



Assessing the Board's Performance

Participant's Guide

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Welcome & Introductions

In this section, we will address board assessment.

Learning Objectives

By the end of this topic, you will be able to:

- Explain why and when the board should assess its own performance
- Implement the steps in the board assessment process
- Understand the benefit of and how to conduct individual board member assessments

Also, when asked what the three top areas in which the board could improve its performance were, 40 percent of CPOs identified board assessment and evaluation and 27 percent of CVOs identified board assessment as one of the top three areas.

In a survey of Boys & Girls Clubs conducted in 2008 with BoardSource, it was revealed that board assessment is not a regular and common practice among Boys & Girls Club boards: as of 2008, only 33 percent of boards had conducted a formal written board evaluation within the past three years, and 61 percent could not recall or did not know whether an evaluation has ever been performed.

Lesson Titles

Within this topic we will cover the following lessons:

- Board Assessment
- Individual Board Member Assessment

LESSON 1: BOARD ASSESSMENT

Why Should a Board Assess its own Performance?

Let's take a minute to imagine what an ideal board looks like, sounds like, etc. Imagine that you enter a board meeting. The meeting is attended by 100 percent of board members who are respected community members who reflect the diversity of the community.

The chair calls the meeting to order. Using a consent agenda, the board addresses administrative matters in 10 minutes that typically take 45 minutes. The board spends the rest of the time discussing its most important strategic issues. The focus is on what's best for the Club, the kids. At the end of the meeting, actions are proposed that enable the Club to make leaps forward.

At the end of the year, you have made significant progress on your strategic plan. You have cultivated numerous associates into donors and suggested a few as new board members. You frequently tell associates and acquaintances about the Club and your service makes others eager to make a financial contribution as well as their leadership skills to the Club as well.

There are a number of reasons why a board should assess its own performance. First, board assessments are helpful tools to refresh board members' understanding of:

- the board's roles and responsibilities
- Individual board member responsibilities
- how to operate as an effective board

An assessment also serves to identify gaps between expected and actual performance, and to identify important areas of board operation that need attention/improvement. Once the board knows that there are areas that need attention (e.g., board education, not getting "the right people on the bus"/board recruitment, resource development), they can develop a plan for addressing the issues.

Why Should a Board Assess its own Performance? (cont'd)

Additionally, board assessments provide a context for discussing problems and developing plans for improvements. As a result they can also help to build trust, respect, and communication among board members and with the CPO.

Undertaking a board assessment models accountability for staff. The board provides a performance review for the CPO who in turn reviews staff. It is only reasonable that the board, which is ultimately responsible for the Club, should also hold itself accountable for its performance.

Finally, undertaking a board assessment can help the Club gain credibility among donors and other constituencies who appreciate a board that seeks to improve its own performance.

Benefits of Board Assessment

- To refresh board members' understanding of
 - the board's roles and responsibilities
 - individual board member responsibilities
 - how to operate as an effective board
- To identify gaps between expected and actual performance and important areas of board operation that need attention/improvement
- To provide a context for discussing problems and developing plans for improvements
- To build trust, respect, and communication among board members and with the CPO
- To model accountability for staff
- To gain credibility for the Club among donors and other constituencies

When to Conduct Board Assessment

It is common for boards to wonder when and how often to conduct a board assessment.

It is generally recommended that every two or three years, the board should step back from its usual work and reflect on how well the board meets its responsibilities.

There are some times when board assessment may be particularly beneficial and when it might be useful to conduct an assessment more than once every two or three years. These include:

- Clubs in the early stages of development
- Clubs in which the board and staff are unclear about their respective roles and responsibilities
- Clubs undergoing changes in leadership at the CPO or board levels
- Clubs getting ready for strategic planning because that is a time when the board takes stock of the Club's strengths and weaknesses and identifies areas that need to be strengthened

Evaluation of the Board and Board Members

Every two or three years, the board should step back from its usual work and reflect on how well the board meets its responsibilities. This process should include a look at basic board responsibilities as well as board composition, structures, and processes. Many boards focus their attention on the business of their organizations and rarely take the time to step back and ask, "How are we doing?" Engaging in a structured board assessment gives the board a chance to reflect on the quality of its work and to consider ways in which to strengthen how it operates.

There are particular times when board assessment may be particularly beneficial:

- Clubs in the early stages of development
- Clubs in which the board and staff are unclear about their respective roles and responsibilities
- Clubs undergoing changes in leadership at the CPO or board levels
- Clubs getting ready for strategic planning

A formal board assessment involves the following steps:

1. Board decides to assess its performance.
2. Assessment process is established.
3. Board members complete and return questionnaires.
4. Responses are compiled and analyzed.
5. Results are discussed and an action plan is developed.
6. Follow-through and follow-up.

To get maximum benefit from its assessment, many boards have a skilled person who is not a member of the Club facilitate the discussion and action planning. After that, it is the responsibility of board leaders to ensure that the board follows through with the actions that were identified.

Characteristics of Good Assessment Processes

A good board assessment process includes a number of characteristics including:

- Asking *relevant and clear* questions
- Collecting *systematic* feedback from a variety of sources; systematic implying that the same questions are asked of different parties within the same time frame
- Making use of the information collected for *developmental purposes*, not as a “report card”

Steps in the Board Assessment Process

There are several steps in the board assessment process and we will discuss each:

1. Board decides to assess its performance
2. Assessment process is established
3. Board members complete and return questionnaires
4. Responses are compiled and analyzed
5. Results are discussed and action plan is developed
6. Follow-through and follow-up occurs

Board Decides to Assess its Performance

It is essential that the board as a whole commit to the assessment process. However, there are some common barriers that prevent the board from seeing the benefits of self-evaluation

Dealing with Resistance against Board Assessment

The objective of board assessment is to help the board improve its own work. Its purpose is to allow board members to better understand their own roles and responsibilities and how they can more effectively fulfill their obligations. The process can develop the board's team-building skills, provide structure for problem solving, and increase accountability within the Club.

Performance evaluation often is conceived as a threatening exercise. This is true not only with employee performance evaluations but equally applies to a board assessment. Resistance to evaluation is often tied to a fear of negative judgment, apprehension about the process and ultimate consequences, and unease with change. Individual board members may fear a loss of confidentiality and being unfavorably compared to peers. This happens when the purpose of assessment is not understood.

Obstacles

Self-evaluation can have a negative undertone when it is not used to build positive outcomes.

Without addressing the real or perceived obstacles to the assessment process, it may never get off the ground or become a constructive exercise.

Barriers to Board Assessment

Here are some common barriers that prevent the board from seeing the benefits of self-evaluation.

Common barriers include:

- Board members do not understand the purpose of the activity. They do not see the link between their collective performance and the performance of the Club.
- There is no consensus among board members on the necessity or the method of carrying out this activity.
- Board members feel that they are already doing a great job. Evaluation would be an unnecessary waste of time.
- Board members fear upsetting the present balance and conviviality.
- There is a dilemma between wanting to know how the board is doing while not wanting to be blamed for poor performance.
- The board does not know how to do it.
- The cost seems prohibitive.
- It is difficult to find the time from busy schedules to fill out the questionnaires and to attend a retreat afterwards.
- The board is struggling with a crisis that demands its full attention. The timing is not good for another big project.
- The board has done it before and nothing seemed to change.

How to make it work

Planning and understanding the benefits of assessment are keys to its success. Here are some strategies for defeating obstacles.

- **Commitment** — Get each board member's buy-in in order to make this a true group effort. Without a consensus, the board simply won't participate. Members should be ensured that their answers to the questionnaire will remain confidential and that the objective of the exercise is not to be punitive but to improve the board's future performance.

- **Process** — The board should research the different assessment tools available and determine together which one is acceptable. Together the members can fine-tune the tool to address issues and questions that are important to the board. In addition, the board should determine how individual board member evaluation is included for the purposes of self-reflection. In any event, the board needs to address the board's general resistance to change. Change does not have to mean that everything from the past will be judged unacceptable.
- **Planning** — Adequate time should be devoted to planning, starting well ahead of time in order to ensure that board members may have the proper time set aside to complete the assessment. A date should also be agreed upon for a board retreat to discuss the results.
- **Competency** — If this is the board's first assessment effort, a task force should be formed to explore how others have done it. Members should learn how to give constructive feedback, and when possible, bring in an outside facilitator to help with the discussions and aid in the administration of the process.
- **Cost** — For some boards, the cost for self-assessment can be prohibitive. To cover the costs involved the board can research foundations that fund board development activities. The expenses should be included in the Club's budget.
- **Follow-up** — The board should ensure that the final recommendations that come from the board retreat discussions will be implemented by creating proper follow-up procedures. Board members should be provided with possibilities for self-improvement and their expectations and overall duties clarified. Lastly, the board should commit to repeat the process every 2 to 3 years.

Step 2: Assessment Process is Established

Next the board must establish the assessment process by answering such question as:

- Will an outside facilitator be involved? In what ways? An outside facilitator can offer:
 - Fresh perspectives
 - Support in exploring different options

Factors in Selecting a Board Assessment Tool

- The ability to ensure board member responses are confidential
 - The ability to raise difficult questions and issues
- Is there a ready-made questionnaire that can be used, adapted, and/or supplemented? Will we use a paper or online tool?
- From what sources will feedback be sought? All board members should participate. Will the board also seek responses from the CPO and possibly from key staff members? Many boards opt to secure feedback from the CPO in recognition that the CPO serves as an important partner with the board in Club governance.
- Identifying a beginning and an end to the assessment process will prevent it from dragging on and on and will ensure that time is set aside for reviewing the results.

There are several factors to consider in selecting a tool, including:

- Breadth of assessment required – Assessment tools vary in the scope of board responsibilities and practices they cover. Ideally the tool should have an educational value in that it holds up a mirror to the board for how an effective board operates. The more detail, the more useful it will be for identifying ways in which the board might improve its performance. In addition to using numerical ratings, it is useful to give board members the option of providing open ended comments
- Ease of administration - Using an online tool makes it much easier and quicker to distribute the questionnaire and to compile and tabulate the responses. If some board members are not comfortable responding online, a combination online and paper and pencil approach might be needed. Especially for a large board, compiling responses from a paper-and-pencil tool can become cumbersome.
- Cost of the tool - The board should be challenged to think of this as an investment in increased performance.

Various Board Assessment Tools

BGCA has a number of simple and free tools that your board can use including the: Board Assessment Survey and Criteria for Evaluating a Board of Directors.

Both of these can be found in your **Handouts** (Board Assessment Survey and Criteria for Evaluating a Board of Directors). An internal or external facilitator would need to be appointed to tabulate results.

Additionally the BGCA Standards of Organizational Effectiveness (SOEs) can be used as part of a board assessment. BGCA sets up the SOEs to help local Clubs evaluate their current level of performance; to assist these Clubs in determining how they will achieve a higher level of performance; and to determine what specific assistance they need from BGCA field staff. The BGCA Membership Requirements state that all organizations in the Movement must:

- Conduct, every third year, an organizational assessment in consultation with Boys & Girls Clubs of America and utilizing its respective governing body, staff, and other appropriate entities based on “Standards of Operational Effectiveness” approved by the National Council and submit a report of this assessment to Boys & Girls Clubs of America.
- Maintain a rating of “operational” as defined by the “Standards of Operational Effectiveness”. Such rating shall be determined and assigned by the governing body of each Member Organization.

Board Assessment Survey

Review this list of basic board responsibilities. Indicate whether, in your opinion, the board currently does a good job in an area or whether the board needs to improve its performance. Complete the assessment by rating on a scale of 1 to 5, one being low and five being high. There is no 3; if you think your rating is in the middle, rate it as a 2.

After the full board has completed the activity, try to build consensus as to the board's performance in each category. Then, devise action steps to improve on the areas where improvement is needed.

ASSESSMENT OF THE BOARD	1	2	—	4	5	Consensus	Action Steps
Club's Mission <ul style="list-style-type: none"> • Do all board members understand and support the Club's mission? • Does the board make its decisions about programs based on the mission? • Do board members understand and embrace the outcomes for youth as set by BGCA in Impact 2012? 							
Relationship with Chief Professional Officer <ul style="list-style-type: none"> • Are working relations between the board and chief professional officer good, without domination by either? 							
Program Evaluation <ul style="list-style-type: none"> • Are board members familiar with the services and functions of Boys & Girls Clubs of America? 							
Fundraising <ul style="list-style-type: none"> • Does the board understand the Club's fundraising strategy? • Do board members personally get involved in fundraising activities (including giving)? 							
Financial Oversight <ul style="list-style-type: none"> • Does the board review and discuss the budget before approving it? • Does the board receive financial reports on a regular basis that are understandable, accurate, and timely? 							
Strategic Planning <ul style="list-style-type: none"> • Are the objectives of the Club reviewed periodically by the board? • How effective is the board's strategic planning process? 							

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ASSESSMENT OF THE BOARD	1	2	3	4	5	Consensus	Action Steps
<p>Selection and Orientation of Board</p> <ul style="list-style-type: none"> • Does the board represent a good cross-section of the community relative to ethnicity, gender, age, etc.? • Is the majority of the board composed of people who are prominent and looked upon as leaders in industry, labor, and the professions? • Are board members carefully selected, and their qualifications seriously weighed, before they are nominated? • Are prospective board members properly informed as to their duties and responsibilities before they accept membership? • Are new board members properly oriented? • If a plan for rotation of officers and board members is used, does it provide for re-election of officers and board members who are active and effective? • Are ineffective board members replaced when their terms expire? 							
<p>Board/Staff Relations</p> <ul style="list-style-type: none"> • Does the board request a meeting at least once a year with a staff member of Boys & Girls Clubs of America? • Does the board maintain a close working relationship with their regional service director? • Does the board actively participate in Area Council activities and other BGCA meetings and conferences? 							
<p>Public Relations and Advocacy</p> <ul style="list-style-type: none"> • Is every member of the board a goodwill ambassador for the Club? • Are public relations effective? • What is the quality of communication among board members, between board and staff, and from other stakeholders to board members? 							

Criteria For Evaluating A Board Of Directors

It is suggested that the board of directors be evaluated periodically by a committee appointed by the chief volunteer officer (or chair). The following criteria have been established for such evaluation. Assess your board by using the following ratings to answer these questions.

1 = No; 2 = Somewhat; 3 = Yes

Add your ratings for a total score. The following total scores reflect the level at which your board is functioning:

23-39 — Developing
40-49 — Operational
50-68 — Advancing
69-78 — Excelling

- 1. Does the board of directors represent a good cross-section of the community relative to ethnicity, gender, age, etc.? Is there a plan to ensure diversity?
- 2. Is a majority of the board made up of people who are prominent and looked upon as leaders in industry, labor and the professions?
- 3. Is the board fulfilling 100% of the financial needs of the Club by “giving or getting” funds?
- 4. Are board members carefully selected and their qualifications seriously weighed before they are nominated? Is there a board development plan in place?
- 5. Are prospective board members properly informed as to their duties and responsibilities before they accept membership on the board?
- 6. Are new board members properly oriented? Do you use the B&GCA Board Member Orientation Tool?
- 7. Are the objectives of the Boys & Girls Club reviewed periodically by the board?
- 8. If a plan for rotation of officers and board members is used, does it provide for re-election of officers and board members who are active and effective?
- 9. Does the board meet regularly?
- 10. Are board meetings well planned?
- 11. Is a well-planned annual meeting held?
- 12. Are there the usual active standing committees and ad hoc teams?
- 13. Do committees and teams operate under clearly defined responsibilities?

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- 14. Is delegated authority to committees clear and respected?
- 15. Are ineffective board members replaced when their terms expire?
- 16. Is every member of the board a goodwill ambassador for the Club?
- 17. Are board members familiar with the service and functions of Boys & Girls Clubs of America?
- 18. Does each member have a copy of the *Board Member's Handbook and Orientation Guide* to use as a reference and guide?
- 19. Are working relations between the board and chief professional officer good, without domination by either?
- 20. Are public relations effective? Do you have a year-round marketing plan?
- 21. Does the board request a meeting at least once a year with a staff member of Boys & Girls Clubs of America?
- 22. Does the board maintain a close working relationship with its regional service director?
- 23. Does the board actively participate in Area Council activities and other B&GCA meetings and conferences?
- 24. Are Club and board policies, programs and procedures diversity-assessed to ensure a climate of growth for all involved?
- 25. Does your Board have an education plan? Do you use the BOARDROOM Training Program?
- 26. Does your Board ensure the development of an Annual Technology Plan?

- **TOTAL SCORE**

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Handout: SOEs Board Governance

The component of the SOE that pertains to the board assessment is: **Human Resources: Board** – This component looks at the level of active involvement and institutionalized procedures that guide the board in its operations and leadership role with the Club.

Handout: SOEs Board Governance [

NOTE TO FACILITATOR:

More information can be found in the SOEs and in the BGCA Board Member's Handbook.

Ultimately, however, the SOE is an organizational assessment tool – not a board assessment tool – so while helpful, Club boards may also want to consider undertaking a dedicated board assessment such as the other tools we're discussing here. Alternating use of the SOE tool with a board-specific tool might expand the board's understanding both of itself and of the Club.

STANDARDS OF ORGANIZATIONAL EFFECTIVENESS (SOEs) BOARD GOVERNANCE

<u>Topic Summary</u>	<u>Developing</u>	<u>Operational</u>	<u>Advancing</u>	<u>Excelling</u>
A. BOARD DEVELOPMENT PROCESS	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> There is an informal process for identifying and recruiting board members, not necessarily based on the organization's goals and objectives.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> The organization has and utilizes a written, board-driven process for the identification, selection, recruitment and orientation of board members based on its goals and objectives. Individual responsibilities, as well as collective roles of board volunteers are written and clearly defined.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> The organization utilizes a written, ongoing board development process, which includes identification, recruitment, selection, orientation, ongoing evaluation and recognition. 60% of eligible board volunteers are recognized utilizing Boys & Girls Clubs of America's National Service Recognition Awards or equivalent recognition program.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> The organization has one or more board members who are Movement leaders and who share models for a written board development process, which includes identification, recruitment, selection, orientation, ongoing evaluation and recognition. 80% of all eligible board volunteers are recognized utilizing Boys & Girls Clubs of America's National Service Recognition Awards or equivalent recognition program.
B. BOARD MEMBERSHIP	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> The board has few, if any, active community leaders who influence community decisions and resources. There is little board involvement that fulfills the organization's needs.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> The board has some recognized business and public leaders who influence community decisions and resources. The organization has a board-approved code of ethics and conflict of interest policy on which individual board members sign off on an annual basis. There is a moderate level of board involvement in the appropriate areas of the organization, and the board has begun to establish a good relationship with local, state and federal government officials.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> The board consists mainly of business and public leaders who influence decisions and resources and who are involved in meeting most of the organization's needs. The board has good relationships with local, state and federal government officials who understand the value of Boys & Girls Clubs.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> The board consists of business and public leaders who influence decisions and resources, provide effective governance, generate needed resources and are actively involved in meeting the organization's needs. The board has excellent relationships with local, state and federal officials.

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<u>Topic Summary</u>	<u>Developing</u>	<u>Operational</u>	<u>Advancing</u>	<u>Excelling</u>
C. GOVERNANCE LEADERSHIP AND COMMITTEE STRUCTURE	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> The board has no functioning committees and/or task groups. There is little structure and minimum officer involvement. No board governance is evident. The Chief Professional Officer does not receive a formal annual performance review.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> There are appointed committee and/or task group teams with chairs that occasionally meet and act on responsibilities. Officers are elected and involved in assigned roles. The board is in compliance with organizational by-laws. The Chief Volunteer Officer has been provided a BGCA orientation on the Core Promises and has signed a statement of understanding. A written board-driven strategic plan addressing strategic initiatives (collaboration, merger, growth with impact, etc.) is in place. The Chief Professional Officer receives an annual written performance review.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> The board has organized, functioning committees and/or task groups with chairs that make written recommendations for board action. Officers are functioning in accordance with defined leadership roles and a written succession plan for board leadership is in place. A written board-driven strategic plan is integrated into board and committee/task group meetings. The Chief Professional Officer receives a formal annual written performance review based on measurable objectives linked to the strategic plan and agreed on by the board leadership and the Chief Professional Officer.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Committees/task groups have defined written objectives consistent with the organization's written strategic plan. Officers lead board member involvement and are given new leadership opportunities to support the organization's written board succession plan. With input from external and community stakeholders, a written strategic plan is updated and reviewed annually that includes clear benchmarks and outcomes. An evaluation of effectiveness is completed annually.
D. BOARD FINANCIAL GIVING	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> At least 50% of board members make a personal unrestricted gift to the annual campaign.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> At least 75% of board members make a personal unrestricted gift to the annual campaign. The Chief Volunteer Officer personally solicits those members who are not giving. The board has been informed about the purpose and goals of "It Just Takes One."	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 100% of board members make a personal unrestricted gift to the annual campaign. All board members have a written annual personal giving plan. 25% of the individual board members make a written commitment to the Club's endowment program.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 90% of all board members achieve their personal giving plans. 50% of the individual board members make a written commitment to the Club's endowment program.
E. BOARD DIVERSITY	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> The board is not diverse in its makeup or in relation to its community.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> The board has some diversity in its makeup, is reflective of the community and has a plan to expand this diversity. The organization provides an annual diversity education opportunity for its board members. Diversity standards are considered in various committee functions.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> The organization conducts a formal assessment of the board's makeup and develops written plans based upon the assessment results.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> The board is diverse in its makeup, is reflective of its community and has a written plan underway to maintain diversity. One or more board members are Movement leaders sharing models and best practices in valuing diversity.

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<u>Topic Summary</u>	<u>Developing</u>	<u>Operational</u>	<u>Advancing</u>	<u>Excelling</u>
F. CORPORATE DATA TRACKING	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> There is limited tracking of data, a lack of systems, and little, if any, board and staff accountabilities.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> All units use standard BGCA definitions. Signed membership forms for the current year are available. There is a tested and well thought-out system for daily collecting and recording of membership and participation data. All data is checked and signed off by the CVO and CPO before being used for external audiences. There is a defined system and process for tracking and counting youth served through community outreach.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> There is a system for collecting and recording program participation data. The Club has a board-approved organizational measurement strategy which utilizes BGCA metrics for participation and daily attendance.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> The Club has a plan to measure outcomes of targeted programs and overall Club outcome using the Outcome Measurement Tool Kit.
G. BOARD MEETINGS/ ATTENDANCE	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Board meetings are not held on a regular basis. Attendance is less than 50%. Agenda is dominated by problems and crises, preventing board from dealing with substantive policy issues.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> There are regular, scheduled board meetings attended by not less than 50% of the members. The Chief Professional Officer develops the agenda and reviews it with the Chief Volunteer Officer. Board business packets are prepared and delivered to all board members at least 10 days prior to a meeting. The organization develops and distributes an annual board calendar at the beginning of each year. Committees and task groups provide reports and recommendations for board action. The board conducts an annual board retreat with at least 50% of board members in attendance.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> The board has regular, duly constituted meetings with not less than 60% attendance and with a clear focus on policy issues and decisions. Utilization of technology (i.e., teleconferencing, online meetings, etc.) to support member participation in meetings is evident. At least one meeting per year has a BOARDROOM Training module or equivalent training. The board conducts an annual board retreat with at least 60% of board members in attendance.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> The board has regular, duly constituted meetings with not less than 65% attendance, active participation and a clear focus on policy issues and decisions. There is a written plan for utilizing technology in board member communication and business meetings. At least two board meetings a year are comprised of BOARDROOM Training modules or equivalent training. The board conducts an annual board retreat with at least 65% of board members in attendance.

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<u>Topic Summary</u>	<u>Developing</u>	<u>Operational</u>	<u>Advancing</u>	<u>Excelling</u>
<p>H. STATE ALLIANCE SUPPORT AND INVOLVEMENT</p>	<p style="text-align: center;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>The board has no awareness of the state alliance and leadership has no contact with state officials to support alliance efforts.</p>	<p style="text-align: center;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>The organization is a contributing member of the state alliance; however, participation at state meetings is limited. Promotion of the alliance only happens to benefit the local organization.</p>	<p style="text-align: center;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Board members and professional staff promote the alliance and actively contact state leaders to support the work of the alliance. The board and CPO assure Club involvement in statewide projects.</p>	<p style="text-align: center;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>The board works in conjunction with the alliance leadership to gain support from state leaders. Board members have an opportunity to serve on the alliance board or committees. Board members and the CPO actively support state initiatives to enhance statewide collaboration.</p>
<p>I. BOARD EDUCATION AND PARTICIPATION</p>	<p style="text-align: center;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>There is very little or no planned education or participation by board members in Boys & Girls Clubs of America events and training. There is little use of BGCA board development training tools or equivalent board training. The CVO is registered on bgca.net.</p>	<p style="text-align: center;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>There is board participation in Area Council events, state alliances, and board leadership conferences. All board members have attended a local board member orientation and received and reviewed the BOARDROOM new board member CD ROM. The CVO has received and reviewed the BOARDROOM CVO Guide and Toolkit CD ROM. Officers and committee chairs are registered on bgca.net.</p>	<p style="text-align: center;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>The organization has strategic board representation/participation at key Boys & Girls Clubs of America and other events including Area Council meetings, state alliances, board leadership conferences and the National Conference. Board officers meet the Silver Level of the BOARDROOM Board Education Skills Training (BEST) program (8 Modules) or equivalent training every three years. 50% of board members are registered on bgca.net.</p>	<p style="text-align: center;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Board officers and committee chairs meet the Gold Level of the BOARDROOM BEST program (12 Modules) or equivalent training every three years. Board members are actively engaged; take initiative and plan continuous learning opportunities; share/seek best practices and are active in planned continuing education for board volunteers.</p>

Basics of Board Governance: Assessing the Board's Performance

<u>Topic Summary</u>	<u>Developing</u>	<u>Operational</u>	<u>Advancing</u>	<u>Excelling</u>
<p>LEADERSHIP: BOARD SUPPORT FOR TECHNOLOGY</p>	<p style="text-align: center;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>The organization does not have a Technology Committee/Task Group to address technology in a formal plan.</p>	<p style="text-align: center;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>The board has a Technology Committee/Task Group; however, the organization lacks a formal technology plan that is integrated into the overall strategic plan. Resources for technology are allocated on an as-needed basis. A technology-based process for tracking membership fees and participation data is monitored by the board.</p>	<p style="text-align: center;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>The organization has a written, board-approved technology plan that is integrated into the overall strategic plan. The plan includes a Web strategy, technology program for members, Internet safety, and acceptable use policies.</p>	<p style="text-align: center;"><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>The technology plan is fully funded, staffed and part of the ongoing budget. Technology is integrated throughout all areas of the Club operation. Policies and procedures are in place to drive continuous system improvements and to support technology replacement cycles.</p>

Various Board Assessment Tools
(cont'd)

A number of other organizations also offer board assessment tools including BoardSource and McKinsey, among others. Information can be found on a number of free and for-purchase tools in your handouts.

Board Assessment Tools

A variety of tools exist that can be used for nonprofit board assessments, including:

- **BoardSource Board Self Assessment**
(<http://www.boardsource.org/Consulting.asp?ID=46.73>)
The BoardSource Board Assessment for Nonprofit Governing Boards helps nonprofit boards determine board member perceptions about how well they are carrying out their responsibilities and identifies areas that need improvement. Board members complete the confidential online questionnaires to evaluate the board's performance. Board members' responses help identify the strengths and weaknesses of the current board with questions focused on ten key areas of board responsibility. BoardSource tabulates board member responses.
- **The Corporate Fund — Board Self-Assessment Kit**
(<http://www.thecorporatefund.org/>)
The Corporate Fund offers a Board Self-Assessment Kit that allows nonprofit boards to assess their effectiveness in a variety of areas. The kit asks board members to rate their board in 12 different areas. The entire kit is available for free download on the Corporate Fund's Web site.
- **Free Management Library — Free Complete Toolkit for Boards**
(http://www.managementhelp.org/boards/brd_eval.htm)
Free Management Library is an online resource that provides a wide variety of references, forms, and tools for individual board members. It includes several assessment and evaluation resources.
- **Maine Association of Nonprofits — Board Self-Assessment Survey**
(<http://www.nonprofitmaine.org/default.asp>)
The Maine Association of Nonprofits (MANP) provides a wide variety of resources and services to Maine's nonprofit sector. Its Board Self-Assessment Survey is an online tool that provides board members with an opportunity to provide input on how they are doing in living up to the key responsibilities of the board. The tool is available for purchase through the MANP Web site.
- **McKinsey & Company Nonprofit Board Self Assessment Tool**
(<http://www.mckinsey.com/client/service/socialsector/resources/governance.asp>)
The McKinsey & Company Nonprofit Board Self Assessment Tool is designed to help a nonprofit organization assess its board's performance and identify priorities for board activities going forward. McKinsey offers three versions of the tool — a short, standard, and long form that take an estimated 5, 15, or 30 minutes, respectively, to complete. The tool is available for free download on the McKinsey Web site.

Steps 3 and 4: Board Completes Assessment and Responses are Compiled and Analyzed

Step 3 entails the board completing the assessment questionnaire and in Step 4, responses are compiled and analyzed.

Ideally, a neutral person will be assigned to collect and compile board member responses. This might be an outside consultant or facilitator, or a member of the board.

To ensure the highest level of legitimacy for the assessment report, the person who will write the assessment report should be perceived as unbiased as well as knowledgeable about boards and organizational dynamics.

The resulting report should point to areas of board responsibilities where the board is doing well and areas where the board needs to improve.

Step 5: Results are Discussed and Action Plan is Developed

In Step 5, Results are Discussed & the Action Plan is Developed.

The assessment process should culminate in a special board meeting (retreat) designed for this purpose where the full board will

- review the feedback collected, clarify and discuss the findings
- determine how to strengthen the board in areas where this is needed.

The board assessment meeting should lead to the outline of a formal action plan that outlines: What will be done, by what time, and by whom?

Follow-through and Follow-up

In the final step, the board follows-through and follows-up occurs. The board leadership needs to make sure that the identified action steps are followed and assess their effectiveness.

It is essential to note that without follow-through – there is no success! As a matter of fact, without follow-up and follow-through the long term effect of the assessment might be negative because people become cynical and will resist other improvement efforts.

LESSON 2: INDIVIDUAL BOARD MEMBER ASSESSMENT

Individual Board Member Assessment

In addition to assessing the board as a whole, conducting individual board member assessments can be valuable. Because of the increasing calls for accountability, a number of boards are now routinely involving their members in self-reflection and peer feedback.

Some boards make this an annual task, while others use peer assessments as part of the re-nomination process. There is a particular advantage of conducting this annually as it reminds individual board members of their responsibilities and give them a chance to consider ways in which to be a more effective board member or even whether continued service on the board is the most effective way to support the Club and its mission.

Individual board member evaluations can be just a self-reflection exercise or they can incorporate peer feedback. Peer feedback, when carefully collected and used, can be a powerful reminder of the fact that board members are mutually accountable for the welfare of the Club and the promotion of its mission. Boards that use peer-assessments need to have a written and approved process for how collect and use the feedback and to ensure that it is implemented fairly and equitably.

Individual Self-Appraisal Questionnaire for Board Members

In addition to having the full board assess its performance as a governing body, individual board members should also take stock of their own performance as members of the board. The following questions may be used by board members for a self-appraisal of interest and service to the Club. Complete the assessment by rating on a scale of 1 to 5, one being low and five being high. There is no 3; if you think your rating is in the middle, rate it as a 2.

Individual Board Member Assessment

1. Do I have a genuine interest in the Boys & Girls Club and believe in its work?
2. Do I regularly attend and participate in board meetings?
3. Do I assume a reasonable amount of board responsibility?
4. Do I assume a reasonable amount of committee responsibility?
5. Do I personally contribute and secure financial support for the Club in relation to my resources and ability?
6. Do I serve as a goodwill ambassador for the Club in the community?
7. Do I introduce my business and social acquaintances to the work of the Club?
8. Do I have a reasonably good understanding of the mission and philosophy of the Club?
9. Do I have a reasonably good understanding of and embrace the outcomes for youth as set by BGCA in Impact 2012?
10. Do I attend and participate in area council meetings and other Boys & Girls Clubs of America activities when appropriate and when I am called on to do so?

Summary Checklist: Guidelines for Evaluation

- Evaluation is the process of asking good questions, gathering information to answer them, and making decisions based on those answers.
- The output of evaluation is organizational learning: a way for the Club to assess its progress and change in ways that lead to greater achievement of its mission.
- Evaluation is an essential component of effective decision making, whether it be strategic planning or the quiet decision making of daily organizational life.
- Evaluation is a developmental process, not a report-card process.
- Evaluation is most effective in an environment that is as risk-free as possible.
- Evaluation is time and effort well-spent, saves money in the long run by making better use of limited resources, and helps ensure the Club's health and viability in a changing environment.

Individual Board Member Assessment (cont'd)

The Governance Committee can lead the individual board member assessment process – developing the process and distributing the evaluations. They can also determine the best time of year to conduct these assessments if the board decides to undertake this annually. Toward the end of the year and prior to collecting nominations for elections to the board is generally an appropriate time.

Individual Board Member Assessment — Sample

To assist our board in ensuring that our organization has a board that is prepared to provide the strategic guidance and oversight needed over the next few years, we have agreed to employ confidential board member assessments in connection with nominations for possible re-election.

You have been provided with a form for each current member who is interested in and eligible for re-election. The Governance Committee respectfully asks you to complete the assessment questionnaire(s) and turn it/them in to the chair of the Governance Committee by the following date: _____.

Please do not feel that you need to identify yourself on the form.

Each person being assessed will complete the form as a self-assessment and will turn it in to the chair of the Governance Committee.

The chair of the Governance Committee will compile all responses and develop average ratings for all items included on the questionnaire. These ratings will be provided to the Governance Committee for use during the nominations process.

No member of the Governance Committee may divulge the results of the board member assessment to other members of the board or to anyone else. However, each person being assessed has the right to request to see the report that is provided for the Governance Committee. The chair of the committee may choose to provide it during a personal meeting with the person, or in other ways agreed on between them.

Please be aware that the results of the assessment will not be the only factors considered during the nominations process. The Governance Committee is charged with presenting a slate that will add strategically needed perspectives, knowledge, and other resources to the board. This means that a person who has served well in the past may need to be replaced with someone who can fill in gaps in the resources otherwise available to the board.

Thank you for your participation in making this a strong and accountable leadership body!

Form Completed By Peers

Name of board member being assessed: _____

Complete the assessment by rating on a scale of 1 to 5, one being low and five being high. There is no 3; if you think your rating is in the middle, rate it as a 2.

	In my opinion, the person named above	1. Strongly disagree	2. Disagree	—	4. Agree	5. Strongly Agree
1.	Has a clear understanding of the Club's mission					
2.	Comes well prepared to meetings					
3.	Shows active interest in the organization's work					
4.	Keeps in touch with what is happening in the field					
5.	Understands and pays attention to the budget					
6.	Brings a sense of vision to the board's discussions					
7.	Participates actively in discussions					
8.	Makes constructive comments					
9.	Refrains from negative criticism of others					
10.	Avoids talking too much					
11.	Listens carefully to others in order to understand their point					
12.	Treats everyone with respect and without prejudice					
13.	Focuses on outcomes rather than on administrative activities					
14.	Never pushes own agenda					
15.	Serves as an effective Club ambassador					
16.	Is a reliable and trustworthy					
17.	Willingly volunteers to take on specific tasks as needed					
18.	Understands the outcomes for youth as set by BGCA in Impact 2012					

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Results Compiled By Governance Committee Chair

Name of board member being assessed: _____

Board members were asked to complete a questionnaire regarding this fellow board member by indicating the degree of their agreement with the statements listed below.

Rating scale: 1 = strongly disagree 2 = disagree 4 = agree 5 = strongly agree

		Average Ratings
1.	Has a clear understanding of the Club's mission	
2.	Comes well prepared to meetings	
3.	Shows active interest in the organization's work	
4.	Keeps in touch with what is happening in the field	
5.	Understands and pays attention to the budget	
6.	Brings a sense of vision to the board's discussions	
7.	Participates actively in discussions	
8.	Makes constructive comments	
9.	Refrains from negative criticism of others	
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