EVALUATING
THE
DIRECTOR GENERAL:
THE
ASSESSMENT PROCESS

Reference Guides for
CGIAR International Agricultural
Research Centers
and their
Boards of Trustees

No. 6
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ASSESSMENT PROCESS

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Guides in this Series:

1. The Role, Responsibilities, and Accountability of Center
   Boards of Trustees
2. The Role of the Board Chair
3. Creating a Well-Balanced Board
4. Building Effective Board Committees
5. Choosing a Director General: The Search and Selection
   Process
6. Evaluating the Director General: The Assessment Process
7. Board Self-Assessment
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Foreword

Each CGIAR center is an autonomous, international institution governed by an independent board of trustees. The effectiveness of the trustees in discharging their fiduciary responsibilities, and in setting and overseeing center policies, is essential to the continued success of individual centers and of the CGIAR system as a whole.

For over two decades the boards have benefited from the dedicated service of many individuals who have brought rich experience and insights to their task. In the recent past they have also benefited from CGIAR guidelines and papers on the role of center boards, in particular those prepared by Professors Lowell Hardin ("Report on the Roles, Relationships, and Responsibilities of Trustees of International Agricultural Research Centers") and John Dillon ("Some Thoughts Toward Ensuring the Successful Performance of Boards in the CGIAR System").

Over time, the context within which the centers function has become more complex and challenging, as have the expectations of internal and external stakeholders. In response, center boards have been seeking new and better ways to discharge their basic obligations to their center and the system.

The idea of preparing a new set of reference guides on the role and operations of CGIAR center boards, taking into account new principles and practices of institutional governance, was advanced by the CGIAR Oversight Committee and the Committee of Board Chairs. The project was implemented by the National Center for Nonprofit Boards (NCNB), located in Washington, DC, and the CGIAR Secretariat, by a team made up of Selçuk Özgediz (coordinator), Maureen Robinson, and Pammi Sachdeva.

The seven guides in the series are based primarily on NCNB materials and CGIAR reports on center governance, and were reviewed by the Oversight Committee and the Committee of Board Chairs. In addition, the first guide, entitled The Role, Responsibilities, and Accountability of Cen-
ter Boards of Trustees, was discussed and endorsed by the CGIAR at its 1996 Mid-Term Meeting in Jakarta, Indonesia.

The CGIAR Secretariat is pleased to make these reference guides available to the CGIAR centers and other interested institutions. They will be updated when necessary. We welcome reactions on their usefulness, and invite suggestions for improvement.

Alexander von der Osten
CGIAR Executive Secretary
Evaluating the Director General: The Assessment Process

The Purpose of Assessment

When carefully conducted, the assessment of the Director General encourages effective dialogue, the exchange of ideas between the Director General and the board, and a search for new opportunities that will guide forward the Director General and the center. The assessment process seeks three broad outcomes:

1. to clarify expectations between the board and Director General concerning roles, responsibilities, and job expectations;

2. to provide insights into the strengths and limitations of the Director General’s performance and skills; and

3. to foster the growth and development of both the Director General and the organization.

The ultimate purpose of assessing the work of the Director General is to ensure that the center realizes its goals in the most efficient and effective way. This presupposes that the goals are agreed upon and an annual plan of work covering the Director General’s performance is in place. Because goals can change with time and with changing circumstances, assessment requires a regular review of the ends for which the organization exists and a realistic work agreement between the Director General and the board.

The more immediate purpose of assessment is to appraise the effectiveness of the Director General’s performance and thereby to strengthen and support him or her in meeting the challenges of a demanding position. As the board discovers whenever it must search for a new Director General, good executives are not easy to find. They need to be nurtured and encouraged. Their weaknesses need to be identified and addressed.
While turnover at this level is costly to any organization, an inadequate Director General is a terrible liability and should be replaced as promptly as possible. Both the process of retaining a good Director General and the process of relieving one of his or her responsibilities require a program of regular assessments in a form agreed to by the board and Director General.

Undertaking honest, meaningful, strategic assessment of the Director General requires energy and commitment and clear expectations about performance. Simply hiring a good Director General does not end the board's responsibility to ensure effective leadership for the center. A board that does not continue to assure itself that the work of the Director General advances the center's mission is neglecting an essential duty.

**Challenges in Assessing the Director General**

The following errors are common when assessing the Director General's performance:

- the *halo effect*—preoccupation with one outstanding quality;
- *ad hominem arguments*—tendency to rate personality traits above performance;
- *lack of objectivity*—substituting personal likes and dislikes for objective appraisal of performance;
- *leniency tendency*—reluctance to rate unfavorably;
- *severity tendency*—inclination to rate as unfavorably as possible;
- *general tendency*—avoiding judgment by picking middle ground, rating on average; and
- *dramatic incident effect*—judgment on the basis of a single incident, ignoring total performance.

Avoiding these traps requires a broad view, and an evaluation process based on predetermined and agreed upon goals and objectives.
Elements of an Effective Evaluation

The first step is to determine to what extent the center’s goals were achieved. This step assumes that goals had been set and that the Director General was fully involved in setting them. Too often neither of these conditions has been met, and the Director General is left without a clear indication of what the board expects of him or her. While using specific performance objectives in evaluating the Director General has pitfalls—they do not account for movement toward long-term goals and do not allow flexibility to meet unanticipated challenges—until objectives are clear, any assessment of the Director General must remain highly tentative. Once they are clear, the first benchmark against which the Director General should be measured is the extent to which these goals have been achieved.

A second step involves measuring the skills that the Director General possesses and uses. These may be professional/scientific skills; or they may be more general skills of management, public relations, and the social skills of relating effectively to other people. Skills are necessary to achieve goals, but highly skilled people may fail to produce. Appropriate use of skills, therefore, is something to examine in appraising the Director General.

A third dimension to appraise is personality. This must be approached with great care. It is easy to overrate the personal qualities that appeal to us. A pleasing personality is in most situations an asset, and a strong personality, even if abrasive, may be precisely what an organization needs.

Finally, performance may be weighed against the specific requirements outlined in the job description. Where a specific job description does not exist, the Director General’s performance can be measured against general job expectations. But because such expectations are infrequently written down, disagreements over duties and responsibilities can arise.

In the end, results should be the measure of the Director General’s performance—not short-term results at the expense of long-term health, but a combination of the two. Criteria by which any good Director General would want to be judged include:

- achievement of organizational goals;
• vision for the future and the capacity to hold that vision while focused on short-term problems;

• organizational and management skills, including the capacity to distinguish the important from the trivial;

• fund raising and public relations skills; and

• the capacity to work well with people and to persuade them channel their energies for the benefit of the center.

The Role of Staff in Assessing the Director General

A few centers have begun to use forms of staff feedback in their assessment of the Director General. Sometimes called 360-degree evaluations, board, staff, and external stakeholders are all involved in some aspect of the evaluation. This is a challenging model for the evaluation of a Director General. It is a process that requires careful design and even more careful implementation to assure the Director General of a fair and balanced review.

Most evaluations include little to no feedback from staff. What there is informal and often reflects conversations held “off the record” with board members. In general board members should keep their “ears to the ground,” but not actively solicit complaints about the Director General from staff. They should invite discussion of the Director General’s performance as part of a formal process. The trust and goodwill that must be at the heart of the evaluation process is quickly lost if the Director General feels outflanked.

Things to Keep in Mind

The mechanics of the assessment process depend on whether the board chooses assessment procedures that are casual and informal, objective, and formal and perhaps public. A few guidelines apply to all, or at least most, assessment processes.

• The Director General should be aware that the board will assess his or her performance.
• **Self-assessment by the Director General is an important ingredient in the assessment process.** Self-assessment allows the board to see the way the Director General sees his or her job and provides an opportunity to resolve differences between the board’s and the Director General’s views of the job’s requirements. This process also forces the Director General, who is often overwhelmed by daily demands, to take a broad perspective about his or her performance. Self-assessment should begin with a statement of the responsibilities, expectations, and objectives of the job as the Director General sees it, or as they appear in a written annual plan. He or she should then appraise the extent to which these responsibilities have been met, expectations have been fulfilled, and those objectives realized.

Where results have fallen short of expectations, the Director General will likely want to analyze the reasons—personal limitations, wrong allocation of time and energy, unreasonable expectations, unforeseen external circumstances, limited resources, and the like. This analysis may lead the board and the Director General to reassess the organization’s goals, program, and prospects, paying attention both to long-term goals and short-term objectives, which in turn can provide the basis for the next assessment of the Director General. The Director General may want to use this opportunity to comment on the role of the board in the governance and management of the center.

• **Boards should be concerned with the overall governance and management of the center.** Because board members are a part of that governance, they need periodically to take an honest and hard look at their own performance and how it affects the ability of the Director General to achieve objectives. They, rather than the Director General, may be the cause of management trouble. If there are differences of opinion among board members about the mission and goals of the organization, these differences should be reconciled before direction is given to the Director General. A discussion of the board self-assessment process and a detailed tool for self-assessment is included in a companion publication.
There is no hard and fast rule regarding the frequency of Director General assessments. Every center board should at least once a year assess where it stands, what progress it has made, what major problems it faces, and how the staff is performing. This discussion can be triggered by a report of private observations by the Chair or an appointed committee, or by a year-end formal review of past accomplishments and future goals. Some organizations combine annual reviews of the Director General with more extensive assessments of governance every three to five years. In the CGIAR, quinquennial assessment of the board and center management are also made by the External Program and Management Review (EPMR) Panel.

The assessment process should both begin and end with open communication with the Director General. Its purpose is to strengthen the organization by improving management. The results of any assessment, therefore, should be shared with the Director General, and with the board. The only way the board can help the Director General improve his or her performance is by pointing out weaknesses and failures and praising a job well done.

Assessment is not intrinsically difficult. It requires common sense, understanding of character, and a capacity to differentiate means from ends. Assessment is, however, easy to ignore, postpone, or avoid in an organizational setting where it is most needed.

The assessment process is a learning exercise. It is a time to step back from the day-to-day business of the board and Director General and reflect on how well these activities are being carried out. It is not meant to be a report card, to assign blame, or to be used strictly as a basis for setting salary level.

Suggested Guidelines for Assessment

Formal assessment of a Director General at regular periodicity is valuable, both for the incumbent and the board. When undertaking such an assessment, the following guidelines could be adapted to suit the particular needs and circumstances of the center.
An Outline for Assessment

There is no single correct method for conducting an assessment of the Director General, but experience has shown that boards and the chief executive are most likely to find the assessment constructive if it is implemented in a thoughtful and planned way. What is outlined below is one approach to organizing an assessment of the Director General that engages at various points the full board. The suggested process includes a set of tools that can be adapted to the needs of individual boards.

- **Inform the Director General.** The assessment process can produce anxiety in the person being assessed—especially if it comes as a surprise. Inform the Director General of the board's intention to undertake the assessment process and work with him or her to design a process that will be most mutually beneficial for all parties. Review the assessment instrument with the Director General so he or she will understand the areas upon which the assessment will be based. This is an opportunity to review the self-assessment process itself and to make adjustments based on the Director General's suggestions or concerns.

- **Decide who will lead and participate in the assessment.** Usually, the assessment process is led by the Board Chair, with the assistance of a committee formed for this purpose. In some centers the executive committee will be the appropriate body. Depending on the level of interaction between the board and the Director General, a center may have all board members complete an assessment questionnaire or only the committee appointed for this purpose. The assessment instruments included in this guide are designed to enable all board members to participate, but delegate the more detailed assessment to a committee of the board. [Staff input can be helpful in the assessment process, but as in hiring, the staff must understand that the final assessment of the Director General’s work will be made by the board.]

- **Distribute the assessment instruments.** The questionnaires should be distributed to the appropriate board members, and to the Director General (ideally, he or she should have it already).
A firm deadline for completion and return of the questionnaires should accompany its distribution. The normal time frame is about fifteen days. A letter from the Board Chair defining the assessment process and explaining the importance of individual participation in the assessment helps to generate enthusiasm for the process. To increase the percentage of board members who respond and to encourage candor, emphasize that information will be compiled in a composite summary report and that individual responses will be anonymous.

- **Tabulate and analyze the assessment results.** When all the questionnaires are returned, the comments and responses are compiled into a report that summarizes the feedback from participants and interprets the results.

- **Review inputs from, and discuss with the board.** This is an important step, to enable the board to reach a consensus on the their collective assessment of the Director General.

- **Review the results with the Director General and develop action plans.** Once the board completes its assessment of the Director General, the Board Chair should discuss the results with the Director General. In addition to developing a common sense of the strengths and limitations of the Director General, as identified by the board and by the Director General, an important purpose of this review is to develop action plans for future growth. If the implications of the assessment, particularly with respect to any serious limitations that are identified, are significant for the future of the organization, these matters should also be discussed with the Director General.

- **Support the Director General's future development.** The main objective of the assessment process is to encourage self-discovery and improvement. Change is a difficult process for all of us, and the board should encourage the Director General in his or her personal and professional development. Leadership of a center is an increasingly complex task, and few Directors General will possess simultaneously all of the skills that may be required. The board must support and encourage the Director General in his or her ongoing development and in the acquisition of skills and knowledge of importance to the center. This is a fundamental responsibility of a board.
Sample Assessment Instruments

The following instruments support a sample design for undertaking a board assessment of the Director General. The design enables all board members to participate in the evaluation in a meaningful way, but allows a center the flexibility to engage in a process that acknowledges the size of the board, the level of administrative support available to the Board Chair to conduct the assessment, the time commitment that individual board members can make to the process, and the variable levels of direct experience of individual board members with the work of the Director General.

The process entails the active engagement of the Board Chair and a committee of the board in a detailed evaluation of the Director General’s performance. It asks all other board members to provide more general feedback on the Director General’s performance. The mechanics of this process are consistent with the steps outlined more generally in the main text of this guide.
Sample 1. General Assessment by the Full Board

As part of the annual assessment of the Director General, all board members are being asked to share their suggestions and opinions with the Board Chair and the committee coordinating the assessment. Please review each of these questions carefully. Attached to this questionnaire is the Director General's plan of work, as approved by the board. It includes a statement of organizational goals and objectives. Candor will be appreciated. All responses will be kept confidential.

1. How well are the center's objectives being realized?
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2. What have been the Director General's most significant achievements during the assessment period?
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3. Does the Director General have the necessary knowledge and skills to meet these objectives?
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4. What are the Director General's major strengths?
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5. What are the Director General’s chief weaknesses/most serious limitations?
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6. In what specific areas could the board provide better support to the Director General?
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Sample 2. An Assessment Instrument for Evaluating the Director General

I. Vision, Mission, and Strategies

The Director General’s role has both strategic and operational components. Working with the board, the Director General must develop a shared vision for the future of the organization, build understanding around the current mission, and develop appropriate goals and strategies to advance that mission.

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<th>How satisfied are you that:</th>
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<tbody>
<tr>
<td>1.1 The Director General has worked with the board to develop a clear vision for the center and understands his or her own leadership role?</td>
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<td>1.2 The Director General, working with the board, translates the center’s mission into realistic goals and objectives?</td>
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<td>1.3 With input from the board and staff, the Director General has created an effective process for long-range or strategic planning?</td>
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<td>1.4 The Director General has a sense of what must change and what must remain the same to accomplish the center’s mission and realize its vision?</td>
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What are the major strengths of the Director General in this area?

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How can the Director General do better in this area?

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II. Accomplishment of Management Objectives

Working with the board, the Director General establishes operational objectives that support the strategic plan. The Director General is responsible for leading the staff in the implementation of the strategic plan and any medium-term or annual plans.

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<th>How satisfied are you that:</th>
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<tr>
<td>2.1 The Director General has made progress in accomplishing the personal and organizational management objectives established by the board (or appropriate committee) during his or her last annual review?</td>
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<td>2.2 The Director General ensures that there are appropriate systems in place to facilitate the day to day operations of the organization in the areas of:</td>
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<td>a. Development and delivery of programs?</td>
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<td>b. Policy development?</td>
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<td>c. Administration and operations?</td>
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<tr>
<td>d. Fund raising and resource development?</td>
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What are the major strengths of the Director General in this area?
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How can the Director General do better in this area?
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III. Program Management

The Director General leads the staff in managing and administering the center’s programs. This requires a thorough knowledge of the center’s mission and an understanding of technical, operational, and ethical issues.

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<th>How satisfied are you that:</th>
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<tr>
<td>3.1 The Director General works with the board to develop appropriate policies to ensure the efficiency and effectiveness of programs?</td>
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<td>3.2 The Director General ensures that staff manage these programs effectively?</td>
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<td>3.3 The Director General, through effective oversight and staffing, sets high standards of quality for the center’s programs?</td>
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<td>3.4 The Director General recommends new programs and the modification or discontinuance of current programs, as appropriate, to the board?</td>
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What are the major strengths of the Director General in this area?
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How can the Director General do better in this area?
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IV. Effectiveness in Fund Raising and Resource Mobilization

The Director General, in partnership with the board and appropriate staff, is responsible for developing and implementing appropriate fund raising and financial development strategies. The Director General and board use their combined strengths, knowledge, and relationships to help the organization achieve its objectives.

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<tr>
<td>4.1 The Director General has a clear understanding of the current and future financial resources needed to realize the center’s mission?</td>
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<tr>
<td>4.2 Working in concert with the board and staff, the Director General implements a resource mobilization program that meets the goals established?</td>
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<td>4.3 The Director General is innovative in the creation of partnerships with other institutions that contribute to the center’s resources?</td>
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<td>4.4 The Director General is an effective fund raiser, working well with staff, donors, and board members to secure adequate income and strong personal commitments from those who have an interest in the center?</td>
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What are the major strengths of the Director General in this area?

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How can the Director General do better in this area?

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15
V. Fiscal Management

Ensuring that income is managed wisely is essential for maintaining the center’s accountability to donors and others. It is the role of the Director General to see that solid planning and budgeting systems are in place and that the center’s goals and strategic plan serve as the basis for sound financial planning. In addition, it is the Director General’s responsibility to ensure that qualified staff are hired to accurately monitor, assess, and manage the center’s financial health.

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<td>5.1 The Director General is knowledgeable regarding financial planning, budgeting, management of the center’s financial resources, and understands the place of each in the center’s overall financial picture?</td>
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<td>5.2 The Director General has established a system linking strategic and operational planning with the center’s budgeting process?</td>
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<td>5.3 The Director General presents financial reports to the board on a regular basis and submits an annual budget for board review, revision, and approval?</td>
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<td>5.4 The Director General ensures that a clear and accurate accounting system is maintained, allowing the board to monitor the center’s finances and operations in relationship to the approved budget and to make informed financial decisions?</td>
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What are the major strengths of the Director General in this area?

How can the Director General do better in this area?
VI. Operations Management

The Director General works with staff to develop, maintain, and use the systems and resources that facilitate the effective operation of the organization.

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<td>6.1 The Director General is knowledgeable regarding the operations of an effective office environment?</td>
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<td>6.2 The Director General has assured the organization has in place:</td>
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<td>a. Sound risk management policies, including adequate insurance coverage?</td>
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<td>b. Accounting, payroll, and cash management systems?</td>
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<td>c. Appropriate personnel policies and systems for staffing?</td>
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<td>d. Appropriate policies for contracting for goods and services?</td>
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<td>e. Plans for the appropriate use of technology and technological systems?</td>
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<td>6.3 The Director General ensures compliance with all legal and regulatory requirements?</td>
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What are the major strengths of the Director General in this area?
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How can the Director General do better in this area?
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17
VII. The Director General/Board Partnership

The Director General and the board must work together as partners. Each arm of leadership draws on its own unique strengths and abilities. The Director General and the board have joint responsibility for developing and maintaining a strong working relationship and a system for sharing information. The board is responsible for creating a written job description for the Director General that is clear and agreed to by all parties.

<table>
<thead>
<tr>
<th>How satisfied are you that:</th>
<th>Not Satisfied</th>
<th>Satisfied</th>
<th>Not Sure</th>
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</thead>
<tbody>
<tr>
<td>7.1 The Director General and the board are clear about the differences between their respective roles?</td>
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<tr>
<td>7.2 The Director General is treated as a respected professional by members of the board?</td>
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<td>7.3 The Director General has been delegated the authority necessary to manage the organization effectively?</td>
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<td>7.4 The Director General raises issues and questions and provides adequate information to inform board discussions?</td>
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<tr>
<td>7.5 The Director General receives the annual review to which he or she is entitled in a timely and thoughtful way that articulates specific strengths and areas for improvement?</td>
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What are the major strengths of the Director General in this area?

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How can the Director General do better in this area?

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VIII. The Board/Staff Relationship

Because many organizational issues require a partnership of board and staff to be addressed effectively, the Director General should work to create opportunities for senior staff to interact with board members and to ensure that board and staff have a good working relationship.

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<thead>
<tr>
<th>How satisfied are you that:</th>
<th>Not Satisfied</th>
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<th>Not Sure</th>
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<tbody>
<tr>
<td>8.1 The Director General has established appropriate systems for dialogue and communication between the board and staff to ensure that the board maintains a good knowledge of the center?</td>
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<tr>
<td>8.2 The Director General and senior staff have built effective working relationships with the officers of the board and committee chairs who are responsible for specific aspects of the center’s governance?</td>
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<td>8.3 The working relationships among the Director General, staff, and board are collegial?</td>
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What are the major strengths of the Director General in this area?

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How can the Director General do better in this area?

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IX. External Liaison and Public Image

The Director General and board members are key players in establishing and maintaining positive relationships with the many groups that support the work of the center.

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<thead>
<tr>
<th>How satisfied are you that:</th>
<th>Not Satisfied</th>
<th>Satisfied</th>
<th>Not Sure</th>
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</thead>
<tbody>
<tr>
<td>9.1 The Director General maintains a positive professional reputation in the scientific and donor community and is a good ambassador?</td>
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<tr>
<td>9.2 The Director General cultivates effective relationships with:</td>
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<tr>
<td>a. Other center leaders?</td>
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<td>b. Professional colleagues?</td>
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<td>c. Public officials?</td>
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<td>d. Relevant professional organizations?</td>
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<td>e. Partners, including donors?</td>
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<td>9.3 The Director General is an articulate and knowledgeable spokesperson?</td>
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<td>9.4 The Director General is well regarded by his or her professional peers in the center’s area of focus?</td>
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What are the major strengths of the Director General in this area?

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How can the Director General do better in this area?

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X. Board Perceptions of the Organization

As the board reviews the performance of the Director General, it should also gauge its perceptions of the general operations and quality of the center in the following areas. The responses to these questions may help to focus the board and Director General’s attention on specific areas of organizational strength and limitations and will help to guide future organizational development efforts.

<table>
<thead>
<tr>
<th>How would you rate:</th>
<th>Not Satisfied</th>
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<tr>
<td>10.1 Quality of research and services</td>
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<td>10.2 Relevance of research and services</td>
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<td>10.3 Quality of staff</td>
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<td>10.4 Research organization and management</td>
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<td>10.5 Long-range and strategic planning</td>
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<td>10.6 Program development and delivery</td>
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<td>10.7 Financial management</td>
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<td>10.8 Administration and operations</td>
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<td>10.9 Resource mobilization</td>
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<td>10.10 Public relations</td>
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<td>10.11 Other:</td>
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Comments:

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Open-Ended Questions

1. What have been the most significant achievements of the Director General over the last year?

2. In the last year what difficult issues have faced the organization and how did the Director General resolve them?

3. What external factors have influenced the Director General’s performance?

4. What are the major strengths of the Director General?

5. What are key limitations in the Director General’s performance?

6. Have any legal or ethical issues arisen with regard to the operations of the organization? Were they brought to successful resolution? How?
7. What are areas in which the board could provide better support to the Director General?
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8. Additional comments:
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References


This publication is a comprehensive tool to aid boards in one of their most critical responsibilities. After an examination of the benefits of assessment with suggestions on creating an effective process, a questionnaire is outlined that addresses major areas of the chief executive's responsibility. A self-assessment section for the chief executive to complete is also included.

Suggested Resources


An overview of the executive committee's role. Provides a list of questions to determine whether the board should have an executive committee, guidelines for establishing the committee's authority level, and an overview of key areas of responsibility.


Assists in identifying eight ways the chief staff officer can strengthen the governing board so both the board and chief executive work effectively to fulfill the organization's mission.


Suggests a framework of evaluating the chief executive; the function and competencies of the chief executive and the job description; the content of the evaluation and evaluation instrument; and the evaluation process.

A comprehensive text providing practical advice, principles, and procedures on more than forty major topics affecting nonprofit boards. These topics include chief executive-board relations, evaluating the executive, and improving the quality of the board.


A primer on the most fundamental and critical responsibilities that the board as a whole is charged to carry out.


Introduces principles and guidelines to help the board establish a constructive process to evaluate the chief executive. It features options of various methods of assessment appropriate for nonprofit organizations, the value of assessment to the organization, and the importance of self-assessment by the chief executive.


A report containing chapters on evaluating chief executive performance, selecting new directors, evaluating board performance, and compensating directors.


A special edition of *Board Member*, NCNB’s bimonthly periodical. A discussion of the traditional distinction between governance and management, examines why boards tend to interfere in management, and offers advice on how boards can strike the right balance.

An outline of eight essential criteria in the process of selecting a new chief executive. Also discusses how to take into consideration experience, salary needs, and personality of potential candidates.


An evaluation tool designed to help nonprofit boards determine how well they are carrying out their major responsibilities and highlight areas that need improvement. Each questionnaire allows individual board members to assess the board’s performance as a whole and their own contribution to the board’s work. The user’s guide provides a framework for administering the questionnaires, compiling the comments, and leading the board through a discussion of the results.