline.

Supervisor's Evaluation	Far Exceeds	Meets or Exceeds	Doesn't Meet
Check one:			
Explanation:			
Employee's Comments:			

D. PERFORMANCE STRENGTHS:

Summarize the factors where the employee's performance has been particularly noteworthy.

Supervisor's Evaluation
Employee's Comments:

E. PERFORMANCE FACTORS NEEDING ATTENTION:

Summarize the factors where the employee has an opportunity to improve.

Supervisor's Evaluation
Employee's Comments:

F. NEXT YEAR'S OBJECTIVES: List objectives that should be accomplished during the next calendar year. Objectives can be date specific, project specific, or performance specific.

MAJOR RESPONSIBILITIES		EXPECTATIONS/MEASUREMENT	
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	
7.		7.	
8.		8.	
9.		9.	
10.		10.	

G. RESULTS ACHIEVED:

MAJOR RESPONSIBILITIES RESULTS ACHIEVED/ACCOMPLISHMENTS	A C H I E V E D	E X C E E D E D	O P P O R T U N I T Y I M P R O V E M E N T	COMMENTS
1.				1.
2.				2.
3.				3.
4.				4.
5.				5.
6.				6.
7.				7.
8.				8.
9.				9.
10.				10.

H. PROFESSIONAL DEVELOPMENT:

Choose training classes or educational needs that will increase the employee's capabilities for future growth or to assist in accomplishing objectives discussed in Section F. This section will help Human Resources plan for and develop appropriate in-house training and development programs.

Supervisor's List:	
Technical Training (Access, Excel, Word, etc.)	Other Educational Needs (Writing Skills, Problem Solving Skills, Listening & Communicating Skills and Creating a motivating work environment)
Employee's Comments:	

I. OVERALL EVALUATION

Supervisor's Evaluation Check one:	Far Exceeds	Meets or Exceeds	Doesn't Meet
	Job performance at a level that <u>far exceeds</u> performance standards. Employees at this level are considered truly superior performers.	Job performance that consistently <u>meets</u> performance standards and/or <u>exceeds</u> some performance standards. Employees who perform at this level are considered to be meeting the quantity and quality standards for their jobs, and at times may also surpass what is reasonably expected from persons occupying their jobs.	Job performance that <u>falls short</u> of meeting the basic performance standards of the job. Substantial improvement in job performance is required.

Explanation:

Employee's Comments:

Signature of employee verifies that this appraisal has been discussed with the employee. The signature does not indicate agreement or disagreement with its contents.

SIGNATURES

Immediate Supervisor	Date
Employee	Date

SAN DIEGO COUNTY BAR ASSOCIATION

PERFORMANCE EVALUATION FOR A NON-EXEMPT EMPLOYEE

Name	Department	Date of Hire
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Position	Review Period	Date of Evaluation
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INSTRUCTIONS

Performance evaluations should be completed for all full-time and part-time employees. Any employee on a leave of absence should have a review completed within 30 days of their return to work.

You should alert your employee that you would be conducting their performance review. Ask them to start thinking about their accomplishments from the past year and their objectives for the upcoming year.

It is the responsibility of the supervisor to complete the official performance evaluation form by assigning the appropriate rating to each factor as it applies to the employee's performance. The rating must be substantiated with a written explanation. Each factor should be rated based on the following performance levels:

RATING	
1	Far Exceeds Expectations - Job performance at a level that <u>far exceeds</u> performance standards in all areas. Employees at this level are considered truly superior performers.
2	Meets All and/or Exceeds Some Expectations - Job performance that consistently <u>meets</u> performance standards and/or <u>exceeds</u> some or many performance standards. Employees who perform at this level are considered to be meeting the quantity and quality standards for their jobs, and at times may also surpass what is reasonably expected from persons occupying their jobs.
3	Does Not Meet Expectations - Job performance that <u>falls short</u> of meeting the basic performance standards of the job. Substantial improvement in job performance is required.

INSTRUCTIONS (continued)

Please note the importance of **SECTION F--NEXT YEAR'S OBJECTIVES, SECTION G--RESULTS ACHIEVED AND SECTION H --PROFESSIONAL DEVELOPMENT**. Section F will help the employee know what expectations are set for the next performance year, Section G will show the results achieved for the current evaluation period and Section H will assist Human Resources in developing appropriate training and development programs.

Completed evaluation forms are to be reviewed by your department head and the Associate Executive Director.

At the scheduled review session, the supervisor and the employee should discuss the evaluation as the supervisor has written it. The employee should be given the opportunity to comment (written or verbal) on the evaluation, if he or she chooses to do so. At the completion of the review session, obtain your employees signature on the evaluation form and return to the Associate Executive Director.

FACTORS TO BE EVALUATED

A. PERFORMANCE

- 1. **Quantity of Work:** Consider the number of assignments completed and the volume of output in relation to job standards.

Supervisor's Evaluation	Far Exceeds	Meets or Exceeds	Doesn't Meet
Check one:			
Explanation:			
Employee's Comments:			

2. Quality of Work: Consider thoroughness, accuracy and independence of work in combination with employee's level of knowledge/experience.

Supervisor's Evaluation Check one:	Far Exceeds	Meets or Exceeds	Doesn't Meet
Explanation:			
Employee's Comments:			

3. Personal Organization/Planning: Consider ability to administer details, make decisions, arrive at conclusions and judgments, prioritize work for effective accomplishment of assignments, ability to conceptualize, formulate ideas, analyze problems, gather facts, ascertain causes, develop alternate solutions, budget and recommend a course of action.

Supervisor's Evaluation Check one:	Far Exceeds	Meets or Exceeds	Doesn't Meet
Explanation:			
Employee's Comments:			

4. Professional Expertise: Consider the understanding of the elements and technical requirements applicable to the job. Knowledge of the job gained through experience, general education and specialized training.

Supervisor's Evaluation Check one:	Far Exceeds	Meets or Exceeds	Doesn't Meet
Explanation:			
Employee's Comments:			

5. Project Management: Consider ability to manage projects from start to finish.

Supervisor's Evaluation Check one:	Far Exceeds	Meets or Exceeds	Doesn't Meet
Explanation:			
Employee's Comments:			

6. Customer Service: Consider responsiveness, competence and courtesy when dealing with members, co-workers, vendors and other customers. Also consider interaction with all members of governance.

Supervisor's Evaluation	Far Exceeds	Meets or Exceeds	Doesn't Meet
Check one:			
Explanation:			
Employee's Comments:			

B. INTERPERSONAL SKILLS

1. Adaptability: Consider ability to meet challenging situations, to handle obstacles and to accept instruction, guidance and direction.

Supervisor's Evaluation	Far Exceeds	Meets or Exceeds	Doesn't Meet
Check one:			
Explanation:			
Employee's Comments:			

2. Teamwork: Consider effectiveness in communicating with colleagues, supervisors, subordinates, and effectiveness in handling interpersonal confrontations/conflicts on various organization and/or job related issues.

Supervisor's Evaluation			
Check	Far Exceeds	Meets or Exceeds	Doesn't Meet
one:			
Explanation:			
Employee's Comments:			

3. Judgment: Consider ability to exercise appropriate judgment in day-to-day aspects of job, as well as, in more challenging situations, such as handling multiple priority tasks, responding to members who are upset, etc.

Supervisor's Evaluation			
Check	Far Exceeds	Meets or Exceeds	Doesn't Meet
one:			
Explanation:			
Employee's Comments:			

4. Reliability, Dependability: Does employee arrive at work on time, work consistently during normal work hours, have good attendance without frequent, unplanned absences, not exceed normal lunch and break times?

Supervisor's Evaluation Check one:	Far Exceeds	Meets or Exceeds	Doesn't Meet
Explanation:			
Employee's Comments:			

PERFORMANCE STRENGTHS:

Summarize the factors where the employee's performance has been particularly noteworthy.

Supervisor's Evaluation
Employee's Comments:

D. PERFORMANCE FACTORS NEEDING ATTENTION:

Summarize the factors where the employee has an opportunity to improve.

Supervisor's Evaluation
Employee's Comments:

F. NEXT YEAR'S OBJECTIVES: List objectives that should be accomplished during the next calendar year. Objectives can be date specific, project specific, or performance specific.

MAJOR RESPONSIBILITIES		EXPECTATIONS/MEASUREMENT	
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	
7.		7.	
8.		8.	
9.		9.	
10.		10.	

G. RESULTS ACHIEVED:

MAJOR RESPONSIBILITIES RESULTS ACHIEVED/ACCOMPLISHMENTS	A C H I E V E D	E X C E E D E D	O P P O R T U N I T Y I M P R O V E M E N T	COMMENTS
1.				1.
2.				2.
3.				3.
4.				4.
5.				5.
6.				6.
7.				7.
8.				8.
9.				9.
10.				10.

H. PROFESSIONAL DEVELOPMENT:

Choose training classes or educational needs that will increase the employee's capabilities for future growth or to assist in accomplishing objectives discussed in Section F. This section will help Human Resources plan for and develop appropriate in-house training and development programs.

Supervisor's List:	
Technical Training (Access, Excel, Word, etc.)	Other Educational Needs (Writing Skills, Problem Solving Skills, Listening & Communicating Skills and Creating a motivating work environment)
Employee's Comments:	

I. OVERALL EVALUATION

Supervisor's Evaluation Check one:	Far Exceeds	Meets or Exceeds	Doesn't Meet
	Job performance at a level that <u>far exceeds</u> performance standards. Employees at this level are considered truly superior performers.	Job performance that consistently <u>meets</u> performance standards and/or <u>exceeds</u> some performance standards. Employees who perform at this level are considered to be meeting the quantity and quality standards for their jobs, and at times may also surpass what is reasonably expected from persons occupying their jobs.	Job performance that <u>falls short</u> of meeting the basic performance standards of the job. Substantial improvement in job performance is required.

Explanation:

Employee's Comments:

Signature of employee verifies that this appraisal has been discussed with the employee. The signature does not indicate agreement or disagreement with its contents.

SIGNATURES

Immediate Supervisor	Date
Employee	Date



Performance Appraisal and Development Plan

The purpose of this performance appraisal is to enable the EWGA Management and Employee to:

- Evaluate performance results based on pre-established goals and objectives;
- Identify actions the employee can execute to enhance his/her development;
- Communicate openly and honestly about performance issues; and
- Establish mutually agreed upon goals for future progress and development.

EMPLOYEE INFORMATION		
Employee Name	Department	
Job title	Date of Hire	Years in Current Position
Period of This Appraisal	to	Date of Appraisal
Appraisal Prepared by	Title	Date
Management Review by	Title	Date

PERFORMANCE APPRAISAL RATINGS	
<p><u>1:</u> Consistently exceeds job objectives; superior performance in all aspects of job performance well above the exceptional level.</p> <p><u>2:</u> Consistently meets and occasionally exceeds job objectives; performance well above competent level.</p>	<p><u>3:</u> Consistently meets job objectives; full utilization of abilities to produce desired expectations.</p> <p><u>4:</u> Usually attains job objectives; areas of improvement needed.</p> <p><u>5:</u> Fails to meet job objectives; performance is not acceptable.</p>

APPRAISAL OF PERFORMANCE					
PERFORMANCE SKILL FACTORS	Please enter a checkmark (✓) in the circle representing the appropriate rating.				
	1	2	3	4	5
<p>Knowledge of Job: Demonstrates skills, knowledge, and understanding of job.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<p>Quality of Work: Accomplishes tasks with concern for quality standards; accurately checks processes and results; attentive to detail to ensure thoroughness and accuracy.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<p>Quantity of Work: Completes routine tasks in a timely manner; accomplishes special assignments within established deadlines.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

APPRAISAL OF PERFORMANCE (continued)

PERFORMANCE SKILL FACTORS (continued)	<i>Please enter a checkmark (✓) in the circle representing the appropriate rating.</i>				
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Communication: Communicates effectively (written, oral, presentation) with all levels of members, customers, business contacts, and staff members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments:				
Customer Service (if applicable): Develops member/customer relationships through dependability and responsiveness; anticipates and provides solutions to member/customer needs; assigns high priority to member/customer satisfaction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments:				
Judgement: Displays logical thinking and common sense in routine tasks; effectively prioritizes assignments and avoids crises; keeps supervisor and others advised of problems, ideas, or decisions, when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments:				
Administration: Maintains accurate records and ensures that follow-up occurs where appropriate; processes paperwork promptly, accurately, and with attention to detail.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments:				
Ownership: Accepts responsibility and accountability for tasks and assignments; personally commits to achieving the EWGA goals; resolves work environment issues, concerns, or interpersonal problems in a professional manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments:				
Teamwork: Integrates own activities with larger group; readily offers and accepts assistance to accomplish tasks; values contributions made by others; demonstrates cooperativeness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments:				
PERFORMANCE TRAIT FACTORS					
Dependability: Adheres to work schedules and absence policies; maintains attendance at required business meetings; completes projects within set time frames.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments:				
Initiative: Anticipates required tasks and acts accordingly; demonstrates willingness and ability to take risks; seeks methods of improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments:				
Innovation: Offers inventive approach of solutions to ideas or obstacles; applies creativity and resourcefulness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments:				
Professional Representation: Demonstrates a high level of professionalism including mutual trust and respect for fellow employees, integrity and pride and dedication to the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments:				

APPRAISAL OF PERFORMANCE (continued)

SUPERVISORY PERFORMANCE FACTORS <i>(if applicable)</i>	<i>Please enter a checkmark (✓) in the circle representing the appropriate rating.</i>				
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Financial: Manages projects and/or department effectively with emphasis on controlled expenses and budget restraints without sacrificing the standard of customer service or product.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments:				
Managerial/Supervisory Skills: Available and supportive of staff; effectively recruits, schedules, and develops staff; prompt in completing employee appraisals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments:				
Planning & Organization: Establishes a course of action for self and/or staff to accomplish a specific goal; plans proper assignment of personnel and appropriate allocation of resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments:				
Personal Leadership: Sets example for performance excellence; influential and persuasive; excels for higher levels of performance; treats members/customers, business contacts, and staff members with respect and dignity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments:				
Corporate Leadership: Communicates the vision and mission of the EWGA; creates and achieves a desired future through influence on the EWGA values, individual and department goals, processes, and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments:				

GOALS AND OBJECTIVES

PREVIOUS GOALS SET: <i>(List goal expectations set in last appraisal. Attach additional pages if more space is needed.)</i>	<i>Please enter a checkmark (✓) in the circle representing the appropriate rating.</i>		
	<u>Completed/ Achieved</u>	<u>Partially Completed/ Achieved</u>	<u>Not Completed/ Not Achieved</u>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments:		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments:		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments:		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments:		

GOALS AND OBJECTIVES (continued)

ACHIEVEMENTS: *(List other achievements/accomplishments attained. Attach additional pages if more space is needed.)*

KEY PERFORMANCE OBJECTIVES FOR COMING YEAR: *(Establish goals which may include new and/or better ways to carry out job responsibilities and list them in order of priority indicating deadline for completion, if applicable.)*

PROFESSIONAL/PERSONAL DEVELOPMENT PLAN: *(List specific areas which the employee needs to improve performance traits and/or develop new skills, and what action the supervisor will take to assist the employee.)*

Supervisor's Signature: _____ Date: _____

Executive Director: _____ Date: _____

EMPLOYEE ACKNOWLEDGEMENT

This performance appraisal and development plan has been discussed with me and I understand that my signature represents my acknowledgement of the contents of this document.

Employee's Comments: *(Attach additional pages if more space is needed).* _____

Employee's Signature: _____ Date: _____

ARDA Employee Review

The purpose of the review form is to provide a supervisor with a tool to measure an employee's performance. It is intended to be only a part of an employee's evaluation. Mentoring, setting goals for the coming year and addressing specific areas for improvement are all a part of the process.

Fill in all yellow shaded areas on the **REVIEW FORM** tab first. After completing the review form, fill in all yellow shaded areas on the **COVER** tab. Please see the **SAMPLE** tab for additional information. Once you have completed the review form and Cover page, you need to discuss the review and the proposed salary adjustments (if any) with the President PRIOR to discussing the review with the employee.

Review Form Instructions:

Level of Importance

This should reflect the level of importance of the factor listed in the performance of the specific position. This is a rating scale with a range from low (1) to high (5). A rating of 1 would reflect that the factor listed has little importance to the successful performance of the position. A rating of 5 would reflect that the factor is essential and of major importance for the position. If a factor does not apply to the position, enter a 0.

For example, the written communication skills of an employee may not be of vital importance in the position they hold. They may have a job that does not utilize that skill. They may not be required to draft communications with members, or prepare reports or take minutes. So the level of importance may be rated as a level 2 with the expectation that a basic level of written communications would be important.

Level of Performance

This should reflect the level of performance by the employee of the factor listed. This rating scale indicates:

- 1 Employee does not meet the requirements
- 2 Employee meets minimum requirements
- 3 Employee meets requirements
- 4 Employee exceeds requirements
- 5 Employee displays exceptional performance
- 0 This factor does not apply to this position

In our example above, the position rated a level 2 of importance for written communications. That identified that written communications was at a level 2, there was an expectation that there would be some limited ability required for the position. Now we are looking at the employee's performance against that measure. If the employee did have a basic ability in written communications and

in written communications and measured up to your expectations, then you would use a performance rating of 3 – the employee meets requirements. If the employee had really good writing skills, much better than those required, then you might consider giving the employee a 4 or 5 rating.

It is suggested that you go through the form and complete the level of importance for all factors first. Concentrate on the position. What factors are important to the successful performance of this position. Then complete the performance rating for the employee.

Scores:

The scores are automatically computed. The Employee's total score is computed by multiplying the rating for importance by the rating for performance. The Maximum score is computed by multiplying the rating for importance by the maximum performance rating of 5. At the bottom of the form the percentage of the employee's performance measured against the maximum possible is displayed. This is a general indicator of the employee's overall performance.

Employee Strengths:

This provides an opportunity for the supervisor to make comments about the employee's strengths. You should justify any exceptional performance ratings or cite specific exceptional accomplishments during the rating period.

Areas for Improvement:::

This provides an opportunity for the supervisor to make comments about areas that the employee could improve their performance. You should justify these comments with specific events that occurred during the rating period.

Goals for Next Year and how they will be achieved:

This area should be used to develop specific goals for the employee for next year. These goals would be a factor in the employee's subsequent review a year from now. Any areas of concern or low performance scores should also be addressed in this section. Be constructive and specific.

Employee's comments:

This area is provided for the employee to make any comments regarding the review.

Signatures and dates:

The form is to be signed by both the supervisor and the employee. A copy of the review is to be given to the employee and the original is to be submitted to HR.

QUESTIONNAIRE for XYZ=US people.

The purpose of this questionnaire is to guide you to a thinking process.

I strongly encourage you to take a moment to think about yourself.

How do you feel in your job? Is this what you like to do? What are you proud of to have accomplished the last few months?

How would you like to see yourself in the future?

A REVIEW OF PAST AND PRESENT

C. 1 What 5 major general tasks have you executed in 2003?

List them in order of energy and/or time consumption.

- 1.
- 2.
- 3.
- 4.
- 5.

C. 2 Describe the most important accomplishment /result you enjoyed the past 6-12 months for each of them.

- 1.
- 2.
- 3.
- 4.
- 5.

How come this success?

What was the most valuable help you received?

C. 3 Which part of your job gives you most satisfaction? Why?

C. 4 Which part of the job gives you least satisfaction? Anything that can be done about it?

B GOALS

**C. 5 *Take the 2 pages with goals you set yourself early 2003.
Plse complete the document with a self-assessment :***

C. 6 *On a scale of 1-10 : how well did you do on each?*

This means that you need to look at the results and compare them with the possibilities and the efforts.

10/10 = completely satisfied with results and accomplishments.

Be fair with yourself.

C. 7 *What did you do to achieve each of the goals?*

Describe your efforts next to each of the goals.

Were the efforts in relation with the result?

C. 8 *What didn't work well? What are the difficulties?*

Briefly describe.

Do you have a plan to solve the difficulties?

C The Future

C. 9 CAREER DEVELOPMENT : What can you do for YOU !

a. What is your dream for your professional situation in the future?

Last year you were requested to draw a picture and share this with people important to you. Is it still valid? Have you come closer to it?

What would you like to be in 5 or 10 years from now? Draw it or describe it.

Are you planning to take concrete action?

b. How can XYZ help?

What would be the best assistance you could receive?

c. How will you develop your skills to meet your goals through the coming year?

Think about the skills you have and the competences you are missing.

C. 10 BUSINESS : What can you do for XYZ?

Describe your **number 1 professional business goal** for the next 12 months?

Describe a second business goal for the next 12 months.

C. 11 TEAM : What can you do for the other XYZ people?

How will you contribute to the team achievements the coming year?

How will you work with others and use feedback from work associates to further the business goal and your development?

⇒ Do you wish to receive feed back from your colleagues?

⇒ In what way? (individual, informally, formally via 360° assessments, in general via management,)

⇒ How will you use it?

Do you wish to give feed back to your 7 colleagues to assist them with their development?

If so, use Attachment A.

Any of the information will be used for nothing else but to create general, non personalised feed back which is geared to assist colleagues.

D ANY OTHER COMMENTS?

Checklist of benchmarks against which to measure performance

1 Business Competence

1.1 *Professional and Technical Competence*

- **Job Knowledge** : possess practical/technical knowledge required for the job
- **Critical reasoning**
- **Information seeking**
- **Thoroughness/completeness**
- **Decision making**
- **Accuracy** : consistent detail orientation to work habits. Able to maintain consistency of output when working under pressure
- **Quality of work performed** : accurate, thorough, neat
- **Quantity – Productivity** : production of significant volume of work efficiently in a timely manner with minimal follow up

1.2 *Dedication*

- **Thinks and works towards organisational goals**
- **Volunteers ideas for improvement**
- **Acts like in own business**
- **Credibility - takes ownership for actions**
- **Initiative / Drive**
- **Reliability** : regarding task completion and follow up

1.3 *Members and Affiliates Value – external interaction*

- **Member/ Affiliates First attitude**
- **Member insight. Seek to understand needs and respond appropriately**
- **Stretching the extra mile to satisfy the affiliates and members.**
- **Highest level of professionalism, reliability and patience.**

1.4 *Time Management*

- **Productivity. Quantity of work performed**
- **Quality/ Quantity balance. Ability to apply 80/20 rule.**
- **Ability to assess required outcome**
- **Ability to plan and respect planning**
- **Organisation competence**
- **Respect for management and self-imposed deadlines**

Outstanding : exceptional in all areas and recognisably superior to others

Very good : results clearly exceed most position requirements. Performance is of high quality and is achieved on consistent basis.

Par : competent and dependable level of performance. Meets performance standards of the job

Improvement needed : performance is deficient in certain areas. Improvement is necessary.

Unsatisfactory : results are generally unacceptable and require immediate improvement.

Checklist of benchmarks against which to measure performance

Planning and organisation. Anticipates workload, schedules tasks according to department priorities, co-ordinates with others as necessary to achieve group objectives, maintains organised work space.

2 Team Contribution

2.1 *Group Effectiveness*

- Flexibility & Adaptability
- Team work / Co-operation
- Encouragement / empathy towards colleagues
- Assists others to attain higher standard
- Positive influencing skills
- Helpfulness - reliability
- Positive contribution to team atmosphere
- Knowledge sharing capacity and willingness
- Contribute ideas and creative solutions
- Respects deadlines of others
- Volunteers to assist
- Adherence to policy

2.2 *360° Assessment – Interpersonal relationships*

Interpersonal relation

- with governance and director
- with management
- with peers : ability to co-operate
- with subordinates

maintains professional, positive attitude, strives to support a harmonious working relationship, considers group goals and objectives as well as personal motivations. Respects others viewpoints.
Reads others mental map.

2.3 *Communication*

- Clarity of communication
- Effective Communication (brief, empathetic...)
- Presentation Skills
- Ability to provide meaningful feed back
- Openness to feed back and criticism
- Acceptance of constructive criticism
- Ability to handle conflicts

Outstanding : exceptional in all areas and recognisably superior to others

Very good : results clearly exceed most position requirements. Performance is of high quality and is achieved on consistent basis.

Par : competent and dependable level of performance. Meets performance standards of the job

Improvement needed : performance is deficient in certain areas. Improvement is necessary.

Unsatisfactory : results are generally unacceptable and require immediate improvement.

Checklist of benchmarks against which to measure performance

3 Personal Development

3.1 *Self management and Commitment*

- Self disciplined quality work habits.
- Independence : perform work with little or no supervision
- Demands high performance for self
- Self Managing Competence towards goals
- Perseverance to overcome obstacles
- Self control under stress
- Achievement orientation/concern for results
- Acceptance of responsibilities
- Acceptance of accountability
- Self esteem and self confidence
- Awareness of weaknesses

3.2 *Motivation, Initiative, Creativity*

- Self motivation
- Self reliance
- Motivated for team goals
- Motivated for business goals
- Interested in development
- Resolves problems : demonstrates resourcefulness.
- Enthusiasm
- Energy
- Attendance : punctual, observes prescribed work break meal periods, acceptable overall attendance record
- Creativity : propose ideas, finds new and better ways of doing things
- Seeks out new assignments and assumes additional duties when necessary.

3.3 *Personal effectiveness*

- Builds trust and rapport with all stakeholders
- Professionalism
- Personality/Sociability/General Conduct
- Competence to have overview
- Capable to have fun and satisfaction

Outstanding : exceptional in all areas and recognisably superior to others

Very good : results clearly exceed most position requirements. Performance is of high quality and is achieved on consistent basis.

Par : competent and dependable level of performance. Meets performance standards of the job

Improvement needed : performance is deficient in certain areas. Improvement is necessary.

Unsatisfactory : results are generally unacceptable and require immediate improvement.

Checklist of benchmarks against which to measure performance

4 Leadership (only if applicable)

➤ Judgment :

demonstration of proper judgement, recognizes consequences of decisions and demonstrates logical thinking and insight. Use of common sense in normal as well as unusual situations.

➤ Decisiveness

: decision making skills (consideration, weighing and deciding). Effective analysis of information, identifying alternatives, implements solutions in a timely manner, displays creativity and sound independent reasoning

➤ Staff management

Ability to effectively manage and develop subordinates

Ability to successfully articulate goals and objectives as well as accurately judge staff's performance

➤ Problem solving

➤ Planning/ Organisation

➤ Level – skills - competence– education – training – development

➤ Integrity

➤ Communication

➤ Management

Commands the respect of subordinates. Effectively and humanely manages people. Makes things better

➤ Leadership

Commands the respect of subordinates. Comes with better things. Strategic vision. Can decide on priorities in term of longer term vision. Has ability to influence or inspire others to follow without necessarily order them to do.

Accomplishes more than management says is possible

Creates environment in which people have peak experiences and become completely involved.

5 Achievement of goals, priorities, projects.

Use goals of previous years

6 Progress made in the year

Compared to previous report if applicable.

Outstanding : exceptional in all areas and recognisably superior to others

Very good : results clearly exceed most position requirements. Performance is of high quality and is achieved on consistent basis.

Par : competent and dependable level of performance. Meets performance standards of the job

Improvement needed : performance is deficient in certain areas. Improvement is necessary.

Unsatisfactory : results are generally unacceptable and require immediate improvement.

Checklist of benchmarks against which to measure performance

7 Strengths, accomplishments, areas for improvement

8 Development goals – growth objectives

9 Conclusion

Review completed 2005, January
By xxx

Copy received by Team member without agreement or disagreement.
I understand that I may send comments to the evaluation if I so desire.

Date and Signature.

Outstanding : exceptional in all areas and recognisably superior to others
Very good : results clearly exceed most position requirements. Performance is of high quality and is achieved on consistent basis.
Par : competent and dependable level of performance. Meets performance standards of the job
Improvement needed : performance is deficient in certain areas. Improvement is necessary.
Unsatisfactory : results are generally unacceptable and require immediate improvement.

**XYZ ASSOCIATION
PERFORMANCE REVIEW FORM
BARGAINING UNIT STAFF**

NAME:	REVIEW DATE:
TITLE:	DEPARTMENT:
PREPARED BY: _____	
Performance Period Covered By This Review: From: January 1, 2004 To: December 31, 2004	

INSTRUCTIONS:

This form is to be completed in the following instances:

- Annually
- Upon the Employee's changing from one position to another.
- Upon change of the employee's supervisor.
- On a quarterly basis, this form should be used as a guide for completing the Quarterly Review Form.
- Should any of the above happen within six (6) months after completion of the previous Performance Review, it will not be necessary to complete a new evaluation form.

This evaluation covers all important aspects of the past performance of the employee, a summary of his/her current status, and a discussion of potential for growth and development. In addition, the report provides a vehicle for your personal discussion of the evaluation result with the employee. **The employee's job description may be used as a guide in measuring performance where it applies or where its use is appropriate.**

For the purpose of this evaluation, XYZ is used throughout this document for brevity and also refers to and includes its subsidiaries

PART I. GOALS, OBJECTIVES AND ACCOMPLISHMENTS

Use goals that are measurable to describe the objectives and expectations for the coming year. Consider this individual’s sphere of influence as related to the Department and XYZ .

Complete shaded area at the beginning of the performance review period. Indicate the performance (last column) at the end of the review period. Attach additional pages if necessary.

GOALS & OBJECTIVES: Briefly describe the major objectives to be accomplished and the standards by which achievement of the objectives will be measured.	ACCOMPLISHMENTS: Briefly summarize the individual’s performance relative to each objective described in the previous column. If not met, summarize any unsatisfactory factors.	Performance M=met N=not met NMMF=not met mitigating factors

Additional Comments:

ART II. CORE PERFORMANCE FACTORS

This section identifies primary areas of competency that are important to XYZ . This section should be completed in writing prior to the annual performance review. Examples should be specific and illustrate behavior during the performance period that is indicative of the incumbent’s overall capabilities in the area. Attach additional pages as necessary.

Use a rating scale of 1 to 5 with 1 as the lowest rating and 5 as the highest.

1. Employee does not meet minimum standards. Immediate, sustained improvement is required.
2. Employee meets minimum expectations or fully meets some but not all standards / expectations of the job.
3. Employee fully meets the standards/expectations of the job.
4. Employee exceeds some or all standards/expectations of the job.
5. Employee far exceeds standards/expectations of the job.

<p style="text-align: center;">FACTOR</p> <p>Includes effects on internal and external audiences.</p>	<p style="text-align: center;">COMMENTS AND EXAMPLES</p>	<p style="text-align: center;">Performance Level</p>
<p>Job knowledge: possessing and applying knowledge and skills; maintaining and expanding upon job knowledge and expertise.</p>		
<p>Initiative: recognizing the need for action; originating action to achieve needed results; confronting issues and taking or organizing appropriate action; pursuing an issue until the problem is solved; proactive in seeking new opportunities and ventures for XYZ .</p>		
<p>Problem Solving: identifying problems affecting the department or XYZ ; taking early corrective action to avoid problems; generating new ideas and practical solutions; setting realistic goals, priorities, and schedules.</p>		
<p>Quality and Productivity: producing work with consistently high standards and maintaining good productivity; balancing the need for both high quality and high productivity ensuring that own and others’ time is well spent.</p>		
<p>Customer Service: responding with respect and helpfulness to members, co-workers, and others, even in the most difficult situations; building good relationships with internal and/or external contacts.</p>		
<p>Accountability: taking individual responsibility for one’s work and assignments, follow-up, time lines; meeting deadlines with appropriately</p>		

completed assignments and resource utilization.		
Flexibility: ability to take new circumstances in stride; to change smoothly from one activity to a different activity; to be perceptive of impact and to modify behavior, to maintain composure when challenged; open to new ideas.		
Communication: conveying written and oral communications effectively; appropriately sharing information, negotiating and mediating effectively; listening attentively and responding appropriately.		
Teamwork: demonstrating and promoting a spirit of cooperation within and outside work unit; working together toward a common goal.		

Additional Comments:

SPECIAL ACCOMPLISHMENTS:

Describe any accomplishments or special achievements which had significant impact on the department or organization.

PART IV. EMPLOYEE DEVELOPMENT REVIEW AND ACTION PLANS

Career Interests - Describe the type of work the employee would like to do in the next one to five years (To be filled out by employee):

Employee Development Plan - Identify specific actions to be taken by the employee and by the supervisor to encourage continuous performance improvement in the current position. These may include on-the-job coaching or assignments, as well as more formal training and development plans. (To be filled out by supervisor.)

PROFESSIONAL DEVELOPMENT REVIEW

List any training programs, conferences or courses attended this year to improve present job skills, or for career development:

PART VI. SIGNATURES/DATES* *The employee's signature acknowledges that a review has occurred. It does not necessarily signify agreement with the contents.*

_____	_____
Employee	Date
_____	_____
Immediate Supervisor	Date
_____	_____
Next Level Supervisor	Date
_____	_____
Human Resources	Date

** No part of this form or any related guidelines constitute an express or implied contract of employment except as otherwise provided in the XYZ /ASU contract.*

PART VII. COMMENTS BY EMPLOYEE (if needed) *(to be completed within seven days following the annual performance review discussion..)* Employee comments attached? Yes No

EMPLOYEE NAME _____ TITLE _____

REVIEW DATE: _____

INDIVIDUAL CONDUCTING EVALUATION: _____

INSTRUCTIONS:

This form is to be completed when:

- Prior to completion of 30-day probationary period..
- A 6 month review is required.
- An annual review is required.
- The employee changes assignments within ARBO.
- An interim review becomes necessary.
- It will not be necessary to complete a new evaluation should any of the above happen within three (3) months after completion of the previous Performance Evaluation/Professional Development Plan.

This evaluation covers all important aspects of the performance since the last Performance Evaluation of the employee, a summary of his/her current status, and a discussion of potential for growth and development. In addition, the report provides a vehicle for use in your appraisal meeting with the employee.

OBJECTIVES AND EXPECTATIONS

Use measurable targets, numbers and dates to describe the objectives and expectations for the coming year. Consider this individual's sphere of influence as it relates to the following questions:

- What objectives and expectations do you have of this individual in meeting the goals of the American Optometric Association? *Be specific as to financial and qualitative performance objectives.*
- What are the major personal objectives, including training and development objectives from the preceding Review period, which have been set for the individual?

PERFORMANCE LEVEL DESCRIPTION AND DEFINITION

<p><u>Distinguished</u> Exceeds all objectives, actively develops teamwork and cooperation, seeks new and better ways to accomplish tasks, extremely capable and very versatile in adjusting priorities to current needs, an effective communicator.</p>	<p><u>Exceptional</u> Consistently meets and often exceeds objectives. Actively contributes to achievements of overall association goals. Superior performance in all aspects of job. Performance well above the competent level.</p>	<p><u>Proficient</u> Consistently meets and occasionally exceeds objectives, full utilization of ability and experience to produce the desired results that are expected from a qualified employee.</p>	<p><u>Needs Improvement</u> Usually meets objectives, areas for improvement noted in appraisal, level of performance is less than expected.</p>	<p><u>Unsatisfactory</u> Doesn't meet objectives, falls short of required performance, consider probationary period, transfer to a more suitable job or termination.</p>
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PERFORMANCE EVALUATION

PERFORMANCE EVALUATION: Indicate by check marks how well this employee did on each factor that is relevant to the particular job. While comments are always appropriate, they are required to explain instances where “Distinguished” or “Unsatisfactory” has been checked.

PERFORMANCE FACTOR	Distinguished	Exceptional	Proficient	Needs Improvement	Unsatisfactory	COMMENTS
<u>Effectiveness in Planning and Organizing the Work:</u> Consider how well the employee provides for long and short range needs; how well he/she sets up work schedules; whether the individual approaches projects systematically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Effectiveness in Assuring that Work Schedules are Met:</u> Consider how adequately he/she monitors the progress of work; how well the employee meets deadlines without last minute rush.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Effectiveness in Maintaining Required Quality:</u> Consider the quality of his/her work; whether his/her quality standards are adequate; how well he/she sets up ways to assure meeting them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Degree of Technical Competence in His/Her Function:</u> Consider how well the employee knows the requirements of his/her special field and how well he/she applies this knowledge; how well he/she stays abreast of new developments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Adherence to ARBO Policies and Practices:</u> Consider the employee’s knowledge about the association, its policies and procedures; how well the employee adheres to them, or inputs appropriate changes; ensures that safety procedures are followed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Initiative in Assuming and Discharging Responsibility:</u> Consider the individual’s willingness to assume new or additional responsibilities; how well does he/she follow through on assignments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Ability to Work Independently (Relative to Level and Position):</u> Consider whether the employee coordinates his/her activities with others; is the employee productive when left alone?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Effectiveness in Making Decisions:</u> Consider the employee’s ability to analyze the problem and make sound decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Ability to Accept Supervision:</u> Consider the employee’s willingness to perform as a team member including understanding the team’s goals and accepting direction where appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Effectiveness in Relations With Members:</u> Consider how responsive he/she is to members within ARBO’s policies and practices and sound business practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Effectiveness in Relations with Employees:</u> Consider how the individual works with other employees; how well he/she gets the point across to others and gains their acceptance and cooperation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Other Performance Factors to be Considered:</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

OVERALL PERFORMANCE SUMMARY: Indicate the performance level that most closely reflects how the employee’s overall performance measured up to what should normally be expected from an employee with similar experience at this level.

Distinguished
 Exceptional
 Proficient
 Needs Improvement
 Unsatisfactory

Professional Development Plan

EMPLOYEE'S EXPRESSED CAREER GOALS

DEVELOPMENT ACTION PLAN

GOALS

Describe the specific actions which you and this individual expect to take during the next review period to prepare him or her for increased responsibilities or management.

ACTIVITY DESCRIPTION

TARGET DATE

I have read the above appraisal and wish to make the following comments

Employee's Signature _____

Date _____

Note: Signature of employee does not necessarily indicate agreement with results of evaluation.

Salary Recommendation

This section to be completed after employee has signed evaluation.

Current Salary \$ _____

Recommended Increase % _____

Proposed Salary \$ _____

Approvals

Supervisor	Group/Center Director	Executive Director
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SELF APPRAISAL DEVELOPMENTAL QUESTIONNAIRE

Employee Name: _____ Review Date: _____

These questions are intended to help you think objectively about your performance in your current position and your future within the ARBO. Your supervisor will also be developing an evaluation of your performance and an assessment of your capabilities based on the work you are now doing. A sincere, constructive discussion between you and your supervisor will help establish a plan on which any needed improvements in your performance and a program for your future development can be based.

This questionnaire needs to be completed and turned into your supervisor prior to the Performance Evaluation.

Regarding Your Current Job

- A. Do you feel your capabilities are being fully utilized on your present job? What changes would you like to see made in your present job which would help you to improve your performance or further your career growth? Suggest actions you would like your supervisor to take to help you accomplish your goals. What skills do you have which you feel could be better utilized on the job?

Supervisor's Response:

- B. What do you regard as your most important assets or strengths, in terms of personal or experience-related, that you bring to the job?

Supervisor's Response:

- C. What were your major contributions and/or achievements during this review period?

Supervisor's Response:

- D. Please identify job limitations you would like to improve?

Supervisor's Response:

- E. What part of your job could you do better?

Supervisor's Response:

- F. Are there any aspects of your present job in which you feel you need more experience or training? Which ones? What could ARBO provide you to make you more effective in your job and/or cost effective?

Supervisor's Response:

- H. Do you feel the resources available are adequate?

Supervisor's Response:

EMPLOYEE PREPARATION LIST

1. Be prepared to discuss objectives you achieved, and those that were not accomplished. Prepare a list of new goals and objectives.
2. Be prepared to discuss your responses you have provided on this form.
 - ◆ What do you think has been your most valuable contribution(s) to ARBO during this period?
 - ◆ Which areas do you need to improve?
 - ◆ What's keeping you from reaching your full potential?
 - ◆ What frustrates you, and how can this be alleviated?
 - ◆ What are your career goals or interests?
 - ◆ What can ARBO do to help you achieve your goals or interests?

Employee's Signature _____

Date _____

Supervisor's Signature _____

Date _____

Dallas Human Resources Management Association, Inc.

Employee: _____ **Division (circle):** *DHRMA Dallas HR HR SOUTHWEST*

Review Period: _____ **Position:** _____

Manager Name: _____ **Date:** _____

Length of time you have supervised this Employee: _____

INSTRUCTIONS: This performance review is divided into four main areas. These include: Annual Goals, Leadership Competencies, Goals for the Future and the Summary and Overall Rating. Before this evaluation form is completed, feedback will be requested from business partners as appropriate.

Annual Goals

- At the beginning of the review period, individual goals with specific success factors should be developed that support the overall corporate goals.
- At the end of the review period, the success towards attainment of the goals is recorded.

Competencies

- Each competency is designed to evaluate performance goals and standards.
- Rate each competency. Provide comments on individual performance.
- Select a rating from the Rating Scale that is supported by the comments.

Goals for the Future

- At the beginning of the review period, record major accountabilities and goals for the next review period.
- Future goals/objectives should be developed supporting the overall Corporate strategic plan.
- At the end of the review period, consideration should be given to transfer of future goal/objective to next annual goal.

Summary and Overall Rating

- The Manager completes the summary section with an overview of the individual's strengths and areas for improvement.
- Select a rating from the Rating Scale that is supported by the individual ratings as well as the associated comments.

RATING	DEFINITION
5 = Superior	Mastery over all essential skills and knowledge needed for the competency
4 = Excellent	Demonstrates a high degree of expertise in all aspects of the competency
3 = Meets Expectations	Performs the entire range of duties in a professional manner
2 = Needs Improvement	Improvement is needed in performing essential duties satisfactorily
1 = Unacceptable	Does not perform essential duties in a satisfactory manner

Section 1

GOALS / PERFORMANCE OBJECTIVES

At the beginning of the review period the Manager and Employee will establish agreed upon, measurable goals. Goals will generally be focused on financial management, customer service and employee measurements. In the space provided below, record the goal, the success factors that will define achievement for each goal and indicate the target date to be achieved. At the end of the review period, a rating will be recorded.

GOAL/OBJECTIVE	TARGET	ACTUAL	1 = Did Not Meet 2 = Met Some 3 = Met Most 4 = Met All 5 = Exceeded																									
Goal: _____ Success Factors • • • •			<table border="0"> <tr> <td>5</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Section 2 - **LEADERSHIP COMPETENCIES**

5 4 3 2 1

Results / Action Oriented

- Sets high performance standards and pursues aggressive goals
- Exceeds goals successfully
- Bottom-line/final results oriented
- Is self motivated and pushes others for results
- Strives for constant improvement

Comments:

Interpersonal Skills / Communication Skills

5 4 3 2 1

- Builds effective work relationships; demonstrates cooperation and trust with colleagues; participates as a team player
- Uses diplomacy and tact; negotiates effectively
- Treats others with respect and dignity
- Relates well to all kinds of people
- Possesses effective written communication skills
- Exercises good listening skills
- Possesses effective verbal communication skills
- Seeks out feedback and constructive criticism
- Accountable for own actions; takes responsibility for self

Comments:

Ethics

5 4 3 2 1

- Exhibits ethical behavior and integrity
- Exhibits ethical behavior and integrity
- Has a positive approach and represents the corporate culture

Comments:

Service Focus

5 4 3 2 1

- Knows the internal and/or external business partner, their priorities and requirements, and meets their needs
- Gains business partners trust and respect
- Meets commitments and follows through to internal and/or external customers
- Makes special effort to take corrective action when needed
- Develops networking relationships

Comments:

Problem Solving / Decision Making

5 4 3 2 1

- Identifies potential problems quickly and directly
- Effectively diagnoses problems and thoroughly analyzes information; identifies cause by questioning and probing
- Manages conflict; overcomes obstacles
- Knows when to change direction and when to ask for help
- Creative and thinks outside the box
- Weighs risks, exercises good judgment, considers impact
- Makes sound decisions without personal biases; maintains objectivity
- Makes prompt decisions under time constraints
- Is secure in decision making; communicates decisions with confidence

Comments:

Section 2 - **LEADERSHIP COMPETENCIES – Continued**

5 4 3 2 1

Business Knowledge

- Understands the mission and values of the organization
- Knows the nature of the industry and the impact of this on one’s job
- Demonstrates an understanding of issues and technology relevant to the business
- Knows the systems, policies and processes used in the organization
- Knows the inter-relationships of the various functions/components of DHRMA, Inc. and how to work through those functions to achieve results
- Understands the not-for-profit culture

Comments:

Financial Alignment

5 4 3 2 1

- Understands financial objectives
- Creates realistic financial plans with solid projections
- Monitors and evaluates results utilizing financial resources and advises and takes action accordingly
- Actively contributes to the overall business health of the organization by cost/inventory control and revenue generation

Comments:

Planning/Goal Setting

5 4 3 2 1

- Is a visionary
- Effectively communicates their vision
- Sets and communicates goals and priorities; develops action plans
- Manages resources and creates contingency plans
- Practices sound project management, time management and stress management

Comments:

Managing and Developing Others

5 4 3 2 1

- Provides challenging and stretching tasks and assignments
- Sets clear objectives and measures
- Monitors process, progress, and results appropriately
- Delivers timely and objective feedback on accomplishments
- Constructs compelling development plans and executes them

Comments:

Team Leadership

5 4 3 2 1

- Utilizes the skills and talents of the team members to enhance the team results
- Invites input from all team members
- Clearly and comfortably delegates routine and important tasks and decisions
- Broadly shares both responsibility and accountability
- Promotes and rewards team accomplishments

Comments:

Navigating Change

5 4 3 2 1

- Is very flexible and adapts to circumstances/change
- Effectively charts courses of action during change and helps others on the team during the transition

Comments:

Section 3

GOALS FOR THE FUTURE

At the beginning of the review, period the Manager and the Employee will establish agreed upon, measurable goals for the next review period and beyond. Future goals should be developed supporting the Corporate Strategic Plan. In the space provided below, record the goal and the agreed upon target date.

GOAL/OBJECTIVE	TARGET DATE

Section 4

Feedback Summary: Include feedback obtained from business partner(s).

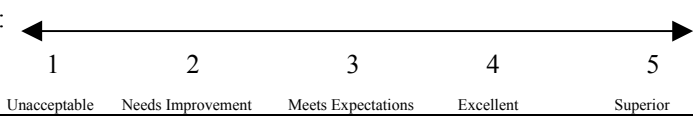
Overall Combined Rating : Using the scale below:

Select an overall rating for Section 1(Goals/Performance Objectives) and Section 2 (Leadership Competencies).

Record results in the box to the left.

Rating:

Scale:



Performance Trend:

- Improving Steady
 Declining Changed jobs this year

For Weighted Overall Combined Rating:

	Relative Weight		Rating	=	Weighted Rating	
Goals/Performance Objectives	<u>40%</u>	X	_____	=	_____	
Leadership Competencies	<u>60%</u>	X	_____	=	_____	
	100%					Overall Results

Strengths:

Opportunities for Development:

Employee's Feedback:

Signatures:

Employee

Date

Executive Director

Date

Divisional Manager

Date

NON-EXEMPT EMPLOYEE PERFORMANCE EVALUATION

To be Completed by Supervising Manager or Director

Name (Last, First, Middle Initial)	Title	Evaluation Period
------------------------------------	-------	-------------------

Instructions:

1. Place an "X" in the box under the performance level category that most expresses your evaluation of each performance trait.
2. Consider the individual's entire performance on each trait. Don't base your judgment on only one or two incidents.
3. Space is provided on the last page for comments and explanations.

Performance Level Categories:

Far Exceeds Expectations	The employee <u>consistently</u> exceeds job requirements. Exceptional in all aspects of the performance trait. Extraordinary accomplishment or achievement. Outstanding work.
Exceeds Expectations	The employee is highly capable and <u>frequently</u> exceeds expectations in one or more aspects of the performance trait. Demonstrates above average ability and initiative.
Meets Job Requirements	The employee is performing at the expected level in all aspects of the performance trait on a regular basis.
Needs Some Improvement	Performance meets some, but not all requirements of the performance trait. Job accomplishments fall short of expectations. Improvement is necessary.
Immediate Improvement Needed	Performance does not meet most aspects of the performance trait. Fails to demonstrate sufficient ability or intent to perform satisfactorily. Requires regular and ongoing attention. Immediate improvement is required.

Performance Traits

	Immediate Improvement Needed	Needs Some Improvement	Meets Job Requirements	Exceeds Expectations	Far Exceeds Expectations
QUALITY OF WORK					
Works in an organized manner. Produces work that is accurate and neat. Work is complete and thorough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall	<input type="checkbox"/> Very careless. Often makes mistakes. Poor work quality.	<input type="checkbox"/> Rather careless. Supervision needed to ensure quality.	<input type="checkbox"/> Satisfactory work quality.	<input type="checkbox"/> Accurate, high quality work. Few mistakes.	<input type="checkbox"/> Outstanding accuracy & quality. Rarely makes errors.
DEPENDABILITY					
Reliable in completing assigned tasks. Follows instructions; responds to management direction; stays on task without constant supervision. Good attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall	<input type="checkbox"/> Very neglectful. Needs close supervision.	<input type="checkbox"/> Often fails to complete tasks.	<input type="checkbox"/> Generally dependable.	<input type="checkbox"/> Very reliable. Low supervision needed.	<input type="checkbox"/> Extremely dependable and consistent with work.
QUANTITY OF WORK					
Volume of work accomplished meets expectations. Completes work in a timely manner Strives to increase productivity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall	<input type="checkbox"/> Volume of work at unacceptable level.	<input type="checkbox"/> Slow output. Often behind in work.	<input type="checkbox"/> Satisfactory output. Produces average amount.	<input type="checkbox"/> Rapid worker. Above average output. Often does more than own share	<input type="checkbox"/> Efficient and effective producer. Far exceeds production expectations.
COOPERATION					
Assists Institute members, the public, and work associates with a pleasant attitude. Interacts effectively with supervisor. Offers assistance and support to co-workers and displays teamwork attitude.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall	<input type="checkbox"/> Uncooperative, poor work relationships	<input type="checkbox"/> Some difficulty getting along with others. Has trouble in stressful situations.	<input type="checkbox"/> Gets along well with others under normal conditions	<input type="checkbox"/> Willing worker. Cooperates readily. Agreeable, tactful, obliging.	<input type="checkbox"/> Exceptional team worker in any situation. Flexible. Inspires cooperation.

Performance Traits (cont.)

	Immediate Improvement Needed	Needs Some Improvement	Meets Job Requirements	Exceeds Expectations	Far Exceeds Expectations
JOB KNOWLEDGE					
Displays thorough understanding of job duties and Institute's policies and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exhibits ability to learn and apply new skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displays understanding of how job relates to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall	<input type="checkbox"/> Insufficient knowledge in most phases of job. Lacks ability or intent to maintain adequate job knowledge	<input type="checkbox"/> Limited knowledge of Institute activities and job duties	<input type="checkbox"/> Has sufficient knowledge to do job.	<input type="checkbox"/> More than adequate knowledge of job duties. Quickly grasps new instructions.	<input type="checkbox"/> Thorough knowledge of all aspects of job. Grasps new concepts with little direction.
COMMUNICATIONS					
Exhibits good listening and comprehension.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selects and uses appropriate communication methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good expression of ideas and thoughts both verbally and in written form.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall	<input type="checkbox"/> Communication skills ineffective.	<input type="checkbox"/> Needs direction in maintaining correct communication.	<input type="checkbox"/> Adequate in relaying thoughts and ideas.	<input type="checkbox"/> Excellent verbal and written skills. Well understood.	<input type="checkbox"/> Superior verbal and written skills. Clear and concise.
COMPUTER KNOWLEDGE					
Demonstrates required computer skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adapts to new technologies and programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mindful in using technology to increase productivity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall	<input type="checkbox"/> Lacks basic computer skills. Slow to learn new programming.	<input type="checkbox"/> Has trouble grasping new technologies. Only has basic computer skills.	<input type="checkbox"/> Adequate knowledge of computer programs.	<input type="checkbox"/> Above average knowledge of computer. Quick to learn.	<input type="checkbox"/> Thorough knowledge of computer programs. Takes initiative to continue learning.
CUSTOMER SERVICE					
Displays courtesy and sensitivity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manages difficult or emotional member situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds promptly to member needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall	<input type="checkbox"/> Lacks key customer service skills.	<input type="checkbox"/> Has trouble in difficult situations.	<input type="checkbox"/> Adequately deals with member's questions and concerns.	<input type="checkbox"/> Provides high level of customer service. Always willing to serve.	<input type="checkbox"/> Exceptional customer service skills. Goes above and beyond.
INITIATIVE					
Self motivated in completing assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes suggestions to improve performance or productivity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeks out new assignments and assumes additional duties as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall	<input type="checkbox"/> Heavily relies on others. Requires constant prompting to proceed with work assignments.	<input type="checkbox"/> Needs supervision to complete tasks. Rarely uses opportunity to improve work.	<input type="checkbox"/> Does regular work without prompting.	<input type="checkbox"/> Proceeds on assigned work voluntarily. Frequently devises better ways of doing job.	<input type="checkbox"/> Self-starter. Always takes positive steps to improve work.
OVERALL EVALUATION					
Using a combination of all the above factors, give the overall rating.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Immediate Improvement Needed	Needs Some Improvement	Meets Job Requirements	Exceeds Expectations	Far Exceeds Expectations

Complete all of the following sections.

1. Describe accomplishments and strong points of the employee's job performance that were demonstrated during the evaluation period.
2. Describe any area(s) of the employee's job performance needing development or improvement.

3. Describe goals to be achieved in the upcoming year. (Include specific actions to be taken by supervisor and/or employee in areas needing development or improvement.)

4. Additional Comments

Signatures

Supervisor	Date
Sr. Director/Director	Date

Employee's Comments

Employee	Date
----------	------

Performance Evaluation

Employee Name: _____

Title: _____

Date of Review: _____

Level	Performance Description/Indicators
5	Clearly and consistently exceeds communicated performance requirements. Contributes to the Council's success well beyond job requirements
4	Consistently meets communicated performance requirements and often exceeds requirements in key performance areas. Requires less than nominal supervision.
3	Consistently meets communicated performance requirements which were identified as the basis for evaluating individual performance. Does not require more help from supervisor and others than is normally required by the position. Very satisfactory performance
2	Meets the minimal performance requirements: requires more than normal help from others. Problem areas need to be monitored and documented. Development is needed to meet performance requirements consistently.
1	Fails to meet performance requirements, problem areas need to be monitored and document with appropriate personnel action taken.

Performance Rating Level

Performance Categories	5	4	3	2	1
Quality of Work Comments					

Performance Categories	5	4	3	2	1
Skills (PC, Typing, etc.) Comments					
Quantity of Work Comments					
Knowledge of Job Comments					
Cooperation/Attitude Comments					

Dependability/Attendance/Tardiness Comments					
Initiative Comments					
Communications (Written and Oral) Comments					
Overall Performance Comments					

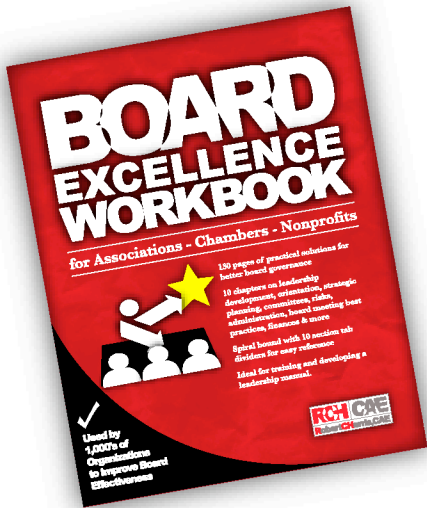
Goals:

Signed: _____ **Date:** _____
Evaluator

Signed: _____ **Date:** _____
Employee

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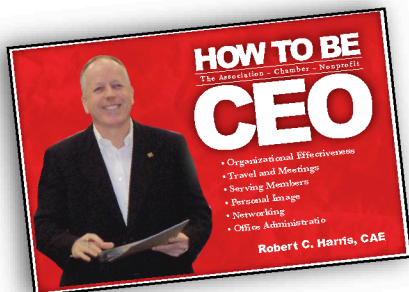
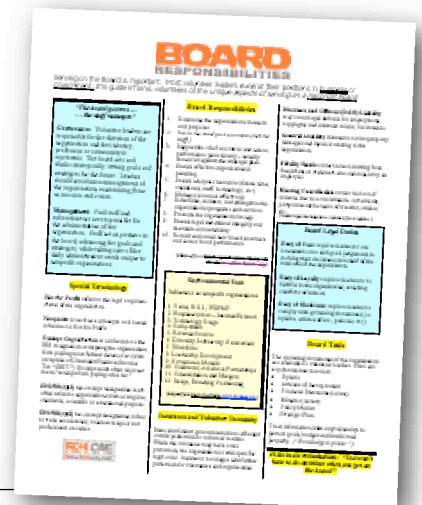
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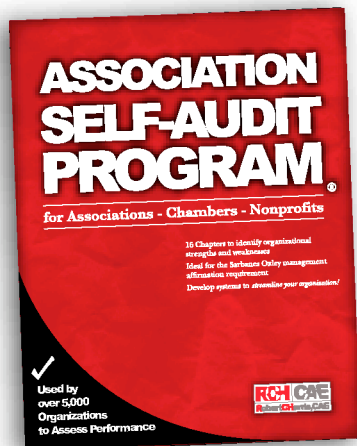
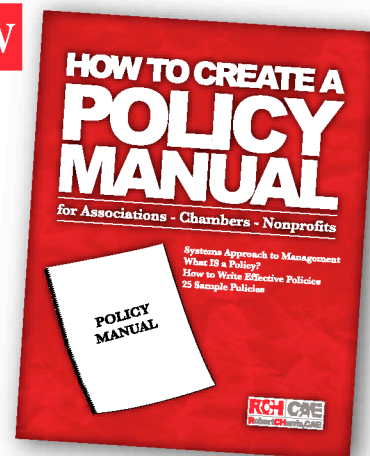
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		Total	

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