

Your opinion is crucial!

How effective is governance at the XX Organization? Share your ideas. Thanks.

Please return your completed survey to __ via snail mail or fax to __.

This survey asks you to assess the performance of the organization in the area of governance, the work of the board. (Sometimes the corporate governing body is called a board of directors, board of trustees, or board of governors, etc.) These standards have been devised by Joyaux Associates (www.simonejoyaux.com), based on the firm's consulting experience and body of knowledge / best practice within the sector.

Your answers, combined with others, will be provided to the Board for discussion and action.

Information about you: Staff member Board member (specify # of years __)

Section I: Your role as a Board member

1. When you were asked to serve, to what extent were the following presented to you?

	To a very great extent	To a great extent	To a little extent	To a very little extent	No opinion
a. Expectations of the Board and you as a Board member.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Overview of the organization and its opportunities and challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Specific skill(s) and expertise you are expected to use on behalf of the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How satisfied are you with the following?

	To a very great extent	To a great extent	To a little extent	To a very little extent	No opinion
a. Level of information, support and guidance to do your job as a Board and Board member.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Ability of the organization to use your skills and expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Ability of the organization to engage your interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. How would you rate the Board's overall performance on a scale of 1 - 5 with 5 being high?

1 2 3 4 5

4. What are the 3 most important things the Board of the organization does? (Now try answering this question like this: What are the 3 most important things your board should do? What's the difference?)

5. What are the 3 most important things that a Board member of the organization does? (Respond to this version: What are the 3 most important things your board members should do? What's the difference?)

6. What are your top 3 areas of concern regarding Board effectiveness?

Section II: Assessing the Board of Directors

Please respond by checking in the appropriate column. "Yes," the organization meet the standard. "Needs improvement" to meet the standard well. "No," doesn't meet the standard. And, "don't know" if you meet the standard.

	Yes	Needs Improvement	No	Don't Know
1. Composition of the Board of Directors				
a. Leadership (board and staff) understands that deep diversity contributes to organizational success, and is committed to achieving diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Recruitment process considers issues of diversity, e.g. gender, generation, sexual orientation, ethnicity, socioeconomic, skills, etc. when identifying candidates for Board membership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Board composition reflects the organization's constituencies, coupled with the skills and knowledges necessary to do governance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Bylaws limit tenure and ensure rotation of Board members, and the Board enforces these.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Written recruitment policies and procedures – used and reviewed regularly – include:				
• assessment of boardroom expertise and identification of gaps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• personal interview process to screen candidates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• performance assessment of incumbents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Board discusses the types of behaviors that contribute to group effectiveness, seeks individuals who behave accordingly, and avoids individuals whose behaviors negatively affect the group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Board member qualifications and performance expectations are clearly articulated, orally and in writing, and are enforced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The Board is of sufficient size to assure adequate diversity, expertise, and quality conversation to fulfill its obligations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	Needs Improvement	No	Don't Know
2. Selection, recruitment and evaluation of Board members				
a. Recruitment process ensures balance of experienced individuals to guarantee continuity and new members to encourage new ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Candidates are personally interviewed and their adherence to performance expectations is secured before nomination to the Board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. In addition to general expectations of Board membership, each candidate under consideration is asked to use a specific skill/expertise on behalf of the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Throughout the year, the recruitment process identifies and cultivates candidates for consideration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Recruitment process solicits candidate suggestions from staff, committees, and Board members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Chief executive officer (CEO) of the organization participates in Board member recruitment, development, and evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Regular performance evaluation of Board members distinguishes between those who should be invited to continue service and those who should be thanked and released.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Orientation and development of the Board				
a. An orientation is conducted annually for newly elected Board members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Board orientation – and supporting information – includes review of such items as roles, responsibilities, and limitations of staff and Board; overview of mission and services; committee operations; and, strategic opportunities and challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. There is a process to ensure that new Board members feel welcome and fully integrated into the Board immediately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Board and staff understand how differences (e.g., ethnicity / race, class, gender, sexual orientation, and so forth) contribute to privilege and produce power dynamics that affect group effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Board and staff are committed to acquiring cultural competence, e.g., learning new skills to communicate and work effectively across differences such as gender, socioeconomic, class, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Education and training opportunities are provided to build Board member skills and knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Board monitoring of organizational health				
a. The Board effectively inquires into major performance deficiencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The Board spends time discussing short- and long-term challenges and opportunities facing the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Strategic discussion by the Board proposes changes in organizational direction when necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The Board ensures that there is:				
• consistency between priorities and resource allocation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• sufficient resources for the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• sustainability for the organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The organization has a strategic plan that includes vision and goals, and strategies to achieve vision. The plan also includes commentary on financing, monitoring progress and evaluating performance, general timeframe, and assignments of accountability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Board operations

	Yes	Needs Improvement	No	Don't Know
a. Board members understand the organization's values, mission, and vision, and behave accordingly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The Board understands that corporate governance is a collective act and only happens when the Board is together, hence the stringent requirement for Board member attendance, preparation, and participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Board officers – including the Board Chair – understand that they have no more authority than any other Board member, and behave accordingly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Board members understand that conversation is a core business practice and foster group dialogue, diverse opinions, candor, and participation by all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The Board is comfortable with questioning, disagreement, and conflict – understanding that this produces new thinking and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Policies define scope of authority and limitations in various areas, for example: <ul style="list-style-type: none"> • role of the Board of Governors • performance expectations of the individual as a Board member • role of officers • committee roles and operations • conflict of interest / code of conduct • chief executive officer (CEO) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The Board holds itself, its officers, committees, and individual members accountable to honor commitments, and respect limitations of authority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Communication regarding Board business is appropriately frequent, timely, and informative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Staff appropriately enables the Board, its committees and members to fulfill governance obligations and avoid management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. The Board distinguishes between management and governance and discusses and resolves any such conflicts in partnership with the CEO.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. The Board doesn't allow any single entity – e.g., an executive committee – to limit the Board's authority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Board members know the difference between Board membership and working as a volunteer within the organization, and behave accordingly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Each individual member contributes to effective group performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Board / CEO Relations

a. Board understands and respects its equal partnership with the CEO.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Board has a process to assess the CEO and does so annually.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Board recognizes that the CEO serves as the organization's spokesperson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The Board has an appropriate level of involvement in CEO succession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The Board holds the CEO accountable to serve as the primary resource for understanding and promoting good governance, and effectively enabling the Board to fulfill its governance obligations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Board meetings

- | | Yes | Needs
Improvement | No | Don't Know |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Board meetings are well organized, focusing on priority issues and handling routine matters quickly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. The Board engages in substantive strategic conversation and decision-making at meetings, rather than focusing on reports. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Board meetings occur on a regular schedule – and frequently enough – to ensure group cohesion, continuity, and strategic conversation that produce learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Board members receive relevant information for advance review in order to come to meetings prepared to think and talk strategically. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Board members share accountability for group process and help intervene if inappropriate behavior disrupts work at Board meetings. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. At least 2/3 of the seated Board members attend each Board meeting. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Board members are well prepared for each meeting, focus on strategic issues, and contribute meaningful questions and comments to Board dialogue. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. The Board chair facilitates candid dialogue and manages group process. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Concise, accurate minutes are distributed in a timely fashion after each meeting. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

8. Committee or task force operations

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a. The Board understands the distinction between governance committees – which report to the Board and help the Board do its work – and management committees, which are established by and report to the CEO. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. The strategic plan and organizational issues and priorities guide committee and task force work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Responsibilities of committees/task forces are clearly articulated. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. A Board member chairs all governance committees and task forces. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Board members and non-Board members serve on committees and task forces, including those that focus on governance, e.g., finance, audit, board development, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Committees / task forces engage the Board in strategic dialogue and decision-making instead of merely making recommendations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Chairs of committee / task force provide appropriate leadership by: <ul style="list-style-type: none"> • facilitating active participation from all members • monitoring activity through regular contact with members | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. The Board chair provides appropriate leadership to committee / task force chairs by: <ul style="list-style-type: none"> • presenting roles and limitations in partnership with the chief executive • monitoring activity through regular contact with chairs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. The Board decides whether an executive committee (or some other similar committee) adds sufficient value to compensate for potential disempowerment of the Board. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

9. Evaluation of the Board

- | | Yes | Needs Improvement | No | Don't Know |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. The Board regularly assesses its own performance and makes improvements as needed, e.g.: | | | | |
| • The Board chair, CEO, and Governance Committee monitor the Board's processes both inside and outside of meetings. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • The Board and its leadership – staff, officers, and Governance Committee – stay current on governance standards promulgated by various sources, as well as legal and regulatory demands. | | | | |
| b. Relationships between Board, staff, and committees are clearly articulated and evaluated regularly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. The Board's Governance Committee discusses attendance and performance with Board members who are absent or inactive – with the goal of enhancing performance, enhancing attrition, or thanking and releasing. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Board members are aware of activities and trends relevant to the organization (and beyond the organization's particular focus) and use this information to inform Board deliberations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. New leadership regularly emerges from the Board and its committees. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. The Board recognizes when change is necessary and stimulates it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. The Board is sufficiently strong that meeting absence and/or resignation of any single Board member or officer has no impact on effectiveness. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Leadership succession is assured for officers and committee chairs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

10. Philanthropy and fund development

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a. The organization operates its philanthropy fund development program: | | | | |
| • in accordance with the body of knowledge and best practice | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • with a strong culture of philanthropy at the Board and staff levels | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • in a donor-centered manner, increasing loyalty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. The Board understands the organization's fund development strategy. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. A clear policy defines the individual Board member's responsibility in philanthropy and fund development, and non-adherence to this policy is addressed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Each Board member understands his/her role in: | | | | |
| • identifying and cultivating donors and prospective donors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • giving an annual financial gift to the best of personal ability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • helping to raise funds through diverse means | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. A Board committee, partnering with staff, provides strategic leadership in fund development. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Board ensures the organization fulfills its accountability and reporting requirements to regulators and donors. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Board evaluates fund development through strategic dialogue about qualitative and quantitative metrics. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

➤ **Write any comments on the back. Please return by the due date on the front page. Thank.**

Providing your name is optional. _____