LUMA ✷ CARE

MANUAL: BOARD POLICY MANUAL	INDEX I.D.: D.4
SECTION : BOARD/STAFF RELATIONS	PAGE NO. 1 OF 2
TITLE: CEO/ED EVALUATION	ORIGINAL: JANUARY 25, 2017
APPROVAL: *David Mccaaw'* **BOARD CHAIR**	

D.4.1. Policy Statement

Lumacare's Executive Director (ED) is ultimately accountable for the overall success and operation of the Agency. Specific, measureable performance outcomes are established and agreed upon by the Executive Director and the Board Chair on an annual basis, at the beginning of a performance cycle. The Board of Directors Executive Committee is responsible for reviewing the Executive Director performance annually at the conclusion of the performance cycle, and providing valuable performance feedback that contributes to the growth and development of the Executive Director.

The Executive Director's performance evaluation process aligns to the process used for Lumacare's senior staff.

D.4.2. Purpose

The purpose of this policy is to detail the performance evaluation process for the Executive Director.

D.4.3. Scope

This policy applies to the Executive Director and the Board of Directors Executive Committee.

D.4.4. Procedure

The Executive Director's performance evaluation is a review of a combination of the results achieved (SMART goals) and the demonstration of Lumacare's core competencies (see appendix II).

D.4.4.1. SMART (Specific, Measurable, Action-Oriented, Relevant, Time-Bound) Goals:

SMART goals are established collaboratively between the Board Chair prior to the beginning of a performance cycle. SMART goals must be aligned to the strategic

priorities of the organization, and of the funders, and reflect the overall performance of the Agency throughout the year.

The achievement of the SMART goals is worth 50% of the overall performance evaluation rating.

The Executive Director communicates progress on the achievement of the established SMART goals in the quarterly ED report submitted to the Board of Directors.

D.4.4.3. Competencies

The Board Chair will seek input from a minimum of two (2) identified external partners, Board Members, and the Lumacare Senior Team, in the evaluation of the ED competencies, prior to the completion of the Executive Director's performance evaluation.

The demonstration of competencies is worth 50% of the overall performance evaluation rating.

D.4.5. Salary Increases and Employee Performance Review

All salary increases are dependent on funding availability.

Lumacare aspires to a pay-for-performance compensation strategy. On an annual basis, the Executive Director salary is reviewed and adjusted with consideration to the market competitiveness, funding availability, and the performance score of the ED.

The Board Executive Committee is ultimately accountable for approving any compensation changes for the ED.

D.4.6. Related Policies

Lumacare Personnel Policy and Procedure Manual:

A.4 Performance Evaluations

Appendix

Appendix I	Executive Director Performance Evaluation Cycle
Appendix II	Executive Director Performance Evaluation Form
Appendix III	Lumacare Competency Definitions

Executive Director Performance Evaluation Cycle:

The annual performance cycle for the Executive Director aligns to the calendar year, which runs from January – December, and adheres to the following deadlines:

1. SMART goals established and signed off by December 15th for the following performance cycle.
2. Executive Director's reports are submitted to the Board of Directors quarterly.
3. Executive Director submits a minimum of five (5) external partners to the Board Chair to be consulted by October 31st annually.
4. The Board Chair collects input from a minimum of two (2) partners, the Board Members, and the Senior Team by November 30th annually.
5. The Executive Director completes and submits a self-appraisal to the Board Chair by November 30th annually.
6. The Board Chair meets with the Board Executive Committee to discuss and align, regarding the ED performance evaluation, prior to delivering the evaluation to the ED.
7. The Board Chair and the ED meet to discuss and finalize the performance evaluation by December 20th annually.
8. A signed copy of the ED performance evaluation is submitted to Human Resources, and resides in the ED personnel file.

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Executive Director Performance Evaluation

Executive Director Performance Evaluation					
Employee Name	Susan Doyle, Executive Director				
Conducted By	David Mousavi, Board Chair				
Performance Cycle					
Date of Evaluation					
Final Performance Rating	UN ☐	NI ☐	ME ☐	EE ☐	EX ☐

Rating Category		
EX	Exceptional	The overall evaluation demonstrates consistent performance substantially exceeding job expectations. Planned objectives were achieved well above the established standards.
EE	Exceeds Expectations	This overall evaluation demonstrates job performance at a level exceeding that of a satisfactory evaluation. The employee's performance regularly surpasses the standards expected.
ME	Meets Expectations	This overall evaluation demonstrates success and competency in the performance of the job. The employee has produced the desired or intended results, and completely satisfies the established standards and expectations.
NI	Needs Improvement	This indicates an overall performance that needs improvement in order to meet job expectations. The employee meets some, but not all position requirements, and must work towards overcoming any difficulties. Inconsistent performance, or performance "working toward" full competency through a learning curve would fall within this category.
UN	Unacceptable	This indicates an overall performance that is unacceptable due to the employee's own lack of effort or skills. The employee has not met the standards as expected, and must take immediate corrective action.

Signatures

Board Chair: _____ Date: _____

Executive Director: _____ Date: _____

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Goals and Deliverables (50% of performance rating)

SMART GOAL

RATING
UN ☐   NI ☐   ME ☐   EE ☐   EX ☐

ED Comments:
Click here to enter text.

Board Comments:
Click here to enter text.

SMART GOAL

RATING
UN ☐   NI ☐   ME ☐   EE ☐   EX ☐

ED Comments:
Click here to enter text.

Board Comments:
Click here to enter text.

SMART GOAL

RATING
UN ☐   NI ☐   ME ☐   EE ☐   EX ☐

ED Comments:
Click here to enter text.

Board Comments:
Click here to enter text.

SMART GOAL

RATING
UN ☐   NI ☐   ME ☐   EE ☐   EX ☐

ED Comments:
Click here to enter text.

Board Comments:
Click here to enter text.

SMART GOAL

RATING

UN ☐   NI ☐   ME ☐   EE ☐   EX ☐

ED Comments:
Click here to enter text.

Board Comments:
Click here to enter text.

SMART GOAL

RATING

UN ☐   NI ☐   ME ☐   EE ☐   EX ☐

ED Comments:
Click here to enter text.

Board Comments:
Click here to enter text.

Competencies (50% of performance of rating)

COMPETENCIES	UN	NI	ME	EE	EX
THOUGHT LEADERSHIP					
Strategic Thinking	☐	☐	☐	☐	☐
Problem Solving and Decision Making	☐	☐	☐	☐	☐
Client Centric	☐	☐	☐	☐	☐
RESULTS LEADERSHIP					
Planning and Organizing	☐	☐	☐	☐	☐
Execution	☐	☐	☐	☐	☐
Commitment to Quality	☐	☐	☐	☐	☐
TEAM LEADERSHIP					
Collaboration	☐	☐	☐	☐	☐
Communicates Effectively	☐	☐	☐	☐	☐
Coaches and Develops Others	☐	☐	☐	☐	☐
PERSONAL LEADERSHIP					
Integrity	☐	☐	☐	☐	☐
Resilience and Adaptability	☐	☐	☐	☐	☐
Accountability	☐	☐	☐	☐	☐

Summary of Overall Performance

ED Comments:
Click here to enter text.

Board Comments:
Click here to enter text.

RATING CATEGORIES	COUNT	MULTIPLIER	CATEGORY
Exceptional		X 5 =	
Exceeds Expectations		X 4 =	
Meets Expectations		X 3 =	
Needs Improvement		X 2 =	
Unacceptable		X 1 =	
TOTAL ELEMENTS RATED		**TOTAL VALUE =**	
Goals/Deliverables Rating	**Total Value ÷ # of SMART Goals =**		

RATING CATEGORIES	COUNT	MULTIPLIER	CATEGORY TOTALS
Exceptional		X 5 =	
Exceeds Expectations		X 4 =	
Meets Expectations		X 3 =	
Needs Improvement		X 2 =	
Unacceptable		X 1 =	
TOTAL ELEMENTS RATED		**TOTAL VALUE =**	
Competencies Rating	**Total value÷ 12 =**		

RATING SCORE	
Goals/Deliverables Rating ___ + Competency Rating ___ ÷ 2	

NUMERIC SCORE	ALPHA SCORE
Rating of 1.00 to 1.50	Unacceptable
Rating of 1.51 to 2.50	Needs Improvement
Rating of 2.51 to 3.50	Meets Expectations
Rating of 3.51 to 4.50	Exceeds Expectations
Rating of 4.51 to 5.00	Exceptional

Lumacare Competencies Defined

Competency Class	Competency	Indicator Statements
Thought Leadership	**Strategic Thinking**	- Visionary; embraces and champions the Agency's vision; - Understands the organization's strengths and weaknesses; - Has necessary functional job knowledge to determine appropriate decisions and actions; - Understands industry sector and market trends; - Understands the success factors critical to the organization's long-term sustainability and competitiveness; - Exercises forethought appropriate to organization level; - Translates strategy into operational plans and tactics; - Modifies business plans based on changing conditions; - Maintains current knowledge of funder landscape and priorities.
Thought Leadership	**Problem Solving & Decision Making**	- Gathers information on an issue, impartially considering all sides, and makes logical decisions that are clear; - Analyzes and solves problems by dealing with facts, and not by laying blame; - Evaluates positive and negative alternatives within time and resource constraints; - Uses agreed upon criteria for decision-making, rather than hidden agendas; - Delegates or escalates decision-making responsibility when appropriate; - Considers the total organization when making decisions; - Keeps the Agency / department's long-term goals in mind when addressing short-term issues and problems.
Thought Leadership	**Client Centric**	- Identifies and responds to client's current and future needs; - Demonstrates that the client is at the forefront of all decisions and actions; - Views situations from the perspective of Lumacare clients; - Provides excellent service to internal and external customers; - Identifies and solves client concerns quickly and

		effectively; - Diligently exercises care and concern for client's safety and well-being; - Looks for innovative ways to deliver to the needs of clients.
Results Leadership	**Planning and Organizing**	- Accurately estimate time and effort required to complete a task; - Identify and organise systems and required resources; - Organise personal time to carry out responsibilities; - Maintain adequate preparation time for scheduled meetings/deadlines; - Develop schedules and timetables with clear, specific milestones and deadlines; - Establish how to measure results and milestones for self; - Separates the essential from the non-essential, ensuring the completion of higher value tasks; - Focuses time and resources on activities that will yield the greatest benefit; - Gets work done within a given time frame; - Sets realistic personal goals and work plans that are consistent with the business needs and strategies of the unit; - Works effectively under pressure - balances multiple objectives; - Obtains information and utilizes resources effectively.
Results Leadership	**Execution**	- Gets the job done by doing whatever it takes, within an appropriate time frame; - Handles and delivers multiple projects simultaneously; - Implements plans and makes mid-course changes when necessary to achieve goals; - Sets daily, weekly, monthly, quarterly and annual project goals, creating specific plans to meet them; - Is able to anticipate barriers to success, and shows persistence in overcoming obstacles; - Ensures follow-through to desired results.
Results Leadership	**Commitment to Quality**	- Shows concern for quality, accuracy, and completeness of work activities; - Uses established systems (i.e. software) to organize and efficiently keep track of information, data, time, and resources;

		- Personally seeks to add value in every work assignment; - Focussed on continuous improvement – better today than yesterday, every day. Not satisfied with the status quo, notices opportunities to improve quality and takes action to do so.
Team Leadership	**Collaboration**	- Demonstrates respect for the opinions of others; - Identifies and pushes for solutions in which all parties can benefit; - Enthusiastically works with all employees at all levels, and from all backgrounds, capitalizing on their strengths; - Actively seeks opinions and ideas from people of varied background and experiences to improve decisions; - Values and incorporates contributions of people from diverse backgrounds; - Seeks information from many different sources before deciding on own approach;
Team Leadership	**Communicates Effectively**	- Communicates in an open, candid, and consistent manner; - Explains concepts and procedures clearly and completely, while maintaining attention and interest; - Displays diversity awareness and sensitivity in verbal and written communications; - Shows tact and diplomacy in dealing with others; - Keeps individuals well informed of key organizational issues and needs; - Keeps individuals informed about issues that may affect them; - Keeps others informed on the status of assigned work; - Delivers information effectively in a variety of settings including, one-on-one, team setting, and presentations; - Able to adjust communication style targeted to the audience to achieve desired results; - Demonstrates courage in the willingness to address sensitive situations, despite discomfort.
Team Leadership	**Coaching and Developing Others**	- Provides timely constructive feedback that is clear and direct. Describes the impact of actions and checks for understanding; - Establishes an effective, professional, and positive relationship with staff; - Clarifies responsibilities and expectations;

		- Provides guidance in how to strengthen knowledge, skills and abilities to improve personal and organizational performance; - Provides new assignments and experiences to develop the employee's capability and competencies; - Participates in and conducts timely Performance Partnership meetings; - Uses appropriate methods and flexible interpersonal style and coaching to develop others' capabilities; - Recognizes and reinforces developmental efforts, progress, and improvements; - Expresses confidence in others' ability to be successful.
Personal Leadership	**Integrity**	- Generates trust and credibility; - Exercises honesty and authenticity in dealing with others; tells the truth even in difficult circumstances; - Models behavior in line with the Agency core values; - Acts with transparency and fairness in working with others; - Does not engage in gossip; actively discourages gossip in others.
Personal Leadership	**Resilience and Adaptability**	- Demonstrates a commitment to seeing the Agency situations, and others in a positive light; - Looks for ways to make changes work rather than identifying ways in which it will not work; - Adapts to change quickly and easily; - Shows a willingness to adapt to new systems, processes and tools; - Shifts strategy or approach in response to the demands of a situation; - Successful at maintaining a positive attitude and productivity in times of ambiguity and change; - "bounces back" from setbacks easily.
Personal Leadership	**Accountability**	- Follows-through on commitments; - Only makes promises that can be kept; - Proactively communicates commitments at risk; - Acts like a business owner, taking care of the needs of the unit; - Takes responsibility for actions, results, and mistakes; - Is willing to accept additional responsibility or authority;

		- Capable of holding self and others accountable for the delivery of results