

EMPLOYEE PERFORMANCE EVALUATION

EMPLOYEE INFORMATION

NAME:
SUPERVISOR:
PARISH, SCHOOL OR AGENCY:

JOB TITLE:
PERIOD OF REVIEW:
REVIEW DATE:

Have any functions of the position changed since the last review? YES NO
(If yes, please attach a revised job description with signature of employee and supervisor.)

EMPLOYEE GOALS/OBJECTIVES FOR LAST REVIEW PERIOD Employee Self-Assessment Section

What was the objective, and to what extent was it achieved?

OBJECTIVE:

How achievement of objective will be measured:

Target date for completion:

Fulfilled

Partially Fulfilled

Not Fulfilled

COMMENTS:

OBJECTIVE:

How achievement of objective will be measured:

Target date for completion:

Fulfilled

Partially Fulfilled

Not Fulfilled

COMMENTS:

OBJECTIVE:

How achievement of objective will be measured:

Target date for completion:

Fulfilled

Partially Fulfilled

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OBJECTIVE:

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Target date for completion:

Fulfilled

Partially Fulfilled

Not Fulfilled

COMMENTS:

EMPLOYEE GOALS/OBJECTIVES FOR LAST REVIEW PERIOD
Supervisor Assessment Section

OBJECTIVE:

How achievement of objective will be measured:

Target date for completion:

Fulfilled

Partially Fulfilled

Not Fulfilled

COMMENTS:

OBJECTIVE:

How achievement of objective will be measured:

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COMMENTS:

KEY FOR RATINGS

Outstanding:	<i>Consistently exceeds expectations, has made many significant contributions to the organization.</i>
Above Expectations:	<i>Often exceeds expectations, fully competent, no deficiencies in important responsibilities.</i>
Meets Expectations:	<i>Meets the requirements of the job consistently; may exceed them on occasion.</i>
Needs Improvement:	<i>Satisfies some job requirements, but does not consistently meet expectations in some major job areas.</i>
Unsatisfactory:	<i>Routinely fails to meet standards and expectations.</i>

EMPLOYEE PERFORMANCE IN KEY AREAS Employee Self-Assessment Section

Attention: You must include comments in the section provided below to justify your corresponding rating selected. Failure to provide comments will require your supervisor to send the form back to you so you can add in your comments.

LEADING SERVICE: *Greets every guest, parishioner, clergy member and employee; makes time and interacts with every guest; thanks and shows appreciation; treats all guests with dignity and respect; communicates positively both verbally and non-verbally; strives to exceed guest expectations, displays a sense of urgency, responds to guest feedback.*
Supervisor behaviors also include: *coaches guest-focused behaviors.*

Comments:

Outstanding Above Expectations Meets Expectations Needs Improvement Unsatisfactory

LEADING RESULTS: *Commits to action and produces consistent quality work; adheres to policies, procedures, regulatory guidelines and ethical standards; accepts responsibility for outcomes of one's work and behaviors; leverages resources to complete work efficiently; effectively manages time through prioritization; approaches change positively and encourages others to embrace change; identifies, solves issues and makes quality decisions by weighing options carefully and thoroughly; considers the needs of all involved parties.*

Supervisor behaviors also include: *sets and communicates performance goals and expectations; observes and evaluates performance; ensures implementation and follow through; delegates and empowers others; thinks through contingencies and alternatives to develop a plan; drives change by helping employees overcome resistance.*

Comments:

Outstanding Above Expectations Meets Expectations Needs Improvement Unsatisfactory

LEADING SELF: *Treats employees respectfully; demonstrates reliability, honesty and confidence in one's character; looks for challenging or unfamiliar assignments; puts new knowledge, understanding, or skill to practical use on the job; takes responsibility for self-development; quickly modifies behavior to deal effectively with change; maintains composure under pressure and stress.*

Supervisor behaviors also include: *increases capacity to learn by mentoring others; adapts style and approach for different situations and levels.*

Comments:

Outstanding Above Expectations Meets Expectations Needs Improvement Unsatisfactory

LEADING OTHERS: *Openly shares knowledge, skill and insights with others; listens, acknowledges others and acts with integrity to build trust; engages, participates, recognizes and supports the team; values and includes diverse individuals and varied perspectives; communicates in a clear, concise, credible and timely manner; initiates action to handle conflict for win-win resolutions; contributes to a positive work environment.*

Supervisor behaviors also include: *attracts, selects and builds a team of talented, high performing, diverse individuals; develops employees by providing feedback, coaching and utilizing development plans; supports and holds the team accountable to achieve high performance; aligns and shares information with team.*

Comments:

Outstanding Above Expectations Meets Expectations Needs Improvement Unsatisfactory

LEADING INNOVATION: Views situations from multiple perspectives; keeps mind open to ideas and solutions from others; anticipates changing needs of business; generates new ideas, solutions, or approaches when problem-solving; collaborates with others to reach creative solutions; identifies approaches that are more effective or efficient; suggests new and creative ways to improve the organization.

Supervisor behaviors also include: establishes an environment in which creativity flourishes; encourages direct reports to take risks and come up with innovative solutions; strategizes, evaluates future direction and risk, and implements change.

Comments:

Outstanding Above Expectations Meets Expectations Needs Improvement Unsatisfactory

SUMMARY

When providing comments, consider your overall achievement of results against objectives, key issues from the above sections, and strengths vs. potential improvements.

Comments:

Outstanding Above Expectations Meets Expectations Needs Improvement Unsatisfactory

EMPLOYEE PERFORMANCE IN KEY AREAS Supervisor Assessment Section

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SUMMARY

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Comments:

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Creating S.M.A.R.T. Goals

Specific
Measureable
Attainable
Realistic
Timely

Specific: A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six “W” questions:

- Who: Who is involved?
- What: What do I want to accomplish?
- Where: Identify a location.
- When: Establish a time frame.
- Which: Identify requirements and constraints.
- Why: Specific reasons, purpose or benefits of accomplishing the goal.

EXAMPLE: A general goal would be, “Get in shape.” But a specific goal would say, “Join a health club and workout 3 days a week.”

Measurable - Establish concrete criteria for measuring progress toward the attainment of each goal you set.

When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.

To determine if your goal is measurable, ask questions such as.....

How much? How many?

How will I know when it is accomplished?

Attainable – When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

Realistic- To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress.

A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

Timely – A goal should be grounded within a time frame. With no time frame tied to it there’s no sense of urgency. If you want to lose 10 lbs, when do you want to lose it by? “Someday” won’t work. But if you anchor it within a timeframe, “by May 1st”, then you’ve set your unconscious mind into motion to begin working on the goal.

Your goal is probably realistic if you truly *believe* that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

T can also stand for Tangible – A goal is tangible when you can experience it with one of the senses, that is, taste, touch, smell, sight or hearing.

When your goal is tangible you have a better chance of making it specific and measurable and thus attainable.

FUTURE OBJECTIVES
Employee Self-Assessment Section

Attention: Please use the SMART Guide provided above when creating measurable objectives

Major goals for the upcoming period.

OBJECTIVE:

How achievement of objective will be measured:

Target date for completion:

OBJECTIVE:

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Target date for completion:

FUTURE OBJECTIVES
Supervisor Assessment Section

Attention: Please use the SMART Guide provided above when creating measureable objectives

Major goals for the upcoming period.

OBJECTIVE:

How achievement of objective will be measured:

Target date for completion:

OBJECTIVE:

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*** Note:** Supervisor's objectives will be the final objectives set and measured for the following evaluation.

SIGNATURE OF EMPLOYEE

DATE

SIGNATURE OF SUPERVISOR

DATE