



National Association of  
Workforce Boards

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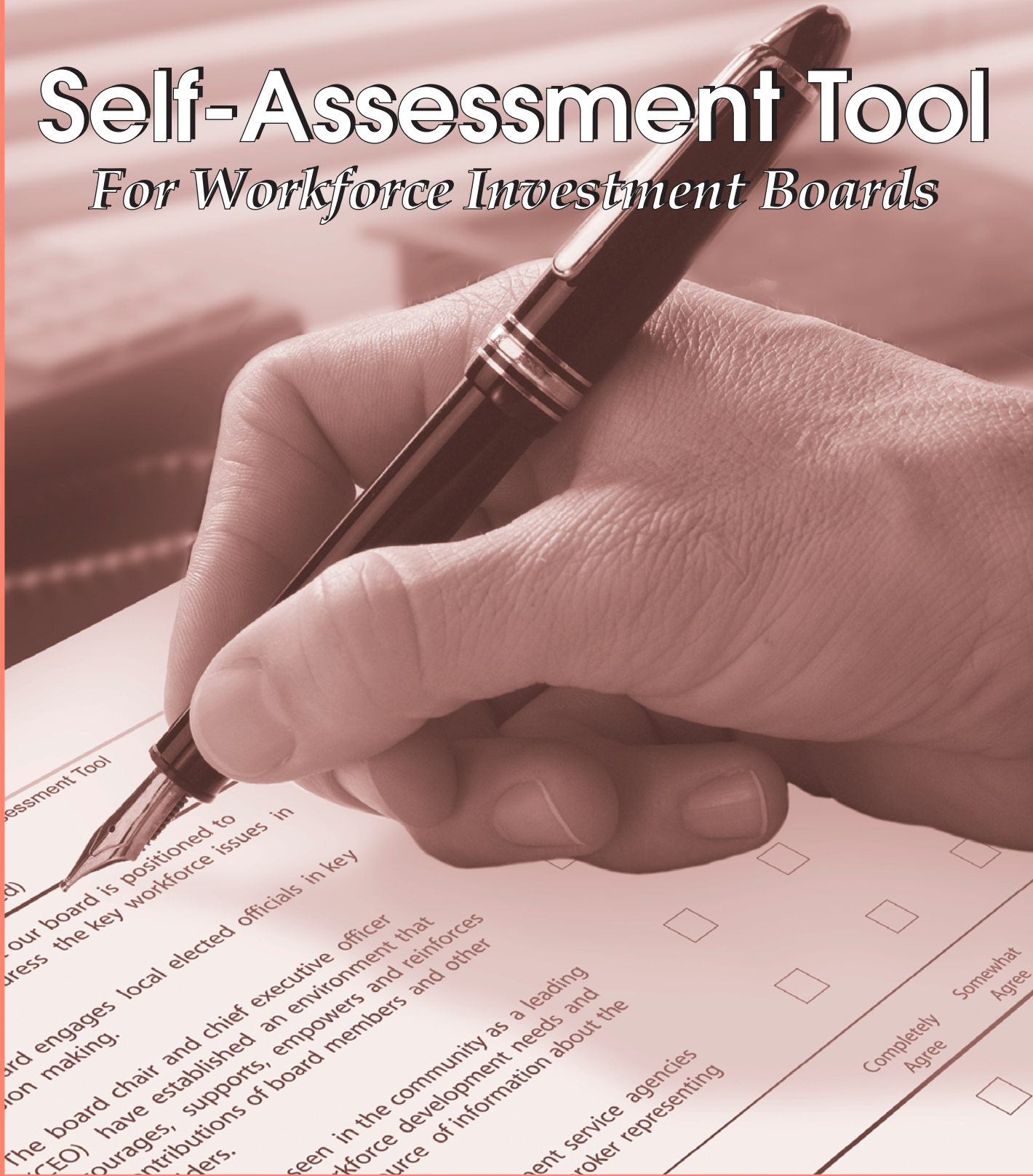
# Self-Assessment Tool

## *For Workforce Investment Boards*

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B



Self-Assessment Tool

4) Our board is positioned to address the key workforce issues in

Our board engages local elected officials in key decision making.

The board chair and chief executive officer (CEO) have established an environment that encourages, supports, empowers and reinforces contributions of board members and other leaders.

Our board is seen in the community as a leading workforce development needs and information resource.

Our board has established relationships with relevant service agencies and other organizations representing

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Completely Agree  
Somewhat Agree

# Table of Contents

Acknowledgments.....2

Overview of the Self-Assessment Tool.....3

Tips on Conducting a Board Self-Assessment.....5

Self-Assessment Survey Form.....7

Additional Materials and Resources.....13

- Tabulating and Interpreting the Survey Results*
- Sample Cover Letter*
- Board Meeting Evaluation Form*
- Resources*

# Acknowledgments

**T**his Workforce Board Self-Assessment Tool was prepared by Linda Woloshansky who is President of the Center for Workforce Innovations Inc., in Valparaiso, Indiana. Ms. Woloshansky has over 20 years experience as the chief executive officer of a successful workforce board. NAWB would like to commend and thank Ms. Woloshansky for her valuable contribution to America's workforce development system.

This paper is one of a series of publications prepared by the National Association of Workforce Boards (NAWB) to provide guidance, technical assistance and advice to the members and staff of workforce investment boards on topics of importance to their successful governance of the nation's new workforce development system.

No permission is needed to reproduce any part of this document. The text and the survey forms are available online at [www.nawb.org](http://www.nawb.org). NAWB encourages local workforce boards to adapt them to their various needs.

NAWB is a member of the Business Coalition for Workforce Development, a group of 35 national business organizations helping employers set up effective training and employment systems under the federal Workforce Investment Act. The Coalition is funded by grants from the U.S. Department of Labor. Opinions stated in this document do not necessarily represent the official policy of USDOL.

# Overview of the Self-Assessment Tool

**T**he Workforce Investment Act of 1998 envisioned the development of a workforce system that is driven by local business and community leaders. Inherent in the legislation was a call for newly created workforce investment boards (WIBs) to take responsibility for providing leadership in the cultivation of a skilled and productive workforce within their labor market areas.

The new boards have been given license to define their own work. Their specific mandate is “to develop and ensure the implementation of a unified and effective strategy for addressing local workforce development issues and meeting service delivery needs.” However, the boards can define this as broadly or narrowly as they choose based on the needs of their local communities, and can emphasize any or all of the following activities as part of their basic mission:

- Identification of relevant workforce issues and initiation of discussions leading to solutions.
- Identification of strengths and/or deficiencies in local training institutions.
- Building a training system focused on meeting the economic development needs of the community.
- Focusing on accountability, customer satisfaction and quality principles in the application of a service delivery system.
- Advocacy for workforce development efforts in the community.

A workforce board may be the only group in most communities poised to take the lead on these issues. Through a membership composed of business leaders and other key stakeholders, a workforce board can help improve its regional economy through meaningful investment in human capital. In bringing together the right players, a board can ensure that they all collaborate on strategic solutions, identify resources and build capacity for the future.

Since the role of the new workforce board is so critical and so highly visible, its members need to organize and govern themselves in such a way that they will be seen as a model of leadership in their community. Boards must have a clear vision, mission and plan of work developed and implemented by the board itself. Board members must have the tools to clearly understand their roles and responsibilities and to assess their own performance as a board.

Recent research on the development and function of nonprofit boards supports the idea that boards should periodically undertake a *self-assessment* of their strengths and weaknesses, much

as they assess the effectiveness of their executive director and the program operations over which the board has control. Such an evaluation can be a practical way for the board to step back from day-to-day concerns and focus attention on its overall performance—to reflect on its members' involvement and commitment and to initiate strategies for improvement and growth. Moreover, for many board members self-assessment is an opportunity to take time to evaluate their own understanding of the work of the board and the contribution they are making to advance the cause. Regular self-assessment can lead to board success by:

- Helping reach consensus among members on what major issues the board should tackle.
- Generating discussion among members on the priority of board activities.
- Shaping the future operations of the board.
- Assessing progress towards achievement of the board's goals.
- Highlighting key areas of success and strength.
- Identifying problems and weak areas of board operations.
- Identifying topics on which board members need more information.
- Enabling individual board members to work more effectively as part of the team.
- Building trust, respect and communication among board members.

At its annual meeting in the winter of 2001, the National Association of Workforce Boards surveyed WIB chairs and directors on this topic, and most board leaders agreed with these conclusions. Ninety-one percent of the respondents agreed that every board should conduct a formal self-assessment at least once a year. However, only 36 percent of the boards had actually conducted such an assessment during the past twelve months. NAWB has developed this self-assessment tool to help and encourage boards to undertake this important activity.

NAWB's self-assessment tool is a member survey—a relatively convenient and inexpensive method of taking the pulse of the board. However, there are many other ways that workforce boards can carry out a self-assessment. They can solicit feedback from their employer and jobseeker customers or from their partner organizations in the community. They can hire objective outside experts to interview board members, staff and other relevant stakeholders and prepare a report. Some boards even require their own CEO to comment on the board's performance as part of their annual evaluation of him or her. All these methods have their strengths and weaknesses. The exact tools used are not as important as the process and the development of a habit of regular self-reflection.

# Tips on Conducting a Board Self-Assessment

## **Get a consensus about the process.**

A self-assessment should be *for* the board and *by* the board. Therefore, embarking on a self-assessment is a decision that ultimately lies with the whole board. The workforce board members and CEO will want to take time to discuss the merits of the self-assessment and to reach an agreement with all the board members to participate in the process. If the full board is not in a position to make that decision, then the executive committee or steering committee should take the lead in setting the stage for the assessment to take place.

## **Choose a quiet time.**

Typically a self-assessment works best when the organization and its board are relatively free of crisis. Even if the work of the workforce board is still somewhat undefined, the introduction of a self-assessment process can serve as an excellent educational tool and may also be useful in the board's strategic-planning process.

## **Give the respondents time, but not too much.**

Once there is agreement to move forward, the self-assessment tool may be distributed at a board meeting or sent via mail. Instructions for completion of the survey and a deadline for its return should accompany the distribution. Typically a letter from the board chair defining the process and describing the importance of individual participation generates support for the process. The chair's letter should set a firm deadline for return of the responses. Survey responses should not be signed, therefore, some experts recommend that each member be given a separate signed postcard to return as proof that they have completed the survey, thus letting the chair know who not to nag.

## **Guarantee anonymity.**

Encourage each workforce board member to carefully review and reflect on how he/she answers each question. Individual members should consider what specific areas of weakness or growth on which they themselves need to focus to be a better workforce board member. The surveys will be completed anonymously and only an analysis and interpretation of the aggregate data will come back to the full board. In a self-assessment process there are no right or wrong answers. It is not a test but an opportunity take a look at how the board members feel the board as a whole is doing to achieve organizational excellence.

### **Feedback and discussion are very important.**

Once the surveys are returned, either the chair or the CEO can tabulate the results. The results and any comments should then be shared with the board in a timely fashion, either at a special board meeting or retreat. Surveys of this sort are prone to the “Lake Wobegon” effect—the mythical town where *all* the children are above average. A detailed review of the results conducted by a facilitator skilled in raising the issues behind the numbers can often prevent the board from assuming an unjustified complacency.

### **Take prompt action if it is called for.**

Discussion of the results should result in a definite commitment for action by the board and/or individual members to improve their performance. Survey results can be used to realign the board’s strategic plan, day-to-day activities and operational structure. If the survey uncovers significant dissatisfaction with the work of the board on the part of members, this must be promptly dealt with. The board cannot function effectively unless each member actively participates and contributes to the work of the organization. The self-assessment process gives each member an insight to the expectations of what needs to be achieved and expectations of his or her personal involvement as a board member. Done on an annual basis, prior to a board retreat or strategic planning meeting, this information is vital to the success of the organization.

# Workforce Board Self-Assessment Survey

## Instructions

Attached is a *workforce board self-assessment survey* that should be completed by each board member. This tool will provide you with information about your knowledge and contribution to the board's work. It will help our board measure its progress, better understand the wants and needs of its members and identify areas that need attention. It will give the board leadership information regarding capacity building strategies that may need to be provided to ensure our board is functioning as smoothly as possible and carrying out its mission in an exemplary manner. The survey will also help strengthen the partnership that exists within the board, and between the board and its stakeholders (local elected officials and the community).

This survey consists of approximately 50 statements grouped into seven topic areas—Leadership, Strategic Planning, Customer Focus, Information and Analysis, Process Management, Measurable Results and Human Resources. These areas correspond to the seven evaluation criteria of the Malcolm Baldrige Quality Award, commonly used in industry to assess organizational excellence and self-improvement. For each statement, please mark the appropriate box if you **Completely Agree**, **Somewhat Agree**, **Disagree** or **Don't Know**. Your answers will provide a snapshot of how our board is functioning today, our levels of understanding of our work and what value we add to our community. The survey concludes with three open-ended questions that we hope you will use to share your thoughts.

Please take time to complete this survey in a thoughtful and candid manner. You should be able to complete the questionnaire in 30 minutes or less. Your responses and comments will be treated confidentially. After the results are tabulated, compiled and analyzed, a summary will be returned to all board members for discussion.

## Questionnaire

*For each statement mark only one box:  
(Completely Agree, Somewhat Agree, Disagree or Don't Know)*

<b>Leadership</b>	Completely Agree	Somewhat Agree	Disagree	Don't Know
The workforce board leadership has clearly communicated the board's vision, mission and goals so that as a board member, I understand them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The board's vision, mission and goals are often referred to at meetings as the board carries out its business.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Leadership (continued)</b>	Completely Agree	Somewhat Agree	Disagree	Don't Know
I am satisfied that our board is positioned to identify and address the key workforce issues in our area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our board engages local elected officials in key decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The board chair and chief executive officer (CEO) have established an environment that encourages, supports, empowers and reinforces the contributions of board members and other stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The board is seen in the community as a leading authority on workforce development needs and as an important source of information about the labor market.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local workforce development service agencies see the board as a neutral broker representing the needs of employers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Strategic Planning</b>	Completely Agree	Somewhat Agree	Disagree	Don't Know
The board's strategic plan is related to the community's overall economic development strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The board's strategic plan is directly related to the board's mission and organizational goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The board has a strategic-planning process that includes key community workforce development stakeholders and customers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our strategic plan is being developed based on data about local demographics, key employer needs and existing training program capabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our strategic plan is being developed with input from the provider and "partner" agencies who will carry out the plan's objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The strategic plan includes objectives that relate to the specific role, activities and "value added" of the board itself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am satisfied with the personal contribution I am making to the board's strategic-planning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Customer Focus</b>	Completely Agree	Somewhat Agree	Disagree	Don't Know
I am satisfied that the board has correctly identified our customers and their expectations for the board and for the workforce development system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The board regularly seeks out the opinions of jobseekers, employers, elected officials, program agencies, board members and staff about the work of the board and the workforce development system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of how the board uses customer feedback to improve our products and services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The board has a communications plan to market and promote workforce development activities and programs to its customers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The board ensures that its one-stop operators and service provider agencies measure and address customer satisfaction concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Information and Analysis</b>	Completely Agree	Somewhat Agree	Disagree	Don't Know
The board analyzes available workforce data, employer information and training provider capacity as part of its strategic-planning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The board consults with technical and professional experts before making decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The board consults with "affected parties" before making decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The board secures and analyzes relevant information before making decisions regarding:				
Issues that it brings forward to the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chartering one-stop operators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accountability of one-stop partners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selection of youth program providers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Approval of eligible service providers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Information and Analysis</b> <i>(continued)</i>	Completely Agree	Somewhat Agree	Disagree	Don't Know
I am satisfied with the data that the board collects and utilizes to track "continuous improvement" in the local workforce development system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am satisfied that our board examines the long term economic development trends, employment opportunities and population demographics of our area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Process Management</b>	Completely Agree	Somewhat Agree	Disagree	Don't Know
I can see how the day-to-day activities of the board relate to its overall vision, mission and goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The board has a process in place to examine the ongoing activities and programs of service providers to see if they are following the objectives set down in the board's strategic plan and to support and encourage them to do so.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The board has engaged local elected officials and obtained their endorsement of our mission and work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The board has a management process that establishes accountability for the activities of the board and its individual members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The board's committee and staffing structure and its operating procedures are helpful in supporting the work of the board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am satisfied that the board has a systematic mechanism for communicating the board's goals and activities to the public.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The board is positioned to work with state and/or national leaders regarding the development of a quality workforce system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Measurable Results</b>	Completely Agree	Somewhat Agree	Disagree	Don't Know
I am aware of the measures the board uses to judge the performance of the workforce development system and to ensure that it is in keeping with the goals of the strategic plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the measures the board uses to judge the satisfaction of customers with services received from agencies and program providers overseen by the board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The board analyzes current and past performance data and information to assess and understand the overall performance of the local workforce development system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The board effectively oversees the public funds for which it is responsible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The board examines the activities of other boards in order to provide benchmarks for its own work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am satisfied that the board is making a valuable contribution to the local workforce development system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>The Board's Own Human Resources</b>	Completely Agree	Somewhat Agree	Disagree	Don't Know
I understand my responsibilities as a board member.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The board's initial orientation and subsequent membership development activities have provided me with useful and relevant information regarding the work of the board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel that board meetings are well organized and conducive to meaningful and relevant discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I clearly understand the board's governance process and the expectations of our chair and CEO.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel the chair exercises good leadership in the management of meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel the chair exercises good leadership in managing the relationship between the board and its CEO.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**The Board's Own Human Resources**  
*(continued)*

	Completely Agree	Somewhat Agree	Disagree	Don't Know
I actively help identify and recruit new business and community members to serve on the board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am satisfied with my knowledge of the work of the board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am satisfied with my own participation on board committees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am satisfied with the overall contribution I am making to the mission of the board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Write-In Responses**

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I think that our board performs very well in the following area(s):

I think that our board needs improvement in the following area(s):

Any other comments:

# Additional Materials and Resources

## Tabulating and Interpreting the Self-Assessment Survey Results

The following calculations will produce an average score for each survey question. This gives a general sense of how members feel about various aspects of the board's performance. Both clear satisfactions and major problems will stand out. The board should discuss the survey results at some length in order to uncover less obvious concerns that may lie behind the numbers.

If the board is functioning well, its members should agree with the positive statements made in the questionnaire. Each possible answer has been assigned a number of points. "Completely Agree" counts for 3 points; "Somewhat Agree" for 2 points; and "Disagree" for 1 point. An answer of "Don't Know" has no point value.

1. To tabulate the results for each question, first add the total number of points it received.
2. Record the number of responses to the question. Do not include those who responded "Don't Know" in this number.
3. Record the number of respondents who answered "Don't Know" in a separate place.
4. Divide the total points received for each question by the number of responses it received, excluding those who answered "Don't Know."
5. Record both the average score and the number of "Don't Know" responses for each question.
6. The scores for individual questions can be further averaged into a composite score for each major section of the questionnaire, such as "leadership" or "strategic planning."

An average score of greater than 2.5 usually means that members feel the board's performance in this area is strong; and that the board is meeting their expectations.

Scores between 2.0 and 2.5 indicate members feel that the board's performance is adequate and acceptable, but not outstanding.

Scores below 2.0 usually indicate that members are dissatisfied with the board's performance in that area. These items warrant special attention when the board discusses the results of the self-assessment exercise.

A high number of "Don't Know" responses can indicate a need for better communication among board members and staff. It can also point to the need for better initial orientation and ongoing education about the work of the board.

## Sample Cover Letter to Accompany the Survey



National Association of  
Workforce Boards

Dear Workforce Board Member:

Enclosed is the *workforce board self-assessment survey* that we discussed at the recent board meeting. It is part of our board's efforts to "continuously improve" our knowledge and effectiveness. Completing this survey will provide you with an assessment of your own understanding of the board's work. A compilation of all the surveys will help the board measure its progress, better understand the needs of the members, and identify areas that need attention.

Please complete the survey in a candid and thoughtful way. It should take no longer than thirty minutes. Your individual responses and comments will be treated confidentially, however, we will analyze the aggregate results and discuss them with the board. We are committed to take any recommendations resulting from this exercise that will improve the operations of the board and the knowledge and involvement of its members.

It is important that all members of the workforce board participate in this self-assessment. Please mail your completed survey form to me in the envelope provided by DATE. Thank you.

Sincerely,

Board Chair

Encl.

## Board Meeting Evaluation Form

A comprehensive WIB self-assessment program might include an evaluation of each board meeting. In fact, this is often a noncontroversial way to start the process. The board chair or CEO can ask questions such as:

- How well did we do our work at this meeting?
- Did we get the right information to members early enough to prepare for the meeting?
- Are we dealing with the right issues?
- Are we using our time well?
- How can we improve meetings in the future?

Utilizing a simple evaluation tool at the end of each meeting will give the chair and CEO useful information on how to prepare for the next meeting. Incorporating suggestions of the members in future meetings will also serve as a validating process for board members. Everyone likes to feel that they are making worthwhile contributions that are being heard.

There are many ways to get feedback after a board meeting. Below is a sample short evaluation instrument.

<b>WIB Meeting Evaluation</b>					
Please help us assess our workforce board's effectiveness during this meeting by responding to the following questions.					
<b>1. Agenda items discussed were: (circle one)</b>					
<b>Important</b>					<b>Not important</b>
5	4	3	2	1	
<b>2. How would you change today's agenda to make best use of the Board's time?</b>					
<b>3. I received the right information early enough to prepare for the meeting.</b>					
Yes			No		
<b>4. How would you change the information packet prepared for board meetings?</b>					
<b>5. Did the chair manage the meeting time and discussion well? (circle one)</b>					
<b>Focused</b>			<b>Unfocused</b>		
5	4	3	2	1	
<b>Meeting Date</b> _____					

## Resources

Many of the texts on this list are designed for use by any nonprofit board that is seeking to measure its own performance, but they all set forth basic principles for board self-assessment and improvement that are applicable to workforce investment boards. The NAWB self-assessment survey in this book draws significantly on the ideas of the following authors and organizations.

Chait, Richard, Holland, Thomas, and Barbara Taylor. 1996. *Improving the Performance of Governing Boards*. Phoenix: Oryx Press.

Holland, Thomas, and Myra Blackmon. 2000. *Measuring Board Effectiveness: A Tool for Strengthening Your Board*. Washington, D.C.: National Center for Nonprofit Boards.

Newman, Harvey, et al. *Self-Evaluation and Planning for Human Service Organizations*. 1987. New York: American Management Association.

Pierson, Jane, and Joshua Mintz. 1999. *Assessment of the Chief Executive: A Tool for Governing Boards and Chief Executives of Nonprofit Organizations*. Washington, D.C.: National Center for Nonprofit Boards.

*Creating Effective Workforce Investment Boards: A Guide for Board Members*. 1997. Ann Arbor: Corporation for a Skilled Workforce; Strumpf Associates.

*Self-Assessment for Nonprofit Governing Boards: User's Guide and Questionnaire*. 1999. Washington, DC: National Center for Nonprofit Boards.



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