



**Wednesday, May 13, 2026**

**Ad Hoc Director Evaluation Committee - 6:00 PM Storytime Room**

1. **Call to order and roll call**

2. **Comments of visitors**

Visitors who wish to address the Board at this time are asked to introduce themselves. This item on the agenda will take no more than 15 minutes. The President of the Board will divide this 15-minute segment by the number of persons who have requested to speak to the Board to determine the amount of time allotted to each person. The President will then call on those people one at a time to stand and address the Board for no more than the allotted time.

3. **Discussion: Director evaluation**

## Introduction

Audubon's competency model framework is one of the ways in which we are working towards the Workplace Excellence milestone in Flight Plan. A competency model directly contributes to the following milestones:

1. Accountability to Impact and Values: Accountability requires clearly articulated organizational goals. The competency model provides a shared language for discussing job performance and outlines a standard definition of success.
2. Inclusive Workplace: By identifying common performance standards, we are working towards standards that don't change from person to person when it comes to critical job elements. That said, a competency model alone won't create an inclusive workplace. Still, it's one of the foundational elements that will be leveraged in performance management, recruitment and hiring, learning and development, and strategic planning.
3. Continuous Improvement Through Feedback and Learning: The competency model outlines the knowledge, skills, and abilities required for different job levels. It can provide guidance and direction for professional development activities and measuring progress.

In the coming year, People and Culture will work to integrate the competency framework into multiple functional areas that align with employees' journeys with the organization, including talent acquisition, talent development, performance management, and learning and development. Sharing the competency framework is the first step in this process.

## How to Navigate this Document

This document includes four sections, two of which provide different ways to view the framework. The competency framework will form the basis of our shared vocabulary around performance expectations and work standards by role level. All staff will need to be familiar with it, specific to their role. For leaders and people managers, you will need to be familiar with and ensure application-specific for your departments and teams. People and Culture will provide more training and resources on the framework in the Fall.

- I. [Overview of National Audubon Society Competency Framework](#)
- II. [List of Competencies Organized by Focus Areas](#)
- III. [List of Competencies Organized by Job Grades](#)
- IV. [Frequently Asked Questions](#)



## National Audubon Society Competency Framework

The competency framework and corresponding definitions and behaviors have been customized to Audubon’s context. The details for each competency reflect feedback from staff, incorporate Audubon’s values, reflect Equity, Diversity, Inclusion, and Belonging commitments, and consider Audubon’s overall strategic plan and mission. The behaviors listed are meant to provide enough guidance while also providing flexibility to align with the diversity of roles that exist at Audubon. The competency framework will play a critical role in staff development. It is a tool that will help managers work with staff at any level to identify skills, knowledge, and abilities that they should develop for their day-to-day work and growth.

People Focus	Building Relationships	Fostering Relationships	Building Trust	Fostering Trust
Role in Continuous Learning	Problem Solving	Analytical Thinking	Coaching	Mentoring
Results Focus	Accountability	Creativity & Innovation	Decision Making	Impact & Influence
Role in Change	Supporting Change	Facilitating Change	Leading & Facilitating Change	Leading Change
Leadership Focus	Critical Thinking	Team Leadership	Strategic Leadership	Visionary Leadership

### Commitment to Equity, Diversity, Inclusion and Belonging (EDIB)

	Early Level Role: Support (Grades 1-3)	Mid-Level Role: Leads or Supports (Grades 4-6)	Senior Level Role: Leads (Grades 7-9)	Executive and C-Suite Role: Strategic (Grades 10+)
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## Focus Areas Defined

Audubon's Competency Framework includes five focus areas. Each focus area has a definition and includes four competencies. The competencies within a focus area are meant to iterate and build on each other. Staff should focus on competencies associated with their grade level. Staff members can find their Grade Level in their Workday Worker Profile under the Compensation section. This does not mean that a given staff member's role might not require they develop or apply other competencies in Audubon's framework. The framework should be used in addition to considering a person's job description, which also includes technical competencies.

Focus Area	Focus Definition	Competencies
People	People Focus involves a genuine interest in understanding diverse perspectives, fostering collaboration, building, strengthening, and maintaining productive relationships within teams or between departments, and creating a supportive work environment.	<ul style="list-style-type: none"> <li>• Building Relationships</li> <li>• Fostering Relationships</li> <li>• Building Trust</li> <li>• Fostering Trust</li> </ul>
Role in Continuous Learning	Role in Continuous Learning reflects Audubon's dedication to staff growth and development in alignment with evolving industry trends and organizational goals. This represents a commitment to staying relevant, expanding capabilities, and embracing opportunities for all staff members' personal and professional development.	<ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Analytical Thinking</li> <li>• Coaching</li> <li>• Mentoring</li> </ul>
Results	Results Focus means we are driven by a vital purpose and dedicated to producing measurable and impactful results within respective roles, functions, or projects, with actions considering our work toward achieving a hemispheric approach.	<ul style="list-style-type: none"> <li>• Accountability</li> <li>• Creativity &amp; Innovation</li> <li>• Decision Making</li> <li>• Impact &amp; Influence</li> </ul>
Role in Change	Role in Change includes the contribution, influence, or responsibility of an individual, group, organization, or entity in driving or participating in an intentional change process.	<ul style="list-style-type: none"> <li>• Supporting Change</li> <li>• Facilitating Change</li> <li>• Leading &amp; Facilitating Change</li> <li>• Leading Change</li> </ul>
Leadership	Leadership Focus involves effectively steering and managing organizational transformations by providing vision, direction, and support to achieve Audubon's mission, goals, and objectives.	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Team Leadership</li> <li>• Strategic Leadership</li> <li>• Visionary Leadership</li> </ul>

## Competency Definitions by Focus Area

### People

Grade Level	Competency	Competency Defined	Competency Behaviors
Early Level Roles: Support Grades 1-3	Building Relationships	Establishing and nurturing meaningful connections, rapport, and trust with others while fostering an environment of inclusivity and respect for Equity, Diversity, Inclusion, and Belonging (EDIB).	<ul style="list-style-type: none"> <li>• Demonstrates receptiveness to feedback, actively seeking input from diverse voices, including those from underrepresented groups, and using constructive criticism as an opportunity for personal and professional growth.</li> <li>• Treats people with dignity, respect, and fairness; shares credit with others.</li> <li>• Works cooperatively with peers, team members, and others to set responsibilities (e.g., agree on schedules or rotations).</li> <li>• Acts with integrity, inclusive of demonstrating honesty and honoring commitments.</li> <li>• Acquires information and skills necessary to contribute to team goals.</li> <li>• Shares information and ideas and solicits ideas and suggestions from others to accomplish mutual goals.</li> </ul>
Mid-Level Roles: Leads or Supports Grades 4-6	Fostering Relationships	Requires actively nurturing and cultivating connections with others and building trust, mutual respect, and understanding through regular communication, shared experiences, and genuine interactions. It also requires creating a positive and inclusive environment where individuals and teams feel valued, heard, and supported.	<ul style="list-style-type: none"> <li>• Schedules regular one-on-one meetings with direct reports to discuss their professional development, goals, and any challenges they may be facing. Use these meetings to build rapport and offer support.</li> <li>• Engages in collaborative projects and initiatives that involve working closely with team members from different departments or backgrounds to achieve common goals.</li> <li>• Appreciates the contributions of team members through verbal praise, written commendations, or other forms of acknowledgment.</li> <li>• Fosters a culture of feedback within the team by soliciting input from team members regularly and providing constructive feedback. Creates a safe space for open and honest communication where everyone feels valued and heard, and others learn and gain insights.</li> <li>• Facilitates joint projects or initiatives to foster a sense of unity within the organization and encourage collaboration between teams or departments.</li> </ul>
Senior Level Roles: Leads Grades 7-9	Building Trust	Involves interacting with others in a way that gives them confidence in one's intentions and those of Audubon. It entails being perceived as direct, truthful, and reliable, consistently fulfilling assurances, promises, and commitments.	<ul style="list-style-type: none"> <li>• Communicates honestly with staff regarding changes affecting the organization, providing the appropriate level of information based on circumstances.</li> <li>• Listens to others and objectively considers others' ideas and opinions, even when they conflict with one's own.</li> <li>• Take steps to create appropriate and inclusive decision-making processes that work to eliminate bias and elevate diverse voices.</li> <li>• Models treating people with dignity, respect, and fairness; advocates for others and their ideas even in the face of resistance or challenge.</li> <li>• Serves as a role model for consistently, in all cases, handling sensitive data with extreme care; encourages and inspires others to act the same.</li> <li>• Maintains an open-door policy and listens to others' comments, suggestions, and complaints.</li> <li>• Shows genuine interest in the success of others and promotes and showcases their abilities.</li> <li>• Allows people to learn from mistakes, encouraging new, innovative thinking.</li> </ul>

People Continued

Grade Level	Competency	Competency Defined	Competency Behaviors
Executive Level and C-Suite Roles: Strategic Grades 10 and above	Fostering Trust	Fostering trust involves creating an environment where openness, reliability, integrity, and ethical conduct are central values by acknowledging and embracing colleagues, teams, and stakeholders' diverse perspectives, backgrounds, and values.	<ul style="list-style-type: none"> <li>• Regularly communicates transparently and honestly with employees, shareholders, and stakeholders about the company's goals, challenges, and decisions.</li> <li>• Demonstrates integrity, ethics, and accountability in all actions and decisions. Uphold high ethical standards and model behavior that aligns with Audubon's values, fostering trust among employees and stakeholders.</li> <li>• Hold and keep confidentiality commitments, checking for confidentiality level if uncertain</li> <li>• Build strong teams through relationships with employees, shareholders, customers, and other stakeholders by investing time in one-on-one meetings, networking events, and relationship-building activities. Show genuine interest in their perspectives, needs, and goals.</li> <li>• Understand your contributions in relation to others by embracing a learner mindset flexibility, providing space for others, inviting and considering diverse perspectives, and recognizing the values of others' contributions</li> <li>• Continue to develop skills to have honest and emotionally aware discussions and positive relationships that model reserving judgment and assuming the best intentions</li> <li>• Delegates responsibilities and decision-making authority intended to empower team members, demonstrate confidence in their capabilities, and foster ownership, accountability, and mutual trust within the executive leadership team.</li> <li>• Holds self and others accountable for achieving results and upholding commitments.</li> </ul>

## Role in Continuous Learning

Grade Level	Competency	Competency Defined	Competency Behaviors
Early Level Roles: Support Grades 1-3	Problem-Solving	Problem-solving is understanding a challenge and working toward finding an effective solution. Audubon values problem-solving skills to support the decision-making process day-to-day. Individuals' adept in problem-solving showcase critical thinking, creativity, and a systematic approach to tackling challenges and aiding in resolving organizational issues.	<ul style="list-style-type: none"> <li>• Demonstrates emotional intelligence and cultural sensitivity to determine where the problem exists and separate facts from opinions.</li> <li>• Carefully analyzes situations to determine where the problem exists and the cause(s).</li> <li>• Develop ability to problem solve by actively acquiring knowledge and skills to provide recommendations to solve problems and implement solutions.</li> <li>• Demonstrates the skill to anticipate the behaviors and responses of those affected by the problem.</li> <li>• Bring a fresh perspective to a challenge and try something new if the existing approach fails.</li> <li>• Proactively learn from and with each other.</li> </ul>
Mid-Level Roles: Leads or Supports Grades 4-6	Analytical Thinking	Analytical thinking involves recognizing and valuing diverse perspectives, experiences, and knowledge when analyzing data, drawing conclusions, and acknowledging the richness of diverse viewpoints to foster a more comprehensive and equitable approach to problem-solving.	<ul style="list-style-type: none"> <li>• Considers a diverse range of sources, references, and diagnoses; checks all the facts and information before reaching a solution.</li> <li>• Uses data analytics and best practices to solve problems and answer questions, seeking rational, data-backed solutions.</li> <li>• Knows where to find facts and sources and where or who to ask for help when necessary.</li> <li>• Encourages yourself and others to think outside the box and be inclusive of all diverse factors and considerations.</li> <li>• Demonstrates logical thinking by using reason to analyze the situation and consider solutions using inductive and deductive reasoning to answer workplace questions and to have a pulse check on the culture use research.</li> </ul>
Senior Level Roles: Leads Grades 7-9	Coaching	It is the capability to adeptly guide and develop individuals within the organization, nurturing their professional growth and enhancing performance. Coaching should be future-focused.	<ul style="list-style-type: none"> <li>• Meets with staff individually to provide timely and constructive feedback and offers actionable steps for continuous development.</li> <li>• Nurtures psychological safety to embrace open dialogue, a safe space for constructive feedback and development, and a compassionate embrace of vulnerability.</li> <li>• Uses effective communication and active listening, shows curiosity, asks thought-provoking questions, and avoids passing judgment.</li> <li>• Offers guidance to individuals and teams navigating challenges and conflicts.</li> <li>• Focus on problem-solving. Helps lead people to think of their setbacks as lessons and ask what can be done differently.</li> </ul>
Executive Level and C-Suite Roles: Strategic Grades 10 and above	Mentoring	Mentoring involves recognizing and embracing mentees' experience levels, diverse backgrounds, perspectives, and aspirations and tailoring the mentorship approach to accommodate different needs and experiences.	<ul style="list-style-type: none"> <li>• Supports mentees in identifying and enhancing their skills, providing resources and guidance to help them excel in their current roles and future career aspirations.</li> <li>• Meets with mentees regularly, provides constructive feedback on performance, and offers insights on areas for improvement.</li> <li>• Assists mentees in navigating workplace challenges, advising them on effective communication, conflict resolution, developing a growth mindset, and building positive relationships at work.</li> <li>• Identifies and recommends relevant professional development opportunities, such as workshops, conferences, or training programs to enhance mentees' knowledge and skills.</li> <li>• Collaborates with mentees to set achievable short-term and long-term goals, monitor progress, and recognize or spotlight achievements.</li> </ul>

## Results

Grade Level	Competency	Competency Defined	Competency Behaviors
Early Level Roles: Support Grades 1-3	Accountability	Accountability encompasses being reliable, dependable, and trustworthy in fulfilling commitments and meeting expectations, whether individual tasks or team goals. Accountability also involves recognizing and addressing any disparities or inequities that may impact the ability of individuals or groups to fulfill their responsibilities effectively.	<ul style="list-style-type: none"> <li>Is proactive, solution-oriented, accountable for one's actions, and able to overcome obstacles to drive projects to completion.</li> <li>Upholds ethical standards and Audubon's values in all aspects of work, maintaining integrity and contributing to a trustworthy and respectful organizational culture.</li> <li>Delivers work promptly and maintains a high level of task accuracy, contributing to the team's overall efficiency and effectiveness.</li> <li>Takes ownership and responsibility for one's actions, decisions, and outcomes in alignment with agreed-upon deadlines, recognizing the need to shift deadlines as appropriate and transparently.</li> <li>Identifies and addresses challenges independently, showcases a proactive approach to problem-solving, and contributes to a solutions-oriented work culture.</li> <li>Engages in transparent and open communication with peers and promptly communicates updates, progress, and potential roadblocks to managers to foster a collaborative and efficient work environment that promotes Audubon outcomes.</li> </ul>
Mid-Level Roles: Leads or Supports Grades 4-6	Creativity & Innovation	Creativity and innovation involve leveraging creativity and imagination to generate new insights into situations and devise novel solutions to challenges. Actively seeks out and embraces unique ideas, attitudes, and approaches, recognizing that diversity fosters innovation.	<ul style="list-style-type: none"> <li>Promotes a culture of innovation within teams by encouraging members to share and explore new ideas, fostering an environment where creativity is valued and nurtured.</li> <li>Supports leadership in proactively identifying business growth and improvement opportunities, ensuring that innovation initiatives are accessible and beneficial to all stakeholders.</li> <li>Anticipates opportunities to enhance organizational performance and personal growth in teams or cross-functionally.</li> <li>Actively collaborates with colleagues from different departments, seeking diverse perspectives and integrating varied expertise to enhance creativity and innovation within the team.</li> <li>Approaches challenges with a creative mindset, demonstrating the ability to think outside the box, devise inventive solutions to complex problems the team or organization faces, and encourage teams to do the same.</li> </ul>
Senior Level Roles: Leads Grades 7-9	Decision Making	This involves making sound decisions based on comparative data, information, and input from various sources and acknowledging and valuing diverse viewpoints and insights for a holistic understanding of the situation.	<ul style="list-style-type: none"> <li>Engages in strategic decision-making, aligning choices with long-term organizational goals and considering the broader impact on the company's mission and vision.</li> <li>Demonstrates a decisive mindset, making timely decisions even in complex or ambiguous situations, ensuring the team can move forward efficiently.</li> <li>Effectively and actively communicates with relevant stakeholders and communicates decisions while clarifying the rationale behind the choices and expected outcomes.</li> <li>Actively seeks input from key stakeholders, recognizing the importance of diverse perspectives in decision-making and fostering collaborative outcomes.</li> <li>Takes accountability for decision and result outcomes, whether positive or challenging and learns from experiences to continually enhance decision-making skills.</li> <li>Delegates decision-making responsibilities appropriately, empowering team members to contribute to decision-making and fostering ownership and accountability.</li> </ul>

**Results Continued**

Grade Level	Competency	Competency Defined	Competency Behaviors
Executive Level and C-Suite Roles: Strategic Grades 10 and above	Impact & Influence	This competency involves influencing, persuading, or convincing others to adopt a specific course of action. Employs persuasive techniques, presentations, and negotiation skills to encourage courageous and equitable solutions.	<ul style="list-style-type: none"> <li>• Establishes robust monitoring and evaluation mechanisms to track efforts' effectiveness and adjust strategies as needed to drive for lasting, positive impact.</li> <li>• Communicate transparently with stakeholders about impact, share success stories, and demonstrate tangible results in achieving Audubon's vision.</li> <li>• Creates inclusive spaces and experiences to surface tough issues by listening and intentionally bringing different perspectives and voices out.</li> <li>• Willingness to help a peer rather than stopping at the line that ends one's own responsibility.</li> <li>• Clearly articulates ideas, concepts, and messages compellingly and persuasively, adapting communication style to resonate with different audiences.</li> <li>• Models desired behaviors and values, demonstrating integrity, authenticity, and commitment to shared goals.</li> <li>• Speak up and share reactions when participating in decisions while also engaging in self-reflection and standing by decisions, acting with integrity and not breaking confidentiality</li> </ul>

## Role in Change

Grade Level	Competency	Competency Defined	Competency Behaviors
Early Level Roles: Support Grades 1-3	Supporting Change	Adapts well to changes in assignments and priorities and modifies behavior or work methods in response to new information, changing conditions, or unexpected obstacles while considering all individuals' diverse needs and experiences.	<ul style="list-style-type: none"> <li>Adapts to new procedures, processes, or systems introduced in the change initiative.</li> <li>Embraces change with a positive attitude and willingness to learn and grow professionally.</li> <li>Follows established protocols and guidelines for the change initiative to ensure effectiveness and compliance.</li> <li>Promotes collaboration and offers support and assistance to peers struggling to adjust to the change.</li> <li>Embrace your role in achieving solidarity throughout your team, division, and organization.</li> </ul>
Mid-Level Roles: Leads or Supports Grades 4-6	Facilitating Change	Encourages others to seek opportunities for different and innovative approaches to addressing problems and opportunities. Promotes inclusivity, equity, accessibility, and belonging in the change process to ensure all stakeholders feel empowered and valued as active participants in driving positive organizational transformation.	<ul style="list-style-type: none"> <li>Provide coaching and mentorship to team members to help them navigate the complexities of the change process and develop necessary skills and competencies.</li> <li>Serves as a resource for colleagues seeking guidance or support in adapting to new roles, processes, or technologies introduced by the change.</li> <li>Provide direction and guidance to team members on how their roles contribute to the overall success of the change.</li> <li>Fosters relationships with stakeholders across different departments or levels of the organization to ensure buy-in and promote a culture around positivity and embracing change.</li> </ul>
Senior Level Roles: Leads Grades 7-9	Leading & Facilitating Change	Effectively guide, manage, and support organizational or systemic transformations, considering all stakeholders' diverse needs and perspectives.	<ul style="list-style-type: none"> <li>Sets clear direction and priorities for the change effort, ensuring alignment with the organization's mission and values.</li> <li>Acts as a visible and vocal champion for the change initiative, advocating its importance and benefits to senior leadership, stakeholders, and the broader organization.</li> <li>Leads efforts to align organizational culture with the desired change, encouraging innovation, collaboration, change, and impact</li> <li>Creates space and time to share stories and raise questions.</li> </ul>
Executive Level and C-Suite Roles: Strategic Grades 10 and above	Leading Change	Fosters an environment of inclusivity, equity, accessibility, and belonging, where all stakeholders feel empowered to contribute and participate in the change process, ensuring that the resulting transformations benefit everyone within the organization or community.	<ul style="list-style-type: none"> <li>Provide stakeholders with vision, direction, and support for change.</li> <li>Balance and consider the demands of today with the needs of tomorrow, always putting the needs of the organization first.</li> <li>Navigates complexity by centering on mission and equity.</li> <li>Invests in talent development and succession planning to ensure the organization has the necessary skills and competencies to sustain the change beyond the initial implementation phase.</li> <li>Fosters a continuous improvement and learning culture, encouraging experimentation, innovation, and adaptation to changing circumstances.</li> <li>Monitors the progress of the change initiative, regularly reviewing performance metrics and adjusting strategies as needed to achieve desired outcomes, promoting accountability.</li> </ul>

## Leadership

Grade Level	Competency	Competency Defined	Competency Behaviors
Early Level Roles: Support Grades 1-3	Critical Thinking	Actively analyzing, evaluating, and interpreting information or situations objectively and logically to make informed decisions or judgments.	<ul style="list-style-type: none"> <li>• Ask relevant and probing questions to clarify information, assumptions, or instructions. Seek additional context or details when encountering ambiguous or unclear situations.</li> <li>• Effectively communicates thoughts, analyses, and recommendations to others concisely and coherently.</li> <li>• Break down complex problems or tasks into smaller components to understand perspectives, implications, and all underlying elements.</li> <li>• Using research, evaluate the relevance and reliability of information sources before drawing conclusions or making decisions.</li> <li>• Collaborates effectively with colleagues to exchange ideas, perspectives, and feedback. Model what it means to be collaborative and work with colleagues to meet objectives that have an impact.</li> <li>• Challenges assumptions and biases by considering alternative explanations or interpretations.</li> </ul>
Mid-Level Roles: Leads or Supports Grades 4-6	Team Leadership	Communicates a vision and inspires motivation; engages with others (direct reports and peers) in team processes to solve problems while valuing diverse perspectives and fostering an inclusive environment.	<ul style="list-style-type: none"> <li>• Works to find win/win resolutions to differences, recognizing and respecting team members' unique backgrounds and viewpoints.</li> <li>• Establishes clear and achievable goals for the team that align with the organization's objectives and actively communicates expectations regarding roles, responsibilities, and performance standards.</li> <li>• Uses emotional intelligence and remains aware of how management style impacts staff productivity and development, actively promoting equity and fairness in leadership practices.</li> <li>• Delegates tasks and responsibilities effectively, empowering team members to take ownership of their work and listening actively to all issues, concerns, and perspectives.</li> <li>• Modifies leadership style to meet situational requirements, embracing flexibility and adaptability.</li> <li>• Helps the team stay focused on significant goals while managing within a context of multiple directives, fostering a sense of belonging and shared purpose among team members.</li> <li>• Provides support, encouragement, and recognition to motivate team members and foster a positive work environment.</li> </ul>

## Leadership Continued

<p>Senior Level Roles: Leads Grades 7-9</p>	<p>Strategic Leadership</p>	<p>Demonstrates creative problem-solving skills and articulates strategic vision to help team members and the organization achieve long-term goals.</p>	<ul style="list-style-type: none"> <li>• Implements established strategic vision for the organization that embraces equity, diversity, inclusion, and belonging (EDIB).</li> <li>• Modifies leadership style to meet situational requirements, embracing flexibility and adaptability.</li> <li>• Helps the team stay focused on significant goals while managing within a context of multiple directives, fostering a sense of belonging and shared purpose among team members.</li> <li>• Proactively support team members through difficult decisions with empathy and when their voices need to be amplified</li> <li>• Set strategic goals and priorities that align with the organization's mission, values, and long-term objectives.</li> <li>• Establishes metrics and key performance indicators (KPIs) to track progress and assess the effectiveness of actions and initiatives.</li> <li>• Anticipates and assesses the potential impact of decisions on the organization's overall strategy and performance.</li> <li>• Embraces innovation and change, fostering a culture of agility, adaptability, and continuous improvement within the organization.</li> </ul>
<p>Executive Level and C-Suite Roles: Strategic Grades 10 and above</p>	<p>Visionary Leadership</p>	<p>Keeps the organization's mission, vision, and values at the forefront of employee decision-making and actions. Inspires a shared sense of purpose and commitment to EDIB goals among employees, fostering an environment where all individuals feel valued and empowered to contribute.</p>	<ul style="list-style-type: none"> <li>• Develops and articulates a compelling and inspiring vision for the organization's future direction and purpose. Often referred to as 'rallying the troops.'</li> <li>• Communicates the vision effectively to all stakeholders, inspiring buy-in, commitment, and alignment with the organization's goals and values.</li> <li>• Communicates with the right level of specificity, clarifying expectations, starting high-level, and offering details when needed</li> <li>• Anticipates future trends, challenges, and opportunities that may impact the organization's long-term success.</li> <li>• Develops strategic plans and initiatives that position the organization for sustainable growth, innovation, and competitive advantage.</li> <li>• Fosters a culture of innovation, creativity, and risk-taking within the organization, encouraging experimentation and learning.</li> <li>• Champions and leads organizational change initiatives, guiding stakeholders through periods of transformation and adaptation.</li> </ul>

## Competency Framework by Grade Levels

### Early Level Roles: Support (Grades 1-3)

Focus Area	Competency	Competency Definition	Competency Behaviors
People	Building Relationships	Establishing and nurturing meaningful connections, rapport, and trust with others while fostering an environment of inclusivity and respect for Equity, Diversity, Inclusion, and Belonging (EDIB).	<ul style="list-style-type: none"> <li>• Demonstrates receptiveness to feedback, actively seeking input from diverse voices, including those from underrepresented groups, and using constructive criticism as an opportunity for personal and professional growth.</li> <li>• Treats people with dignity, respect, and fairness; shares credit with others.</li> <li>• Works cooperatively with peers, team members, and others to set responsibilities (e.g., agree on schedules or rotations).</li> <li>• Acts with integrity, inclusive of demonstrating honesty and honoring commitments.</li> <li>• Acquires information and skills necessary to contribute to team goals.</li> <li>• Shares information and ideas and solicits ideas and suggestions from others to accomplish mutual goals.</li> </ul>
Role in Continuous Learning	Problem-Solving	Problem-solving is understanding a challenge and working toward finding an effective solution. Audubon values problem-solving skills to support the decision-making process day-to-day. Individuals' adept in problem-solving showcase critical thinking, creativity, and a systematic approach to tackling challenges and aiding in resolving organizational issues.	<ul style="list-style-type: none"> <li>• Demonstrates emotional intelligence and cultural sensitivity to determine where the problem exists and separate facts from opinions.</li> <li>• Carefully analyzes situations to determine where the problem exists and the cause(s).</li> <li>• Develop ability to problem solve by actively acquiring knowledge and skills to provide recommendations to solve problems and implement solutions.</li> <li>• Demonstrates the skill to anticipate the behaviors and responses of those affected by the problem.</li> <li>• Bring a fresh perspective to a challenge and try something new if the existing approach fails.</li> <li>• Proactively learn from and with each other.</li> </ul>
Results	Accountability	Accountability encompasses being reliable, dependable, and trustworthy in fulfilling commitments and meeting expectations, whether individual tasks or team goals. Accountability also involves recognizing and addressing any disparities or inequities that may impact the ability of individuals or groups to fulfill their responsibilities effectively.	<ul style="list-style-type: none"> <li>• Is proactive, solution-oriented, accountable for one's actions, and able to overcome obstacles to drive projects to completion.</li> <li>• Upholds ethical standards and Audubon's values in all aspects of work, maintaining integrity and contributing to a trustworthy and respectful organizational culture.</li> <li>• Delivers work promptly and maintains a high level of task accuracy, contributing to the team's overall efficiency and effectiveness.</li> <li>• Takes ownership and responsibility for one's actions, decisions, and outcomes in alignment with agreed-upon deadlines, recognizing the need to shift deadlines as appropriate and transparently.</li> <li>• Identifies and addresses challenges independently, showcases a proactive approach to problem-solving, and contributes to a solutions-oriented work culture.</li> <li>• Engages in transparent and open communication with peers and promptly communicates updates, progress, and potential roadblocks to managers to foster a collaborative and efficient work environment that promotes Audubon outcomes.</li> </ul>

### Early Level Roles: Support (Grades 1-3) Continued

<p>Role in Change</p>	<p>Supporting Change</p>	<p>Adapts well to changes in assignments and priorities and modifies behavior or work methods in response to new information, changing conditions, or unexpected obstacles while considering all individuals' diverse needs and experiences.</p>	<ul style="list-style-type: none"> <li>• Adapts to new procedures, processes, or systems introduced in the change initiative.</li> <li>• Embraces change with a positive attitude and willingness to learn and grow professionally.</li> <li>• Follows established protocols and guidelines for the change initiative to ensure effectiveness and compliance.</li> <li>• Promotes collaboration and offers support and assistance to peers struggling to adjust to the change.</li> <li>• Embrace your role in achieving solidarity throughout your team, division, and organization.</li> </ul>
<p>Leadership</p>	<p>Critical Thinking</p>	<p>Actively analyzing, evaluating, and interpreting information or situations objectively and logically to make informed decisions or judgments.</p>	<ul style="list-style-type: none"> <li>• Ask relevant and probing questions to clarify information, assumptions, or instructions. Seek additional context or details when encountering ambiguous or unclear situations.</li> <li>• Effectively communicates thoughts, analyses, and recommendations to others concisely and coherently.</li> <li>• Break down complex problems or tasks into smaller components to understand perspectives, implications, and all underlying elements.</li> <li>• Using research, evaluate the relevance and reliability of information sources before drawing conclusions or making decisions.</li> <li>• Collaborates effectively with colleagues to exchange ideas, perspectives, and feedback. Model what it means to be collaborative and work with colleagues to meet objectives that have an impact.</li> <li>• Challenges assumptions and biases by considering alternative explanations or interpretations.</li> </ul>

### Mid-Level Roles: Leads or Supports (Grades 4-6)

Focus Area	Competency	Competency Definition	Competency Behaviors
People	Fostering Relationships	Fostering relationships requires actively nurturing and cultivating connections with others and building trust, mutual respect, and understanding through regular communication, shared experiences, and genuine interactions. It also requires creating a positive and inclusive environment where individuals and teams feel valued, heard, and supported.	<ul style="list-style-type: none"> <li>• Schedules regular one-on-one meetings with direct reports to discuss their professional development, goals, and any challenges they may be facing. Use these meetings to build rapport and offer support.</li> <li>• Engages in collaborative projects and initiatives that involve working closely with team members from different departments or backgrounds to achieve common goals.</li> <li>• Appreciates the contributions of team members through verbal praise, written commendations, or other forms of acknowledgment.</li> <li>• Fosters a culture of feedback within the team by soliciting input from team members regularly and providing constructive feedback. Creates a safe space for open and honest communication where everyone feels valued and heard, and others learn and gain insights.</li> <li>• Facilitates joint projects or initiatives to foster a sense of unity within the organization and encourage collaboration between teams or departments.</li> </ul>
Role in Continuous Learning	Analytical Thinking	Analytical thinking involves recognizing and valuing diverse perspectives, experiences, and knowledge when analyzing data, drawing conclusions, and acknowledging the richness of diverse viewpoints to foster a more comprehensive and equitable approach to problem-solving.	<ul style="list-style-type: none"> <li>• Considers a diverse range of sources, references, and diagnoses; checks all the facts and information before reaching a solution.</li> <li>• Uses data analytics and best practices to solve problems and answer questions, seeking rational, data-backed solutions.</li> <li>• Knows where to find facts and sources and where or who to ask for help when necessary.</li> <li>• Encourages yourself and others to think outside the box and be inclusive of all diverse factors and considerations.</li> <li>• Demonstrates logical thinking by using reason to analyze the situation and consider solutions using inductive and deductive reasoning to answer workplace questions and to have a pulse check on the culture use research.</li> </ul>
Results	Creativity & Innovation	Creativity and innovation involve leveraging creativity and imagination to generate new insights into situations and devise novel solutions to challenges. Actively seeks out and embraces unique ideas, attitudes, and approaches, recognizing that diversity fosters innovation.	<ul style="list-style-type: none"> <li>• Promotes a culture of innovation within teams by encouraging members to share and explore new ideas, fostering an environment where creativity is valued and nurtured.</li> <li>• Supports leadership in proactively identifying business growth and improvement opportunities, ensuring that innovation initiatives are accessible and beneficial to all stakeholders.</li> <li>• Anticipates opportunities to enhance organizational performance and personal growth in teams or cross-functionally.</li> <li>• Actively collaborates with colleagues from different departments, seeking diverse perspectives and integrating varied expertise to enhance creativity and innovation within the team.</li> <li>• Approaches challenges with a creative mindset, demonstrating the ability to think outside the box, devise inventive solutions to complex problems the team or organization faces, and encourage teams to do the same.</li> </ul>

**Mid-Level Roles: Leads or Supports (Grades 4-6) Continued**

Focus Area	Competency	Competency Definition	Competency Behaviors
Role in Change	Facilitating Change	Encourages others to seek opportunities for different and innovative approaches to addressing problems and opportunities. Promotes inclusivity, equity, accessibility, and belonging in the change process to ensure all stakeholders feel empowered and valued as active participants in driving positive organizational transformation.	<ul style="list-style-type: none"> <li>• Provide coaching and mentorship to team members to help them navigate the complexities of the change process and develop necessary skills and competencies.</li> <li>• Serves as a resource for colleagues seeking guidance or support in adapting to new roles, processes, or technologies introduced by the change.</li> <li>• Provide direction and guidance to team members on how their roles contribute to the overall success of the change.</li> <li>• Fosters relationships with stakeholders across different departments or levels of the organization to ensure buy-in and promote a culture around positivity and embracing change.</li> </ul>
Leadership	Team Leadership	Communicates a vision and inspires motivation; engages with others (direct reports and peers) in team processes to solve problems while valuing diverse perspectives and fostering an inclusive environment.	<ul style="list-style-type: none"> <li>• Works to find win/win resolutions to differences, recognizing and respecting team members' unique backgrounds and viewpoints.</li> <li>• Establishes clear and achievable goals for the team that align with the organization's objectives and actively communicates expectations regarding roles, responsibilities, and performance standards.</li> <li>• Uses emotional intelligence and remains aware of how management style impacts staff productivity and development, actively promoting equity and fairness in leadership practices.</li> <li>• Delegates tasks and responsibilities effectively, empowering team members to take ownership of their work and listening actively to all issues, concerns, and perspectives.</li> <li>• Modifies leadership style to meet situational requirements, embracing flexibility and adaptability.</li> <li>• Helps the team stay focused on significant goals while managing within a context of multiple directives, fostering a sense of belonging and shared purpose among team members.</li> <li>• Provides support, encouragement, and recognition to motivate team members and foster a positive work environment.</li> </ul>

### Senior Level Roles: Leads (Grades 7-9)

Focus Area	Competency	Competency Definition	Competency Behaviors
People	Building Trust	Involves interacting with others in a way that gives them confidence in one's intentions and those of Audubon. It entails being perceived as direct, truthful, and reliable, consistently fulfilling assurances, promises, and commitments.	<ul style="list-style-type: none"> <li>Communicates honestly with staff regarding changes affecting the organization, providing the appropriate level of information based on circumstances.</li> <li>Listens to others and objectively considers others' ideas and opinions, even when they conflict with one's own.</li> <li>Take steps to create appropriate and inclusive decision-making processes that work to eliminate bias and elevate diverse voices.</li> <li>Models treating people with dignity, respect, and fairness; advocates for others and their ideas even in the face of resistance or challenge.</li> <li>Serves as a role model for consistently, in all cases, handling sensitive data with extreme care; encourages and inspires others to act the same.</li> <li>Maintains an open-door policy and listens to others' comments, suggestions, and complaints.</li> <li>Shows genuine interest in the success of others and promotes and showcases their abilities.</li> <li>Allows people to learn from mistakes, encouraging new, innovative thinking.</li> </ul>
Role in Continuous Learning	Coaching	It is the capability to adeptly guide and develop individuals within the organization, nurturing their professional growth and enhancing performance. Coaching should be future-focused.	<ul style="list-style-type: none"> <li>Meets with staff individually to provide timely and constructive feedback and offers actionable steps for continuous development.</li> <li>Nurtures psychological safety to embrace open dialogue, a safe space for constructive feedback and development, and a compassionate embrace of vulnerability.</li> <li>Uses effective communication and active listening, shows curiosity, asks thought-provoking questions, and avoids passing judgment.</li> <li>Offers guidance to individuals and teams navigating challenges and conflicts.</li> <li>Focus on problem-solving. Helps lead people to think of their setbacks as lessons and ask what can be done differently.</li> </ul>
Results	Decision Making	This involves making sound decisions based on comparative data, information, and input from various sources and acknowledging and valuing diverse viewpoints and insights for a holistic understanding of the situation.	<ul style="list-style-type: none"> <li>Engages in strategic decision-making, aligning choices with long-term organizational goals and considering the broader impact on the company's mission and vision.</li> <li>Demonstrates a decisive mindset, making timely decisions even in complex or ambiguous situations, ensuring the team can move forward efficiently.</li> <li>Effectively and actively communicates with relevant stakeholders and communicates decisions while clarifying the rationale behind the choices and expected outcomes.</li> <li>Actively seeks input from key stakeholders, recognizing the importance of diverse perspectives in decision-making and fostering collaborative outcomes.</li> <li>Takes accountability for decision and result outcomes, whether positive or challenging and learns from experiences to continually enhance decision-making skills.</li> <li>Delegates decision-making responsibilities appropriately, empowering team members to contribute to decision-making and fostering ownership and accountability.</li> </ul>

### Senior Level Roles: Leads (Grades 7-9) Continued

Focus Area	Competency	Competency Definition	Competency Behaviors
Role in Change	Leading & Facilitating Change	Effectively guide, manage, and support organizational or systemic transformations, considering all stakeholders' diverse needs and perspectives.	<ul style="list-style-type: none"> <li>• Sets clear direction and priorities for the change effort, ensuring alignment with the organization's mission and values.</li> <li>• Acts as a visible and vocal champion for the change initiative, advocating its importance and benefits to senior leadership, stakeholders, and the broader organization.</li> <li>• Leads efforts to align organizational culture with the desired change, encouraging innovation, collaboration, change, and impact</li> <li>• Creates space and time to share stories and raise questions.</li> </ul>
Leadership	Strategic Leadership	Demonstrates creative problem-solving skills and articulates strategic vision to help team members and the organization achieve long-term goals.	<ul style="list-style-type: none"> <li>• Implements established strategic vision for the organization that embraces equity, diversity, inclusion, and belonging (EDIB).</li> <li>• Modifies leadership style to meet situational requirements, embracing flexibility and adaptability.</li> <li>• Helps the team stay focused on significant goals while managing within a context of multiple directives, fostering a sense of belonging and shared purpose among team members.</li> <li>• Proactively support team members through difficult decisions with empathy and when their voices need to be amplified</li> <li>• Set strategic goals and priorities that align with the organization's mission, values, and long-term objectives.</li> <li>• Establishes metrics and key performance indicators (KPIs) to track progress and assess the effectiveness of actions and initiatives.</li> <li>• Anticipates and assesses the potential impact of decisions on the organization's overall strategy and performance.</li> <li>• Embraces innovation and change, fostering a culture of agility, adaptability, and continuous improvement within the organization.</li> </ul>

## Executive Level and C-Suite Roles: Strategic (Grades 10 and above)

Focus Area	Competency	Competency Definition	Competency Behaviors
People	Fostering Trust	Fostering trust involves creating an environment where openness, reliability, integrity, and ethical conduct are central values by acknowledging and embracing colleagues, teams, and stakeholders' diverse perspectives, backgrounds, and values.	<ul style="list-style-type: none"> <li>• Regularly communicates transparently and honestly with employees, shareholders, and stakeholders about the company's goals, challenges, and decisions.</li> <li>• Demonstrates integrity, ethics, and accountability in all actions and decisions. Uphold high ethical standards and model behavior that aligns with Audubon's values, fostering trust among employees and stakeholders.</li> <li>• Hold and keep confidentiality commitments, checking for confidentiality level if uncertain</li> <li>• Build strong teams through relationships with employees, shareholders, customers, and other stakeholders by investing time in one-on-one meetings, networking events, and relationship-building activities. Show genuine interest in their perspectives, needs, and goals.</li> <li>• Understand your contributions in relation to others by embracing a learner mindset flexibility, providing space for others, inviting and considering diverse perspectives, and recognizing the values of others' contributions</li> <li>• Continue to develop skills to have honest and emotionally aware discussions and positive relationships that model reserving judgment and assuming the best intentions</li> <li>• Delegates responsibilities and decision-making authority intended to empower team members, demonstrate confidence in their capabilities, and foster ownership, accountability, and mutual trust within the executive leadership team.</li> <li>• Holds self and others accountable for achieving results and upholding commitments.</li> </ul>
Role in Continuous Learning	Mentoring	Mentoring involves recognizing and embracing mentees' experience levels, diverse backgrounds, perspectives, and aspirations and tailoring the mentorship approach to accommodate different needs and experiences.	<ul style="list-style-type: none"> <li>• Supports mentees in identifying and enhancing their skills, providing resources and guidance to help them excel in their current roles and future career aspirations.</li> <li>• Meets with mentees regularly, provides constructive feedback on performance, and offers insights on areas for improvement.</li> <li>• Assists mentees in navigating workplace challenges, advising them on effective communication, conflict resolution, developing a growth mindset, and building positive relationships at work.</li> <li>• Identifies and recommends relevant professional development opportunities, such as workshops, conferences, or training programs to enhance mentees' knowledge and skills.</li> <li>• Collaborates with mentees to set achievable short-term and long-term goals, monitor progress, and recognize or spotlight achievements.</li> </ul>
Results	Impact & Influence	This competency involves influencing, persuading, or convincing others to adopt a specific course of action. Employs persuasive techniques, presentations, and negotiation skills to encourage courageous and equitable solutions.	<ul style="list-style-type: none"> <li>• Establishes robust monitoring and evaluation mechanisms to track efforts' effectiveness and adjust strategies as needed to drive for lasting, positive impact.</li> <li>• Communicate transparently with stakeholders about impact, share success stories, and demonstrate tangible results in achieving Audubon's vision.</li> <li>• Creates inclusive spaces and experiences to surface tough issues by listening and intentionally bringing different perspectives and voices out.</li> <li>• Willingness to help a peer rather than stopping at the line that ends one's own responsibility.</li> <li>• Clearly articulates ideas, concepts, and messages compellingly and persuasively, adapting communication style to resonate with different audiences.</li> <li>• Models desired behaviors and values, demonstrating integrity, authenticity, and commitment to shared goals.</li> <li>• Speak up and share reactions when participating in decisions while also engaging in self-reflection and standing by decisions, acting with integrity and not breaking confidentiality</li> </ul>

**Executive Level and C-Suite Roles: Strategic (Grades 10 and above) Continued**

Focus Area	Competency	Competency Definition	Competency Behaviors
Role in Change	Leading Change	Fosters an environment of inclusivity, equity, accessibility, and belonging, where all stakeholders feel empowered to contribute and participate in the change process, ensuring that the resulting transformations benefit everyone within the organization or community.	<ul style="list-style-type: none"> <li>• Provide stakeholders with vision, direction, and support for change.</li> <li>• Balance and consider the demands of today with the needs of tomorrow, always putting the needs of the organization first.</li> <li>• Navigates complexity by centering on mission and equity.</li> <li>• Invests in talent development and succession planning to ensure the organization has the necessary skills and competencies to sustain the change beyond the initial implementation phase.</li> <li>• Fosters a continuous improvement and learning culture, encouraging experimentation, innovation, and adaptation to changing circumstances.</li> <li>• Monitors the progress of the change initiative, regularly reviewing performance metrics and adjusting strategies as needed to achieve desired outcomes, promoting accountability.</li> </ul>
Leadership	Visionary Leadership	Keeps the organization's mission, vision, and values at the forefront of employee decision-making and actions. Inspires a shared sense of purpose and commitment to EDIB goals among employees, fostering an environment where all individuals feel valued and empowered to contribute.	<ul style="list-style-type: none"> <li>• Develops and articulates a compelling and inspiring vision for the organization's future direction and purpose. Often referred to as 'rallying the troops.'</li> <li>• Communicates the vision effectively to all stakeholders, inspiring buy-in, commitment, and alignment with the organization's goals and values.</li> <li>• Communicates with the right level of specificity, clarifying expectations, starting high-level, and offering details when needed</li> <li>• Anticipates future trends, challenges, and opportunities that may impact the organization's long-term success.</li> <li>• Develops strategic plans and initiatives that position the organization for sustainable growth, innovation, and competitive advantage.</li> <li>• Fosters a culture of innovation, creativity, and risk-taking within the organization, encouraging experimentation and learning.</li> <li>• Champions and leads organizational change initiatives, guiding stakeholders through periods of transformation and adaptation.</li> </ul>



## Frequently Asked Questions

### **What is a competency framework?**

Competency frameworks, also called competency model frameworks, are widely used by businesses and organizations to set and communicate shared expectations about success. They outline specific skills, knowledge, and behavioral requirements that enable employees to perform their jobs successfully.

### **How was Audubon's Competency Framework developed?**

Beginning in August 2023, the People and Culture team worked with an external partner, Brighter Strategies, to develop the competency framework. Brighter Strategies is a firm that specializes in creating competency frameworks. The process included conducting a staff survey last Fall with more than 250 staff responses, followed by focus group discussions and 1:1 interviews with dozens of staff across the organization. The competency framework then went through further iterations with feedback from CEO Elizabeth Gray and her direct reports. The final framework was approved in July 2024.

### **Can staff provide feedback on the competency framework?**

At this time, the framework, which was created over a year, is final. We will not collect ideas to improve it; the focus will be on implementing it.

### **How are we defining the word competency?**

There are two types of competencies: behavioral and technical. Behavioral competencies identify the skill sets, actions, technical know-how, and qualities that contribute to an employee being aligned with an organization's culture, values, and mission. Technical competencies describe the knowledge or skill needed with the job responsibilities and products or services offered by the organization. The Audubon Competency Framework focuses on behavioral competencies.

### **How were the behaviors for each competency determined?**

The competency framework and corresponding definitions and behaviors have been customized to Audubon's context. The details for each competency reflect feedback from staff through the Brighter Strategies process, incorporate Audubon's values, reflect Equity, Diversity, Inclusion, and Belonging commitments, and consider Audubon's overall strategic plan and mission. The behaviors listed are meant to provide enough guidance while also providing flexibility to align with the diversity of roles that exist at Audubon.

### **How will the competency model be used?**

In the coming year, People and Culture will partner with leadership across the organization to integrate the competency framework into multiple functional areas that align with employees' journeys with the organization, including talent acquisition, talent development, performance management, and learning and development. Sharing the competency framework is the first step in this process.

## **Frequently Asked Questions (continued)**

### **What is the process for rolling out and using the competency framework?**

The competency framework was finalized and approved in July 2024. People and Culture are developing a schedule of communications and training for all staff around the new framework. All staff should expect to receive communications about the new competency model framework, including training offerings and resources, in Fall 2024. The expectation is to incorporate the competency framework into a midyear review process and the annual review process for 2025.

### **How will the competency framework impact professional development?**

The competency framework will play a critical role in staff development. It is a tool that will help managers work with staff at any level to identify skills, knowledge, and abilities that they should develop for their day-to-day work and growth. In the future, as a part of People and Culture's commitment to Workplace Excellence, the team will build on the competency framework to detail career growth and development.

### **What do the new competencies mean for goal setting in 2025?**

At this time, the goals for 2025 will follow guidance provided during the upcoming July 30<sup>th</sup> and August 1<sup>st</sup> training.

### **If I meet every behavior outlined in a competency, will I be eligible for promotion?**

The competency model is not considered a checklist for promotions. Competencies provide more guidance and specificity when discussing performance standards and what success looks like. All staff will continue to follow the same process around promotions and other job changes. For more information about those processes, contact your HR Business Partner.

## **Performance Reviews**

An employee evaluation form should include:

1. Employee information: Name, role, department, and review period
2. Measurable goals and objectives: Review of goals set during the previous period and progress towards them
3. Core competencies and core values: Evaluation of skills and behaviors expected for the role (e.g., communication, teamwork, adaptability) and adherence to the organization's core values
4. Employee strengths, achievements, and contributions: Space to highlight major accomplishments and contributions
5. Areas of improvement: Identified areas where the employee could enhance their performance
6. (Optional) Employee self-assessment: Section for the employee would evaluate their own performance
7. Manager's comments: Section for the manager's feedback and observations
8. Overall rating: Summary rating or score, if applicable
9. Future goals: New goals or development objectives for the upcoming review period
10. Signatures: Employee and manager signatures to acknowledge the review

## Director

**Position Title:** Director

**Department:** Administration

**Immediate Supervisor:** Library Board of Trustees

**Education, Training, and Experience:** Requires a M.L.S. degree issued by an ALA-accredited institution and a minimum of four years administrative or management experience in a public library.

**Essential Duties and Responsibilities:** Serves as the administrator of the Library under the direction and review of the Board of Trustees:

### Works with Board of Library Trustees

Plans Board development activities including orientation of new Board members.

Prepares recommendations for Board decision-making.

Informs and prepares reports to Board President and Trustees.

Prepares Board meeting agendas and facilitates meetings.

Informs and advises the library board as to local, regional, state, and national developments in the library field.

### Personnel

Supervises subordinate department heads and administrative staff.

Oversees personnel functions such as recruitment, selection, and evaluation.

Coordinates the continuing training and development of staff members.

Interprets policies and guides staff members in policy adherence.

### Finance and Budget

Plans and coordinates annual budget process.

Monitors budget continually.

Prepares annual appropriation and levy.

Prepares grant applications and seeks funding for operational and improvement programs.

### Library Development Services

Initiates, coordinates, and implements long range planning process.

Develops and initiates special projects.

Works with consultants, Board, and community members on community input and development of services.

### Facilities Management

Directs the development, repair, and maintenance of the library building and grounds.

Oversees the work of maintenance staff.

Assesses the adequacy of existing facilities in regard to the provision of services.

Regularly reviews building needs and advises the board in its planning for future expansion or development.

### Legislative and Community Relations

Represents the library in the community and attends local functions.

Participates in local organizations as a Library representative.

Develops and maintains contacts with legislators and key local officials.

### General Administrative Duties

Researches current issues and problems facing the library.

Prepares policies, programs, and provides recommendations to department heads and Board of Trustees.

Prepares state annual report for review and approval by the library board.

#### Professional Development

Attends seminars to keep current on public library administration issues and encourages staff to stay abreast of professional trends.

Represents library at Metropolitan Library System functions, ILA, ALA, etc.

Networks informally with other Library Directors.

#### **Required Competencies:**

Knowledge of the principles and practices of professional library work.

Broad knowledge of library materials and methods.

Analytical and organizational skills; ability to anticipate future needs.

Ability to interpret community interests and needs and to translate them into appropriate library services.

Ability to manage and evaluate programs of service.

Knowledge of the administration, managerial, and financial practices needed for directing a public library.

Knowledge of current library technology and automation systems.

Broad knowledge of public affairs.

Knowledge of public relations.

Ability to communicate effectively orally and in writing for all levels of employees, management, and officials internally and outside of the library.

**Physical Demands and Working Conditions:** Performs duties in a climate-controlled environment. Routinely exposed to computer screen and may sit for long periods of time. Involves travel to conferences and meetings.

**Professional Responsibilities:** Professional staff members are expected to keep abreast of current trends and techniques in public library service, participate in the activities of professional library organizations, and pursue continuing education.

## **ALA: Foundational Competencies for Library Leaders and Managers**

Each competency definition is accompanied by a suggested source or sources for further exploration.

1. **Change management**  
Leaders provide an environment open to innovation and collaboration by ensuring continuous two-way communication, flexibility, and willingness to learn from mistakes made, and by providing the training necessary to make the change happen.
2. **Communication skills**  
Leaders effectively employ a wide range of well-developed verbal, non-verbal and written communication methods to interact with employees and stakeholders, conveying information clearly and efficiently and using active listening for consistent, mutual understanding.
3. **Team building (personnel)**  
Leaders unify a group of individuals behind a commonly-shared vision by using strong communication skills to encourage dedication to mutual accountability, investment in the team's goal and purpose, and support for success of the team and its members.
4. **Budget creation and presentation**  
Leaders create budgets that consider the needs of the department or organization, incorporating the input of team members, and reflecting the institutional mission and priorities, and then communicate the value of library services to stakeholders, presenting qualitative and quantitative data to making a case for their proposed budget.
5. **Collaboration and partnerships**  
Leaders work and encourage others to work in cooperation with others within the library as well as with other organizations in order to achieve a common goal. Leaders look for ways to strengthen the role of the library in the community by seeking out opportunities to work with others in a mutually beneficial way, engaging stakeholders, and building relationships.
6. **Conflict resolution (personnel)**  
Leaders support differences of opinion, and help individuals resolve conflict in a constructive manner when it threatens to become counterproductive to the organization's mission and strategic goals, encouraging communication, collaboration and compromise.
7. **Critical thinking**  
Leaders apply critical thinking – which implies a high level of understanding, the ability

to break a problem down into its constituent parts, and the skills to effectively analyze and assess the issues – to their libraries' challenges to identify and implement solutions.

8. Emotional intelligence

Leaders are effective in understanding and improving the way they perceive and manage their own and other people's emotions, applying concepts such as self-awareness, self-regulation, motivation, empathy, and social skills to inform interpersonal interactions.

9. Evidence-based decision making

Leaders make use of research derived from trials, literature reviews, or other activities that provides objective information on issues of concern in order to help determine whether a particular policy or program will work at their organization and to demonstrate its effectiveness.

10. Ethics

Leaders use ethics in the process of deciding what should be done, reflecting on the reasons for a proposed course of action that takes into account the organization's decision-making process, its system of production and maintenance, and its culture and values, with the goal of bringing forth the resources so that people can make better decisions.

11. Forward thinking

Leaders maintain an understanding of important trends and developments in the library landscape, and use that understanding to position their library to take advantage of opportunities as they arise, moving the library forward from a position of strength.

12. Problem solving

Leaders solve problems – taking proactive measures to avoid conflicts and address issues when they arise, and guiding employees to find appropriate information that allows them to generate and evaluate a diverse set of alternative solutions – to prevent issues from escalating and to encourage employees' abilities to do the same.

13. Project management

Leaders take deliberate steps to execute, monitor, analyze, and report on the progress of a work group charged with the creation of a unique product, service or result in order to deliver the on-time/on-budget results, learning and integration that the project and its stakeholders require.

14. Marketing and advocacy

A leader collaboratively creates key activities and goals of the organization and aggressively seeks out opportunities to communicate the goals with both internal and external constituencies.

#### 15. Team building (personnel)

Leaders unify a group of individuals behind a commonly-shared vision by using strong communication skills to encourage dedication to mutual accountability, investment in the team's goal and purpose, and support for success of the team and its members.

#### Background

While there is much in the professional management and leadership literature regarding competencies, a standardized way for translating these into library leadership and management had been lacking. LLAMA recognized this gap and developed competencies that have been formalized, providing consistency in evaluation, leadership and management development, and benchmarking across the library profession. This process began with work done by a 2008 Emerging Leaders team to create an initial list of competencies for library leaders. The result of their work was documented in "[Developing Core Leadership Competencies for the Library Profession](#)" (PDF) published in the spring 2009 issue of *Library Leadership and Management*.

In March 2011, LLAMA appointed a LLAMA Competencies Task Force to build on the initial work done by the 2008 Emerging Leaders. The new task force issued a report in May 2012, that resulted in the creation of a standing committee beginning in 2012-2013. This group undertook a review of the original competencies list, valuated items against adopted definitions of competencies, and identified proposed competencies which were not "teachable, measurable, and objective." The 2013-2014 committee restructured the work and brought it into alignment with [ALA's Core Competencies of Librarianship](#) (PDF), Section 8, "Administration and Management."

The selection process began in early 2016 with the Committee taking the "LLAMA Competencies List 2014-2015" and paring it down, removing items that were very specific or that applied to leaders in specialized areas. The remaining 49 items were sent out as a survey to LLAMA members, asking them to choose up to 10 that they considered to be core.

The survey garnered 282 responses and from these responses, three items emerged clearly as the top competencies: Communication skills, Change management, and Team building (personnel).

## **Executive Director Performance Metrics**

### **I. Standard Responsibilities**

#### **Library Service**

1. Is responsible for Library service to the public and the operations of the Library within the limitations of the working budget.
2. Stays informed about new developments in the library field
3. Develops the services of the Library to more effectively meet present and future community needs.

Board comments:

Board rating:

#### **Personnel**

1. Recruits, selects, trains, and evaluates the performance of all department heads and the Business Manager.
2. Supervises the evaluation of other employees.
3. Coordinates the continued training and development of staff members.
4. Works to build a strong team of staff and volunteers through effective recruitment, development, and supervision.
5. Oversees the administration of the payroll and employee benefits
6. Interprets all Board policies for the Library staff and acts as liaison to the Board

Board comments:

Board rating:

#### **Materials**

1. Directs the selection of Library materials within the budget and according to the materials selection policy adopted by the Board.

Board comments:

Board rating:

#### **Financial**

1. Prepares and presents library budgets for adoption by the Board.
2. Makes long and short term projections of anticipated revenue and expenditures.
3. Has a complete understanding of the finances of the Library, including the working budget process, tax levy process, and the budget and appropriations ordinance.
4. Analyzes monthly financial reports; validates invoices for approval by the Board.
5. Seeks gifts, grants, and other new sources of non-tax funding for the Library services and programs.
6. Is responsible for non-routine banking, including wire transfers and other business transactions.

Board comments:

Board rating:

#### **Legal**

1. Has a working knowledge of Illinois library law and other state and federal laws
2. Is able to identify situations requiring professional legal assistance.

3. Informs the Board of proposed or pending legal changes and/or trends.
4. Ensures adherence of the Board to the Open Meetings Act.

Board comments:

Board rating:

**Facilities**

1. Oversees the care and maintenance of the facility, grounds, and equipment.
2. Supervises the Director of Operations who:
  - a. Purchases equipment and supplies.
  - b. Identifies future facility and equipment needs

Board comments:

Board rating:

**Board Relations**

1. Works closely with the Board in forming policies for the Library.
2. Attends and actively participates in Board meetings.
3. Prepares agendas in consultation with the Board president and submits a monthly report

Board comments:

Board rating:

**Community Relations**

1. Directs a public relations program
2. Represents the Library on occasions
4. Cooperates with community organizations, such as the Friends of the Library

Board comments:

Board rating:

General Board comments:

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II. [Performance goals](#)

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**Scale definition**

5. Above and Beyond Expectations	Consistently surpasses targets and delivers excellent results on or ahead of schedule. Displays exceptional performance on all attributes. Sets the bar for high performance.
4. Exceeds Expectations	Often surpasses targets and achieves goals on or ahead of schedule. Meets or exceeds expectations on all attributes.
3. Achieves Expectations	Achieves expected goals and targets on time and according to plan. Meets expectations on attributes. Completely performs her job.

2. Falls Below Expectations	Misses some expected targets and deadlines. Meets expectations on some attributes, but falls short on others. Does not always deliver on expectations. Needs improvement/development in some areas.
1. Unsatisfactory	Frequently fails to achieve expected goals and targets. Consistently fails to meet expectations on attributes. Significant concerns about her ability to perform the job at an adequate level.

**HELEN PLUM MEMORIAL LIBRARY**

**TRUSTEES EVALUATION OF DIRECTOR'S PERFORMANCE.**

**GENERAL ADMINISTRATION**

Rate each item on a scale of 1 to 5, with 1 being the lowest and 5 being the highest. A rating of 3 is considered the competent achievement of the duty. The rating scale is listed below, and comments are encouraged on all items.

- 1 Well below expectations
- 2 Below expectations
- 3 Meets expectations
- 4 Above expectations
- 5 Well above expectations

\_\_\_\_\_ MANAGEMENT STYLE: participative, receptive to input, empowering, fair, open to new ideas, displays a maturity of judgment, not invested in power, does not micro-manage, good problem solver . . .

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ PROFESSIONAL KNOWLEDGE & SKILLS: familiarity with all facets of library functions, familiarity with other governmental bodies, has financial knowledge and is budget conscious, has excellent knowledge and skill in personnel administration, guides staff in collection development and programming, understands and interprets legal requirements. . .

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ INTERPERSONAL AND COMMUNICATION SKILLS: presents self in a pleasant, professional way, committed to staff development, committed to personal development, listens, non-defensive, not easily upset, a "people person," a "bridge-builder," open to criticism. . .

Comment: \_\_\_\_\_

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\_\_\_\_\_ WORK ETHIC: ethical beyond legal requirement, has personal integrity, admits mistakes, is careful with the truth, enjoys her/his work. . .

Comment: \_\_\_\_\_

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\_\_\_\_\_ COMMUNITY INVOLVEMENT: actively involved in our community, pro-active, reaches out & initiates. . .

Comment: \_\_\_\_\_

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\_\_\_\_\_ RELATIONSHIP WITH BOARD: partners with the Board, responsive to Board directives, encourages mutual support, gives Trustees what they need to perform effectively...

Comment: \_\_\_\_\_

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\_\_\_\_\_ PERSONAL AND PROFESSIONAL GROWTH: participates in conferences & training opportunities, sets and pursues goals, is intellectually curious, laughs, has fun. . .

Comment: \_\_\_\_\_

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\_\_\_\_\_ VISION ORIENTED: has imagination, a trend setter, not a trend follower, has common sense, creative, open. . .

Comment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ STRATEGIC PLAN: aggressively supports the Strategic Plan, aggressively promotes the Strategic Plan, initiates new ideas, encourages staff to support the Strategic Plan, encourages staff to initiate new ideas. . .

Comment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PROGRESS TOWARDS ATTAINMENT OF GOALS FROM PRIOR YEAR'S EVALUATION**

Rate the progress toward each goal using a scale of 1 to 5, with 1 being the lowest and 5 being the highest. A rating of 3 is considered the expected progress toward completion of the goal. The rating scale is listed below, and comments are encouraged on all items.

- 1 Well below expectations
- 2 Below expectations
- 3 Meets expectations
- 4 Above expectations
- 5 Well above expectations

GOALS:

\_\_\_\_\_ Goal: \_\_\_\_\_

Comment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Goal: \_\_\_\_\_

Comment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Goal: \_\_\_\_\_

Comment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Goal: \_\_\_\_\_

Comment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Goal: \_\_\_\_\_

Comment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**OVERALL ACHIEVEMENT OF THE DIRECTOR:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**SPECIFIC RECOMMENDATIONS FOR IMPROVEMENT OF PERFORMANCE.**

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# Downers Grove Public Library Director Evaluation

Category

Rating (please circle one)

1. Relationship with the Board of Trustees

Excellent    Good    Fair    Poor

Communicates effectively with the Board both orally and in writing, provides the information and recommendations needed by the Board to establish policies and make decisions, plans Board meeting agendas and organizes supporting documents, brings significant matters to the Board's attention in a timely manner, utilizes annual evaluation to promote professional growth.

Comments:

2. Technical Competence

Excellent    Good    Fair    Poor

Exhibits the technical knowledge and skill to effectively direct library operations.

Comments:

3. Planning Ability

Excellent    Good    Fair    Poor

Plans, organizes, and effectively completes projects as they relate to the library and its operations. Logically analyzes and solves problems. In cooperation with the Board, develops strategic plans periodically and monitors progress towards implementation.

Comments:

4. Management Ability

Excellent    Good    Fair    Poor

Hires well-qualified staff; delegates' authority and responsibility appropriately; maintains a positive working environment.

Comments:

5. Administrative Relations

Excellent    Good    Fair    Poor

Effectively interacts with Village officials, the Library Attorney, library systems and consortia such as MLS and SWAN, library consultants, etc. to ensure the administrative operations of the library are effectively and efficiently carried out.

Comments



12. Additional Category: \_\_\_\_\_ Excellent Good Fair Poor

Another area of performance that should be considered in this year's evaluation.

Comments:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## **BOARD EVALUATION OF DIRECTOR** **PART I**

- 3 Exceeds Expectations: Director has gone beyond what you would expect.
- 2 Meets Expectations: Director meets all or most of what you expect.
- 1 Does Not Meet Expectations: Director is not working at a level acceptable to you.
- 0 No Information: You have not had an opportunity to observe these behaviors.

### **Category 1: Organizational Leadership**

	3	Exceeds Expectations	<b>Competency Description</b> <ul style="list-style-type: none"> <li>• Understands and implements the mission of the library.</li> <li>• Works as an advocate for the library before government, customers, the community and the general public.</li> <li>• Stays current with new ideas and trends among libraries.</li> <li>• Effective decision maker: gathers input, makes timely decisions and communicates results.</li> <li>• Proactive problem solver.</li> <li>• Articulates a guiding vision.</li> </ul>
	2	Meets Expectations	
	1	Does Not Meet Expectations	
	0	No Information	
<b>Behavioral Evidence:</b>			

### **Category 2: Relationship with the Board**

	<b>3</b>	Exceeds Expectations	<b>Competency Description</b> <ul style="list-style-type: none"> <li>• Keeps board members Informed about Issues, needs and operation of this library.</li> <li>• Offers direction to the board when needed on issues requiring board action and makes appropriate recommendations based on thorough study and analysis.</li> <li>• Interprets the intent of and executes board policy.</li> <li>• Seeks and accepts from the board, constructive criticism of work.</li> <li>• Supports board policy and actions to staff, customers and the public.</li> <li>• Understands his/her role in administration of board policy.</li> </ul>
	<b>2</b>	Meets Expectations	
	<b>1</b>	Does Not Meet Expectations	
	<b>0</b>	No Information	
<b>Behavioral Evidence:</b>			



### Category 3: Business and Financial Management

	<b>3</b>	Exceeds Expectations	<b>Competency Description</b> <ul style="list-style-type: none"> <li>• Keeps informed about financial needs of the library.</li> <li>• Understands and supervises the financial accounting programs for the library.</li> <li>• Ensures that library funds are spent appropriately, always in the best interest of those we serve.</li> <li>• Provides the board accurate, understandable information about the financial status of the library through regular financial reports.</li> <li>• Makes well-supported budgeting recommendations to the board.</li> <li>• Assists the board in keeping the library financially sound.</li> <li>• Explores and proposes to the board new potential sources of finance for programs and services.</li> <li>• Plans and organizes work effectively.</li> <li>• Ensures that all governmental and legal requirements of the library are met.</li> </ul>
	<b>2</b>	Meets Expectations	
	<b>1</b>	Does Not Meet Expectations	
	<b>0</b>	No Information	
<b>Behavioral Evidence:</b>			

### Category 4: Customer Service

	<b>3</b>	Exceeds Expectations	<b>Competency Description</b> <ul style="list-style-type: none"> <li>• Understands the needs of the library's customers and community and seeks to fill those needs with the organization's programs and community services.</li> <li>• Gains respect and support of other persons and organizations that come in contact with our library.</li> <li>• Articulates clear vision to staff about the paramount importance of customer service and models best practices behavior.</li> </ul>
	<b>2</b>	Meets Expectations	
	<b>1</b>	Does Not Meet Expectations	
	<b>0</b>	No Information	
<b>Behavioral Evidence:</b>			



### Category 5: Personal Characteristics that Impact Job Performance

	<b>3</b>	Exceeds Expectations	<b>Competency Description</b> <ul style="list-style-type: none"> <li>• Maintains high standards of ethics, honesty and integrity in personal and professional relationships.</li> <li>• Works well with individuals and groups.</li> <li>• Exercises good judgment in arriving at decisions.</li> <li>• Maintains poise and emotional stability in the full range of professional activities.</li> <li>• Writes clearly and concisely.</li> <li>• Responds well when faced with unexpected/disturbing situations.</li> <li>• Remains open to ideas, suggestions and criticism from the board.</li> </ul>
	<b>2</b>	Meets Expectations	
	<b>1</b>	Does Not Meet Expectations	
	<b>0</b>	No Information	
<b>Behavioral Evidence:</b>			

### Category 6: Personnel Management and Development

	<b>3</b>	Exceeds Expectations	<b>Competency Description</b> <ul style="list-style-type: none"> <li>• Justifies the need for staff development funds, actively campaigns for them and accounts for their use.</li> <li>• Analyzes staff functioning periodically with the object of combining, eliminating and/or creating new positions.</li> <li>• Emphasizes equal opportunity employment and affirmative action hiring practices.</li> <li>• Delegates authority and efficiently organizes the work of personnel.</li> <li>• Inspires staff to do their best work by acting as supporter and motivator; providing necessary resources, encouragement and appreciation.</li> <li>• Addresses performance issues and takes actions necessary to correct problems, both with staff and his/herself.</li> <li>• Willingness to assess and address poor and mediocre performance in a direct and fair manner.</li> </ul>
	<b>2</b>	Meets Expectations	
	<b>1</b>	Does Not Meet Expectations	
	<b>0</b>	No Information	
<b>Behavioral Evidence:</b>			



### Category 7: Planning and Problem Solving

	<b>3</b>	Exceeds Expectations	<b>Competency Description</b> <ul style="list-style-type: none"> <li>Establishes strategic goals that enable the library to better serve the community and anticipate future needs.</li> <li>Creates a vision that keeps the library on the cutting edge in technology, programming and services.</li> <li>Establishes clear long and short term objectives that are attainable and promote betterment of the library.</li> </ul>
	<b>2</b>	Meets Expectations	
	<b>1</b>	Does Not Meet Expectations	
	<b>0</b>	No Information	
<b>Behavioral Evidence:</b>			

### Category 8: Interpersonal Effectiveness

	<b>3</b>	Exceeds Expectations	<b>Competency Description</b> <ul style="list-style-type: none"> <li>Establishes rapport and maintains productive relationships with subordinates, board, customers and community.</li> <li>Handles differences openly, candidly and constructively with the best interests of the library in mind.</li> <li>Seeks input from others; creates a collegial atmosphere where ideas and information are easily exchanged.</li> <li>Willingly accepts responsibility for actions and eagerly gives credit to staff.</li> <li>Creates strong, collaborative work groups focused on attaining superior results.</li> <li>Encourages a culture of open communication.</li> </ul>
	<b>2</b>	Meets Expectations	
	<b>1</b>	Does Not Meet Expectations	
	<b>0</b>	No Information	
<b>Behavioral Evidence:</b>			



### Category 9: Innovation/Improvement

	<b>3</b>	Exceeds Expectations	<p><b>Competency Description</b></p> <ul style="list-style-type: none"> <li>• Seeks out and promotes change that will better serve patrons and the community.</li> <li>• Regularly proposes new ideas to the board for better service to customers and the community.</li> <li>• Seeks advanced training to improve job skills.</li> <li>• Constantly pushes to improve efficiency &amp; effectiveness.</li> <li>• Demonstrates concern about quality and getting better results.</li> <li>• Functions well in fast-paced, changing environment.</li> <li>• Anticipates change and develops appropriate coping strategies.</li> <li>• Actively works on personal development; seeks out feedback on how to improve.</li> <li>• Responds effectively and proactively to library/organizational changes.</li> <li>• Accomplishes responsibilities with superior outcomes.</li> <li>• Demonstrates resolve and urgency to get things done.</li> <li>• Commits to reach timely and successful closure on work.</li> <li>• Strong work ethic; does whatever it takes to get the job done.</li> <li>• Drives to excel in all matters.</li> </ul>
	<b>2</b>	Meets Expectations	
	<b>1</b>	Does Not Meet Expectations	
	<b>0</b>	No Information	
<b>Behavioral Evidence:</b>			



## **PART II**

**Describe 3-5 areas where performance is particularly effective:**

- 1.
- 2.
- 3.
- 4.
- 5.

**Describe 3-5 areas where performance could be more effective:**

- 1.
- 2.
- 3.
- 4.
- 5.

4. Comments of visitors
5. Adjournment