# BOARD RECRUITMENT MATRIX

This matrix can be adapted to assist your organization's recruitment efforts by assessing your current board composition and identifying opportunities to diversify and/or expand your board.

Every organization is different. Use the table below to help distinguish the skills and strengths you need from board members depending on your organization's stage of development, community served, and other circumstances.

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

| AREAS OF EXPERTISE/LEADERSHIP QUALITIES                                                                          | NUMBER OF<br>CURRENT<br>MEMBERS       | NUMBER OF<br>PROSPECTIVE<br>MEMBERS |
|------------------------------------------------------------------------------------------------------------------|---------------------------------------|-------------------------------------|
| Administration/Management                                                                                        |                                       |                                     |
| Early-stage organizations/start ups.                                                                             |                                       |                                     |
| Financial oversignt                                                                                              |                                       |                                     |
| Fundraising                                                                                                      | · · · · · · · · · · · · · · · · · · · |                                     |
| Government                                                                                                       |                                       |                                     |
| investment management                                                                                            |                                       |                                     |
| law management of the second | 14740 <sup>-1</sup> 478-187-19-1      |                                     |
| Leadership skills/motivator                                                                                      |                                       |                                     |
| Marketing public relations                                                                                       |                                       |                                     |
| Humanitesources                                                                                                  |                                       |                                     |
| Strategic planning.                                                                                              |                                       |                                     |
| Physical plant (architect, engineer)                                                                             |                                       |                                     |
| Real estate                                                                                                      |                                       |                                     |
| Understanding of community needs                                                                                 |                                       |                                     |
| Technology                                                                                                       |                                       |                                     |
| Other                                                                                                            |                                       |                                     |
| RESOURCES                                                                                                        |                                       |                                     |

|                            | RESOURCES                                        |                      |  |
|----------------------------|--------------------------------------------------|----------------------|--|
| Money to give              |                                                  |                      |  |
| Access to money            |                                                  |                      |  |
| Access to other resourc    | es (foundations, corporate sup                   | pont) and the second |  |
| Availability for active pa | rticipation (solicitation visits <sub>in</sub> g | rantiwnting)         |  |

Continued 🕨

TEXT MAY NOT BE REPRODUCED WITHOUT WRITTEN PERMISSION.

Source: The Board Building Cycle: Nine Steps to Finding, Recruiting, and Engaging Nonprofit Board Members

## **BoardSource**

## BOARD RECRUITMENT MATRIX

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|-----------------------------------------|---------------------------------|-------------------------------------|
| Administration/Management               |                                 |                                     |
| Early-stage organizations/start-ups     |                                 |                                     |
| Financial oversight                     |                                 |                                     |
| Fundraising                             |                                 |                                     |
| Government                              |                                 |                                     |
| Investment management                   |                                 |                                     |
| Law                                     |                                 |                                     |
| Leadership skills/motivator             |                                 |                                     |
| Marketing, public relations             |                                 |                                     |
| Human resources                         |                                 |                                     |
| Strategic planning                      |                                 | 1                                   |
| Physical plant (architect, engineer)    |                                 |                                     |
| Real Estate                             |                                 |                                     |
| Understanding of community needs        |                                 |                                     |
| Technology                              |                                 |                                     |
| Other                                   |                                 |                                     |

| RESOURCES                                                                  |  |
|----------------------------------------------------------------------------|--|
| Money to give                                                              |  |
| Access to money                                                            |  |
| Access to other resources (foundations, corporate support)                 |  |
| Availability for active participation (solicitation visits, grant writing) |  |

| COMMUNITY CONNECTIONS   | NUMBER OF<br>CURRENT<br>MEMBERS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | NUMBER OF<br>PROSPECTIVE<br>MEMBERS |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Religious organizations |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                     |
| Corporate               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                     |
| Education               | - Manual Ma |                                     |
| Media                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                     |
| Political               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                     |
| Philanthropy            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                     |
| Small business          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                     |
| Social services         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                     |
| Other                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                     |

| PERSONAL STYLE    |  |
|-------------------|--|
| Consensus builder |  |
| Good communicator |  |
| Strategist        |  |
| Team Member       |  |
| Visionary         |  |

| AGE      |                                           |
|----------|-------------------------------------------|
| Under 18 | <br>· · · · · · · · · · · · · · · · · · · |
| 19-34    |                                           |
| 35-50    |                                           |
| 51-65    |                                           |
| Over 65  |                                           |

| GENDER |  |
|--------|--|
| Male   |  |
| Female |  |

| RACEZETHNICH A         |                                        |  |
|------------------------|----------------------------------------|--|
| African American/Black | ······································ |  |
| Asian/Pacific Islander |                                        |  |
| Caucasian              |                                        |  |
| Hispanic/Latino        |                                        |  |
| Native American/Indian |                                        |  |
| Other                  |                                        |  |









# What Makes a GOOD BOARD MEMBER?

While all effective board members understand and meet their basic responsibilities, truly exceptional board members do more. They go beyond the basics and pay attention to *how* they approach board service. These six characteristics build on straightforward board duties and focus on key traits of exceptional board members.

BOARD CHAIRS: CREATE A PARTNERSHIP WITH THE EXECUTIVE DIRECTOR OR CEO.

The partnership between a nonprofit's board chair and CEO is one of the most important elements of a strong board and a successful organization. However, developing this relationship takes work and commitment from both individuals.

The role of chief executive can be lonely, so having a trusted colleague in the board chair is invaluable. A good board chair ensures lines of communication are open and serves as a much-needed sounding board for the CEO.



Don't Do: Board chairs shouldn't shy away from, or overreact to, bad news. A strong board chair-CEO relationship is built on trust. The CEO should be just as comfortable sharing bad news as good.



## FOCUS ON LISTENING, NOT JUST PARTICIPATING.

To encourage robust discussion during board meetings, board members must be prepared to listen as well as engage. Exceptional board members are careful not to dominate discussions and ensure that everyone, including quieter board members, have a chance to share their opinions. Additionally, it is important to understand the reasoning behind individuals' comments, even when board members do not agree. After listening carefully to others' views, the board can work together to build consensus.



**Don't Do:** Avoid creating a homogenous board in which consensus is based solely on similar experiences and opinions. Diversity enhances decision making, so

incorporating a number of different perspectives in discussions helps the board arrive at the best result.

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#### WHAT MAKES A GOOD BOARD MEMBER?



## UNDERSTAND THE BALANCE BETWEEN GIVING THE CEO AMPLE ROOM TO MANAGE THE ORGANIZATION AND ENSURING THAT ETHICAL STANDARDS ARE MET.

Board members are overseers, not implementers. The chief executive is in charge of managing the day-to-day activities of the organization, and the board should be careful not to <u>micromanage</u>. Instead, board members are responsible for bringing complex, big-picture questions and opportunities to the organization.

However, the board must also ensure adherence to legal standards and ethical norms. Adopting a "hands-off" management approach does not mean that board members can turn a blind eye to ethical improprieties. All board members should be familiar with the organization's bylaws and understand how best to respond to any ethical issues that might arise.



Don't Do: When introducing issues or programs for the board

to consider, board members should be careful not to push their personal agendas. The needs of the organization should always come before personal connections and pet projects.



ASK "NAÏVE" QUESTIONS THAT OTHERS WANT TO ASK BUT MAY SHY AWAY FROM.

One of the most important roles of nonprofit board members is to ask questions. The board should constantly assess current and proposed projects to ensure they serve the organization's mission and are setting the organization up for success.

In addition to bigger picture questions, exceptional board members are not afraid to ask what may seem to some as simple, more straightforward questions as well. Oftentimes, a more nuanced organizational business practice can take time to understand, or a new board member might not be familiar with the organization's history. Good board members are not afraid to ask naïve questions because they trust their own instincts and want to improve their knowledge of the organization.



Don't Do: While asking questions is beneficial, board members must be prepared for rigorous discourse by reading all the materials provided to them during new board member orientation and in advance of a board

meeting. Posing a question that has been answered in the materials provided may show a lack of attention or interest.

## **BoardSource**

#### WHAT MAKES A GOOD BOARD MEMBER?



## SERVE AS AMBASSADORS FOR THEIR ORGANIZATIONS AND UNDERSTAND THE RESPONSIBILITY THAT COMES WITH THAT ROLE.

As ambassadors, board members represent the board outside the boardroom. This can range from talking with colleagues and friends about the good work the organization does to attending meetings with legislators. Board members serve as a link between the organization and its members, stakeholders, constituents, and clients and are responsible for educating influencers and the community about the importance of the organization's work. For more information on board members' roles as advocates, visit <u>the</u> <u>Stand for Your Mission campaign</u>.



**Don't Do:** While it is important to discuss the organization's work outside of the boardroom, board members must be careful not to gossip about confidential matters. No matter how informal the situation might seem, internal matters of the organization should remain just that — internal.



Above all else, good board members enjoy their role. They are passionate about the work of the organization and interested in learning more about its mission and the community served. Board meetings should not be seen as a chore; instead, they can help board members connect with their peers and maintain enthusiasm for their important responsibilities.

## REMAIN ENERGETIC IN LEARNING ABOUT AND HELPING THE ORGANIZATION.



Don't Do: Be wary of board members who have lost their excitement for board service. Occasionally, fatigued or irritable

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board members are be a sign of problems with the staff or board processes, but a lack of enthusiasm might also mean it is time for certain members to roll off the board.

Adapted from a featured speech at the 2007 BoardSource Leadership Forum by Susan V. Berresford, then president and CEO, Ford Foundation.

## HELPFUL RESOURCES



## **Board Fundamentals**



## Culture of Inquiry



<u>Ten Basic Responsibilities</u> of Nonprofit Boards





# BOARD RECRUITMENT Are You Focused on the Right Things?

Leading with Intent: 2017 National Index of Nonprofit Board Practices compiled perspectives on board leadership from board chairs and chief executives representing more than 1,300 nonprofit organizations located throughout the country. Based on responses to questions related to boards' strengths, weaknesses, and priorities, the study illuminates an area of focus for boards intent on improving their performance: recruitment.

### Board Report Card

Average grades given to boards by chief executives and board chairs.

| And the second second second |                   |                |                |
|------------------------------|-------------------|----------------|----------------|
| Strength                     |                   | Executive      | Chair          |
| Understandin                 | g mission         | A-             | A-             |
|                              |                   |                |                |
| Weaknesses                   |                   |                |                |
| Communityeb                  | uilding and outre | ach <b>C</b> + | В              |
| Fundraising                  |                   | C C            | CH-            |
| Increasing bo                | ard diversity     | C              | 0 <del>1</del> |
|                              |                   |                |                |

## ARFAS FOR **BOARD IMPROVEMENT**

Chief executives and board chairs are generally aligned in their assessments on how the board is performing in these areas.



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"What are the three most important areas the board should address to improve its own performance?" Fundraising and advocacy are chief executives' and board chairs' two most-selected responses.

This illustrates the percentage of chief executives and board chairs who report being dissatisfied with theircurrent board's racial/ethnic diversity...

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## HOW TO ADDRESS THESE ISSUES IN RECRUITMENT

Without improving the board candidate pipeline, it is difficult to make meaningful and sustained changes in under-performing areas.

A vast majority of boards prioritize a passion for the organization's mission when recruiting new board members, which is reflected in both chief executives and board chairs ranking "understanding of mission" as the highest strength area for board members. However, in the case of fundraising, advocacy/community-building, and diversity, a lack of attention during the recruitment process is contributing to self-identified areas of weakness.

To improve board recruitment practices and focus on improvement areas, boards can focus on the following:

- Identify the areas you want to address early in the recruitment process using a <u>board recruitment matrix</u>. Ask board members to identify possible candidates within your target areas. Be careful not to create token positions through the use of a matrix, however, and instead use this tool as a road map to indicate where your board is in terms of finding the right mix of diverse backgrounds and perspectives.
- Set expectations up front with board candidates, especially as it relates to fundraising. Ensure there are no surprises when a candidate joins the board.
- Assess candidates' level of comfort and experience on prioritized topics. Identify resources you can provide them immediately after joining the board, such as a mentor to provide guidance.
- Move beyond regular channels for board recruitment. For example, to commit to a more diverse board, it may be wise to consider nontraditional recruitment strategies, such as a posted board search or use of a search firm. Board composition is a reflection of organizational values to change practices in a lasting and impactful way, boards must have candid conversations about their diversity and inclusion efforts and develop a plan to prioritize those during recruitment.

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## Additional resources to support THE SOURCE: TWELVE PRINCIPLES OF GOVERNANCE THAT POWER EXCEPTIONAL BOARDS



Exceptional boards add significant value to their organizations, making discernible differences in their advance on mission. *The Source* enables nonprofit boards to operate at the highest and best use of their collective capacity. Aspirational in nature, its principles offer board members a vision of what is possible and a way to add lasting value to the organizations they lead.

Each of the twelve principles of governance is outlined below, along with corresponding content from BoardSource's library. Download the resources that best suit your organization and take your board's performance to the next level. And visit our <u>website</u>, where you'll find many more resources addressing these principles.

### Constructive Partnership

Exceptional boards govern in constructive partnership with the chief executive, recognizing that the effectiveness of the board and chief executive are interdependent.











Mission Driven

Exceptional boards shape and uphold the mission, articulate a compelling vision, and ensure the congruence between decisions and core values.



ELEMENTS OF A VISION STATEMENT





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Strategic Thinking

Exceptional boards allocate time to what matters most and continuously engage in strategic thinking to hone the organization's direction.







4

Culture of Inquiry

Exceptional boards institutionalize a culture of inquiry, mutual respect, and constructive debate that leads to sound and shared decision making.







Independent-Mindedness

Exceptional boards are independent-minded. When making decisions, board members put the interests of the organization above all else.



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Ethos of Transparency

Exceptional boards promote an ethos of transparency by ensuring that donors, stakeholders, and interested members of the public have access to appropriate and accurate information regarding finances, operations, and results.









#### Compliance with Integrity

Exceptional boards promote strong ethical values and disciplined compliance by establishing appropriate mechanisms for active oversight.





Sustaining Resources

Exceptional boards link bold visions and ambitious plans to financial support, expertise, and networks of influence.





Results-Oriented

Exceptional boards are resultsoriented. They measure the organization's advancement towards mission and evaluate the performance of major programs and services.





Intentional Board Practices

Exceptional boards intentionally structure themselves to fulfill essential governance duties and to support organizational priorities.

| ARE YOUR BOARD (                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | COMMITTEES                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| WORKING WELL?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                         |
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Continuous Learning

Exceptional boards embrace the qualities of a continuous learning organization, evaluating their own performance and assessing the value they add to the organization.







4





Exceptional boards energize themselves through planned turnover, thoughtful recruitment, and inclusiveness.



BaardQannaa

## CHIEF EXECUTIVE DOS & DON'TS in Recruiting Nonprofit Board Members

|                                         | In the second                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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Develop networks of people and organizations that share similar values and use these networks to identify potential board members.

Recommend qualified individuals to serve on the board by outlining to the nominating committee what the person would bring to the table.

Suggest that potential board members serve on a committee before being elected to the full board in order to better ascertain their compatibility with the organization and provide them with more experience before joining the board.

Participate, along with members of the nominating committee, in interviews with potential board members.

Raise cautionary flags if aware that a board candidate could potentially bring negative publicity or serve as a negative influence on the board.

Look in nontraditional places for potential board members such as colleges, social media networking sites, the organization's client base, etc.

Source: Recruiting A Stronger Board: A BoardSource Toolkit

Recommend for possible nomination individuals with whom the chief executive would like to enhance his/her relationship.

D)(0)\{\bar{b}}

Fail to disclose a previous relationship with a potential board member.

Leave the selection of new board members to chance by not participating fully in the recruitment and selection process.

Work with someone other than the nominating committee to recommend and vet new board members.

Lead interviews of potential board members. Chief executives should play a supporting role by providing information about the organization.

Give the impression that the chief executive is the one who makes final decisions on approving board members or that he/she is recruiting supporters for his/her management approach.

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# Board Member JOB DESCRIPTION

## EXPECTATIONS OF THE BOARD AS A WHOLE

The mission of ABC Organization is [mission].

As the highest leadership body of the organization and to satisfy its fiduciary duties, the board is responsible for

- determining the mission and purposes of the organization
- selecting and evaluating the performance of the CEO/ executive director
- strategic and organizational planning
- ensuring strong fiduciary oversight and financial management
- fundraising and resource development
- approving and monitoring ABC Organization's programs and services
- enhancing ABC Organization's public image
- assessing its own performance as the governing body of ABC Organization

## EXPECTATIONS OF INDIVIDUAL BOARD MEMBERS

Each individual board member is expected to

- know the organization's mission, policies, programs, and needs
- faithfully read and understand the organization's financial statements
- serve as active advocates and ambassadors for the organization and fully engage in identifying and securing the financial resources and partnerships necessary for ABC Organization to advance its mission
- leverage connections, networks, and resources to develop collective action to fully achieve ABC's mission
- give a meaningful personal financial donation
- help identify personal connections that can benefit the organization's fundraising and reputational standing, and can influence public policy
- prepare for, attend, and conscientiously participate in board meetings

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participate fully in one or more committees

## BOARD MEMBERS ARE ALSO EXPECTED TO

- · follow the organization's bylaws, policies, and board resolutions
- sign an annual conflict-of-interest disclosure and update it during the year if necessary, as well as disclose
  potential conflicts before meetings and actual conflicts during meetings
- maintain confidentiality about all internal matters of ABC Organization

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## **PROSPECTIVE BOARD MEMBER INFORMATION SHEET**

| NAME OF PROSPECIVE MEMBER:                                                |                                           |
|---------------------------------------------------------------------------|-------------------------------------------|
| TITLE:                                                                    |                                           |
|                                                                           |                                           |
| ADDRESS:                                                                  |                                           |
|                                                                           | E-MAIL                                    |
| Fits recruiting profile?<br>YES (Which Profile?<br>NO                     | )                                         |
| Special Skills/Expertise<br>Financial<br>Legal<br>Advocacy<br>Marketing   | HR<br>Technology<br>Real Estate<br>Other: |
| Professional Background<br>For-profit business<br>Government              | Nonprofit organization Other:             |
| Demographic Information (if known/applica<br>Gender<br>Gender Age Range   | ble): Ethnicity/Race Other:               |
| Past engagement with our organization (inclu<br>Yes, please specify<br>No | uding as current donor or member):        |
| Other affiliations:                                                       |                                           |
| Other board service/ board training:                                      |                                           |
| Assessment of giving/getting potential:                                   |                                           |
| Assessment of level of interest in serving:                               |                                           |
| Other pertinent information:                                              |                                           |

# BoardSource

## **BOARD CANDIDATE RATING FORM**

| Name of Candidate: |  |
|--------------------|--|
| Name of Rater:     |  |
| Interviewed by:    |  |
| Date of Interview: |  |

On a scale of 1 - 5 (1 = not acceptable, 5 = great), please rate the candidate on each item listed below. Please circle relevant attributes where more than one is listed.

#### **SKILLS & INTERESTS**

#### RATING

RATING

| 1. | Proven interest in our mission                                                                |  |
|----|-----------------------------------------------------------------------------------------------|--|
| 2. | Knowledge and understanding of our work                                                       |  |
| 3. | Professional knowledge and skills needed by the board (technology, statistics, health policy) |  |
| 4. | Connections in the community (media, politics, health care)                                   |  |
| 5. | Fundraising experience and willingness to participate                                         |  |
| 6. | Ability to make a personally meaningful financial contribution                                |  |
| 7. | Previous board experience or board training                                                   |  |

#### **PERSONALITY & LEADERSHIP**

| 1. | Ability to listen well                                                                     |  |
|----|--------------------------------------------------------------------------------------------|--|
| 2. | Ability to express ideas and opinions clearly                                              |  |
| 3. | Ability to participate effectively in a conversation (neither monopolizing nor refraining) |  |
| 4. | Sense of humor, positive presence                                                          |  |
| 5. | Ability to ask appropriate questions                                                       |  |
| 6. | Ability to participate on a regular basis in the board's work                              |  |

#### TOTAL

OTHER STRONG POINTS (INCLUDING DIVERSITY OR DEMOGRAPHICS:

POTENTIAL CONCERNS:

## board responsibilities

It is the responsibility of the PPHFH Board of Directors ("Board") to set forth the guidelines that the organization shall follow when making decisions regarding finances. The Board requires the Treasurer to oversee Pikes Peak Habitat for Humanity's ("PPHFH") finances with the contribution and guidance from the Finance Committee. Day-to-day accounting is handled by a paid Director of Finance and the Executive Director. Annual review and audits are completed by a third party accounting firm which produces audited financial statements to be accepted by the Board. The Finance Committee meets monthly to discuss the financial position of the organization by a detailed review of the Income Statements and Balance Sheets and addresses any issues that arise. The Director of Finance and Executive Director/Treasurer are available to answer questions and/or make decisions in the interim between meetings.

Ultimate responsibility for PPHFH's financial affairs lies with the Board. This responsibility includes reviewing and comprehending the financial statements of the affiliate, reviewing and adopting an annual budget, and developing and implementing policies that ensure there are adequate internal controls. The Board elects a Treasurer annually for oversight. The Treasurer is the Chairman of the Finance Committee which meets monthly prior to the Board meeting to review the finances and related issues. The standard make-up of the Finance Committee includes attendance by the Executive Director, Director of Finance and appointed members of the committee. Staff of PPHFH and Directors are always welcome.

#### New Board Member Orientation January 30, 2018 Agenda

| 3:00-3:15 | Introduction to PPHFH Board structure and purpose             | (Sam)            |
|-----------|---------------------------------------------------------------|------------------|
| 3:15-3:45 | Finance                                                       | (Stephanie)      |
|           | Overview                                                      |                  |
|           | Financial Statements                                          |                  |
|           | <ul> <li>Budget and Budget Process</li> </ul>                 |                  |
|           | Audit and 990                                                 |                  |
|           | <ul> <li>D&amp;O Liability Coverage</li> </ul>                |                  |
| 3:45-4:00 | Homeowner Selection & Services                                | (Janet)          |
|           | <ul> <li>Homeownership Program</li> </ul>                     |                  |
|           | Veteran Program                                               |                  |
|           | Repair Program                                                |                  |
|           | <ul> <li>Homeowner Selection and Support Committee</li> </ul> |                  |
|           | <ul> <li>Delinquency Committee</li> </ul>                     |                  |
| 4:00-4:10 | Break                                                         |                  |
| 4:10-4:25 | Home construction and repair Program                          | (Jeff and Janet) |
|           | Building Committee                                            |                  |
|           | <ul> <li>Country Living HOA Committee</li> </ul>              |                  |
|           | Site Selection Committee                                      |                  |
| 4:25-4:45 | ReStore                                                       | (Jeff)           |
|           | ReStore Committee                                             |                  |
| 4:45-5:00 | Strategic Plan Review                                         | (Kris)           |
| 5:00-5:30 | Development and Fundraising                                   | (lain)           |
|           | Board Build Pledge                                            |                  |
|           | <ul> <li>Giving Breakdown</li> </ul>                          |                  |
|           | <ul> <li>Partners for Sustainability</li> </ul>               |                  |
|           | Development Committee                                         |                  |
|           | Faith Relations Committee                                     |                  |
| 5:30-6:00 | Questions and wrap up                                         | (Sam)            |
|           |                                                               |                  |

#### Board president's talking points for new board member orientation

#### Your role as board president

- Preside at board meetings
- Coauthor board agendas
- Appoint and assist committees
- Appoint search committee if needed
- Manage group development (initiates recommendations to board policy changes)
- Maintain organizational integrity
- Forge a link with major stakeholders
- Support the ED/CEO
- Be clear with board president and ED/CEO's roles and responsibilities

#### **Governance Board**

Define "Governance Board" and what its responsibilities as to:

- Determine mission and purposes within HFHI guidelines and community needs
- Select, support and evaluate the ED as a group
- Ensure effective planning by actively participating in planning process; assist in implementing and monitoring plan's goals
  - $\circ$   $\;$  Create strategic plan goals in compliance with HFHI strategic plan with senior staff
  - o Affirm meeting HFHI covenant through the annual Quality Assurance
- Monitor effectiveness and strengthen programs and services within mission
  - Participate in committees and go to different committees at least once every 2 years
  - Ensure adequate financial resources and oversight as well as assure that assets are protected
    - Approve budget, audit and 990
    - Set policies and adhere to Bylaws
- Build a competent board
  - Articulate prerequisites for candidates; orient new members; periodically and comprehensively evaluate their own performance
- Ensure legal and ethical integrity
- Enhance PPHFH's public standing
  - Provide annual financial gift in that PPHFH is in your top 3 charities of choice (Board Build pledge )
  - Participate in ground blessings; dedications; annual events
  - $\circ$   $\;$  Go with ED and Development Director to relationship development meetings
  - Leverage your personal connections as appropriate

#### **Review legal duties of board members**

- Duty of care. Responsibility to participate actively in making decisions on behalf of PPHFH and exercise their best judgment while doing so
- Duty of loyalty. When acting on behalf of PPHFH in a decision-making capacity, board members must set aside their own personal and professional interest. The organization's needs come first.
- Duty of obedience. Board members beat the legal responsibility of ensuring that the organization remains true to its mission and purpose by its compliance with applicable federal and state laws.

Board roles:

Fundraising

- Make a personal gift & recruit board members who are willing to raise funds
- Volunteer to help
- Select and encourage CEO in development skills and opportunities
- Evaluate your efforts

Organization Evaluation

- Developing a board calendar that includes ED/CEO's evaluation; board self-assessment; review of mission, vision and objectives annually
- Scheduling a board retreat every year or two to reflect on mission and overall board functioning
- Approving performance objectives tied to each part of the strategic plan, including targeted results and a timetable for achieving them
- Reviewing financial results and other measurable outcomes with an eye toward ending those programs or other expenditures that do not contribute to a healthy bottom line
- Understanding that performance assessment, in itself, is not productive unless accompanied by concerted efforts to react to the results and implement changes.

#### **Review Board Manual highlights with them**

- Organization Chart
- Mission/Vision
- Bylaws & Articles of Incorporation
- Policies
- BOD requirements
- Committee descriptions

#### **History of HFH and PPHFH**

I, \_\_\_\_\_\_, understand that as a member of the Board of Directors of Pikes Peak Habitat for Humanity, I have the legal and moral responsibility to ensure that the organization does the best work possible in pursuit of its goals. I believe in the purpose and the mission of the organization, and I will act responsibly and prudently as its steward.

As part of my responsibilities as a Board member: I will

- Attend a minimum of 75 percent of Board meetings, including retreats, special meetings, and committee meetings. I will attend at least two PPHFH special events per year and will serve on at least one Board standing committee.
- Consider fundraising to be a key responsibility in support of PPHFH's short- and long-term development goals. I will be responsible for an annual financial contribution that places PPHFH in the top three of my giving commitments and that each Board member must contribute.
- I realize there is no maximum contribution given by me, or solicited from others.
- Assist with creating and implementing a fundraising strategy.
- Participate in the Board development process and ensure the Board is self-perpetuating and efficient through identification of skills needed and recruitment; I will participate in a self-evaluation process regularly.
- Participate in the Executive Director's evaluation process as directed by the Executive Committee. I appreciate, understand, and am committed to the Board-Executive Director partnership and recognize its interdependence.
- Approve budgets recommended by the Finance Committee and review regular financial reports and ensure proper internal controls and that no inappropriate liabilities occur as overseen by the Finance Committee. I will review the audit and management letter recommended by the Finance Committee.
- Interpret PPHFH's work and values to the community and represent the organization in a positive manner. I will work in good faith with staff and other Board members as partners toward achievement of our goals.
- Speak with one voice when a Board decision is made and will maintain confidentiality on Board discussions.
- Act in the best interests of the organization, and excuse myself from discussions and votes where I have a conflict of interest.
- Stay informed about what's going on in the organization. I will participate in and take responsibility for making decisions on issues, policies, and other Board matters.

If I don't fulfill these commitments to the organization, I will expect the Board President to call me and discuss my responsibilities with me.

In turn, PPHFH will be responsible to me in several ways:

- I will be given, without request, regular financial reports and an update of organizational activities that allow me to meet the "prudent person" section of the law.
- Opportunities will be offered to me to discuss with the Executive Director and the Board President the organization's programs, goals, activities, and status; additionally, I can request such opportunities.
- The organization will help me perform my duties by keeping me informed about issues in the industry and field in which we are working, and by offering me opportunities for professional development as a Board member.

- Board members and the Executive Director will respond in a straightforward fashion to questions I have that I feel are necessary to carry out my fiscal and legal responsibilities to this organization.
- PPHFH will provide Directors and Officers Insurance

If the organization does not fulfill its commitments to me, I can call on the Board President and Executive Director to discuss these responsibilities.

Signed:

Member, Board of Directors

\_\_\_\_\_ Date: \_\_\_\_\_

President, Board of Directors

\_\_\_\_\_ Date: \_\_\_\_\_

Board approved Feb. 5, 2018

| Activity                                                | Board of<br>Directors | Executive<br>Director | Share |
|---------------------------------------------------------|-----------------------|-----------------------|-------|
| Relationship Building                                   |                       |                       |       |
| Build and Sustain organization culture                  |                       |                       | Share |
| <ul> <li>Board team building</li> </ul>                 | Lead                  | Support               |       |
| <ul> <li>Board meeting management</li> </ul>            | Lead                  | Support               |       |
| <ul> <li>Board recruitment &amp; orientation</li> </ul> | Lead                  | Support               |       |
| <ul> <li>Board development &amp; assessment</li> </ul>  | Lead                  | Support               |       |
| <ul> <li>Hire, assess, and remove Executive</li> </ul>  | Lead                  | Support               |       |
| Director                                                |                       |                       |       |
|                                                         | Support               | Lead                  |       |
|                                                         | Support               | Lead                  |       |
| Staff development and assessment                        | Support               | Lead                  |       |
| Staff and volunteer team building                       |                       |                       | Share |
| Staff and volunteer recognition                         |                       |                       |       |
| Community Building                                      |                       |                       |       |
| Build community partnerships                            | Support               | Lead                  |       |
| <ul> <li>Raise organizational visibility</li> </ul>     |                       |                       | Share |
| Ensure board representation                             |                       |                       | Share |
| Build a culturally competent                            |                       |                       | Share |
| organization                                            |                       |                       |       |
| Visioning and Planning                                  |                       |                       |       |
| • Ensure mission-based decisions                        | Lead                  | Support               |       |
| Create organizational vision                            | Support               | Lead                  |       |
| Establish organization priorities                       |                       |                       | Share |
| Develop operations policies                             | Support               | Lead                  |       |
| <ul> <li>Monitor strategic plan's</li> </ul>            | Lead                  | Support               |       |
| accomplishments                                         |                       |                       |       |
| <ul> <li>Develop and assess programs</li> </ul>         | Support               | Lead                  |       |
| Resource Development                                    |                       |                       |       |
| Create fundraising plans                                |                       |                       | Share |
| <ul> <li>Cultivate and ask major donors</li> </ul>      | Support               | Lead                  |       |
| <ul> <li>Develop and analyze annual funds</li> </ul>    | Support               | Lead                  |       |
| <ul> <li>Build funder relationships</li> </ul>          |                       |                       | Share |
| <ul> <li>Develop annual budgets</li> </ul>              | Support               | Lead                  |       |
|                                                         | Support               | Lead                  |       |
|                                                         |                       |                       | Share |
| Monitor budgets and finances                            | Support               | Lead                  |       |
| Educate Board regarding fundraising                     |                       |                       |       |
| roles                                                   |                       |                       |       |
| Change Agent                                            | Cupa ant              | Lood                  |       |
| Develop and manage organization                         | Support               | Lead                  |       |
| change processes                                        |                       |                       |       |

#### **Board-Executive Director Partnership**

| Create and manage executive transition                                 | Lead                                                                                 | Support |  |  |  |  |
|------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------|--|--|--|--|
| process                                                                |                                                                                      |         |  |  |  |  |
| Note: Lead = Overall responsibility and accountability; makes sure th  | Note: Lead = Overall responsibility and accountability; makes sure the job gets done |         |  |  |  |  |
| Share = Agreed-upon leadership responsibilities and accountability for | Share = Agreed-upon leadership responsibilities and accountability for each          |         |  |  |  |  |
| Support = Provide information, expertise, and assistance to get the ju | ob done                                                                              |         |  |  |  |  |

## **Pikes Peak Habitat for Humanity**

## **DRAFT : Board of Directors' Assessment**

An assessment tool is designed to assist in the developing of information on the "strengths" and the "weakness's" of an organization. The result of an assessment tool is very effective in the planning of any needed board training and changes that should be considered. It can also reveal the successfulness of fulfilling the purpose and the mission of the organization. The following assessment is divided into two sections:

Section One: Evaluation of an Individual Board Member and

Section Two: Evaluation of the Board of Directors as a group.

### Section One: Individual Board Member Evaluation

|                                                                                                                                           | 5<br>Always | 4 | 3 | 2 | 1<br>Never |
|-------------------------------------------------------------------------------------------------------------------------------------------|-------------|---|---|---|------------|
| 1. I enthusiastically support the<br>mission and values of the<br>organization.                                                           |             |   |   |   |            |
| 2. I understand the role of the board<br>and my legal and ethical<br>responsibilities as a board<br>member.                               |             |   |   |   |            |
| 3. I further the mission with my time, skills and financial support.                                                                      |             |   |   |   |            |
| 4. I have attended all regular and<br>special board meetings and other<br>events requiring board<br>participation.                        |             |   |   |   |            |
| 5. I notify someone on board or staff if I cannot attend.                                                                                 |             |   |   |   |            |
| 6. If I miss a meeting, I call another<br>board member or a member of the<br>staff for an update.                                         |             |   |   |   |            |
| 7. I try to be an objective decision<br>maker, considering the impact of<br>issues on individuals, the<br>organization and the community. |             |   |   |   |            |

|                                          | 5<br>Always | 4 | 3 | 2 | 1<br>Never |
|------------------------------------------|-------------|---|---|---|------------|
| 8. I avoid participation in board issues |             |   |   |   |            |
| which are self-serving or may be         |             |   |   |   |            |
| perceived as conflict of interest.       |             |   |   |   |            |
| 9. I read all the materials I receive    |             |   |   |   |            |
| before the board meeting and             |             |   |   |   |            |
| come prepared with questions.            |             |   |   |   |            |
| 10. I make a yearly financial            |             |   |   |   |            |
| contribution that is at the highest      |             |   |   |   |            |
| level within my means.                   |             |   |   |   |            |
| 11. I can explain to friends and         |             |   |   |   |            |
| associates why PPHFH is important        |             |   |   |   |            |
| and why PPHFH needs financial            |             |   |   |   |            |
| support.                                 |             |   |   |   |            |
| 12. I assist in recruiting new donors    |             |   |   |   |            |
| and increasing giving by current         |             |   |   |   |            |
| donors who I know personally by          |             |   |   |   |            |
| calling to ask for contributions,        |             |   |   |   |            |
| writing personal notes on appeals        |             |   |   |   |            |
| or invitations, setting up meetings      |             |   |   |   |            |
| between philanthropically minded         |             |   |   |   |            |
| people and PPHFH staff and/or            |             |   |   |   |            |
| officers.                                |             |   |   |   |            |
| 13. If I chair a committee, I take       |             |   |   |   |            |
| responsibility for knowing that my       |             |   |   |   |            |
| committee is responsible to do           |             |   |   |   |            |
| and initiate the meetings                |             |   |   |   |            |
| necessary to fulfill responsibilities.   |             |   |   |   |            |
| 14. I understand the difference between  |             |   |   |   |            |
| the staff's responsibilities and my      |             |   |   |   |            |
| own as a member of the board.            |             |   |   |   |            |

## Section Two: Board of Director's Evaluation

| Considerations                                                                                                              | 5        | 4     | 3      | 4        | 1        |
|-----------------------------------------------------------------------------------------------------------------------------|----------|-------|--------|----------|----------|
|                                                                                                                             | Strongly | Agree | Unsure | Disagree | Strongly |
|                                                                                                                             | Agree    |       |        |          | Disagree |
| <ol> <li>The Board has a full and a common<br/>understanding of the roles and<br/>responsibilities of the board.</li> </ol> |          |       |        |          |          |
| <ol> <li>Board members understand the<br/>organization's mission, vision, and<br/>services/ programs.</li> </ol>            |          |       |        |          |          |

| Considerations |                                             | 5        | 4     | 3      | 4        | 1        |
|----------------|---------------------------------------------|----------|-------|--------|----------|----------|
|                |                                             | Strongly | Agree | Unsure | Disagree | Strongly |
|                |                                             | Agree    |       |        |          | Disagree |
| 3. Structural  | pattern (board, officers,                   |          |       |        |          |          |
| committee      | es, executives and staff) is                |          |       |        |          |          |
| clear, delir   | neated in bylaws, and                       |          |       |        |          |          |
| followed b     | y board.                                    |          |       |        |          |          |
| 4. There are a | an adequate number of                       |          |       |        |          |          |
| well-functi    | oning board committees                      |          |       |        |          |          |
|                | work groups.                                |          |       |        |          |          |
|                | nbers actively participate                  |          |       |        |          |          |
| in strategie   | c planning and ongoing                      |          |       |        |          |          |
| strategic th   | hinking with the                            |          |       |        |          |          |
| Executive I    |                                             |          |       |        |          |          |
|                | has adopted, and uses,                      |          |       |        |          |          |
|                | easures of progress                         |          |       |        |          |          |
|                | entified outcomes as                        |          |       |        |          |          |
|                | he approved strategic                       |          |       |        |          |          |
| plan           |                                             |          |       |        |          |          |
|                | nds to policy-related                       |          |       |        |          |          |
|                | which effectively guide                     |          |       |        |          |          |
|                | al activities of staff.                     |          |       |        |          |          |
|                | ves regular reports on                      |          |       |        |          |          |
| -              | idgets, service/program                     |          |       |        |          |          |
| -              | e and other important                       |          |       |        |          |          |
| matters.       |                                             |          |       |        |          |          |
| -              | set fundraising goals                       |          |       |        |          |          |
| -              | appropriate committee                       |          |       |        |          |          |
|                | ely involved in some                        |          |       |        |          |          |
| aspect of fu   |                                             |          |       |        |          |          |
|                | embers make a personal<br>ntribution to the |          |       |        |          |          |
|                |                                             |          |       |        |          |          |
| organizatio    | n.<br>tively represents the                 |          |       |        |          |          |
|                | n to the community with                     |          |       |        |          |          |
| -              | narketing program.                          |          |       |        |          |          |
| -              | ings facilitate focus and                   |          |       |        |          |          |
|                | important organizational                    |          |       |        |          |          |
|                | h reporting kept to a                       |          |       |        |          |          |
| minimum.       |                                             |          |       |        |          |          |
|                | ings are adequate in                        |          |       |        |          |          |
|                | held at the right time of                   |          |       |        |          |          |
| the day.       |                                             |          |       |        |          |          |
|                |                                             | 1        | 1     | 1      | l        |          |

| 14. The Executive Committee of board       |          |       |        |          |          |
|--------------------------------------------|----------|-------|--------|----------|----------|
| reviews the compensation of the            |          |       |        |          |          |
| Executive Director based on industry       |          |       |        |          |          |
| standards.                                 |          |       |        |          |          |
| Considerations                             | 5        | 4     | 3      | 4        | 1        |
| Considerations                             | _        | •     | -      | -        | _        |
|                                            | Strongly | Agree | Unsure | Disagree | Strongly |
|                                            | Agree    |       |        |          | Disagree |
| 15. Board has approved comprehensive       |          |       |        |          |          |
| personnel policies which have been         |          |       |        |          |          |
| reviewed by a qualified professional.      |          |       |        |          |          |
| 16. All necessary skills, stakeholders and |          |       |        |          |          |
| diversity are represented on the           |          |       |        |          |          |
| board.                                     |          |       |        |          |          |
| 17. Board culture encourages and           |          |       |        |          |          |
| welcomes open discussion, even             |          |       |        |          |          |
| when members disagree.                     |          |       |        |          |          |
| 18. Board has an emergency succession      |          |       |        |          |          |
| plan for executive.                        |          |       |        |          |          |
| 19. Board is attentive to building         |          |       |        |          |          |
| leadership capacity on both board          |          |       |        |          |          |
| and staff.                                 |          |       |        |          |          |
| 20. Board regularly assesses itself as a   |          |       |        |          |          |
| whole and also board member                |          |       |        |          |          |
| participation individually.                |          |       |        |          |          |
| 21. The Board with the Executive           |          |       |        |          |          |
| Director has a packet of materials for     |          |       |        |          |          |
| new board members and an                   |          |       |        |          |          |
| orientation process for them.              |          |       |        |          |          |
| 22. Board has a board agreement, a         |          |       |        |          |          |
| whistleblower policy and a conflict of     |          |       |        |          |          |
| interest policy that all board             |          |       |        |          |          |
| members must sign and follow.              |          |       |        |          |          |
| 23. A strategic process is in place for    |          |       |        |          |          |
| developing the board.                      |          |       |        |          |          |
| 24. The board regularly monitors           |          |       |        |          |          |
| financial performance and                  |          |       |        |          |          |
| projections.                               |          |       |        |          |          |
| 25. Board members are sufficiently         |          |       |        |          |          |
| knowledgeable to ask meaningful            |          |       |        |          |          |
| questions about finances and               |          |       |        |          |          |
| financial management.                      |          |       |        |          |          |
| 27. The board reviews the audit report     |          |       |        |          |          |
| and has an opportunity to ask              |          |       |        |          |          |

| questions of the auditor at an exit conference. |          |       |        |          |          |
|-------------------------------------------------|----------|-------|--------|----------|----------|
| Considerations                                  | 5        | 4     | 3      | 4        | 1        |
|                                                 | Strongly | Agree | Unsure | Disagree | Strongly |
|                                                 | Agree    |       |        |          | Disagree |
| 28 The board reviews the 990 report             |          |       |        |          |          |
| before filing.                                  |          |       |        |          |          |
| 29 Board discussions focus on the               |          |       |        |          |          |
| organization's future not its past.             |          |       |        |          |          |
| 30 Each member of the board feels               |          |       |        |          |          |
| involved and interested in the board's          |          |       |        |          |          |
| work.                                           |          |       |        |          |          |

# Are there any one issue or issues on which you believe the board should focus its attention in addressing?