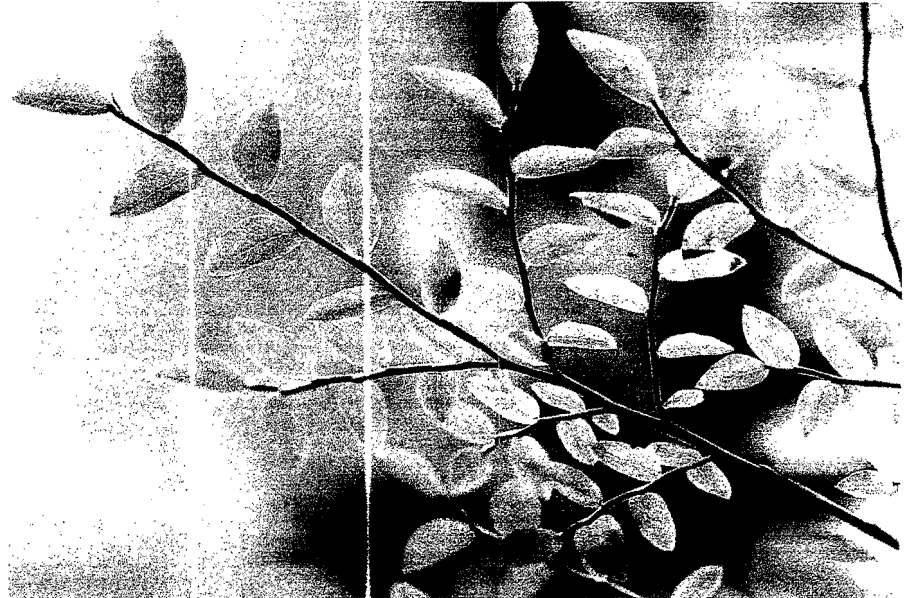Practice Project Three

The Board of Our Dreams
A Plan to Build a Dynamic Board of Directors for Mama's Kitchen

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Introduction

"Enthusiasm is one of the most powerful engines of success. When you do a thing, do it with all your might. Put your whole soul into it. Stamp it with your personality. Be active, be energetic, be enthusiastic and faithful, and you will accomplish your object. Nothing great was ever accomplished without great enthusiasm." **Ralph Waldo Emerson**

En·thu·si·asm *n.* 1. Absorbing or controlling possession of the mind by any interest or pursuit. This definition from Webster's Encyclopedic Unabridged Dictionary implies a total presence of body and mind. Enthusiasm is the most important personal quality of a board member of a nonprofit organization. During the past sixteen years, I have had the fortune of working with boards of directors from various nonprofit organizations, both as a peer volunteer and in recent years as a senior staff member. Enthusiasm is the one single consistent quality that I have witnessed as board members start their tenure of service. The genuine enthusiasm that emanates from board members serves to motivate and inspire staff and other volunteers, and improve organizations. Sadly, in some cases, it is also the one consistent quality that quickly wanes.

This concept paper will explore, among other things, the reasons why board members lose their enthusiasm, why they fail. This paper will discuss the importance of ongoing board development using twelve key components. It will also address in depth the competencies of an effective board, ways to recruit, orient, educate and recognize boards of directors. To this end, this concept paper will:

1) demonstrate how to strengthen the board of directors of Mama's Kitchen through

2) the establishment of a comprehensive and ongoing board development program.

    Additionally the reasons and strategies for establishing a "dream team" for the board of directors are fully discussed in this paper.

Nonprofits in the 21st century are at a crossroads, facing closer scrutiny as the public demands more accountability. Every board member has the responsibility to safeguard the organization's integrity, advancing its mission, and conserving resources, including time and talent. As keepers of the public's trust, nonprofit boards of directors are called to task more now than at any other time in history. Board members' *duties of care and loyalty* are being challenged by a public that has become distrustful of the nonprofit sector due to the "sins of a few" the Red Cross and United Way scandals, for example. All of our nonprofit organizations have one thing in common—they need help. [1] They need volunteers skilled in financial management, public relations, fundraising and strategic planning. They need leadership. And they need lively and enthusiastic leadership.

From years of work with hundreds of boards of directors, Dr. James Hardy in his book *Developing Dynamic Boards – A Proactive Approach to Building Nonprofit Boards of Directors* (1990, Essex Press) concludes:

"For an organization to be a dynamic, vital and effective force in society requires, and will undoubtedly continue to require, men and women who are members of its board to be persons of caliber and high calling. They must be informed about the organization. They must establish challenging and attainable directions, imaginative strategies and policies that effectively guide the organization's work. They must develop a productive partnership with staff and conduct themselves, not as operating managers, but as men and women charged with the accountability of preserving and enhancing the character, growth and influence of the organization in the lives of the people and in the community. Then, through its vision, actions, dedication to task and commitment to purpose, the organization's board of directors will truly serve as trustee and steward of the future."

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[1] Howe, Fisher (1995). *Welcome To The Board – Your Guide To Effective Board Participation.* San Francisco: Jossey-Bass

Why Do Boards Fail?

In its 14-year history, a mixture of board members whose varied levels of enthusiasm and commitment has led Mama's Kitchen. For the most part, the board has been very successful and an important benchmark is the stable and a solid reputation, which the agency has garnered over the years. This is not to say that we have not experienced some growth pains with our board leadership, for that is not the case. However, as the organization grows out of its "adolescent phase," and grows towards maturity, there are new challenges that Mama's Kitchen must face as we sail into uncharted territories. These territories include, for example, the new program expansion currently in discussion through strategic planning, the highly competitive fundraising climate and the establishment of an endowment fund also calls for a different kind of board leadership. In order to plan for a new future, we must rely on a higher quality of board leadership and governance to meet these challenges. This calls for an organized and professional approach to developing our board of directors. One important starting point in developing the quality board leadership that will take Mama's to new heights is to have an understanding and awareness of **what to avoid—the reasons *some* boards fail.** Dr. James M. Hardy in his book, *Developing Dynamic Boards-A Proactive Approach to Building Nonprofit Boards of Directors* (1990, Essex Press) outlines and explains five main reasons why boards fail:

1. Boards fail because the wrong criteria were used in selecting people to serve. Board members should not be selected simply because they are nice friendly people. Neither should they be selected purely on the basis of personal friendships. On the contrary, board members should be selected because they have the attributes, abilities and skills that the agency needs to move forward.

2. Boards fail because of the inability or reluctance of board members to utilize their talents while serving on the board. The reasons are multiple: members have not been given responsibility or it is ill defined; board meetings are dull and unproductive; the board chair and the CEO have already decided major policies and plans; inadequate orientation.

3. Boards fail because of large omissions – they leave undone those things, which boards should do. The job of the board is to govern – to formulate policies and plans and employ, support and evaluate the CEO; to ensure that adequate resources are available for implementation; and to monitor progress and provide sanction in the community. All too many, boards do not focus on their critical jobs, but become dysfunctional involved in the day-to-day operations that are the province of the staff.

4. Boards fail because strong staff dominates all affairs of the agency. Boards must insist on maintaining the major board functions and provide a competent CEO who gives able leadership to the staff without infringing on the functions of the board.

5. Boards fail because of ineffective team relationships between board and staff.

With this background awareness, Mama's Kitchen should have the capability to forge ahead to create a board leadership that will allow the agency to continue its relevance to the community. Progress in the 21st century for Mama's Kitchen means that we continue to explore all avenues to respond strategically to the changing needs of the HIV/AIDS population, and to the broader community needs. To do so requires a commitment to excellence that each Mama's Kitchen board member must embrace. This standard of excellence begins in the boardroom. Excellence in the boardroom means that all board members, not just the executive committee, nurture their group responsibility. It means that each board member participate in the discipline and productivity of the group. It means that board members be willing to challenge each other and urge each other to dream big dreams. It means that each board member cherish diversity in all its scope. It also means that members strive for accountability in the board's job, confident that if quality dwells in the boardroom, the rest of the organization will take care of itself. In the long run, as surely as excellence ends with the clients, it begins with governance.[2]

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[2] Carver, John (1997). *Boards That Make A Difference.* San Francisco: Jossey-Bass

Characteristics of a High Performing Board

In a study done by Chaitt, Holland and Taylor in the early 1990's, they visited 22 campuses, met over 100 board members and CEOs, and received survey responses from hundreds of board members. What they discovered are competencies that characterized an effective board. They include the following dimensions: *contextual, educational, interpersonal, analytical, political, and strategic*[3].

- The *contextual dimension* means that the board understands and takes into account the culture and norms of the organization it governs.

- The *educational dimension* means that the board takes the necessary steps to ensure that board members are knowledgeable about the organization, the profession, and the board's roles, responsibilities, and performance.

- The *interpersonal dimension* means that the board nurtures the development of trustees as a working group, attends to the board's collective welfare, and fosters a sense of cohesiveness.

- The *analytical dimension* means that the board recognizes the complexities and subtleties of issues and accepts ambiguity and uncertainty as healthy preconditions for critical discussion.

- The *political dimension* means that the board accepts as a primary responsibility the need to develop and maintain healthy relationships among constituencies.

- The *strategic dimension* helps the organization envision a direction and shape a strategy.

Appendix A shows a more detailed description of each dimension. All these dimensions are

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[3] Chaitt, Richard P., Holland, Thomas. P and Taylor, Barbara (1996). *Improving the Performance of Governing Boards.* Phoenix, AZ. The Oryx Press

important for board effectiveness. Further, these dimensions are addressed through the process of board development.

The Importance of Board Development

What is Board Development? Why is Board Development Important?

Board development is an on-going process of building and developing an agency board of directors that will preserve and enhance the character, growth and influence of the agency and maximize the agency's contribution in the lives of people and in the community it serves.[4] There are many barriers that the board must overcome to improve its performance. Therefore, for board development to succeed, certain conditions must be in place.[5] In a 1996 article, *"How to Build A More Effective Board,"* Thomas Holland gives his advice on board development derived from years of work with boards of directors. He observed that for board development to succeed, the entire board must be ready for change. This is easier said than done and sometimes to effectively introduce the change, it may require a few members of the board to leave. Maureen Robinson in her book *Nonprofit Boards That Work: The End of One-Size-Fits-All Governance* (2001, John Wiley & Sons), states that good boards rarely change overnight. What is important to remember is that boards change because *they* want to change. *They* want to change because *they* believe that the mission of the organization deserves the best board possible.

Boards must have the desire to work on improving their own performance for the primary responsibility of building the board, and improving its effectiveness rests with the board members themselves. Efforts to improve performance must be integrated in the board's regular

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[4] Hardy, James (1990) *Developing Dynamic Boards- A Proactive Approach to Building Nonprofit Boards of Directors.* Erwin, TN: Essex Press
[5] Holland, Thomas (1996) *How to Build A More Effective Board.* National Center for Nonprofit Boards.

work. Integrating changes in procedures, routines and other structures for working together

makes it easier for boards to change their behavior rather than change their attitudes or

personalities. Further, asking the board to set goals for itself or come up with its own

benchmarks builds cohesion for the team. When the board improves its own performance, the

natural effect is overall organizational performance. Lastly, these board development activities

require a carefully orchestrated process that is continuous, extensive and long-term.

Key Components of Board Development

Volunteers and staff easily get caught up in the day-to-day business of the organization,

often forgetting the importance of nurturing the current board and building the next generation

of board members. A concerted effort to integrate board development into the culture and

infrastructure will bring an organization to reach new heights of achievement. There are twelve

key components of board development.[6] These components are essential to strengthening the

board of directors so that ultimately we can "build the board of our dreams."

1. **Assessment of Board Members** – The starting point of board development involves the use of a systematic process for an agency to assess where its board is in relationship to each factor, what it needs to move the agency ahead and the strategies it will use for building the desired board.

2. **Identification of Board Members** – Identifying the individual characteristics and persons who are needed and can contribute to actualizing the agency's desired future. These desired characteristics are derived from the assessment of board members described above.

3. **Rotation** – Moving the board systematically to provide constant flow of new thinking into the agency's governance structure. This also involves ridding the board of "dead wood."

4. **Retention** – Developing methods for retaining helpful people and utilizing their resources in ways other than through membership on boards.

5. **Cultivation** – Providing opportunities for prospective board members to be

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[6] Hardy, James (1990) *Developing Dynamic Boards- A Proactive Approach to Building Nonprofit Boards of Directors.* Erwin, TN: Essex Press

exposed to the agency and its work prior to board membership. This also involves keeping people informed the agency's work and involving them in short-term tasks and activities.

6. **Recruitment** – Developing and implementing the strategies for getting needed board members.

7. **Organization and Effective Functioning** – Giving creative attention to team development and conducting productive and satisfying meetings in addition to the more mechanical but very important elements of board functioning, such as size, frequency of meetings and committee structure.

8. **Orientation** – Conducting an annual orientation for new board members regarding the agency and the board's role, functions and relationships.

9. **Use of Members' Resources** – Ensuring the participation and involvement of all board members and the fullest possible utilization of each member's resources.

10. **Training and Education** – Providing on-going training and educational opportunities that go beyond orientation and that facilitate effective functioning for all board members.

11. **Evaluation** – Providing systematic methods and opportunities for self-evaluation of board functioning and productivity with feedback mechanisms and the development and implementation of improvement actions.

12. **Recognition** - Giving continuous attention to multiple techniques of recognizing the services of volunteers.

Transformation from a Nominations Committee to a Board Development Committee

To nominate means, "to propose for appointment." As spelled out in the agency's by-laws, the role of the nominations committee is to identify and recommend individuals for board service. Members of a nomination committee generally do not expect to do more.

Given the twelve key components of board development identified above, the title "board development," implies a much broader responsibility. The actions of the board development committee are tied to creating, maintaining, and educating a board capable

of reaching goals that match the agency's strategic needs.[7] The result of such a transformation will be a team of board members more committed to their responsibility. They know going into the recruitment process that their title demands more than just producing names of three or four candidates. The change from nominating to board development committee necessitates a change in the bylaws to accurately reflect the new role and responsibilities of the committee. Timing for when this change is to occur is an important consideration. The best and simplest time make change is when things are already going well. At Mama's Kitchen, the time is ripe for this change. It is likely that this change will require a process of educating the board about the board development team—how it will improve board effectiveness as Mama's transforms its recruitment practices into more strategic methods of finding, evaluating and selecting board candidates. In the end this will generate a greater number of qualified candidates. It will also create a board that is more proactive and goal-oriented.

Who Will Lead the Change?

In her book, *Nonprofit Boards That Work: The End of One-Size Fits-All Governance* (2001, John Wiley & Sons), Maureen Robinson emphasizes the need for the board chair (president) to take a leadership role and act as the change agent in the board development process.

"The power of the (board) peer group is formidable. While board members might rise up as a group and decide it is time to rethink the way they work and relate to each other, it is not a likely scenario. That is why it is useful to examine the issue of board culture through the prism of board leadership. The impulse to change has its best chance of

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[7] Kile, Robert W. and Loscavio, J. Michael. *Strategic Board Recruitment – The Not-for-Profit Model.* Aspen Publication.

succeeding if it originates either with the chair (president or president-elect) or finds its strongest support there. Sadly, it has the least chance of succeeding if the executive director carries the banner alone or too vigorously. The board has a delicate but deep sense of its prerogatives, including a finely tuned, if sometimes misdirected, sense of who is in charge. As well intentioned and knowledgeable as the executive director might be about the process of board development, the final responsibility for the quality of a board's performance rests with the board and with its leadership. For that reason, the board chair has one of his or her chief assignments the important job of creating and maintaining the most effective board possible and the culture to support it."

The Structure of the Board Development Committee

Robert W. Kile and J. Michael Loscavio's *Strategic Board Recruitment – The Not-For-Profit Model,* suggests that a board development committee be comprised of not more than six members and include the board president, executive director, the fund development professional, and three high energy board members. They also emphasize that the team needs the input of the first three, "because they lead the three key arms of the nonprofit. The executive director oversees programs and staff, the board chairperson manages the board, and the fund development professional coordinates efforts to raise money. However, it is important to add the board treasurer or the chief financial officer (for larger nonprofits) in the committee to signify the organization's commitment to accountability. These individuals are privy to the details of their respective responsibilities in the nonprofit's long-range plan. They are aware of the goals and what must be accomplished to reach them. Understanding these goals is vital to the board development team because it bases its decision about whom to recruit on what the organization needs." While Kile and Loscavio recommend that any team member can act as the leader of the committee, they strongly suggest that the executive director lead the

team. A strong argument can be made to have the board president lead the board development committee, rather than the executive director, particularly during the first year of transition. The role of the board development committee is to shoulder the responsibility for building the board through assessment, identification and cultivation, recruitment, orientation, effective functioning, education, evaluation, and proper recognition.

Board Development: A Plan and Design to Strengthen the Board of Directors for Mama's Kitchen

This section will discuss specific strategies and recommendations for strengthening the board of directors of Mama's Kitchen through an ongoing cycle of board development. The board building cycle is illustrated in Appendix B summarizes the various steps discussed below.[8]

1) Assessment and Identification of the Needs of the Board of Directors

- Systematic assessment serves as the basis of board development.

For our purpose, the recommended model for assessment is a time-tested model recommended by Dr. James Hardy in *Developing Dynamic Boards – A Proactive Approach to Building Nonprofit Boards* (1990, Essex Press). It takes into account eight factors for assessment (Appendix C) which the assessment team will use. The team is comprised of the executive director, board president, nominations (or board development) chair. The first step involves two sets of meetings by the assessment team utilizing the Assessment Guide (Appendix D) and Assessment Matrix (Appendix E). The first meeting is held to complete the ratings, and the second meeting to review the analysis and agree on action steps. The team's work is to be held confidential since the team will be addressing personal functioning areas for each board member. The second step is analysis. From the analysis, several action steps will be

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[8] Hughes, Sandra, Lakey, Berit and Bobowick, Marla (2000). *The Board Building Cycle* National Center for Nonprofit Boards

taken to the board development committee which may include one or all of the following: developing a new profile of the type of board member the agency need (Appendix F), retiring "dead wood" board members and how to accomplish this gracefully, developing intervention strategies to assist "dead wood" board members, installing a board orientation and education program, defining ways to hold effective board meetings and ensuring that the board decides or votes on at least one important action item at each meeting. These are but a few of the revelations that might come out of the analysis of the board assessment process.

2) Cultivation of prospective board members

This step involves:

(a) asking current board members, senior staff, and others to suggest potential board candidates, utilization of board matching services that are available in the community and,

(b) creating opportunities for prospective board members to get to know Mama's Kitchen.

Opportunities for involvement include volunteering in the kitchen, volunteer driver, committee membership or other short-term projects. Rolling up their sleeves and volunteering gives them a closer understanding of what the organization is about and serves as an indication of genuine desire to serve. Appendix G lists various sources for finding potential board members.

3) Recruitment

- Review the board profile to assess which types of skills and resources are needed to match the board goals. The recruitment step is a highly personal activity.

- In addition to sending the board application packets, conduct follow up phone calls to candidates who received the packets. This signals to them a genuine interest to seek their service on behalf of the agency.

- During the recruitment interview, review all the materials that were sent in the application packet. This is a good point to gauge the interest of the prospective board member in the mission of the organization. Explore the candidate's interest in the mission, willingness to join and reasons for wanting to do so. Are we a good fit for the candidate? The board development committee should take advantage of the interview process to get a sense of the level of dedication should the candidate be chosen. The recruitment interview is an appropriate venue to discuss meeting attendance expectations as well as the various fundraising roles and activities where they will be expected to participate.

- An opportune time to invite the candidate to attend a board or committee meeting happens during recruitment. This helps the candidate get a feel for the organization, current board members and key staff.

- During the recruitment process, for any strong candidates who decline the invitation to serve on the board, the board development committee should keep the door open and continue to cultivate the candidate(s)'s interest in the agency, especially if the candidate declines due to service on another board. Another reason for continued cultivation is that the candidate may become a regular donor or decide later to get involved in another capacity.

4) Orientation

Upon election to the board, the candidate should:

- Immediately receive a "welcome" phone call from the board president, and a welcome letter from the executive director. The letter should inform the new board member that he or she would receive a board of directors manual at the board orientation, and notify the board member of the date, time and location of the next board orientation. Alternate arrangements should be made should he or she be unable to attend the board orientation.

- It is imperative that the new board member attends an orientation session prior to attending his or her first board meeting. The board mentor or board buddy assigned to the new board member should also be encouraged to attend the orientation. Since Mama's Kitchen does not have a formal orientation program, there are several tips and models (Appendix H, Appendix I, Appendix J and Appendix K) suggested which the "newly-formed" board development committee of Mama's Kitchen could use as a framework to develop an orientation plan that will be unique to the culture and needs of the agency.

- Typically the executive director leads board orientation with the assistance of the board development committee.

5) <u>Engage All Board Members</u>

- Once assigned to their committees, the committee chair is responsible for making sure that the board members, especially new board members, are actively involved and participating. Are we using their talent and resources to the fullest?

- Solicit their feedback, hold them accountable for assigned tasks, and express appreciation for a job well-done.

  - At board meetings, find creative ways for team development and conducting

productive and satisfying meetings.[9] Devote time for questions and discussion.

- The board should decide, act or vote on at least one important item at every board meeting.

Building a board is building a team.[10] Communicating clearly-defined expectations to participate, attend meetings, and follow through on committee assignments are essential to this team-building process.

6) Training and Education

The purpose of training and education is to help board members function effectively and fulfill their duty of care[11], i.e. to make informed decisions. There are complexities and realities in nonprofit organizations that are non-existent in the corporate arena, and board training and education supports the successful and rewarding experience of board membership.

- Beyond the orientation, the board development committee will design a board training and education program that is continuous throughout the year.

- Forums for education and training include board retreats, presentations at board meetings, mini-workshops, attendance at seminars for nonprofit leaders, bringing outside speakers (for example, clients, government official, another AIDS organization, funder, and many others etc.) to board or committee meetings.

- Board members can also brainstorm on topics that might be of interest to them.

7) Rotation

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[9] Hardy, James (1990) *Developing Dynamic Boards- A Proactive Approach to Building Nonprofit Boards of Directors.* Erwin, TN: Essex Press
[10] Hughes, Sandra, Lakey, Berit and Bobowick, Marla (2000). *The Board Building Cycle.* National Center for Nonprofit Boards

[11] Overton, George W. and Carmedelle Frey, Jeannie. Editors. (1993) *Guidebook for Directors of Nonprofit Organizations* American Bar Association

The vitality of the board rests not only on:

- Rotating in new board members with fresh perspectives and,

- Keeping the board engaged, trained and educated.

- It also rests on rotation of current board members, through changes in committee assignments, promotion to leadership positions such as committee chairmanship, assignment to a task force or ad hoc committee, and rotating with the board president or executive director in representing the agency to the community.

- Setting term limits ensures that the board injects fresh blood in the organization. It also ensures that the board maintains its inclusivity and diversity. The downside of term limits is that it becomes inevitable to lose high-performing board members.

- One of the tasks of the board development committee is to monitor board term limits.

- Further, the committee should communicate to all board members that renewal to the second term of office is not automatic.

- The board development committee should establish a policy and procedure for handling "dead-wood" board members, be it for their non-attendance and/or non-participation. By doing so, it becomes a level playing field for those who take their board responsibilities seriously.

The changes in the requirements of board membership and the management of board term limits that will become inherent in a transformation to a board development committee must be reflected through an amendment of the by-laws of the organization.

8) Evaluation of Board Members

Evaluating the efficacy of the board of directors serves as basis for continuous board development. Be it a formal self-assessment or informal self-reflection, evaluation ensures that the board stays on the right track. As keepers of the public trust, boards must guarantee to themselves that they are doing the best job possible.[12] A significant mechanism to accomplish this is through evaluation. Evaluation can take many forms. For samples, see Appendices L, M, N, O, P and Q.

- As the board development committee takes on the governance responsibility, the committee will develop mechanisms for evaluation of board members that will encompass post-meeting reaction forms, annual self-assessments, mini-surveys from the board, peer evaluation and exit interviews.

- The board development committee will be charged with the responsibility of tallying and analyzing the evaluation mechanisms and report to the board its results.

9) Recognition and Celebration

Nothing is more rewarding than to see a nonprofit agency achieve progress and successful results due to collective efforts of a high-performing board of directors. Not unlike the volunteer corps of Mama's Kitchen, and not unlike our donors, board members deserve the recognition and appreciation for giving us their support. They deserve recognition for doing a good job in leading the agency to new levels of achievement. Nonprofit practitioners understand that there is never enough recognition that can go around, especially towards board

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[12] Hardy, James (1990) *Developing Dynamic Boards- A Proactive Approach to Building Nonprofit Boards of Directors.* Erwin, TN: Essex Press

members who go the extra mile above and beyond their duty. The most important recognition that board members can receive is a one-on-one from the board president, or their committee chair, or the executive director. Peer recognition goes a long way towards motivating a board member.

Recognition takes many forms and below are some suggestions that the board development committee could incorporate in the board development cycle. These suggestions are from *Developing Dynamic Boards by Dr. James Hardy.*

- Unexpected personal notes to their families or friends
- Letters to their family members praising them for the person's contribution and thanking them for sharing the person.
- Small mementos, gifts or cards at special times of the year.
- Job rotation opportunities that broaden experience and learning.
- Job assignments with increase authority and responsibility.
- Job assignments that provide opportunities for interaction with the highest authorities—opportunities to meet and work with people of influence.
- Tapes of a person's speeches.
- Letters of commendation for a specific achievement to the person's employer.
- Profile or feature stories in the agency newsletter.
- Opportunities to participate in workshops or conferences.
- Nomination in local, national or state recognition programs.
- Special tribute at public events.

The nine steps in the board development cycle outlined above will require a sufficient buy-in and ownership from the agency's leadership.

Timeline for the Transformation to a Board Development Cycle

Phase I: June 2005 – July 2005

❖ Presentation to the nominations committee of the board development plan.

❖ Develop a job description for the board development committee.

❖ Draft the revision of the agency by-laws to change the name and structure of the nominating committee to board development committee.

❖ Review and assess board member rotation and term limits, and establish a policy and procedure for handling non-performing board members.

❖ Identify members and form the board development committee.

❖ Present the by-law revision and board development plan to the board of directors for approval.

❖ Complete the board identification and assessment (step 1 above)

❖ Committee to develop a board profile based on the analysis of the assessment results.

❖ Committee to develop action plans based on the assessment results.

❖ Continue recruitment interviews.

Phase II: August 2005 – September 2005

❖ Develop a formalized plan for cultivation and recruitment. Look at the sources and assign committee members to actively recruit at these places.

❖ Review currency and relevance of the board application packet.

❖ Develop a curriculum and program for board orientation.

> ❖ Develop a six-month agenda for board education and training. Contact outside speakers as necessary.

❖ Review the evaluation mechanisms and decide which ones to use and adapt for Mama's Kitchen.

❖ Define and refine the action plans that arise from the board assessment and report to the board.

❖ Continue active cultivation and recruitment.

❖ Define recognition ideas and assign to appropriate committee members.

❖ Present the first education and training program to the board of directors.

Phase III: October – November 2005

❖ Develop an evaluation program and identify which methods to use and at what periods in the year will each evaluation tool be utilized.

❖ Prepare annual self-evaluations for the board retreat.

❖ Continue board training and education.

❖ Continue candidate identification, cultivation and recruitment.

❖ Offer board orientation as appropriate.

Phase IV: Ongoing

❖ Continue board training and education.

❖ Continue candidate identification, cultivation and recruitment.

❖ Offer board orientation as appropriate.

❖ Conduct end-of-meeting survey assessment.

❖ Recognize board members for their outstanding efforts.

As these activities get fleshed out in the committee, the board development plan will spells out what will happen, when it will happen and who is responsible. It is strongly

suggested that the committee establish a month-to-month activity.

For an organization to thrive, a wide array of activities is involved in the selecting, screening, motivating, training and nurturing of its leadership – the board of directors. Therefore, it is in everyone's best interest to help the board function as effectively as it possibly can. When the board succeeds, so does the entire organization. Mama's Kitchen deserves to have the "board of its dream" and it can only be realized by adopting a carefully thought out and articulated board development plan that will serve the agency for many years to come.

Appendix A

CHARACTERISTICS OF EFFECTIVE BOARDS

Contextual: Effective boards understand and take into account the culture and norms of the organizations they govern. They adapt to the distinctive characteristics and culture of the organization and its staff. They rely on the organization's mission, values, and traditions as guides for their decisions. They act so as to exemplify and reinforce its core values and commitments.

Some of the ways that boards cultivate this competence include:

- Orientations include explicit introduction to the organization's values, norms, and traditions

- Former members, administrators, and "living legends" are invited to convey the organization's history.

- Current leaders discuss the concepts of shared governance, collegiality, and consensus.

- Leaders review the organization's hallmark characteristics and basic values that set it apart from competitors.

Educational: Effective boards take the necessary steps to ensure that their members are knowledgeable about the organization, the profession, and the board's own roles, responsibilities, and performance. They consciously create opportunities for board education and development and regularly seek information and feedback on the board's own performance. They pause periodically for self-reflection, to assess strengths and limitations, and to examine and learn from the board's mistakes.

Boards learn how to improve their performance through educational programs and retreats, where matters of substance and process are examined. They make use of introspection on the board's internal operations and the ways if carries out business. They reflect on the lessons that can be learned from its own experiences and mistakes.

Some specific ways that boards strengthen this educational competency include:

- Setting aside some time at each meeting for a seminar or workshop to learn about an important matter of substance or process or to discuss a common reading.

- Conducting extended retreats every year or two for similar purposes and for analyzing the board's operations and its mistakes.

- Meeting periodically with "role counterparts" from comparable organizations.

- Rotating committee assignments, so members come to know many aspects of the organization.

- Establishing internal feedback mechanisms such as evaluative comments from members at the end of each meeting, and conducting annual surveys of members on individual and collective performance.

Interpersonal: Effective boards nurture the development of their members as a working group, attend to the board's collective welfare, and foster a sense of cohesiveness. They create a sense of inclusiveness among all members with equal access to information and equal opportunity to participate and influence decisions. They develop goals for the group, and they recognize group achievements.

Among the ways boards develop this competence are:

- Creating a sense of inclusiveness through events that enable members to become better acquainted with another, building some "slack time" into the schedule for informal interaction, and sharing information widely and communicating regularly.

- Communicating group norms and standards by pairing newcomers with a mentor or coach

- Ensuring that the board has strong leadership by systematically grooming its future leaders and encouraging individual skills development.

Appendix A

Analytical: Effective boards recognize the complexities and subtleties of issues and accept ambiguity and uncertainty as healthy preconditions for critical discussions. They approach matters from a broad institutional outlook, and they critically dissect and examine all aspects of multifaceted issues. They raise doubts, explore tradeoffs, and encourage expressions of differences of opinions.

Among the ways that boards cultivate this competence are:

- Analyzing issues and events taking into account multiple potential outcomes and points of view.

- Seeking concrete and even contradictory information on ambiguous matters.

- Asking a few members to be critical evaluators or "devil's advocates," exploring the downside of recommendations.

- Developing contingency and crisis plans.

- Asking members to assume the perspective of key constituencies by role playing.

- Brainstorming alternative views of issues.

- Consulting outsiders and seeking different viewpoints.

Political: Effective boards accept as a primary responsibility the need to develop and maintain healthy relationships among major constituencies. They respect the integrity of the governance process and the legitimate roles and responsibilities of other stakeholders. They consult often and communicate and win/lose situations.

Some of the ways that boards nurture this competence include

- Broadening channels of communication by distributing profiles of board members and annual board reports, inviting staff and consumers to serve on board committees, inviting in outside leaders to address the board, visiting with staff,

and establishing multi-constituency task forces.

- Working closely with the chief executive to develop and maintain processes that enable board members to communicate directly with stakeholders.

- Maintaining the health of relationships and morale in the organization.

- Keeping options open and avoiding win/lose polarizations.

- Being sensitive to the legitimate roles and responsibilities of all stakeholders.

Strategies: Effective boards help the organization envision a direction and shape a strategy for the future. They cultivate and concentrate on processes that sharpen organizational and concentrate on processes that sharpen organizational priorities. They organize themselves and conduct their business in light of the organization's strategic priorities. They anticipate potential problems and act before issues become crises.

Ways that boards cultivate this competence include:

- Focusing on the board's attention on strategic issues by asking the chief executive to present an annual update on organizational priorities and strategy, establishing board priorities and work plans, and developing an annual agenda for the board and its committees.

- Structuring the board's meetings to concentrate on strategic priorities.

- Reinforcing attention to priorities by providing key questions for discussion in advance of meetings, reserving time at each meeting for the chief executive to discuss future issues.

- Developing a board information system that is strategic, normative, selective, and graphic.

- Monitoring the use of board time and attention.

THE BOARD BUILDING CYCLE

The Board Building Cycle

Identify

Evaluate

Cultivate

Rotate

Celebrate!

Recruit

Educate

Orient
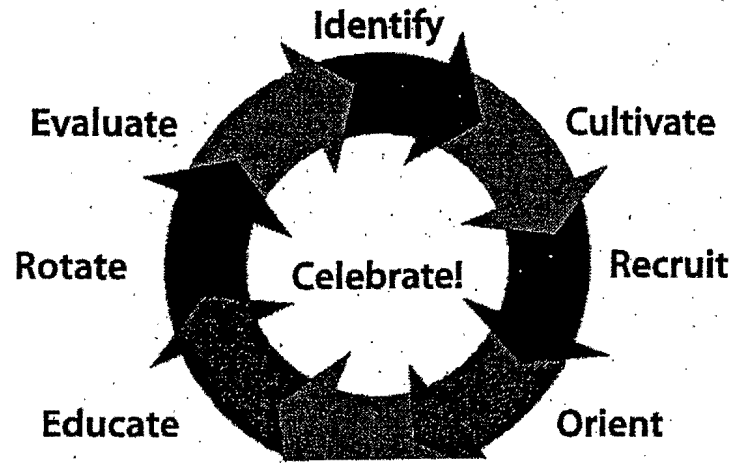
Appendix C

Exhibit I

A DESCRIPTION OF MAJOR FACTORS

I. AGENCY EXPERTISE (A.E.)

Degree to which the board member understands the agency's purpose, goals, objectives and ways of functioning. Necessary for intelligent board member participation and effective policy formulation.

II. MANAGEMENT EXPERIENCE (M.E.)

Degree to which the board member serves in top level management position in his/her own organization and is able to constantly strengthen the agency's functioning on the basis of management principles to which the agency subscribes. Important for organizational review and to effect changes needed to keep the agency functioning efficiently.

III. COMMUNITY INVOLVEMENT (C.I.)

Quality, number and diversity of the board member's other community interests and involvements. Provides linkage to other community organizations and thereby assists board in identifying priorities that relate to the social needs of the community. Beneficial in meeting community needs and effecting collaboration with other agencies.

IV. RECOGNITION/IMAGE (R.I.)

Degree to which the board member is well known and whose participation on the board has a positive impact on the community's awareness of the agency. Helpful in developing favorable community image for the agency.

V. FINANCIAL IMPACT (F.I.)

Amount of influence of the board member in generating financial support for the agency in the community. Personal wealth of the board member makes a sizable personal contribution possible, but even more importantly, it provides a basis for influencing other support. Important for the agency's financial growth and development.

VI. AGENCY COMMITMENT (A.C.)

Degree of involvement (leadership, financial support, participation) of the board member and/or family members in the agency's programs, activities or circumstances. Attendance at board meetings is one measure of commitment. This factor involves the board member having a personal stake in the agency. Important for contribution, continuity and decision outcomes.

VII. COMMUNITY REPRESENTATION (C.R.)

Degree to which the board and its members accurately depict the interests and needs of relevant groups or classes of people in the community. Need may be for either formal representation (delegated authority) or informal representation (membership or communications). Beneficial in adequately obtaining input from relevant community groups or components.

VIII. SPECIFIC AGENCY SERVICE (S.A.S.)

Degree to which the board member provides extra or specialized agency services and contacts that are helpful to the agency's well being. "SAS" includes such items as donation of skilled time, special legal or accounting services, preferential purchasing status, and funding contacts with corporations, foundations or public sources. Helpful in increasing agency efficiency and effectiveness.

GUIDE FOR RATING AGENCY BOARD MEMBERS

FACTORS	HIGH 7 – 10 POINTS	MEDIUM 3 – 6 POINTS	LOW 0 – 2 POINTS
I. (A.E.) *Agency Expertise*	Person who clearly understands Agency's purpose, goals, objectives and ways of functioning.	Person who has limited understanding of the Agency, but has served on boards and committees in other agencies.	Person who has had no previous experience with a community agency and little or no understanding of the Agency.
II. (M.E.) *Management Experience*	Person who is in a top management position within his/her company or organization.	Person who carries some responsibility for supervision or management in his/her company or organization.	Person who is a specialist or who is not engaged in management in an organizati (doctors, plumbers, teachers, etc.)
III. (C.I.) *Community Involvement*	Person who is an elected official or who participates on several other community boards, councils or commissions.	Person who attends occasional community meetings and probably will work on community events when asked.	Person who prior to joining Agency board left the work of community affairs up to others.
IV. (R.I.) *Recognition/ Image*	Person who is well known in entire community and whose name, picture and/or opinions are frequently in local news media.	Person who is known by a segment of the community and who occasionally has his/her name or opinions published in local papers.	Person who has received little if any public recognition for community involvement or professional contributions.
V. (F.I.) *Financial Impact*	Person whose estimated personal annual income is more than $100,000.	Person whose estimated personal annual income is more than $30,000 and less than $100,000.	Person whose estimated personal annual income is less than $30,000.
VI. (A.C.) *Agency Commitment*	Person who is now or has been involved in Agency activities or circumstances (or whose family members are involved), who contributes regularly, who provides leadership, & who attends 75% or more of board meetings.	Person who is involved in one or more Agency activities or circumstances (or whose family members are involved) and makes regular contributions, but who has not provided direct leadership and who attends between 50 & 74% of board meetings.	Person who has not been involved in Agency activities or circumstances (nor have family members), who does not contribute regularly or at all, and whose average annual attendance at board meetings is less than 50%.
VII. (C.R.) *Community Representation*	Person who has been elected to serve on the Agency's board to represent another community group or component.	Person who belongs to a segment of the community & because of his/her occupation or social activities is concerned with needs that are relevant to the Agency.	Person who neither formally nor informally represents a group in the community that is relevant to the Agency
VIII. (S.A.S.) *Specific Agency Service*	Person who has technical skills & personally provides needed services to the Agency.	Person who assists in locating materials & manpower and secures donations of services for the Agency.	Person who contributes little time or resources beyond the regularly scheduled board meetings.

Appendix E

MATRIX FOR RATING BOARD MEMBERS

MAJOR FACTORS	IMPORTANCE WEIGHT	BOARD MEMBERS (Listed alphabetically)										TOTAL FACTOR RATINGS	RELATIVE %
		1.	2.	3.	4.	5.	6.	7.	8.	9.	10.		
I. (A.E.) Agency Expertise		□	□	□	□	□	□	□	□	□	□		
II. (M.E.) Management Experience		□	□	□	□	□	□	□	□	□	□		
III. (C.I.) Community Involvement		□	□	□	□	□	□	□	□	□	□		
IV. (R.I.) Recognition/ Image		□	□	□	□	□	□	□	□	□	□		
V. (F.I.) Financial Impact		□	□	□	□	□	□	□	□	□	□		
VI. (A.C.) Agency Commitment		□	□	□	□	□	□	□	□	□	□		
VII. (C.R.) Community Representation		□	□	□	□	□	□	□	□	□	□		
VIII. (S.A.S.) Specific Agency Service		□	□	□	□	□	□	□	□	□	□		
TOTAL WEIGHTED SCORE												TOTAL OF FACTOR RATINGS (above):	
Low 1/3 (–) High 1/3 (+)													100%

Board Profile Worksheet
Expertise/Skills/Personal Data

This worksheet can be adapted by organizations to assess their current board composition and plan for the future. The governance committee can develop an appropriate grid for the organization and then present its findings to the full board.

In considering board building, an organization is legally obligated to follow its bylaws, which may include specific criteria on board size, structure, and composition. Or the bylaws may need to be updated to incorporate and acknowledge changes in the environment and community that have made changes in the board structure necessary or desirable.

Remember, an organization will look for different skills and strengths from its board members depending on its stage of development and other circumstances.

	Current Members						Prospective Members					
Age	1	2	3	4	5	6	A	B	C	D	E	F
Under 18												
19 – 34												
35 – 50												
51 – 65												
Over 65												
Gender												
Male												
Female												
Race/Ethnicity/Disability												
African-American/Black												
Asian/Pacific Islander												
Caucasian												
Hispanic/Latino												
Native American/Indian												
Other												
Disability												
Resources												
Money to give												
Access to money												
Access to other resources (foundations, corporate support)												
Availability for active participation (solicitation visits, grant writing)												

	Current Members						Prospective Members					
Community Connections	1	2	3	4	5	6	A	B	C	D	E	F
Religious organizations												
Corporate												
Education												
Media												
Political												
Philanthropy												
Small business												
Social services												
Other												
Qualities												
Leadership skills												
Willingness to work												
Personal connection with organization's mission												
Personal Style												
Bridger												
Proclaimer												
Strategist												
Visionary												
Areas of Expertise												
Administration/Management												
Entrepreneurship												
Financial management												
Accounting												
Banking and trusts												
Investments												
Fund-raising												
Government												
International affairs												
Law												
Marketing, Public relations												
Human resources												
Strategic planning												
Physical plant (architect, engineer)												
Real estate												
Representative of clients												
Special program focus (education, health, public policy, social services)												
Technology												
Other												
Number of years (or terms) on the board												

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Appendix G

How and Where to Find Board Members

Where to find suggestions of good board members

- Colleagues
- Board members of other nonprofits
- Articles and reports in the local media
- Chief executive and other senior staff
- Board members
- Volunteer centers
- Other ideas?

Whom to consider for board membership

- Current and prospective major donors
- Community leaders
- Executives or local or national corporations, including those not at a senior level
- Owners of small businesses
- Individuals in professions related to the organization's mission
- People who have benefited from the organization's services, or their relatives
- Local leadership programs
- Other ideas?

Where to look for prospective board members

- Churches, synagogues, and other religious institutions
- Trade, professional, and fraternal associations
- Organizations representing various racial and ethnic groups
- Local colleges and universities
- Other ideas?

Appendix H

Suggested Contents for Board of Directors Handbook

A. The board

1. Board member listing
2. Board member bios
3. Board member terms
4. Board statement of responsibilities
5. Committee and task force job descriptions

B. Historical references for the organization

1. Brief written history and/or fact sheet
2. Articles of Incorporation
3. IRS determination
4. Listing of past board members

C. Bylaws

D. Strategic framework

1. Mission and vision statement
2. Strategic framework or plan
3. current annual operating plan

E. Minutes from some recent board meetings

F. Finance

1. Prior year annual report
2. Prior year audit report
3. Chart of financial growth (sales, membership, programs, etc. – for the past 5 to 10 years)
4. Current annual budget
5. Form 990
6. Banking resolutions
7. Investment policy

G. Policies pertaining to the board

1. Policy on potential conflict of interest
2. Insurance policy coverage
3. Legal liability policy
4. Travel/meeting expense reimbursements
5. Accreditation documents (if applicable)
6. Others

H. Staff

1. Staff listing
2. Organization/team chart

I. Resource development

1. Case statement
2. Current funder list
3. Sample grant proposal
4. Sponsorship policy

J. Information

1. Annual Calendar
2. Programs list
3. Current brochure(s)
4. Website information

K. Procedures to update board handbook

Appendix I

The following is an overview of the information that needs to be conveyed to new board members at their orientation. The materials can be presented in person and in writing at an orientation meeting.

Board Orientation Chart

Information	Issues	Presentation Options
About the Organization		
Program	Offer new board members a feel for the work of the organization – what it does, whom it serves, what difference it makes – to get them emotionally and intellectually connected and motivated.	• Tour of facilities • Observation of/participation in program activities • Presentation by client, member, or program participant • Video, slides, film presentation • Verbal presentations • Written materials
Finances	Help new board members become informed about where money comes from, how it is spent, and the state of the organization's financial health, including their role in fund-raising.	• Presentation by chief executive, chief financial officer, or treasurer • Background materials (most recent audit, budget, financials), graphically presented if possible • Presentation of the fund-raising strategy
History	Provide sufficient knowledge about the past so that the present makes sense. Also, help new board members see their own participation as part of the organization's ongoing story.	• Stories told by "old timers" • Pictures • Written materials
Strategic Direction	Present a framework for new members to participate effectively. Clarify the mission, vision, organizational values, and goals that inform organization actions.	• Presentation/discussion by the chief executive or board chair • Copy of strategic plan (or other documents, especially mission statement, if no plan is available)
Organizational Structure	Help new board members understand who does what and lines of accountability.	• Copy of the bylaws, IRS determination letter • Organizational chart • Introduction to key staff members

Information	Issues	Presentation Options
	About the Board	
Board Roles	Ensure that new members understand the roles of the board..	• Presentation/discussion, preferably with the whole board involved • Written materials
Board Member Responsibilities	Ensure that new board members understand their own responsibilities as board members.	• Presentation/discussion • Signed agreement (job description), including conflict of interest and ethics statements
Board Operations	Help new board members understand how the board operates so that they may participate effectively.	• Board manual • Board mentors • Committee charges and member lists • Meeting schedule
Board Members	Facilitate new board member integration with the other members.	• List of board members and biographical data • Time set aside for social interaction
Skills	How to read a financial statement.	• Written materials • Presentation by the treasurer or finance committee

Appendix J
DESIGN ELEMENTS: BOARD OF DIRECTOR'S ORIENTATION

Purpose:

To provide information and assist in developing insight and understanding essential to performance as a member of the agency's board of directors

Objectives:

To assist participants in . . .

1. Understanding the basic purpose and underlying philosophy of the agency.
2. Becoming better informed about the goals, programs, organization, financing and operation of the agency.
3. Clarifying the role, functions, responsibilities and relationships of the board of directors
4. Clarifying the responsibilities of each individual as a member of the board of directors.

Preparatory Materials:

Each participant should receive in advance for review and study a Board of Directors' Manual, loose-leave with index dividers so that items can be added.

Equipment:

Newsprint pad and easel (flip chart), felt marking pens (one for each group of six persons), projector and screen

Materials:

Exercise: Looking at the Agency; Exercise: Who Does What?; Reference handout: Board of Directors' Role, Functions and Responsibilities.

Time:

Three hours with a ten minute break (without options).

Major Elements of Session:

5 min.	1. OPENING SESSION	Chair
	— Welcome	
	— Objectives and flow	
25 min.	2. INTRODUCTORY EXERCISE	Facilitator
30 min.	3. PRESENTATION: AGENCY'S PURPOSE, PHILOSOPHY AND FUNCTIONING	Audio/Visual
	— Question and response	
20 min.	4. EXERCISE: LOOKING AT THE AGENCY	Facilitator
	— Individual completion	
	— Sharing of responses and discussion	
20 min.	5. MAJOR FUNCTIONS OF THE BOARD OF DIRECTORS	Facilitator
	— Table group task	
	— Report-outs	
	— Additions and summary	
20 min.	6. RESPONSIBILITIES OF INDIVIDUAL BOARD MEMBERS	Facilitator
	— Table group task	
	— Report-outs	
	— Additions and summary	
	— Comment on principles of reasonable prudence and good faith	
30 min.	7. BOARD/STAFF RELATIONSHIPS	Facilitator
	— Exercise: Who Does What? (individual completion)	
	— Group of sharing and discussion	
	— Input: Board/Staff Responsibilities Relationships	
10 min.	8. SUMMARY INPUT	Facilitator
	— Role of board	
	— Dysfunctions in board and staff relationships	
	— Board/staff partnership	
	— Handout: Board of Directors' Role, Functions and Responsibilities	
10 min	9. CLOSING SESSION	Chair
	— Board calendar of meetings and activities	
	— Appreciation	
	— OPTIONS: Installation service; Tour of facilities	

Appendix K
Tips for a Successful Board Orientation

1. Plan the orientation for the most convenient time and location for all board members. Set the date well in advance to accommodate busy schedules.

2. Keep it simple. Orientation is not the place to teach board members how to read a financial statement. Provide an overview of important information and what board members should be looking for in the future.

3. Pace the presentation to fit the time allotted. Don't try to squeeze a day's presentation into two hours. Create a timed agenda and stick to the schedule.

4. allow time for board members to get to know each other better. Have participants choose someone in the room who they don't know well and interview him or her. Take turns around the room introducing this person to the group.

5. For half-day or day-long orientations, plan breaks for snacks and beverages and a meal. Have mints and water available on tables or at the back of the room.

6. Pay attention to the room's seating arrangements. Seat participants around a u-shaped table or in an informal circle with comfortable chairs or couches. This ensures that everyone can see and hear the presentation and each other. Make sure the room's temperature is comfortable.

7. Ask seasoned or emeritus board members attending to share stories from the organization's past.

8. Include an official "swearing in" ceremony at which time new board members pledge their service to the organization and formally acknowledge their responsibilities as board members.

9. Fill board members in on some of the more informal board procedures, like what board members wear to meetings or what board members do during down time at meetings.

10. Pair a new board member with a seasoned board member to serve as a mentor who can befriend the new member, make him or feel welcome, and address questions that crop up from time to time.

11. Maintain a sense of humor. Include a funny cartoon or photograph in the presentation. Humor can lighten the mood and help board members feel more comfortable with each other In a tense situation.

12. Learn from experience. Ask seasoned board members ahead of time to answer the question, "What do you wish you had known when you first became a board member that would have made a difference in the way you did your job?"

Appendix L

PRODUCTIVITY OBSERVER SHEET: BOARD OF DIRECTORS

Instructions:

Place a ___√__ by the phrase that describes what you observe.

Place a ___X__ where the opposite of the phrase would describe what you observe.

1. Members are clear on role and functions of board (i.e., distinguish clearly between board policy functions and staff management functions).

2. Board has a real sense of responsibility for getting the job done.

3. Board's work is related to the organization's goals and objectives.

4. Continuity in board's work is evident; they build on previous work in efficient ways.

5. Climate is one of mutual trust and openness. Atmosphere is friendly and relaxed.

6. Creativity and individuality of board members are encouraged and respected.

7. Leadership is shared among board members.

8. Staff preparation is lacking. Board caught without adequate information, facts and documentation.

9. Agenda items represent important issues that merit consideration of the board.

10. Committees and task forces provide input and recommendations for board consideration.

11. Decision making is superficial. The board is a "rubber stamp."

12. Board stays on target with little topic jumping or going off on tangents.

13. Silent members are bid into the discussions and deliberations.

14. Members listen to each other and try hard to understand one another's ideas and suggestions.

15. Members openly express feelings (i.e., irritation, anger, frustration, warmth, affection, excitement, boredom, etc.).

What did you think about the meeting?

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

A Waste of Time   *Much Was Accomplished*

Appendix L

What were the strong points or most productive elements of the meeting?

What were the weak points or dysfunctional elements of the meeting?

What suggestions or ideas do you have for increasing the future effectiveness of board meetings?

Other comments?

Appendix M

POST MEETING REACTION FORM: BOARD MEMBERS

What did you think about the meeting? Please be frank? Your comments will be used to improve future meetings of the board.

1. How did you feel about the meeting generally? (Check one)

_____	_____	_____	_____	_____
Poor	*So-so*	*Average*	*Good*	*Tops*

2. What did you like *best* about the meeting?

3. What did you like *least* about the meeting?

4. What improvements would you suggest for making our next meeting better?

5. Please rate the following aspects of the meeting:

	Poor	*So-So*	*Average*	*Good*	*Tops*
YOUR INTEREST					
YOUR ENJOYMENT					
WORTH OF MEETING					
WAY IT WAS CONDUCTED					
PARTICIPIATION					

6. Other comments?

DESIGN ELEMENTS: BOARD OF DIRECTORS' ORIENTATION

Purpose:

To provide information and assist in developing insight and understanding essential to performance as a member of the agency's board of directors.

Objectives:

To assist participants in . . .

1. Understanding the basic purpose and underlying philosophy of the agency.
2. Becoming better informed about the goals, programs, organizations, financing and operation of the agency.
3. Clarifying the role, functions, responsibilities and relationships of the board of directors.
4. Clarifying the responsibilities of each individual as a member of the board of directors.

Preparatory Materials:

Each participant should receive in advance for review and study a Board of Directors' Manual, loose-leaf with index dividers so that items can be added.

Equipment:

Newsprint pad and easel (flip chart), felt marking pens (one for each group of six persons), projector and screen.

Materials:

Exercise: Looking at the Agency; Exercise: Who Does What?; Reference handout: Board of Directors' Role, Functions and Responsibilities.

Time:

Three hours with a ten minute break (without options).

Major Elements of Session:

5 min.   1. OPENING SESSION . . . . Chair

          -- Welcome

          -- Objectives and flow

25 min   2. INTRODUCTORY EXERCISE . . . . Facilitator

30 min   3. PRESENTATION: AGENCY'S PURPOSE, PHILOSOPHY AND FUNCTIONING . . . . Audio/Visual

EVALUATE YOUR BOARD OF DIRECTORS

ACTIVITY	Check One		SUGGESTIONS FOR IMPROVEMENT
	YES	NO	
1. Board operates under a clear and up-to-date set of by-laws with which all members are familiar.			
2. Board has an elected executive committee which reports fully to the board on all actions taken.			
3. Board has standing committees which meet regularly and report back.			
4. Eighty percent of board members attend meetings.			
5. Every board member serves on at least one committee.			
6. Board has diversity of experience, skills, ethnic, racial, gender and age groups.			
7. Nominating committee uses established criteria to recruit board members based on the needs of the board.			
8. Newly elected board members are fully oriented to what is expected.			
9. Board includes in each meeting some educational or interpretation time.			
10. Board members are elected for a specific term.			
11. Board has completed both long range and short-term planning.			
12. Board meets at least 9 times yearly.			

Exhibit IV (*Cont'd*)

ACTIVITY	Check One		SUGGESTIONS FOR IMPROVEMENT
	YES	NO	
13. Board receives their agenda in advance.			
14. Staff participates in committee and board meetings as appropriate.			
15. There is an orderly procedure for decision making at board meetings.			
16. Board conducts an annual review of its work and operating procedures.			
17. Board reviews, approves and monitors the budget. Members understand the reports.			
18. Board has formal executive appraisal method.			
19. There is a trustful and harmonious relationship between board and staff.			
20. Board members receive all appropriate information (positive and negative) necessary to make policy decisions.			
21. Board discussions are free with full participation and respect for divergent opinions.			
22. All board members provide some leadership to the annual campaign.			
23. All board members contribute annually to the fund raising campaign.			
24. Board works with other organizations in the community and is familiar with their goals and activities.			

NAME: (optional) _____ ORGANIZATION: _____ DATE: _____

Source of Standards: Public Management Institute

-- Questions and response

20 min.   4. EXERCISE: LOOKING AT THE AGENCY . . . .
. . . . Facilitator

     -- Individual completion

     -- Sharing of responses and discussions

20 min.   5. MAJOR FUNCTIONS OF THE BOARD OF DIRECTORS . . . . . .
. . . . Facilitator

     -- Table group task

     -- Report-outs

     -- Additions and summary

20 min.   6. RESPONSIBILITIES OF INDIVIDUAL BOARD MEMBERS . . . . .
. . . . Facilitator

     -- Table group task

     -- Report-outs

     -- Additions and summary

     -- Comment on principles of reasonable prudence and good faith

30 min.   7. BOARD/STAFF RELATIONSHIPS . . . .
. . . . Facilitator

     -- Exercise: Who Does What? (individual completion)

     -- Group sharing and discussion

     --Input: Board/Staff Responsibilities and Relationships

10 min.   8. SUMMARY INPUT . . . .
. . . . Facilitator

     -- Role of board

     -- Dysfunctions in board and staff relationships

     -- Board/staff partnership

     -- Handout: Board of Directors' Role, Functions and Responsibilities

10 min.   9. CLOSING SESSION . . . .
. . . . Chair

     -- Board calendar of meetings and activities

     -- Appreciation

     -- OPTIONS: Installation service; Tour of facilities

Exhibit III (Cont'd)

8. *Freedom of persons* is stifled. Conformity is explicitly or implicitly fostered. Persons do not feel free to express their individuality. They are manipulated.

    1   2   3   4   5   6   7

Freedom of persons is enhanced and encouraged. The creativity and individuality of persons is respected.

9. *Climate of relationship* is one of hostility, suspicion, indulgent politeness, fear, anxiety or superficiality.

    1   2   3   4   5   6   7

Climate of relationship is one of mutual trust and genuineness. The atmosphere is friendly and relaxed.

10. *Decision making* is superficial. We are really a "rubber stamp" for those on the "inside." Decisions are crammed down our throats.

    1   2   3   4   5   6   7

Decision making is participative. All data are available and all opinions aired, with resultant "ownership" of decisions that are made.

11. *Action agreements* are not reached. We never set target dates or plan for follow-through.

    1   2   3   4   5   6   7

Action agreements are reached. We agree on next steps to be taken and set target dates for review.

12. *Continuity* is lacking. At each meeting we seem to "start from scratch."

    1   2   3   4   5   6   7

Continuity is present. We build on previous work in an efficient way.

13. *Productivity* is low. We are proud, fat and happy—just coasting along. Our meetings are a waste of time and money.

    1   2   3   4   5   6   7

Productivity is high. We are digging hard and earnestly at work on important tasks. We create and achieve at each meeting.

Finally . . .

    Based on the above evaluation, what suggestions or ideas do you have for increasing the effectiveness of your organization's board? (<u>NOTE</u>: Give particular attention to ways of strengthening the items which you rated 4 or below).

Appendix P

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
Organization's Mission		
Strategic Planning		
Program Evaluation		
Fund-Raising		
Fiscal Oversight and Risk Management		
Relationship with Chief Executive		
Board-Staff Relationship		
Public Relations and Advocacy		
Board Selection and Orientation		
Board Organization		

When a formal board self-assessment takes place, board members should compare their responses, identify areas of consensus, and develop a plan of action for strengthening the board. The National Center for Nonprofit Boards publishes a formal board self-assessment tool to be administered every three to five years. See Suggest Resources on page 47.

Appendix Q

Individual Board Member Self-Evaluation

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 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 fund-raising and/or give a significant annual gift to the organization			
5. Do I read and understand the organization's financial statements?			
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 to the organization?			
10. Do I find serving on the board to be a satisfying and rewarding experience?			

Appendix R

Exhibit III

BOAD OF DIRECTORS' EVALUATION

Name of Organization: _____

Your Name (optional): _____ Date: _____

Instructions: This document is designed to obtain <u>your</u> evaluation of the effectiveness of <u>your</u> organization's board of directors. Circle the number on the rating scale that corresponds to your evaluation of the board in each of the following categories. On item #1, for example, if you feel that clarity of role and function is lacking in the board, circle "1"; if you feel that clarify of role and function is somewhere in between, circle an appropriate number on the scale.

1. *Clarity of role and function* is lacking. We are fuzzy about what we are supposed to be doing.

   1   2   3   4   5   6   7

   Clarity of role and function is present. We distinguish clearly between policy determination and management functions. We know what we are about.

2. *Leadership* is dominated by one or a few persons and other resources within the board are never used.

   1   2   3   4   5   6   7

   Leadership is shared among members according to abilities and insights. Every member's resources are used.

3. Important issues *are not dealt with but "swept under the rug" or dealt with outside of the board.*

   1   2   3   4   5   6   7

   Important issues are consistently on the agenda for consideration, debate and decision.

4. *Preparation* is lacking. We are consistently caught off guard without adequate information, facts and documentation.

   1   2   3   4   5   6   7

   Preparation is outstanding. Committees and staff do excellent preliminary work. Members are well informed and understand the pros and cons of all decisions.

5. *Communication of ideas* is poor. We do not really listen. Ideas are ignored.

   1   2   3   4   5   6   7

   Communication of ideas is good. We listen and try hard to understand one another's ideas. Ideas are well presented and acknowledged.

6. *Responsible participation* is lacking. We reflect our own biases. We "grind our own axes" and watch from "outside."

   1   2   3   4   5   6   7

   Responsible participation is present. We are sensitive to the need to reflect on what is best for our organization and the entire community. Everyone is "on the inside" participating.

7. *Acceptance of persons* is missing. Persons are rejected or ignored.

   1   2   3   4   5   6   7

   Acceptance of persons is an active part of our give-and-take. We recognize and respected the uniqueness of each person.

mama's kitchen

Nourishing the Heart, One Meal at a Time.

April 25, 2005

Pat Libby
University of San Diego
Master's Program in Nonprofit Leadership and Management

Dear Ms. Libby:

As part of her course work towards her graduate degree, Edith Glassey presented me with a concept paper, *The Board of our Dreams*. She requested that Mama's Kitchen consider implementing the paper's suggested board development plan.

The plan is comprehensive and well thought-out. At a minimum it would yield a better functioning board if fully implemented. Even though these recommendations were presented to both the immediate past president and the current board president, they have not been implemented to the extent that they could be.
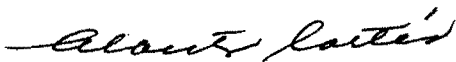
Some of the recommendations have however been implemented. Though still named the nomination committee, this committee has taken on a more active role in board education and training. Outside speakers have made educational presentations to the board and board members have participated in educational opportunities (example: Stewardship of the Future: An Institute in Nonprofit Governance was attended by four board members).

The committee has also adopted a more strategic approach for the recruitment of new board members. The committee has redefined the comprehensive list of skill sets needed for an organization like Mama's Kitchen. Additionally, the candidate screening process is more thoughtful.

It is my opinion that the biggest challenge in the implementation of such a comprehensive plan is time. Board responsibilities are significant and time-consuming: board meetings, committee meetings (two committees per board member) and related work, expected attendance at organizational functions, and fundraising responsibilities. That said, I believe most of the components of Edith's plan are adoptable and that full implementation is a commendable and achievable goal in the case of our organization.

Change is not always as swift in happening as we may wish or expect – but it can and does happen.

Sincerely,

Alberto Cortés
Executive Director
Mama's Kitchen, Inc.