Governance (Not for Profit)

Source: The Corporate Fund

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How the self-assessment can help BPIR members...

The Non-profit Board Self-Assessment Kit aims to support leaders and managers to strengthen their organizations. By using the materials and recommended processes in this kit, an organization's board members can review important roles and responsibilities so that steps can be taken to resolve shortcomings.

The Self-Assessment Kit allows non-profit boards to assess their effectiveness in 12 different areas. Assessment results can provide a picture of where a board's strengths lie and areas to focus on. The 12 areas of board function assessed include:

- Board-staff roles
- Policy-making practices
- Fiscal management practices
- Fundraising practices
- Board structure and practice
- Board committees
- Board meetings
- Board membership and orientation
- Board-executive relationship
- Monitoring and evaluation practices

The Self-Assessment Process

Section 1: Preparing the Board for Self-Assessment

Suggested Approach:

1. Raise the topic at a board meeting before you administer the questionnaire to the board. Give board members the background and purpose of the project, and describe the various steps of the self-assessment process, including how the results will be managed. Let them look over the questionnaire. If the questionnaire will not be administered at this same meeting, be sure you collect the questionnaires before the meeting is over and hold onto them yourself until the meeting at which they will be completed.

2. Conduct a brief question and answer period to deal with technical concerns, timing, confidentiality, and any other issue that might be troubling your members. The likelihood is that each question has value, and a calm, considered response is more likely to allay fears and reduce resistance.

3. At the leadership level, or if possible, involving all members of the board, decide on the approach the board will take to compete the self-assessment process. Here are some models to consider:

   - Introduce the process at one board meeting (30 minutes), administer the questionnaire at the next (30 – 45 minutes), and conduct the discussion of priorities at a third meeting (90 minutes). This approach allows other business to be accomplished at each meeting and requires no additional time of board members. However, it does stretch the process out over three months or more.

   - Introduce the process at the same meeting the questionnaire is administered (60 – 90 minutes) and conduct the priorities discussion at the next meeting (90 minutes). This shortens the time frame, but require more time at the first meeting. It also does not allow the idea of self-assessment to set in at a slower pace. This may or may not be a problem for your particular board.

   - Introduce the process at one meeting (30 minutes), administer the questionnaire at the next (30- 45 minutes) and schedule a special meeting the following week or two weeks later to conduct the priorities discussion (90 minutes). This requires additional time from board members but keeps the time frame from stretching over three months and uses time from only two regular board meetings.

   - Design your own timing that makes sense for your board, e.g., there may be a retreat coming up at which all three steps can be accomplished.
     The most important part of this step is setting a comfortable environment for members to willingly engage in assessing the board without feeling the process implies they are doing it " wrong" or are being " tested".

Section 2: Administering the Questionnaire

Recommended guidelines:

1. Schedule adequate time (30 – 45 minutes). This effort will not work well if members feel rushed or if other important agenda items are creating an impatient atmosphere. If time from a regular board meeting is being used, it is best if the last hour of the meeting is reserved for completing the questionnaire. It becomes important, and then, for board leadership to manage the rest of the meeting time so that the full hour set aside for self-assessment can be available. You want members to be concentrating on thoughtful

responses to important questions, not glancing at their watches because they need to be elsewhere.

2. Hold the session in an appropriate environment. Comfortable chairs, plenty of room at writing tables, good lighting, adequate room temperatures, controlled external noise levers, and other physical factors are known to make at least subtle, if not distinct differences in the quality of people's responses to questionnaires.]

3. Have enough sharpened pencils with erasers for the board members to use to fill out their questionnaires (it is wise to have a few extra pencils or a pencil sharpener as well.) Most people carry pens with them and the results can be messy, scratched out answers that are difficult to figure out and tabulate.

4. Distribute the questionnaires and pencils to board members and ask them to wait until you read over instructions aloud as they follow along. This may seem school-like, but again, conventional research wisdom indicates such an approach avoids misunderstandings and results in more valid responses. In reading the instructions, emphasize again that this is not a test and the forthrightness of their responses will enrich the value of the self-assessment. Remind the members that the data are being collected anonymously.

5. Collect the completed questionnaires before members leave. Ask them to check over the forms before they turn them in to ensure they have responded to all statements in the questionnaire. To demonstrate your commitment to keep the process anonymous, avoid looking over individual questionnaires as they are handed on.

Section 3: Tabulating Results

Recommended Process:

1. Go through the completed questionnaires one at a time, tabulating responses to all numbered items within each of the 12 sections. Enter hash marks for each board member's responses in the appropriate space on the Tabulation Sheet.

2. Total the number of hash marks within each response category for each item (include totals under " do not know" and " not applicable"). Enter the totals in the appropriate spaces.

3. Add together the " 1 's" and the " 2 's" to get a combined number of " Agrees", and the " 3 's" and the " 4 's" to get a combined number of " Disagrees". Enter this combined total in the appropriate space.

NOTE: By combining responses, analysis of the data is made significantly easier, and probably will not change the outcomes. Later on in the analysis process, you may want to look at the uncombined responses.

Section 4: Analyzing Data

This step in the self-assessment process uses the tabulated data to arrive at a list of items that represent the board's "first cut" at the priority issues that may need attention from the board in order to further develop its effectiveness. It is also an opportunity to generate information for board numbers regarding the strengths of the board- the things members feel they do well on behalf of the organization.

The Data Analysis Sheet (Below) is used to record the items for which board members collectively rated board performance that reflect the board's strengths and the board's possible problem areas.

Your goal is to create a list of 8 –12 items that indicate areas in which the board seems to be performing well, and an additional 8 – 12 items that reflect areas that need strengthening.

NOTE: Although the questionnaire is organized into 12 discrete sections, e.g., roles and responsibilities, policy planning, etc, the recommended approach to analysis does not attempt to identify whole sections as having strengths or needing improvement. Rather, the focus is on individual items within sections.

1.   Identify Strengths

To identify 8 – 12 areas in which the board seems to be performing well, review the tabulation sheet and list items that received the most combined totals of " 1's" and " 2's" in descending order, with the highest total listed first. Stop developing the list somewhere between 8 and 12 items, wherever it seems to make the most sense. For example, let's assume if you have a list that looks like this:

Rank Order	Section	Item number	No. of Members Giving 1's & 2's
1st	1	4	15
2nd	1	5	14
3rd	3	2	13
4th	4	4	12
5th	5	1	11
6th	7	3	9
7th	7	4	8
8th	9	2	7
9th	10	2	3

In this example, you would elect to stop the list at the 8th- ranked item, because the gap between 8th item and the 9th item is very large and the number of board members ranking the item as well-performed (3) would not be significant on a board that have 15 or more members

Rank Order	Section	Item number	No. of Members Giving 1's & 2's
1st	1	4	15
1st	1	5	15
3rd	3	2	13
4th	4	4	12
4^{h}	5	1	12
4^{h}	7	3	12
7th	7	4	10
8th	9	2	9
8th	10	2	9
10th	10	3	8
11th	11	1	3

Even with ties, the list is kept to 10, because the gap between the 10th and 11th items is very large.

You might also want to break a tie if you see from the Tabulation Sheet that there were significantly more "1's" (Strongly Agree) than " 2's" (Agree) on one item's total.

2.   Identifying Problem Areas

To identify those areas of the board's operations that seem to be problems, follow a similar process as you used to develop the " strengths" list. The goal is to develop a list of 8 – 12 items that members did not see as adequately addressed by the board. First, review the

Tabulation Sheet again, and for each item, combine the totals of the 3's (Disagree) and 4's (Strongly Disagree) given each item. Then, list the items that received the greatest number of combined totals of 3's and 4's in descending order, with the highest total listed first. Stop developing the list somewhere between 8 and 12 items, wherever it seems to make the most sense. The concepts behind the examples of rank order lists used for identifying strengths also apply to problem areas.

At the end of the analysis work, then, you should have two lists: a list of 8 – 12 items reflecting areas in which the board thinks it is doing reasonably well, and a list of 8- 12 items the members believe need some improvement.

NOTE: The recommended process for analysis does not suggest that a majority of members needs to think an item is in need of improvement in order for it to make the list of 8 – 12. For example, if only 25 percent of a board of 16 members, thinks an area needs work, those four members may be enough to warrant the item being on the list.

3.   **" Do not knows" and " Not Applicables"**

If, during your analysis of the data for problem areas, you discover a significant number (25 percent or more) of board members responding "Do not Know" to an item, you may want to include those items in your list 8 – 12. Such data may signify a problem area. For example, it would not be a good sign if six members of an 18 – person board indicated they did not know if "organization's mission and purpose are clearly understood and accepted by the board". On the other hand, it may not be as important of the same number of members answered "Do not know" to the statement, "Our board's size is just about right". In the first example, it is essential that all members know and support the organization's mission and purpose. The lack of agreement on such a core issue would likely have a negative impact on board purpose. The lack of agreement on such a core issue would likely have a negative impact on board operations. On the other hand, a difference of opinion on the size of the board is the kind of disagreement that can exist without it being detrimental to the work of the board.

The primary purpose of the "Not Applicable" response is to allow boards to differentiate themselves from other boards for specific reasons. For example, an organization that has no paid staff and is essentially governed and operated by the board, would likely now find the items focusing on differentiating board and staff roles particularly valuable. It is possible that some members will think an item is not applicable to the organization and others will disagree. In such a case, the disagreement should be surfaced for discussion along with other problems areas, Simple clarification of viewpoints may resolve the matter, but it may also be that the disagreement signifies and important difference in the understanding of mission, role, or structure.

Section 5 Finalizing Priority Issues Needing Board Attention

It is now time in the self-assessment process to feed back to the members the results of their collective responses to the questionnaire, and to engage them in discussions that narrow down the areas in need of board attention to the 3 – 5 most important issues. The idea is to offer board members the opportunity to state why they think particular items constitute problems for the board.

After analyzing the data for priority issues, the board leaders should prepare a presentation to be given to the boards members that cites:

   1.   The 8 – 12 areas seen by the membership as strengths the board exhibits in
          carrying out its role and responsibilities
   2.   The 8 –12 areas the board sees as priority issues needing improvement.

We encourage board leaders to start their briefing with the identified strengths. Such "feedback" usually is more beneficial if the members can see and hear about the data and analysis that led to the list's development. A handout and/ or large sheet of newsprint

displaying the list of 8 –12 strengths is recommended. This part of the presentation provides the board with information that speaks about its competencies and achievements.
The next section of the feedback briefing should be the list of 8 –12 priority issues in need of board attention. Again, the numbers and reasoning that went into making up the list will be valuable to the members' acceptance and understanding of the task ahead of them.

After the two lists have been presented, allow 5 –10 minutes for questions and clarification. Then begin the discussion that will help the board narrow down the list of 8 –12 problem areas to a more manageable list of the 3 –5 key issues to be resolved. Ideally, the members will arrive at a consensus on the most important items, that is, a list that all the members could live with, even if individual members might arrange the list somewhat differently.

Achieving Consensus on Problem Areas

Arriving at real consensus on important matters can be one of the most beneficial skills a board can develop. Done well, it provides an opportunity for members to share their knowledge and opinions, to attempt to influence each other through clear presentation and careful listening, and to make a thoughtful decision on behalf of the organization.

Consensus is not always easily achieved. The optional processes recommended for this important step in self-assessment are designed to assist boards to find a method that works best for them. Whichever method is chosen, there is a basic structure for leaders to follow that is common to all:

1.   Conduct a discussion of the 8 –12 problem areas in order to bring forth members' opinions and their rationales for those opinions
2.   Ask individual members to rank order what they see as the most important problems on the list of 8 –12 issues, based on what they learned during the discussions
3.   Use the collective results of the rank ordering to create a list of the 3 –5 most important problems that will come out of the self-assessment, and use this list as the basis for a consensus decision

Conducting Discussion

Here are some possible approaches to the kinds of discussion that should help the board get started on the road to consensus

- **Approach one:**

Ask the members to discuss each of the items on the list of 8 – 12 for about 5 minutes. (This approach will work more efficiently if the list is closer to eight items than to 12). In the discussion, speakers should address as briefly as possible why they think the item is or is not important enough to make the final list. Members should be encouraged to listen carefully to the points others bring out, so as to be available to agree, disagree, or even change their minds. You will also want to ask members not to repeat arguments for or against an issue that have already been made so as to help you keep within the five minutes allotted to each item. After the allotted time for the discussion period, move the group toward one of the rank ordering methods described under Ranking Procedures and Testing for consensus later in this section.

- **Approach Two**

After publishing the list of 8 – 12 problem areas, ask each board member to present a 2 –3 minute argument for the one item that person sees as the highest priority issue to be addressed by the board. Note the items that seem to get the most members speaking for them, and those that get no one speaking for them. After everyone who wants to speak has done so, you can choose to mention, as a point of information, the informal tally you have been keeping. Then move the group toward one of the rank ordering methods described under Ranking Procedures and Testing for Consensus later in this section.

- **Approach Three**

Publish the list of 8 –12 problem areas and announce an approximately 45 minute open discussion period during which members may make arguments for and against various items on the list. If they choose, members may also pose a list of their top 3 – 5 items and give reasons for their choices. (It is possible that this more open discussion style may result in a few members speaking at length, thus depriving others of "air time". Should this occur, invoke you privilege as discussion leader to ask the member to yield the floor to others. After a particularly well made argument, ask whether other members of the board agree or disagree with the speaker and allow for supporting and counter arguments. At the end of 45 minutes, or earlier if it seems justified, move the group toward one of the rank ordering methods described under Ranking Procedures and Testing for Consensus later in this section.

- **Approach Four**

Your board may have its own style of effectively wading through data and engaging in discussions. There is no reason not to use that known style in this situation. In other words, use the system that works for you and your colleagues. Then, move the group toward one of the rank ordering method described under Ranking Procedures and Testing for Consensus, below.

Ranking Procedures and Testing for Consensus

It is important now to mover the group closer to a decision, using what they have learned during the initial discussion on the 8 –12 problem areas.

Here are three procedures you may find useful:

- **Procedure 1**

"Pick Five": Publish the list of 8 – 12 problem areas on a large piece of newsprint, leaving space to tally data you will collect from the members. Ask each member to rank order the top five problems needing attention, with a " 1" being the most important. Members should work independently on their lists, they should write their five items on a sheet of paper and then hands them to the meeting leader. You them display the choices the members have made and lead a discussion on what patterns seem to emerge. Your chart, drawn on a large sheet of newsprint, might look as follows:

Problem*	1st	2nd	3rd	4th	5th
A	⊤⊬⊬	⊤⊬⊬ ///	///		
B	//		⊤⊬⊬	/⊤⊬	////
C	/	⊤⊬⊬ /	//	/⊤⊬ /	
D				///	/⊤⊬
E	⊤⊬⊬	⊤⊬⊬ /⊤⊬			
F				/	/
G		/	⊬⊬⊬		
H	/			/	/

* You can use letters, section/item numbers, or descriptor for items.

In the example above, the 16 board members placed their rankings in a way that would allow you to propose eliminating items D, F, and H. (This particular proposal is arrived at through the unscientific " eyeballing" method; a more statistically oriented group might choose to

multiply values times the number of votes and then compare resulting mean scores.) You would then have a list of five, whose rank order might be posed as follows:

1st	Item E
2nd	Item A
3rd	Item C
4th	Item B
5th	Item G

Announce these results to the members and conduct a discussion to see if there are major problems in the outcome, or if all members can be satisfied that the list of five is a reasonable place for the board to start working on priority problems it needs to address. If there is still resistance, explore with the group what kinds of shifts in the outcome would make the difference and whether all members could live with those changes.

- **Procedure 2**

"Place the Dots": This procedure has some similarity to "Pick Five," in that it asks members to select five problem areas from the list of 8 – 12 (posted on a large sheet of newsprint). However, instead of numbering the preferred five items, each member place a small, self-sticking " dot" on each of the five that member favours. After each member has selected five, you count the number each item gets and rank order the top five, with the problem getting the most dots listed first. Conduct a follow- up discussion to see whether members can agree to the ordering the dots suggestion. If they can, you have consensus. If they can not agree right away, lead a brief discussion that explores what minor shifts in the list may capture consensus.

- **Procedure 3**

"Spread Your Points": Again, the 8 12 problem items are listed on newsprint. Each member is given 30 points to spread over five of the problem areas, but no problem area may be given more than 10 of those points by any one member. After all points have been allocated, you add them up and publish the top five "point getters". Lead a discussion to see if members agree with the ordering. If they do, you have consensus. If not, talk over the trouble spots with the board to see whether all members can live with a few shifts in the list.

Using one of more the discussion approaches and ranking procedures described above, your board should be able to come to a consensus agreement on the 3 – 5 problems facing the board that require the board's serious attention.

Section Six: Next Steps

The board has now identified 3 – 5 issues that members believe need to be addressed by the board. The assumption is that if these issues can be resolved, the role the board performs for the organization can be strengthened.

In one sense, the Board Self-Assessment process has done its job: It has surfaced and put on the table for discussion, important issues that the board may not have been aware existed, or, if they did know, they did not feel free to bring the matters up to the board.

But the process cannot stop here. It is useful to consider some possible next steps the board could take to seek assistance in successfully addressing the issues it has raised. Two ingredients are key:

1. The board' s level of commitment to strengthening itself; and,
2. The board's ability to bring appropriate resources to bear on the issues.

Commitment needs to come from within the board itself. If they have done their self-assessment work forthrightly and reasonably well, members know what needs to be done. The commitment to change needs to be explicit and clear, and all the symbols of change need to be very visible.

As a board leader, your task is to help the members generate widely supported goals for each of the high priority problem areas and develop a concrete, realistic plan to address each area. Assignments need to be made to responsible individuals who are skilled at making things happen on time.

If resources are needed to help make the changes happen, you must lead the board to those resources, or ensure they are brought to the board. Resources, as we define them here, principally include skills and knowledge, and, if need be, funds to purchase such skills and knowledge.

The Self-assessment Questionaries

This questionnaire will assist you and your colleagues in assessing your board's management of its role on behalf of the organization you serve. After everyone's responses are tallied, members will have the opportunity to discuss the outcomes and to decide on any steps that might strengthen the board's performance.

The questionnaire is divided into 12 sections dealing with important areas of nonprofits board operations. For the statements in each section, you will be asked to choose from among the following responses:

1 = Strongly Agree with the statement
2 = Agree with the statement
3 = Disagree with the statement
4 = Strongly Disagree with the statement
DK = Do not know (just do not have enough information)
DA = Not applicable to your board or organization

Circle the response that most closely reflects your opinions on each of the statements in this questionnaire.

	Strong Agree	Agree	Disagree	Strongly Disagree	DK	DA
Section One:						
1. The roles and responsibilities of our board are clearly defined and separate from those of the staff.	1	2	3	4	DK	DA
2. Out board takes the primary responsibility for setting the organization's policies.	1	2	3	4	DK	DA
3. Board members seldom assume roles and responsibilities that belong to staff.	1	2	3	4	DK	DA
4. The board delegates to the organization's chief executive sufficient authority to lead the staff and carry out the organization's mission.	1	2	3	4	DK	DA
5. When a problem or conflict arises between board and staff, we move quickly and effectively to resolve it.	1	2	3	4	DK	DA
Section 2: Policy - Making Practices						
1. If a new policy is needed for the board or the organization as a whole, the issue is clearly presented to and discussed by the board.	1	2	3	4	DK	DA
2. The full board approve all new organizational policies before they are implemented.	1	2	3	4	DK	DA
3. Policies exist for key area such as finance, personnel, safety, and ethics, and all functions unique to our organization's work.	1	2	3	4	DK	DA
4. Our organization's policies are effectively communicated to all	1	2	3	4	DK	DA

board members.						
5. The board reviews policies at least annually, and updates them as needed.	1	2	3	4	DK	DA
Section 3: Planning Practices						
1. Our organization's mission and purpose are clearly understood and accepted by our board.	1	2	3	4	DK	DA
2. The members of the board have reached consensus on a vision that indicates where the organization will be heading over the next 3 –5 years.	1	2	3	4	DK	DA
3. The full board collaboratively reviews and updates the organization's strategic plan at lease every two years.	1	2	3	4	DK	DA
4. Staff develop and carry out annual plans based on our boards' approved strategic plan.	1	2	3	4	DK	DA
5. The board is well-briefed on annual plans developed by the staff.	1	2	3	4	DK	DA
Section 4: Fiscal Management Practices						
1. The organization's annual budget is fully discussed by the board prior to its approval.	1	2	3	4	DK	DA
2. The fiscal status of our organization is regularly reviewed and needed board actions are taken thoughtfully but quickly.	1	2	3	4	DK	DA
3. Board leadership takes steps to ensure that fiscal reports are thoroughly understood by board members.	1	2	3	4	DK	DA
4. The annual report of our organization' s independent auditor is reviewed and needed actions are taken in a timely way.	1	2	3	4	DK	DA
5. Board members are well aware of their legal responsibilities for the organization's fiscal management.	1	2	3	4	DK	DA
Section 5: Fund Raising Practices						
1. Our organization's fund raising needs and strategies are understood by the board.	1	2	3	4	DK	DA
2. The board has a clear policy on the individual board member's responsibility to raise funds.	1	2	3	4	DK	DA
3. Our board's size is about right.	1	2	3	4	DK	DA
4. Our members' terms on the board are about the right length.	1	2	3	4	DK	DA
5. We consciously select and prepare our board officers for their leadership responsibilities.	1	2	3	4	DK	DA
6. Board members have a working knowledge of the organization's by laws.	1	2	3	4	DK	DA

Section 7: Board Committees						
1. Task and standing committee assignments generally reflect the interest and expertise of individual board members.	1	2	3	4	DK	DA
2. I serve on at least one standing board committee.	1	2	3	4	DK	DA
3. Any standing committee I serve on completes its tasks in an effective and timely way.	1	2	3	4	DK	DA
4. Most board members actively participate in standing committee activities.	1	2	3	4	DK	DA
5. Any standing committee I serve on reports to the full board at least quarterly.	1	2	3	4	DK	DA
6. Each standing committee establishes its goals and plans at the beginning of the fiscal year.	1	2	3	4	DK	DA
Section 8: Board Meetings						
1. Our board's meeting schedule has the right number and length of meetings.	1	2	3	4	DK	DA
2. The agendas of our board meetings and supporting written material are usually given out in advance to the meetings.	1	2	3	4	DK	DA
3. Board leaders and standing committee members contribute items to meeting agendas.	1	2	3	4	DK	DA
4. Board meetings are generally well-run and make good use of members' time.	1	2	3	4	DK	
5. Our board tends to brainstorm and identify creative approaches to problems.	1	2	3	4	DK	DA
6. Our board thoroughly examines the pros and cons of all major decisions.	1	2	3	4	DK	DA
Section 9: Board Membership & Orientation						
1. The areas of expertise, skills and other factors we need to be an effective board for this organization are adequately represented among current board members.	1	2	3	4	DK	DA
2. Our board successfully identifies the expertise, skills and other contributions we need from potential new board members to maintain or increase our effectiveness.	1	2	3	4	DK	DA
3. We actively recruit new board members based on identified needs.	1	2	3	4	DK	DA
4. When seeking members for the board, we use a wide variety of referral sources within the	1	2	3	4	DK	DA

communities we serve.						
5. Our board and staff inform new board members about responsibilities and important organizational information through a structured new member orientation program.	1	2	3	4	DK	DA
Section 10: Board – Executive Relationship						
1. Our board uses a structured and participative process to recruit and hire our organization's chief executive.	1	2	3	4	DK	DA
2. The board has approved a written job description that clearly spells out the chief executive's responsibilities and authority.	1	2	3	4	DK	DA
3. The chief executive's performance is formally assessed at least annually based on objectives established at the beginning of the fiscal year.	1	2	3	4	DK	DA
4. The chief executive receives ongoing feedback regarding job performance in addition to any formal assessments.	1	2	3	4	DK	DA
5. Board members provide the necessary support that allows the chief executive to carry out the role successfully.	1	2	3	4	DK	DA
Section 11: Monitoring & Evaluation Practices						
1. Board members are adequately knowledgeable about the organization's programs and services.	1	2	3	4	DK	DA
2. We periodically review with the chief executive the possibilities of adding new programs and services, and modifying or discontinuing current programs and services.	1	2	3	4	DK	DA
3. Our board keeps itself informed of our organization's performance against predetermined plans and goals.	1	2	3	4	DK	DA
4. The effectiveness of our board and committee structure is assessed at least every 2 – 3 years.	1	2	3	4	DK	DA
5. We annually assess our individual members' satisfaction with their participation on the board.	1	2	3	4	DK	DA
6. We regularly evaluate the effectiveness of our board meetings.	1	2	3	4	DK	DA
Section 12: External Relations Practices						
1. Our board regularly assesses the effectiveness of our relations with our different external	1	2	3	4	DK	DA

constituent groups.						
2. Most of our individual board members are active either professionally or personally within the communities served by our organization.	1	2	3	4	DK	DA
3. The board has approved effective marketing and public relations strategies for the organization.	1	2	3	4	DK	DA
4. Individual board members actively support public relations and marketing events that benefit the organization.	1	2	3	4	DK	DA
5. Board members are clear about who serves as the official spokesperson for the organization.	1	2	3	4	DK	DA

Additional Comments:

Please add any additional comments you have on the work of the board that may be helpful to this self-assessment:

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Tabulation Sheet

1. Tabulate responses to all items in each of the 12 sections, one questionnaire at a time. Enter hash marks as shown in example.
2. Total hash marks in each response category and enter member in appropriate spaces.
3. Adds "1's" and "2's" to get combined number of " Agrees" and the "3's" and "4's" to get combined number of "Disagrees". Enter combined totals in appropriate spaces.

Example:

≡ Section 2: Policy-Making Practices

	Agree		Disagree		Don't Know	Not Applicable
	1	2	3	4		
1.	☐ +	☐ = ☐	☐ +	☐ = ☐	☐	☐
2.	☐ +	☐ = ☐	☐ +	☐ = ☐	☐	☐
3.	☐ +	☐ = ☐	☐ +	☐ = ☐	☐	☐
4.	☐ +	☐ = ☐	☐ +	☐ = ☐	☐	☐
5.	☐ +	☐ = ☐	☐ +	☐ = ☐	☐	☐

≡ Section 3: Planning Practices

	Agree		Disagree		Don't Know	Not Applicable
	1	2	3	4		
1.	☐ +	☐ = ☐	☐ +	☐ = ☐	☐	☐
2.	☐ +	☐ = ☐	☐ +	☐ = ☐	☐	☐
3.	☐ +	☐ = ☐	☐ +	☐ = ☐	☐	☐
4.	☐ +	☐ = ☐	☐ +	☐ = ☐	☐	☐
5.	☐ +	☐ = ☐	☐ +	☐ = ☐	☐	☐

Section 4: Fiscal Management Practices

	Agree		Disagree		Don't Know	Not Applicable
	1	2	3	4		
1.	□ +	□ = □	□ +	□ = □	□	□
2.	□ +	□ = □	□ +	□ = □	□	□
3.	□ +	□ = □	□ +	□ = □	□	□
4.	□ +	□ = □	□ +	□ = □	□	□
5.	□ +	□ = □	□ +	□ = □	□	□

Section 5: Fund Raising Practices

	Agree		Disagree		Don't Know	Not Applicable
	1	2	3	4		
1.	□ +	□ = □	□ +	□ = □	□	□
2.	□ +	□ = □	□ +	□ = □	□	□
3.	□ +	□ = □	□ +	□ = □	□	□
4.	□ +	□ = □	□ +	□ = □	□	□
5.	□ +	□ = □	□ +	□ = □	□	□

≡ Section 6: Board Structure & Practices

	Agree		Disagree		Don't Know	Not Applicable
	1	2	3	4		
1.	☐	+ ☐	= ☐	☐	+ ☐	= ☐	☐	☐
2.	☐	+ ☐	= ☐	☐	+ ☐	= ☐	☐	☐
3.	☐	+ ☐	= ☐	☐	+ ☐	= ☐	☐	☐
4.	☐	+ ☐	= ☐	☐	+ ☐	= ☐	☐	☐
5.	☐	+ ☐	= ☐	☐	+ ☐	= ☐	☐	☐
6.	☐	+ ☐	= ☐	☐	+ ☐	= ☐	☐	☐

≡ Section 7: Board Committees

	Agree		Disagree		Don't Know	Not Applicable
	1	2	3	4		
1.	☐	+ ☐	= ☐	☐	+ ☐	= ☐	☐	☐
2.	☐	+ ☐	= ☐	☐	+ ☐	= ☐	☐	☐
3.	☐	+ ☐	= ☐	☐	+ ☐	= ☐	☐	☐
4.	☐	+ ☐	= ☐	☐	+ ☐	= ☐	☐	☐
5.	☐	+ ☐	= ☐	☐	+ ☐	= ☐	☐	☐
6.	☐	+ ☐	= ☐	☐	+ ☐	= ☐	☐	☐

Section 8: Board Meetings

	Agree	Disagree	Don't Know	Not Applicable
	1 2	3 4		

1. □ + □ = □   □ + □ = □   □   □

2. □ + □ = □   □ + □ = □   □   □

3. □ + □ = □   □ + □ = □   □   □

4. □ + □ = □   □ + □ = □   □   □

5. □ + □ = □   □ + □ = □   □   □

6. □ + □ = □   □ + □ = □   □   □

Section 9: Board Membership & Orientation

	Agree			Disagree		Don't Know	Not Applicable
	1	2		3	4		

1. □ + □ = □　□ + □ = □　　□　□

2. □ + □ = □　□ + □ = □　　□　□

3. □ + □ = □　□ + □ = □　　□　□

4. □ + □ = □　□ + □ = □　　□　□

5. □ + □ = □　□ + □ = □　　□　□
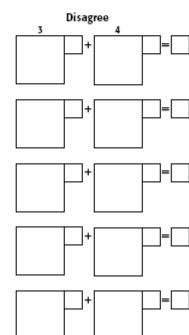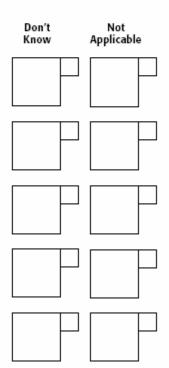
Section 10: Board–Executive Relationship

	Agree			Disagree		Don't Know	Not Applicable
	1	2		3	4		

1. □ + □ = □　□ + □ = □　　□　□

2. □ + □ = □　□ + □ = □　　□　□

3. □ + □ = □　□ + □ = □　　□　□
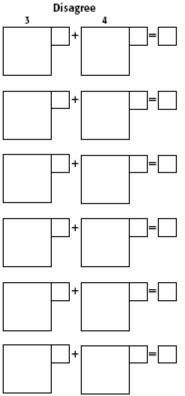
4. □ + □ = □　□ + □ = □　　□　□

5. □ + □ = □　□ + □ = □　　□　□

Section 11: Monitoring & Evaluation Practices

	Agree		Disagree		Don't Know	Not Applicable
	1	2	3	4		

1. ☐ + ☐ = ☐   ☐ + ☐ = ☐   ☐   ☐

2. ☐ + ☐ = ☐   ☐ + ☐ = ☐   ☐   ☐

3. ☐ + ☐ = ☐   ☐ + ☐ = ☐   ☐   ☐

4. ☐ + ☐ = ☐   ☐ + ☐ = ☐   ☐   ☐

5. ☐ + ☐ = ☐   ☐ + ☐ = ☐   ☐   ☐

6. ☐ + ☐ = ☐   ☐ + ☐ = ☐   ☐   ☐

Section 12: External Relations Practices

	Agree		Disagree		Don't Know	Not Applicable
	1	2	3	4		

1. ☐ + ☐ = ☐   ☐ + ☐ = ☐   ☐   ☐

2. ☐ + ☐ = ☐   ☐ + ☐ = ☐   ☐   ☐

3. ☐ + ☐ = ☐   ☐ + ☐ = ☐   ☐   ☐

4. ☐ + ☐ = ☐   ☐ + ☐ = ☐   ☐   ☐

5. ☐ + ☐ = ☐   ☐ + ☐ = ☐   ☐   ☐

Data Analysis Sheet

Top 8 – 12 Strengths of the Board

(Use questionnaire section and items numbers, or short descriptive code for the item, such as "Board seldom assumes staff roles," or " Board Structure works well."

1……………………………………………………………………………………………………

2……………………………………………………………………………………………………

3……………………………………………………………………………………………………

4……………………………………………………………………………………………………

5……………………………………………………………………………………………………

6……………………………………………………………………………………………………

8……………………………………………………………………………………………………

9……………………………………………………………………………………………………

10……………………………………………………………………………………………………

11……………………………………………………………………………………………………

12……………………………………………………………………………………………………

Top 8 –12 Problem Areas

1……………………………………………………………………………………………………

2……………………………………………………………………………………………………

3……………………………………………………………………………………………………

4……………………………………………………………………………………………………

5……………………………………………………………………………………………………

6……………………………………………………………………………………………………

8……………………………………………………………………………………………………

9……………………………………………………………………………………………………

10……………………………………………………………………………………………………

11……………………………………………………………………………………………………

12……………………………………………………………………………………………………

Suggested Descriptors

Section 1: Board – Staff Roles

Item 1: Clear Board-Staff Roles
Item 2: Policies set by board
Item 3: Board seldom assumes staff roles
Item 4: Board delegates to CEO
Item 5: Board – staff conflicts quickly resolved

Section 2: Policy Making Practices

Item 1: Full discussion of needed new policies
Item 2: Full board approves new policies
Item 3: Policies for all key areas
Item 4: Policies communicated to full board
Item 5: Policies reviewed, updated annually

Section 3: Planning Practices

Item 1: Mission and purpose clear, accepted
Item 2: Consensus on 3 – 5 year vision
Item 3: Strategic planning every 2 years
Item 4: Board reviews, acts on auditor's report
Item 5: Fiscal Legal responsibilities understood

Section 5: Fund Raising Practices

Item 1: Board understands strategies
Item 2: Clear policy on members' responsibilities
Item 3: Members active in fund raising
Item 4: Periodic long-range fiscal planning
Item 5: Capital needs reviewed regularly

Section 6: Board Structure and Practices

Item 1: Structure supports good, timely work
Item 2: Standing committees effective
Item 3: Board the right size
Item 4: Term length about right
Item 5: Prepare members for leadership
Item 6: Board knows by-laws

Section 7: Board Committees

Item 1: Assignments reflect interest, expertise
Item 2: Assigned to at least one committee
Item 3: Committees effective
Item 4: Members active on committees
Item 5: Committees report quarterly
Item 6: Committees have goals, plans

Section 8: Board Meetings

Item 1: Number and length of meetings about right

Item 2: Agendas distributed in advance
Item 3: Leaders, members contribute to agenda
Item 4: Board meetings well run
Item 5: Brainstorming, creative problem solving used
Item 6: Decisions examined for pros and cons

Section 9: Board Membership and Orientation

Item 1: Needed expertise, skills represented
Item 2: Board identifies expertise, skills still needed
Item 3: Members recruited based on board needs
Item 4: Community sources used in recruiting
Item 5: Structured new member orientation

Section 10: Board-Executive Relationship

Item 1: Structured, participative CEO hiring process
Item 2: Clear CEO job description
Item 3: Annual objective – based performance appraisal
Item 4: Ongoing feedback to CEO
Item 5: Board supportive of CEO

Section 11: Monitoring and Evaluation Process

Item 1: Members knowledgeable about programs and services
Item 2: Review programs and services with CEO
Item 3: Measure performance against plan
Item 4: Assess effectiveness of board – committee structure
Item 5: Annually assess board satisfaction
Item 6: Evaluate board meeting effectiveness

Section 12: External Relations Practices

Item 1: Assess effectiveness of external relations
Item 2: Members active in target communities
Item 3: Approved marketing and public relations strategies
Item 4: Members support public events
Item 5: Clear on spokesperson