

## Governance Policies and Procedures

<b>Policy Name: Executive Director Performance Evaluation</b>	
<b>Policy Number: G 2.6</b>	<b>Policy Type: Role of the Board</b>
<b>Approval Date: April 15, 2016</b>	<b>Date for Review: 2027; Every 3 years</b>
<b>Revised: September 2024</b>	

## **EXECUTIVE DIRECTOR PERFORMANCE EVALUATION**

### **INTRODUCTION:**

It is a responsibility of the Ontario Library Association’s Board of Directors to hire a qualified and competent individual as the Executive Director (ED) of the Association. The Board oversees the performance of the ED and supports the ED’s development. As part of this process the Board conducts a formal, annual performance appraisal of the ED. This process facilitates bilateral communication between the Board and the ED, and ensures that the Board’s priorities are being achieved. This policy sets out the basis for the ED evaluation.

The ED is entitled to an evaluation of their performance by the Board of Directors on an annual basis. An objective and fair performance evaluation process and open communication will serve to strengthen the relationship between the Board and ED, provide direction to the ED, recognize their accomplishments, and ensure accountability for their actions.

### **PURPOSE:**

The evaluation of the ED is one part of the Board’s governance duty to ensure the Association has effective executive management. Establishing a framework for a regular and formal evaluation process will ensure there is consistency of the organization’s expectations of its ED from year to year and from Board to Board. This policy establishes guidelines to evaluate the performance of the ED.

### **DEFINITIONS:**

Board: Ontario Library Association Board of Directors  
 ED: Executive Director

### **POLICY STATEMENTS:**

- The performance evaluation process will be a mutually understood process in which the responsibilities of ED and the Board are fully articulated.
- The evaluation process will strive to enhance the working relationship and information sharing between the ED and the Board.

- To the greatest extent possible, the ED's performance evaluation will be based on relevant, multi-faceted data that is relevant to the following criteria:
  - Accomplishment of the organization's mission, objectives and strategic results for which the Executive Director is responsible.
  - Implementation of, adherence to, and monitoring of the Board policies.
  - Ensuring that the Board is well informed on issues affecting the continued relevance of the mission and performance and reputation of the Association.
  - Successful undertaking of relevant professional development and education.
- The provision of evaluative feedback will be a formal, continuous process between the ED and the Board President, who confers with the ED on a regular basis.
- The results of the most recent Board Evaluation will be considered as a part of the ED evaluation process in order to enhance Board/ED relations and/or identify areas for improvement.

## **PROCEDURES:**

1. In keeping with the ED Succession Policy, a newly hired ED will be evaluated at the six month mark and annually thereafter.
2. The ED shall:
  - review the job description of the position and recommend any changes necessary. Changes will be made by the Board as required.
  - develop an annual plan with goals and well-defined, measurable performance objectives, which are based on the Board's strategic priorities.
3. The Board shall:
  - review the written job description which states the responsibilities of the ED,
  - appraise the ED's performance based on the job description, relevant competencies,
  - review progress towards achieving the Board's priorities, and compliance with Board policies,
  - invite the ED to be an active participant in their own appraisal.
4. Information collected to assess the performance of the ED may include:
  - a. the annual report from the ED outlining:
    - progress to date on the Strategic Plan, including the annual plan and targets, and achievement of other organizational goals and initiatives;
    - accomplishments and/or challenges to date;

- implementation of, adherence to and monitoring of policies; and
  - OLA's current financial position and projected year-end position;
  - successful audit process.
- b. data on service performance measures such as membership, program statistics, fundraising etc.
5. Competencies on which the ED is evaluated may include, but not be limited to:
- vision for the organisation
  - achievements on behalf of OLA
  - leadership qualities
  - coaching and mentoring opportunities for leadership team
  - Additional competencies may be identified and included.
6. In the event that the ED's performance needs improvement, the Board must clearly state where progress must be made and will:
- offer training and/or mentoring opportunities to address specific issues
  - re-evaluate the performance of the ED, in six months.
7. **In October**, the President will inform the Board of the upcoming performance review, distribute the ED's self-evaluation report, and request input from all Board Members using an assessment template (Appendix A). The President will also send a copy of the assessment template to the EDs direct reports. A deadline date for the completion of the Board and staff individual assessments will be established.
8. The board will obtain feedback from the EDs direct reports by asking them to complete Sections A&D of the ED evaluation form. That anonymous feedback will form a part of the final evaluation report.
9. Board member and staff feedback on ED performance shall be sent to the Board President and Vice-President. A member of the Executive Committee (or designate) will consolidate the input submitted by the individual Board members to be discussed by the Committee and an assessment report prepared for Board discussion. The Committee's report to the Board may contain recommendations regarding actions required and include adjustments to the compensation and/or other conditions of employment of the Executive Director.
10. The Committee's report will be communicated to the Executive Director for comment before it is sent to the Board.
11. **At the November Board meeting**, an In-Camera session of the Board will be called during which the President will report on the performance review, noting achievements and/or any recommendations for improvement. At this time, the Board Executive would also put forward any recommendation regarding compensation changes for Board approval.

12. The President and Vice President will meet with the ED to discuss the outcome of the review, including the insights and observations from the Board. A letter confirming the outcome of the performance evaluation and advising of any changes to compensation will be provided to the ED.
13. The final report and a copy of the letter to the ED will be placed in the confidential personnel file of the ED.

**POLICY HISTORY:**

Action	Date
Approved	March 2017
Revised	November 2023 (Tracking begins)
Revised	September 2024

**APPENDIX A**  
**OLA Executive Director Annual Performance Review**

**SECTION A General Performance Factors**

Rate each of the ten areas of performance by indicating the number which corresponds to the performance rating.

Rating Matrix:

- 4 - Outstanding/exemplary performance. Achieved more than was expected.
- 3 – Satisfactory performance. Achieved all that was expected.
- 2 – Showed progress, but fell short of expectations.
- 1 – Needs improvement. No significant progress made; poor performance or expectations.

Performance Area	Description	Rating
Leadership and Initiative	Sets the tone at the top of the Association consistent with the vision and values of the OLA. Fosters continuous improvement and innovation. Provides positive direction and inspires or stimulates the best efforts of others in accomplishing goals.	
Knowledge	Displays a strategic understanding of trends and issues including new developments in the non-profit and library sectors, and uses that understanding to formulate strategies for the OLA. Level of understanding of job responsibilities and the effective utilization of technology. Knows one’s own strengths and limitations and seeks support	
Communication	Keeps the Board and Committees informed about key issues and trends. Ability to communicate effectively and professionally, and with a level of tact, discretion, and positive attitude in all forms of communications. Manages access, security and protection of all board documentation and records.	

Business Acumen	Provides sound and reasonable financial management of the OLA, and regularly updates the Board with relevant information. Demonstrates a service focus to meet the needs and advance a quality experience for the membership.	
Collaboration	Effectiveness of interaction and diplomacy with others and willingness to complete assigned tasks, and also time-sensitive tasks as they arise. Works with other organizations to further the goals of the OLA.	
Relationship Building	Together with the Board, leads and determines the overall strategy of the OLA. Fosters a relationship of mutual trust with Board members. Develops and maintains a planned network of external relationships.	
Work Ethic/Initiative	Ability to complete a reasonable volume of work accurately and effectively in a timely manner. Ability to produce quality work under pressure. Fosters creative problem-solving through critical reflection, problem analysis, risk assessment and innovation.	
Professionalism	Ability to maintain confidentiality and adhere to the culture of the OLA. Respects and relates well to people of diverse background. Demonstrates an awareness of the impact on one's own behaviour on others and the OLA.	
Accountability	Ability to complete assignments and other job related duties effectively. Confronts performance issues directly and promptly.	
Decisiveness	Perceives the impact and implication of decisions and considers alternative courses of action and draws logical conclusions that reflect factual information (quality of decision).	

**SECTION B Performance Strengths**

Note *significant* skills, knowledge, or behaviours demonstrated during this review period. Include any professional development accomplished in the review period (formal or informal).

1.
2.
3.

**Training and Development Opportunities**

Describe areas of performance that provide opportunities for improvement or further enhancement of skills or knowledge within the next review period.

1.
2.
3.

**Board-Defined Goals for the Coming Year**

Detail goals to be achieved for the organization in the coming year. These goals will be evaluated as part of the next year's performance evaluation.

1.
2.
3.

**SECTION C Overall Performance**

\_\_\_\_\_ **Outstanding**

Performance consistently exceeds expectations of job requirements. Exceptional level of achievement.

\_\_\_\_\_ **Successful**

Achieves results in all or most key result areas; where results are not met, reasons are clearly beyond the control of the employee.

\_\_\_\_\_ **Needs improvement**

Achieves some of the results identified, but fails to meet all requirements of the job. Improvement is expected to be achieved through increased effort and/or through additional experience in the position.

\_\_\_\_\_ **Unacceptable**

Performance consistently does not meet minimal expectations of job requirements. Immediate improvement is required.

**SECTION D Additional Comments**

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The signatures below confirm that this evaluation has been reviewed and discussed.

<b>Executive Director:</b>	<b>Date:</b>
<b>OLA President:</b>	<b>Date:</b>
<b>Board Witness:</b>	<b>Date:</b>