**MANAGEMENT**

**ACCOUNTABILITY**

**PROGRAMS**

IMPLEMENTING YOUR

STRATEGIC PLAN



COPYRIGHT © 2010

- All Rights Reserved -

# **COPYRIGHT © 2002, 2006, 2010, 2012, 2019 BY**

**TECKER INTERNATIONAL, LLC**

* **ALL RIGHTS RESERVED -**

These materials were specially prepared for instructional use by Tecker International, LLC. No portion of these materials, in whole or in part, may be used in any fashion, or reproduced by any means, without the written permission of Tecker International, LLC.

**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.

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 Decision-Making

MAP involves collaborative decision-making 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 decision-making procedures.

## 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 achieve 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 decision-makers 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.

**Coordinated Activities**

Map promotes coordination of activities among different units. Because planning and decision-making 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. Structures 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.

## 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 is not 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 non-monetary 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 skills needed to make the program work, it can be implemented and “debugged” in a “pilot” first year.

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.*

The leadership must fund in-service 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.

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 decision-making and collaborative planning creates shared accountability for achieving objectives.*

 Figure 1: SETTING TEAM OBJECTIVES

 

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 MAP 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 while objectives or plans are altered. Inherent in management accountability programs is the ability to be current.

 Figure 2: MONITORING PROGRESS

 

**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.

 Figure 3: ACTION PLAN

### 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 1: Progress Toward Cooperatively Determined Objectives

Performance is appraised based on 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 2: 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.

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 filling 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 3: Demonstration of Professional Competencies

The way 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 competency.

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.
* 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.

Figure 4: THREE 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

**SUMMATIVE EVALUATION OF**

**PERFORMANCE**

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

In summative evaluation, achievement of objectives is evaluated. Decisions are made, based on 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 based on predetermined criteria. Areas of strength, areas of competence where there is room for growth, and areas that need remediation are identified. The basis for 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.

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 way 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 members 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.

**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, qualities, 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.

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) quantity 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.

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. If outstanding and competent performances are recognized monetarily, and unsatisfactory performance is penalized, associations are linking money earned to performance effectiveness appropriately.

**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 CSO in developing objectives, indicators of achievement, and action plans. This interaction will be replicated by the CSO 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.*

CSO 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 CSO’s performance based on:

* 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 CSO to accomplish the designated objectives and responsibilities.

Figure 5 lists the nine steps involved in the interaction between the board and the CSO that merge organizational planning with CSO evaluation.

Position objectives, responsibilities, and competencies as demonstrated by the CSO, are evaluated by the board in consultation with the CSO. The CSO uses the same process when evaluating how all senior staff have accomplished their job. In this way, the board and CSO demonstrate their commitment to using formative performance evaluation. The foundation for judgements about effectiveness can be defended and related properly to decisions about compensation. (See Figure 6)

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 constituting a board self-appraisal.

FIGURE 5: BOARD AND CSO INTERACTION

PERFORMANCE EVALUATION

POLICIES AND PROCEDURES



PROGRESS TOWARD OBJECTIVES

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 & CSO EVALUATION MERGE

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 CSO 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.

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 Instruments and Procedures

- Customize Existing Instruments and Procedures

- Develop Instruments 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

FIGURE 7: DEVELOPING AND CONDUCTING BOARD SELF-APPRAISAL

PERFORMANCE EVALUATION

POLICIES AND PROCEDURES



BOARD SELF-EVALUATION

• Board (with CSO) Identify Responsibilities

- Select Existing List

- Customize Existing List

- Develop List

• Board (with CSO) Determine “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) Interpret Data

- Strengths

- Needs

• Board (with CSO) Develop Improvement Objectives and Plans

• Record of Board Self-Evaluation is Authored and Accepted by the Board

**THE MAP CYCLE**

The MAP process recycles (or starts) with a board/staff strategic planning session. This includes 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.

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.

SAMPLE MATERIALS

APPENDIX A: BOARD SELF-EVALUATION

PERFORMANCE EVALUATION

POLICIES AND PROCEDURES



BOARD SELF-EVALUATION

• Board (with CSO) Identify Responsibilities

- Select Existing List

- Customize Existing List

- Develop List

• Board (with CSO) Determine “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) Interpret Data

- Strengths

- Needs

• Board (with CSO) Develop Improvement Objectives and Plans

• Record of Board Self-Evaluation is Authored and Accepted by the Board

The association leadership experience is a group experience and a group responsibility. This group experience is most successful when expectations are clearly defined and agreed to by all parties. One way a board can promote clarity of purpose is by engaging in self-evaluation.

The purpose of this survey is to focus on key responsibilities, relationships, and outcomes – and to foster an environment of organizational excellence. Only a commitment on the part of board and staff members to strengthen the capacity for group excellence can overcome the complex challenges facing many associations today.

Please take a few moments to read the following statements. How accurately do they describe your board? Answer on a scale of one to six, with one being equal to “not at all like us” and six being equal to “very much like us.”

**Oversight and Direction Setting**

***Very Much Not at All***

 ***Like Us ←→ Like Us***

**6 5 4 3 2 1** We participate in board meetings where most of the agenda and board time is focused on issues of direction setting, policy and strategy.

**6 5 4 3 2 1** We maintain sound fiscal policy and practices and realistically face the financial ability of the organization to support its program of work.

**6 5 4 3 2 1** We are committed to strategically planning for the long-term future of the organization, consider this a regular activity of the board, and weigh all decisions in terms of what is best for those served by the organization.

**6 5 4 3 2 1** We work to foster growth in the organization based on the ability to understand how the decision(s) interrelate with other Boards, Committees, and external organizations.

**6 5 4 3 2 1** We take into consideration the immediate and long-term issues and ramifications associated with the decisions and actions that are taken.

**Relationship with Chief Staff Officer**

***Very Much Not at All***

 ***Like Us ←→ Like Us***

**6 5 4 3 2 1** We have clarified (in writing, if appropriate) a mutually agreed upon definition of what success will look like for the organization and for the performance of the CSO, and we have provided the resources and authority necessary to achieve expectations.

**6 5 4 3 2 1** We have provided the CSO with a clear statement of the personal qualities and performance expectations against which he/she will be measured periodically; and we have agreed to a formative process for providing feedback as plans are being executed.

**6 5 4 3 2 1** We provide opportunities, encouragement and resources for the professional growth and development of the CSO and staff.

**6 5 4 3 2 1** We discuss immediately, rather than allow to fester or deteriorate, those items that are controversial to either board members or the CSO.

**Board Meetings & Relationships**

***Very Much Not at All***

 ***Like Us ←→ Like Us***

**6 5 4 3 2 1** We honor the established procedures for board meetings, providing ample time for interested parties to be heard, but preventing a single individual or group from dominating discussions.

**6 5 4 3 2 1** We seek ways to support all elected leaders and fellow board members in the successful execution of leadership duties. We seek to recognize the strengths of each individual and provide opportunities for the organization to benefit from these strengths.

**6 5 4 3 2 1** We make informed decisions based on data available and support the organization’s commitment to collecting the information needed for sound decision making.

**6 5 4 3 2 1** We seek and respect the opinion or recommendation of staff management when considering a decision and ensure that board committees and other work groups are given proper authority and resources for completion of assignments.

**6 5 4 3 2 1** We do not redo the work of committees or work groups.

**6 5 4 3 2 1** We take the appropriate time for decision making (e.g., controversial items are given adequate attention, and matters of urgency are acted on with deliberate speed) and present decisions of the board without bias to others.

**Stakeholder Relationships**

***Very Much Not at All***

 ***Like Us ←→ Like Us***

**6 5 4 3 2 1** We actively foster a clear understanding of the organization, its future direction, and its leadership decision among the stakeholders, and actively foster open lines of two-way communication and information sharing between leadership and the stakeholders.

**6 5 4 3 2 1** We seek to be fully informed of stakeholder attitudes and the special interest groups seeking to influence the organization and are fully prepared to represent the interests of the organization to others.

**6 5 4 3 2 1** We act responsibly in channeling concerns, complaints, and criticisms of the organization through the chief staff officer / chief executive officer, and we speak thoughtfully in the face of unjust criticism of others.

**Personal Qualities**

***Very Much Not at All***

 ***Like Us ←→ Like Us***

**6 5 4 3 2 1** We demonstrate an ability to think independently, grow in knowledge and rely on fact rather than prejudice, and are willing to hear, understand, and consider all sides of a controversial question.

**6 5 4 3 2 1** We show respect for the intentions and interests of others and for group decisions cooperatively reached.

**6 5 4 3 2 1** We have a willingness to devote the necessary time to fulfilling the responsibilities of a board member as outlined in the organization’s written position description.

**6 5 4 3 2 1** We are prepared to let go of our leadership roles and fully support (not interfere with) those who follow in future leadership.

**6 5 4 3 2 1** We do not redo the work of committees or work groups.

**6 5 4 3 2 1** We take the appropriate time for decision making (e.g., controversial items are given adequate attention, and matters of urgency are acted on with deliberate speed) and present decisions of the board without bias to others.

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.

BOARD SELF-EVALUATION

|  |  |
| --- | --- |
| Areas of Responsibility | Degree of Success |
|  | Poor | Inadequate | Adequate | Good | Excellent |
| **A. Relationship with Chief Executive Officer** |  |  |  |  |  |
| 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 based on study of available background data and consideration of the recommendation of the CEO. | BRD |  |  |  |  |
| IND |  |  |  |  |
| 5. Requests information through the CEO and only from staff members with the knowledge of the CEO. | BRD |  |  |  |  |
| IND |  |  |  |  |
| 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. Community Relationships** |  |  |  |  |  |
| 10. Encourages attendance at board meetings. |  |  |  |  |  |
| 11. Actively fosters cooperation with various news media for dissemination of information regarding the organization. |  |  |  |  |  |
| 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.

|  |  |
| --- | --- |
| Areas of Responsibility | Degree of Success |
|  | Poor | Inadequate | Adequate | Good | Excellent |
| 13. Participates actively in community affairs. | B |  |  |  |  |
| I |  |  |  |  |
| 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. | B |  |  |  |  |
| 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. |  |  |  |  |  |
| 16. Encourages open participation in an advisory capacity in the solution of specific problems. |  |  |  |  |  |
| 17. Is aware of community attitudes and the special interest groups which seek to influence the organization’s programs. |  |  |  |  |  |
| **C. Board Meetings** |  |  |  |  |  |
| 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 based on 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. |  |  |  |  |  |

|  |  |
| --- | --- |
| Areas of Responsibility | Degree of Success |
|  | Poor | Inadequate | Adequate | Good | Excellent |
| **D. Staff and Personnel Relationships** |  |  |  |  |  |
| 27. Develops sound personnel policies involving the staff when appropriate. |  |  |  |  |  |
| 28. Makes provision for the complaints of employees to be heard, and after full study if staff dissatisfaction is found to exist, takes action to correct the situation through appropriate administrative channels. |  |  |  |  |  |
| 29. Is receptive to suggestions for improvement of the organization. |  |  |  |  |  |
| 30. Encourages professional growth and increased competency through: |  |  |  |  |  |
| a: Attendance at educational meetings. | B |  |  |  |  |
| I |  |  |  |  |
| b: Training on the job. | B |  |  |  |  |
| I |  |  |  |  |
| c: Salary increments which recognize training and experience beyond minimum qualifications for a given position. |  |  |  |  |  |
| 31. Provides written description of personal administration, procedures, rights, and responsibilities. |  |  |  |  |  |
| **E. Relationship to the Organization’s Program of Work\*** |  |  |  |  |  |
| 32. Understands the program and any restrictions imposed on it by law or regulation. |  |  |  |  |  |
| 33. Realistically faces the financial ability of the organization to support its program of work. |  |  |  |  |  |
| 34. Encourages the participation of the professional staff, and in certain instances others, in the development of the program of work. |  |  |  |  |  |
| 35. Weighs all decisions in terms of what is best for those served by the organization. |  |  |  |  |  |
| 36. Provides a policy outlining the organization’s objectives against which the program can be evaluated. |  |  |  |  |  |
| 37. Keeps abreast of new developments through attendance and participation in conferences and meetings and by reading of books and periodicals. |  |  |  |  |  |

\* “Program of Work” refers to the functions and activities the organization undertakes to accomplish its purposes.

|  |  |
| --- | --- |
| Areas of Responsibility | Degree of Success |
|  | Poor | Inadequate | Adequate | Good | Excellent |
| **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. | B |  |  |  |  |
| I |  |  |  |  |
| 39. Takes the leadership in suggesting and securing federal, state, community, and other relevant support for additional financing when necessary. | B |  |  |  |  |
| I |  |  |  |  |
| 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. | B |  |  |  |  |
| I |  |  |  |  |
| 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. | B |  |  |  |  |
| I |  |  |  |  |
| 44. Has a knowledge of the community which the organization is designed to serve. | B |  |  |  |  |
| I |  |  |  |  |
| 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. | B |  |  |  |  |
| I |  |  |  |  |
| 46. Has a sense of loyalty to other board members. | B |  |  |  |  |
| I |  |  |  |  |
| 47. Shows respect for group decisions cooperatively reached. | B |  |  |  |  |
| I |  |  |  |  |
| 48. Has a respect for, and interest in people and ability to get along with them. | B |  |  |  |  |
| I |  |  |  |  |
| 49. Has a willingness to devote the necessary time to become an effective board member. | B |  |  |  |  |
| I |  |  |  |  |

**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 meets(s) criterion

B usually or mostly meets(s) criterion

C occasionally or to a fair degree meets(s) criterion

D seldom or to a small degree meets(s) criterion

E never or to no degree meets(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.

1. **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 specialized 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.

## 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.

1. **THE BOARD AND POLICY DEVELOPMENT**

About the Board:

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

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.

1. **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.

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 materials he/she provides before you reach decisions.

## 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.

1. **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.

1. **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.

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.

\* “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.

**Determining Your Board Operations E. Q.**

**(Effectiveness Quotient)**

An effective Board must have clearly defined roles and responsibilities, and these must be known to the Board members as well as the general membership. In addition, the Board’s deliberation process at its meetings must provide open, fair, and consistent treatment of all issues.

The following self-assessment may help your association identify any weak areas in your Board operations and provide a profile of your current effectiveness.

 

**What Is Your Board’s E. Q. (Effectiveness Quotient)?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Always | Usually | Rarely | Never |
| **I. Roles and Responsibilities** |  |  |  |  |
| 1. The Board only considers and acts on matters relative to its charge and authority. |  |  |  |  |
| 2. All matters that are not the responsibility of the Board are referred to the proper authority. |  |  |  |  |
| 3. Matters related to the administration and operation of the association are not considered by the Board, except at the request of the administration. |  |  |  |  |
| 4. The administration keeps the Board informed of the status of all matters affecting it. |  |  |  |  |
| 5. Board decisions are made after appropriate consideration of the association’s long-range and strategic plans as well as staff and financial implications. |  |  |  |  |
| 6. Individual Board members recognize their authority lies only as Board and not as individuals. |  |  |  |  |
| 7. Board members are elected or appointed as representatives of a constituent membership, but their actions represent the needs of the association. |  |  |  |  |
| 8. Board members communicate and interpret Board actions to their constituency on a regular and systematic basis. |  |  |  |  |
| 9. Board members stay informed on all issues and ensure that the Board receives all information it needs, when it needs it. |  |  |  |  |
| 10. New Board members are provided with orientation and training to prepare them for their responsibilities. |  |  |  |  |
| **II. Community Relationships** |  |  |  |  |
| Meeting Preparation |  |  |  |  |
| 11. Agenda development is coordinated by the administration (secretary) with input from the President and other Board members. |  |  |  |  |
| 12. Matters to be acted upon are researched and presented in writing to the Board. |  |  |  |  |
| 13. Copies of all correspondence, minutes of committees and other documents relative to the agenda are prepared for each Board member. |  |  |  |  |
| 14. Agenda materials for all meetings are in the hands of Board members at least one (1) week before the meeting. |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Always | Usually | Rarely | Never |
| **Conduct of Meeting** |  |  |  |  |
| 15. Agenda is directed by the president. |  |  |  |  |
| 16. Parliamentary rules are established and followed. |  |  |  |  |
| 17. Only one person is permitted to speak at a time, by recognition of the president. |  |  |  |  |
| 18. Board discussion is confined to the issue on the table and non-pertinent discussion is ruled out of order. |  |  |  |  |
| 19. New issues for Board action are channeled through the agenda development procedure and not brought to the Board without appropriate preparation. |  |  |  |  |
| 20. All Board members are provided an opportunity to speak on the issues. |  |  |  |  |
| 21. No issues before the Board are left without concrete direction unless tabled pending further study. |  |  |  |  |
| **Meeting Preparation** |  |  |  |  |
| 22. The agenda includes time for membership (audience) comment. |  |  |  |  |
| 23. Correspondence to the Board receives timely response. |  |  |  |  |
| 24. Issues brought before the Board by member/membership are referred to the appropriate committee or the administration for investigation and recommendation or action. |  |  |  |  |
| 25. Officers and committee chairpersons are provided opportunities to present brief reports on their respective areas as part of each meeting agenda. |  |  |  |  |
| 26. Requests for research or reports by members, membership and committees are channeled through the president to the administration. |  |  |  |  |
| 27. All non-confidential information is provided to members upon request. |  |  |  |  |
| 28. Reports of action taken at each Board meeting are disseminated to the membership in a timely manner. |  |  |  |  |

**Determining Your Board Operations G. Q.**

**(Governance Quotient)**

An effective governance system provides responsiveness and sensitivity to evolving association and member needs related to the association’s mission, goals, objectives, and priorities. It allows opportunity for broad membership involvement and appropriate representative decision making in addressing governance issues, public policy and program topics, and operational and administrative matters. It requires clearly defined roles and responsibilities for each level of governance and should also define primary policy making authority for all internal and external policy matters. The implementation of an effective governance system also requires consideration of financial and staff resources needed to manage and operate it.

The following self-assessment may help your association identify any weak areas in your governance structure and provide a profile of your current system.

 

**What Is Your Board’s G. Q. (Governance Quotient)?**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Totally in Place | Partially in Place | Absent |
| **I. Governance and Operations** |  |  |  |
| A. There are clearly stated and communicated definitions and defined authority for consideration and adoption of: |  |  |  |
| 1. Governance issues |  |  |  |
| 2. Public policy and program matters |  |  |  |
| 3. Operational and administrative issues |  |  |  |
| B. There is a procedure for establishing and periodically reviewing and updating the association’s long-range plan. |  |  |  |
| C. There is an ongoing needs assessment process. |  |  |  |
| D. Budget and finance decisions are tied to the long-range plan and established priorities. |  |  |  |
| **II. Policy Process** |  |  |  |
| A. Representation |  |  |  |
| 1. There is a broad and/or representative membership opportunity to recommend and propose policy to appropriate policy making bodies. |  |  |  |
| 2. The composition of each policy making body is representative of the membership. |  |  |  |
| 3. Meeting environments provide fair and impartial consideration of all policy proposals. |  |  |  |
| B. Resolution Process |  |  |  |
| 1. There is an established and communicated resolution process that addresses: |  |  |  |
| \* Who may submit resolutions. |  |  |  |
| \* A standard form and procedure for submitting resolutions. |  |  |  |
| \* Realistic timelines and cutoff dates. |  |  |  |
| \* A system of resolution research and preparation. |  |  |  |
| \* Timely communication and distribution of resolutions to members and policy making bodies. |  |  |  |
| C. Policy Record System |  |  |  |
| 1. There is an established policy record system that includes and considers: |  |  |  |
| \* Clearly worded policy statements. |  |  |  |
| \* A standard policy document format. |  |  |  |
| \* An organized and usable index and policy manual system. |  |  |  |
| \* Appropriate distribution of adopted policies and policy manuals. |  |  |  |
| \* A procedure for maintaining and updating policies. |  |  |  |
| III Communication |  |  |  |
| A. There are procedures to ensure that all the above is communicated to the membership. |  |  |  |

 Totals \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_

**Scoring\***

15 or more totally in place = Good representative governance system in place

15 or more totally or partially in place = Fair, etcetera

10 to 15 totally or partially in place = Poor, etcetera

Less than 10 totally or partially in place = Association should undertake review of total

 governance structure.

(\*All items marked in partial or absent column should be addressed)

APPENDIX B: PROGRESS TOWARD OBJECTIVES

PERFORMANCE EVALUATION

POLICIES AND PROCEDURES



PROGRESS TOWARD OBJECTIVES

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

SAMPLE MISSION STATEMENT

The first step in the implementation of our planning evaluation and compensation approach is preparation of the Chief Executive Officer’s Mission Statement. This statement is based upon consideration of:

* Board goals and priorities
* Client expectations and needs
* Organization programs and projects
* Executive team recommendations
* Staff activities, suggestions and needs
* Aspirations and objectives of the strategic long-range plan
* Program evaluation data

The Mission Statement is a crucial part of the Executive’s leadership responsibilities. It sets the stage for critical endeavors in the year ahead. It also provides the benchmarks against which the Executive’s management team, staff and agency’s efforts will be assessed.

Not all expectations for our agency are included in the Mission Statement. The long-range goals and directives of our Board are already expressed in policy and the roles and functions of our staff are already contained in their job descriptions.

Through a comprehensive process of formal and informal communication with many individuals and groups the chief staff officer has sought to identify and clarify the agency’s most important needs and issues in the coming year.

Accordingly, the following critical objectives are submitted with recognition that an organization interested in simultaneous improvement and effective operation of existing programs must focus its collective energies in a purposeful fashion.

CRITICAL OBJECTIVES FOR THE AGENCY IN 20XX

* To provide practical and productive in-service education to our staff to refine their skills and introduce them to new issues confronting the agency and its clients.
* To continue to refine and coordinate our agency’s case management service approach.
* To develop and implement a successful management accountability program and links to compensation.
* To introduce a leadership seminar for board members to improve communication, strategic planning and program oversight.
* To establish and operate assistance teams of senior staff and consultants to help programs in trouble.
* To evaluate the effectiveness of our agency’s information processing system.
* To study and provide recommendations for upgrading the agency’s personnel policies, rules and administrative operations.
* To initiate a coordinated communications program with other agencies and human service interest groups.

CRITERIA FOR OBJECTIVES

**SUITABLE:** Achievement of the objective supports the organization’s basic mission and purpose.

**MEASUREABLE** To the extent practicable, the

**OVER TIME:** objectives state what is expected in concrete terms and when.

**FEASIBLE:** The objective is possible to achieve; is not unrealistic or impractical.

**ACCEPTABLE:** The objective is acceptable to people in the organization; compatible with values and norms.

**FLEXIBLE:** The objective is possible to modify in the event of unforeseen contingencies, but firm enough to assure direction.

**MOTIVATING:** The objective is not too easily achieved, slightly aggressive, a little higher than expected, but not out of reach.

**UNDERSTANDABLE:** The objective is stated in simple and understandable words.

**COMMITMENT:** Once established, commitment to do what is necessary and reasonable to achieve the objective will be obtainable.

**PARTICIPATIVE:** People responsible for achieving the objective believe they had a role is setting it.

**LINKAGE:** The objective is linked to basic purposes and appropriately related to other objectives of the organization.

AGENCY CRITICAL OBJECTIVES

INDICATORS OF ACHIEVEMENT

Sample Worksheet

|  |  |
| --- | --- |
| Objectives | Indicators of Achievement Process Outcome |
| * Inservice Education
 | 1.2.3. | 1.2.3. |
| * Case Management
 | 1.2.3. | 1.2.3. |
| * Management Accountability Program
 | 1.2.3. | 1.2.3. |
| * Leadership Seminar
 | 1.2.3. | 1.2.3. |
| * Assistance Teams
 | 1.2.3. | 1.2.3. |
| * Information Processing System
 | 1.2.3. | 1.2.3. |

|  |  |
| --- | --- |
| Objectives | Indicators of Achievement Process Outcome |
| * Personnel Operations
 | 1.2.3. | 1.2.3. |
| * Communications Program
 | 1.2.3. | 1.2.3. |
|  | 1.2.3. | 1.2.3. |
|  | 1.2.3. | 1.2.3. |
|  | 1.2.3. | 1.2.3. |
|  | 1.2.3. | 1.2.3. |

ACTION PLAN

* OBJECTIVES
* INDICATORS OF ACHIEVEMENT
* MAJOR ACTIVITIES
* TARGET DATES
* STAFF RESPONSIBLE
* RESOURCES REQUIRED

 APPENDIX C: FULLFILLMENT OF JOB RESPONSIBILITIES

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 Instruments and Procedures

- Customize Existing Instruments and Procedures

- Develop Instruments 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





 APPENDIX D: DEMONSTRATION OF PROFESSIONAL COMPETENCIES

PERFORMANCE EVALUATION

POLICIES AND PROCEDURES



DEMONSTRATION OF POSITION SKILLS/RESPONSIBILITIES

• Board (or sub-group) and chief Executive Determine “Instruments” and Assessment Procedures

- Select Existing Instrument and Procedures

- Customize Existing Instrument and Procedures

- Develop Instrument and Procedures

• Board Members and Chief Executive Complete Assessment

• Assessment Data is Aggregated and Analyzed

• Board and Chief Executive Interpret Data

- Strengths

- Needs

• Chief Executive Develops Growth / Improvement Objectives and Plans, and Discusses with Board

• Performance Evaluation is Authored and Approved by the Board (or sub-group)

PERCEPTUAL SELF-ASSESSMENT

Critical Competencies for Association Executives

Cluster A: Interpersonal Skills

Definition: Ability to work as a member of a group, teach others, serve members, lead, negotiate, and work well with people from culturally diverse backgrounds.

|  |  |  |
| --- | --- | --- |
| Degree of Knowledge*(Formal Study: exposure through books and/or courses; Experiential learning: have successfully employed this behavior on more than one occasion.)* |  | Degree of Confidence |
|  | COMPETENCIES |  |
| In-DepthKnowledge | SomeKnowledge | Little or NoKnowledge |  | Do Very Well | Successful Most of the Time | Expect toHave Problems |
| |------|------|------|------|------| | A1. Respects and values differences of personal style, opinion and culture, and facilitates resolution of differences between others. | |------|------|------|------|------| |
| |------|------|------|------|------| | A2. Skillfully builds consensus among diverse groups. | |------|------|------|------|------| |
| |------|------|------|------|------| | A3. Able to hear and *understand* others. | |------|------|------|------|------| |
| |------|------|------|------|------| | A4. Clearly communicates true feelings and thoughts with compassion and forthrightness, and is able to directly ask for what is needed. | |------|------|------|------|------| |
| |------|------|------|------|------| | A5. Oriented toward “can-do” approach in meeting the needs of others. | |------|------|------|------|------| |
| |------|------|------|------|------| | A6. Looks for ways to support and enhance others’ strengths. | |------|------|------|------|------| |
| |------|------|------|------|------| | A7. Able to observe, question and discern issues and choices without judgement. | |------|------|------|------|------| |
| |------|------|------|------|------| | A8. Open, receptive and willing to risk failure. | |------|------|------|------|------| |
| |------|------|------|------|------| | A9. Congruent in words and actions. | |------|------|------|------|------| |

Downside: Rigid, defensive, manipulating, controlling and fearful. Unwilling to take personal risks. Often results in indirect communication, fragmentation of groups and a misunderstanding of the needs and intent of others.

AREA SYNOPSIS

Place the number of each competency on the appropriate scale below.

Items rated between:

 ↓ ↓

|----------|----------|----------|----------|----------|

Suggests an area of strength to build upon.

Items rated between:

 ↓ ↓

|----------|----------|----------|----------|----------|

Suggests an area of competence with

opportunity/need for improvement.

Items rated between:

 ↓ ↓

|----------|----------|----------|----------|----------|

Suggests an area of vulnerability that requires

purposeful attention.

Cluster B: Valuing and Using Technology

Definition: Ability to integrate information, knowledge, capacities, technological tools, and processes to effectively achieve desired purposes.

|  |  |  |
| --- | --- | --- |
| Degree of Knowledge*(Formal Study: exposure through books and/or courses; Experiential learning: have successfully employed this behavior on more than one occasion.)* |  | Degree of Confidence |
|  | COMPETENCIES |  |
| In-DepthKnowledge | SomeKnowledge | Little or NoKnowledge |  | Do Very Well | Successful Most of the Time | Expect toHave Problems |
| |------|------|------|------|------| | B1. Confident and willing to venture into the unknown, relying on the input of technological experts and seeking continual innovation that will provide others with the tools to get the job done effectively. | |------|------|------|------|------| |
| |------|------|------|------|------| | B2. Able to articulate future direction and needs in order to acquire the tools needed for success. | |------|------|------|------|------| |
| |------|------|------|------|------| | B3. Able to build the confidence and acceptance of others who may be fearful and resistant. | |------|------|------|------|------| |
| |------|------|------|------|------| | B4. Understands the importance of continual investment in innovation and user training. | |------|------|------|------|------| |
| |------|------|------|------|------| | B5. Views technology as a tool, not an obstacle or tyrant. | |------|------|------|------|------| |

Downside: Knee-jerk reactor – too little, too late. Paralyzed by fear and ego – fears or undervalues what they do not understand. Uses past as an indicator of the future. Invests in equipment, but not in user training and upgrade. Stingy – does not view job as giving people the tools they need.

AREA SYNOPSIS

Place the number of each competency on the appropriate scale below.

Items rated between:

 ↓ ↓

|----------|----------|----------|----------|----------|

Suggests an area of strength to build upon.

Items rated between:

 ↓ ↓

|----------|----------|----------|----------|----------|

Suggests an area of competence with

opportunity/need for improvement.

Items rated between:

 ↓ ↓

|----------|----------|----------|----------|----------|

Suggests an area of vulnerability that requires

purposeful attention.

Cluster C: Acquiring and Using Information

Definition: Ability to acquire and evaluate information, organize and interpret that information, and communicate it in a way that is understood and relevant.

|  |  |  |
| --- | --- | --- |
| Degree of Knowledge*(Formal Study: exposure through books and/or courses; Experiential learning: have successfully employed this behavior on more than one occasion.)* |  | Degree of Confidence |
|  | COMPETENCIES |  |
| In-DepthKnowledge | SomeKnowledge | Little or NoKnowledge |  | Do Very Well | Successful Most of the Time | Expect toHave Problems |
| |------|------|------|------|------| | C1. Ability to ask the right questions of the right sources of information; able to use good counsel. | |------|------|------|------|------| |
| |------|------|------|------|------| | C2. Continually seeks a balance of new quantitative, qualitative, and intuitive information and is willing to invest in the collection of this information. | |------|------|------|------|------| |
| |------|------|------|------|------| | C3. Relies on own experience and intuition to evaluate the data – does not rely solely on “expert” opinion. | |------|------|------|------|------| |
| |------|------|------|------|------| | C4. Understands that information is power and shares it freely. | |------|------|------|------|------| |
| |------|------|------|------|------| | C5. Integrates the use of qualitative, quantitative, and intuitive information to allow for timely decision making. | |------|------|------|------|------| |
| |------|------|------|------|------| | C6. Communicates information by full disclosure focusing on outcomes and building understanding, thereby continually transforming knowledge, culture, and behavior. | |------|------|------|------|------| |
| |------|------|------|------|------| | C7. Trusts ability to acquire information, does not need to “hold” information. | |------|------|------|------|------| |
| |------|------|------|------|------| | C8. Views information as a window to new opportunity; continually build new ways of looking at things based on new information; does not judge information as good or bad. | |------|------|------|------|------| |

Downside: Pursues own vision and opinion regardless of data or member needs, or only seeks information that will support own vision and opinion. Withholds information as a tactic of control. Able to make good decisions, but unable to use information to communicate rationale.

AREA SYNOPSIS

Place the number of each competency on the appropriate scale below.

Items rated between:

 ↓ ↓

|----------|----------|----------|----------|----------|

Suggests an area of strength to build upon.

Items rated between:

 ↓ ↓

|----------|----------|----------|----------|----------|

Suggests an area of competence with

opportunity/need for improvement.

Items rated between:

 ↓ ↓

|----------|----------|----------|----------|----------|

Suggests an area of vulnerability that requires

purposeful attention.

Cluster D: Understanding Complex Relationships

Definition: Ability to understand social, organizational, and technological systems; ability to evaluate and monitor progress; ability to design new structures and processes.

|  |  |  |
| --- | --- | --- |
| Degree of Knowledge*(Formal Study: exposure through books and/or courses; Experiential learning: have successfully employed this behavior on more than one occasion.)* |  | Degree of Confidence |
|  | COMPETENCIES |  |
| In-DepthKnowledge | SomeKnowledge | Little or NoKnowledge |  | Do Very Well | Successful Most of the Time | Expect toHave Problems |
| |------|------|------|------|------| | D1. Understands complex organizational relationships and values. Views organization in a holistic, multidimensional manner. | |------|------|------|------|------| |
| |------|------|------|------|------| | D2. Focuses attention on root causes, not symptoms. | |------|------|------|------|------| |
| |------|------|------|------|------| | D3. Uses vision and shared values to inspire others to find where they fit in and can contribute. | |------|------|------|------|------| |
| |------|------|------|------|------| | D4. Anticipates the unanticipated, and is not paralyzed by complexity. | |------|------|------|------|------| |
| |------|------|------|------|------| | D5. Emphasizes innovation and creativity; not focused on correction of weaknesses. | |------|------|------|------|------| |
| |------|------|------|------|------| | D6. Understands how to guide rather than force change by driving out definition of what success will look like at the highest level of common interest. | |------|------|------|------|------| |
| |------|------|------|------|------| | D7. Willing to create new models for structure and process. | |------|------|------|------|------| |
| |------|------|------|------|------| | D8. Uses “ad hocracy” and project teams to provide flexible frame for fluid needs and relationships. | |------|------|------|------|------| |

Downside: Looks at each situation in a vacuum. Pushes on “x” and does not anticipate that “y” will pop out. Focuses on fragments and details, not holistic and focused on outcome. May see complexity, but does not know what to do and becomes paralyzed.

AREA SYNOPSIS

Place the number of each competency on the appropriate scale below.

Items rated between:

 ↓ ↓

|----------|----------|----------|----------|----------|

Suggests an area of strength to build upon.

Items rated between:

 ↓ ↓

|----------|----------|----------|----------|----------|

Suggests an area of competence with

opportunity/need for improvement.

Items rated between:

 ↓ ↓

|----------|----------|----------|----------|----------|

Suggests an area of vulnerability that requires

purposeful attention.

Cluster E: Deployment of Resources

Definition: Ability to prioritize and allocate time, money, materials, space, volunteer, and staff resources.

|  |  |  |
| --- | --- | --- |
| Degree of Knowledge*(Formal Study: exposure through books and/or courses; Experiential learning: have successfully employed this behavior on more than one occasion.)* |  | Degree of Confidence |
|  | COMPETENCIES |  |
| In-DepthKnowledge | SomeKnowledge | Little or NoKnowledge |  | Do Very Well | Successful Most of the Time | Expect toHave Problems |
| |------|------|------|------|------| | E1. Empowers others by communicating clear vision of outcomes desired and accountabilities; provides the authority and resources to accomplish the outcome; inspires and evaluates performance effectively. | |------|------|------|------|------| |
| |------|------|------|------|------| | E2. Values strategic planning and links all organizational decisions to the plan. | |------|------|------|------|------| |
| |------|------|------|------|------| | E3. Effectively uses intangible assets of the organization to create results and opportunity. | |------|------|------|------|------| |
| |------|------|------|------|------| | E4. Clearly focuses on the long-term outcomes, letting go of the need to micro-manage or control, but rather giving others the freedom to contribute creatively. | |------|------|------|------|------| |
| |------|------|------|------|------| | E5. Weighs priorities, (a) perceived valued, (b) sequence, and (c) resource requirements when making resource decisions. | |------|------|------|------|------| |

Downside: Wasted energy and resources – much ado about nothing, i.e., lots of activity, but no result. Fragmentation of efforts.

AREA SYNOPSIS

Place the number of each competency on the appropriate scale below.

Items rated between:

 ↓ ↓

|----------|----------|----------|----------|----------|

Suggests an area of strength to build upon.

Items rated between:

 ↓ ↓

|----------|----------|----------|----------|----------|

Suggests an area of competence with

opportunity/need for improvement.

Items rated between:

 ↓ ↓

|----------|----------|----------|----------|----------|

Suggests an area of vulnerability that requires

purposeful attention.

Cluster F: Personal Characteristics Common to All Clusters

|  |  |  |
| --- | --- | --- |
| Degree of Knowledge*(Formal Study: exposure through books and/or courses; Experiential learning: have successfully employed this behavior on more than one occasion.)* |  | Degree of Confidence |
|  | COMPETENCIES |  |
| In-DepthKnowledge | SomeKnowledge | Little or NoKnowledge |  | Do Very Well | Successful Most of the Time | Expect toHave Problems |
| |------|------|------|------|------| | F1. Cultivation and trust of intuition. | |------|------|------|------|------| |
| |------|------|------|------|------| | F2. Opportunistic – always looking for what is emerging that might be turned to advantage. | |------|------|------|------|------| |
| |------|------|------|------|------| | F3. Ability to view all things holistically/multidimensionally. | |------|------|------|------|------| |
| |------|------|------|------|------| | F4. Open, receptive, and relaxed (absence of fear or defensiveness). | |------|------|------|------|------| |
| |------|------|------|------|------| | F5. Respect for the interdependence of people, actions, resources…. | |------|------|------|------|------| |
| |------|------|------|------|------| | F6. Oriented toward providing others with the tools they need, i.e., leader as servant. | |------|------|------|------|------| |
| |------|------|------|------|------| | F7. Values simplicity and clarity, and the importance of articulating what success will look like. | |------|------|------|------|------| |
| |------|------|------|------|------| | F8. Ability to inspire, teach, and persuade. | |------|------|------|------|------| |
| |------|------|------|------|------| | F9. Self-responsibility, self-trust, self-esteem, sociability, and integrity. | |------|------|------|------|------| |

Downside: Ego-centered: “I am right and I am important.” Fear of: Change, taking risks, complexity, failure. Corrects symptoms, but not root causes.

AREA SYNOPSIS

Place the number of each competency on the appropriate scale below.

Items rated between:

 ↓ ↓

|----------|----------|----------|----------|----------|

Suggests an area of strength to build upon.

Items rated between:

 ↓ ↓

|----------|----------|----------|----------|----------|

Suggests an area of competence with

opportunity/need for improvement.

Items rated between:

 ↓ ↓

|----------|----------|----------|----------|----------|

Suggests an area of vulnerability that requires

purposeful attention.

PERSONAL PROFILE

 HIGH ------- ------- ------- ------- ------- -------

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 6 |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 1 |  |  |  |  |  |  |
| LOW↓ | Cluster A**Inter-****Personal** | Cluster B**Tech-nology** | Cluster C**Infor-mation** | Cluster D**Relation-ships** | Cluster E**Resources** | Cluster F**Personal** |

DIRECTIONS

Using both your degree of knowledge *and* of confidence self-ratings, locate your perceptual snapshot for each cluster on the appropriate scale-line above.

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

* Develops task objectives, timelines, and evaluation procedures independently.
* Develops 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

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 decision 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 that 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 follow-up 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

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 situation 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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