

Organizational Structures that Support Accountability and Keep Us Away from Disposability

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The tools shared below are based on working for 15 years in the Sylvia Rivera Law Project, a collective organization committed to abolition and focused on building racial and economic justice centered trans resistance. SRLP operates as a collective, meaning it aims to have a flat structure, with paid staff getting paid equally, with decision making structures that cultivate full participation for staff *and* non-staff collective members. SRLP also aims to have members who start as legal services clients (low-income trans people of color) become members and staffers. This means we are committed to developing the leadership of people who may have been marginalized from formal education and from political movements, and to hiring people who may not have previous experience doing the job they are hired for. All of this means that we need to cultivate:

- *Transparency*: If we want everyone in the org, staff and non-staff, to be part of the decisionmaking, they all need to understand what the work is, what the budget is, how things have worked in the past and what is being proposed for the future.
- *Consensus Decision Making*: This means that people can't be out-voted. Even if an issue or concern only affects one person, it matters. We reject the idea that majority rules since our organization is made up of people who have been told we don't exist or don't count because we are too different or too few. Consensus means we care about every single person's participation and we want to hear all the concerns we can about anything proposed so that we can avoid mistakes that will bite us later, use all the best thinking and feeling in the group to improve proposals, and be smarter together than we would be individually.
- *Shared Purpose and Commitment to Each Other's Leadership*: If we act like typical individualist people from a capitalist society in our group, it won't work. We have to be willing to try hard to understand someone else's position, open to changing our mind, and open to having things go a bit differently than we would like if there is a sense in the broader group that this is the wise approach. This means we don't "block" every decision that is not exactly how we want it. Instead we share our concerns but are willing to let things go a different way than our favorite way. We build trust with each other so we know that if we are expressing a strong concern, people will listen and work on addressing or resolving it before moving forward. Our shared values, such as racial and gender justice, abolition, and leadership by the most impacted, are guides in this. Participating in this group often means being less reactive and individualist than we are all trained to be in this society. It means being open to other people's wisdom and perspective and listening deeply.

¹ What is shared here is based on practices at the Sylvia Rivera Law Project but was written by just one member, so others in the organization might characterize these structures or priorities differently.

- *Accountability*: Members of SRLP, including staff and non-staff members, are charged with an important responsibility. We steward this organization, which exists through the hard work of many people over many years. We steward the money people send us because they believe in the work. We take being accountable seriously, which means doing what we say we are going to do. We strive to avoid over-promising and under-delivering. This means we have to be realistic about how much we can do and say no when we can't do something, rather than saying yes and then not coming through. It means we have to help each other build habits and strategies for clear "yeses" and "nos" that many of us do not have because our culture does not help us cultivate and enforce our boundaries and limits, rewards over-work, burns people out, and gives people credit based on distorted privilege systems. Accountability is not an arrival point, it's a set of practices and principles we are all continually engaging and developing together. It means being open to feedback, acknowledging mistakes, and cultivating humility and compassion for ourselves and each other.

Tools

SRLP's has developed some key structures over the years that have helped us prevent and address conflict. We don't have it all figured out! Conflict is still a normal thing in the organization. Of course doing this front lines work on things we care about so much and experiencing the distress in our communities and in our own lives means that conflict comes up. But some structures we have put into place over the years have been helpful. Some we had from close to the beginning, others we have developed over time. Some will be explained below in great detail, others mentioned briefly.

1. Job Descriptions: It has been essential to have every staffer have a clear job description so that we all know what that person does and does not do. This helps prevent conflict between staff, and helps prevent staff from doing work that the collective did not agree to or failing to do work the collective agreed was important.
2. Team Work Plans: Every team in SRLP has a workplan. All of the work in SRLP happens in teams. The teams have changed over the years with experimentation, but at this writing the teams are: Direct Services Team, Collective Development Team, Movement Building Team, Fundraising and Finance Team, Public Education Team. Each team's workplan is presented once a year at a retreat in June and the collective gives feedback and approves the workplan at the retreat (or after if more work needed to be done to refine it based on feedback). At the other annual retreat in December, teams give updates about anything that has had to shift or unexpectedly come up (like a new crisis facing the community, or a sudden loss of a funding source) and how it is being addressed. This team workplan process ensures transparency and shared decisionmaking about the work. This is especially important because most of us do not have experience doing all the types of work in the organization—like we may not know about grant writing or we may not know much about welfare hearings or prison visits.

By having to share our work with each other, we all get more educated about what the work is and why and become increasingly able to co-govern the work.

3. Individual Work Plans: Every staff member has an individual workplan. This workplan is created before a new staff person starts, so they know what they are supposed to do. It helps us have clear and open conversations about what skills that person may need support in building so we can ensure that support happens. Individual work plans come out of team workplans, so if all the individual workplans were added up, all the work of the teams would be there. This way there is nothing falling through the cracks and we avoid two people thinking they are both supposed to do something and stepping on each others' toes. A non-staff collective member could also have a workplan about something they are doing for SRLP. Individual workplans also help with accountability so we can have clear conversations about if anything is falling through the cracks and recognize the beautiful work people are accomplishing.
4. Decisionmaking Chart: SRLP has a decisionmaking chart that tells us who can initiate certain decisionmaking processes, who should be consulted, who needs to approve the decision, and who needs to be told about it. A sample that I have simplified is attached. This chart is not meant to cover every possible decision the organization could ever make. It just covers some broad strokes and can help new people coming into the organization know where to go to initiate certain conversations. It can help a lot during conflict to have a clear procedure for decisions. Like everything else in SRLP, at any time anyone can make a proposal to change or improve it. As we work with these tools, we learn what is missing and needs change.
5. Evaluations: One of the newer structures in SRLP that supports the development of staff capacities, direct feedback and conflict prevention is our Evaluations process. Though we intended to have a clear process for regularly evaluating staff for many years, it took us a while to put one in place that stuck. This is the tool I will spend the most time on here because I believe it has been immensely helpful and could be of help to other organizations to support staff and prevent and address conflict.

At most jobs, people do not get regular evaluations, or if they do they are mostly just feedback from one or two immediate supervisors, often focused on negative feedback. At SRLP, we wanted an evaluations process that was focused on support and meaningful feedback for growth and change. We wanted an evaluations process that aligned with our abolitionism, meaning that it believed that everyone is valuable, no one is disposable, everyone makes mistakes and has work to do to grow and improve and deserves chances to do that. We wanted a process that would gather feedback from the whole collective and share poignant parts of that feedback with the evaluatee in a loving, direct way. We know that giving direct feedback is hard, so often people do not find out they are bothering or hurting someone until it blows up in a conflict. By gathering and sharing feedback regularly, we hoped to prevent build up of unexpressed frustrations, gossip, and sideways communication.

How the Evaluations Process Works

- Every staff member gets an evaluation 3 months after hire, 6 months after hire, and annually after that.
- For every staff position, there is a specific evaluation form that asks people to share feedback about each area of that staff members' work as well as some general questions that relate to all staff. There is also a specific self-evaluation form for each staff position.
- We conduct one evaluation per month because of workload.
- One month before the evaluation, the scheduler circulates the evaluation form to the collective and the self-evaluation form to the evaluatee with a deadline to return it 2 weeks before the evaluation. Reminders are sent out several times after that. The scheduler collects the evaluations in a special online folder that is only accessible to the evaluation facilitators (not to the evaluatee).
- One month before the evaluation, the scheduler sends out an email to the facilitators: one non-staff collective member who will be primarily facilitating, and a person who works closely with the evaluatee, usually from their primary team, and the evaluatee to schedule the evaluation some time near the date the evaluation should happen.
- When the evaluations are turned in, the non-staff collective member who will be facilitating reads them all. That person collects data from them into a template. They cut and paste all the positive feedback into one section and all the areas of challenge into another section. Then they read back through to notice big themes. What are the big themes of positive feedback? What are repeated themes of challenge? This person's job is to pull out big themes, not repeat everything word for word. If a challenge comes up more on several evals, it is likely it should be discussed with the evaluatee. If the facilitator does not understand something that is in an eval, they can reach out to the person who wrote it for clarification. If anything comes up in the evaluations that is less about this individual evaluatee and more about the general organization, they email that to the Collective Development Team for that team to consider and work on.
- The other facilitator, the evaluatee's close coworker, can also read all the evaluations if they want, or they can read the template sheet that the non-staff collective member facilitator has filled out.
- Format of the evaluation (see blank template sample attached):
 - A. Name/pronoun go-round and ice-breaker check in question.
 - B. Review of abolitionist values of this process:
 - We gather with a shared desire to lovingly support evaluatee's light shining in the world.
 - We recognize that SRLP is a hard place to work, that the demand for the work from the community is huge, the conditions facing the community are dire, and often staff experience a lack of sufficient support and supervision.

- Goal here: a combination of individual accountability, recognition of obstacles in work, outlining more ways for staffer to get support.
- C. Review of principles guiding this evaluation:
- This is just an assessment--what other people think of us, positive or negative, is only one part of the picture. What matters most is our internal truth. We are all worthy of existing. We all have dignity. Feedback is a gift, an investment in us, ideally we work to hear the truth in it even if sometimes there are complications or disagreements mixed in.
- D. Frontload positive feedback: Facilitator and team member take turns reading the positive feedback to evaluatee. At the end, ask Evaluatee what three (or more) major accomplishments they want to put on the summary evaluation form.
- E. Preparing for feedback about areas of challenge: As we move into hearing mixed feedback and areas of growth, let's first spend a bit of time talking about what helps us be well when receiving feedback. Is there anything that you know would help with this? Anything you'd like us to know or that you would like to request from us? We can use any method like "pause" if we need to take a moment, revisit positive feedback, etc.
- F. Facilitator summarize mixed/difficult feedback. Check in throughout.
- G. Discussion of what support could be useful to evaluatee moving forward (facilitator shares any ideas that came in on the evaluations, group can also discuss new ideas that are emerging during the session).
- H. Together, the primary facilitator, team member and evaluatee fill in the Summary Evaluation Form, which will go in evaluatee's personnel file.

Observations from Coordinating the Evaluations Process for SRLP for Two Years

Benefits

- This process can help prevent conflict, because people get ongoing feedback about areas of concern in the context of a de-escalated meeting where they are expecting feedback. Otherwise, people tend to get feedback when someone blows up at them from frustration, often when they were not expecting it. That is something that is part of human relationships, but it can help to also get feedback when we are prepared for it, hearing it from someone we might see as more neutral who is reporting what they read on a lot of evaluations. It can be easier to take in rather than to dismiss as just one person's opinion. In this evaluation process, staff have consistently show openness to personal growth through feedback, sincere interest in what others are observing, and the capacity to make changes in behavior based on feedback that is combined with support.
- People are astoundingly even-handed and generous in the evaluations, even when they are evaluating someone they have conflict with. It has been remarkable to see people be willing to recognize the work of someone they are also struggling with and sharing critical feedback about. The process has demonstrated how, even in

the midst of difficult conflict, members are able to see each others strengths and hold their love of the organization and trust of the process while also sharing concerns. I think this has to do with the process of sitting down to write out feedback, which is different than being in a live conversation about conflict, where people might feel more need to defend a narrow position.

Limitations

- This process sometimes reveals that someone, particularly a new employee, is not completing the work they were hired for, or not showing up to work, or some other major problem. At the three-month evaluation or before, the focus is usually on finding more support for the person to help make sure they have enough training to do their job, and fully understand what is expected of them. However, if problems persist, the evaluations process is only a place that will observe those problems, it is not a place where decisions about the next action to be taken will happen. The people facilitating the evaluations need to be sure they are communicating with whatever bodies in the organization would be able to advance conversations about any further decisions to be made. If the evaluations process were a place where these frank conversations about performance happened but nothing ever happened after that, that would be a problem. In my opinion, being part of an abolitionist organization means both that we are more willing to see problems with job performance as questions of support than other orgs. It does not mean, however, that no one could ever get fired from a job. If we are organizations stewarding very tiny resources to support transformation for targeted populations, we have to be accountable about those resources actually supporting that work. We need to find ways of understanding performance that take into account our commitment to flexibility and care, and also that hold accountability and transparency. The evaluations process is useful because it helps focus conversations about how people are doing in their jobs early and regularly and provide a space for feedback and reflection. The organization still needs to have clear processes for providing support and for terminating employment if that is necessary.

Sample Evaluation Form (Filled Out by Every Collective Member about Evaluatee)

DIRECTOR OF OUTREACH AND COMMUNITY ENGAGEMENT

INSTRUCTIONS for SRLP Evaluation

This form should be used by the Staff Member's Co-supervisor, other Staff Members, and Board Members.

Please refer to specific workplan goals & objectives, as relevant, throughout the evaluation document.

For Section 1 (Areas of responsibility):

Please provide a rating for your work in each area of responsibility:

- E = Exceed expectations – this means that you have been able to do better than meet the basic expectations of this area, as outlined in your job description and as agreed to in your workplan.
- M= Meets expectations – this means that you have been able to meet basic expectations of this area, as outlined in your job description and as agreed to in your workplan.
- N= Needs improvement – this means that you have not been able to meet the basic expectations of this area, or have had challenges in meeting the expectations on a consistent basis.
- N/A = Not applicable – this means that this area of responsibility was not an expectation for your position in the period being evaluated.

In the comments section, please summarize:

- Major accomplishments, as related to goals and objectives of your workplan, over the course of the evaluation period.
- Aspects of areas of responsibility that should be improved.

SRLP EVALUATION: *Director of Outreach and Community Engagement*

Date of evaluation: _____ **Start Date in this position:** _____

Name:

Period of evaluation:

☐ 3 months

☐ 6 months

☐ Annual

For 3 and 6 month evaluation only:

Is there anything outstanding that you feel the staff member being evaluated needs to be oriented or re-oriented to?

Position Summary: Director of Outreach and Community Engagement

The Director of Outreach & Community Engagement (Outreach Director) works closely with the Membership Director to coordinate to put on SRLP's events. . The Director of Outreach and Community Engagement focuses on getting the word out about SRLP's work by engaging people who want to support SRLP's work, connecting to coalition and allied organizations to build capacity and increasing SRLP's involvement in the broader movement for trans justice. The Outreach Director also supports the Director of the Prisoner Justice Project to coordinate outreach to our imprisoned community members through SRLP's Prisoner Advisory Committee mailings, campaign & policy work, and volunteer legal mail nights.

Part 1 - AREAS OF RESPONSIBILITY include:
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1. MBT EVENTS FOR LEADERSHIP DEVELOPMENT & POLITICAL EDUCATION.

Support Membership Director in political education, skillshares, and KYR with MBT. Work closely with the Membership in organizing and hosting events, tracking participation, and developing content that attracts & develops leadership in members. Supporting meetings where members can gain skill development, political development, and can build relationship with the organization and one another; with the focus on facilitating meetings that supports Prisoner Advisory Committee members. This includes hosting regular PAC card writing events and providing trainings on how to support TGNC members and folks that are incarcerated.

Rating: _____

Comments:

2. OUTREACH AND COMMUNITY ENGAGEMENT

Coordinate, develop, and provide trainings & speaking gigs, attend conferences, create & distribute resource materials, track opportunities for engagements, and maintain SRLP Talking Points. Director of Outreach and Community Engagement is also responsible for creating, trainings, and coordinating SRLP's Outreach Team to distribute SRLP materials at community events, conferences, and allied organizations.

Rating: _____

Comments:

3. MEMBERSHIP DEVELOPMENT

Support Director of Membership with building relationships with community members and increasing the membership of directly impacted people through SRLP's membership structure.

Rating: _____

Comments:

4. POLICY WORK

Work with Director of Membership and Director of Prisoner Justice Project to bring community pressure to bear on government agencies when consistent with strategies for particular capmaines in order to increase the participation, decision-making and leadership of community members who seek services from SRLP and-or are most impacted by SRLP's work. Director of Outreach and Community Engagement will support advocacy efforts around THU and HALT Solitary work in collaboration with PAC members, Director of Prisoner Justice Project, and coalitional partners.

Rating: _____

Comments:

5. PRISONER ADVISORY COMMITTEE

Expand and support the Prisoner Advisory Committee by developing and distributing *In Solidarity* with PAC members, meeting with DST to coordinate PAC communications, new member support, certificates, updates, invite new members. Engage released PAC members in developing and contributing to *In Solidarity*. PAC Calendar, and bi-monthly mailings.

Rating: _____

Comments:

6. Supervision (non-staff), skills-building, and leadership development. Build the organizing, outreach, and movement building skills of Collective and community members through skill-shares and trainings; supervise undergraduate interns and volunteers involved in Movement Building work.

Rating: _____

Comments:

7. Staff co-supervision. Co-supervise staff team (including consistent peer-supervision, participation in peer supervisee evaluations, etc.). Keep up to date on team workplan and responsibilities. Work to make sure all members of team meet agreed goals. Strategize about how to meet collectively-determined goals. (Please reflect on your participation in co-supervision, both as a supervisor and as a supervisee).

Rating: _____

Comments:

8. Staff responsibilities, including: Staff tasks as needed, participation in hiring processes, staff meetings, and retreats. Participation in site visits, grassroots fundraising, and providing timely reporting and other information for grants. Assist other staff with tasks as needed. Make sure mail gets checked and/or deposited in mailbox, trash taken out and wash own dishes. Keep my own workspace neat and work/files accessible. Report staff work, timesheets, holiday tracking, holidays, etc.

Rating: _____

Comments:

7. Collective responsibilities. Work collectively with staff and community members to ensure the health and sustainability of the organization; Participate in Collective-wide responsibilities including attending Quarterly Meetings, Retreats, and Team meetings. How do you feel your participation has been in the consensus process and collective overall.

Rating: _____

Comments:

GENERAL engagement as member of Collective and staff

Please rate the staff member in the following areas (5 is the highest and 1 is the lowest)

Has understanding of SRLP's mission and goal	5	4	3	2	1
Participates constructively in consensus process	5	4	3	2	1
Demonstrates investment and ownership of SRLP, externally and internally	5	4	3	2	1
Communication with staff, collective, and others	5	4	3	2	1
Listens well	5	4	3	2	1
Offers support to co-workers (team building)	5	4	3	2	1
Deals with conflict in a respectful & thoughtful way	5	4	3	2	1
Integrate/reflect on criticism received	5	4	3	2	1
Shares ones own skills and strengths with others	5	4	3	2	1
Takes initiative	5	4	3	2	1
Follows through with responsibilities, commitments	5	4	3	2	1
Others can find things in staff member's real/electronic folders	5	4	3	2	1
Attends and participates in meetings	5	4	3	2	1
Has knowledge needed for the work staff member does	5	4	3	2	1
Keeps a reliable schedule	5	4	3	2	1

Part 2 – General comments

For 6 month and annual evaluations only:

1. Has the staff member maintained the areas that were identified as strengths in the last evaluation?
2. Has the staff member improved on areas that were identified for improvement in the last evaluation?
3. Has the staff member achieved the three specific goals identified in the last evaluation?

For 6 month evaluation only:

Now that the staff member's probationary period is ending, do you recommend they continue their staff position here at SRLP? Why or why not?

For all:

1. When reflecting on the staff person's work over the evaluation period, **how would you rate them overall (E, M or N?) and why?**

1. Are there any types of work that the staff person being evaluated has been doing that falls outside of their current job description? Please explain.

1. Are there any types of work that the staff person being evaluated has been doing, that should not be on their current job description? Please explain.

1. In what ways can the staff person being evaluated be supported in their personal development (outside the scope of their job description)?

1. In what ways can the staff person being evaluated be supported in their work at SRLP? Have they received enough training and supervision to accomplish the goals of their work plan? What could be improved?

1. Any other reflections you would like to share?

Please submit a copy of these reflections to the co-supervisor of the staff person being evaluated.

Sample Self-Evaluation Form (Filled Out by Evaluatee)
DIRECTOR OF OUTREACH AND COMMUNITY ENGAGEMENT

SRLP Self- Evaluation
INSTRUCTIONS

Please use your work plan, strategic plan, and notes from your most recent past evaluation (if any) to help you fill out this sheet.

Please refer to specific workplan goals & objectives, as relevant, throughout the evaluation document.

For Section 1 (Areas of responsibility):

Please provide a rating for your work in each area of responsibility:

- E = Exceed expectations – this means that you have been able to do better than meet the basic expectations of this area, as outlined in your job description and as agreed to in your workplan.
- M= Meets expectations – this means that you have been able to meet basic expectations of this area, as outlined in your job description and as agreed to in your workplan.
- N= Needs improvement – this means that you have not been able to meet the basic expectations of this area, or have had challenges in meeting the expectations on a consistent basis.
- N/A = Not applicable – this means that this area of responsibility was not an expectation for your position in the period being evaluated.

In the comments section, please summarize:

- Major accomplishments, as related to goals and objectives of your workplan, over the course of the evaluation period.
- Aspects of areas of responsibility that should be improved.
- If there are any aspects of your job description or work plan that you have not fulfilled during the period being evaluated, please explain the barriers or challenges to accomplish these goals OR indicate if it was decided by your team that this area should be deprioritized for the period of evaluation.

SRLP EVALUATION: *Director of Outreach and Community Engagement*

Date of evaluation: _____
position: _____

Start Date in this

Name: _____

Period of evaluation:

• 3 months

• 6 months

• Annual

For 3 and 6 month self- evaluation only:

Do you feel sufficiently oriented? Is there anything outstanding that you feel like you need to be oriented or re-oriented to?

Position Summary: Director of Outreach and Community Engagement

The Director of Outreach & Community Engagement (Outreach Director) works closely with the Membership Director to coordinate to put on SRLP's events. . The Director of Outreach and Community Engagement focuses on getting the word out about SRLP's work by engaging people who want to support SRLP's work, connecting to coalition and allied organizations to build capacity and increasing SRLP's involvement in the broader movement for trans justice. The Outreach Director also supports the Director of the Prisoner Justice Project to coordinate outreach to our imprisoned community members through SRLP's Prisoner Advisory Committee mailings, campaign & policy work, and volunteer legal mail nights.

Part 1 - AREAS OF RESPONSIBILITY include:
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1. MBT EVENTS FOR LEADERSHIP DEVELOPMENT & POLITICAL EDUCATION.

Support Membership Director in political education, skillshares, and KYR with MBT. Work closely with the Membership in organizing and hosting events, tracking participation, and developing content that attracts & develops leadership in members. Supporting meetings where members can gain skill development, political development, and can build relationship with the organization and one another; with the focus on facilitating meetings that supports Prisoner Advisory Committee members. This includes hosting regular PAC card writing events and providing trainings on how to support TGNC members and folks that are incarcerated.

Rating: _____

Comments:

2. OUTREACH AND COMMUNITY ENGAGEMENT

Coordinate, develop, and provide trainings & speaking gigs, attend conferences, create & distribute resource materials, track opportunities for engagements, and maintain SRLP Talking

Points. Director of Outreach and Community Engagement is also responsible for creating, trainings, and coordinating SRLP's Outreach Team to distribute SRLP materials at community events, conferences, and allied organizations.

Rating: _____

Comments:

3. MEMBERSHIP DEVELOPMENT

Support Director of Membership with building relationships with community members and increasing the membership of directly impacted people through SRLP's membership structure.

Rating: _____

Comments:

4. POLICY WORK

Work with Director of Membership and Director of Prisoner Justice Project to bring community pressure to bear on government agencies when consistent with strategies for particular capmaines in order to increase the participation, decision-making and leadership of community members who seek services from SRLP and-or are most impacted by SRLP's work. Director of Outreach and Community Engagement will support advocacy efforts around THU and HALT Solitary work in collaboration with PAC members, Director of Prisoner Justice Project, and coalitional partners.

Rating: _____

Comments:

5. PRISONER ADVISORY COMMITTEE

Expand and support the Prisoner Advisory Committee by developing and distributing *In Solidarity* with PAC members, meeting with DST to coordinate PAC communications, new member support, certificates, updates, invite new members. Engage released PAC members in developing and contributing to *In Solidarity*. PAC Calendar, and bi-monthly mailings.

Rating: _____

Comments:

6. Supervision (non-staff), skills-building, and leadership development. Build the organizing, outreach, and movement building skills of Collective and community members

through skill-shares and trainings; supervise undergraduate interns and volunteers involved in Movement Building work.

Rating: _____

Comments:

7. Staff co-supervision. Co-supervise staff team (including consistent peer-supervision, participation in peer supervisee evaluations, etc.). Keep up to date on team workplan and responsibilities. Work to make sure all members of team meet agreed goals. Strategize about how to meet collectively-determined goals. (Please reflect on your participation in co-supervision, both as a supervisor and as a supervisee).

Rating: _____

Comments:

8. Staff responsibilities, including: Staff tasks as needed, participation in hiring processes, staff meetings, and retreats. Participation in site visits, grassroots fundraising, and providing timely reporting and other information for grants. Assist other staff with tasks as needed. Make sure mail gets checked and/or deposited in mailbox, trash taken out and wash own dishes. Keep my own workspace neat and work/files accessible. Report staff work, timesheets, holiday tracking, holidays, etc.

Rating: _____

Comments:

7. Collective responsibilities. Work collectively with staff and community members to ensure the health and sustainability of the organization; Participate in Collective-wide responsibilities including attending Quarterly Meetings, Retreats, and Team meetings. How do you feel your participation has been in the consensus process and collective overall.

Rating: _____

Comments:

GENERAL engagement as member of Collective and staff

Please rate yourself in the following areas (5 is the highest and 1 is the lowest)

Has understanding of SRLP's mission and goal	5	4	3	2
		1		
Participates constructively in consensus process	5	4	3	2
		1		
Demonstrates investment and ownership of SRLP, externally and internally	5	4	3	2
		1		
Communication with staff, collective, and others	5	4	3	2
		1		
Listens well	5	4	3	2
		1		
Offers support to co-workers (team building)	5	4	3	2
		1		
Deals with conflict in a respectful & thoughtful way	5	4	3	2
		1		
Integrate/reflect on criticism received	5	4	3	2
		1		
Shares ones own skills and strengths with others	5	4	3	2
		1		
Takes initiative	5	4	3	2
		1		
Follows through with responsibilities, commitments	5	4	3	2
		1		
Others can find things in my real/electronic folders	5	4	3	2
		1		
Attends and participates in meetings	5	4	3	2
		1		
Have knowledge I need for the work I do	5	4	3	2
		1		
Keeps a reliable schedule	5	4	3	2
		1		

Part 2 – General comments

For 6 month and annual evaluations only:

1. Review the notes from your last evaluation. Have you maintained the areas that were identified as strengths?
2. Have you improved on areas that were identified for improvement?
3. Have you achieved the three specific goals identified in the last evaluation?

For 6 month evaluation only:

Now that your probationary period is ending, do you want to continue your staff position here at SRLP? Why or why not?

For all:

1. When reflecting on your work over the evaluation period, **how would you rate yourself overall** (E, M or N?) **and why?**

1. Are there any types of work that you have been doing, or think that you should be doing, that fall outside of your current job description? Please explain.

1. Are there any types of work that you have been doing, that should not be on your current job description? Please explain.

1. What are three concrete goals related to your job description that you would like to set for yourself for the period before your next evaluation?

1. What goals, if any, do you have for your personal development (outside the scope of your job description) that you would like to set for yourself for the period before your next evaluation? Are there other things you would like to learn – skills, programs, politics, - or other roles you would like to play in your continued work at SRLP?

1. In what ways have you felt supported (or not) in your work at SRLP? Have you received enough training and supervision to accomplish the goals of your work plan? What has been helpful? What could be improved?

1. Any other reflections you would like to share?

Evaluation Agenda and Notes Template (Filled Out by Primary Facilitator Ahead of Evaluation)

Agenda

I. Check-in: Facilitator creates check in question

II. Review of Agenda and Goals

A. Review Abolitionist framework:

Desire to lovingly support evaluatee's light shining in the world, recognizing that SRLP is hard to work at, lack of sufficient support and supervision are real.

Combo of individual accountability and obstacles in work.

B. Review Principles:

This is just an assessment--what other people think of us, positive or negative, is only one part of the picture. What matters most is our internal truth. We are all worthy of existing, have dignity. Feedback is a gift, an investment in us, ideally we work to hear the truth in it even if sometimes there are complications or disagreements mixed in.

C. Frontload positive feedback: Facilitator and team member take turns reading the positive feedback to Evaluatee. Ask Evaluatee what 3 (or more) major accomplishments they want to put on the summary eval form.

Positive feedback:

-

To Summarize:

-

D. As we move into hearing mixed feedback and areas of growth, let's first spend a bit of time talking about what helps us be well when receiving feedback. Is there anything that you know would help with this? Anything you'd like us to know or that you would like to request from us? We can use any method like "pause" or something if we need to take a moment, etc.

E. Facilitator summarize mixed/difficult feedback. Check in throughout. Evaluatee need not respond to every item but may respond if they want.

Areas of improvement comments:

-

To Summarize:

-

** re-summarize positive again here if that is useful? Vibe check it.

F. What kinds of support Evaluatee might need to keep moving forward in development. Specific goals and what kinds of supervision or training would help. Put this info on the Summary Evaluation form.

Ideas for support for evaluatee:

-

Ask Evaluatee, we would love to send out an email to the collective saying “YAAAY! Here are some of the positive things we learned about Evaluatee, isn’t that awesome?” - are they OK with that?

Offer to email them the list of positive feedback to look back at to remember how much they are seen and loved!

Any ideas that came up that are for SRLP in general, not necessarily this evaluatee specifically:

-

Template Summary Evaluation Form (Filled Out During Evaluation Meeting)

Summary Evaluation Form

Date of evaluation:

Name of staff person being evaluated:

Names of evaluators:

Number of evaluations received:

This form should be filled out during the evaluation after discussion of each area, ideally based on shared understanding among all participants. If there are any areas of disagreement, please note that on the form. For example, if the person being evaluated believes that they do not need to improve in one of the major areas their evaluators identified for improvement, please record the area for improvement and note who disagreed.

1. Please list at least three major accomplishments of the staff person being evaluated, as related to their work plan and collective participation:

2. Please list at least three desired areas for improvement for the staff person, as related to their work plan and collective participation:

3. Please list at least three specific goals for the staff person to achieve over the next evaluation period:

4. Please list at least two key ways that support, training, and/or supervision for the staff person could be improved over the next evaluation period:

I have read and acknowledged the contents of this evaluation form.

Signature of staff person being evaluated

Date_____

Signature of Evaluator

Date_____

Signature of Evaluator

Date_____