BoardSource®
Empowering Boards. Inspiring Leadership.

Leadership Certificate
for
Nonprofit Chief Executives

A Three-Part Webinar Series

Week Three

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Ten Ways Boards Can Use Evaluation Findings

1. ***Assessing the chief executive:*** Use program evaluation findings to hold the chief executive accountable for decreases or increases in client outcomes and program quality.

2. ***Fundraising:*** Use findings to inspire potential donors by telling and showing the mission story with facts and figures.

3. ***Recruiting board members:*** Share the organization's successes and challenges from a mission perspective, motivating individuals to bring their experience to bear in a way that is mission-focused.

4. ***Strategic planning:*** Use evaluation findings to assess the strengths and weaknesses of the organization's programs, identify opportunities and threats to the programs, and make resource acquisition and allocation decisions for mission success three to five years down the road.

5. ***Managing finances:*** use findings about nonmonetary but essential resources (such as time, experience, expertise, facilities, and equipment) to ensure that money is allocated for them.

6. ***Assessing the organization:*** Use findings about program success as a yardstick for assessing how well key organizational functions (such as knowledge management, program staff assessment and development, volunteer management, and joint programming efforts with other nonprofits) support program delivery.

7. ***Celebrating success:*** Use findings to provide praise and recognition to staff.

8. ***Business planning:*** Use findings to develop replicable programs and services that could generate a fee-for-service revenue stream.

9. ***Managing human resources***: Use programs quality findings as a tool for providing more directed professional development and for conducting annual performance reviews.

10. ***Deciding to engage in a strategic alliance with other nonprofits:*** use findings to identify resource needs for improving service delivery that could be addressed by collaborating or partnering with other nonprofit organizations.

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Larger organizations are more likely to have conducted a performance review of the CEO within the past 2 years. 95% of large, 84% of medium, and 69% of small organizations have evaluated the CEO's performance within the past 2 years. 83% of CEO performance reviews include a formal, written evaluation. Only one-half of the boards gather feedback from the full board, and one-quarter of the boards invite feedback from senior staff. Only 75% of CEO performance evaluations are shared with the full board. (See Figure 32.)

73% of CEOs are satisfied with their performance evaluation process. And, more notably, 91% are satisfied with their jobs. CEOs who have formal performance evaluations are more satisfied with their jobs.

All boards should evaluate the chief executive's performance annually. The chief executive can remain accountable for his or her performance only if the position is well defined (and documented in a written job description) and annual goals are mutually agreed upon by the board and CEO. (See BoardSource Essential Practice 6.)

A formal CEO evaluation benefits and protects both the chief executive and the board. The full board bears collective responsibility for hiring and firing the CEO. Even if the chair or a committee leads the evaluation, all board members should be given the opportunity to provide feedback and review the final assessment. Of course, as a personnel matter, the results should remain confidential between the board and CEO. (See BoardSource Essential Practice 7.)

"The board is at a crossroads and wants shared leadership with the CEO after years of being more passive. That is good, and there are some very strong board members who would be ranked high in many categories. Others are still struggling with their role and understanding our mission, impact, and governance."
—*CEO of a faith-based organization*

ESSENTIAL PRACTICES

E6. Chief Executive Job Description
The board must develop a written job description for the chief executive and together with the chief executive define the annual expectations.

The chief executive can remain accountable for his or her performance only if the position is well defined and annual goals and expectations are mutually agreed upon.

E7. Chief Executive Evaluation
The board must evaluate the chief executive's performance annually; the evaluation should be written and involve the full board.

A formal evaluation, based on well-defined and mutually agreed upon expectations, benefits and protects both the chief executive and the board. Even if the board chair or a committee leads the evaluation, the full board must participate by being given the opportunity to provide feedback, approve the final evaluation, and ensure all compensation recommendations are appropriate.

The First 1,000 Days

ANTOINETTE
LA BELLE, D.M.
Senior Fellow and East
Coast Director, Encore
Fellowship Program
Civic Ventures
New York, NY

Research focusing on chief executives' first 1,000 days provides boards with some helpful tips on how to orchestrate a successful chief executive transition.

Chief executive transitions can be risky. Much is at stake — the new leader is expected to take a healthy organization to the next phase in its lifecycle or to turn around the fate of a faltering one. While there has been ample research into the failures of leadership transition, far less scrutiny has attended success stories, and virtually no research has explored how chief executives in successful transitions perceive their roles or tracked their initial actions. To my knowledge, we were the first to undertake such empirical research.

In 2008 and 2009, we looked at the actions of nonprofit chief executives from diverse organizations over the course of their first 1,000 days — effectively, the first three years of their leadership. The first phase of our research involved interviewing 21 nonprofit leaders, 13 of whom had crossed over from the for-profit sector; the remainder came from within the nonprofit sector. The second phase was a 95-question survey of more than 630 chief executives from throughout the United States For some of these chief executives, the new role

represented a lateral move; for others, it was a promotion. Knowing that organizational socialization and a chief executive's change agenda are strongest during the first years of tenure, our research was aimed at revealing if differences emerged when the chief executive crossed sector lines, came from another nonprofit organization, or was promoted from within.

Leadership Is Leadership

How chief executives perceive their role inevitably shapes how they act — i.e., how they allocate time, apportion focus, and place emphasis. Our research found a marked similarity in perception of the role among crossovers, nonprofit sector hires, promotional new hires, and laterally moving executives. All defined the role in terms of four leadership responsibilities: visioning or strategic planning and implementation; running the organization; developing and maintaining relationships with external constituencies and stakeholders; and paying attention to the board.

This persistently common perception confirms what is conventionally assumed but has never been quantified in the nonprofit world — namely, that leadership is leadership. As far as perception of the role is concerned, a chief executive's background is immaterial.

Learning Is Job One

Why does someone want to become a nonprofit chief executive? Among those who had built a career in the nonprofit sector, the role was seen as the next logical step. For the crossover executive, motivations for the move were more complex (e.g., they wanted to give back or have broader responsibility). Common among those seeking a transition to the chief executive role was a desire for change — both change they can effect and change they can feel personally. This begs the question: What changes did they, in fact, make?

Prior research on chief executives and change tells us that new hires feel a need to make an immediate impact — to establish credibility and legitimize their hiring. Yet my research shows that the first thing new chief executives do is try to learn all they can about the organization they now lead. Many formalized "listening and learning" tours to meet and assess staff, key stakeholders, and, of course, board members. Few leaders in the study underwent a formal orientation or onboarding program. At the same time that they were learning about the organization, they were trying to execute their strategic mandate to make change — to influence existing work priorities and establish new ones.

Staffing changes did not tend to occur right away, although in situations demanding urgent change, years one and two saw new hiring. For the most part, however, key staffing changes were delayed until strategic direction had been set. Promotional moves were rarely done from within the organization.

Change was driven by the need and by the urgency of the need, but, in general, laterally moving chief executives tended to have a strategic focus while promoted chief executives tended to have a more operational focus.

A Cabinet of Advisors

Most chief executives in transition create and rely on a "kitchen cabinet" of trusted advisors for advice and counsel. Whom they rely on most in these roles differed between nonprofit sector hires and crossovers. Not surprisingly, crossover executives relied on key board members with whom they became acquainted during the recruiting process. Sector hires more frequently relied on their senior staff and professional contacts outside the organization but within the nonprofit sector.

Most chief executives regard themselves as organizational insiders by year two of their tenure. What characterizes this sense of "belonging"? They said it manifested itself in a greater level of camaraderie in the office and in the fact that their views were sought by constituencies and stakeholders outside the organization. Most important was the mental shift they noted after completing a one-year cycle of organizational events and activities: a sense of personal investment in the success of the organization and of their own accountability for that success.

Change Agents

Whether they came from within the nonprofit sector or crossed over from the for-profit world, new chief executives want to make change and believe they have done so in their first 1,000 days, if not sooner. They also feel changed themselves. All of the research subjects reported that they felt their leadership behavior had been affected by the culture of their organization and by the leadership nature of their work. But crossover executives felt the change more profoundly. While nonprofit sector hires spoke in almost clinical terms of "increased responsibility," crossovers used such phrases as "the most professionally challenging time in my career."

Lessons for the Board

- **Cast a wide net during the search process**. There is little difference between chief executives who come from the nonprofit sector and the corporate sector in terms of their perception and actualization of the job's responsibilities.
- **Be aware of the present activities, personnel, and fiscal health of the organization**. Numerous interviewees in my research were surprised by the financial troubles they discovered after taking the helm. When a new chief executive has to inform the board of the organization's true financial situation, the board is not doing its job. "Trust but verify" still makes sense businesswise.
- **Orient the chief executive**. Regardless of what motivates a chief executive to take the job, no candidate is prepared to lead without a solid orientation to the organization and its history, its board and governance practices, the job expectations, and, if necessary, the nonprofit sector.
- **Support the new chief executive**. Though the rewards make them worth it, crossover executives in particular anticipate challenges in the learning curve. Change is hard. Support from the board is imperative.

FROM RAZE TO REBUILD
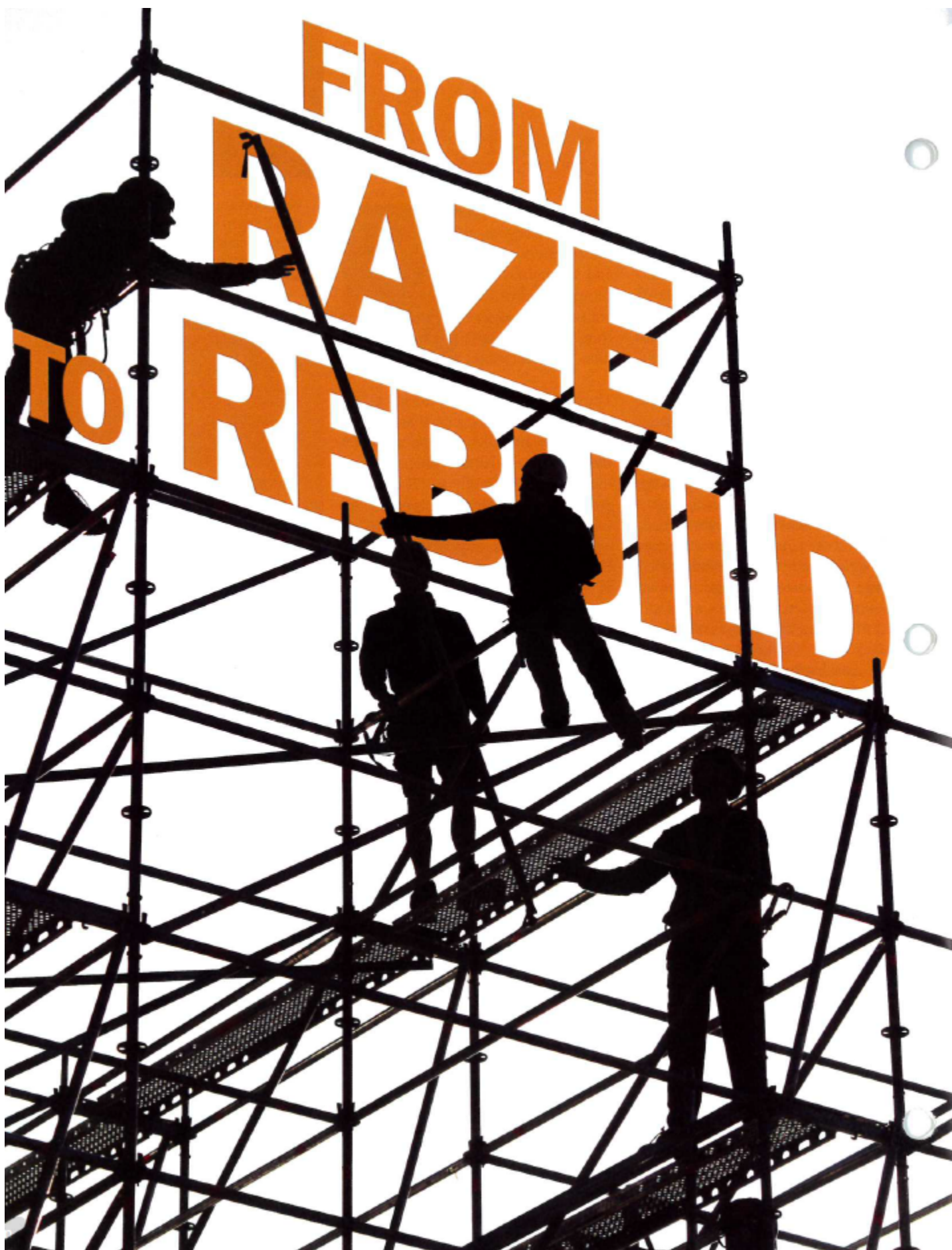
MARY WICKER
Director, Business
Integration
Presbyterian Healthcare
Services
Albuquerque, NM

Wondering how to transform your board? Presbyterian Healthcare Systems tackled the process by requiring all of its members to submit their resignations...and that was just the beginning.

It is not an understatement to say that Presbyterian Healthcare Systems (Presbyterian) is a large and complex nonprofit. Founded in 1908 in New Mexico, it exists today to improve the health of patients, members, and the communities it serves. It is the state's only private, nonprofit health care system and the largest provider of care, with seven hospitals, a statewide health plan, a growing multi-specialty medical group, and more than 9,000 respected employees. Its governance structure is composed of five boards of directors, eight boards of trustees, and one board of directors with fiduciary responsibility for the overall enterprise.

While the enterprise's structure has changed several times over the years, it was not until the early 2000s that our boards of directors started to implement changes of their own to better meet the strategic needs of the overall organization.

The transformation began with the board of directors responsible for the overall enterprise. Until the early 2000s, this board grew in a linear fashion as members who represented Presbyterian's various communities were added. This approach resulted in a board that due to its size — 24 to 27 members with the potential to reach 31 members — was more of an observer than a strategic partner. Absolute confidentiality on delicate subjects was almost impossible, and a lack of term limits allowed little opportunity to bring on new members who could add value and expertise while challenging ideas. In a nutshell, the board was not performing its basic fiduciary responsibilities and needed to be restructured. As the chief executive, Jim Hinton, said, "Presbyterian's governance system was seen as a liability, not an asset."

The governance transformation

The board began addressing its effectiveness by exploring the meaning of governance and the background and traits of an ideal board member. A key outcome of its discussions was the formation of a task force responsible for recommending initiatives necessary for a successful restructuring process. The ultimate goal of the task force was to ensure that the restructured Presbyterian board became and remained a reflection of governance excellence.

Over the course of a year, the task force guided the board through a transformation that

- required all current board members to submit their resignations to be effective at the end of the year
- identified board members' current level of commitment to serving on the board as well as potential candidates
- required all current and potential members to submit resumes and be interviewed to serve on the transformed board
- enhanced the membership of Presbyterian's other boards and board committees
- established a governance committee responsible for governance processes at an enterprise level

- yielded a diverse, balanced, effective board with 11 members, only six of whom served on the "old" board

The interview process was Presbyterian's initial foray into the world of competency-based governance. We designed the interviews to identify candidates who had the attributes, skills, and knowledge to govern effectively. Among the questions we asked: Why are you interested in serving on the enterprise board or another Presbyterian board? What talents do you possess that will enable you to further Presbyterian's goals? What are your areas of interest? Do you have experience serving on a board? And what do you think are the most important issues facing health care? We also evaluated skills surrounding strategic planning, organizational design, change management, technology, financial control, marketing, human resources, governmental affairs, leadership, and teamwork.
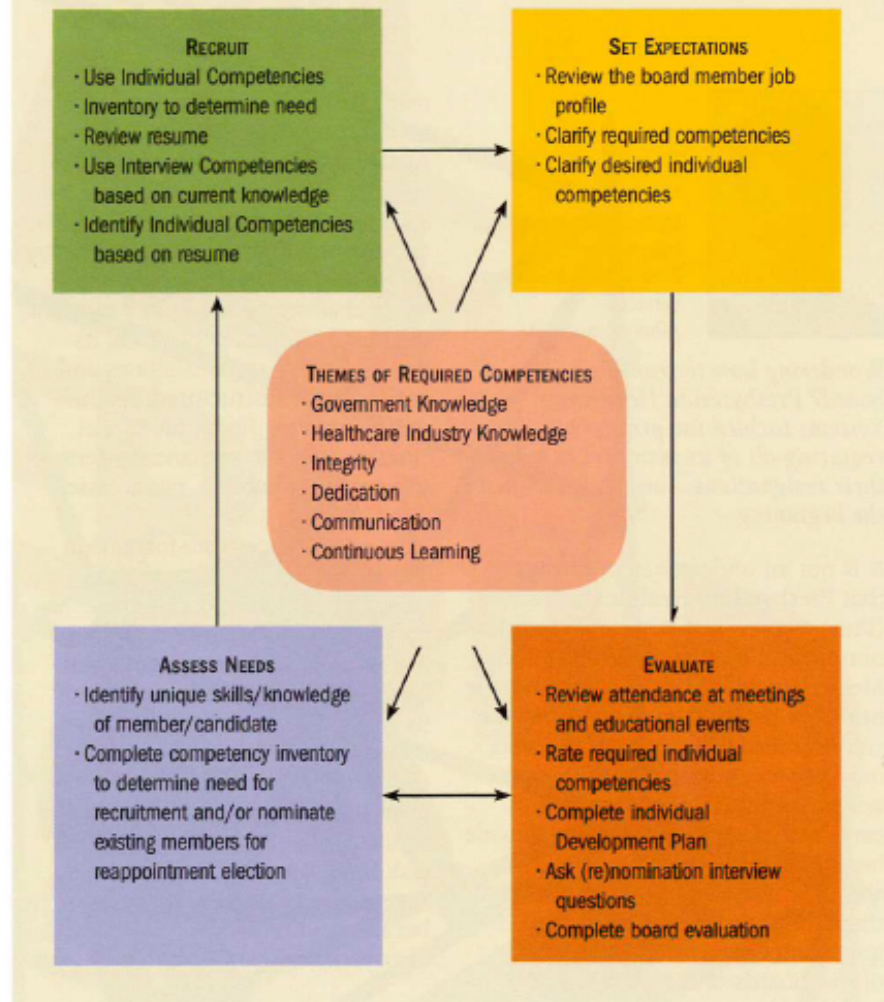
In many cases, the need for a diverse, balanced board superseded the selection of several very strong candidates. For example, of two bankers in the community who were interviewed, the board selected only one to avoid a finance-heavy board. After more than a year of using a purposeful selection process, the transformed board, as well as a newly established governance committee, was in place.

Sustaining and spreading the transformation

While the enterprise board focused on developing its collective effectiveness, the governance committee focused on spreading competency-based governance to the rest of Presbyterian's boards. The first step was to refine the tools and processes used to identify and select the members.

The committee established two sets of competencies: required and individual. Required competencies are considered a "threshold" for being a potential candidate and pertain to knowledge in the areas of governance and the health care industry, communication skills, and attributes reflective of integrity, dedication, and continuous learning. Individual competencies are considered areas of expertise that, in total, support Presbyterian's strategy and reflect the knowledge base required to govern a Presbyterian board.

The committee then translated both sets of competencies into processes and tools used to recruit, select, and develop board members. Tools include job descriptions for board members, interview questions, nomination forms, evaluation forms, and development plans. We then aligned these tools and processes with the required competencies and incorporated them into what Presbyterian calls its Governance Excellence Maintenance Cycle, or GEMC (see illustration). The purpose of this cycle is to help every board maintain an optimal balance of members so that the board as a whole

RECRUIT
- Use Individual Competencies
- Inventory to determine need
- Review resume
- Use Interview Competencies based on current knowledge
- Identify Individual Competencies based on resume

SET EXPECTATIONS
- Review the board member job profile
- Clarify required competencies
- Clarify desired individual competencies

THEMES OF REQUIRED COMPETENCIES
- Government Knowledge
- Healthcare Industry Knowledge
- Integrity
- Dedication
- Communication
- Continuous Learning

ASSESS NEEDS
- Identify unique skills/knowledge of member/candidate
- Complete competency inventory to determine need for recruitment and/or nominate existing members for reappointment election

EVALUATE
- Review attendance at meetings and educational events
- Rate required individual competencies
- Complete individual Development Plan
- Ask (re)nomination interview questions
- Complete board evaluation

has the necessary expertise to fulfill its fiduciary responsibilities and ensure that Presbyterian's mission is achieved.

The key steps of the Governance Excellence Maintenance Cycle are

- identify the need to fill a current or potential vacancy on the board
- determine the individual competencies for which to recruit
- identify candidates who may possess the necessary competencies
- confirm a candidate's interest and ability to serve
- conduct interviews that focus on the candidate's resume and needed competencies (board members whose terms are ending and

are seeking reappointment are evaluated on these qualities rather than interviewed)
- recommend approval of the nomination and subsequent appointment of the ideal candidate
- evaluate and develop board members based on both the required competencies and individual competencies for which he or she was recruited

Once the GEMC was finalized, the governance committee presented it to all Presbyterian boards. Use of all supporting tools, in terms of format and expected level of content, was non-negotiable. Required competencies also were

considered non-negotiable, but the individual competencies could be modified to reflect the community. For example, we expected a board serving a smaller community to have a member who was the leader of a small to midsize organization rather than a member who led a highly complex organization.
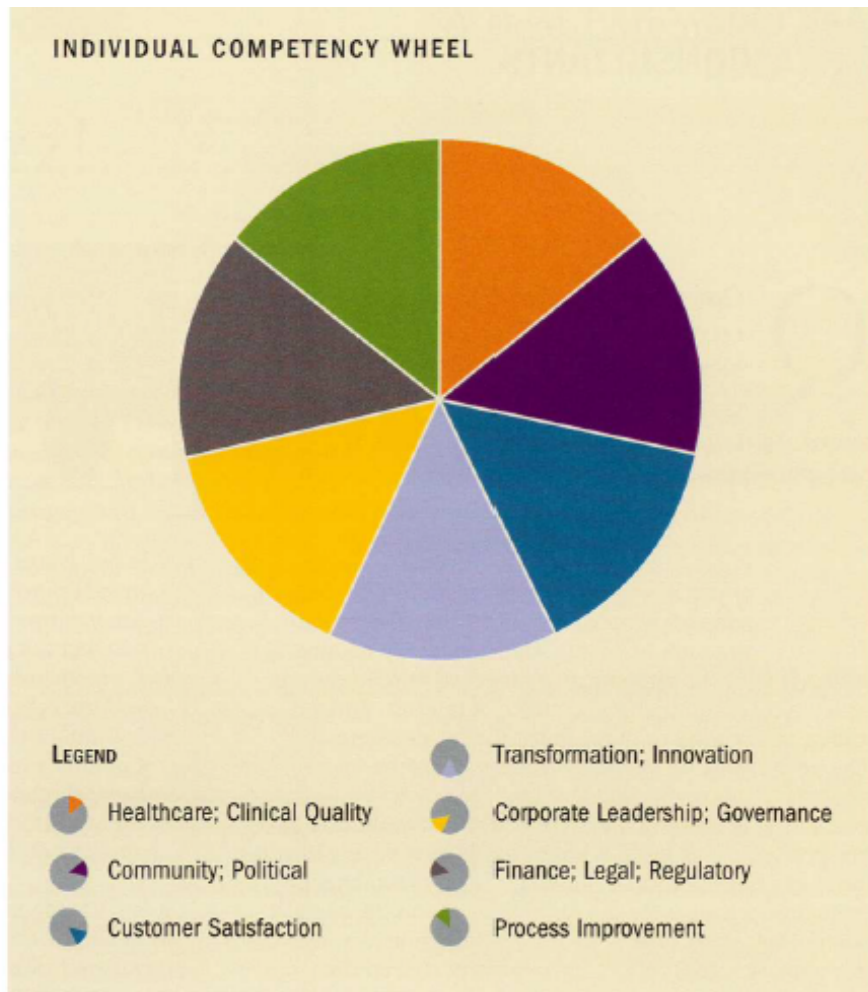
To ensure that the GEMC was successfully implemented, we guided the boards and their governance committees through each piece of the cycle until their level of comfort with the processes and tools had progressed from dependence to interdependence.

Transformation as a continual process

The GEMC became part of the standard governance work for every Presbyterian board and changed Presbyterian's overall governance system for the better. However, after using it in its original form for five years — years in which the state of the health care industry and Presbyterian changed significantly — it was time to ask: Given all these changes, did the GEMC need a change?

We decided to gather feedback from all Presbyterian board members, learning of both the GEMC's value and opportunities for improvement. While the various boards were finding the use of competencies helpful in maintaining a balanced, diverse board, the tools for assessing current and needed individual competencies were not as helpful. In fact, our board members found them excruciatingly complex.

The chairs, vice chairs, executive management team, and staff support for each board then convened to discuss a proposal for facilitating — rather than complicating — the process to identify recruitment and development opportunities. The first agenda item was the need for *standardized individual competencies* that better reflected the current focus

INDIVIDUAL COMPETENCY WHEEL

LEGEND

- Healthcare; Clinical Quality
- Community; Political
- Customer Satisfaction
- Transformation; Innovation
- Corporate Leadership; Governance
- Finance; Legal; Regulatory
- Process Improvement

and future direction of Presbyterian. Given Presbyterian's more deliberate approach to being an integrated delivery system, it seemed appropriate that we standardize individual competencies for all boards, regardless of geographic location or the size of the community served. This would support the system focus and aid in every board's succession plan.

The second item discussed by the group was the tool used to assess the 15 individual competencies, which was a grid. To facilitate the recruitment process, the group decided to decrease the number of individual competencies to seven and replace the grid with a wheel. Our boards now use the individual competency wheel (*see illustration*) to assess their current compositions as well as identify desired competencies of potential candidates by aligning names with the individual

competencies they exhibit.

Presbyterian continues to improve its competency-based approach to governance. Currently, we are redesigning the process for developing individual development plans to include both individual and peer input, exploring a competency-based approach for selecting board committee members, and developing a process for annually reviewing the validity of both required and individual competencies.
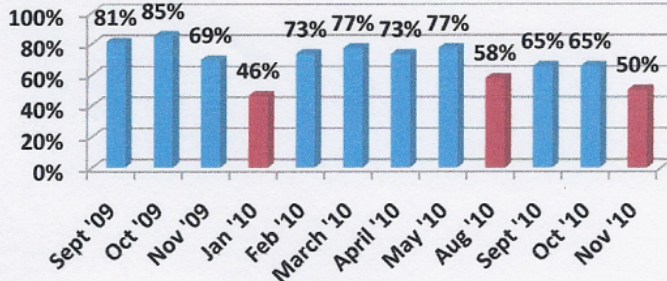
EDITOR'S NOTE:

This article was adapted from Trustee, *by permission, November/December 2010, copyright 2010 by Health Forum, Inc.*
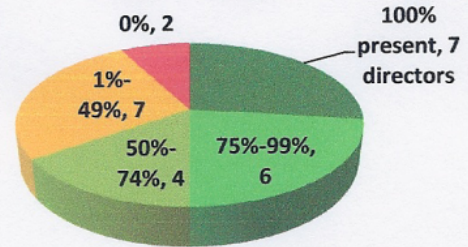
RESOURCE:

The Board Building Cycle: Nine Steps to Finding, Recruiting, and Engaging Nonprofit Board Members, Second Edition, by Berit M. Lakey. BoardSource, 2007.

ACME Nonprofit for Everything Good
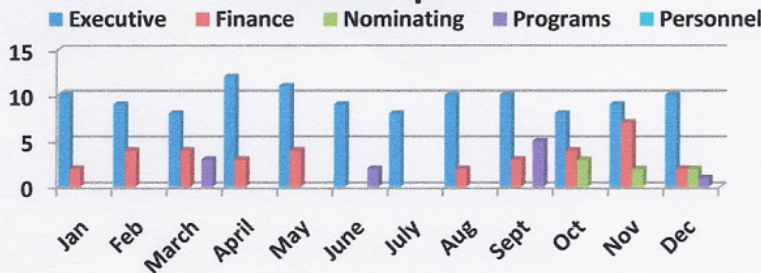## Board of Directors Dashboard as of January 2011

% Board Meeting Attendance
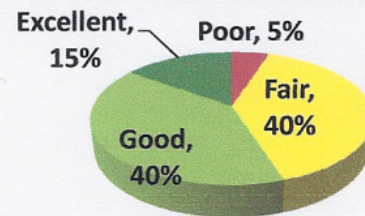### (26 Members; 9 Meetings Annually)

Sept '09: 81%
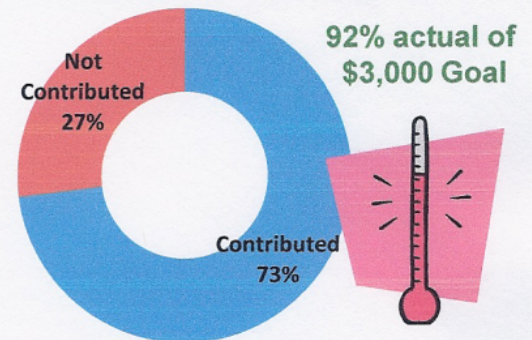Oct '09: 85%
Nov '09: 69%
Jan '10: 46%
Feb '10: 73%
March '10: 77%
April '10: 73%
May '10: 77%
Aug '10: 58%
Sept '10: 65%
Oct '10: 65%
Nov '10: 50%

Individual Member Attendance

- 0%, 2
- 1%-49%, 7
- 50%-74%, 4
- 75%-99%, 6
- 100% present, 7 directors

Committee Meetings & # Participants

Legend: Executive, Finance, Nominating, Programs, Personnel

Months: Jan, Feb, March, April, May, June, July, Aug, Sept, Oct, Nov, Dec

Overall Rating of Last Board Meeting

- Excellent, 15%
- Poor, 5%
- Fair, 40%
- Good, 40%

Director Contributions

- Not Contributed 27%
- Contributed 73%

92% actual of $3,000 Goal

Priority	Organization Goal/Objective	Status
A	ACME is growing its programs & services	
5	Innovate new and improved activities	
2	Recruit/retain necessary volunteers	
1	Reach an increasing number of participants	
9	Maintain funding commensurate with service delivery	
10	Validate workplan initiatives against expected results	
B	ACME's policy voice is sought out and influential on "Everything Good"	
3	Be the primary source for data, policy examples, & best practices information	
8	Educate key decision-makers	
C	ACME is the premier network/partner for like-minded orgs	
4	Engage state/local groups as active participants in forums	
6	Develop "inter/intra-state" solutions/standards	
7	Share best practices among groups	

Other Board Actions:
- 100% completed required signed COI Annual Disclosure
- 49% sent advocacy letters in 2010
- 35% attended most recent Community Info Event
- 15% made thank you calls to sponsors
- 3 board positions still open
- Carryover project from '09 & '10– CEO Succession Plan

$Finance Tweet: Income -17% (contributions & investments), but expenses cut (2 staff positions) for slight year-end surplus 2 stabilize "6-month" net assets$

MINI BOARD SELF-ASSESSMENT SURVEY

Review the 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.

	DOES WELL	NEEDS WORK	NOT SURE
Organization's Mission			
Do we use it as a guide for decisions?	☐	☐	☐
Does it need to be revised?	☐	☐	☐
Strategic Planning			
Do we have a clear sense of direction? Have we approved major goals?	☐	☐	☐
Have we established measurements for monitoring progress?	☐	☐	☐
Program Evaluation			
Do we have criteria for determining program effectiveness?	☐	☐	☐
Financial Resources			
Do we understand the organization's income strategy?	☐	☐	☐
Do all board members participate actively in fundraising efforts?	☐	☐	☐
Fiscal Oversight and Risk Management			
Does the budget reflect our strategic priorities?	☐	☐	☐
Do we have a firm understanding of the organization's financial health?	☐	☐	☐
Relationship with the Chief Executive			
Is there a climate of mutual trust and respect between the board and the chief executive?	☐	☐	☐
Does the executive receive a fair and comprehensive annual performance review?	☐	☐	☐
Board-Staff Relationship			
Do all board members refrain from attempting to direct members of the staff?	☐	☐	☐
Do board and staff treat each other with respect?	☐	☐	☐
Public Relations and Advocacy			
Are all board members actively promoting the organization in the community?	☐	☐	☐
Do we understand the organization's public relations strategy?	☐	☐	☐
Board Selection and Orientation			
Does the board have the necessary diversity of perspectives and other resources needed?	☐	☐	☐
Do new board members get an effective orientation?	☐	☐	☐
Board Organization			
Do board meetings make effective use of the time and talents of board members?	☐	☐	☐
Do our committees contribute to the effective functioning of the board?	☐	☐	☐

INDIVIDUAL BOARD MEMBER SELF-EVALUATION FORM

Use the following questions for individual board member evaluation. Board members answering yes to these questions are likely to be fulfilling their responsibilities as board members.

		Yes	No	Not Sure
1.	Do I understand and support the mission of the organization?			
2.	Am I sufficiently knowledgeable about the organization's programs and services?			
3.	Do I follow trends and important developments related to this organization?			
4.	Do I assist with fundraising and/or give a significant annual gift to the organization?			
5.	Do I stay informed about the organization's financial health?			
6.	Do I have a good working relationship with the chief executive?			
7.	Do I recommend individuals for service to this board?			
8.	Do I prepare for and participate in board meetings and committee meetings?			
9.	Do I act as a good-will ambassador for the organization?			
10.	Do I find serving on the board to be a satisfying and rewarding experience?			
11.	Do I attend at least 75% of board meetings during the year?			

Individual Board Chair Responsibilities

1. **Build Participation**
   Share information with officers, committee chairs, and others in leadership positions.
   Create a relaxed, natural environment in meetings and other exchanges.

2. **Acquire and Communicate Information**
   Stay informed.
   Keep others informed.
   Communicate accomplishments and failures in a concise manner.

3. **Evaluate Performance**
   Encourage the board to assess its performance.
   Coordinate and participate in the performance evaluation of the chief executive.
   Recognize good performance.

4. **Delegate**
   Know the board's role and the staff's role, and delegate accordingly.
   Expect reports and periodically assess progress.
   Share the credit and share the risk.

5. **Raise Funds**
   Be a role model for staff and other board members.
   Provide leadership in activities and events.
   Personally contribute.

6. **Be Visible in the Community**
   Attend social functions.
   Speak in public on behalf of the organization.
   Be a consistent and open advocate for the cause.

7. **Develop Board Leaders**
   Help identify your successor.
   Designate and serve as a mentor to committee chairs.
   Provide guidance and leadership to rising stars on the board.

SAMPLE – Board Development Plan

Developing, educating, or building your board all have the same objective: to create an effective board that is conscious of its own role and responsibilities, motivated by the mission of the organization, willing and able to actively participate in board leadership, and qualified to guide the organization toward progress. A good board development plan will promote board members' continuous growth and learning.

Organization name: **This plan covers the following time period:**

Priority Tasks	*Primary (& Secondary) Task Owners*	*Estimated (or Goal) Completion Date*	*Tools, Resources, Supports, and/or Information Needed for Success*
A. SET DIRECTION Setting direction requires the board to look beyond the immediate horizon by developing a shared vision, articulating guiding values for organizational action, establishing major goals, and outlining strategies for achieving those goals.			
1. Mission			
EXAMPLE: Our board will improve the ways in which we "use the organization's mission and values to drive decisions" (1.5) by incorporating an explicit discussion of our mission and values at the next board retreat.	**Primary:** Governance Committee Chair (planning the retreat) **Secondary:** Executive Director (coordinating with the retreat facilitator)	By the date of the board retreat, TBD sometime in June.	• Current mission statement • Prior mission statements, if any • Statement of organizational values, if any • Satisfaction data from our clients/stakeholders
2. Strategy			

B. ENSURE RESOURCES			
After establishing a sense of direction, the board is responsible for ensuring that the organization has the resources needed to achieve its goals. An organization needs three principal types of resources: people to do the work; money to pay salaries and expenses; and credibility with the public, on whose support it depends. While the board itself does not necessarily have to secure these resources, it makes sure that people and systems are in place to make them available.			
3. **Funding and public image**			
4. **Board composition**			
C. PROVIDE OVERSIGHT			
In the board's oversight role, the emphasis is on accountability. As a governing body, the board provides oversight not only of the finances and programs, but also of the organization's legal and moral conduct. Furthermore, the board delegates authority to the chief executive, who is therefore accountable to the board. Thus, the board's oversight role also includes supervising, providing feedback to, and supporting its chief executive.			
5. **Program oversight**			
6. **Financial oversight**			
7. **CEO oversight**			
D. BOARD STRUCTURE AND OPERATIONS			
A well-functioning board is a strategic resource for the organization. A board that attends to the quality of its performance will serve the organization and its constituencies well. Among the factors that go into functioning effectively are board size and composition; clarity of roles and responsibilities; productive meetings; well-functioning committees; access to necessary information; and use of a team approach.			
8. **Board structure**			
9. **Board meetings**			

REFLECTION QUESTIONS:
This week's readings were focused on supporting and evaluating performance – that of the board, that of the organization, and that of the chief executive. The readings also touched on the information and tools needed to support transitions such as succession planning for board officer positions.

1. Does your organization have tools in place to perform written evaluations of the board? Of the organization's programs and services? Of your own performance as chief executive? How well would you say these tools are working? Do any of them need to be either put in place or revised/revisited?

2. Has your board conducted a full board self-assessment? If so, how were the results shared with the board? Did the board identify any action items based on the results?

3. How does your board handle board officer succession planning? Are there steps that can be taken to support board members' leadership development and/or augment the "pipeline" of potential candidates for officer positions?

4. What are the top two or three board development priorities for the year ahead? Who should take the lead for each of these items?