

PERFORMANCE EXPECTATIONS AND GOAL-SETTING

Employee Name				Position Title	
Supervisor				Program (s)	
Evaluation Period	From		To		Today's Date

Instructions: Meet with the employee to collaborate on setting goals to be accomplished within the next evaluation period. Discuss and document performance expectations for the evaluation period. Once the Performance Expectations and Goal-Setting form is completed and signed, the supervisor should provide the employee a copy, keep a copy for the designated time period, and forward the original to Human Resources to be placed in the employee's personnel file.

Has the position changed over the past evaluation period?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If there are changes to the position description, send updated draft to Human Resources
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Position linkage with the District's Mission, Core Values, and Guiding Principles

How do the responsibilities of this position link or contribute to the employee's achievement of the District's mission, core values, and guiding principles. Provide a brief summary.

Performance Expectations

Based on the position's essential functions, what are the most important objectives, outcomes, and/or special assignments to accomplish in order to be successful during this time period?

Training & Development Needs/Opportunities

What training and development needs and opportunities should the employee focus on in order to develop the knowledge, skills, and abilities needed to meet the above expectations?

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Organizational Support Needed by the Employee to Meet Performance Expectations
(To be completed only by the employee.)

S.M.A.R.T Goals Info Sheet

Effective Goals Must Be:

Specific: A specific goal has a much greater chance of being accomplished than a general one. 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 timeframe.
- Which – Identify requirements and constraints.
- Why – Specific reasons, purpose, or benefits of accomplishing the goal.

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 feeling of achievement that spurs you on the continued effort. 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 achieve them. You develop the attitudes, abilities, skills, and 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 timeframe 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.

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 who can decide just how high your goal should be. But be sure that every goal represents substantial progress.

Timely: A goal should be grounded within a timeframe. With no timeframe tied to it, there’s no sense of urgency.

GOAL-SETTING WORKSHEET

Employee Name		Position Title	
Supervisor		Program(s)	
Goals Timeline	From		To
Instructions: The goals defined here incorporate specific tangible projects and responsibilities that are outside of your routine duties. Goals must be S.M.A.R.T. (Specific, Measurable, Attainable, Realistic, and Timely). Please refer to the SMART goals info sheet for more information and a definition of a SMART goal.			

Goal #1 Basic Description

Describe the relationship of the goal to the District or program objectives.

Steps to Achieve Goal #1	Timeline
<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Step 1</div>	
<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Step 2</div>	
<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Step 3</div>	
<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Step 4</div>	

Step 4		
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Instructions: The goals defined here incorporate specific tangible projects and responsibilities that are outside of your routine duties. Goals must be S.M.A.R.T. (Specific, Measurable, Attainable, Realistic, and Timely). Please refer to the SMART goals info sheet for more information and a definition of a SMART goal.					

Goal #3 Basic Description

Describe the relationship of the goal to the District or program objectives.

Steps to Achieve Goal #1	Timeline
Step 1	
Step 2	
Step 3	
Step 4	

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My supervisor and I are in agreement on the importance and value of achieving the above-listed goals for the betterment of the District and my program. I understand we will meet periodically to discuss progress of the goals.

Employee Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

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