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1988

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# 76

# EXECUTIVE DIRECTOR - Evaluation

Martha L. Orr, MN, RN  
Executive Director



Constituent of The American  
Nurses Association

## NEW YORK STATE NURSES ASSOCIATION

1 Madison Avenue, 9th Floor, New York, New York 10010 (212) 213-6616

October 18, 1988

Martha L. Orr, MN, RN  
Executive Director  
New York State Nurses Association  
2113 Western Ave.  
Guilderland, NY 12084

Dear Ms. Orr:

The Board of Directors has reviewed the responsibilities of the Executive Director. This review has included the Annual Performance Appraisal submitted to the Board of Directors by the Executive Director. In accordance with NYSNA policy, the President and President-elect have conferred with the Board of Directors in the preparation of this evaluation.

The following evaluation items are consistent with categories that appear in the position description: Administration, Program and Departmental Operations, Communications, Legislative Program, Constituent Affairs/External Relations.

### Administration

Ms. Orr is to be commended for her ongoing efforts to refine office procedures (data processing, records management, word processing, implementation of job descriptions and an evaluation process for all professional staff). The organizational structure now in effect places complete programmatic responsibilities within departments. These organizational networks should be clearly outlined and further clarified to increase member access to information and appropriate personnel. Channels of communication should be more widely disseminated.

### Program and Departmental Operations

Program and departmental operations have undergone major changes within the year; some planned and others unanticipated.

#### A. Nursing Education

The staff provided excellent support and assistance in the development of the Report of the Arden House Consortium. We look forward to implementation of the recommendations.



Martha L. Orr, MN, RN  
October 18, 1988  
Page Two

The work of the Council on Nursing Education on differentiation of roles between baccalaureate and associate degree graduates was another outstanding product of this department. However, more direct intervention on the part of the Executive Director might have prevented misunderstandings surrounding the above document among staff, Board of Directors, and the Council.

#### B. Board Relations

The Executive Director effectively and efficiently provides staff assistance to the Board and Board Committees. Minutes are accurate, actions are tracked and implemented, and advice is given during meetings when requested and appropriate. There are, however, specific concerns that must be addressed.

Efforts on the part of the Executive Director to maintain clearly delineated roles are especially important. The implementation of shared responsibilities between volunteers and staff should be openly discussed, negotiated and clarified as needed. The Executive Director can be an effective gatekeeper in maintaining balanced relationships between staff and the Board. It is our expectation that the Executive Director will facilitate a positive climate for timely communication, continue to maintain confidentiality, and utilize appropriate support systems.

The Executive Director's flexibility in adapting to frequent changes in elected officers enhances effective shared governance. That shared governance will be improved by the ongoing clarification of the interdependent roles.

### Communications/Public Relations/Publications

The membership has responded positively to the improved quality of the Association's publications. We encourage continued efforts to involve volunteers in the decision-making process related to the development of new materials.

Responses to media inquiries regarding current, controversial, professional issues should be generated by professional nurses only. Mechanisms already in place to insure professional interpretation of issues and organizational policy must continue to be reinforced.

### Legislative Program

The Executive Director has acknowledged the need to assess the effectiveness of the legislative program. The level of legislative activity and involvement

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# EXECUTIVE DIRECTOR - Evaluation

Martha L. Orr, MN, RN  
October 18, 1988  
Page Three

is inconsistent throughout the state. Areas needing improvement include: Coordination between NYSNA staff and DNA legislative committees, timely dissemination of legislative information to districts, a more aggressive and visible legislative image for NYSNA, and continuously updated information on "Leg Line." Concerted efforts are needed to include NYSNA in statewide health issues and broaden the scope of our legislative focus.

## Constituent Affairs/External Relations

The Executive Director should continue to maintain positive working relationships with other nursing organizations and community groups. Improved verbal and nonverbal communication that reflects openness and sensitivity to various professional situations will enhance and strengthen the image of NYSNA. The Executive Director's role includes participation in numerous meetings and ceremonial events; a strong professional image contributes to positive outcomes. Inherent in this strong professional image is the exercise of mature judgment and the objective appraisal of problematic situations.

In summary, the Executive Director continues to manage the affairs of this Association successfully in these critical, challenging times. She demonstrates the talent and potential for further development in this role. Attention to areas needing improvement, as identified by the Board, will promote continued refinement of executive skills and will contribute to the smooth and efficient operations of the Association.

Juanita K. Hunter, EdD, RN  
President

JKH/ker

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# EXECUTIVE DIRECTOR - Evaluation

Martha L. Orr, MN, RN  
Executive Director



Constituent of The American  
Nurses Association

## NEW YORK STATE NURSES ASSOCIATION 2113 Western Avenue, Guilderland, N.Y. 12084, (518) 456-5371

September 15, 1988

TO: Task Group for Development of Evaluation Form for Executive Director  
RE: Comments on Draft Job Description and Sample Evaluation Forms

General areas to be addressed:

### Leadership

- Role with BOD - *as discussed in 10/1/88*
- Planning for Association and organizational goals
- Spokesperson for profession
- Representative for organizational positions
- Role model
- Separate management issues from implementation of policies
- Provides for internal review of all programs (progress, quality)

### Communication

Seeks to maintain open communication, maintains harmony

### Staff Performance

Field Service - needs clarification

### Accountability

Annual written report to President  
Interval record keeping

### Job Description - Appendix C

Look at groupings for possible additions to Job Description

1. Continuing education
2. Job knowledge - assumes initiative in developing awareness of changes within nursing and health care industry



# 76

# EXECUTIVE DIRECTOR - Evaluation

Task Group for Development of  
Evaluation Form for Executive  
Director

-2-

September 15, 1968

Other additions:

- Analytic ability - able to analyze situations and problems from numerous points of reference
- Communication skills - written and oral conform to acceptable standards of speech and written skills
- Leadership - demonstrates ability to assume responsibility in a variety of situations with maximum effectiveness
- Personal qualities -
  - Open minded and skilled in listening
  - Is sensitive to and considerate of others
  - Demonstrates integrity and loyalty
  - Manifests good judgement
  - Possesses the ability to get along with people
  - Accepts constructive criticism well
  - Manifests good grooming and a pleasant experience
  - Displays vigor, energy, and enthusiasm

I think the job description is adequate, certainly a very good beginning if this is the first one in writing. I do think it is more task oriented than functional. Many of the "functions" listed are actually evaluation criteria. I would suggest a discussion of the subcommittee next time we are together to decide if a task oriented job description is the way we want to go. If not, we should create more definitive categories which represent major functional areas.

Specific areas which I would like to see added include:

- Role in long range planning
- Role in establishing priorities with BOD
- Role in advising BOD in future direction
- Role as state leader of organized nursing

I believe the Nurses House system seems the easiest and cleanest to use for evaluation. The other numerical ones seem unwieldy.

I have reviewed the draft of the Executive Director position description, and I believe that it is most satisfactory and accurately describes the duties and responsibilities of the position.

I have also reviewed the sample evaluation forms that you sent me. One labeled "Performance Appraisal," calling for a narrative response. I do not believe is suitable for our purposes.

Task Group for Development of  
Evaluation Form for Executive  
Director

-3-

September 15, 1968

"Staff-Evaluation," check-off form with space for comments, would appear, when pertinent corrections are made, to be the most suitable of the forms under review. It is task and responsibility specific, provides for a range of responses as well as specific comments.

"Appendix C," with changes could be used, but I believe that it is far less specific than "Staff-Evaluation."

"Director's Performance Review," with changes, could be used, but it, too, lacks the direct specific components contained in "Staff-Evaluation."

"Evaluation Checklist," is good only for the process it outlines.

JKH:v

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# EXECUTIVE DIRECTOR - EVALUATION

Martha L. Orr, MN, RN  
Executive Director



Constituent of The American  
Nurses Association

**NEW YORK STATE NURSES ASSOCIATION**  
2113 Western Avenue, Guilderland, N.Y. 12084. (518) 456-5371

March 24, 1988

Juanita K. Hunter, R.N., Ed.D  
President  
The New York State Nurses Association  
127 Shirley Avenue  
Buffalo, NY 14215

Dear Juanita:

I will, of course, be pleased to respond to all issues or concerns raised by the Board of Directors, and will do so prior to the May 18-19 Board of Directors' meeting.

However, as you know, the informal conversation which we had on Friday, March 18th, following the close of the Board meeting was quite broad in scope. I respectfully request that you provide me with a written list of the Board's concerns so that I may prepare a full and appropriate response.

Sincerely,

Martha L. Orr  
Executive Director

CC: Maggie Jacobs  
Secretary, Board of Directors



Martha L. Orr, MN, RN  
Executive Director



Constituent of The American  
Nurses Association

**NEW YORK STATE NURSES ASSOCIATION**  
2113 Western Avenue, Guilderland, N.Y. 12084, (518) 456-5371

September 15, 1988

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Communication

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Staff Performance

- Field Service - needs clarification

Accountability

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- Interval record keeping

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# EXECUTIVE DIRECTOR - EVALUATION

Task Group for Development of  
Evaluation Form for Executive  
Director

-2-

September 15, 1988

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Task Group for Development of  
Evaluation Form for Executive  
Director

-3-

September 15, 1988

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"Evaluation Checklist," is good only for the process it outlines.

JKH:k

#76

# EXECUTIVE DIRECTOR - Evaluation

1. Self-Start, Energy, Force, Persistence, Ability to coordinate, team work  
2. Executive Director  
3. Knowledge of the organization and its objectives and direction

4. Plans, vision, leadership  
5. Leadership

6. Vision, goals

7. Ability to understand and apply the organization's mission

8. Understanding of the organization's structure

9. Ability to manage and motivate staff

10. Financial

11. Ability to understand and apply the organization's mission

12. Vision

13. Ability to understand and apply the organization's mission

14. Vision

15. Ability to understand and apply the organization's mission

16. Vision

17. Ability to understand and apply the organization's mission

18. Vision

19. Ability to understand and apply the organization's mission

20. Vision

Executive Director  
Job Description

Appendix 1

1. List of programs for (possible additions to Job Description)

- 1. Marketing literature
- 2. Job knowledge, experience, activities and developing awareness of the organization's mission and vision

Other qualities

- 1. Creative ability - ability to develop a situation and get things done from various points of reference
- 2. Communication skills - excellent and able to conform to acceptable standards of speech and written skills
- 3. Leadership - ability to assume responsibility and to manage a situation with maximum effectiveness
- 4. Personal qualities

1. open-minded and flexible in listening  
2. able to work with the staff and to coordinate with others

3. demonstrates integrity and loyalty  
4. maintains good relations  
5. possesses the ability to get things done  
6. accepts constructive criticism  
7. exhibits good judgment and sound decision-making  
8. displays good leadership qualities



# 76

# Executive Director - Evaluation

TO: JUANITA HUNTER  
FROM: SANGIE MADDIE  
RE: EXECUTIVE DIRECTOR JOB DESCRIPTION AND EVALUATION  
DATE: SEPTEMBER 6, 1988

I JUST RECEIVED THE COPY OF EVALUATION TOOLS TODAY. I'M SENDING MY COMMENTS ASAP. HOPE THE TARDINESS DOESN'T CONFUSE YOUR TIMETABLE.

I THINK THE JOB DESCRIPTION IS ADEQUATE, CERTAINLY A VERY GOOD BEGINNING IF THIS IS THE FIRST ONE IN WRITING. I DO THINK IT IS MORE TASK ORIENTED THAN FUNCTIONAL. MANY OF THE "FUNCTIONS" LISTED ARE ACTUALLY EVALUATION CRITERIA. I WOULD SUGGEST A DISCUSSION OF THE SUBCOMMITTEE NEXT TIME WE ARE TOGETHER TO DECIDE IF A TASK ORIENTED JOB DESCRIPTION IS THE WAY WE WANT TO GO. IF NOT WE SHOULD CREATE MORE DEFINITIVE CATEGORIES WHICH REPRESENT MAJOR FUNCTIONAL AREAS.

SPECIFIC AREAS WHICH I WOULD LIKE TO SEE ADDED INCLUDE:

- ROLE IN LONG RANGE PLANNING
- ROLE IN ESTABLISHING PRIORITIES WITH BOB
- ROLE IN ADVISING BOB IN FUTURE DIRECTION
- ROLE AS STATE LEADER OF ORGANIZED NURSING

I BELIEVE THE NURSES NOTICE SYSTEM SHOWS THE FASTEST AND CLEANEST TO USE FOR EVALUATION. THE OTHER NUMERICAL ONES SEEM UNWIELDY.

ONCE AGAIN, SORRY FOR THE TARDINESS...SEE YOU NEXT WEEK!

**NURSES/  
HOUSE Inc.**



10 Columbus Circle • New York, NY 10019-1348  
(212) 582-1022

September 6, 1988

Juanita K. Hunter, Ed.D., R.N.  
President  
New York State Nurses Association  
127 Shirley Avenue  
Buffalo, N.Y. 14215

Dear Juanita:

I have reviewed the draft of the Executive Director position description, and I believe that it is most satisfactory and accurately describes the duties and responsibilities of the position.

I have also reviewed the sample evaluation forms that you sent me. One labeled "Performance Appraisal", calling for a narrative response. I do not believe is suitable for our purposes.

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"Director's Performance Review", with changes, could be used, but it lacks the direct specific components contained in "Staff-Evaluation".

"Evaluation Checklist", is good only for the process it outlines.

Madeline was supposed to do a cut and paste of an evaluation form, and circulate it to our committee. I had waited, hoping to receive it before sending you my comments, however, it has not arrived and time is short.

Sincerely,

Patricia Bishop Barry, RN

PBB/pk

The Dolphin—A symbol of service freely given to NURSES in need  
Endorsed by: American Association of Critical Care Nurses • American Nurses Association •  
National League for Nursing • National Student Nurses Association  
Member, National Health Council

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# EXECUTIVE DIRECTOR - EVALUATION

Juanita K. Hunter, Ed.D., R.N., President  
**THE NEW YORK STATE NURSES ASSOCIATION**  
127 Shirley Avenue  
Buffalo, NY 14215

August 26, 1988

To: M. Naegle, S. Mazzie, P. Barry, M. Orr  
From: J. Hunter  
Re: Task Group for Development of Evaluation Form  
for Executive Director

At our May meeting we completed the tasks of developing a tentative time frame and making initial task assignments.

The tentative time frame developed was as follows:

<u>Task</u>	<u>By Whom</u>	<u>Date</u>
1. Review current job description and redesign	M. Orr	July 15
2. Critique Job Description	Task Group	- -
3. Review Evaluation forms and compare with new job description	Task Group	before Sept. Board Meeting
4. Preliminary Report to Board of Directors	Task Group	Sept. 14-15 Board Meeting
5. Finalize Evaluation Form	Task Group	before Oct. Board Meeting
6. Approval of Evaluation Form	Boarc of Directors	October Board Meeting

Committee members have indicated that step 2 and 3 can be completed individually with the possibility of having a conference call before the September Board meeting if necessary. May I suggest that each member review the job description which was sent to you and the evaluation forms previously mailed to you and then forward your results to me by September 7.

I will then collate the results. A conference call could then be scheduled on September 13. This would still allow time for preparation of the preliminary report for the board. This is a tight schedule, however I think we can complete our task before convention.

Thank you for your help in directing our work.

JH:mb

Juanita K. Hunter, R.N., Ed.D, President  
**THE NEW YORK STATE NURSES ASSOCIATION**  
2113 Western Avenue, Guilderland, N.Y. 12084, (518)456-5371

May 12, 1988

## MEMORANDUM

To: M. Naegle, S. Mazzie, P. Barry, M. Orr  
From: J. Hunter  
Re: Task Group for Evaluation of Executive Director

Enclosed are materials sent by P. Barry to add to those you have previously received. Given the heavy agenda of our May 18-19 board meeting and the comprehensiveness of the task of developing an appropriate and useful evaluation tool for the executive director, I am anticipating that our meeting next week will allow time to: (1) identify the task, (2) develop a tentative time frame and (3) make initial task assignments.

I will prepare a preliminary check list for the group to use as a point of departure.

JH:mb

Enclosures

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# EXECUTIVE DIRECTOR - Evaluation

Juanita K. Hunter, Ed.D., R.N., President  
**THE NEW YORK STATE NURSES ASSOCIATION**  
127 Shirley Avenue  
Buffalo, NY 14215

April 26, 1988

TO: Sandra A. Mazzo, MA, RN, Vice President  
FROM: Juanita K. Hunter, Ed.D., R.N., President JKH  
RE: Evaluation Tool for Executive Director

As you may remember during the Executive Session of the NYSNA Board meeting on March 17, the board approved an ad hoc committee to develop a tool to be used in evaluating the executive director. Our first task was to explore and to gather available tools and other related materials.

I am forwarding to you the extent of my investigation thus far. I would suggest that if any of you have materials that you also do the same. My plan is that all of these materials can then be organized before our next board meeting. I would think that we should meet before the executive session so that we may then present a plan to the board. Please call me if you have other ideas or suggestions.

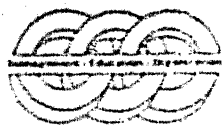
JKH:bn  
Enclosures

Leadership - *vision, goals, philosophy*  
 manifest *Plan, new goals*  
 role models  
 spokesperson for profession  
 represents organization  
 separates the management from personnel from other e.e. *edges*  
 implements *from management of programs*  
 implements policies  
 internal review of all programs  
 Communications *Staff, self, members*  
 Field Supervision: needs clarification  
 maintains harmony  
 seeks to maintain open communication  
 Accountability - *History* *annual written report to Pres*  
 Records Keeping  
 Internal Review of programs *progress*  
 quality



# 76

EXECUTIVE DIRECTOR - EVALUATION



GLENN H. TECKER  
CONSULTANTS

31 Perry Drive, Trenton, New Jersey 08628  
(609) 771-0086

**MANAGEMENT ACCOUNTABILITY**  
**PROGRAMS**

**Sample Materials**

# 76

# EXECUTIVE DIRECTOR - EVALUATION

SAMPLE

## MANAGEMENT ACCOUNTABILITY PROGRAM

### Purpose

Development of the Association's Management Accountability Program involves development of procedures, guides, and forms for planning and performance appraisal. The program builds on past and present operational success.

### Program Description

The Management Accountability Program will provide a framework for strengthening objective-based planning, evaluation and organization. It will provide useful tools to leadership seeking to focus resources on critical objectives. The program's ultimate goal is to ensure that planning and management efforts achieve their intended purposes.

### Major Components of the Program

- Is objective-based, member-centered and aware of costs.
- Flows from the Board and CEO to the management team and all levels of staff.
- Allows for formative and summative evaluation of progress toward critical objectives.
- Refines the association's operational planning systems.
- Provides for the evaluation of management performance in achieving objectives, fulfilling position responsibilities and demonstrating essential performance competencies.
- Specifies the roles, responsibilities and relationships of positions involved in the management accountability program.

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# EXECUTIVE DIRECTOR - EVALUATION

## Management Accountability Program

### Program Objectives

1. To develop and implement a Management Accountability Program by:
  - a. Developing a system for planning and formative and summative evaluation of critical objectives.
  - b. Developing procedures, guides and forms for evaluation of the performance of staff providing leadership to efforts.
2. To enhance the leadership roles, capabilities and effectiveness of:
  - a. The Board
  - b. The CEO
  - c. Department Administrators and Professional Staff
3. To establish a results-oriented planning process that:
  - a. Focuses attention and available resources on critical objectives
  - b. Coordinates association planning efforts
  - c. Monitors progress toward critical objectives
  - d. Promotes positive action with minimum paperwork
  - e. Contributes to the quality of services received by the membership.

The program will result in:

- a. The management tools needed by the Association to ensure that planning occurs and achieves its purposes.
- b. The specification of roles, responsibilities and relationships among positions involved in the Management Accountability Program.
- c. A coordinated "MBO" system useful for both formative and summative evaluation of progress toward established critical objectives.
- d. A performance evaluation program for professional staff that assesses progress toward objectives, fulfillment of position responsibilities and demonstration of essential professional competencies.

Critical objectives, standards of achievement and action plans for the association, each department, each office and each position will be developed, coordinated and monitored by the program.

The system will, next year, be coordinated to annual and longer range budgeting.

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# EXECUTIVE DIRECTOR - Evaluation

SAMPLE

## Introduction

The primary purposes of the Management Accountability Program of the \_\_\_\_\_ are to --

- provide direction to the efforts of all organizational units
- enhance the effectiveness of association services to its members
- coordinate national, regional and local actions

The system described in this publication has been designed to --

1. guide the development of objectives for all departments and programs
2. facilitate the monitoring and reporting of progress made toward the achievement of objectives
3. provide an "early warning system" for key events not proceeding as planned
4. allow for adjustment of objectives and plans as necessary
5. coordinate the assessment of accomplishments, identification of problems and development of objectives for the succeeding year

This publication was developed by a project team, composed of association staff and specialists. It recognized the significant accomplishments of the association to date and builds upon these efforts. It seeks to blend useful present practices with approaches designed to foster new achievements.

A major component of this program is the Management-by-Objectives System. Administrators prepare action plans. The completed action plans serve as a basic form for the Performance Appraisal which also includes review of job responsibilities and professional competencies.



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# EXECUTIVE DIRECTOR - EVALUATION

## OVERVIEW

STEP 1

MISSION  
STATEMENT

AUGUST

STEP 2

IN-SERVICE  
PLANNING  
WORKSHOP

AUGUST

STEP 3

PLANNING

SEPTEMBER

STEP 4

PLAN  
SUBMISSION

OCTOBER

STEP 5

PLAN  
REVIEW

OCTOBER

STEP 6

MONITORING

NOVEMBER-JUNE

STEP 7

EVALUATION

JULY

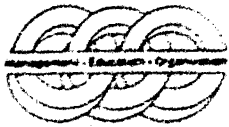
STEP 8

REVIEW AND  
RECYCLE

AUGUST

# 76

# EXECUTIVE DIRECTOR - EVALUATION



GLENN H. TECKER  
CONSULTANTS

31 Perry Drive, Trenton, New Jersey 08628  
(609) 771-0086

**BOARD and CHIEF EXECUTIVE**

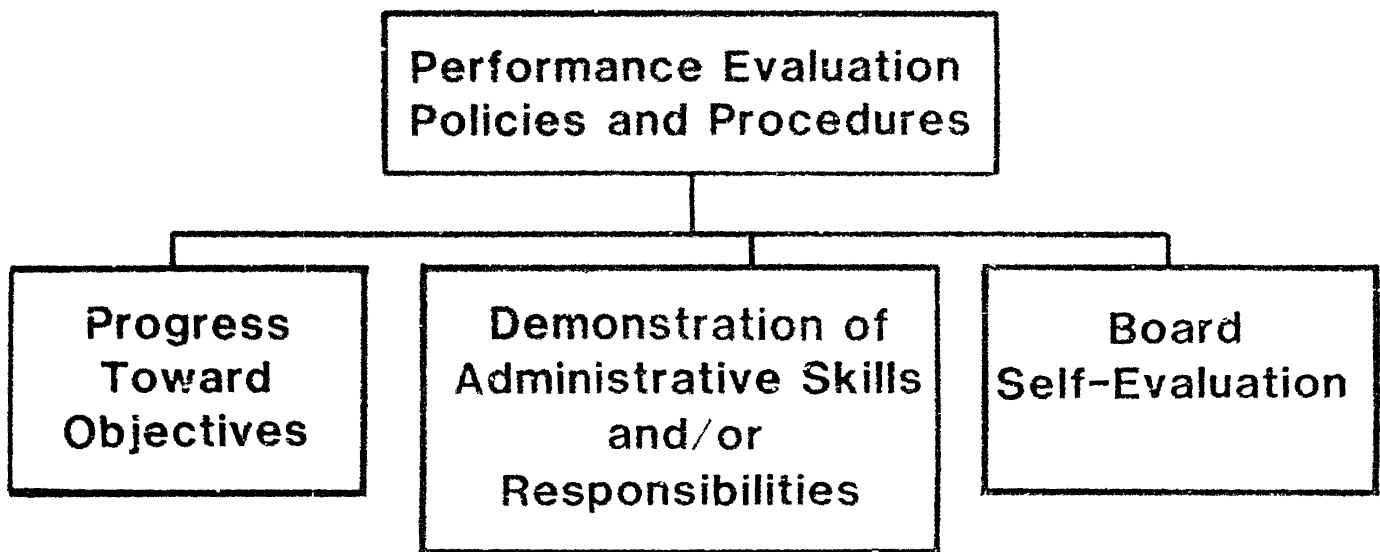
SHARED ACCOUNTABILITY FOR EFFECTIVENESS

**THE LEADERSHIP PARTNERSHIP  
SAMPLE MATERIAL**

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# 76

# EXECUTIVE DIRECTOR - EVALUATION



# 76

# EXECUTIVE DIRECTOR - EVALUATION

## PERFORMANCE EVALUATION POLICIES AND PROCEDURES

### PROGRESS TOWARD OBJECTIVES

- CHIEF EXECUTIVE'S MISSION STATEMENT
  - CRITICAL OBJECTIVES FROM CEO, JOB DESCRIPTION, BOARD, STAFF, PROGRAM EVALUATION
- BOARD AND EXECUTIVE DISCUSS OBJECTIVES
- BOARD APPROVES TENTATIVE OBJECTIVES
- CHIEF EXECUTIVE RECOMMENDS "INDICATORS OF ACHIEVEMENT" TO THE BOARD
- BOARD DISCUSSES, MODIFIES AND APPROVES INDICATORS
- CHIEF EXECUTIVE AND STAFF DEVELOP "ACTION PLANS"
  - OBJECTIVE
  - RESPONSIBILITIES
  - TARGET DATES
  - RESOURCES REQUIRED
- CHIEF EXECUTIVE AND BOARD DISCUSS ACTION PLANS
  - OBJECTIVES ARE MODIFIED
  - PRIORITIES ARE ESTABLISHED
- BOARD APPROVES FINAL OBJECTIVES AND INDICATORS
- TARGET DATES PROVIDE BASE FOR FORMATIVE EVALUATION

(ASSOCIATION PLANNING AND CEO EVALUATION MERGE)

Foundation

Planning

Implementation

# 76

# EXECUTIVE DIRECTOR - Evaluation

## PERFORMANCE EVALUATION POLICIES AND PROCEDURES

### DEMONSTRATION OF ADMINISTRATIVE SKILLS/RESPONSIBILITIES

- BOARD AND CHIEF EXECUTIVE IDENTIFY SKILLS/RESPONSIBILITIES
  - SELECT EXISTING LIST OR DESCRIPTION
  - CUSTOMIZE EXISTING LIST OR DESCRIPTION
  - DEVELOP LIST OR DESCRIPTION
- BOARD AND CHIEF EXECUTIVE DETERMINE "INSTRUMENTS" AND ASSESSMENT PROCEDURES
  - SELECT EXISTING INSTRUMENT AND PROCEDURES
  - CUSTOMIZE EXISTING INSTRUMENTS AND PROCEDURES
  - DEVELOP INSTRUMENT AND PROCEDURES
- BOARD MEMBERS COMPLETE ASSESSMENT
- ASSESSMENT DATA IS AGGREGATED AND ANALYZED
- BOARD AND CHIEF EXECUTIVE INTERPRET DATA
  - STRENGTHS
  - NEEDS
- BOARD AND CHIEF EXECUTIVE DEVELOP GROWTH/IMPROVEMENT OBJECTIVES AND PLANS
- PERFORMANCE EVALUATION IS AUTHORED AND APPROVED BY THE BOARD

# 76

# EXECUTIVE DIRECTOR - Evaluation

## PERFORMANCE EVALUATION POLICIES AND PROCEDURES

### BOARD SELF-EVALUATION

- BOARD (WITH CHIEF EXECUTIVE ) IDENTIFIES RESPONSIBILITIES
  - SELECT EXISTING LIST
  - CUSTOMIZE EXISTING LIST
  - DEVELOP LIST
- BOARD (WITH CHIEF EXECUTIVE ) DETERMINES "INSTRUMENTS" AND ASSESSMENT PROCEDURES
  - SELECT EXISTING INSTRUMENTS AND PROCEDURES
  - CUSTOMIZE EXISTING INSTRUMENTS AND PROCEDURES
  - DEVELOP INSTRUMENTS AND PROCEDURES
- BOARD MEMBERS COMPLETE ASSESSMENT
- ASSESSMENT DATA IS AGGREGATED AND ANALYZED
- BOARD (WITH CHIEF EXECUTIVE ) INTERPRETS DATA
  - STRENGTHS
  - NEEDS
- BOARD (WITH CHIEF EXECUTIVE ) DEVELOPS IMPROVEMENT OBJECTIVES AND PLANS
- RECORD OF BOARD SELF-EVALUATION IS AUTHORED AND APPROVED BY THE BOARD

# PERFORMANCE APPRAISAL

NAME \_\_\_\_\_ POSITION \_\_\_\_\_

EVALUATOR \_\_\_\_\_ PERFORMANCE PERIOD \_\_\_\_\_

POSITION DESCRIPTION REFERENCE	CRITICAL OBJECTIVES	INDICATORS OF ACHIEVEMENT	achieved	Partially	not achieved	IF NOT ACHIEVED, WHY NOT?

PROGRESS TOWARD OBJECTIVES

\_\_\_\_\_  
Staff Member's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

Staff Member's Comments:

Evaluator's Comments:

\_\_\_\_\_  
Initial

\_\_\_\_\_  
Date

\_\_\_\_\_  
Initial

\_\_\_\_\_  
Date

#76

Executive Director - Evaluator

Staff Evaluation -- Job Description

Rating Scale				Position Title: <u>Executive Director</u>	Date: _____
Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Not Applicable		Staff Member Name: _____
				Performance Responsibility	Comments
[ ]	[ ]	[ ]	[ ]	<u>Association Representation</u>	
[ ]	[ ]	[ ]	[ ]	1. Represents the Association as official spokesperson and chief executive officer.	
[ ]	[ ]	[ ]	[ ]	2. Provides liaison with other organizations and agencies.	
[ ]	[ ]	[ ]	[ ]	3. Maintains contact with legislators and arranges for representation at hearings.	
[ ]	[ ]	[ ]	[ ]	4. Promotes interest and active participation in the Association.	
[ ]	[ ]	[ ]	[ ]	5. Represents the Association in local, state, and national activities.	
[ ]	[ ]	[ ]	[ ]	<u>Financial Management</u>	
[ ]	[ ]	[ ]	[ ]	1. Maintains proper and accurate financial records of the Association.	
[ ]	[ ]	[ ]	[ ]	2. Prepares a recommended annual budget for approval by the Board of Directors.	
[ ]	[ ]	[ ]	[ ]	3. Sees that the finances of the Association are maintained within the approved budget, managed as directed by policy, and audited annually.	
[ ]	[ ]	[ ]	[ ]	<u>Governance Administration</u>	
[ ]	[ ]	[ ]	[ ]	1. Coordinates activities of the Board of Directors and association committees.	
[ ]	[ ]	[ ]	[ ]	2. Informs and advises the Board concerning programs, practices, problems and activities of the Association.	
[ ]	[ ]	[ ]	[ ]	3. Supports and enforces policies, goals, and programs adopted by the Board of Directors.	
[ ]	[ ]	[ ]	[ ]	4. Maintains Delegate Assembly, Board, Executive Committee, and administrative records of the Association.	
[ ]	[ ]	[ ]	[ ]	<u>Planning</u>	
[ ]	[ ]	[ ]	[ ]	1. Identifies, collects, interprets, and provides information to assist the Board in long-range planning.	
[ ]	[ ]	[ ]	[ ]	2. Assists the Board in establishing goals.	
[ ]	[ ]	[ ]	[ ]	3. Develops plans to accomplish Association goals.	
[ ]	[ ]	[ ]	[ ]	4. Provides leadership for staff development and implementation of plans to fulfill goals and objectives.	

**RATING SCALE KEY:**

- Exceeds Expectations = total performance is continuously well above the normal and expected standards for the position.  
Meets Expectations = competent performance meeting the normal and expected standards for the position.  
Does Not Meet Expectations = performance clearly inadequate for the normal and expected standards for the position.

**EXAMPLE**

*Executive Director - Evaluation*

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# 76

# EXECUTIVE DIRECTOR - Evaluation

Staff Evaluation -- Job Description

Rating Scale				Position Title: <u>Executive Director</u>	Date: _____
Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Not Applicable		Staff Member Name: _____
				Evaluator's Name: _____	Either party may enter comments in this column
				Performance Responsibility	Comments
[ ]	[ ]	[ ]	[ ]	<u>Membership Services</u> 1. Organizes programs and conferences to meet the inservice needs of school board members and administrators. 2. Provides assistance and counsel to member boards. 3. Arranges for legislative educational updates to the membership. 4. Advises school boards and superintendents in management areas. 5. Promotes better policy-making and improved administration in the field of education.	
[ ]	[ ]	[ ]	[ ]	<u>Legislative Program</u> 1. Directs governmental relations and legislative activities. 2. Provides leadership to the formation of legislative programs. 3. Monitors and analyzes legislation related to education.	
[ ]	[ ]	[ ]	[ ]	<u>Staff Supervision</u> 1. Recruits, hires, sets salaries within salary ranges and budgetary provisions, supervises, evaluates, and terminates staff.	

**RATING SCALE KEY:**

- Exceeds Expectations = total performance is continuously well above the normal and expected standards for the position.
- Meets Expectations = competent performance meeting the normal and expected standards for the position.
- Does Not Meet Expectations = performance clearly inadequate for the normal and expected standards for the position.

EXAMPLE

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# EXECUTIVE DIRECTOR - EVALUATION

## APPENDIX C

### DEMONSTRATION OF PROFESSIONAL COMPETENCIES

#### TECHNICAL PROFICIENCY

##### 1. JOB KNOWLEDGE

- Assumes initiative in developing awareness of changes in pertinent field.
- Is usually aware of developments and changes in pertinent field.
- Maintains awareness of changes in field only when job situation may require.
- Does not keep abreast of changes in field.
- Not applicable.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

##### 2. QUALITY OF WORK

- Work is consistently thorough, accurate and on time.
- Work is usually thorough, accurate and on time.
- Work requires considerable revision by supervisor.
- Work is consistently unacceptable and generally requires numerous attempts for satisfactory completion.
- Not applicable.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

##### 3. PLANNING AND ORGANIZATION

- Develop task objectives, timelines, and evaluation procedures independently.
- Develop task objectives, timelines, and evaluation procedures with a minimum of supervision.
- Requires constant supervision and assistance in developing task objectives, timelines, and evaluation procedures.
- Not applicable.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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# EXECUTIVE DIRECTOR - Evaluation

## 4. ANALYTICAL ABILITY

- Demonstrates ability to analyze situations and problems from numerous points of reference.
- Requires some direction in analyzing situations and problems.
- Requires constant direction and assistance in analyzing situations and problems.
- Does not demonstrate ability to analyze situations and problems.
- Not applicable.

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 5. COMMUNICATION SKILLS

- Communications constantly conform to acceptable standards of speech and written skills.
- Communications sometimes require review and correction.
- Communications require constant review, editing, and correction.
- Does not demonstrate effective communication skills.
- Not applicable.

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 6. LEADERSHIP

- Demonstrates ability to assume responsibility in a variety of situations with maximum effectiveness.
- Usually assumes responsibility in most situations with acceptable effectiveness.
- Requires encouragement or direction in assuming responsibility.
- Prefers not to assume responsibility or leadership role.

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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# EXECUTIVE DIRECTOR - Evaluation

## 7. DECISION-MAKING

- Decisions are always based on a sound basis and are developed in an independent manner.
- Decisions are usually based on a sound basis and are developed with a minimum of supervisory input.
- Reasons for decisions need clarification and review and require constant supervisory input.
- Does not assume any decision-making responsibilities.
- Not applicable.

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 8. DELEGATION

- Is constantly aware of need for delegation and uses good judgement in delegating responsibility to subordinates.
- Usually identifies areas of responsibility which may be delegated to subordinates.
- Requires guidance and assistance in identifying areas of responsibility for delegation.
- Seldom delegates responsibilities.
- Not applicable.

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 9. FOLLOW-UP

- Always initiates good following procedures and is constantly aware of status of delegated projects.
- Generally initiates good follow-up procedures and is generally aware of status of delegated projects.
- Follow-up procedures are haphazard and lacks awareness of status of delegated projects.
- Ineffectual follow-up procedures and negligible awareness of status of delegated projects.

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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# EXECUTIVE DIRECTOR - Evaluation

## HUMAN RELATIONS SKILLS

### 10. OTHER STAFF

- Demonstrates ability to relate well with others in a fair and cooperative manner.
- Is usually able to relate well with others in a fair and cooperative manner.
- Tends to have difficulty in relating with others in a fair and cooperative manner.
- Does not relate well with others.
- Not applicable.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 11. GENERAL PUBLIC

- Demonstrates ability to relate well with others in a fair and professional manner.
- Is usually able to relate well with others in a fair and professional manner.
- Tends to have difficulty in relating to others in a fair and professional manner.
- Does not relate well with others.
- Not applicable.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 12. CREATIVITY

- Highly effective in developing new methods and solutions to situations and problems.
- Usually contributes to the development of new methods and solutions to situations and problems.
- Requires assistance and guidance in generating any new methods and solutions to situations and problems.
- Seldom generates any new methods and solutions to situations and problems; prefers to follow usual routine.
- Not applicable.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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# EXECUTIVE DIRECTOR - Evaluation

## 13. RESOURCEFULNESS

- Examines and utilizes all possible resources in solving a problem.
- Can usually be expected to seek out sufficient resources in solving a problem.
- Relies on a limited set of resources in solving a problem.
- Tends to disregard possible resources for solving problem.
- Not applicable.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 14. INITIATIVE

- Generates positive action in a variety of situations; frequently makes suggestions.
- Can usually be counted on to generate positive action in most situations.
- Will generate positive action in a minimum of situations.
- Requires constant prodding.
- Not applicable.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 15. COOPERATION

- Demonstrates a willingness and desire to assume responsibilities far in excess of position requirements.
- Is generally receptive to assuming responsibilities and performance with a minimum of negative response.
- Responds to responsibility as defined by job description with no effort to assist beyond that required; some negative response when assigned additional task.
- Tends to be totally negative and resist additional responsibilities.
- Not applicable.

Comments: \_\_\_\_\_  
\_\_\_\_\_

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# EXECUTIVE DIRECTOR - Evaluation

## 16. STABILITY UNDER STRESS

- Reacts appropriately to all situations; is capable of analyzing and recommending solutions regardless of situation.
- Reacts appropriately in most situations.
- Reacts to situations, but stress is sometimes evident and causes irrational reactions.
- Easily and visibly upset in stress situations.
- Not applicable.

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## 17. DEPENDABILITY

- Exhibits reliability in adhering to timelines, performing tasks, and reacting to situations in a positive manner.
- Usually can be counted on to adhere to timelines, performs tasks and react to situations in a positive manner.
- Requires maximum supervision; cannot be expected to adhere to timelines; perform tasks or reacts to situations in a negative manner.
- Not applicable.

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

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# EXECUTIVE DIRECTOR - Evaluation

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

POSITION: \_\_\_\_\_ SUPERVISOR: \_\_\_\_\_

## SELF-IMPROVEMENT OBJECTIVES

Staff Member's Self-Improvement Objectives for the Coming Year:

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# EXECUTIVE DIRECTOR - EVALUATION

NAME \_\_\_\_\_

## ACTION PLANNING WORKSHEET

OBJECTIVE NO. \_\_\_\_\_

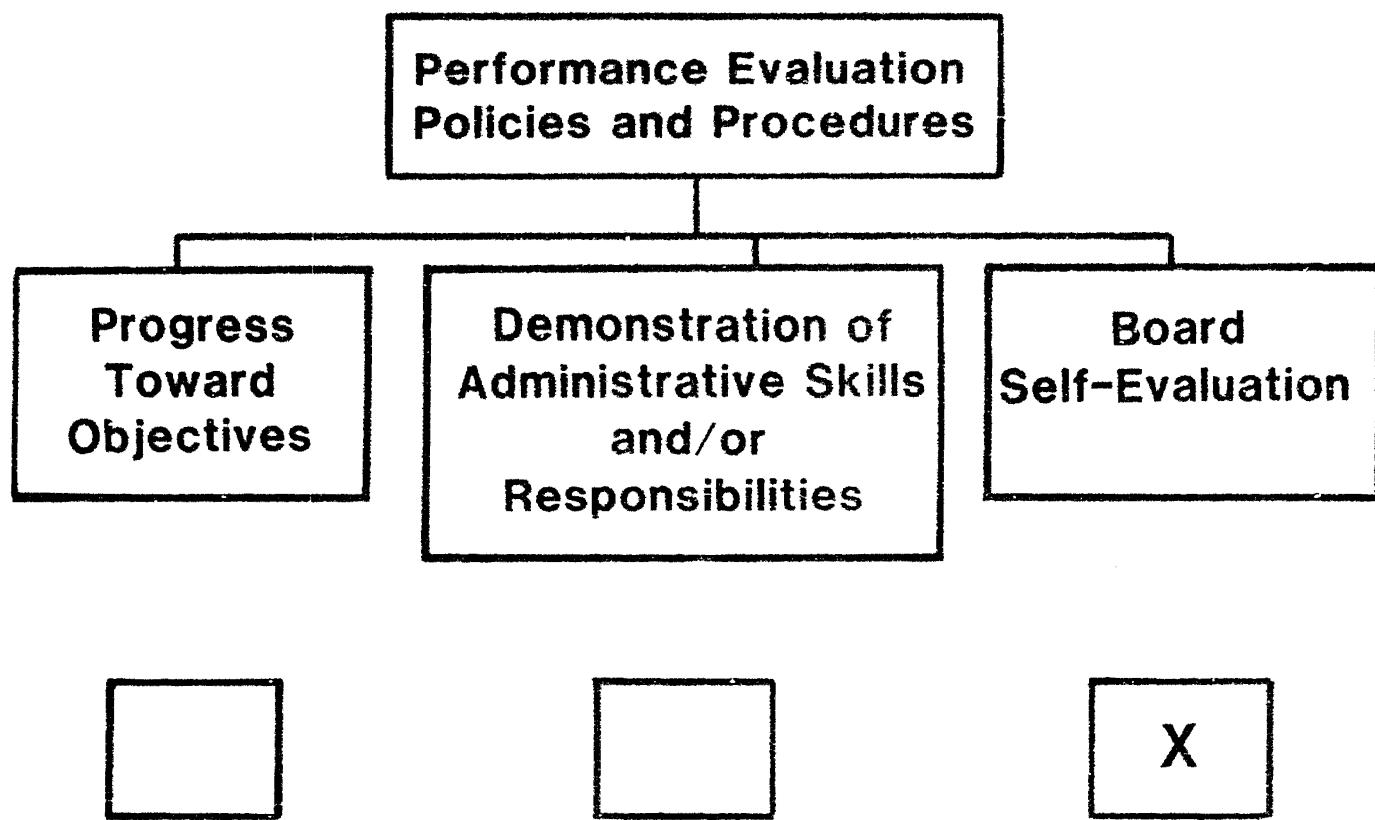
\_\_\_\_\_

ACTION PLAN			
KEY EVENTS	RESPONSIBILITY	TARGET DATE	COMMENTARY

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# EXECUTIVE DIRECTOR - Evaluation

## PERFORMANCE EVALUATION



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Samples

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# 76

# EXECUTIVE DIRECTOR-EVALUATION

## SAMPLE BOARD SELF-EVALUATION

**DIRECTIONS:** This questionnaire presents 49 statements about Board and board member responsibilities which the Board believes are important to the effective governance of the organization.

Some questions relate only to the Board as a total group. Other questions relate to both the Board as a group and to each individual board member. When a question relates to both the group and individuals, the response area is divided in half so that a rating can be given for each.

The questionnaire is to be completed by each board member. All questionnaires will be forwarded for tabulation. The tabulator will provide a summary of responses that indicates how many people chose each possible rating for each numbered statement.

A Board self-evaluation should be conducted as part of a comprehensive performance evaluation system that considers:

- progress toward predetermined objectives
- fulfillment of job responsibilities
- demonstration of professional competencies

This system should link the organization's planning, program evaluation and staff performance appraisal activities.

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# EXECUTIVE DIRECTOR - Evaluation

## BOARD SELF-EVALUATION

Areas of Responsibility	Degree of Success				
	Poor	Inadequate	Adequate	Good	Excellent
<b>A. <u>Relationship with Chief Executive Officer</u></b>					
1. Establishes written policies for the guidance of the CEO in the operation of the organization.					
2. Provides the CEO with a clear statement of the expectations of performance and personal qualities against which she/he will be measured periodically.					
3. Invites communication from the CEO.					
4. Reaches decisions only on the basis of study of available background data and consideration of the recommendation of the CEO.	B R I N D				
5. Requests information through the CEO and only from staff members with the knowledge of the CEO.	B R I N D				
6. Provides a climate of mutual respect and trust offering commendation whenever earned, and constructive criticism when necessary.					
7. Matters tending to alienate either board members or CEO are discussed immediately rather than being permitted to fester and deteriorate.					
8. Provides opportunity and encouragement for professional growth of the CEO and staff.					
9. Takes the initiative in maintaining a professional salary for the CEO comparable with salaries paid out similar responsibility in and out of the profession.					
<b>B. <u>Community* Relationships</u></b>					
10. Encourages attendance at board meetings.					
11. Actively fosters cooperation with various news media for dissemination of information about programs.	B I				
12. Insures a continuous planned program of public information regarding the organization.					

\* "Community" refers to parties interested in, or able to affect, the organization's ability to accomplish its purpose.

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# EXECUTIVE DIRECTOR - Evaluation

Areas of Responsibility	Degree of Success				
	Poor	Inadequate	Adequate	Good	Excellent
13. Participated actively in community affairs.	B				
14. Channels all concerns, complaints and criticisms of the organization through the CEO for study with the expectation that she/he will report back to the board if action is required.	I				
15. Seeks to prevent unjust criticism of the CEO from vocal special interest groups and defend the CEO when unjust and criticism is voiced.	B				
16. Encourages open participation in an advisory capacity in the solution of specific problems.	I				
17. Is aware of community attitudes and the special interest groups which seek to influence the organization's programs.					
<b>C. Board Meetings</b>					
18. Has established written procedures for conducting meetings including ample provision for interested parties to be heard but prevents a single individual or group from dominating discussions.					
19. Conducts its meetings in facilities that allow the organization's business affairs to be conducted by the board and its staff effectively.					
20. Selects a chairman on the basis of his or her ability to properly conduct a meeting.					
21. New items of a complex nature are not introduced for action if they are not listed on the agenda but are presented for listing on a subsequent agenda.					
22. Definitive action is withheld until asking if there is a staff recommendation and what it is.					
23. Good judgement is used in criticizing a staff recommendation.	B				
	I				
24. The privilege of holding over matters for further study is not abused.	B				
	I				
25. Each member makes sincere effort to be informed on all agenda items listed prior to the meeting.	B				
	I				
26. Controversial, complex or complicated matters are held over or placed on the agenda for discussion only, prior to consideration for adoption.					



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# EXECUTIVE DIRECTOR - Evaluation

## Area of Responsibility

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

### D. Staff and Personnel Relationships

27. Develops and supervises the work of staff and personnel in the organization.

28. Makes plans for the organization and supervises employees. Conducts periodic study of staff and personnel and found to exist, take corrective action to correct the situation or take appropriate action that is necessary.

29. Is receptive to suggestions for improvement of the organization.

30. Encourages professional growth and increased responsibility for staff.

a. Attends to staff and personnel.

b. Training of the staff.

c. Salary increases, growth, training and experience, and minimum qualifications for each position.

31. Provides written description of personnel administration, policies, rights and responsibilities.

### E. Relationship to the Organization's Program of Work\*

32. Demonstrates the program and any variations as compared to the program of work.

33. Understands the organization's program of work and the organization's objectives.

34. Understands the organization's program of work and the organization's objectives and the organization's objectives.

35. Understands the organization's program of work and the organization's objectives and the organization's objectives.

36. Understands the organization's program of work and the organization's objectives and the organization's objectives.

37. Understands the organization's program of work and the organization's objectives and the organization's objectives.

\* Degree of skill refers to the facilities and facilities for organization's objectives to accomplish its purposes.

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# EXECUTIVE DIRECTOR - EVALUATION

## Areas of Responsibility

### F. Relationship of Financial Management of the Organization.

- 38. Equates the income and expenditures of the organization in terms of the quality of program that should be provided and the ability of the organization to support such a program.
- 39. Takes the leadership in suggesting and securing federal, state, community and other relevant support for additional financing when necessary.
- 40. Establishes written policies to provide for sound fiscal operations and effective management procedures.
- 41. Votes to authorize individual budgetary allotments and special non-budgeted expenditures only after considering the total needs of the organization.
- 42. Makes provision for long-range strategic planning for all aspects (human, financial, physical, capital, etc.) of the organization.

### G. Personal Qualities

- 43. A sincere and unselfish interest in the mission of the organization and in the contribution it makes to the development of children.
- 44. Has a knowledge of the community which the organization is designed to serve.
- 45. Demonstrates an ability to think independently, to grow in knowledge and to rely on fact rather than prejudice, and a willingness to hear and consider all sides of a controversial question.
- 46. Has a sense of loyalty to other board members.
- 47. Shows respect for group decisions cooperatively reached.
- 48. Has a respect for, and interest in people and ability to get along with them.
- 49. Has a willingness to devote the necessary time to become an effective board member.

|   | Degree of Success |            |          |      |           |
|---|-------------------|------------|----------|------|-----------|
|   | Poor              | Inadequate | Adequate | Good | Excellent |
| B |                   |            |          |      |           |
| I |                   |            |          |      |           |
| B |                   |            |          |      |           |
| I |                   |            |          |      |           |
| B |                   |            |          |      |           |
| I |                   |            |          |      |           |
| B |                   |            |          |      |           |
| I |                   |            |          |      |           |
| B |                   |            |          |      |           |
| I |                   |            |          |      |           |
| B |                   |            |          |      |           |
| I |                   |            |          |      |           |
| B |                   |            |          |      |           |
| I |                   |            |          |      |           |
| B |                   |            |          |      |           |
| I |                   |            |          |      |           |



# 76

# EXECUTIVE DIRECTOR-EVALUATION

SAMPLE

## MY BOARD AND I -- HOW THOROUGH AND EFFICIENT?

A self-survey of perceptions about board roles and functions.

### READ THIS FIRST, PLEASE:

1. Please complete the entire questionnaire. Respond to each item by circling either A, B, C, D, or E to indicate the degree to which your board, or you as an individual board member, meet(s) each criterion (see the Response Key, below).
2. Answer all the questions with candor, stressing strengths as well as weaknesses. You need not sign your name.

RESPONSE KEY: The board, or you as a board member --

- A always or totally meet(s) criterion
- B usually or mostly meet(s) criterion
- C occasionally or to a fair degree meet(s) criterion
- D seldom or to a small degree meet(s) criterion
- E never or to no degree meet(s) criterion

A Board self-evaluation should be conducted as part of a comprehensive performance evaluation system that considers:

- progress toward predetermined objectives
- fulfillment of job responsibilities
- demonstration of professional competencies

This system should link the organization's planning, program evaluation and staff performance appraisal activities.

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# EXECUTIVE DIRECTOR - EVALUATION

## I. LEGAL RESPONSIBILITIES

### About The Board:

- A B C D E      The board conducts its business in a manner which conforms to applicable laws and regulations.
- A B C D E      The board enjoys an active and positive relationship with an attorney who specializes in areas particularly relevant to the organization.

### About You, The Board Member:

- A B C D E      You are familiar with the board's role and responsibilities as defined by law and organization policy.

## II. THE BOARD AND ITS MEETINGS

### About The Board:

- A B C D E      The board calls only meetings or work sessions that are necessary.
- A B C D E      The board has developed an adequate planning mechanism for determining agendas and having back-up reports and briefing papers prepared for study before meeting time.
- A B C D E      The board has developed a clear policy as to the kinds of matters which need not be brought to the board's attention and which may be handled by administrative action.
- A B C D E      The board chairperson and the chief executive officer confer before each meeting to review the upcoming business, clarify agenda items and anticipate possible problems.

### About You, The Board Member:

- A B C D E      You do your homework and come to the meetings prepared to contribute to discussions, without wasting time by asking for information that has already been provided.

## III. THE BOARD AND POLICY DEVELOPMENT

### About The Board:

- A B C D E      The board regards policymaking as an ongoing, never ending responsibility.

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# EXECUTIVE DIRECTOR - Evaluation

- A B C D E      The board has a policy manual which employs an easy-to-use codification system and is kept up-to-date.
- A B C D E      The board encourages, and has an adequate mechanism that permits, the involvement of staff and other interested parties in the development of policy proposals.
- A B C D E      The board provides the CEO with the opportunity to develop policy proposals, and does not write "instant policy" under the gun of emergencies or without giving due notice to staff and other interested parties that policy is impending.
- A B C D E      The policy manual is available through the organization and all who have a need to know have free and easy access to policy information.
- A B C D E      All copies of the policy manual are recalled by the central office annually to be checked for accuracy of content.

## About You, The Board Member:

- A B C D E      You are familiar with the board's major policies.
- A B C D E      Once policy is adopted you adhere to it and leave the implementation of policy to the administrative staff.
- A B C D E      You request periodic reviews of specific policies if current issues and trends appear to warrant a change.

## IV. THE BOARD AND THE CHIEF EXECUTIVE OFFICER

### About The Board:

- A B C D E      The board and the CEO work together in a spirit of mutual confidence and respect for each other's area of responsibility.
- A B C D E      Before deciding any matter, other than the CEO's contract, the board provides the CEO with ample opportunity to develop staff recommendation for action.
- A B C D E      The board channels specific complaints and requests concerning the organization through the CEO.

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# EXECUTIVE DIRECTOR - Evaluation

## About You, The Board Member:

- A B C D E You request information through the CEO and not directly from staff members without the CEO's knowledge.
- A B C D E You invite communications from the CEO and consider all background material he/she provides before you reach decisions.

## V. THE BOARD AND THE PROGRAM OF WORK\*

### About The Board:

- A B C D E The board is familiar with the organization's program of work.
- A B C D E The board weighs all decisions in terms of what is best for those the organization serves.
- A B C D E The board provides a policy on the organization's critical objectives and strategic plans, in partnership with staff, to achieve those objectives.
- A B C D E The board from time to time evaluates the program of work in the light of objectives, and continually monitors progress toward critical objectives with the CEO.

### About You, The Board Member:

- A B C D E You try to keep abreast of new developments through reading, attendance of and participation in conferences and other meetings.

## VI. THE BOARD AND ITS COMMUNITY\*\* RELATIONSHIPS

### About The Board:

- A B C D E The board, through a variety of means, encourages two-way communication with its "community".

### About You, The Board Member:

- A B C D E You listen to, and consider, the recommendations of "community" members, but guard your proper and legal decision-making responsibility.

## VII. ROLES AND FUNCTIONS

### About The Board:

- A B C D E The board creates only those committees that are necessary to help it conduct its business; it has not dead or functionless committees, or committees that can carry out administrative assignments or responsibilities.

- \* "Program of Work" refers to the functions and activities undertaken by the organization to accomplish its purposes.
- \*\* "Community" refers to parties interested in, or able to affect, the success of the organization in achieving its purposes.

- A B C D E The board has adopted a code of ethics for its board members that defines appropriate and inappropriate behavior.

### About You, The Board Member:

- A B C D E You realize the board acts as a board and do not yourself make statements, decisions, or commitments on the board's behalf.

# 76

EXECUTIVE DIRECTOR - EVALUATION

COMMUNITY SERVICES

**CSC**

CONSULTANTS, LTD.

- EVALUATION CHECKLIST -

THE BENEFITS

- ... Evaluation requires that the board regularly review the job description of the Executive Director.
- ... Evaluation requires that the board be aware, or become more pointedly aware, of the full spectrum of the Executive Director's responsibilities.
- ... Evaluation requires that the board and the Executive Director be reminded of all of the objectives that have been set for the organization and how well or how poorly progress is being made towards those objectives.
- ... Evaluation provides the Executive Director with the opportunity to feed back to the board on those problems that are being faced in achieving the stated purpose of the organization.
- ... Evaluation provides a logical basis for decision making as to the Executive Director's future compensation.
- ... Evaluation can provide protection for the Executive Director against the adverse effects to be expected from an employer which holds a number of divergent views towards the nature and the goals of the Executive Director's job.
- ... Evaluation can contribute to the professional development of the Executive Director.
- ... Evaluation can provide another opportunity to keep members of the board of directors more intimately involved with the operation of the organization.
- ... Evaluation is one more means of assuring that the organization is serving its community to the best of its ability and available resources.

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# EXECUTIVE DIRECTOR - Evaluation

## Evaluation Checklist - Continued:

### ELEMENTS IN OBJECTIVE SETTING

- a. Objectives must be in writing, free of generalities or ambiguous language, with copies in the hands of all who are involved.
- b. Objectives must produce specific results when accomplished.
- c. Objectives should be set within definite time frames with specific dates for completion.
- d. Whenever possible, an objective should be set up to contain bench marks along the time frame from which progress may be measured.
- e. All cost factors involved with the objective should be identified.
- f. In setting an objective, refrain from any detailed discussion as to how it should be achieved.
- g. Objectives should be consistent with the mission or purpose of the organization.
- h. Objectives should be realistic, attainable and agreed to by all who are involved.

### THE EVALUATION PROCESS

1. There is a current job description in existence - and it has been in existence over the period to be evaluated.
2. Objectives exist for the organization in accordance with the guidelines for objectives outlined above.
3. An evaluation team is appointed by the President usually consisting of the officers and committee (or key committee) chairs. If a small Executive Committee exists, it can be included on the evaluation team in toto. A large Executive Committee should probably be represented on the evaluation team. A total of from ten to fifteen individuals on the evaluation team is optimum; all of whom should have had reasonably frequent contact with the Executive Director over the period to be evaluated.

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# EXECUTIVE DIRECTOR - EVALUATION

## Evaluation Checklist - Continued

4. The Personnel Committee develops an evaluation checklist based upon the job description and organization objectives. Respondents (the evaluation team) will be asked to rate the Executive Director's performance against each line item on the checklist as follows:

- 5 - Outstanding
- 4 - Good. If better than what is expected.
- 3 - Adequate. No less/no more than what is expected.
- 2 - Poor. Less than what is expected.
- 1 - Unsatisfactory.

Space should be allowed on the checklist at each line item for comments should the respondents wish to make them.

5. This evaluation checklist is now mailed to each member of the evaluation team with a self addressed and stamped return envelope and a request to return the checklist to the Chairperson of the Personnel Committee within ten days. Respondents may or may not sign their individual checklists at their own option.
6. At the same time, a copy of the evaluation checklist is mailed to the Executive Director with a request for the Executive Director to complete it as a self evaluation and to hold it pending the evaluation conference with the President (step #9 below).
7. Once all of the checklists have been returned, the Chairperson of the Personnel Committee, acting alone, makes up a composite checklist which, by line item, indicates the number of responses for each numerical rating and randomly lists all comments made by members of the evaluation team without identification of the source of each comment. For example:

| <u>TASK</u>                                  | <u>RATINGS</u> | <u>COMMENTS</u>                                     |
|--|----------------|---|
| Provides support to fund raising activities. | 5 - 2          | a) "Highly creative."                               |
|  | 4 - 10         | b) "Needs to improve relationship with United Way." |
|  | 3 - 0          |   |
|  | 2 - 0          |   |
|  | 1 - 0          | c) "Good public speaker."                           |

The Personnel Committee Chairperson should then hold the individual evaluation checklists until the process is complete (step #11), after which the individual checklists should be destroyed.

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# EXECUTIVE DIRECTOR - Evaluation

## Evaluation Checklist - Concluded

8. Once the composite evaluation checklist is complete, there should be a closed meeting of the officers and the Chairperson of the Personnel Committee to discuss the composite evaluation. If a small Executive Committee exists, then it might be this body which meets to discuss the composite evaluation. If shortcomings are pointed out, and generally agreed upon, then a work improvement plan should be developed and this might require specific interim evaluations in the future. Performance consistently good to outstanding will suggest positive changes to compensation and appropriate recommendations to the board should be developed at this same meeting.

9. The President, alone, now meets with the Executive Director to discuss the evaluation, to compare the board's evaluation with the Executive Director's self evaluation, to discuss any work improvement plan which the evaluation process has suggested and, finally, to discuss any appropriate changes in the Executive Director's compensation.

Some feel that rather than meeting alone with the President, the Executive Director should meet with the same group which reviewed the composite evaluation checklist in Step #8 and each organization should choose the approach which seems most appropriate given the individuals involved.

10. Should the Executive Director be in serious disagreement with part or all of the evaluation, the right to respond to the Executive Committee, or to the evaluation team or to the full board must be available. Such a response should lead to a dialogue in which the problem area can be resolved in a candid and professional way.

11. Once full agreement has been reached, the final agreed upon evaluation should be signed by both the Executive Director and the President and then placed on file, readily available to all concerned.

*Board members should not involve subordinate staff to be involved in evaluation process.*



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# Executive Director - Evaluation

## ABOUT GLENN H. TECKER, CONSULTANTS...

GLENN H. TECKER, CONSULTANTS IS A MANAGEMENT, EDUCATION AND ORGANIZATION CONSULTING PRACTICE.

PROJECTS HAVE BEEN COMPLETED FOR OVER 400 PRIVATE, PUBLIC AND NON-PROFIT ORGANIZATIONS IN 45 STATES, EUROPE, CANADA, ASIA, MEXICO AND CENTRAL AMERICA. THE PRACTICE IS HEADQUARTERED IN TRENTON, NEW JERSEY. THE FIRM'S INCORPORATED AFFILIATES ARE ORGANIZATIONAL INITIATIVES IN PRINCETON, NEW JERSEY AND CORPORATE MANAGEMENT DEVELOPERS IN HOLLYWOOD, FLORIDA.

CLIENTS INCLUDE SUCH DIVERSE ORGANIZATIONS AS AT&T, THE FOUNDATION FOR SOCIAL AND ECONOMIC DEVELOPMENT OF EL SALVADOR, THE NATIONAL SCHOOL BOARDS ASSOCIATION, AMERICAN WOMEN IN RADIO & TV, AMERICAN HEALTH CARE ASSOCIATION, EDUCATIONAL TESTING SERVICE, AMERICAN SOCIETY OF ASSOCIATION EXECUTIVES, THE CANADIAN BUREAU OF INDIAN AND NORTHERN AFFAIRS, THE CHICAGO CITY PUBLIC SCHOOLS, CREDIT UNION NATIONAL ASSOCIATION, THE AMERICAN LIBRARY ASSOCIATION AND THE STATE OF NEW JERSEY'S OFFICE OF MANAGEMENT AND BUDGET.

SOME RECENT ACCOMPLISHMENTS INCLUDE:

- PROVIDING CONSULTATION AND TRAINING FOR FIELD REPRESENTATIVES OF THE AMERICAN FARM BUREAU FEDERATION HELPING FARMERS CAUGHT BY THE SHIFT FROM AN INDUSTRIAL TO A SERVICE ECONOMY.
- DESIGNING AND CONDUCTING AN INSTITUTE FOR LIONS INTERNATIONAL TO TRAIN REPRESENTATIVES FROM 10 ASIAN NATIONS LEADING NON-GOVERNMENTAL VENTURES BETWEEN NATIONS WITH COMMON INTERESTS AND TRADITION OF CONFLICT.
- ESTABLISHING A NEW ORGANIZATION FOR THE CALIFORNIA HOUSING INDUSTRY DEDICATED TO INCREASING THE AVAILABILITY OF QUALITY AFFORDABLE HOMES.
- GUIDING THE AMERICAN LIBRARY ASSOCIATION THROUGH A LONG-RANGE STRATEGIC PLANNING AND ANNUAL PLANNING SYSTEM TO AFFIRM THE CONTRIBUTIONS OF THE NATION'S LIBRARIANS AS THE INFORMATION AGE UNFOLDS.

- ASSISTING THE STATE OF NEW JERSEY'S OFFICE OF MANAGEMENT AND BUDGET TO REFINE AND IMPLEMENT INTEGRATED STRATEGIC PLANNING AND BUDGETING PROCEDURES CREDITED AS A MAJOR CONTRIBUTOR TO THE STATE'S POLICY SUCCESSSES.
- DEVELOPING STRATEGIES AND INSTITUTIONAL COMPETENCIES WITH MEMBERS OF THE AMERICAN HEALTH CARE ASSOCIATION AND THE AMERICAN ASSOCIATION OF HOMES FOR THE AGING FOR IMPROVING DELIVERY OF CARE TO AMERICA'S EXPANDING OLDER POPULATION.
- COUNSELING CREDIT UNION LEADERSHIP ADDRESSING DRAMATIC CHANGES AFFECTING THE FINANCIAL INDUSTRY.
- WORKING WITH COMMUNITY ACTION AGENCY LEADERS ACROSS THE U.S. TO DEVELOP THE COMPETENCIES AND STRATEGIES NEEDED TO CONTRIBUTE TO SUCCESS OF THE NATION-WIDE WELFARE REFORM INITIATIVE.
- COUNSELING LEADERS FROM THE PRIVATE AND NON-PROFIT SECTORS OF A CENTRAL AMERICAN NATION TO A SEVEN-YEAR STRATEGY FOR ESTABLISHING FREE ENTERPRISE AS THE SOCIAL AND ECONOMIC SYSTEM OF THEIR COUNTRY.

AS AN ENTREPRENEURIAL PRACTICE, GLENN H. TECKER, CONSULTANTS IS ABLE TO PROVIDE QUALITY SERVICE TO ITS CLIENTS AT A COST 20 TO 30% BELOW OTHERS. THE PRACTICE IS STREAMLINED TO MEET THE NEEDS OF ITS CLIENTS. A UNIQUE ORGANIZATIONAL DESIGN AND EFFECTIVE USE OF WORLD-WIDE COMMUNICATION SYSTEMS KEEP CONSULTANT TIME FOCUSED ON CLIENT NEEDS.

GLENN H. TECKER, CONSULTANTS WORKS IN PARTNERSHIP WITH ITS CLIENTS TO DEFINE NEEDS, DEVELOP SOLUTIONS AND CARRY OUT A REALISTIC PLAN OF ACTION. RESEARCH, PLANNING, TRAINING AND CONSULTATION SKILLS ARE PROVIDED AS NEEDED. THE CONSULTANT AND THE CLIENT COLLABORATIVELY DEVELOP A PROJECT PLAN DETAILED ROLES, RESPONSIBILITIES AND COSTS. A PROJECT TEAM IS ASSEMBLED TO PROVIDE THE SPECIFIC TALENTS, SUBJECT AREA EXPERTISE, AND PROCESS COMPETENCIES REQUIRED TO ACHIEVE EACH PROJECT'S UNIQUE OBJECTIVES.

GLENN H. TECKER, CONSULTANTS HAS BEEN CHARACTERIZED AS A "RESPONSIBLE AND DYNAMIC 21ST CENTURY ORGANIZATION" IT IS COMMITTED TO USING PRACTICAL APPROACHES TO ASSIST ITS CLIENTS TO SOLVE THEIR PROBLEMS, MEET THEIR NEEDS AND ACHIEVE THEIR GOALS.

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# EXECUTIVE DIRECTOR-EVALUATION

## WORKSHOPS, SEMINARS & KEYNOTE PRESENTATION TOPICS

- \_\_\_ Board/Senior Staff Strategic Planning Sessions
- \_\_\_ Leadership Seminar for Boards of Directors
- \_\_\_ Working Effectively with a Non-Profit Board
- \_\_\_ Practical Strategic Planning: Shaping Our Futures
- \_\_\_ The Leadership Partnership: Board/Staff Relations
- \_\_\_ Leadership: Styles and Competencies
- \_\_\_ Building an Equitable Salary Administration Program
- \_\_\_ Managing People Through Change
- \_\_\_ Managing the Organization Through Change
- \_\_\_ Managing in the Middle: A Seminar for Department Heads & Supervisors
- \_\_\_ Goal Setting
- \_\_\_ Staff Evaluation
- \_\_\_ Developing a Performance-Related Compensation Program
- \_\_\_ Getting Things Done With Other People
- \_\_\_ Train-the Trainer: Teaching Other Adults
- \_\_\_ Practical Creativity
- \_\_\_ Process Consultation Skills
- \_\_\_ Participatory Planning/Collaborative Management
- \_\_\_ Participatory Management
- \_\_\_ Management Team Development
- \_\_\_ Conducting Effective Meetings
- \_\_\_ Project Management
- \_\_\_ Starting A New "Unit" of the Organization
- \_\_\_ Conducting an Organization Performance Audit
- \_\_\_ Program Evaluation
- \_\_\_ Evaluating Instructors
- \_\_\_ Needs Assessment
- \_\_\_ Marketing Education Programs
- \_\_\_ Conducting Successful Evaluation conferences
- \_\_\_ Competencies of the Non-Profit Professional
- \_\_\_ Working with Consultants
- \_\_\_ Policy Development
- \_\_\_ Working Successfully with Volunteers
- \_\_\_ Making Effective Presentations
- \_\_\_ Design and Management of Training Programs
- \_\_\_ Creatively Delivering Instruction to Adults
- \_\_\_ The Adult Learner
- \_\_\_ Improving Productivity
- \_\_\_ Organizational Renewal
- \_\_\_ Everyone's in Sales - A Program For All Staff
- \_\_\_ Multiple Project Management
- \_\_\_ Managing Time
- \_\_\_ Positive Problem Solving/Conflict Resolution
- \_\_\_ So, You Want To Be A Consultant
- \_\_\_ Marketing To Associations
- \_\_\_ Facilitators Training
- \_\_\_ How to Design and Conduct Focus Groups

MEMBER



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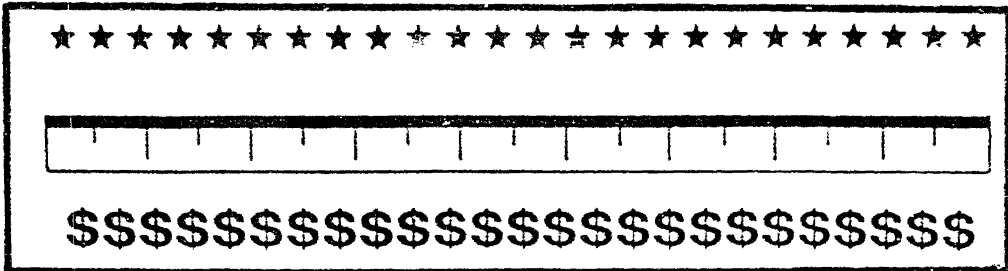
# EXECUTIVE DIRECTOR - EVALUATION

**M**ANAGEMENT

**A**CCOUNTABILITY

**P**ROGRAMS

...an adapted excerpt from Merit, Measurement and Money.  
by Glenn H. Tecker. Published by the National  
School Boards Association (1985)



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EXECUTIVE DIRECTOR - Evaluation

## MANAGEMENT ACCOUNTABILITY PROGRAMS

By instituting a management accountability program for professional staff, associations demonstrate a strong commitment to achieving, recognizing and rewarding competence. That commitment motivates all staff, who are treated in the same professional way. The association has a right to expect that they will be held accountable for performing their jobs effectively. Establishing a management accountability program and holding professionals accountable for their success in carrying it out should be an organizational priority.

### MANAGEMENT ACCOUNTABILITY PROGRAM

A Management Accountability Program (MAP) enables associations to:

- \* establish sound and practical performance appraisal;
- \* link compensation to decisions about performance effectiveness;
- \* link evaluation and recognition of performance to achievement of organizational objectives.

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# EXECUTIVE DIRECTOR - Evaluation

MAP merges the association's planning process with its appraisal of professional performance. If designed properly and implemented seriously, MAP provides a structure for purposeful and continuous attention to effectiveness. Performance is evaluated in a framework that promotes successful management and balanced attention to achievement of mission, efficient operations and successful personnel.

An effective management accountability program demonstrates nine important characteristics that represent goals every association has, or should have, regarding program management. These characteristics serve as a checklist for associations to use in evaluating current management planning and evaluation systems.

## Collaborative decisionmaking.

MAP involves collaborative decisionmaking that results in shared accountability between all levels of the association. Critical objectives are identified through data collection, analysis, and discussion. Decisions about what needs to be accomplished are understood and owned by everyone. Plans for achieving identified objectives are developed systematically by the person responsible. He/she develops those plans with those who report to them and with their superior. Collaboration is built into decisionmaking procedures.

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# EXECUTIVE DIRECTOR - EVALUATION

## Merging planning and evaluation.

In management accountability programs, planning and evaluation activities are merged. Standards that will be used for measuring accomplishment of objectives are determined as part of the planning process.

The process of developing standards helps to clarify the objectives and to test the feasibility of plans proposed to achieve the objectives. The standards, suggested by the staff responsible, will be used to judge whether plans were implemented successfully and whether the implemented plans achieved their purpose.

## Early warning system.

Because planning and evaluation activities are integrated, a management accountability program has a built in "early warning system." Formative evaluation lets planners, doers, and evaluators monitor whether plans are leading toward achieving stated objectives; it lets decisionmakers correct a plan during its use rather than waiting for it to fail. A management accountability program has an inherent bias toward success because it promotes continual adjustment of activities to improve the probability that desired outcomes will be achieved.

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# EXECUTIVE DIRECTOR - Evaluation

## Coordinating activities.

MAP promotes coordination of activities among different units. Because planning and decisionmaking are collaborative in nature, and because written statements of objectives, measures, and plans are produced, each organizational unit understands what the other units are doing and why. This process increases the probability that the association's program priorities will not be ignored.

## Clear and common understanding.

By coordinating activities among the association's units, MAP results in a clear and common understanding of "where we're going" and "how we'll get there". That promotes understanding of individual roles and commitment to the association's central objectives.

## Focusing on critical objectives.

MAP enables an association to focus on its critical objectives without neglecting ongoing activities and programs that must be accomplished. Structured planning and evaluation, with a specific focus on outcomes that are defined collaboratively as most important, lets busy and complex associations attend to them. When objectives, plans, and measures are written, the association can demonstrate its success in achieving objectives defined as most important. The association is holding itself accountable for accomplishing priorities.

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# EXECUTIVE DIRECTOR - Evaluation

## Preventing surprises during summative evaluation.

Because the MAP process is formative in nature, adjustments to action plans increase the probability that objectives will be achieved. If an objective is achieved partially or not at all, those involved in the planning, implementation, and formative monitoring of progress will know it far ahead of the final evaluation. In summative evaluation, the responsible staff member and superior know when an objective isn't being achieved and actions are probably underway already to respond.

## Evaluation record.

The MAP approach to integrated planning and evaluation produces a clear and defensible record of performance by the association and by individuals. By linking management accountability to performance compensation, associations can establish both monetary and nonmonetary reward systems for effective performance. MAP also contributes to sound personnel decisions about selection, assignment, promotion and retention.

## Time well spent.

Developing and executing a management accountability program takes time, but it is time well invested. Once professionals are trained in the skills needed to make the program work, it can be implemented and "debugged" in a "pilot" first year.



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# EXECUTIVE DIRECTOR - EVALUATION

MAP soon becomes the accepted means for focusing continual attention on the achievement of important outcomes.

MAP is not just another "faddish" management technique. It takes full advantage of successful applications of several proven management techniques and weds them in a practical way. MAP significantly enhances the probability that association managers will be successful in achieving their declared and approved intentions.

## LINKING MAP TO PERFORMANCE-RELATED COMPENSATION

Planning and evaluation accomplished according to MAP are compatible with performance-related compensation. In fact, an effective planning and performance appraisal system is the necessary foundation for performance-related compensation. All team members who are responsible for management, from the chief staff officer to program assistant, can participate in a management accountability program and its companion performance pay system.

Effective management accountability programs require commitment, clarity, and competence. Leadership must be accountable for ensuring that the management accountability program fulfills its purpose. That will require money, energy, and time. Leadership must see that staff is involved in developing the program so that staff will understand and support it.

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# EXECUTIVE DIRECTOR - Evaluation

The leadership must fund inservice training for all involved in developing and implementing the evaluation process. The training should include simulation, active involvement, practice and feedback, and it must be reinforced over time.

## IMPLEMENTING MAP

The first step toward establishing a management accountability program is board and chief staff officer agreement on the critical objectives the association must address. Five to ten objectives are identified by the leadership after consultation with management team members, professional staff, and others.

The proposed objectives are reviewed with the board, modified if necessary, and approved. The chief staff officer and management team then develop action plans. These plans are a written summary of key events, responsibilities, and target dates involved in achieving the objectives. Simultaneously, the chief staff officer and management team propose indicators of achievement. These standards are the measures the board, top management, staff, and others will use to determine whether, or to what extent, the objectives were accomplished.

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# EXECUTIVE DIRECTOR - Evaluation

Action plans and indicators of achievement are reviewed by the board, modified by staff, and finally endorsed by the board. The association-wide critical objectives, action plans, and indicators provide a foundation for the development of unit and position responsibilities. Unit and position objectives should be compatible with the association-wide priorities and plans. They will also be related to more specific objectives and needs of the association, unit, or program.

A simplified portrait of the flow of objectives, action plans, and measures is shown in Figure 1. The process of setting critical objectives, identifying indicators of achievement, and developing action plans is accomplished at every level of the association. It occurs from the board and chief staff executive, to individual positions within a program. The development of objectives, indicators, and action plans at each level involves:

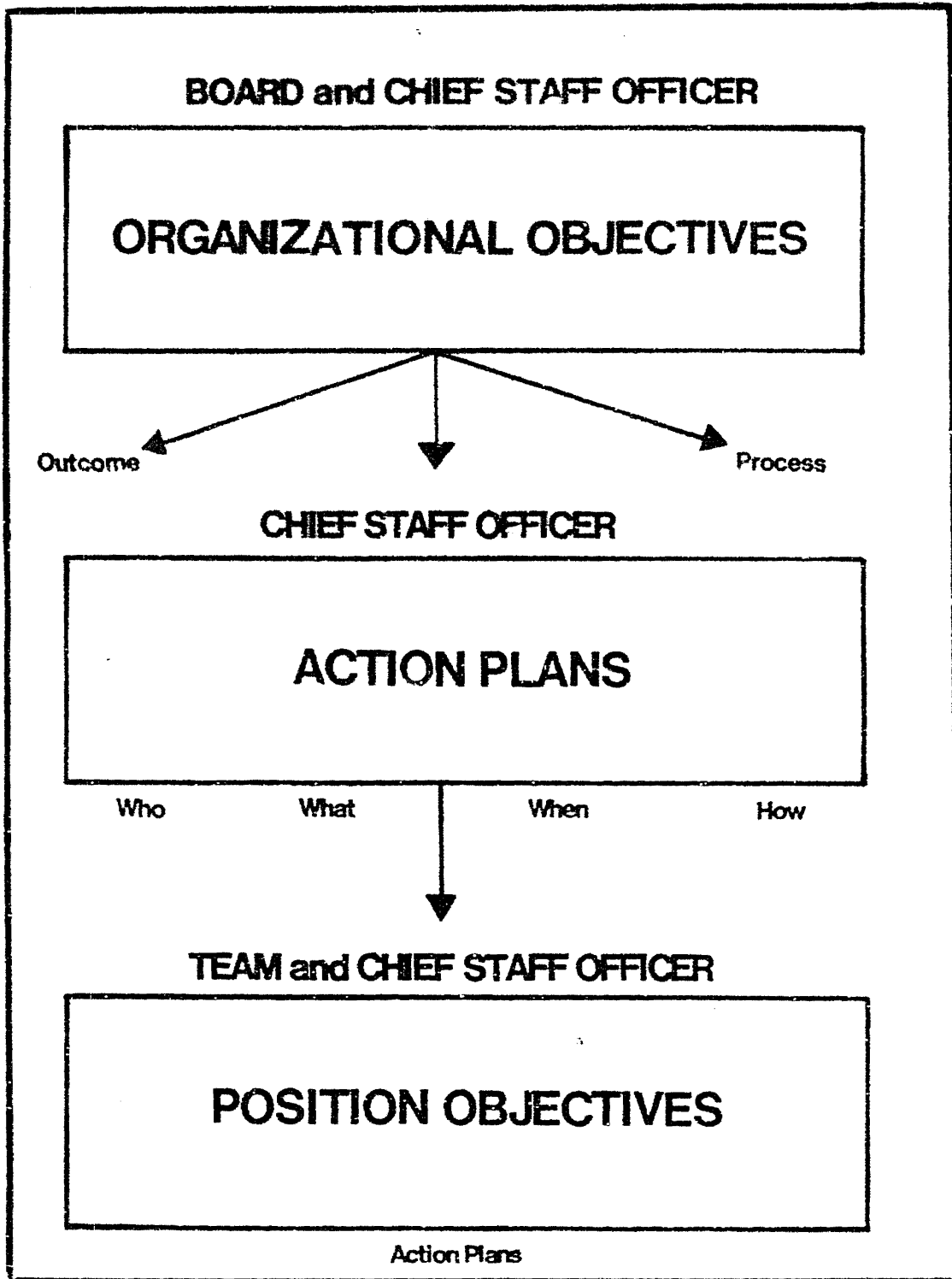
- \* the person or persons responsible for their achievement;
- \* the people who work with the person responsible;
- \* the responsible person's superior.

This process of systematic decisionmaking and collaborative planning creates shared accountability for achieving objectives.

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# EXECUTIVE DIRECTOR - Evaluation

FIGURE 1: SETTING TEAM OBJECTIVES



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# EXECUTIVE DIRECTOR - EVALUATION

At the point that a staff member's supervisor says, "The objective is important and the plan looks workable," both the responsible staff member and that person's supervisor share accountability for achieving the specified objective. The purpose of planning and evaluation becomes to achieve success instead of catching failure and chastising performance.

The flow of events involved in monitoring progress is shown in Figure 2. The target dates established for key events in each action plan serve as triggers for formative evaluation of progress to date. The people accountable for achieving the objective are responsible for providing information to their supervisors about achievements, problems, and next steps at each critical point. Where adjustments are required, plans are modified.

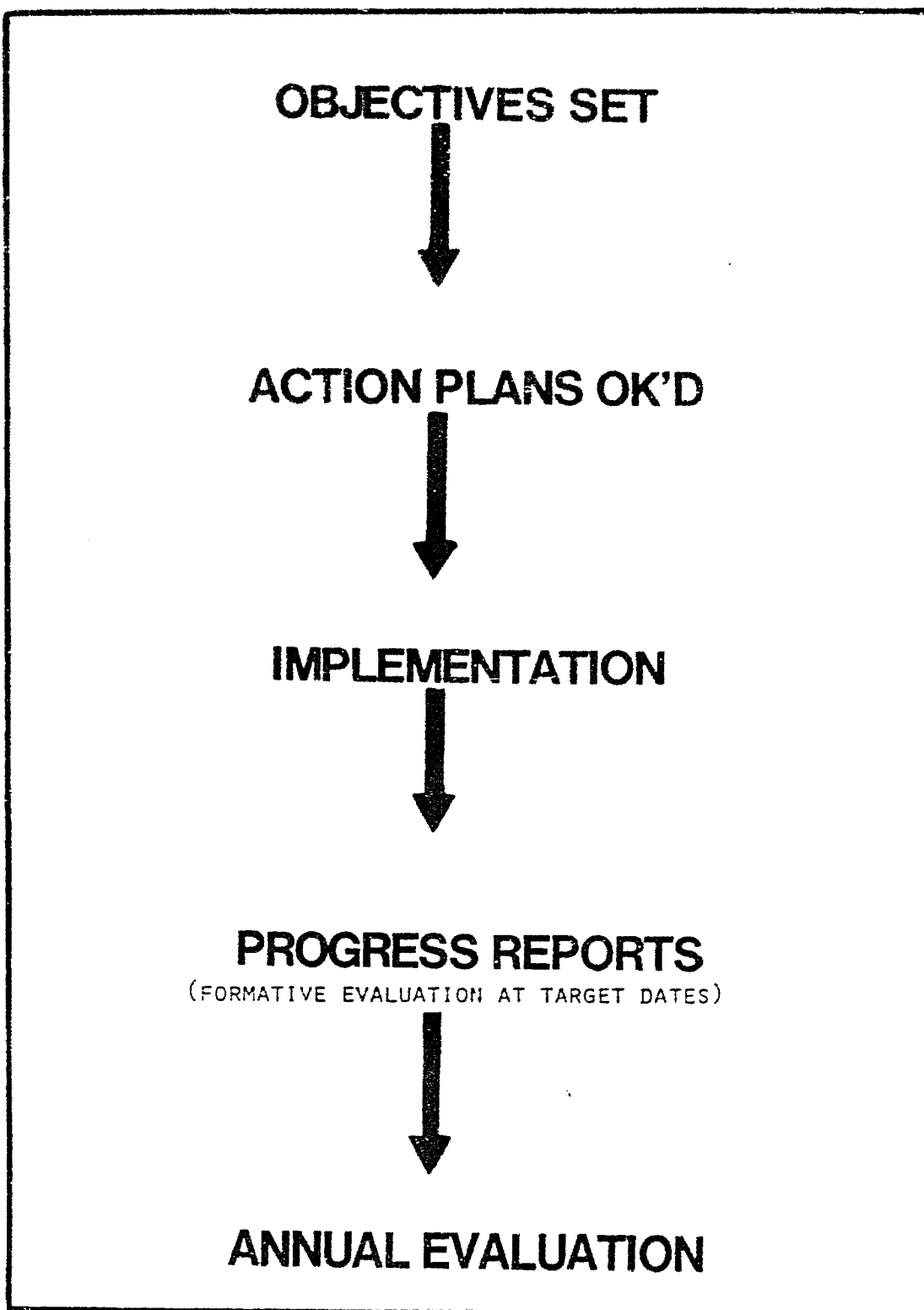
This is not a cumbersome, paper intensive MBO system. Objectives and plans are not developed for everything the association is doing. Critical objectives represent priority outcomes that are most important to the association's success.

In this way, MAP becomes a vehicle for tracking the need for changes in direction. The foundation of the appraisal system is adjusted at the same time that objectives or plans are altered. Inherent in management accountability programs is the ability to be current.

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# EXECUTIVE DIRECTOR - EVALUATION

FIGURE 2: MONITORING PROGRESS



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## ACTION PLANS

The action plan is the basic tool and record of the management accountability program. Action plans are neither voluminous nor complex. They provide a simple summary of:

- \* objectives;
- \* indicators of achievement;
- \* major activities;
- \* target dates;
- \* staff responsibilities;
- \* resources required.

Figure 3 shows a format for an action plan. The objectives, action plans, and indicators of achievement link the planning and performance appraisal components of the MAP approach.

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# EXECUTIVE DIRECTOR - Evaluation

FIGURE 3:

## ACTION PLAN

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OBJECTIVE: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

FURTHER SPECIFICATION: \_\_\_\_\_  
\_\_\_\_\_

INDICATORS OF ACCOMPLISHMENT: \_\_\_\_\_  
\_\_\_\_\_

| Key Events | Responsibility | Date Initiated | Target Date | Date Completed | Comments |
|------------|----------------|----------------|-------------|----------------|----------|
|            |                |                |             |                |          |

### RESOURCES

People:

Equipment:

Materials/Supplies

Other:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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# EXECUTIVE DIRECTOR - EVALUATION

## THREE DIMENSIONS OF PROFESSIONAL PERFORMANCE

Effective evaluation of professional performance involves focusing constructively on strengths, competencies, and needs in three related dimensions of the job. Traditionally, evaluation focuses on one, or at best two, of these three equally important and interactive aspects of responsibility. (See Figure 4).

### Dimension One: Progress Toward Cooperatively Determined Objectives.

Performance is appraised on the basis of whether the professional is accomplishing specified and approved goals. This portion of the evaluation is accomplished through continuous review and modification of action plans and review of the predetermined "indicators of achievement" at summative evaluation. This first dimension is a direct link between the system's planning process and performance appraisal. The key question we are asking and answering is "Are we accomplishing our goals?"

### Dimension Two: Fulfillment of Job Responsibilities.

Position descriptions and specific criteria developed to define job responsibilities are used to answer the question "Are we doing the job?". While the first dimension focuses on the extent to which specific outcomes or job targets are achieved, this dimension focuses on successful fulfillment of routine functions and responsibilities.

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# EXECUTIVE DIRECTOR - EVALUATION

How individuals fulfill job responsibilities and outcome objectives are related, but they are not the same. Job responsibilities are functional in nature. Critical objectives describe outcomes or products that will result from fulfilling job responsibilities. In this dimension, evaluation of performance is based on statements of job responsibility and criteria.

The development of criteria for job responsibilities clarifies the position for both professional and supervisor. It encourages common expectations for performance. It also provides a sound foundation for employee selection and promotion decisions.

### Dimension Three: Demonstration of Professional Competencies.

The manner in which the professional goes about fulfilling job responsibilities to achieve outcome objectives must be examined. "How are we doing the job?" is the focus of this appraisal of behavioral characteristics.

There are many ways to list and appraise competencies. One method that provides a constructive link to professional development involves describing behaviors that characterize various levels of professional competence. In this approach, major areas of competency are identified. Each competency is described further by a series of statements. Each statement portrays a level of behavior that can be exhibited in a particular competency.

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Staff members evaluate how they view their competence by selecting a sentence that most accurately reflects their own view of their behavior. Their supervisor reviews the self-appraisal and indicates areas of agreement or disagreement. Areas of disagreement are discussed. Specific competencies that need development are identified. A professional development plan is authored by the staff member and supervisor to address those competencies.

Self-appraisal is a sound way to encourage professionals to review their behavior and identify areas needing development. For example, areas of competence might include:

- \* human relations
- \* communications
- \* delegation
- \* problem solving
- \* etc.

Several sentences describing varying levels of competence would be written for each area identified. Under the heading "delegation," for example, four sentences might be useful:

- \* Always delegates the right things to the right people, effectively monitors progress, and ensures successful completion.

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- \* Usually delegates the right things to the right people, sometimes monitors progress, and usually achieves success.
- \* Seldom delegates or often delegates to the wrong people, and sometimes does not monitor progress. Seldom achieves success with delegated tasks.
- \* Rarely delegates or delegates to the wrong people. Never monitors progress and delegated tasks are never completed.

Many instruments of this type exist. Each association should review examples and adapt them to their own needs and values. Although associations sometimes shy away from addressing behavioral competencies, focusing on this dimension of performance constructively is essential. Staff members must be able to understand how to refine their behaviors to do their jobs better. When they do, it is more probable that critical objectives will be accomplished. This review affirms the values of the association. It reinforces the importance of those values to execution of strategies selected to pursue the association's objectives.

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# EXECUTIVE DIRECTOR-EVALUATION

FIGURE 4:

## 3 DIMENSIONS OF PROFESSIONAL PERFORMANCE

ARE WE ACCOMPLISHING  
OUR GOALS?

**PROGRESS TOWARD  
COOPERATIVELY  
DETERMINED  
OBJECTIVES**

- ACTION PLANS
- INDICATORS OF ACHIEVEMENT

ARE WE DOING  
OUR JOB?

**FULFILLMENT OF  
JOB  
RESPONSIBILITIES**

- POSITION DESCRIPTION
- CRITERIA

HOW ARE WE DOING  
THE JOB?

**DEMONSTRATION  
OF PROFESSIONAL  
COMPETENCIES**

- DESCRIPTION OF BEHAVIOR
- SELF-EVALUATION
- SUPERVISOR EVALUATION

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# EXECUTIVE DIRECTOR - EVALUATION

## SUMMATIVE EVALUATION OF PERFORMANCE

The three dimensions of professional performance are the basis for annual summative evaluation. This overall appraisal uses judgements about each of the three related aspects of performance.

In summative evaluation, achievement of objectives is evaluated. Decisions are made, on the basis of the predetermined indicators of achievement, about whether objectives are achieved, partially achieved, or not achieved. Where objectives are not achieved or are achieved partially, the professional indicates "why". The staff member's evaluator must decide whether the explanation is satisfactory.

The extent to which job responsibilities are accomplished also is evaluated on the basis of predetermined criteria. Areas of strength, areas of competence where there is room for growth, and areas that need remediation are identified. The basis of performance judgments is also reviewed. The reasons for judgments are related to predetermined and approved criteria for each job responsibility. Specific job-related improvement objectives can be determined and professional development plans written.

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# EXECUTIVE DIRECTOR - Evaluation

Behavioral competencies also are appraised by the staff member and the supervisor. Areas requiring further professional development are identified and specific objectives and professional development plans are written. The staff member and supervisor can share and understand their respective views of the manner in which the professional is carrying out job responsibilities and accomplishing position objectives.

The supervisor and staff member also can examine the supervisor's role and the relationship of the supervisor's activities to the staff member's ability to perform effectively. This process promotes honest discussion of the performance dimension that most often is the source of dissatisfaction and disagreement between staff member and supervisor.

The staff member's supervisor makes a summative judgment about the overall quality of performance within each of the three dimensions. These judgments provide the basis for a single summative judgment about the overall quality of performance during a given evaluation period.

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# EXECUTIVE DIRECTOR - Evaluation

## USING PERFORMANCE INCREMENTS

Performance-related compensation is distributed according to whether performance is classified as "outstanding", "competent", or "unsatisfactory." (Terms such as "exceeds expectations", "meets expectations" and "does not meet expectations" can also be used.) Performance increments are earned above the "normal" salary increase. Professionals know that if their performance is judged as outstanding or competent, they will receive a performance increment of a certain percent of the midpoint of their salary range in addition to any regular increment. The salary of a staff member whose performance is rated unsatisfactory is frozen. No raise of any type is awarded. Salary remains the same until satisfactory improvement is achieved or termination in the position occurs.

In many programs, the performance increment is a one time lump sum cash bonus awarded at the end of a performance period. It does not become part of the base salary. Sometimes other stable points in salary ranges (such as maximums, quartiles or minimums) are used as the base for calculating the performance award. Many associations avoid awarding a percent of current salaries so that the earned bonus is based on current performance, and not a salary level reached by performance in the past.



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# EXECUTIVE DIRECTOR - Evaluation

This approach works particularly well in associations that evaluate their compensation programs for market comparability and cost-of-living changes at least semi-annually. Salary schedules are rationally adjusted to attract and retain the human talent the organization requires.

## PROBLEMS AND PITFALLS

Associations should avoid complicated performance-related compensation programs. Attempts to (a) weigh the difficulty or importance of objectives, (b) reflect increased difficulty or importance related to level of responsibility or (c) quantify measures of effectiveness or their application are usually unnecessary and counterproductive.

Differences in job responsibilities should be reflected in the base salary schedule. In this way, associations determine a salary related to the job, not a salary related to the individual. Ranges and steps within ranges can reflect such variables as longevity and formal training appropriately.

Performance-related compensation, using the performance increment, is a simple and straightforward way to accomplish the incentive purposes of merit pay. It avoids the major pitfalls and problems that can inhibit development or successful implementation of a reasonable and practical system.

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# EXECUTIVE DIRECTOR - EVALUATION

It is important for the association to remember the primary purposes of performance-related compensation:

- \* to recognize competent performance with money;
- \* to signal unsatisfactory performers of dissatisfaction by withholding monetary recognition;
- \* to provide additional recognition to outstanding performers that identifies them as models for others and encourages others to strive for additional recognition.

Achieving the primary purpose of performance pay, positively affecting the quality of a staff member's performance, requires only simple recognition of outstanding, competent, and unsatisfactory performance. Systems that require classification of performance into too many categories require judgments about differences in performance that are too specific to be reasonably defensible. Overly complicated systems are, in fact, counterproductive to the primary purposes of professional compensation systems. As long as outstanding and competent performance are recognized monetarily, and unsatisfactory performance is penalized, associations are linking money earned to performance effectiveness appropriately.

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# EXECUTIVE DIRECTOR - EVALUATION

## THE BOARD'S ROLE IN PERFORMANCE APPRAISAL AND COMPENSATION

Boards have a special role in management evaluation and performance-related compensation programs. The board should participate actively in the association-wide planning and appraisal components of the management accountability program. The nature of board interaction with the chief staff officer in developing and implementing MAP at the organizational level serves as a model of the values and behaviors other staff members should emulate.

The board interacts with the C.S.O. in developing objectives, indicators of achievement, and action plans. This interaction will be replicated by the C.S.O. and the management team, and then between management team members and their staff. The board must support the effort and demonstrate its commitment to sharing accountability with staff. Staff often judge the real importance of efforts based on how much time and money the "boss" and the "board" spend on it.

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# EXECUTIVE DIRECTOR - Evaluation

## C.S.O. ACCOUNTABILITY

A management accountability program enables the board to merge organizational planning with its performance appraisal of the chief staff officer. This is accomplished through performance evaluation policies and procedures that evaluate the C.S.O.'s performance on the basis of:

- \* progress toward predetermined objectives as measured by predetermined indicators of achievement;
- \* demonstration of position skills, responsibilities and/or competencies as measured by criteria and competency descriptors;
- \* the board's self-evaluation of its own effectiveness and the extent to which its performance affected the ability of the C.S.O. to accomplish the designated objectives and responsibilities.

Figure 5 lists the nine steps involved in the interaction between the board and the C.S.O. that merge organizational planning with C.S.O. evaluation. Figure 6 shows the flow of events involved in linking job responsibilities of the C.S.O. to evaluation.

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# EXECUTIVE DIRECTOR-EVALUATION

Position objectives, responsibilities, and competencies as demonstrated by the C.S.O., are evaluated by the board in consultation with the C.S.O. The C.S.O. uses the same process when evaluating how all senior staff have accomplished their job. In this way, the board and C.S.O. demonstrate their commitment to using formative performance evaluation. The foundation for judgements about effectiveness can be defended and related properly to decisions about compensation.

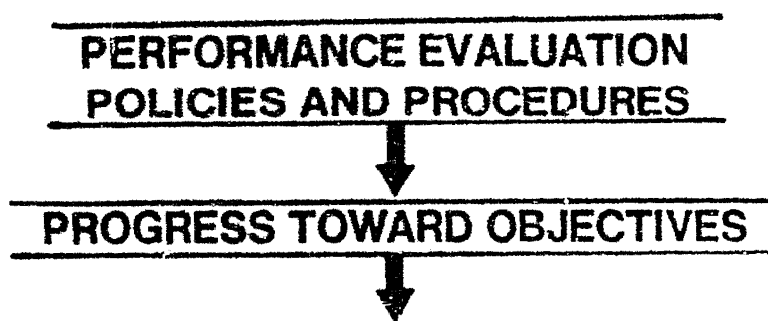
## BOARD ACCOUNTABILITY

Board self-evaluation demonstrates symbolically and tangibly the board's commitment to performance appraisal as a constructive mechanism for promoting continued improvement. The board's willingness and demeanor in evaluating itself will say more to association staff about the integrity of evaluation and compensation policies than any verbal or written declarations. Figure 7 shows the seven steps involved in developing and conducting a board self-appraisal.

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# EXECUTIVE DIRECTOR - EVALUATION

FIGURE 5: BOARD AND CSO INTERACTION



## FOUNDATION

- CSO'S MISSION STATEMENT
  - CRITICAL OBJECTIVES FROM: CSO, JOB DESCRIPTION, BOARD, STAFF, PROGRAM EVALUATION, MEMBER NEEDS ASSESSMENT, ETC.
- BOARD AND CSO DISCUSS OBJECTIVES
- BOARD APPROVES TENTATIVE OBJECTIVES
- CSO RECOMMENDS "INDICATORS OF ACHIEVEMENT" TO THE BOARD
- BOARD DISCUSSES, MODIFIES AND APPROVES INDICATORS
- CSO AND STAFF DEVELOP "ACTION PLANS"
  - OBJECTIVE
  - RESPONSIBILITIES
  - TARGET DATES
  - RESOURCES REQUIRED

## PLANNING

- CSO AND BOARD DISCUSS ACTION PLANS
  - OBJECTIVES ARE MODIFIED
  - PRIORITIES ARE ESTABLISHED

## IMPLEMENTATION

- BOARD APPROVES FINAL OBJECTIVES AND INDICATORS
- TARGET DATES PROVIDE BASE FOR FORMATIVE EVALUATION

ASSOCIATION PLANNING AND CSO EVALUATION MERGE

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# EXECUTIVE DIRECTOR - EVALUATION

One good approach is to use board self-examination as the final event in the association's annual summative evaluation. Because planning and evaluation are cyclical, board self-evaluation can serve simultaneously as the first and last event in the planning/evaluation cycle. This activity provides an opportunity for the board and C.S.O. to begin discussions about problems, issues, and needs that will serve as the basis for recommended critical objectives for the next year. Planning and evaluation activities are merged in fact, not just in theory.

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# EXECUTIVE DIRECTOR - Evaluation

FIGURE 6: USING JOB RESPONSIBILITIES AND CRITERIA

**PERFORMANCE EVALUATION  
POLICIES AND PROCEDURES**



**DEMONSTRATION OF POSITION  
SKILLS / RESPONSIBILITIES**



- BOARD AND CSO IDENTIFY SKILLS/RESPONSIBILITIES
  - SELECT EXISTING LIST OR DESCRIPTION
  - CUSTOMIZE EXISTING LIST OR DESCRIPTION
  - DEVELOP LIST OR DESCRIPTION
- BOARD AND CSO DETERMINE "INSTRUMENTS" AND ASSESSMENT PROCEDURES
  - SELECT EXISTING INSTRUMENT AND PROCEDURES
  - CUSTOMIZE EXISTING INSTRUMENT AND PROCEDURES
  - DEVELOP INSTRUMENT AND PROCEDURES
- BOARD MEMBERS COMPLETE ASSESSMENT
- ASSESSMENT DATA IS AGGREGATED AND ANALYZED
- BOARD AND CSO INTERPRET DATA
  - STRENGTHS
  - NEEDS
- BOARD AND CSO DEVELOP GROWTH/IMPROVEMENT OBJECTIVES AND PLANS
- PERFORMANCE EVALUATION IS AUTHORED AND APPROVED



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# EXECUTIVE DIRECTOR - Evaluation

FIGURE 7: DEVELOPING AND CONDUCTING BOARD SELF-APPRAISAL

**PERFORMANCE EVALUATION  
POLICIES AND PROCEDURES**



**BOARD SELF-EVALUATION**



- BOARD (WITH CSO) IDENTIFIES RESPONSIBILITIES
  - SELECT EXISTING LIST
  - CUSTOMIZE EXISTING LIST
  - DEVELOP LIST
- BOARD (WITH CSO) DETERMINES "INSTRUMENTS" AND ASSESSMENT PROCEDURES
  - SELECT EXISTING INSTRUMENTS AND PROCEDURES
  - CUSTOMIZE EXISTING INSTRUMENTS AND PROCEDURES
  - DEVELOP INSTRUMENTS AND PROCEDURES
- BOARD MEMBERS COMPLETE ASSESSMENT
- ASSESSMENT DATA IS AGGREGATED AND ANALYZED
- BOARD (WITH CSO) INTERPRETS DATA
  - STRENGTHS
  - NEEDS
- BOARD (WITH CSO) DEVELOPS IMPROVEMENT OBJECTIVES AND PLANS
- RECORD OF BOARD SELF-EVALUATION IS AUTHORED AND ACCEPTED BY THE BOARD

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# EXECUTIVE DIRECTOR - EVALUATION

## THE MAP CYCLE

The MAP process recycles (or starts) with a board/staff strategic planning session. One to two days dedicated to planning activities. Such a meeting often involves seven activities:

1. Examine the essential characteristics of effective planning in Associations.
2. Clarify the Association's mission statement.
3. Review previous planning material and program evaluations.
4. Conduct a strategic analysis to identify the Association's internal and external strengths, weaknesses, threats and opportunities; current and future.
5. Identify strategic issues.
6. Determine the Association's response to the identified issues.
7. Establish critical objectives.

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# EXECUTIVE DIRECTOR - EVALUATION

A report, summarizing decisions is authored following the program. The critical objectives are further developed by staff, action plans to achieve the objectives are authored for Board review at subsequent meetings, and the next cycle is underway.

The planning techniques used at the session should enable board members and key staff to actively participate, in an organized fashion, in shaping the future of the Association. Experience affirms the importance of policy makers and managers working as partners in planning. This approach takes advantage of various perspectives and information bases and promotes effective translation of intent into action.

MAP is a practical approach that can link long-range and annual planning, program evaluation, performance appraisal, compensation and budgeting. Specific procedures will be refined and evolve over time. Once operating, however, it becomes an "organizational lifestyle" that demonstrates commitment to achieving, recognizing and rewarding effectiveness.