

WD-40 Company- Performance Review Form- Fiscal Year 2017

Tribe Member Name:	Tribe Member Title:
Coach Name:	Review Period: FY17 (Sept 2016 through August 2017)

SECTION 1 – ESSENTIAL FUNCTIONS

Guidance notes for individuals and coaches

- Use the latest approved position description to identify how an A and A+ can be achieved (wherever applicable describe EBITDA impact).
- You can either attach the up-to-date position description or summarize the essential functions on this form.
- Use this section to summarize results, capture examples & representative performance. See Appendix 1 for further guidance on ratings.

Essential Functions	Examples & Results	Rating = A+, A, B, L				
		Q1	Q2	Q3	Q4	FY
1.						
2.						
3.						
4.						
5.						
6.						
Overall Rating for Essential Functions						

SECTION 2 – GOALS

Guidance Notes for individuals and coaches

- Choose up to 5 key goals that will help to deliver EBITDA goals & initiatives linked to Level A & B GRP (Team, Unit, Country, Trading Bloc or Global) and to contribute to strategic initiatives.
- Identify what must be done which will deliver each goal. Use “SMART”: specific, measurable, attainable, relevant, time-bound.
- Use this section to track progress during each review period, capture significant achievements and summarize results. [NOTE: semi-annual completion and discussion are required; quarterly dialogue is required. Some leaders may elect to require quarterly notes as well.]

		Rating: Exceeded = A+ Achieved = A On Track = O, Below Track = B N = Not achieved				
Goals	Progress & Results	Q1	Q2	Q3	Q4	FY
	Overall Rating for Goals					

SECTION 3 – VALUES

Guidance notes for individuals and coaches

- Use this section to summarize significant events or occasions when you have demonstrated our values.
- Provide at least one example for each value during the year. You can make reference to achievements or results listed in sections 1& 2

Values	Examples & Behavioral Results	Rating: Consistently demonstrates values = D Does not consistently demonstrate values = N				
		Q1	Q2	Q3	Q4	FY
We value doing the right thing						
We value creating positive lasting memories in all of our relationships						
We value making it better than it is today						
We value succeeding as a tribe while excelling as individuals						
We value owning it and passionately acting on it						
We value sustaining the WD-40 economy						
Overall Rating for Values						

SECTION 4 – OVERALL RATING

Guidance notes for individuals and coaches

- This is to summarize your overall performance for the year, combining essential functions, goals and values.
- Consider the balance between achievement of results (essential functions/goals) and how the results were achieved (values).
- Please see Appendix 1 for guidance on ratings.

	Rating = A+, A, B, L (See Appendix for definitions)				
	Q1	Q2	Q3	Q4	FY
Overall Rating					

Comments from Tribe Member (You can include any significant events that had an impact on your year, or anything else you wish to say)	
Comments from Coach	

Tribe Member Signature/date	Coach Signature/date	2 nd Coach Signature/date

SECTION 5 – COMPETENCE & DEVELOPMENT PLANNING

Guidance Notes for Coaches Who Are to Lead This Discussion:

- Coaches are expected to initiate the written comments in this section for open dialogue and exploration with the Tribe member.
- Use the latest approved position description to comment on achievement of the competencies required for success in the role.
- Reference the behavioral definitions of competencies: Know-How, Problem Solving & Accountability. You may also use additional definitions (e.g. KASH, Lominger, Situational Leadership II, etc.) and terms to help provide examples of the current level of competence. Please refer to the additional guidance in Appendix 2.
- Use this section to identify important areas for improvement, ongoing development and/or preparation for advancement for the tribe member
- Either attach a development plan or summarize the key features of the plan on this form

		Competency Zone: Developing = D Fully Competent = F Advanced = A
Competencies from Job Description	Examples & Behavioral Evidence	Competency Level
Know-how		
Problem-solving		
Accountability		

Development plans and actions for the next

review period	
Future aspirations of the Tribe member	

Definitions of Ratings: <u>A or A+</u> defines success; <u>L</u> is progressing to an acceptable standard of performance; <u>B</u> is an opportunity to be better through an agreed action plan; and <u>C</u> is unacceptable results & a formal improvement plan is in place, and may impact GRP eligibility or amount earned	
A+	<u>A+ = I consistently deliver EXCEPTIONAL PERFORMANCE , achieve my A+ “stretch” goals & behave in a manner that is consistent with our values</u> <ul style="list-style-type: none"> • I am diligent and go above & beyond to apply myself in exceeding expectations • I consistently demonstrate <u>all</u> corporate values, teach others how to demonstrate those values & routinely take initiative • My performance is evident to others; my reputation, contribution and performance results are known & valued by others • My 1st & 2nd coaches are proud to hold up both my job performance <i>and</i> conduct as an example for tribe members to strive to achieve • I exhibit a high skill of level, am a role model/mentor to others, am self-directed and encourage positive morale in others • My contributions are innovative, significant in nature and/or offer great value to the company • While some A+ results may be pre-defined up front, others may be evident in the moment and can be based upon coach’s judgement.
A	<u>A = My results indicate that I have ACHIEVED my goals and performance expectations while demonstrating our value</u> <ul style="list-style-type: none"> • I am diligent and apply myself in meeting EBITDA expectations • I personally demonstrate our corporate values on a daily basis • I substantially meet all expectations of my job description functions and goals, and operate independently in my coach’s absence • I perform all of the critical aspects of the position as expected • I deliver improvements that offer value to the company • I assist others in achieving their objectives
B	<u>B = I am on the path to an A and have an OPPORTUNITY TO IMPROVE</u> <ul style="list-style-type: none"> • I am making the effort needed and making improvements towards successful job performance and achievement of EBITDA expectations • I demonstrate most or all of the company values and occasionally demonstrate initiative • I do not yet meet all of the critical aspects of the job expectations, goals and results, including with additional coaching • An action plan is required to improve my current level of performance
L	<u>L = I am in LEARNING MODE – it is a new position for me or I am new to the Company and need time to gain competence.</u> <ul style="list-style-type: none"> • I do not yet meet all critical aspects of the job & fulfil EBITDA expectations &/or goals, but am progressing as expected to acceptable level of competence • I am learning how to apply and demonstrate our corporate values in my new role • In the absence of my coach, I cannot yet function independently • A structured learning/development plan is required
	<ul style="list-style-type: none"> •

Rating	Description
A+	Stretch goal achieved on time and within scope as defined by Coach and Tribe Member. Significant and measurable business outcomes resulted from the effort to go above and beyond expectations, delivering a positive, higher level of impact than was expected. Also includes unexpected and opportunistic demonstrations of performance that are demonstrably above the expectations of the role.
A	Goal was achieved on time and within scope as defined by Coach and Tribe Member.
O	On Track. Progress may have been made towards completion of goal.-Goal is not yet achieved, but is expected to be, as scheduled. This may be applied for goals that expand over the course of the fiscal year, or even in into the next fiscal goal, depending on the goal.
B	Below Track. Progress has been made but the goal is not tracking as expected. Conversation should take place between Coach and Tribe Member regarding obstacles & challenges towards completing goal, and set an action plan to ensure goal gets back on track (or re-prioritized).
N	Not Achieved. Goal was not achieved either within the scope or timeframe established. Conversation between Coach and Tribe member should take place to clarify why it was not achieved, what impact has resulted, commit new efforts toward achieving it in the future and what priority level the goal has.

APPENDIX 2

GUIDANCE ON THE COMPETENCY ZONES

Developing	Fully Competent	Advanced
Performance Level: A person new to the role (May be inexperienced, new to the function/area, uneducated in the role)	A person who has performed the role well (internally or externally), consistently meeting expectations and living our values.	A person who has performed the role well (internally or externally) and consistently applies the values, sets higher standards, strives for improvement. Is typically able to perform a portion of duties expected from a more advanced role in the career progression.
Training & Coaching: Needs training and time in the job to establish ' <u>core technical competence</u> '	Has the capability & knowledge base to share technical skills with others. Provides opportunities for others to learn how to apply principles to their own questions.	Is sought out by others for technical expertise and knowledge, and for troubleshooting of complex issues. Is able to teach others how to accomplish the expectations of their position.
KASH* & Learning Agility: Clearly working toward developing the KASH for the designated role [*KASH = knowledge, abilities, skills and behavioral habits]	Demonstrates the KASH required of the role to fulfill essential functions of current job. Demonstrates the ability to self-teach.	Demonstrates some of the KASH for the next position higher in responsibility and results (if it exists) Has broad learning agility.

Performance to Expectations: Demonstrates <u>some of the criteria</u> for being “fully competent” over a relevant time period.	Consistently <u>meets expectations</u> and routinely achieves those goals & objectives as demonstrated by measurable results.	Reliably demonstrates the criteria for being “fully competent” and routinely exceeds expected performance with little guidance.
Problem Solving: Asks routine questions frequently, relies upon coach/manager for answers, direction and ongoing training/support on how to perform specific tasks.	Able to propose solutions to complex problems. Seeks leader as a coach and mentor, not just a trainer. Requires some routine guidance on objectives and priorities. Does not generally need instruction on how to perform the work.	Asks tough questions where the leader may or may not have answers, seeks leader as a colleague for exchanging ideas and problem-solving at or above the leader’s knowledge level. Consistently shares expertise with others, teaching skills and explaining concepts.
Functional/Technical Skills: Not yet proficient in the functional or technical requirements of the role. May make some technical/functional errors whilst learning new processes/tools)	Routinely seeks and uses the required functional and technical knowledge and skills necessary to do his or her job. Chooses appropriate tools or technology for tasks. Experiments with new processes, tools, or technologies to determine applicability.	May have achieved internal and/or external recognition as a key contributor to organizational success. Is considered a subject matter expert. Uses insight to select, combine, or invent appropriate tools, methods or technology for tasks. Improves processes. Suggests improvements to policy.
Initiative: Goals are set for the individual. Still developing independent judgment and decision-making in broader aspects of role. Follows department and company processes, procedures.	Able to appropriately propose own goals within guidelines. Provides solutions to given problems. Understands facts and information related to assignments, including department and company policies and values.	Able to effectively propose own goals, sets own objectives without need for revision by the coach. Takes the initiative to identify actions, routinely contributes solutions. Achieves results beyond the expectations of the job. Improves the functional design of the role with little guidance or input. Able to be a values model. May influence and inspire others to succeed.

Questions that may help to define if someone is “fully competent”, using the approved position description for reference:

- What is the core purpose and the function of this position? Why does the position exist?
- What doesn’t get done effectively until the Tribe member is fully competent?
- What measurable outputs/results indicate that the role is being done as expected?
- Is there evidence that these expectations are achievable?
- Can the employee perform independently with only general guidance?
- Are other employees in similar positions performing at the same standards?