The Pathways to Excellence workshop series is an outgrowth of The New York Community Trust Nonprofit Excellence Awards Program, managed by the Nonprofit Coordinating Committee of New York in collaboration with The Trust and Philanthropy New York with media sponsor WNYC.
ORGANIZATIONAL PROFILE

**Harlem RBI**

*2012 Silver Prize for Management Excellence*

*2008 Winner for Excellence in Communications*

Founded in 1991, Harlem RBI is a unique, community-based youth development organization located in East Harlem. It provides inner-city youth with opportunities to play, learn and grow. Harlem RBI uses the power of teams to coach, teach and inspire youth to recognize their potential and realize their dreams. Its vision is to be a model learning community where youth become healthy, educated and active global citizens who achieve excellence and change the world. In 2008, Harlem RBI opened DREAM Charter School.

For over 25 years, Harlem RBI has developed academic, enrichment and sports programs that empower youth to lead healthy, productive lives. While East Harlem will always remain a priority, Harlem RBI and DREAM Charter School has built a team and infrastructure that allowed them to grow outside the boundaries of this community and transform even more lives in the South Bronx and, this summer, in Newark, NJ.

**Examples of Excellence Identified by the 2012 Selection Committee:**

- Talent Development department focuses on staff support and professional development.
- Annual performance evaluation process uses a “360” approach, in which each employee receives feedback from self, supervisor, direct reports and peers from both inside and outside his/her department.
- Staff job descriptions are keyed in to organizational needs.
- Staff goals and expectations are aligned with organizational goals and outcomes.
- Hires with future needs in mind to ensure the organization is staffed appropriately for expansion and growth.
- Contingency planning for multiple staff positions and selected upper-level management – focused on developing “benches” for all management positions.
- Managers conduct quarterly talent reviews to identify and discuss “high potential” and “high performing” staff who may be targeted for future leadership roles.
- Designs staff development plans according to possible succession scenarios.
Organizational Profile
New York Peace Institute
2016 Finalist

New York Peace Institute is committed to promoting peace in our communities. They envision a world in which all people have the resources to creatively and constructively resolve their differences. As experts in conflict response, New York Peace Institute empowers people to find creative and durable solutions to their disputes. They teach vital conflict resolution skills to communities and organizations, and they advance the field by training and certifying professional mediators.

Everything New York Peace Institute does comes out of the core belief that active peacemaking requires direct, respectful, and creative communication. Their work is driven by six values: optimism, transparency, empathy, empowerment, excellence, and creativity.

The New York Peace Institute originated in 1981 as a program of Safe Horizon with the goal of preventing violence through free dispute resolution services. In 2010, Safe Horizon believed it was time to develop the program into a fully independent organization and provided intensive support to develop the new organization’s fiscal, administrative and operational functions. New York Peace Institute officially launched as an independent nonprofit organization in July 2011.

New York Peace Institute works in three areas:
- Dispute Resolution Services
- Mediator Training and Mediator Credentialing
- Specialized and customized trainings for organizations

Examples of Excellence Identified by the 2016 Selection Committee:
- Strong evidence of promotion from within
  - They look at people they interview to see how they will grow within the organization
- Application process for professional development fund
- Emphasis on benefits – wanted to retain benefits from previous large organization
- All staff trained as meditators to ensure connection to mission
- Performance evaluation closely aligned to values
- PEO relationship provides room for growth
- Pushback on CEO is allowed – opportunities for other voices to be heard
- Volunteer management is part of talent management
- Each manager has a group of funders or contracts to manage
Strategies for talent management

Tips from the Workshop Panelist

❖ Harlem RBI

• Make Performance Evaluation Frequent, Transparent and Multidirectional
  Design a performance evaluation process that encourages regular check-ins on progress, which allows for frequent celebration of success and timely responses to underperformance. Also, removing the confidential component of reviews encourages a shift in culture toward regular transparency, real-time feedback, and ultimately stronger collaboration. Pairing this transparent feedback process with consistent training in how to lead critical conversations is important. To develop managers and strengthen relationships, create formal avenues for direct reports to provide feedback up, as well as over to peers, and down to direct reports.

• Train Staff in How to Deliver and Receive Critical Feedback
  Critical feedback is imperative to professional growth. Real time difficult conversations can make learning experiential and relevant, but also requires the right framing and humility. In order to support a culture of learning, staff should have the opportunity to discuss what makes giving feedback difficult and then share strategies for successfully engaging in those conversations to counter the challenges. It is helpful if the organization can align on a simple framework for having these conversations, and then train all staff in that process.

• Engage Your People Managers in Talent Reviews
  Talent Reviews are a structured process for evaluating the talent within an organization in order to understand who has potential for other roles, what the plans are for succession to key roles, and what the key development actions are that are necessary to help the organization to be successful. The practice requires managers of collaborating teams coming together to share data about their direct reports and ranking them in the above mentioned categories, as either low, medium or high. After ranking their direct report, the other managers in the room have the opportunity to share their personal reflections about working with that staff member. At the conclusion of the talent review all of the managers in the room are normed on what low, medium, and exceptional performance looks like at your organization. The practice also supports succession planning, as it judges the health, quality and robustness of the leadership pipeline.

❖ New York Peace Institute

• Determine your priorities for hiring: We focus on the ability of the candidate to do the job well, reflect organizational values, and provide a diversity of backgrounds and perspectives. Consider a role play of the most difficult situation your employees might encounter – less to show content knowledge and more to demonstrate good instincts in working with clients. Talk about your mission and values and how they influence your work and how your employee are evaluated (our performance review is based on our values). Look for new places to recruit employees. If you only recruit at certain law schools and social work schools, all of your employees will have similar outlooks and abilities. Look for social media groups and listserves outside of your program area, consider employment services for individuals with disabilities, and recruit at a wider range of schools.

• Prepare to be creative when promoting staff: First, look at the position and the staff member and see where the staff member is and isn’t a good fit. When the portion of the position isn’t a perfect fit consider whether the organization can devote resources to help the person grow into the position or reorganize the tasks. Recognize that even folks who were exemplary in their old job might not be a good fit in their new job and plan ahead either by using a trial period or by considering what other reorganizing can be done in the future.

• They are hard to explain to your board, but look at a PEO for the cost-savings for benefits and their other support.
New York Community Trust Nonprofit Excellence Awards

32 Winning Organizations 2007 - 2016

- America Needs You, 2015 Winner
- BRC, 2015 Winner
- BronxWorks, 2013 Winner
- Center for Urban Community Services, 2007 Winner
- City Harvest, 2011 Winner
- Community Health Action of Staten Island, 2008 Winner
- CSH, 2013 Winner
- Families United for Racial and Economic Equality, 2007 Winner
- God’s Love We Deliver, 2010 Winner
- Good Shepherd Services, 2007 Winner
- Graham Windham, 2014 Winner
- Groundwork, Inc., 2009 Winner
- Harlem Academy, 2011 Winner
- Harlem RBI, 2009 and 2012 Winner
- Ifetayo Cultural Arts, 2008 Winner
- Institute for Family Health, 2008 Winner
- Jewish Board of Family and Children’s Services, 2016 Winner
- Leake & Watts, 2014 Winner
- Neighbors Link, 2016 Winner
- Neighborhood Economic Development Advocacy Project, 2009 Winner
- New York Cares, 2009 Winner
- New York Common Pantry, 2015 Winner
- New York Lawyers for the Public Interest, 2010 Winner
- Open Door Family Medical Centers, 2012 Winner
- Per Scholas, 2016 Winner
- Red Hook Initiative, 2012 Winner
- Row New York, 2014 Winner
- Sadie Nash Leadership Project, 2010 Winner
- Sanctuary for Families, 2011 Winner
- The Children’s Village, 2013 Winner
- Vera Institute of Justice, 2009 Winner
- WITNESS, 2007 Winner
Objectives:
By the end of the session, participants will have:
-(describe changes in attitude, behavior and knowledge)

Training Plan:

<table>
<thead>
<tr>
<th>Time (minutes)</th>
<th>Mode</th>
<th>Objective</th>
<th>Activity</th>
<th>Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(How will the learning be facilitated? Make sure it is interactive)</td>
<td>(What objective, as listed above, is met through this portion of the training?)</td>
<td>(Give description and script for the facilitator.)</td>
<td></td>
</tr>
</tbody>
</table>
A. What was your key takeaway from this session?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

B. Was the topic relevant for you?

Low  High
1  2  3  4  5  NA

C. Did the content discussed meet your expectations?

Low  High
1  2  3  4  5  NA

D. Was the presenter effective?

Presenter: (Name)

Low  High
1  2  3  4  5  NA

Presenter: (Name, if there is a 2nd presenter)

Low  High
1  2  3  4  5  NA

F. What would you change to improve this training module?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

G. How are you going to implement content from this session?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
FRAMEWORK FOR LEADING CRITICAL CONVERSATIONS:

**Prepare:**
MINDSET: How can you frame the conversation in a positive light?
RELAX: In preparation and during the conversation
PLAN, DON’T SCRIPT:
- 1-2 key points in your conversation
- sample open-ended questions you may ask

**Conversation:**

1. **Describe** - the behavior/problem and state the Impact
2. **Ask Questions:** What is your perception of the problem?
   - Listen: Be considerate. Listen to understand, not to respond.
3. **Next Steps:**
   - Offer Support: How will you contribute to remedying the problem?

FRAMEWORK FOR RECEIVING FEEDBACK:

<table>
<thead>
<tr>
<th>Difficult:</th>
<th>Comfortable:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Relax</td>
<td>- Thank them for the feedback</td>
</tr>
<tr>
<td>- Listen</td>
<td>- Ask for suggestions (If not already offered)</td>
</tr>
<tr>
<td>- Ask questions to check for</td>
<td>- Clarify next steps</td>
</tr>
<tr>
<td>understanding</td>
<td></td>
</tr>
<tr>
<td>- Take more time if needed</td>
<td></td>
</tr>
</tbody>
</table>
Talent Review Definitions

> Definitions for Performance and Potential

**Definition of Staff Member Performance:**

*Low*- staff member is not meeting expectations

*Medium*- staff member is meeting expectations, as evidenced by goal completion

*High*- staff member is exceeding expectations, going above and beyond expectations of their goals

**Definition of Staff Member Potential:**

*Low*- staff member can improve in current role or will probably have an interest in leaving the organization/school completely

*Medium*- staff member can do a bigger job in same field

*High*- staff member can do a bigger job in different field
> Definitions for Impact of Not Retaining Staff Member:

**Impact of Not Retaining Staff Member:**

*High* - If this individual leaves the organization, it will have a great impact on org morale and/or will have a substantial impact on team goals.

*Medium* - If this individual leaves the organization, it will potentially impact org morale and/or will have somewhat of an impact on team goals.

*Low* - If this individual leaves the organization, it will not impact org morale and/or will not impact team goals.

> Definitions for Retention Risk:

**Retention Risk:**

*High* – It is likely this person will leave their role or the organization. This person has expressed dissatisfaction and could leave within six months or will likely be promoted out of their position.

*Medium* – May not be actively looking, but there is a possibility this person will leave their role or their organization. If something better came along, they could leave within the year.

*Low* – There is a low possibility this person will leave the organization or their position; this person is happy with their role.
2x2 Feedback Form

The 2x2 system ensures that managers and staff members talk about how things are going in their work. The manager and the staff member each fill out two things she is doing well and two things she could do better, as well as two things the other person is doing well and two things that could be better. For the staff member, the focus is on her performance overall; for the manager, the focus is on her work with this staff member.

You might build a monthly meeting around the 2x2 form, or you might incorporate it occasionally in your check-ins.

<table>
<thead>
<tr>
<th></th>
<th>Issue</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two things I’m doing well1</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Two things I could do even better</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Two things you’re doing well</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Two things you could do even better</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>Example for a staff member</td>
<td>• Persistence</td>
<td>• You followed-up the generic rejection from Funder X and got us an in-person meeting.</td>
</tr>
<tr>
<td>Example for a manager</td>
<td>• Giving clear guidance</td>
<td>• I should have been much more clear about the time constraints around getting board materials out – we had a last-minute crunch that I could have helped prevent.</td>
</tr>
</tbody>
</table>

1 If you’re a staff member, list two things you’re doing well in your work overall; if you’re a manager, two things you’re doing well in your work with this staff member.
Check-in Meeting Agenda [Sample]

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Current Results</th>
<th>Projected Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>150 people attend training</td>
<td>134 are registered as of today</td>
<td>150+</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EJ/RA Weekly Check-in: 7/19

This week will be successful if… (my priorities for the week)

1) All materials for training finalized and out the door by Thursday night
2) Conference presentation started, and on track to be done by end of next week
3) Newsletter draft complete, ready for layout

1. Key updates
   a. Was last week successful? (following up on last week’s top priorities)
   b. Training: outline/agenda completed, materials for 1st training about to be finalized
   c. Housing: new coalition members
   d. Outreach: newsletter on schedule

2. Items for your input
   a. Program associate opening – brainstorm candidates/sources
   b. Coalition – getting pushback from AWM; would love to talk this through
   c. Conference talk – touch base to check my thinking

3. Learning
   o Any recent lessons (from staff member)?
     We got better results when I made sure that housing volunteers knew about our resources and felt comfortable reaching out for help. Need to find ways to do more of that.
   o Any feedback (from manager)? Would especially love your thoughts on how I’m running coalition meetings.

4. On back burner / not getting to yet (FYI)
   a. Grant proposal
   b. Online advocacy center overhaul

5. What else is on your (the manager’s) list?

6. Next steps / repeat-back

Weekly priorities should be few in number (2-4) in order to focus on the most important areas, and they should be presented as outcomes so it’s clear at the end of the week if they’ve been achieved.

The Learning section creates space for regular feedback by inviting both manager and staff member to reflect on any recent lessons learned and feedback on how things are going.

This section should prompt the manager to think about what items she’d like to raise for discussion.
# Check-in Meeting Agenda [Template]

<table>
<thead>
<tr>
<th>Goals</th>
<th>Current Results</th>
<th>Projected Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

## Weekly Check-in

**This week will be successful if… (my priorities for the week)**

1)  
2)  
3)  

____________________________________________________________________

1. **Key updates**
   a. Was last week successful? (following up on last week’s top priorities)
   b.  
   c.  
   d.  

2. **Items for your input**
   a.  
   b.  
   c.  

3. **Learning**
   o Any recent lessons (from staff member)?
   o Any feedback (from manager)?

4. **On back burner / not getting to yet (FYI)**
   a.  
   b.  

5. What else is on your (the manager’s) list?

6. Next steps / repeat-back
Rachel,

Per our discussion, I wanted to capture how we’re moving forward. As I mentioned, I realize that you’ve been trying very hard, but unfortunately your performance isn’t where I need it to be, and without significant improvement I will have to let you go. That improvement needs to happen in the next two weeks, and then it needs to be sustained going forward.

My hope is that you will meet the expectations laid out in this plan, and that I will be fully satisfied with the job you are doing. I’ve tried to be clear and specific about what these expectations are; please let me know if you have any questions about what follows, so I can clarify.

The main areas in which I need to see improvement are:

1. **100% follow-through, in a timely fashion**

I need you to take care of all of the items on your plate, including: meeting requests, issues raised via voice mail or e-mail, research requests, and other tasks that are part of the general course of business. As we discussed, this truly needs to be 100% because given the volume of issues, I can’t check back in on every item, so I need to trust completely that when I hand you an item it is as good as done. Everyone is human and mistakes do happen from time to time, but over the next two weeks (and in general over any comparable time period) if more than one item slips through the cracks then I’d deem that to be falling short of expectations.

In terms of timeliness, it is hard to set an absolute rule, and the best guideline is that when you are in doubt you should ask. In general, though, I would assume that you would handle most issues that cross your plate that are not bigger projects – e.g. printing documents, reaching out to others around meeting requests, replying to e-mails and voice mails, etc. – within one business day of receiving them, with many happening on the same business day. If for some reason you are not able to get to items that you normally would within this timeframe, at a minimum I assume you will let the relevant person know that you are still on top of the item.

2. **Quality/Accuracy**

I need to be able to trust that when you do take something on, it will get done in the manner we have agreed to, or where that is not possible that you will brainstorm potential solutions and, where appropriate, communicate options or your recommendations back to us. Again, my expectation is that within a two-week span there might be one instance of inaccuracy or one slip-up regarding quality, but not more.
3. Volume

Performing at a high level in this role means handling the large volume of items that come your way on an ongoing basis. I will continue to put things on your plate, and my expectation is that over the next two weeks we will reach a “steady state” where there is no significant backlog of items that you are handling.

Consequences

As we discussed, we need to ensure that you quickly reach a high level of performance. That means that this Improvement Plan will be in effect for the next two weeks (starting today, Monday, October 20). We will check in at the end of next week to review your performance against this plan. If you do not fulfill the requirements of this plan, then I would need to dismiss you, with one week of severance pay.

My hope is that you will fulfill the requirements of this plan. If you do, you will no longer be on an official Improvement Plan. You will, however, need to maintain that high level of performance over time.

I’ve tried to be direct in laying out my expectations going forward and the consequences of this plan. What this memo does not do justice to, however, is how much I enjoy working with you on a personal level and how much I appreciate your commitment to this organization and all the hard work that you have put in up to this point.

Again, please let me know if you have any questions about what is laid out in this plan.

- Anita
Sample Goal Development Process

This sample goal development process serves as a guide to help you design your organization’s own process. The exact steps, dates, and duration for each phase will depend on your organization’s size, its previous experience with setting goals, and the existence of a longer-term strategic plan, if any, that sets out priorities. The example here assumes an organization operating on a calendar year cycle (i.e., Jan. 1 – Dec. 31).

I. Set timeline

- Executive Director (ED) drafts rough timeline for setting next year’s goals (aligning them with budget cycle and performance evaluations) and shares with senior management team. (Aug. 20)

II. Identify organizational priorities based on broad strategic direction

*This phase may be substantially shortened or skipped if your organization has an existing strategic direction or plan (formal or informal) from which it can easily derive the upcoming year’s priorities.*

- In one meeting or more, ED and department heads discuss and ultimately agree on a list of initiatives and areas of focus for the coming year, and identify high-level implications for each department. (Sep. 10 – 20)

III. Develop departmental goals and plans

- With general organizational priorities in mind, department heads brainstorm on their own or with their teams to reflect on past year’s progress and identify potential areas of focus for the year ahead. (Sept. 25)
- Department heads meet individually with ED to discuss department’s progress from prior year, lessons learned, and goals for the year ahead. (Sept. 28 – Oct. 10).
- Department heads take ED input and draft actual goals for the year ahead, getting further input from team members as desired, and ensuring goals are backed up by plans. Department heads send draft to ED.
- ED drafts goals and plans for any areas for which ED is directly responsible. (Oct. 20)
- Department heads and ED meet to review draft goals and plans. (Oct. 25 – Nov. 5)
- Department heads make any revisions and send final version to ED. (Nov. 7)

IV. Finalize key organizational goals

- ED pulls from departmental and own plan to create summary goals document, reflecting key areas of organizational focus for the year ahead. ED ensures key goals
collectively add up to desired organizational progress toward strategic direction. (Nov. 10)

- ED discusses proposed final draft of organization’s goals with board of directors. Board approves final draft (as is or with changes). (Dec. 1)

V. Create individual action plans

- Department heads direct staff to draft individual goals and short-term action plans based on departmental goals and action plans. (Nov. 15 - 30)
- Department heads meet with individual staff to refine individual goals and action plans and ensure teams collectively cover areas of departmental responsibility. (Dec. 3 - 13)
- Department heads meet with staff for performance evaluations covering prior year. (Dec. 10 – 23)

VI. Roll out organizational goals and action plans

- ED convenes full staff for meeting to discuss goals for the year ahead. 1-pager version of organization’s key goals distributed in hard copy for easy posting and reference. (Dec. 5)
- Development Director highlights organization’s topline goals in holiday fundraising drive. (Dec. 8 – 31)
YYYY Organization
Performance Evaluation System

OVERVIEW

While conversations between managers and staff members about performance and development should be frequent, our performance evaluation system ensures that a more formal, summary conversation takes place at least once a year. These conversations give managers and staff members an opportunity to reflect on what the staff member achieved compared to what was expected and how the staff member is performing overall.

More specifically, our performance evaluation consists of four main sections.

I. Results (what you got done)
What was your progress in reaching key goals for the year?

II. Performance Factors (how you got it done)
How are you demonstrating our core values and utilizing skills essential to the position?

III. Assessment (overall, how well you did + next steps)
How did you do overall? What does the path forward look like?

IV. Manager Feedback (optional)
This optional section solicits input on how well the manager worked with the staff member.

RATINGS

The following scale is used for all ratings in the review.

Exceeds expectations – consistently delivers exceptional results, is a model for others to follow, rare.
Meets expectations – consistently meets expectations in all areas.
Partially meets expectations – meets expectations in some areas but needs improvement in others.
Does not meet expectations – needs significant improvement quickly.

PROCESS

Performance reviews normally occur in December so we can reflect on results against annual objectives. For new staff, we also conduct an “Initial Assessment” at or before three months to reflect on fit, clarify the goals for the upcoming time period, and identify areas for growth.

During the evaluation process, managers will review staff members’ work products and the results they have attained. In addition, managers may also reach out to staff members’ teams, colleagues from other departments, and/or people outside the organization for additional feedback.
The evaluation process consists of four main steps.

1. The staff member completes a self-review and sends it to the manager. The manager then drafts his or her review and sends it to the staff member.

2. The staff member and manager meet to review each section of the evaluation, highlighting key points, discussing questions, and summarizing conclusions. At the end of the meeting, the manager summarizes any overarching conclusions and next steps.

3. If there are specific areas where improvement or development work is needed, in most cases the manager and staff member will agree on a plan and then assess progress against this plan in the coming weeks and months.

4. The manager’s evaluation is placed in the employee’s personnel file. (In rare cases, the manager may wish to edit the evaluation to reflect new conclusions that have emerged during the evaluation discussion.)

**CONVERSATION TIPS**

To make the meeting to discuss the evaluation as useful as possible:

- Meet in person if at all possible.
- Be sure to allow enough time for the conversation so that it doesn’t feel rushed.
- The staff member should summarize what she’s taking away as the key points of the evaluation and ask any clarifying questions.
- Highlight and discuss any areas where the manager’s evaluation differed from the staff member’s self-evaluation.
- Agree on any concrete steps for professional development (and where possible, put reminders in calendars to talk about progress against aims).

**CUSTOMIZING THIS TOOL**

As you customize this tool for your organization, please pay attention to the core values and organization-wide skills in Section II (Performance Factors).

**Core values** and their descriptions should be drawn from the values agreed upon by your organization – DO NOT simply use what is here! Similarly, you should tailor the **essential skills** to reflect the needs and expectations of the role and your organization.
## Evaluation Form

<table>
<thead>
<tr>
<th>Employee Name, Position</th>
</tr>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Manager Name, Position</th>
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<tr>
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<table>
<thead>
<tr>
<th>Review Period</th>
</tr>
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<tr>
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<table>
<thead>
<tr>
<th>Date of Review</th>
</tr>
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<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Reviewed by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self □</td>
</tr>
<tr>
<td>Manager □</td>
</tr>
</tbody>
</table>

### SECTION I. GETTING RESULTS
(Mark most important goals in bold)

<table>
<thead>
<tr>
<th>Measurable Goal¹</th>
<th>Result(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>E: exceeds expectations</td>
</tr>
<tr>
<td>M: meets expectations</td>
</tr>
<tr>
<td>P: partially meets</td>
</tr>
<tr>
<td>D: Does not meet</td>
</tr>
<tr>
<td>expectations</td>
</tr>
</tbody>
</table>

¹ If the staff member didn’t set formal goals for the year, fill in each of the staff member’s key areas of work and assess to what extent his or her accomplishments represent significant progress in that area.
**Comments:** To what extent did the staff member achieve the goals for the position this past period? To what extent did the staff member do everything possible to reach the goals?

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### SECTION II. DEMONSTRATING PERFORMANCE FACTORS

**(Mark important factors in bold)**

A. *To what degree did this person demonstrate each of the core values and essential skills? (REMINDER: These values and skills are for illustrative purposes only. Replace them with your organization’s own values and relevant skills.)*

<table>
<thead>
<tr>
<th>Core Values</th>
<th>Description</th>
<th>Rating (E, M, P, D, or N/A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistence</td>
<td>Finds ways around obstacles and tries new approaches to get the job done.</td>
<td></td>
</tr>
<tr>
<td>Continuous improvement</td>
<td>Constantly learns from and improves in his or her work.</td>
<td></td>
</tr>
<tr>
<td>Decency</td>
<td>Treats others as he or she would want to be treated.</td>
<td></td>
</tr>
<tr>
<td>Humility</td>
<td>Acknowledges what he or she does not know and approaches others with deep respect for the difficulty of their work.</td>
<td></td>
</tr>
<tr>
<td>Integrity</td>
<td>Aligns his or her actions with his or her words and operates with transparency.</td>
<td></td>
</tr>
</tbody>
</table>

B. *To what degree did this person demonstrate each of the skills key to success in the position?*

<table>
<thead>
<tr>
<th>Essential skills</th>
<th>Description</th>
<th>Rating (E, M, P, D, or N/A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem-solving</td>
<td>Identifies issues, effectively structures problems, analyzes data to produce insights, and generates wise, actionable recommendations.</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Project management</td>
<td>Oversees and structures complex projects, plans backwards, and ensures quality end-products are delivered on or ahead of schedule, without crises.</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Produces strong written documents, edits documents effectively, engages in effective verbal communication – 1-on-1 and small group – and conducts effective large group presentations.</td>
<td></td>
</tr>
<tr>
<td>External relations</td>
<td>Serves as an effective ambassador, builds connections, and maintains relationships with outside constituents.</td>
<td></td>
</tr>
<tr>
<td>Productivity</td>
<td>Handles significant volume of work under deadlines and without sacrificing quality.</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:** In what priority areas of performance (values and skills) did the staff member excel? In what areas is improvement needed?
### SECTION III. SUMMARY ASSESSMENT, NEXT STEPS, AND TENURE CONSIDERATIONS

<table>
<thead>
<tr>
<th>Overall performance rating:</th>
<th>□ Exceeds Expectations</th>
<th>□ Meets Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Partially Meets Expectations</td>
<td>□ Does Not Meet Expectations</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:** How is the staff member performing overall? What are the most notable areas of strength? What are the next steps for growth or improvement?

What do you see as the staff member’s future in the organization?

---

### SECTION IV. MANAGER FEEDBACK

*(For staff members to fill out – optional)*

How could your manager support your work more effectively?
Success Sheet – Sample and Template

This document lays out the specific pieces of what this role is responsible for (the “what”), the ways to successfully approach the work (the “how”), and what success in this role looks like over a particular period of time (goals). If relevant, paste the “how” elements into your performance evaluation in Section II of the form.

I am the CEO of making sure everything in our office runs smoothly.

<table>
<thead>
<tr>
<th>My Goals, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will successfully move our office for less than $X and with no more than one day of staff downtime.</td>
</tr>
<tr>
<td>All meetings requested by my manager have been scheduled within 48 hours; a first attempt to schedule is made the same day request is received; all urgent requests are satisfied within the appropriate timeframe.</td>
</tr>
<tr>
<td>On a scale from 1 to 5, my manager averages 4.5 when asked each week if his/her calendar reflects his/her highest priorities.</td>
</tr>
<tr>
<td>When surveyed, staff answer an average of 4.5 (on 5 point scale) when asked “I have the office space, materials, and administrative information I need in order to do my job.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My Role</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THE “WHAT”:</strong></td>
</tr>
<tr>
<td>• Administration/Operations: office space is functional and everyone has what they need to do their jobs well</td>
</tr>
<tr>
<td>o Own all general maintenance; everything should work well!</td>
</tr>
<tr>
<td>o Ensure all systems work effectively (phones, internet, etc.)</td>
</tr>
<tr>
<td>o Support additional administrative needs of office (faxing, mailing, PDFs, supplies, etc.)</td>
</tr>
<tr>
<td>• Calendar and Internal Meetings: manage calendars and implement internal meeting structure</td>
</tr>
<tr>
<td>o Manage staff calendars to priorities (surfacing questions, getting aligned on tradeoffs, ensuring enough space/travel time between things, etc.)</td>
</tr>
<tr>
<td>o Implement internal meeting schedule (e.g., check-ins, monthly step-backs, team step-backs)</td>
</tr>
<tr>
<td>• Tech and Systems: technology is appropriate to meet needs of growing team and we have the systems in place and working to gather, share, and track information</td>
</tr>
<tr>
<td>o Ensure all staff have hardware and software they need</td>
</tr>
<tr>
<td>o Ensure we have appropriate data back-up system and that it’s working effectively</td>
</tr>
<tr>
<td>Spot opportunities to better track and maintain information</td>
</tr>
<tr>
<td><strong>THE “HOW”:</strong></td>
</tr>
<tr>
<td>• 100% follow-through: No dropped balls policy! Stay on top of all specific tasks/follow-up items and general areas of work; consistently meet deadlines.</td>
</tr>
<tr>
<td>• Customer service orientation: Make it easy for staff to do their jobs; view the work as supporting the whole and integral to the team’s effectiveness.</td>
</tr>
<tr>
<td>• Attention to detail: Everything going out (other than internal communication) is polished – meaning accurate (right content, no misspellings, grammatical errors, etc.), precise (reflects nuances, captures subtleties) and “fits” the situation (has our “look and feel” generally but can be casual when situation calls for it).</td>
</tr>
<tr>
<td>• Positive attitude and flexibility: Approach work with a spirit of “yes”; strike a positive tone; push work forward through obstacles and adapt quickly as things change (which they inevitably will).</td>
</tr>
</tbody>
</table>
Template

I am the CEO of ______________________________________________.

## My Goals, 2013

*Fill in goals here.*

## My Role

<table>
<thead>
<tr>
<th>THE “WHAT”:</th>
<th>THE “HOW”:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Fill in what this role is responsible for.</em></td>
<td><em>Fill in the keys for success in this role.</em></td>
</tr>
</tbody>
</table>

### Links Shared from The Management Center:

Tips on making goal setting less painful:
[http://www.managementcenter.org/article/5-ways-make-goal-setting-less-painful/](http://www.managementcenter.org/article/5-ways-make-goal-setting-less-painful/)

Informal performance warning script:

(Formal performance warning sample is attached)