

Published on Sports Management Resources

## **Evaluating the Athletics Director**

Note: Following are excerpts from the prepublication manuscript. Do not distribute without citation. Lopiano, D.A. and Zotos, C. (Publication 2013) The Athletics Director's Handbook: A Comprehensive Practical Guide to the Management of Scholastic and Intercollegiate Athletics Programs. Champaign, IL: Human Kinetics.

The athletics director should consider inviting employees to evaluate his or her performance on an annual basis. Following are two instruments that could be considered. The first is a 360 degree evaluation of the athletics director by senior staff members, head coaches and program directors. An assistant or associate director would be responsible for collecting and aggregating the responses and submitting the results to the athletics director.

## THE 360° EVALUATION

TO: Senior Staff, Program Directors and Head Coaches

FROM: Associate Director for Business Affairs

RE: ANNUAL ATHLETIC DIRECTOR 360° EVALUATION

Each year, senior staff, program directors and head coaches are asked to provide the Athletics Director with a confidential and candid evaluation of his/her performance. This evaluation form is designed to provide feedback from which the Athletics Director can learn and respond accordingly.

## **INSTRUCTIONS:**

- Questions have been phrased so that the grading scale remains consistent; if the question contains the phrase "does not", 5 (always) would still be the most positive response.
- You are not being asked to indicate your identity. Only the Associate Director for Business
  Affairs will see individual results for the purpose of aggregating all responses into a summary
  chart to be given to the Director of Athletics with a copy to his/her immediate supervisor, the Vice
  President for Student Affairs

<ul> <li>Dead</li> </ul>	line for submissic	st 12 months prior ton: [ENTER DATE] grade performance	•	– August 31, 20 od on the following scale:
5 = always	4 = usually	3 = sometimes	2 = rarely	1 = never
	2. Provides clear 3. Provides appro 4. Does not inter 5. Does not atter 6. Delegates task 7. Provides me w 8. Treats me with 9. Treats all staff 10. Responds eff 11. Does not sho 12. Provides a pl 13. Recognizes ta 14. Provides staf 15. Maintains/en 16. Maintains/en 17. Leads by exa 18. Leads by exa 19. Demonstrate	nable tasks, given not instructions regardice priate assistance in fere with my ability to provide too makes and authority effectively to staff continuous fectively fectively to staff continuous fective fetively to staff continuous fetively fetively to staff continuous fetively	ing expectations of complete assistant direction or ectively.  The eto produce myders my suggestions their succerns.  The in staff members ment.  The contributions of they need to eas of communications of communications.  The in use of departments of departments.	s and assignments to be completed. signments. ignments. guidance. y best work product. tions or ideas. ggestions or ideas. ers or departments. all staff. effectively fulfill their assignments tion between self and staff. tion among staff members.
Open-ended	questions:			
	the three most im I our program suc		behaviors that	this supervisor should KEEP DOING to
b.				
C.				
	the three practice more successful?		this supervisor :	should STOP DOING to make me and
b.				
C.				

3. What are the three practices or behaviors that this supervisor should START DOING to make me and our program more successful? a.
b.
C.
4. Any other comments you would like to make:
The chart at the top of this instrument is from Corcoran, K. (2003) Conducting 360° Evaluation of Those Who Manage People in Associations, The Canadian Association, Tools, Tips and Resources, July, 2003. Retrieved on August 20, 2012 from http://www.axi.ca/tca/jul2003/templatesplus_1.shtml
THE ALL EMPLOYEE EVALUATION
DIRECTIONS: Respond to each item by entering a rating you feel best reflects the athletics director's performance. Use the following rating scale:  5 = always
RATING PERFORMANCE EXPECTATION
1. Is consistent in the development and execution of policy. 2. Effectively promotes sound & fair procedures procedures for assessing performance. 3. Effectively identifies and recruits highly professional and qualified staff members. 4. Works to retain highly professional and qualified staff members. 5. Manages office staff effectively. 6. Distributes work loads fairly. 7. Delegates responsibilities and allows for timely execution. 8. Allows adequate time for the completion of assigned tasks. 9. Exercises good judgement in arriving at final decisions. 10. Organizes his/her time/effort well. 11. Requires only necessary records, reports & meetings. 12. Is fair in appointment and salary decisions. 13. Treats individuals equitably regardless of age, sex, race, handicap, or other minority classification. 14. Incorporates budget managers input into determination of an annual budget.
15. Allocates monies fairly within the department16. Within each program budget, provides for adequate equipment and supplies17. Fairly considers the priority of budget items submitted by each budget manager.

10	Dravidas timaly undates an atatus of hudget				
10.	Provides timely updates on status of budget.				
COMMUNIC	CATIONS				
	Communicates effectively with staff, faculty, and other personnel within the colleges.				
	Listens and is empathetic to staff concerns.				
	Is open and honest in discussing matters of concern with members of the department.				
	Clearly informs staff of their lines of authority and responsibility.				
23.	Explains basis for decisions upon request.				
24.	Allows reasonable staff participation in decision-making.				
	Accepts constructive criticism.				
26.	Keeps the staff informed about coming events & changes in policies and procedures.				
	Communicates effectively with students.				
	Maintains rapport interdepartmentally with other units on campus.				
29.	Effectively represents the department to all external stakeholders.				
LEADERSH	IP				
_	Creates a climate in which positive and productive work can occur.				
	Encourages and guides innovation.				
	Supports high work standards.				
	Stimulates professional activity within the department.				
34.	Encourages contributions to the professional field.				
35.	Maintains morale within the department.				
36.	Effectively advocates for department or sub-unit needs.				
37.	Assumes responsibility for decisions and actions.				
	Functions effectively under stressful situations.				
	Addresses conflicts and works diligently towards fair resolution.				
<u> </u>	Minimizes polarization of staff members.				
	Elicits the trust and respect of others.				
	Inspires the confidence of staff and students.				
43.	Recognizes staff members for significant accomplishments and achievements.				
COMMENTS (indicate item number followed by your comment):					
Topics					
Personnel Issues					
Staff Building / Diversity					
	<del>g ,                                   </del>				

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