

EVALUATING THE EXECUTIVE DIRECTOR

*One of the most important jobs of a nonprofit board is evaluating the executive director
Here are some tips on how to do this effectively.*

Background:

A performance evaluation is the analysis of an employee's performance with respect to the employee's job descriptions. It is often done in conjunction with an annual salary review. It is also the process by which an organization can obtain feedback about the effectiveness of its employees.

Evaluating the Executive Director is closely linked to evaluating the overall progress of the organization. The goal should be to focus on how the ED's performance contributes to or detracts from the organization successfully carrying out its mission and goals in both the short- and long-term. It should not be a checklist of tasks with report card grades attached. It should be a conversation between the ED and Board representatives that analyses progress to date and makes recommendations for improvement (if any) in the future. Written evaluation materials can help structure this conversation, but they should not be substituted for the conversation itself.

Purpose:

A performance evaluation should help the ED to understand what is truly important for the organization and optimize the help he/she needs to achieve success for the organization. In order to do this successfully, the Board members responsible need to have a good understanding of the direction and priorities of the organization.

Tip 1: Never have the entire Board involved in the entire evaluation process. At most, a committee of four or five – gathering input from others as needed – should be able to complete the actual evaluation and to report back to the full Board.

Tip 2: An annual Board self-evaluation prior to the evaluation can create a shared perspective needed for joint accountability for the organization.

Executive Director Performance Review activities:

The Board of Directors of _____ assumes responsibility for the annual performance review of the Executive Director, and the determination of the rate of compensation of the Executive Director. Input may be received from the Executive Director of Domestic Violence Program during the review process, and a summary of the review by the _____ board will be provided to the Executive Director of Domestic Violence Program.

1. Determine who is in charge of the review process. Often it will be the Executive Committee, or a combination of the current chair and the chair-elect. It can also be an appointed committee that changes each year.
 - a. The _____ Board of directors will annually appoint two members to serve as the Executive Director Performance Review Committee.
2. Determine who is involved in providing data for the review. Only Executive Committee? Only Board? Some staff? All staff? Donors or partners?
 - a. The ED Performance Review Committee will solicit information from other board members, members of the MDT and collaborating agencies, and _____ staff.
3. Determine how to collect information.
 - a. The ED Performance Review Committee will distribute surveys to a focus group of active participants of the MDT and collaborating agencies, staff, and other board members. The committee will also request that the Executive Director write his/her own self-assessment. This information is utilized in the performance review discussion with the ED.
4. Determine who will summarize and present data to the ED. Sometimes it's important to maintain confidentiality.
 - a. The chairperson of the Performance Review Committee will meet with the ED to present the results during the review process.
5. Determine how you will communicate results back to the full Board.
 - a. A Summary Report will be prepared by the committee and reviewed by the Board.
6. Make a timeline that is consistent annually and try to stick with it.
 - a. The Performance Review Committee will be appointed in July of each year. Gathering feedback, the ED self-evaluation, and meeting with the ED should occur in August and the summary report to the Board will be presented at the September Board meeting. This timeline will allow the Performance Review to be completed prior to the adoption of the budget for the coming year.
7. If your Executive Director has a contract that specifies responsibilities, use this in helping shape the review. If your Executive Director prepares an annual work

plan, encourage discussion of workplan accomplishments to be part of the evaluation session. Consider reviewing prior year evaluation results as you move into your current year evaluation discussions.

- a. The Evaluation Process will include the review of the Job Description of the ED as to its content and current application.

SELF ASSESSMENT OF PERFORMANCE: EXECUTIVE DIRECTOR

DATE OF EVALUATION

EXECUTIVE DIRECTOR NAME

1. Do you have any comments or suggestions on how the organization can be run more effectively?
2. How have your job duties changed during the past year?
3. What are your expectations for this job during the next year? Are there any areas in which you see a need for improvement? Are there any ways you would like your job to be restructured to better suit your needs or goals?
4. Comment on the Board's effectiveness in providing guidance and giving feedback, and give suggestions for improvement.
5. Is there any aspect of your job situation that could be changed to improve your job satisfaction or performance?
 - a. Physical surroundings/equipment
 - b. Office hours
 - c. Compensation
 - d. Benefits
 - e. Training and Development Opportunities
 - f. Travel Opportunities
6. Other comments

SUMMARY REPORT OF PERFORMANCE REVIEW: EXECUTIVE DIRECTOR

Ratings: 1= unsatisfactory, 2 = needs improvement, 3 = fully capable, 4 = significantly exceed expectations, 5 = outstanding

Performance Factors	Rating	Comments
Board relations		
Community Relations		
Networking with CACO and NCA		
Dependability		
Initiative		
Job knowledge		
Compliance		
MDT Leadership		
Administration and Planning		
Written and Oral Communication		
Personnel Management		
Problem-solving		
Work habits		
Fiscal Management		
Property maintenance and improvements		

Executive Director Performance Review Form -

Modified from the Minnesota Council of Nonprofits

Rate the executive director on the performance factors using the performance definitions (5=outstanding, 4=significantly exceeds expectations, 3=fully capable, 2=needs improvement, 1=unsatisfactory). See the attachment for definitions

1. ADMINISTRATION

Performance Factor	Performance (From 5 to 1)	Comments
a. Planning		
b. Budgeting and Economic Management		
c. Organization of Work		
d. Compliance		
e. Problem Solving and Decision Making		
f. Evaluation and Control		
g. Risk (Liability) Management		
h. Board Support and Development		
i. Facility Maintenance, Appearance & Improvement		

2. INTERPERSONAL

Performance Factor	Performance (From 5 to 1)	Comments
a. Oral Communication		
b. Written Communication		
c. Coordination/Collaboration		
c. Supervisory Control		
e. Leadership		
f. Staff Appraisal and Development		

3. INDIVIDUAL

Performance Factor	Performance (From 5 to 1)	Comments
a. Effort and Initiative		
b. Professional and Technical Competence		
c. Innovation		
d. Objectivity		
e. Credibility		
f. Flexibility		

4. LEADERSHIP

Performance Factor	Performance (From 5 to 1)	Comments
a. Coaching		
b. Empowering		
c. Modeling		
d. Team Building		
e. Visioning		
f. Self-development		

OVERALL EVALUATION (Please check one.)

- Outstanding
 Significantly exceeds expectations
 Fully capable
 Needs improvement
 Unsatisfactory

What were the executive director's performance highlights in the past year?

What could have been most improved regarding the executive director's performance in the past year?

What should be the executive director's performance goals for the next year?

Additional Comments:

Evaluator's Signature _____ **Date** _____

Signature _____ **Date** _____

Staff Comments:

Received by: _____
Staff signature date

***PERFORMANCE DEFINITIONS FOR MINNESOTA COUNCIL ON
NONPROFITS EXECUTIVE DIRECTOR EVALUATION***

RATINGS:

OUTSTANDING - Performance at this level is clearly unique and far in excess of established expectations. The employee consistently exceeds expectations in the outcomes achieved in work quality, quantity and timeliness. The employee exhibits leadership among peers in all dimensions of the field of work performed.

SIGNIFICANTLY EXCEEDS EXPECTATIONS - Performance at this level often exceeds established expectations and standards for work quality, quantity and timeliness. The employee exhibits mastery of most dimensions of the field of work performed.

FULLY CAPABLE - Performance at this level is satisfactory on the established expectations and standards for work quality, quantity and timeliness. The employee competently achieves the requirements of the position.

NEEDS IMPROVEMENT - Performance at this level is minimally capable and below the level expected employee. Improvement is required in significant dimensions of the job in order to meet the expectations and standards for work quality, quantity and timeliness. The employee performing at this level may be denied merit increases until fully capable performance is demonstrated.

UNSATISFACTORY - Performance at this level is unacceptable. The employee often fails to achieve basic requirements of the position and has exhibited little or no improvement in job performance. The employee performing at this level should not be continued in this position; or where extenuating circumstances exist, should be retained only upon significant improvements within a fixed period of time to be defined by the Employer.

PERFORMANCE FACTORS

1. ADMINISTRATION

1a. **PLANNING:** Develops short and long range plans and goals to meet program objectives consistent with established priorities and accreditation standards; sets appropriate priorities of needs and resulting services to be provided; anticipates and prepares for future requirements and devises contingencies; devises realistic plans

1b. **BUDGETING AND ECONOMIC MANAGEMENT:** Prepares an appropriate budget and subsequently adheres to it; utilizes finances, budgets, facilities, equipment, materials and products to minimize costs; provides board with regular statements of expenses and revenues; actively seeks funding sources; actively practices cost containment.

1c. **ORGANIZATION OF WORK:** Structures work in order to avoid crisis, promotes productivity, attains cost effectiveness, and delivers work on time. Involved in this

process are the tasks of allocating work, delineating responsibilities, scheduling activities, and adequately preparing for meetings and presentations.

1d. **COMPLIANCE:** Complies with established policies, procedures and directives; conducts program functions in accordance with applicable laws, statutes, and regulations; maintains documentation of services provided;

1e. **PROBLEM SOLVING AND DECISION-MAKING:** Identifies problems and acts to rectify them by employing analytical thinking and sound judgment.

1f. **EVALUATION AND CONTROL:** Practices regular and systematic review of program operations to evaluate progress towards established goals; program evaluations demonstrate effectiveness; evaluates strategies employed in seeking those goals; implements remedial measures when necessary.

1g. **RISK (LIABILITY) MANAGEMENT:** Ensures that liability risk exposures are identified and treated when proposing new programs and services; evaluates and monitors established programs and services to identify areas which need revision due to changes in operation, legislation, policies and procedures; implements changes where needed to facilitate favorable loss experience; manages employee safety program, including appropriate training and corrective action when necessary.

1h. **BOARD SUPPORT AND DEVELOPMENT:** Develops effective board meeting agendas; provides appropriate, adequate and timely information to the board; provides support to board committees; informs board of the condition of the organization and all important factors influencing it;

1i. **FACILITY MAINTENANCE, APPEARANCE AND IMPROVEMENT:** Ensures that the property is maintained in such a manner as to provide physically and psychologically safe environment for children and families; ensures upkeep and appearance of buildings and grounds; recommends improvements and acquisitions to the for board.

2. INTERPERSONAL

2a. **ORAL COMMUNICATION:** Effectively communicates orally with individuals and groups, including public presentations; presents ideas in an organized, clear and concise manner, employs tact and discretion; listens well; offers appropriate feedback.

2b. **WRITTEN COMMUNICATION:** Prepares organized, clear, concise, accurate and informative letters, memos, reports and other documents which effectively fulfill content and timeliness requirements; prepares newsletters and materials for public distribution.

2c. **COORDINATION/COLLABORATION:** Works well with others at various levels; keeps information flowing to collaborating agencies vertically (down as well as up) and horizontally; facilitates communication and problems solving among parties when necessary.

2d. SUPERVISORY CONTROL: Effectively hires, assigns, directs, controls, evaluates performance, counsels and disciplines all other functions necessary or incidental to supervision; practices compliance with employment law guidelines and mandates; avoids undue staff turnover; no ongoing staff complaints.

2e. LEADERSHIP: Promotes cooperation and team work among employees and multidisciplinary team members; divides and assigns work effectively; maintains open communication channels; leads by example.

2f. STAFF APPRAISAL AND DEVELOPMENT: Provides good record of subordinate performance; reviews appraisal information with subordinates; aides subordinates in improving performance on current job; helps subordinates in setting up and implementing development plans and objectives; cross-trains employees; encourages subordinates to participate in training.

3. INDIVIDUAL

3a. EFFORT AND INITIATIVE: Requires little work direction; exhibits persistence and initiative; puts forth a consistent, energetic effort; assumes full and complete responsibility for accomplishment of department functions.

3b. PROFESSIONAL/TECHNICAL COMPETENCE: Realistic knowledge and competence of the field and applies up-to-date technical/professional principles, practices, and standards appropriate to the functions of the department; acts as a resource person upon whom others can draw; professional demeanor maintained on a consistent basis.

3c. INNOVATION: Displays original and novel thought in creative efforts to improve on the status quo.

3d. OBJECTIVITY: Assesses issues, problems and decision situations based on the merits of the case presented; personal loyalties, biases, etc; personnel decisions made on the basis of equal opportunity and objective job-related criteria.

3e. CREDIBILITY: Through successful performance, instills the feeling of trust and dependability.

3f. FLEXIBILITY: Adapts well to change, both internally and externally.

4. LEADERSHIP

4a. COACHING: Communicates a positive attitude; serves as a catalyst for action and encourages employees and multidisciplinary team participants to try new things and to take calculated risks; provides honest feedback; minimizes tension and defensiveness; creates an environment for success; facilitates dialog and guides discussion rather than controls.

4b. EMPOWERING: Creates an awareness in others of their powers and self worth; involves others and shares powers in planning and decision-making; fosters leadership in others; challenges others to assume leadership roles and provides support by allowing them to risk, fail and learn; creates an environment in which others feel ownership for results and feel comfortable to take action to achieve desired results.

4c. MODELING: Believes in public service; treats all with respect and dignity and creates an atmosphere of mutual respect and trust for children and families as well as collaborating agencies. Serves as a catalyst for action and is a team player, believes in oneself and looks at problem as opportunities; uses powers in a positive way; keeps one's work: accepts responsibility for mistakes; insists on excellence (not perfection); communicates and reinforces by what they do - not what they say; adapts to changes as conditions and situations warrant.

4d. TEAM BUILDING: Builds group cohesiveness and pride; encourages cooperation; fosters and practices good communication, recognizes and rewards individuals and team accomplishments and contributions; shares success and rewards; manages conflict, which is inevitable.

4e. VISIONING: Establishes and articulates a vision of what could be; looks to and plans for the future; accepts new challenges, keeps an open mind.

4f. SELF-DEVELOPMENT: Is not static; prepares for the future; has the courage to identify and address shortcomings; is committed to self-improvement manages personal stress in positive ways.

Child Advocacy Center of _____

EXECUTIVE DIRECTOR PERFORMANCE REVIEW DATE: _____

(information in italics is for information only and not included in final document) Committee requests input from active participants of MDT and other community or state agencies familiar with the work of the Executive Director. The questionnaire with letter of instruction is emailed to contact persons with request for response within established timeline and possible follow-up by the committee by phone. Responses are confidential and limited to members of the Performance Review Committee.

INPUT FROM COLLABORATING AGENCIES (*active MDT participants*)

1. Has the Director of _____ been available when needed? YES NO
Is there a timely response to phone messages, email and deadlines? YES NO

2. As you have had the opportunity to work with the Director of _____, how would you describe the Director's professionalism and level of cooperation?

(could apply to MDT members, as well as community and state contacts)

3. How would you describe the level of the Director's involvement and support during your use of _____?
_____ appropriate _____ not attentive enough _____ too involved

Comments?

4. Does the Director, as Multidisciplinary Team Coordinator, encourage open communication among team members? YES NO

How would you rate the Director's functioning as coordinator?
_____ appropriate _____ not attentive enough _____ dominates the discussion

Comments?

5. Has the assistance provided by the Director been helpful in the outcome of your cases? YES NO

Comments?

Child Advocacy Center of _____

Date: October 7, 2005

Dear Community Partners,

I am asking for your input on the annual job evaluation for the Executive Director of _____. As a Director of a program involved with _____, you know first hand of _____'s performance in her duties as they relate to your program. Your input is important to us and we invite you to participate by filling out a brief survey.

The questionnaire should take about 10 minutes to complete, and a self-addressed, stamped return envelope is provided for your convenience. Please add any additional comments you wish to make. I can assure you that your responses will be anonymous.

Thank you for sharing your time and expertise with us. Please mail the survey by October 30. If you have any questions or concerns, please feel free to contact me at

Sincerely,

_____ Chairperson,
_____ Evaluation Committee