JOB DESIGN FOR EVALUATION

The Evaluation Capacity Development Toolkit focuses on creating organizational structures within NGO organizations to support internal evaluation. The building blocks of organizational structures are the jobs that people perform. This next section will examine how NGOs can include evaluation in the design of their jobs in order to better meet important individual needs while contributing to increased organizational effectiveness.
JOB DESIGN FOR EVALUATION

Introduction

Job design is concerned with structuring jobs in order to improve organizational efficiency and employee job satisfaction. The design of a job should reflect both technological and human considerations. It should facilitate the achievement of organizational objectives and the performance of the work that the job was established to accomplish. At the same time, the design should recognize the capacities and needs of those who are to perform it.

Over the last two decades, one of the most influential theories of job design is the Job Characteristics Model (JCM) put forward by Hackman and Oldman (1980). This extensively studied model has been used to explain important work outcomes for workers in a wide variety of blue and white-collar jobs. In this section, the JCM will be used to explain how incorporating evaluation-related duties into the jobs of nongovernmental organization (NGO) program staff can be used as a strategy for job enrichment.

Fundamental to JCM is the notion that there are two kinds of job motivation: external motivation and internal motivation. External job motivation includes salary, benefits, and bonuses. Internal job motivation derives from the sense of self-satisfaction that one receives from a job well done. Our experience is that NGOs, in particular small NGSs, often don’t have the resources to promote a great deal of external job motivation. Therefore, it is important that they maximize internal job motivation.

According to Hackman and Oldman (1980), internal job motivation occurs when three key conditions are met.

- First, the person must experience **responsibility** for the results of the work, believing that he or she is personally accountable for work outcomes. If one views the quality of the completed work as depending more on external factors than upon one’s own initiative or efforts, then he or she will feel less personally satisfied when one does well or dissatisfied when one does not do well.

- Second, the person must have **knowledge of the results** of his or her work. If the person who does the work never receives knowledge of the results, then that individual has no basis for feeling satisfied about doing well or dissatisfied about doing poorly.

- Third, the person must experience the work as **meaningful**—as something that “counts” in one’s own system of values. If the work being done is seen as trivial, then internal work motivation is unlikely to develop—even when the person has sole responsibility for the work and receives ample information about how well he or she is performing.
Hackman and Oldman (1980) believe that jobs have certain characteristics that determine how well the key conditions named above will be met. A sense of responsibility, the first key condition, is facilitated by giving staff a high degree of autonomy. Knowledge of the results, the second key condition, is facilitated by giving staff feedback on their performance effectiveness. And a sense of meaningfulness, the third key condition, is facilitated by skill variety, task identity, and task significance.

Next, we will explore how incorporating evaluation-related duties into the jobs of NGO program staff can facilitate these characteristics in such a way that it increases the likelihood that the key conditions of responsibility, knowledge of results, and meaningfulness will be met.

When the key conditions named above are met, it leads to desirable outcomes. What are these desirable outcomes? We have already named one of them – high internal motivation to do the job. Hackman and Oldman (1980) have identified three other outcomes including high satisfaction with personal growth, high general job satisfaction, and high work effectiveness.

**Responsibility**

According to Hackman and Oldman (1980), one job characteristic, autonomy, has been associated with helping staff to experience responsibility for the outcomes of their work. Autonomy is defined as the degree to which the job provides substantial freedom, independence, and discretion to the individual in scheduling the work and in determining the procedures to be used in carrying it out.

When a job provides substantial autonomy to the person performing it, work outcomes will be viewed by that individual as depending substantially on his or her own efforts, initiatives, and decisions, rather than on, for example, the adequacy of instructions from the boss. As autonomy increases, an individual tends to feel more personal responsibility for success and failures that occur on the job and is more willing to accept personal accountability for the outcomes of his or her work.

With increased autonomy come more decision-making opportunities. Evaluation is a critical tool to guide staff in making appropriate programmatic or administrative decisions. Data that are gathered as part of an evaluation will back up decisions regarding program planning and implementation. Evaluation will also clarify results at the conclusion of programming cycles. Information is empowering and evaluation activities provide an important source for information. Decisions based on solid evidence enhance confidence as greater responsibility is assumed by staff members.

The second key condition for internal job motivation is receiving knowledge of the results of the work.
Knowledge of Results

According to Hackman and Oldman (1980), one job characteristic, feedback, has been associated with providing staff members with knowledge of the actual results of their work activities. Feedback is defined as the degree to which carrying out the work activities required by the job provides the individual with direct and clear information about the effectiveness of his or her performance.

The focus here is on feedback mechanisms that are integrated into the work itself such as when an NGO staff member implements some aspect of a program and sees his or her relative effectiveness in providing services. The knowledge of results derives from the work activities themselves, rather than some other person (e.g., an external evaluator) who collects data or makes a judgment about how well the work is being done.

There is no better way for NGO staff to receive direct and clear information about the effectiveness of individual and programmatic performance than for them to carry out the evaluation themselves. When someone else (e.g., external evaluator) carries out the evaluation, the best that can be hoped for is that NGO staff will have a vicarious sense of performance effectiveness.

There are two fundamental approaches to evaluation for NGOs. They can do it unsystematically or systematically. Unsystematic evaluation usually involves making casual observations of the results of one’s work. The problem with this is that we often remember only the good things and we have a tendency to forget the bad. As a result, casual observations can lead to a distorted perception of one’s performance effectiveness.

For this reason, ECDG recommends that NGO program staff take a systematic approach to evaluation. This involves setting up a simple system for helping staff measure performance effectiveness. ECDG advocates a 5-step process. The steps include: 1) determining the scope and focus of the evaluation; 2) selecting indicators; 3) collecting data; 4) analyzing and reporting the data; and 5) using the findings of the evaluation.

The third key condition for internal job motivation is experiencing the work as meaningful.

Meaningfulness

Three job characteristics have been associated with helping staff experience meaningfulness in their work. They are 1) skill variety, 2) task identity, and 3) task significance.

Skill Variety

The first job characteristic associated with helping staff experience meaningfulness in their work is skill variety. Skill variety is the degree to which a job requires an assortment of different activities in carrying out the work, involving the use of a number of different
skills and talents of the NGO staff. As noted earlier, when a task requires staff members to engage in activities that involve the judicious application of a variety of skills, they almost invariably experience that task as meaningful, and the more skills involved, the more meaningful the work is likely to be.

The link between skill variety and experienced meaningfulness is probably hardwired into the human species. Numerous researchers have shown that people, from newborn infants to mature adults, seek occasions to explore and manipulate their environments and to gain a sense of efficacy by testing and using their skills.

NGO evaluation actually requires a suite of interpersonal, communication, and project management skills that can add value to a staff member’s current job. That is because NGO staff with appropriate evaluation skills and knowledge should be in a better position to maximize intended positive outcomes and to minimize unintended negative outcomes.

Exactly what constitutes the “appropriate” evaluation skills will vary from situation to situation. It is likely that soft skills such as effective listening, questioning, and negotiation may be appropriate across all stages of the evaluation process. Technical skills such as survey methods, questionnaire development, and quantitative analysis may only be appropriate in certain limited situations.

Task Identity

The second job characteristic associated with helping staff experience meaningfulness in their work is task identity. Task identity is the degree to which the job requires completion of a whole and identifiable piece of work, which is, doing a job from beginning to end with a visible outcome.

People care about their work more when they are doing a whole job. When staff members have an intact task, such as providing a complete unit of service or putting together an entire product, they tend to see that task as more meaningful than is the case when they are responsible for only a small part of the job.

The general manager of a donation center who is responsible for hiring, training, evaluating and managing all donation center staff will find the work more meaningful than, for example, a manager who only has responsibility for managing the center staff.

Evaluation is an important part of the program lifecycle. NGOs set goals, plan and implement programs and projects, and conduct evaluation. The results of the evaluation should feed back into the goal setting process. NGO staff is typically responsible for each phase of the program lifecycle EXCEPT evaluation. Making a program a whole and identifiable piece of work would require putting NGO staff in charge of the evaluation as well. This would increase task identity and thus increase meaningfulness.

© 2008 Evaluation Capacity Development Group
Task Significance

The third job characteristic associated with helping staff experience meaningfulness in their work is task significance. Task significance is the degree to which the job has a substantial impact on the lives of other people, whether those people are in the immediate organization or in the world at large. Meaningfulness of the work is enhanced when staff members understand that the work being done will have a substantial impact on the physical or psychological well-being of other people. When we know that what we do at work will affect someone else’s happiness, health, or safety, we care about that work more than if the work is largely irrelevant to the lives and well-being of other people.

Requiring the staff of NGOs to conduct program evaluation gives them an opportunity to see up close and personal the impact of their work on the lives of other people. Evaluation is the mechanism by which task significance is accomplished.

An evaluation often assesses changes in the well-being of individuals that can be attributed to a particular project, program or policy. It is aimed at providing feedback to help improve the effectiveness of programs and policies. Evaluations that assess impact are decision-making tools for policymakers. This type of evaluation promotes accountability to the public.

Practical Application

In the preceding section, the case was made for enriching the job design through the addition of evaluation to the tasks of NGO staff. Doing this will not only help the NGO better achieve its goals, it will also provide staff with more intrinsic job satisfaction. Following the excellent discussion of Sherman, Bohylander, and Snell (1996), this section will discuss the steps involved in making that happen. Two important steps involve conducting a new job analysis and rewriting NGO staff job descriptions.

Job Analysis

Job analysis is the process of obtaining information about the duties, tasks, or activities of the jobs that people do. The procedure involves collecting and analyzing data about a job—a process not too dissimilar from that of evaluation. When completed, job analysis results appear as a written report summarizing the information obtained from the analysis of individual job tasks or activities. This report is used to develop job descriptions. There are several methods used to conducting a job analysis. One of the more popular methods, and the one that will be explained here, is the critical incident method. The objective of the critical incident method is to identify critical job tasks. Critical job tasks are those important duties and job responsibilities performed by NGO staff that lead to job success. Information about critical job tasks can be collected through:
• Interviews. A human resources professional may question individual staff members and supervisors about the job under review.

• Questionnaires. A human resources professional may circulate carefully prepared questionnaires to be filled out individually by NGO staff and supervisors. These forms will be used to obtain data in the areas of job duties and tasks performed, purpose of the job, physical setting, requirements for performing the job (skill, education, experiences, physical and mental demands), and equipment and materials used (computers and software). See Exhibit 1.

• Observation. A human resources professional may learn about the jobs by observing and recording on a standardized form the activities of NGO staff. Videotaping jobs for later study is an approach used by some NGOs.

• Diaries. NGO staff themselves may be asked to keep a diary of their work activities during an entire project cycle. Diaries are normally filled out at specific times of the day (e.g. every half-hour or hour) and maintained for a two- to four-week period.

Suppose, for example, that a human resources professional is studying the jobs of NGO staff using the critical incident method. During the course of a series of interviews, the HR professional might ask the staff members to describe their jobs on the basis of what is done, how the jobs are performed, and what tools and equipment are used. If the NGO staff does not include evaluation among the critical job tasks then the HR professional should prompt for this information.

After the job data are collected, the HR professional will then write separate task statements that represent important job activities. Typically, five to ten important task statements are written for each job under study. At least one of these task statements should deal with evaluation. The final product will be written task statements that are clear, complete, and easily understood by those unfamiliar with the job. For example, a task statement related to evaluation might be “Plans, implements, and uses evaluations for program x.”
Exhibit 1. Job Analysis Questionnaire.

<table>
<thead>
<tr>
<th>Your Name ______________________________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Title _____________________________________________________________</td>
</tr>
<tr>
<td>Department ___________________________________________________________</td>
</tr>
<tr>
<td>Work Location _________________________________________________________</td>
</tr>
<tr>
<td>Name of Supervisor ____________________________________________________</td>
</tr>
</tbody>
</table>

**Job Summary Statement.** Describe the nature and purpose of your work in one or two sentences.

____________________________________________________________________

____________________________________________________________________

**Duties and Responsibilities**

<table>
<thead>
<tr>
<th>Duties and Responsibilities</th>
<th>% of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Requirements for performing job**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Education</th>
<th>Experiences</th>
<th>Physical Demands</th>
<th>Mental Demands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Office Equipment Used**

<table>
<thead>
<tr>
<th>Office Equipment Used</th>
<th>% of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Health and Safety Concerns**

____________________________________________________________________

____________________________________________________________________
Job Descriptions

Job analyses are used to develop job descriptions. As the name implies, a job description is a written description of a job and the types of duties it includes. There is no standard format for job descriptions so they tend to vary in appearance and content from one NGO to another. However, job descriptions usually contain four parts: a job title, a job identification section, a job duties section, and a job specification section. See Exhibit 2.

Job Title

The job title should provide some indication of the duties the job entails and the relative level occupied by its holder in the organizational hierarchy. Including evaluation tasks in the job description probably will not change the job title very much.

Job Identification Section

The job identification section of a job description usually follows the job title. It includes such items as the departmental location of the job, the person to whom the NGO staff member reports, and the date the job description was last revised. “Job Statement” usually appears at the bottom of this section and serves to distinguish the job from other jobs—something the Job Title may fail to do. This section would explain how the individual staff member is integrated into the evaluation system.

Job Duties Section

Statements covering job duties are typically listed in order of importance. These statements should indicate the weight, or value, of each duty. Usually, but not always, the weight of a duty can be gauged by the percentage of time devoted to it. The statements should stress the responsibilities that all the duties entail and the results they are to accomplish. It is also general practice to indicate the tools and equipment used by the NGO staff member in performing the job.

Job Specifications Section

As stated earlier, the personal qualifications that NGO staff members must possess in order to perform the duties and responsibilities contained in a job description are compiled in the job specification. Typically, the job specification covers two areas: (1) the skill required to perform the job and (2) the physical demands the job places upon the employee performing it such as percent of time traveling.

Skills relevant to a job include: education or experience, specialized training, personal traits or abilities, and manual dexterities. The physical demands of a job refer to how much walking, standing, reaching, lifting, or talking must be done on the job. The condition of the physical work environment and the hazards NGO staff may encounter are also among the physical demands of a job. The percent of domestic or international travel required for a job can also be included in physical demands.
Enriching the Job Design by Adding Evaluation Tasks

In the following section several job descriptions are presented that have been enriched through the addition of program evaluation tasks. Not all job descriptions contain all possible evaluation tasks. Among the evaluation tasks that enhance the job descriptions are soliciting feedback from clients, analyzing and reporting information, and using the data to improve programs. Individuals in different positions have the opportunity to perform various evaluation activities. Persons with direct access to clients, such as service providers, have the best opportunity to solicit information from clients about their satisfaction with the agency or organization. Individuals with supervisory responsibilities are in a better position to collect information from a number of different sources including staff, surveys, and consultants. Executive directors and board members can look at the larger picture and examine the achievement of long-term goals through the impacts of the agency or organization.
**Job Description for a Service Provider**

In the first example (Exhibit 2.) the job of a nature camp program staff member is described. In this position the employee is providing direct services to the campers in a nature camp. As is typical in many staff positions the job description emphasizes the implementation of duties assigned by others. There is little opportunity to learn about the impacts of the activities performed or to complete a whole and identifiable piece of work. There is no formula for adding these tasks. Soliciting suggestions from the staff members and their supervisors about how to incorporate evaluation is one way to add evaluation tasks to a job description.

In this example the program staff could be empowered to solicit feedback from the campers in a simple survey administered at the end of every two-week camp. The survey could ask about how the campers liked specific activities as well as solicit ideas about how the camp could be improved. Assigning the analysis and reporting of this information to the staff member presents the opportunity to learn about the impacts of their activities and to complete an identifiable piece of work. Adding the data analysis and reporting also adds to the skill variety of the job. The two additional tasks appear in the Essential Function section as numbers 9 and 10 (in bold).
Exhibit 2. Program Staff Job Description

**JOB TITLE:** Program Staff  
Departmental Location: Nature Camp  
Reports to: Main Camp Director  
Date of Last Revision: 14 Sept, 2007  

**JOB STATEMENT**  
Works in appropriate program areas during Camp activities as assigned.  
Works in an appropriate program area during Cabin Group as assigned.  
Works in an appropriate program area during Fun Swim or Twilight Fun.  
Substitutes for Senior Counselors (SCs) or Assistant Counselors (ACs) at meals as needed, or assists with difficult cabins as needed.  Assists with setup, running, and cleanup of Evening Programs as needed.  If 18 years old or older, may be assigned to substitute for an SC when they are on their night off.

**ESSENTIAL FUNCTIONS**  
1. Maintains the cleanliness of the living space to which he or she is assigned  
2. Models, teaches, and upholds the Camp Nature Code of Conduct and protects the well-being of all campers  
3. Plans and coordinates, with other staff, evening programs and Olympics  
4. Aids in the development and education of Leaders in Training (LITs) and Counselors in Training (CITs).  
5. Cares for and maintains equipment, supplies and property of camp  
6. Shares responsibility of staffing layovers with other staff members  
7. Shares responsibility of staffing bus duty with other staff members  
8. Maintains positive relationships with campers, parents, and other staff  
9. **Administers a survey to campers at the completion of every two-week camp session**  
10. **Analyzes and reports the results of the survey to the camp Director.**  
11. Encourages physical, emotional and spiritual growth and positive character development in all campers  
12. Works to increase his or her own cultural competence and helps to create an environment that values diversity  
13. Prepared to do anything else deemed necessary by the Camp Director

**JOB SPECIFICATION**  
1. Finished 3 or 4 years of high school and ages 16 or older. If under 18 and still in high school, requires State-issued work permit. If under 18 and still in high school, may not be assigned to do anything prohibited under work permits.  
2. Certified in CPR, First Aid and preferably Lifeguard  
3. Possesses a variety of skills and camping experience  
4. Possesses a commitment to working with a diverse staff and camper population for the fulfillment of program goals
**Job Description for a Program Director**

The second example (Exhibit 3.) is the job description for a program director. This example came from a nonprofit foundation that had already incorporated evaluation into the job description. The Program Director has access to information about program implementation and results. The specific/key responsibilities include program development, coordination and evaluation, providing the program director with the opportunity to experience the completion of a whole work activity, see the impact of his/her activities and enjoy skill variety. The evaluation tasks are in bold print.

**Exhibit 3.** Project Manager Job Description
PROGRAM DIRECTOR

Job Description
The Program Director is responsible for administering the foundation’s grant programs in accordance with its mission and grantmaking criteria, and for managing relationships, both internally and externally, which sustain and promote these programs. The Program Director collaborates with staff and board as appropriate and reports to the Executive Director.

Specific/Key Responsibilities

Program Development, Coordination and Evaluation

- Contribute creative vision and leadership in all areas of programming.
- Coordinate all elements of grant program

1. Application processing and applicant support
2. Panel processes, including identifying and recruiting panelists, and policy discussions
3. Participatory program evaluation, assessment and modification
4. Creation of program-related content for written materials,
5. Development of program-related training materials
6. Establish a repository of lessons learned as a result of grant-making activities

- Support design and implementation of program evaluation framework, ensuring regular evaluation of program impact.

Management

- Develop annual operations plan for grants program, in alignment with organizational and strategic plan.
- Recruit, train, supervise, support leadership development of grants program staff.
- Manage grants program budget development, modifications, and monitoring.
- Prepare grants program reports for the Board of Directors.
- Participate in organization strategic planning, Board Committee work, and staff retreats, as appropriate.

Communications and Advocacy

- Work closely with the Communications Director to maintain visible public presence of the foundation and its grantees, including effective representation and dissemination of information about the foundation's grant programs and mission.
- Develop relationships with key individuals and peer organizations in the field, locally, regionally and nationally.
- Represent and serve as an advocate for the foundation’s mission and change in key philanthropic and other networks to support the strategic goals of the foundation.

Qualifications

- Demonstrated success in project development, management, and evaluation.
- Highly organized with proven ability to work independently
- Ability to build teams and relate effectively to applicants, community partners, staff, board, volunteers, and consultants.
- Excellent facilitator and communicator, comfortable with public speaking and working with diverse audiences.
- Excellent written and analytic skills and demonstrated track record of developing creative solutions.
- An enthusiastic and collaborative approach to work, a good sense of humor, the ability to communicate well across cultures, and a willingness to learn and be open to new ideas.
- English proficiency required, proficiency in a second language related to grantmaking desirable (e.g. Spanish.)
Job Description for a Board Member

The third example is a job description for a nonprofit board member (Exhibit 4). Volunteers can fill a variety of positions within an agency or organization, such as museum docent, care provider, junior camp counselor, fundraiser or board member. When revising job descriptions to improve organizational efficiency and job satisfaction, do not forget your volunteers, including board members. Volunteers have a unique perspective and are invaluable to the success of an organization. While volunteers can fill a number of positions in an organization, in this case the volunteer is a board member who can take a long-term perspective and look at the success and impact of the organization. The job description was adapted from materials from BoardSource (www.boardsource.org). The only addition to the description, number 7, came from the Minnesota Council of Nonprofits (www.mncn.org) which encourages nonprofit boards to be open to self-evaluation and regularly review their own composition, expertise, effectiveness and impact.
Exhibit 4. Board Member Job Description

**Member of the Governing Board**

1. Regularly attends board meetings and important related meetings.

2. Makes a serious commitment to participate actively in committee work.

3. Volunteers for and willingly accept assignments and completes them thoroughly on time.

4. Stays informed about committee matters, prepares well for meetings, and reviews and comments on minutes and reports.

5. Gets to know other committee members and builds a collegial working relationship that contributes to consensus.

6. **Participates actively in the committee’s annual evaluation and planning efforts.**

7. **Participates in regular board self-evaluation to review board composition, expertise, effectiveness and impact.**

8. Participates in fundraising for the organization.
Job Description for an Executive Director

The fourth example is a job description for an executive director (Exhibit 5). It is based on a job description that appears at the web site of the National Association of Veteran’s Research and Education Foundation (www.navref.org). An executive director has the responsibility for monitoring and evaluating all the activities of an agency or organization. This activity is highlighted under management function. An executive director, like a member of the board, has the advantage of receiving a wide range of evaluation data from the program staff, from surveys, and from consultants contracted to perform process and outcome evaluations. In this position the executive director can provide guidance to the board in the evaluation of the agency and its activities as highlighted in the job description under board functions.
Exhibit 5. Job Description for an Executive Director

The Executive Director provides leadership and overall management direction to:

• ensure that personnel are provided with appropriate support systems and responsive, quality service in the areas of human resources, purchasing, accounting, and related administrative functions.
• develop and implement new marketing strategies and programs to ensure the growth and stability of the organization.
• promote the agency as a premier research organization to the U.S. government, clients, and other current and prospective sources of research revenues.
• ensure compliance and support of Board directives and agency charter.

Essential Duties
1. Develop and provide leadership for the implementation of new marketing strategies and organizational units to meet the Board's growth objectives
2. Recruit new Board members with the skills needed to further the goals of the agency.
3. Facilitate the work of the Board and its committees by developing resource materials, providing appropriate information, and reports and assisting committee chairpersons as necessary.
4. Provide advice and counsel to the Board in setting policies and monitoring the performance of the agency.
5. Recommend new policies, programs, and action plans consonant with the vision of the organization; executes all policies/decisions of the Board.
6. Identify areas requiring planning; develop and recommend goals, objectives and action plans for the approval of the Board.
7. Monitor and evaluate all services provided to research staff and reports progress to the Board and committees; makes recommendations for change as needed.
8. Oversee the development of budgets for submission to the Board; ensures compliance with approved budgets; proposes revisions as necessary.
9. Provide for the appropriate control and accountability of all funds, and physical assets.
10. Protect the agency’s legal interests and maintain its operations within the law; retain and work with outside counsel to obtain opinions or handle claims and litigation.
11. Oversee the human resources function to ensure optimum staffing and utilization of competent staff.
12. Review current practices and methods and initiate development of new ones as necessary to reduce costs, encourage growth and improve efficiency.
13. Establish and maintain an effective system of communications throughout the agency, its clients, and the research community to build and maintain a positive image (e.g. newsletter, informational seminars, and participation in industry conferences/marketing activities).
14. Represent the nonprofit in its business relationships with the research community and other government agencies, the media, community organizations, suppliers, competitors, professional organizations and similar groups.

To perform effectively in this position, the incumbent must have:

- in-depth knowledge of the management process, especially as it applies to growth and long-term planning
- marketing and promotional skills
- financial/accounting skills to manage an organization budget
- effective leadership and organizational skills
- effective oral and written communications skills
- ability to plan organization-wide activities
- skills in staffing effectively; selecting, training and developing employees; directing employees toward desired objectives; delegating, motivating, resolving problems; and controlling the functions (developing performance standards, measuring results, taking corrective action and rewarding employees as appropriate)
Job Description for a Fundraiser

The fifth job description (Exhibit 6.) is for a fundraiser, either a paid position or a volunteer. The job description is based on one posted on the web site of CHASE Hospice Care for Children (www.chasecare.org.uk). Too often it is assumed that fundraisers look only at the amount of funds that come into the organization as a result of their efforts. One of the ways that fundraisers participate in evaluation activities is through the dissemination of the results of evaluation results data. One of the ways that information about agency successes can be utilized is in fundraising activities. Fundraisers share evaluation information with community contacts and potential sources of funding. Evaluation information, in the form of annual reports, success stories, and best practices can be used to promote an agency and its activities, and to solicit additional resources, including funding, in-kind contributions and volunteers as highlighted in the public relations and communication section. Fundraisers can distribute reports and brochures in paper form and on the agency web site, present talks, host visits and tours, all the time integrating evaluation data into their work. A second way to integrate evaluation activities into the work of fundraisers is to evaluate the agency partnerships as highlighted in the fundraising and marketing section.


### Community Fundraising Manager

#### Duties

**1. Fundraising and Marketing**

Responsible for all community marketing and income generation activities in relation to a designated area, including the management, development and growth of Friends groups.

Ensure that all activities maximize income generation and are in support of agreed plans and budgets.

Research and plan the opportunities available to the agency in relation to community groups, local and national events and maximize opportunities for direct introductions to groups and individuals from across the designated area and more broadly as appropriate.

**Evaluate, plan and develop specific individual and group community relationships and activities in partnership with other fundraising managers**

Participate in the annual budget management and planning cycle, ensuring that all activity is managed within the designated expenditure budget

Ensure that all activities meet legal requirements and partnership agreements and contracts are produced and adhered to

Ensure that all pledged income is received by the agreed date, ensuring accurate budget forecasts are produced to aid budget management

Participate in the production of the monthly and quarterly community fundraising reports and income forecast reviews

Work with volunteers in the office or in support of events to maximize best use of agency resources and ensuring all volunteers feel a valued member of the agency team

Work collaboratively as a member of the wider agency fundraising and marketing team.

**2. Public Relations and Communication**

*Work in close collaboration with the agency Public Relations and Communications team to develop and disseminate data-based promotional literature and electronic information.*

Ensure that all community fundraising activity plans are submitted to the Public Relations and Communications team for assessment of PR potential, maximizing PR opportunities for the agency and managing the expectations of the community group or individual involved

Ensure that the community and Friends group section of the agency website is accurate and up to date, utilizing this facility to maximize recognition of community donors and aiding prospecting

Work strictly within the agency polices for use of children’s and families images and stories.

**3. Professional**

Participate fully in the wider fundraising and marketing team meetings and professional development opportunities

Identify and meet personal objectives and review performance on a regular basis and annually at appraisal

Take responsibility for own personal professional development

Ensure that all activity is managed appropriately during periods of leave; coordinating leave with colleagues ensuring the department is covered.

Take responsibility to undertake the three elements of annual mandatory training i.e. Fire Safety, Safeguarding Children, Moving and Handling

Act as a mentor to team members as requested

Develop and maintain positive professional relationships with the agency care team members, taking a proactive approach to understanding the service delivery and issues faced by children with life limiting conditions and their families

Ensure all information used in marketing the agency care service is accurate, up to date and meets with the agency confidentiality policy.
Good Practice

When writing a job description, it is essential to use statements that are terse, direct, and simply worded. Unnecessary words or phrases should be eliminated. Typically, the sentences that describe job duties begin with a present-tense verb, with the implied subject of the sentence being the NGO staff member performing the job. The term “occasionally” is used to describe those duties that are performed once in a while. The term “may” is used in connection with those duties performed only by some NGO staff on the job.

Conclusion

The purpose of the ECDG Toolkit is to help NGOs develop the capacity to conduct internal evaluation. In the job design, it is suggested that conducting internal evaluation might require NGOs to redesign staff jobs to include evaluation tasks. Doing this will not only help the NGO to provide staff with more intrinsic job satisfaction, it will also enable the organization to better achieve its goals. The redesign process requires first, that the job analysis should be redone and second, that job descriptions be rewritten. This publication contains suggestions for carrying out these two activities.
References


ABOUT THE AUTHORS

Craig Russon

Craig has been involved in program evaluation for over 20 years. He is co-founder of ECDG with Karen Russon. Craig is currently a Senior Evaluation Officer with the International Labour Organization in Geneva, Switzerland. Craig previously worked as an Evaluation Manager with the W. K. Kellogg Foundation. This provided him the opportunity to experience the grantmaking perspective in the NGO world and the importance of developing evaluation capacity in the Foundation’s grantees. Craig is a former Peace Corps volunteer in Chile and Honduras. He holds a Masters degree in educational psychology, an MBA, and a Ph.D. in agricultural education.

Antoinette Brown

Antoinette is an applied social science consultant specializing in program evaluation and research for NGOs and local government. She works in the U.S. and internationally in the areas of education, health, and community development. She was previously a CDC Global AIDS Program Directed Research Fellow and Visiting Fellow for the Caribbean Health Research Council in Trinidad and Director of Evaluation for the Eurasia Foundation, Washington, D.C. Antoinette has interests in nutritional anthropology and emerging religious movements.