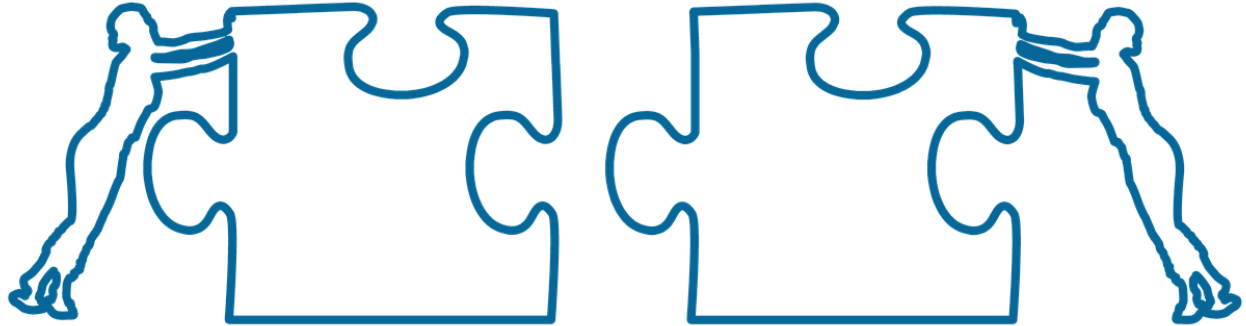


# HIRING AN EXECUTIVE DIRECTOR



## Literacy and Basic Skills

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### Carrie Wakeford

Executive Director  
Learning Ontario Central South  
Peterborough, Ontario  
[cwakeford@locs.on.ca](mailto:cwakeford@locs.on.ca)

### Shari Menard

Executive Director  
Simcoe Muskoka Skillforce  
Barrie, Ontario  
[shari@smskillforce.ca](mailto:shari@smskillforce.ca)



## TABLE OF CONTENTS

INTRODUCTION.....	1
KNOWLEDGE, SKILLS, ABILITIES AND OTHER ATTRIBUTES (KSAO) .....	2
Definition: Knowledge.....	3
Definition: Skills.....	5
Definition: Abilities.....	6
Definition: Other Attributes.....	7
Task: Creating a KSAO Chart.....	8
JOB DESCRIPTION .....	9
Task: Review Your Job Description .....	10
JOB POSTINGS.....	11
TASK: Create a Job Posting .....	11
CANDIDATES .....	12
Task: Review Steps – Advertising and Promoting .....	13
INTERVIEW QUESTIONS.....	15
Task: Select Interview Questions.....	16
RECRUITMENT AND RETENTION TIPS.....	17
Task: Recruitment and Retention.....	18
APPENDIX – Tools and Examples .....	19
KSAO CHART – EXECUTIVE DIRECTOR .....	20
KSAO CHART – BLANK .....	21
JOB DESCRIPTION - EXECUTIVE DIRECTOR .....	22
JOB POSTING - EXECUTIVE DIRECTOR .....	28
INTERVIEW QUESTIONS.....	32
INTERVIEW CHART ONE .....	39
INTERVIEW CHART TWO .....	42
INTERVIEW CHART - BLANK.....	45

## INTRODUCTION

This document will lead you through steps for hiring an Executive Director or Manager of a Literacy and Basic Skills (LBS) program. We will use the term Executive Director throughout this document, but the steps and examples are transferable to any LBS leadership position.

Depending on the structure of your organization and your existing policies around recruitment and retention, the strategies used may vary. For example, hiring may include management, board members or hiring committees. This guide can be shared with all those involved.

You will find information, tasks and examples including:

- Knowledge, Skills, Abilities and Other Attributes (KSAO) Definitions and Charts
- Job Descriptions
- Job Postings
- Interview Questions
- Recruitment and Retention Tips

We will begin by defining Knowledge, Skills, Abilities and Other Attributes.

You will be guided in using the KSAO structure to assess the position of Executive Director in your Literacy and Basic Skills program.

**Note:** When you are hiring practitioners to work in a Literacy and Basic Skills organization, use the document 'Hiring a Practitioner'.

## KNOWLEDGE, SKILLS, ABILITIES AND OTHER ATTRIBUTES (KSAO)

KSAO is an acronym used by people in Human Resources to describe “Knowledge, Skills, Abilities and Other Attributes”. When hiring, using KSAOs will help you focus on things other than a candidate’s past job titles, responsibilities, and credentials, which have all been shown to be poor indicators of future performance and success in a position.

Understanding the KSAOs needed for a position will help you with successful recruitment, hiring, onboarding and performance management.

Competencies is another common term used in Human Resources which describes the combination of knowledge, skills, abilities, and attributes and how they work together to contribute to an individual’s success.

Knowledge + Skills + Abilities + Other Attributes = Competencies

Once you are clear on the KSAOs needed for success in a position, this information will then be a guide in the development of job descriptions, job postings and interview questions.

You can use your existing documents and/or the examples provided in the appendix of this document.

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## DEFINITION: KNOWLEDGE

KSAO: **KNOWLEDGE**; Skills; Abilities; Other Attributes

Knowledge refers to something you have learned either formally (education and training) or informally (on-the-job or self-study). It may include things like facts, theories, policies, procedures, and rules. It is what you know and understand; it is not always what you have done or what you are skilled in doing. For example, you may have attended a workshop on CaMS but haven't had the opportunity to apply what you've learned.

Knowledge can be gained through education, but a degree or diploma does not guarantee that someone will have the knowledge you seek. Someone may have knowledge without a degree or diploma.

Knowing something is very different than being able to do something. You can be knowledgeable but not skillful, but you can't be skillful without knowledge. For example, you can gain knowledge of leadership through training or by reading books, but until you have applied this knowledge, you may not have leadership skills.

Examples of knowledge you may want an Executive Director to have:

- Literacy and Basic Skills structure and guidelines
- Principles of adult learning
- Budgeting, bookkeeping
- Human resource management, governance
- Strategic planning, business planning

A note on credentials:

You may require the candidate to have a specific credential. This might include a degree, diploma, certificate, or professional designations.

It is important to assess whether these credentials are necessary to be successful in the position you are seeking to fill.

Ask yourself:

- Does an Executive Director of a Literacy and Basic Skills organization need a diploma or degree?
- Will a BA, BSW, Human Resources Diploma, or an accounting designation help someone succeed in the role?
- Why is the requirement in place?
- Is there an equivalency you would consider?

It is also important to consider whether you will be able to attract candidates with the credential(s) you are seeking, based on the current job description, the environment, and the salary.

**Note:** Looking for experience vs. credentials may open the job to some older workers who have been in the field but who haven't completed a post-secondary degree or diploma.

For more information, search the Internet using terms such as credentialism or degree inflation.

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## DEFINITION: SKILLS

KSAO: Knowledge; **SKILLS**; Abilities; Other Attributes

Skills are observable and are gained through practical hands-on application. They are developed through practice, action and performance. For example, you can study leadership, but it is when you start applying your knowledge by working in the field that you develop skills in leadership. Skills are developed through action. They include both hard skills (technical e.g. equipment/digital skills) and soft skills (non-technical e.g. communication and planning).

Skills can be taught, developed, tested, and measured and are usually learned and improved upon over time. Skills are developed by applying knowledge repeatedly. Because skills are developed over time, they are often described in levels. For example, someone who has been a manager for a year will not have the same level of skill as someone who has been a manager for 20 years.

Examples of skills you may want an Executive Director to have:

- Leadership
- Presentations
- Research and report writing
- Planning and coordination
- Word-processing, spreadsheets and PowerPoint

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## DEFINITION: ABILITIES

KSAO: Knowledge; Skills; **ABILITIES**; Other Attributes

You were born with natural abilities that will stay with you for your entire life. If you try something for the first time and it comes easily, it may be because you have an innate ability. These are the things that seem to come easy to you, for example, some people have a natural athletic ability or an ability to think spatially.

Having a natural ability will help an individual to develop a skill quickly. For example, if someone is good with numbers, they may have an easier time gaining the skills needed to develop and manage budgets.

Examples of abilities you may want an Executive Director to have:

- Good with numbers
- Analytical, logical, organized
- Detail oriented, big picture thinker
- People oriented, adaptable

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## DEFINITION: OTHER ATTRIBUTES

### KSAO: Knowledge; Skills; Abilities; **OTHER ATTRIBUTES**

Your personality, characteristics, attitudes, interests, temperament, and values combine to make up your attributes. In HR, these are often called 'Other Attributes'. Attributes are often critical to success in a job. If you find yourself saying you are looking for someone with the right attitude, people who will fit in with the team, or people who have values that match the core values of the organization, you are seeking specific attributes.

Employers often say that attributes are the most important of the KSAOs because they are difficult to teach, and they have a significant impact on the culture of the organization. For example, it is easier to teach software than empathy.

Examples of attributes you may want an Executive Director to have:

- Professional, confident, accountable, flexible, and responsible
- Goal-oriented, growth-oriented, and resourceful, respectful, diplomatic, inspirational, and supportive
- Independent, collaborative, inclusive and team-oriented
- Discreet, tactful, and ethical, positive, optimistic, passionate, innovative, curious and flexible

## TASK: CREATING A KSAO CHART

This task will lead you through the steps to develop a list of Knowledge, Skills, Abilities and Other Attributes (KSAO) needed by an Executive Director in your organization.

### Step: Chart development

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1. Print the 'KSAO Chart for Executive Director' found in the Appendix
2. Cross out anything not critical for an ED in your organization
3. Add anything you think is important in this role that is not already included
  - a. You can also use the "Blank KSAO Chart" available in the Appendix to create your own

**Note:** The column you use is not critical. For example, you may put Leadership in the Skills column and someone else will put it under Abilities. That is fine, the most important thing is that it is on the chart somewhere if it is critical to the position.

### Step: Identify your top five

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1. Circle the five things someone in this position must have to be successful in your organization
2. Assess your top five
  - a. If someone was missing one of these top five, could they still do the job?
  - b. Could someone gain or develop these missing KSAOs quickly?
3. Review the KSAOs you didn't select in your top five
  - a. Are they needed to be able to do the job?
  - b. Could they be learned quickly?

### Step: Optional next steps

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- Consult with others in your organization or with your Board of Directors
- Revisit this chart in a few days and edit
- Finalize your chart

## JOB DESCRIPTION

It is recommended that you review your job descriptions every few years, even if you are not currently hiring. This helps to ensure the job descriptions will be ready when they are needed. It also gives you time to reflect on the current position and assess changes.

The following task will lead you through an assessment of your current job description for the ED position in your organization.

We have also provided a draft job description for an Executive Director and included an example for you to review. Note, this is a guide only, not the job description you must use.

If you don't have a job description, you can use this example, search online for examples, hire an HR professional or consult with colleagues.

Additional Resource: [Developing Job Descriptions](#)

## TASK: REVIEW YOUR JOB DESCRIPTION

Step: Compare the Executive Director job description with the KSAO chart

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1. Open your current job description and your KSAO chart for the Executive Director position
2. Assess your job description for KSAOs
  - Do your top five stand out?
  - Is there anything missing?
3. What is included in your job description that is not on your KSAO list?
  - Should it be added to the KSAO chart?
  - Does anything need to be removed from the job description?

Step: Review the example job description

---

1. Open the Executive Director job description example in the Appendix.
2. Compare this with your job description
  - a. Is there anything you want to add to your job description?

## JOB POSTINGS

This is your opportunity to introduce your organization and highlight the value of the work being done.

You want to be sure that the posting reflects your organization’s brand, vision, values, and mission. It needs to be short and concise but should also give a clear idea of what your organization does. This is your opportunity to talk about why a job seeker would want to be a part of your team. Remember to add any “perks” that your organization provides for its employees – i.e. free parking, paid sick leave, flexible hours, benefits, hybrid workweek, etc. It may take a few tries to distill down. Remember to use clear language. Having your team review the organizational introduction is a good idea. Once you have created the perfect piece, you should be able to reuse it again and again.

Note: Disclosing the salary/wages for the position is recommended.

### TASK: CREATE A JOB POSTING

Step: Create an introduction

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- Draw on existing materials that describe your organization and this position
  - Website, brochure, job description, funding proposals
- Write a one paragraph description of your organization
- Write a one paragraph description of the position
- Review the example in the Appendix “Job Posting - Executive Director”

Step: Draft a job posting

---

1. Open your current job description and your KSAO chart for the Executive Director
2. Assess your job posting or the example in the Appendix
  - Do your top five KSAOs stand out?
  - Is there anything missing? E.g. do you include a compensation range

## CANDIDATES

After a job posting has been developed, your next step is to spread the word by accessing talent pool resources. This is done through both advertising and promoting the opportunity. Your goal is to reach as many potential candidates as you can, so you have qualified applicants to interview. Ideally you will have a budget and three weeks for this process. This will allow you to promote your post and give candidates time to respond.

Passive: Advertising your job posting may include posting on job boards such as Charity Village, Indeed, LinkedIn, Monster and Workopolis and your agency's website, blog or social media. Some posts are free; however, you may want to consider paying to boost your post. Explore options that fit your budget e.g. LinkedIn Recruiter.

Active: Promote your job posting by taking steps to reach the untapped labour market. Some options:

- Consider how you can leverage your existing networks to get connected with jobseekers
  - Implement an employee referral system that rewards employees for recommending people e.g. a reward for a resume, for an interview, or for a successful hire
  - Ask community partners for help, including organizations that support underrepresented groups
  - Speak to volunteers within LBS programs and other community organizations
- Search for prospective employees on sites that allow you to search a resume or skills database
  - Use words from your job posting or KSAO chart to search for people with the skills you are seeking
  - Send direct messages to people whose profiles align with the job opportunity e.g. through LinkedIn
- Reach out to colleges and universities that offer courses or training programs that align with LBS and promote job opportunities to alumni and current students. For example:
  - Brock University offers a BA in Adult Education, Certificate in Adult Education and Micro-Certificates- <https://brocku.ca/education/programs/adult-education/>
  - Queen's University offers courses for teachers, focused on adult education <https://coursesforteachers.ca/on/courses/CONT860>
  - Algonquin College - Teachers and Trainers of Adults program <https://www.algonquincollege.com/online/program-info/teachers-and-trainers-of-adults-part-time/>
  - Conestoga College - Adult Education Certificate of Achievement <https://continuing-education.conestogac.on.ca/programs/adult-education>
  - Durham College - Teaching and Training Adults program <https://durhamcollege.ca/academic-faculties/professional-and-part-time-learning/programs-and-courses/programs/program?dept=DIPL&prog=TEAC>
  - Georgian College - Teaching and Training Adults program <https://www.georgiancollege.ca/academics/programs/teaching-training-adults/>
  - Humber College courses and certificates related to teaching adults <https://liberalarts.humber.ca/future-students/explore/continuous-professional-learning/area-of-interest/adultteacher-education.html>

## TASK: REVIEW STEPS – ADVERTISING AND PROMOTING

Review the following list and check all the methods you have used in the past. Also check any methods you will try the next time you are hiring.

<b>Advertising - Job Postings</b>	<b>Have Used</b>	<b>Will Try</b>
Service System Manager		
Employment Service organizations		
Job Bank - Federal Government		
Job Boards e.g. Charity Village, Indeed, LinkedIn Monster and Workopolis – note these postings will be found on the Workforce Boards <a href="#">Jobs Portal</a>		
Sites recruiting underrepresented groups e.g. Indigenous candidates, newcomers, persons with disabilities		
Your agency's social media		
Your agency's website/blog		
College, University and Private Career College		

<b>Promotion and Outreach</b>	<b>Have Used</b>	<b>Will Try</b>
Work with an HR firm or recruiter (cost share with other agencies)		
Ask the LBS community for help with referrals or social media shares – e.g. the network and support organizations and other LBS organizations		
Ask your team - develop an employee program to incentivize referrals		
Ask volunteers, tutors, board members to promote the posting (or apply)		
Employment Services – ask for tips, assistance, referrals and funding for hiring		
Reach out to the Chamber of Commerce for suggestions		
Contact other agencies who have hired recently (they may have resumes to share or candidates to recommend)		
Research sites for posted resumes or search sites for candidates, e.g. use the search bar in LinkedIn to search by keywords, skills and experience		
Ask partners – request help sharing your posting or ask for recommendations		
Speak to career centres at Colleges, Universities and Private Career Colleges		
Reach out to organizations that support underrepresented groups for leads or tips e.g. ODEN		

<b>Building for the Future</b>	<u>Have Used</u>	<u>Will Try</u>
Summer students		
Placement students		
Volunteers, tutors and board members		
Job share an employee with other LBS organizations or partners		
Host open houses		
Join the Chamber of Commerce		
Attend job fairs		

## INTERVIEW QUESTIONS

In the Appendix, you will find a list of interview questions designed to help you draw out the knowledge, skills, abilities, and other attributes (KSAO) of the candidate you are interviewing.

We have divided the questions into the four KSAO sections, however, it is important to note that many overlap or fit in multiple sections.

These are 'starter questions'. They are provided as a guide that you can use as you customize the questions to the needs of your organization. You can combine these questions or edit them to fit your situation.

You may also want to expand them with an introduction. For example, "Tell me about a time you reached out to a supervisor, peer, mentor and/or board member for support" could be changed to: "We are a nonprofit organization, which means you will be reporting to a Board of Directors. Tell us about your experience working with a Board of Directors and provide an example of when you reached out to a board member for support."

### **Behavioural Style Questions**

Many of the questions in this document can be described as behavioural style questions. They are based on the belief that past behaviour predicts future behaviour; therefore, they are focused on learning about the actions a candidate took in the past. By using this style of question, you give candidates the opportunity to talk about how they have demonstrated the skills, abilities and other attributes that will prepare them for the position. Behavioural questions are ideal for learning about a person's skills because they will tell you how they have applied their knowledge.

For example, you will learn about a candidate's knowledge of leadership if you ask: "What is the greatest challenge a leader faces?" However, if you ask a behavioural style question you will learn about their skills: "Tell me about a time you had to provide leadership in the face of a difficult challenge."

Note: Some employers provide candidates with a copy of the interview questions ahead of the interview.

### **References**

You can use this same style of question when you are calling references. For example, rather than asking a reference about the candidate's skills, ask them to give you examples that tell you how the candidate demonstrated the skills.

You can change the question "Would you describe Jo as a strong team player?" to the question "Can you describe a time Jo worked with a team, including what they contributed?"

Note: It is important to call references.

## TASK: SELECT INTERVIEW QUESTIONS

You will need your list of current interview questions, the ones you use when hiring an Executive Director. You will need your KSAO chart, Job Description and Job Posting, if available.

### Step: Review the interview questions

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1. Review your current list of interview questions used when hiring an ED (if available)
  - Next to each question describe the information you are seeking – are you looking to learn about their knowledge, skills, abilities, or other attributes?
2. Are your questions behavioural style questions? Do the questions begin with:
  - Give me an example of when...
  - Describe a situation when...
  - Tell me about a time when...
  - Tell me about a situation when...
  - Tell me about a challenge when...
  - How did you ...

### Step: Review the example questions

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1. Review the example interview questions in the Appendix
2. Highlight any questions you might want to add to your list of interview questions
3. Customize the questions for your organization and position using the KSAO Chart, Job Description and Posting

### Step: Create an interview chart

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1. Select the questions you want to ask
  - a. Identify the information the answers will provide you
2. Create an interview chart
  - a. You may change and adapt the questions once you have them in the chart
  - b. There are example interview charts in the Appendix - divided into interview one and interview two that you can use as a guide
  - c. The questions focus on skills and end with an area to track key attributes
  - d. There is a ranking column

## RECRUITMENT AND RETENTION TIPS

When asked how they improve recruitment and retention employers say they offer remote work, a good salary, reduced skill requirements for promotion, financial bonuses and paid time off. However, when employees are asked what they need to stay engaged at work they list salary, appreciation and recognition, remote work options, opportunity for advancement and other benefits and perks. (“[Recruitment and Retention for Small-to-Medium Size Employers](#)” Pg. 27)

You can find wage information here: <https://www.jobbank.gc.ca/wagereport/location/on>

Benefits are important. You may want to consider shopping around for a benefits package. E.g. if you are a member of the Chamber of Commerce, ask about their benefits package for members. If your organization is a non-profit, you could review Community Services Benefits Trust: <https://csbt.ca>

While it is true that offering a competitive wage and benefits will help attract and retain workers, competitive wages are not always an option.

There are many options outside of wages and benefits. There are other things employees value. The first step is to determine what supports retention in your organization and what staff value so you can address your current system and culture.

The following task will help you evaluate your current processes and identify a few things you might add.

## TASK: RECRUITMENT AND RETENTION

Review the following list to determine what you already have in place. Then select one thing you could implement now. Note: some of these may require board involvement or policy changes. These are overall tips to consider. They are not position specific.

Step: Review this list of options to consider

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- Evaluate your workplace culture, ask for feedback and take action to make changes.
  - Surveys, one-to-one and team meetings will help understand the current culture.
  - Understand what drives people (mission, vision, values, and personal drivers).
  - What do people love about their work; what do people dislike; why do people stay? What do they value? Why do people leave?
- Have a well-developed onboarding process, take a team approach and provide training and support.
  - Mentorship and/or coaching programs.
  - Job shadowing and training with senior staff.
  - Board support and cross-over time with the person leaving the position.
- Strong management style and structure.
  - Develop your recruiting process (using tips in this guide).
  - Take leadership and management training for Executive Directors (e.g. LinkedIn Learning) and offer this training to people wanting to build leadership skills.
  - Offer a consistent performance management system that is supported by clear expectations.
  - Find formal and informal opportunities for appreciation and recognition from management, the board, and peers (make it part of your culture).
  - Advancement opportunities are not always an option, but special projects can be considered e.g. applying for funding to take on something new, even if short term. Consider bonuses for extra projects.
  - Work with each staff to develop a training/learning plan and encourage them to find opportunities for training outside of the traditional LBS training options, including conferences, online training, certificates and professional development.
- Clear, transparent communication from management
  - Have a system for sharing updates and information so everyone is informed.
  - Gather, hear, and respect input and ideas from staff.
  - Establish a clear reporting structure and clear expectations.
  - Set well defined and realistic goals.
- Offer flexible work arrangements, including the option to work from home whenever possible.
- Build support for personal needs, health, and wellness to support work-life balance.
- Ensure access to tools and resources for staff (e.g. computer equipment, books, and supplies).
- Build short- or long-term community involvement activities into organizational culture e.g. staff on a Board of Directors, the entire organization helping with a food drive.

For more details see page 30-35 of the [“Recruitment and Retention for Small-to-Medium Size Employers”](#) a document developed for the [Workforce Development Board](#). You can also search the internet for ‘recruitment and retention’ or ‘recruitment and retention for non-profits’.



## KSAO CHART – EXECUTIVE DIRECTOR

<b>Knowledge</b>	<b>Skills</b>	<b>Abilities</b>	<b>Other Attributes</b>
Factual, theoretical, procedural; rules, laws and concepts	Action; observable, measurable; developed over time through practice	Natural/innate mental or physical ability or talent; lasts a lifetime	Personality traits, characteristics, attitudes, interests, temperament, values
Non-Profit Governance, board structure, agency policies and procedures, non-profit management	Leadership – team building, coaching, mentoring, negotiating manage complex systems and conflicting priorities	Critical thinking – assessment and evaluation of programs and team	Professional, accountable
Ministry Guidelines for LBS and CaMS and Ontario Adult Literacy Curriculum Framework, Assessments tools and processes, Skills for Success	Planning/Managing – research, needs identification, ideas, solutions, implementation, projects and pilots, program design/development and business plans, performance metrics, CaMS	Big picture thinker - vision	Goal oriented – growth oriented
Budgeting and Finance - government funding, insurance, spreadsheets, accounting software	Communication – written, verbal and listening, public speaking, proposal and grant writing and facilitation, cultural competency	Self-motivated/inspirational	Problem solver and decision maker
Strategic Planning – process, planning and implementation, vision, mission, values	Networking - outreach and relationship building with community, partners, and funders	Good with numbers	Collaborative, team oriented, supportive
HR Management - policies, legislation and regulation, human rights, hiring, recruitment, retention	Marketing and Promotion – creative ideas, partner and community outreach, strategies to ensure program success, fundraising	Strategic, proactive, analytical – complex situations	Confident, diplomatic, tactful, discreet
Literacy and Basic Skills and Principles of Adult Learning, history and trends, adult learning, assessments	Financial Management - budgeting, forecasting, reporting, recommendations, and decisions	Calm under pressure, sound decisions	Ethical, respectful, maintain confidentiality
Community Knowledge, political, social, economic, structure, partners	Administration – day-to-day operation, reporting, CaMS, data management	Optimistic/Positive	Passionate, innovative, curious
Risk management, safety, and security, change management	Customer Service – quality service for learners and partners.	Relationship focused/driven, good with people	Inclusive, advocate
Diversity, Equity, and Inclusion Training / Bridges out of Poverty training	Technology – computers, Microsoft office (intermediate), ability to leverage digital tools	Organized – manage time, conflicting priorities, meet deadlines	Flexible
University Degree, College Diploma, Certificate, driver's licence (CPIC?)	HR Management – build, manage, train, maintain, supervise, and evaluate a team, (staff/volunteers), delegate, manage HR files and communication	Innovative, creative, adaptable	Resourceful



## JOB DESCRIPTION - EXECUTIVE DIRECTOR

Note: the following is a guide only, it will need to be customized to the needs of your organization and approved by your Manager, Board or HR consultant. This includes reference to working with a board, which can be omitted if your organizational structure does not include a Board of Directors.

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### LOGO

Include your organization's logo. State the date this document was developed.

### JOB TITLE

- State the job title you use – we will use Executive Director
- Other examples, Manager, Supervisor or Team Lead, whatever title you use for this leadership position.

### REPORTING RELATIONSHIPS

- The person the ED reports to, e.g.
  - The Board of Directors/Board Chair
  - The Manager
- You can include details if you wish, e.g.
  - Reports monthly
  - Provides updates on programs, achievements, plans, projects, budgets, statistics, trends and staffing

### LOCATION AND HOURS OF WORK

- Work is generally performed in the office and community settings.
- Onsite, remote or hybrid.
- Flexible hours, though generally 8:30 -4:30 weekdays. May include additional evenings and weekend hours.
- Travel required.
- Number of staff, number of clients.

### SUMMARY

The Executive Director/Manager is responsible for the leadership, supervision, direction, project development and implementation, and the day-to-day management of X. The ED operates within a framework of policies and goals which have been approved by the Board. The ED is responsible for ensuring all Ministry guidelines are followed and all reports and budgets are completed on time. The ED is responsible for ensuring that X mission is carried out, in accordance with operational, strategic and business plans.

## DUTIES OR RESPONSIBILITIES

You can add the primary duties and responsibilities based on the KSAOs for the position, divided into key areas. The following list is an example of what you could include for an Executive Director.

### Leadership

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- Develop strategic plans, based on the mission, vision and values of the organization.
- Identify and assess internal and external issues and trends that affect the organization.
- Build an effective team.
- Represent the organization professionally, expanding awareness in the community.
- Monitor and evaluate all initiatives.
- Set the direction of X.
- Build and maintain reputation in the community.

### Operations

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- Develop and implement a plan that allows X to meet established goals and objectives.
- Ensure that the operation of X meets the expectations of its learners, staff, board and funder.
- Oversee the day-to-day operation of the organization.
- Draft policies for approval and prepare procedures that will guide the implementation of policies; review existing policies on an annual basis and recommend changes as needed.
- Ensure that client, ministry, human resources (staff and volunteer) documents are securely stored, and privacy/confidentiality is maintained.
- Prepare meeting agendas and supporting materials for staff, ministry, and board meetings.

### Governance & Board Administration

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- Work with the Executive Committee to develop agendas for Board meetings, retreats and the Annual General Meeting.
- Oversee the preparation of Board meeting packages.
- Prepare and present status/issues reports at Board meetings.
- Develop necessary policies and procedures, providing advice and guidance to the Board in cases where compliance with policies and procedures is in question.
- Support X planning processes by facilitating planning sessions with the Board.
- Oversee the preparation of all correspondence, news releases, newsletters, advertisements, proposals, and promotional materials on behalf of the Board.
- Oversee the development and implementation of the Board's communication and marketing plan.
- Support all Board committees as required.
- Being proactive regarding emerging issues that may affect X, advising the Board of Directors of these issues and developing/implementing related risk assessments and mitigation strategies.
- Monitor, manage and report on the progress of all Board initiatives and projects.

## Program Planning and Management

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- Oversee the planning, implementation and evaluation of the organization's programs and services.
- Ensure that all programs and services offered by the organization contribute to the organization's mission and reflect the priorities of the Board and funder.
- Monitor the day-to-day delivery of the programs and services of the organization to maintain or improve quality.
- Identify needs and gaps and develop programs or proposals to meet those needs of the community.
- Oversee the planning, implementation, execution, and evaluation of projects.

## Human Resources Planning and Management

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- Determine staffing requirements to ensure consistent, quality program delivery.
- Oversee the implementation of the human resources policies, procedures and practices including the development of job descriptions for all staff.
- Establish a positive, healthy, and safe work environment in accordance with all appropriate legislations and regulations.
- Ensure that sound recruitment, interview and selection of staff procedures are followed.
- Ensure that all staff receive an orientation to the organization and that appropriate training is provided.
- Implement a performance management system for all staff that includes monitoring the performance of staff on an on-going basis. Conduct an annual performance review.
- Coach and mentor staff as appropriate to improve performance.
- Address staffing issues when necessary, using appropriate techniques and following agency protocol. Always seek legal advice if the dismissal of a staff member is required.
- Develop policies, manage change, and think strategically.
- Lead significant change and help manage transitions.

## Financial Planning and Management

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- Work with staff and the Board/Supervisor to prepare a comprehensive budget within funding guidelines.
- Work with the Board/Supervisor to secure adequate funding for the operation of the organization.
- Research funding sources and write funding proposals to increase the funds of the organization where appropriate and needed.
- Approve expenditures within the scope of authority and following policies.
- Ensure that sound bookkeeping and accounting procedures are followed.
- Administer the funds of the organization according to the approved budget and monitor the monthly cash flow of the organization.

- Review, and present financial reports.
- Sign contracts, leases, licenses and binding agreements on behalf of the organization in accordance with established policy.

#### Community Relations/Advocacy

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- Communicate with partners/stakeholders to keep them informed of the work of the organization
- Monitor trends and needs in the community.
- Establish good working relationships with partners and funders.

#### Risk Management

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- Identify and evaluate the risks to the organizations' people (learners, staff, management, volunteers) property, finances, image and implement measures to control risks.
- Ensure that the Board of Directors and the organization carry appropriate and adequate insurance coverage.
- Ensure that the Board and staff understand the terms, conditions, and limitations of the insurance coverage.
- Implement policies, procedures, and standards to minimize risk.
- Analyze complex situations and make decisions.

#### Information Management and Communication

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- Provide support and supervision to all staff members.
- Make effective group presentations.
- Communicate with staff, partners, and the general public.
- Serve as the liaison among community, partners, staff members and the Board of Directors to ensure that issues and concerns are effectively communicated in a timely manner.
- Keep the Board of Directors apprised of issues requiring their attention and involvement.

#### Project Planning and Management

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- Liaise with Board/Supervisor, and potential funders to identify suitable opportunities for projects.
- Develop project proposals according to various funding guidelines.
- Implement projects, and planning functions.

#### Professionalism

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- Handle emergencies, crises, and hostile behavior.
- Maintain control in difficult and frustrating situations.
- Use professional judgment daily within guidelines established by provincial legislation and established policies and procedures.

- Accommodate competing demands.
- Maintain integrity and confidentiality of sensitive, personal information.
- Demonstrate commitment to customer service.
- Work in alignment with the Mission, Vision, and Values of the organization.

Disclaimer: Because of the changing nature of work and work to be done, other responsibilities and duties may be addressed from time to time.

## **QUALIFICATIONS/CREDENTIALS**

### Education

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- State the minimum qualifications: degree, diploma, certification, professional designations.

Note: as mentioned, consider this carefully to avoid credentialism.

Other qualifications you may consider:

- Experience in the field of literacy or a related social services field.
- Demonstrated passion for and commitment to inclusion, knowledge, and an ongoing awareness of the literacy field.
- An understanding of the needs and experiences of learners.
- Strong community network and skills in working and reaching out to community partners.
- Knowledge of ministry guidelines for Literacy and Basic Skills.
- Computer skills with experience with software and hardware and problem solving.

### Attributes

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- Collaborative, confident, and consistent.
- Resourcefulness and flexible, discrete, tactful.
- Ability to work independently as well as a team member to achieve outcomes and deadlines.
- Ability to balance multiple demands/priorities and manage them effectively.
- Ability to be supportive, respectful, and inspirational and a positive role model to all staff.

## **GENERAL**

### Mandatory Conditions

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- Valid Ontario Drivers "G" license and a reliable car.
- Satisfactory Criminal Record background check, including Vulnerable Sector Search, required.

### Compensation

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- Salary range:
- Compensation package (vacation, sick leave, benefits, flex time....)

**EQUITY CLAUSE**

Option: We provide equal employment opportunity for all applicants and employees and do not discriminate based on race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, record of offences (excluding CRC/VSC), marital status, family status, disability, or any other characteristic protected by local law.

Option: We welcome everyone. We proudly stand for equality, respect, inclusion, and always speaking up. We are committed to providing a safe and dignified work environment for all employees and candidates, regardless of gender, race, ethnicity, sexual orientation, disability, neurodiversity, religion, or any other aspect of their identity. If you require assistance or accommodation in completing the application materials or any aspect of the application process, please contact ....

**ACCESSIBILITY CLAUSE**

Option: We welcome and encourage applications from people with disabilities. Accommodations are available on request for candidates taking part in all aspects of the selection process.

Option: X is committed to ensuring equal access and participation for people with disabilities. We are committed to treating people with disabilities in a way that allows them to maintain their dignity and independence. We believe in integration, and we are committed to meeting the needs of people with disabilities in a timely manner. We will do so by removing and preventing barriers to accessibility and by meeting our accessibility requirements under Ontario’s accessibility laws.

Signature of Executive Director: \_\_\_\_\_

Signature of Board Chair/Supervisor: \_\_\_\_\_

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

## JOB POSTING - EXECUTIVE DIRECTOR

Note: the following is a guide only, it will need to be customized to the needs of your organization and approved by your manager, board, or HR consultant. You also expand governance and board administration if needed.

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### LOGO

Include your organizations logo.

### JOB TITLE

- State the job title you use – we will use Executive Director.
- You can include reporting relationship if you wish e.g. Reports to the Board of Directors.

### CONDITIONS

Location details are important if the position requires the candidate to work on-site or in a flexible work situation.

Work is generally performed in office and community settings.

- Onsite, remote or hybrid
- Flexible hours, though generally 8:30 -4:30 weekdays. May include additional evenings and weekend hours
- Travel required
- Number of staff, number of clients

### SUMMARY – Introduce the Organization and Position

Introduce your organization, highlighting the value of the work being done. You want to be sure that it reflects your organization’s brand, vision, values, and mission. It needs to be short and concise but should also give a real flavor of what it is that your organization does. This is your opportunity to talk about why a job seeker would want to be a part of your team. It may take a few tries to distill down. Remember to use clear language. Have your team peer review this introduction. Once you have created the perfect piece, unless you change your name or mission, you should be able to reuse it again and again.

Example Organization: X Literacy is a progressive, not-for-profit that believes in helping multi-barriered individuals to increase their literacy skills so that they can move forward in work, learning and life. Working with volunteers and community partners we provide our learners with the wrap around services that help them succeed. We meet our learners where they are and work with them, in respect and collaboration, on their journey.

Example Position: The Executive Director is responsible for the leadership, supervision, direction, project development and implementation, and the day-to-day management of X. The ED operates within a framework of policies and goals which have been approved by the Board. The ED is responsible for ensuring all Ministry guidelines are followed and all reports and budgets are completed on time.

## **DUTIES OR RESPONSIBILITIES**

### **Introduction**

This section should clearly outline the key hard and soft skills needed for the job. It should be a concise summary of the performance expectations for the position. Draw on your KSAO chart and the Job Description.

A few examples to draw on below.

#### Operational Planning and Management and Leadership

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- Set the direction for X, build a team, develop, and implement strategic plans, based on the mission, vision and values of the organization.
- Develop and implement a plan that allows X to meet established goals and objectives for the organization and all programs and services.
- Ensure that the operation of X meets the expectations of its learners, staff, board, and funder.
- Oversee the day-to-day operation of the organization and all programs and services.
- Identify and evaluate the risks to the organizations' people (learners, staff, management, volunteers) property, finances, image and implement measures to control risks.
- Serve as the liaison among community, partners, staff members and the Board of Directors to ensure that issues and concerns are effectively communicated in a timely manner and a positive, collaborative reputation is established.

#### Human Resources Planning and Management

---

- Determine staffing requirements to ensure consistent, quality program delivery.
- Oversee the implementation of the human resources policies, procedures and practices including the development of job descriptions for all staff.
- Establish a positive, healthy, and safe work environment in accordance with all appropriate legislation and regulations.
- Hire, train, supervise, mentor and coach all staff.
- Provide a supportive, respectful, inspirational, and positive role model to all staff.

## Financial Planning and Management

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- Work with staff and the Board to prepare a comprehensive budget within funding guidelines.
- Seek out and secure additional funding.
- Ensure that sound bookkeeping and accounting procedures are followed.
- Administer the funds of the organization according to the approved budget and monitor the monthly cash flow of the organization.
- Review, and present financial reports.

## Professionalism

---

- Handle emergencies, crisis, and hostile behavior.
- Use professional judgment daily within guidelines established by provincial legislation and established policies and procedures.
- Ability to balance multiple demands/priorities and manage them effectively.
- Collaborative, confident, consistent, resourceful, flexible, discreet, tactful.

Disclaimer: Because of the changing nature of work and work to be done, other responsibilities and duties may be addressed from time to time.

## **QUALIFICATIONS/CREDENTIALS**

### Education

---

- State the minimum qualifications: degree, diploma, certification, professional designations.

### Mandatory Conditions

---

- Valid Ontario Drivers "G" license and a reliable car.
- Satisfactory Criminal Record background check, including Vulnerable Sector Search, required.

### Compensation

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- Salary range:
- Compensation package (vacation, sick leave, benefits, flex time...)

## **EQUITY CLAUSE**

Option: We provide equal employment opportunity for all applicants and employees and do not discriminate based on race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, record of offences (excluding CRC/VSC), marital status, family status, disability, or any other characteristic protected by local law.

Option: We welcome everyone. We proudly stand for equality, respect, inclusion, and always speaking up. We are committed to providing a safe and dignified work environment for all employees and candidates, regardless of gender, race, ethnicity, sexual orientation, disability, neurodiversity, religion, or any other aspect of their identity. If you require assistance or accommodation in completing the application materials or any aspect of the application process, please contact ....

## **ACCESSIBILITY CLAUSE**

Option: We welcome and encourage applications from people with disabilities. Accommodations are available on request for candidates taking part in all aspects of the selection process.

Option: X is committed to ensuring equal access and participation for people with disabilities. We are committed to treating people with disabilities in a way that allows them to maintain their dignity and independence. We believe in integration, and we are committed to meeting the needs of people with disabilities in a timely manner. We will do so by removing and preventing barriers to accessibility and by meeting our accessibility requirements under Ontario's accessibility laws.

## **HOW TO APPLY**

As this will be unique to each organization, our suggestion is to be detailed in the instructions that you would like to see followed.

- Do you need both a cover letter and resume?
- Do you want the applicants to apply only on-line or will you accept mail-in or drop off applications.
- Note that on-line applications may limit applications.
- Be sure to include your application deadline date and time.

Criminal Record Check with Vulnerable Sector Check (CRC/VSC)

## INTERVIEW QUESTIONS

### KNOWLEDGE

Knowledge refers to something you have learned either formally (education and training) or informally (on-the-job or self-study). This might include knowledge of literacy and basic skills guidelines, bookkeeping, human resources, the principles of adult learning. You may want to ask more skills-based questions than knowledge-based questions, unless there is something specific you need to know. You have likely confirmed a candidate's 'knowledge' based on their resume if they have reached the interview stage. These questions will help you discover what a person knows, not their skill or experience in implementing.

#### Education and Training

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- Tell me about your training in... (e.g. project management, software, facilitation).
- Tell me how you keep your knowledge of ... current.
- Tell me about your last course, workshop, conference, training, or formal education. What did you learn that you were able to apply in your work?
- Describe how you have used your education in your work or personal life.
- Tell me how you demonstrated your commitment to ongoing learning.
- Tell me about your training in Diversity, Equity, and Inclusion.

#### Management

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- Tell me what you know about ... (e.g. project management, strategic planning, team leadership)
- Describe how you first learned about bookkeeping, or general accounting principles.
- Tell me about your knowledge of developing and implementing a set of policies and procedures.
- What trend in adult training/literacy do you see as positive and what trend concerns you?
- Based on your knowledge of the pandemic, how would you handle your pandemic response in the future?

#### General Knowledge Based Questions

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- Describe a time you pursued a learning opportunity. Tell me how you decide this training was needed.
- How have you applied your knowledge of the principles of adult learning?
- Tell me about your knowledge of our community and the partners that support our program.
- Tell me about your knowledge of board governance and administration

## SKILLS

Skills are observable and are gained through practical hands-on application where they are developed through practice, action, and performance. Skills are developed over time; they are often described in levels. They may include hard and soft skills or transferable skills. Most of your questions will be skills-based questions.

### Leadership

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- Tell me about your experience building relationships with staff and bringing people together as a team. Give me an example of a time when you had to lead a team through a challenge.
- Based on what you know about our organization, describe your vision for our future. What would you commit to maintaining and what would you change or add?
- Tell me about your role in strategic planning. How have you used the recommendations. What was one recommendation you had trouble supporting and what did you do?
- Tell me how you developed the skills needed to be successful in the role of Executive Director.
- Tell me about a time you reached out to a supervisor, peer, mentor and/or board member for support.
- Tell me about your greatest accomplishment and greatest challenge as a leader.
- Give me an example of a time you had to lead a team through a challenging situation.
- Describe a time you took the lead on something. Describe your leadership style. What did your team achieve?
- Tell me how you have identified a community need and outline how you responded including how you got others to join you in taking action.
- Tell me about a time you inspired an individual or group – staff, peers, partners, or clients/learners to reach their goals or excel on a task or project.
- Tell me about your experience with change management and describe how you would lead the transition as a new ED, if you are offered this position.

### Community/Communication/Relationships

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- Tell me about the strategy you would use to develop relationships with Ministry representatives.
- Give me an example of a time you earned the respect of ... (e.g. a peer, manager, staff, or learner/client.)
- Tell me how you initiated, built, and strengthened relationships with others in the past.
- LBS is often talked about as the best kept secret. Tell me why you think that is the case and your strategies for changing that.
- Tell me about a time you went the “extra mile” to help a partner.
- How have you handled a complaint from ... (e.g. a learner, client, community partner, team member). What steps did you take and what was the outcome.
- Describe a time you had to make an unpopular decision. How did you communicate this difficult decision and gain support? How did you manage resistance?

- Describe a time when you had to mediate a dispute between... (e.g. a team member, co-worker). Describe the steps you took.
- Tell me about the steps you took to market a program to learners/clients and partners.
- Tell me about a time you had to work with someone or support someone who had beliefs, values, or opinions different than yours.
- Tell me about a time you identified a need to develop your communication skills and outline the steps you took.
- Tell me about your involvement in the community, both through work and your personal life.

## Management

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- Tell me about your experience developing and managing a budget.
- Tell me about your experience with human resource strategies, such as... (e.g. recruitment retention, onboarding, training, performance management).
- Tell me about a time you had to hold a person accountable.
- How did you handle conflict with... (e.g. staff, team member, supervisor, board)?
- Tell me about a time your listening skills were critical to your success.
- How have you supported your team or team members in the past? Tell me about a time you had to draw on policy and procedures to address an issue or solve a problem.
- Tell me about an event you organized.
- Tell me about a time you applied your analytical and problem-solving skills to ....
- Tell me about a difficult situation you experienced with a staff person, learner or client and describe the steps you took to solve the problem.
- Describe a time you have used data/statistics to make a decision.
- What steps do you take to ensure your organization is welcoming to all people from diverse backgrounds and cultures.

## Governance and Board Administration

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- Tell me about your experience overseeing board meetings and Annual General Meetings.
- Tell me about a policy you developed or updated to reflect changes in your organization.
- Describe a time you led a planning meeting or discussion.
- Describe a time you had to work with a board of directors to solve a problem.

## Technology

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- What do you know about the digital divide and how will you address this within the scope of this role?
- Tell me about a time your computer skills were essential to completing a project.
- Tell me about a time when you solved a tech issue (e.g. computer, software and hardware).
- Tell me about the last software program you learned and how you have applied this knowledge.

## **ABILITIES**

Summary: Everyone is born with natural abilities that will stay with them throughout their lifetime. If you try something for the first time and it comes easily, it may be because you have an innate ability. You can learn about a candidate's abilities through skills-based questions.

### General Abilities Based Questions

- Describe a time you had to ... (e.g. handle a crisis, handle a conflict, stay calm under pressure)
- Tell me about a time you had to move between details and big picture thinking.
- Describe a situation when you had to motivate yourself to complete a task you were not looking forward to completing.
- Give me an example of a time you drew on your analytical skills to address a complex situation.
- What is an example of a time you were innovative at work?
- When has applying your strategic thinking skills served you well?
- Tell me about a time you used sound judgement.
- Organization and scheduling of people and tasks is necessary for creating a productive work environment. Describe one experience that illustrates your organization and scheduling abilities.

## OTHER ATTRIBUTES

Your personality, characteristics, attitudes, interests, temperament, and values combine to make up your attributes. In HR, these are often called 'Other Attributes'.

Note: Many of these questions ask about knowledge, skills, and abilities, but personal attributes are the focus.

### Leadership

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- Tell me about a time you had to use diplomacy and tact when dealing with ... (e.g. a performance issue, a conflict, a team member, a coworkers).
- Tell me about a challenge you faced, or a decision you made, that required you to pivot. Did you adapt your initial plan, or did you develop a new strategy?
- Describe a project that required you to work with people at different levels in an organization or community.

### Personal Management

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- How have you leveraged your soft skills .... (e.g., integrity, confidence, flexibility, responsibility) to help you achieve success in past positions?
- How did you handle a decision made by management that you didn't agree with?
- Tell me about a time you accomplished a goal you set out to achieve.
- Tell me about a time you learned through experience, took responsibility for a mistake or a decision that didn't work out.
- Describe a time you received constructive criticism. What did you learn?
- Describe a situation that required you to do several things at the same time, such as managing more than one project. How did you manage conflicting priorities? What was the outcome?
- Tell me about a time you were part of a successful project. Describe your role on the team.
- Tell me about a time you worked as a team to solve a problem.
- Tell me how you demonstrated empathy, and an understanding of the barriers others may face to achieving their goals.
- Tell me about a time you took a proactive approach to addressing a problem.
- Describe a time you had to work with a team member that you found difficult to work with.
- Tell me about the last time you had to do something outside your comfort zone.
- How did you handle ... (e.g. a missed deadline, pressure, a disappointment, failure)
- Describe a time when your ethics were challenged.
- Tell me about the biggest challenge you faced this past year.

## SITUATIONAL OR SCENARIO QUESTIONS

You may ask situational or scenario questions to get a picture of how the candidate will respond to something that may occur on the job. These questions are often developed from real life situations in the workplace. It is hard for people to prepare ahead of time for these questions, so answers tend to be a bit more spontaneous.

Learner or Client Support:

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- You are dealing with an angry learner because their start date has been delayed twice now. How would you handle this situation?
- You are presented with a policy or ministry guideline that does not serve your learners well, what steps would you take to advocate for change?
- You are concerned that staff are overstepping with their support for a learner. How do you handle this?

Communication

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- Overall, you really like your board, but you struggle with one of the board members. It is an operational board, but this person oversteps and is getting involved in the day-to-day operations. They also criticize you in front of others. What would you do?
- You need to ask a staff member to do something that is your role, but you just don't have time to do it. How do you approach them?
- You are waiting on a community partner for information before you can move forward. You have contacted them several times and they keep telling you they are busy. You are under pressure to meet a deadline. How would you handle this situation?
- You hear that a community partner is complaining about your organization to other partners. How do you proceed?

Management

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- There is a lot of conflict on your team. Deadlines have been missed and no one wants to take responsibility. What would you do to get your team working together respectfully and meeting deadlines?
- A staff person sends a letter to your ministry representative complaining about your management style and decisions. The ministry rep. contacts you and asks to have a meeting. How do you proceed?
- You learn that one of your best employees has been responsible for a significant breach of confidentiality. How do you proceed?
- In your first year as manager, a learner comes to you with an allegation that a staff person was disrespectful. How do you proceed?
- Your bookkeeper tells you they have noticed that money is missing from a fundraising event account. How do you proceed?
- You have a board member who wants to be involved in the day-to-day decision making at the organization. How do you proceed?

## DEMONSTRATION

If you want to see a candidate in action, you can arrange for them to demonstrate their work. This could be a task sent ahead of time, a computer test or on the spot task that they complete after the interview. You can also provide an 'assignment' for them to do between the first and second interview.

For example,

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- Write an email introduction to a new program that you would send to a community partner.
- Develop a marketing plan for three months.
- Write a job posting for a literacy practitioner.
- Develop an agenda for an Annual General Meeting.
- Write a pitch to the team for a new program.

## Example Assignment

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We would like to know about the knowledge and skills you need to develop to be successful in the role of Executive Director, including the resources and support you need. We are asking you to develop and present your recommended transition plan to the interview committee during the second interview. Please identify the **Topics** (such as financial, human resources, Ministry, community, strategic planning, the Board, even personal growth), your **Goals** (what you need to learn), **Strategies/Steps** (how you will get there), the **Outcomes** (what you will achieve) and finally **Timelines**.

## INTERVIEW CHART ONE

Before the interview use the “SUMMARY – Introduce the Organization and the Position” from the job posting to prepare your introduction. You can also include information such as the timeline for the interview and the next steps, e.g. when they can expect to hear from you.

Question	Weight %	Rating 1-5	Comments
<p><b>HR Management</b></p> <p>Tell us about your experience building relationships with staff and bringing people together as a team.</p> <p>Give us an example of a time you led a team through a challenging situation or an organizational change.</p>			
<p><b>Financial Management</b></p> <p>Tell us about your experience with budget development and management.</p>			
<p><b>Ministry</b></p> <p>Tell us about the strategy you have used or would use to develop relationships with MLITSD representatives.</p>			
<p><b>Community Outreach</b></p> <p>Tell us how you have initiated, built and strengthened relationships with others in the past.</p>			

<p><b>Strategic Planning</b></p> <p>Based on what you know about our organization, describe your vision for our future. What would you commit to maintaining and what would you change or add?</p>			
<p><b>Problem Solving</b></p> <p>In your first year on the job and ..... happens, how do you proceed?</p>			
<p><b>Leadership</b></p> <p>Tell us about your greatest accomplishment and your greatest challenge as a leader?</p>			

**Abilities: circle any observed**

Able to handle pressure and make sound decisions, innovative, creative and self-motivated, inspirational, relationship driven.  
 Strategic (big picture thinker), proactive, analytical (able to understand complex situations with multiple variables and competing interests), critical thinker (assess and evaluate people, programs and situations), organized

**Attributes: circle any observed**

Professional, confident, accountable, flexible, and responsible  
 Goal-oriented, growth-oriented, and resourceful, respectful, diplomatic, inspirational, and supportive  
 Independent, collaborative, inclusive and team-oriented  
 Discreet, tactful, and ethical, positive, optimistic, passionate, innovative, curious, advocate, flexible

If offering a second interview:

**ASSIGNMENT:** We would like to know about the knowledge and skills you need to develop to be successful in the role of Executive Director including the resources and support you need. We are asking you to develop and present your recommended transition plan to the interview committee during the second interview. Please identify the **Topic** (such as financial, human resources, Ministry, community, strategic planning, the Board, even personal growth), your **Goals** (what you need to learn), **Strategies/Steps** (how you will get there), the **Outcomes** (what you will achieve) and finally **Timelines**.

## INTERVIEW CHART TWO

Question	Weight %	Rating 1-5	Comments
<p><b>ASSIGNMENT:</b> We would like to know about the knowledge and skills you need to develop to be successful in the role of Executive Director including the resources and support you need. We are asking you to develop and present your recommended transition plan to the interview committee during the second interview.</p> <p>Please identify the <b>Topic</b> (such as financial, human resources, Ministry, community, strategic planning, the Board even personal growth), your <b>Goals</b> (what you need to learn), <b>Strategies/Steps</b> (how you will get there), the <b>Outcomes</b> (what you will achieve) and finally <b>Timelines</b>.</p>			
<p><b>HR Management</b></p> <p>You have a board member who wants to be involved in the day-to-day decision making at the organization. How do you proceed?</p>			
<p><b>Financial</b></p> <p>The organization's bookkeeping team tells you that they have noticed that there is a discrepancy in an account. How do you proceed?</p>			

<p><b>Community Outreach</b></p> <p>LBS is often talked about as the best kept secret. Tell us why you think that is the case and your strategies for changing that.</p>			
<p><b>Strategic Planning</b></p> <p>Tell us about your role in strategic planning. How have you used the recommendations? What was one recommendation you had trouble supporting and what did you do?</p>			
<p><b>Problem Solving</b></p> <p>Tell us about a time you had to address a complaint from a client/learner that they had been treated with disrespect from someone in the organization. How do you proceed.</p>			
<p><b>Leadership</b></p> <p>Tell us about a time you sought the support from a supervisor, peer, mentor and/or board member.</p>			

**Abilities: circle any observed**

Able to handle pressure and make sound decisions, innovative, creative and self-motivated, inspirational, relationship driven. Strategic (big picture thinker), proactive, analytical (able to understand complex situations with multiple variables and competing interests), critical thinker (assess and evaluate people, programs and situations), organized

**Attributes: circle any observed**

Professional, confident, accountable, flexible, and responsible

Goal-oriented, growth-oriented, and resourceful, respectful, diplomatic, inspirational, and supportive

Independent, collaborative, inclusive and team-oriented

Discreet, tactful, and ethical, positive, optimistic, passionate, innovative, curious, advocate, flexible

INTERVIEW CHART - BLANK

Question	Weight %	Rating 1-5	Comments

**Abilities:**

**Attributes:**

**ASSIGNMENT:**