

Preventing the 7 Boardroom Dysfunctions



Presented by
Steve Lamb, Board Development Specialist
OREGON SCHOOL BOARDS ASSOCIATION

**Preventing the 7
Boardroom Dysfunctions
40th Annual COSA Seaside Conference
June 2014**

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Preventing the 7 Boardroom Dysfunctions



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Meet
Andy



Our Learning Objectives

- Why Andy does what he does
- Workable strategies

Handouts

Board protocol worksheet
Sample protocol
Communication strategies
Sample meeting script
New member orientation
13 behaviors of high trust
Suggested reading list



Why

does this matter?

Dysfunction can lead to:


- Lower student performance
- Lower property values
- Higher crime
- Lower community social capital

Can put district at risk for
financial harm

7 Boardroom Dysfunctions

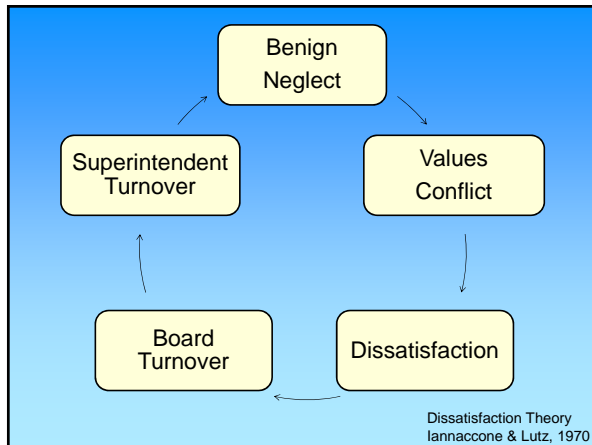
Major

1. They don't know why they're there.
2. They don't have a common vision of success.
3. They don't know the rules.
4. They don't know their role.
5. They have personality differences.
6. They have different value priorities.
7. They don't attend to 3 critical cultures
 - A. Board
 - B. Staff
 - C. School



Why

does this matter to you?




School Board Research

“Politically motivated board turnover results in student achievement decline.”

“The Influence of School Board and Superintendent Turnover on Student Achievement: The Dissatisfaction Theory in Action”
Thomas Alsbury, 2013

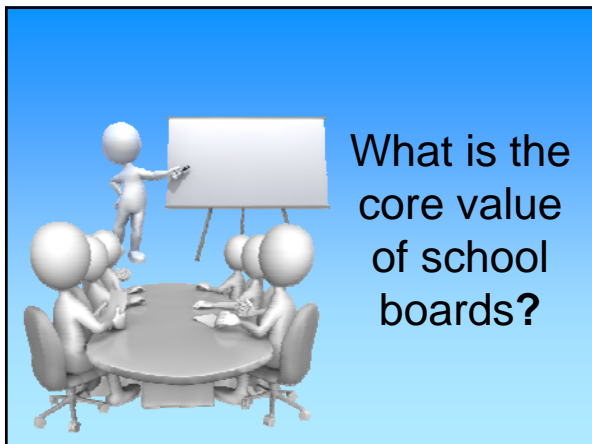
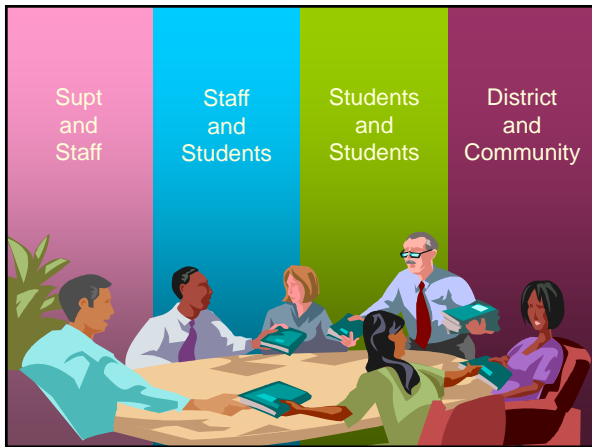
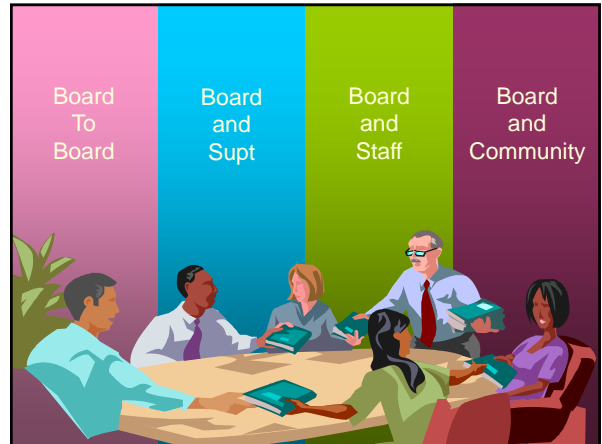


School Board Research

“Superintendent tenure is positively correlated with student achievement.”

“School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement”
Marzano & Waters, 2006






Research

"Academic optimism and community engagement in urban elementary schools"
Kirby, 2010


"Academic optimism and community engagement in urban schools"
Kirby, 2011

"Research on the Relationship Between Mental Health and Academic Achievement" (several hundred studies)
Charvat, 2012

"Influence of Social and Community Capital on Student Achievement in a Large Urban School District"
Porfeli, Wang, Audette, McColl, and Algozzine, 2009



Students who **strongly agreed** "I have a teacher who makes me excited about the future."




30X
more engaged


"State of America's Schools"
Gallup, 2014

The Golem Effect


"... the soft bigotry of low expectations"
Michael Gerson



The Pygmalion Effect



"An ounce of prevention is worth a pound of cure."
Benjamin Franklin



#2
They don't have a common vision.

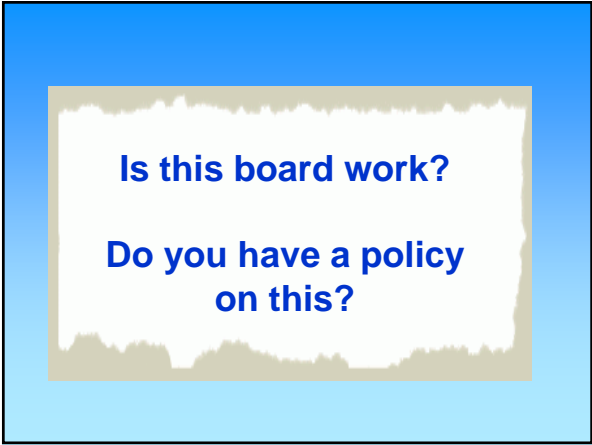
Shared Vision

What does success look like in our district?





#3
They don't know
the rules.



#4
They don't know
the board's role.



Neuroscience

- Affect Heuristic
- Thin Slicing
- Confirmation bias



Neuroscience

“The emotional brain wants victory, not truth.”

The Beginner's Guide to the Brain
Elaine Johnson, 2012



The Outlier

Options:

1. Protocols
2. Train
3. Facilitate
4. Counsel
5. Admonish
6. Censure
7. Empower the rest



What can we do?

Protocols



Appeals Court Role



Dysfunctional Boardroom

#5

They have personality differences.



Dysfunctional Boardroom

#6

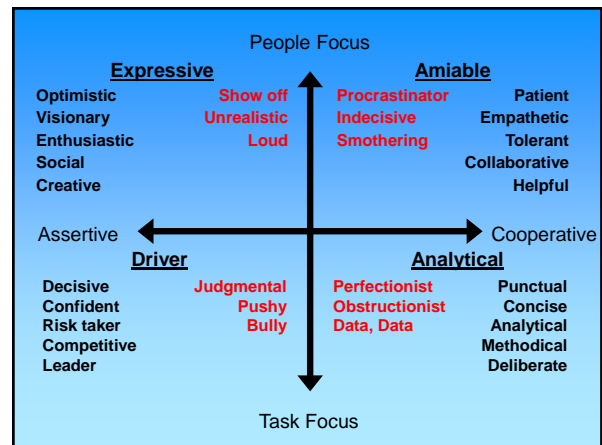
They have different value priorities.

Board Conflict

Most common conflicts are over **HOW!**

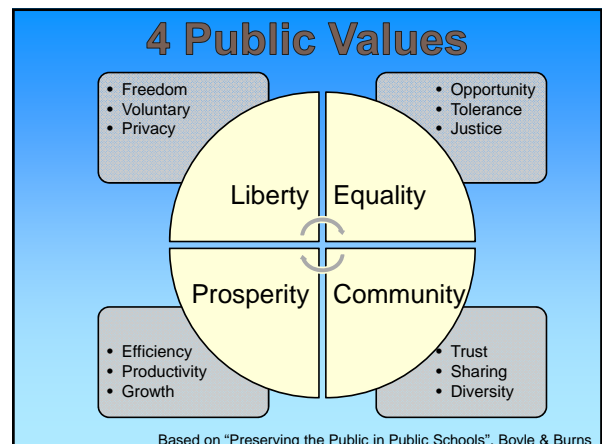
Board to Board

Personality Conflicts



Board to Board

Value Priorities



Protocols

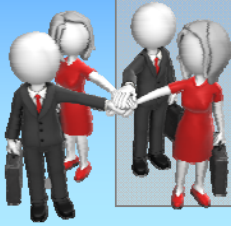
1. We do not have different values. We have different priorities.
2. There are no single-value problems.
3. We seek the **best** rather than the **right** solution.



#7

They don't attend to the three critical cultures.

Culture



The role of culture

- Board
- Staff
- Students
- Community



How does the board impact district culture?

Culture Tools



The board decides:

- What is important
- What is celebrated
- What is tracked
- Who is valued
- How things get done
- Resources allocation

School Culture Triage Survey

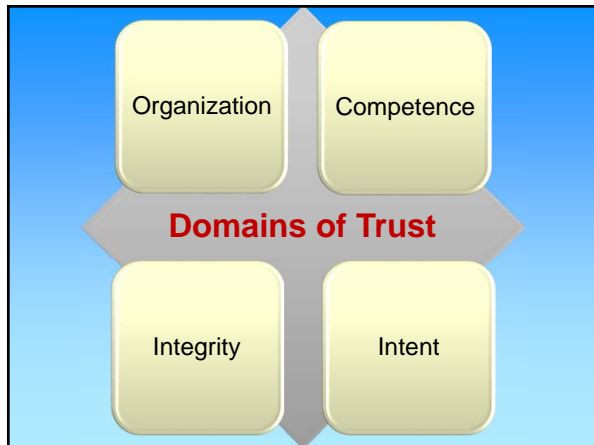
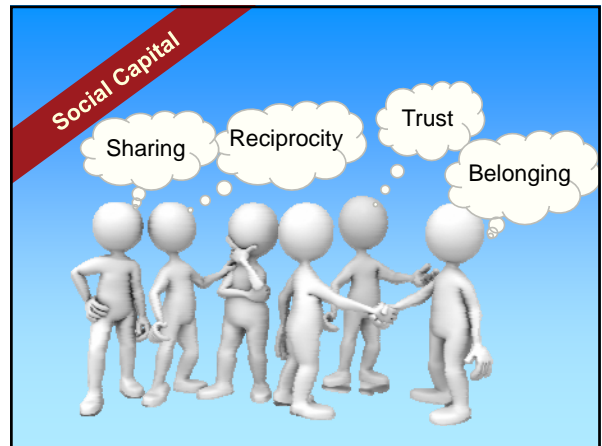
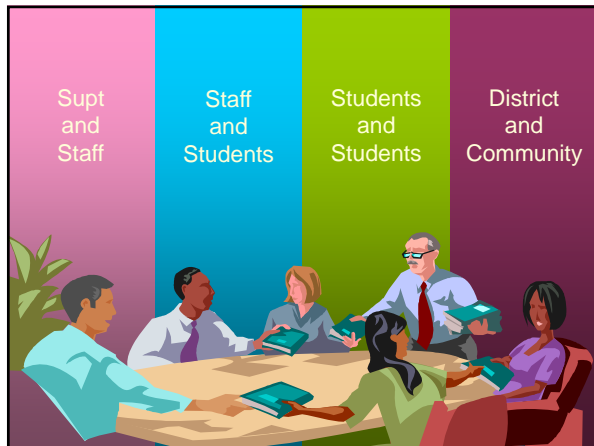
Kentucky Test Scores

Triage Survey

Melton-Shutt, 2002

A small table with columns for "CIBC" and "Kentucky Test Scores". The table contains several rows of data, but the text is too small to read.

Resource:
www.schoolculture.net



Trust Builders

1. Responsibility
2. Shared values
3. Goals
4. Transparency
5. Demonstrated competence
6. Consistency
7. Caring
8. Other voices



Your To Do List

1. Board Training
2. Protocols
3. Evaluation
4. Policy Review
5. Vision & Goals
6. Culture Review
7. Leadership Institute
8. Leader Cultivation



Your To Do List

1. Board Training
 - a. Onboarding
 - b. In-district
 - c. Conferences
 - d. Online
 - e. Publications



Neuroscience Notes

Data dump triggers emotional response



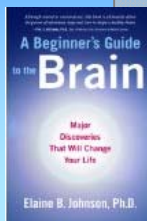
Neuroscience Notes

- Instinct, intuition, snap judgment, gut reaction
- Confirmation bias



“The emotional brain wants victory, not truth.”

A Beginner's Guide to the Brain
Elaine Johnson



Improved:
Board function
District culture
Staff performance

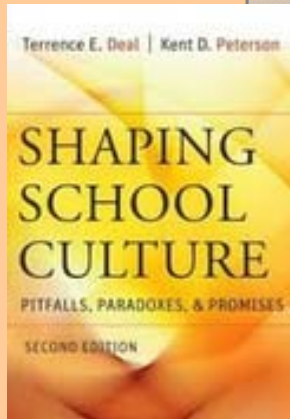
And . . .



Student Success



Steve Lamb
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503-485-4809



“If the fish in your aquarium are not as healthy as they should be . . .

Don't blame the fish!

Instead, consider changing the water.”

Kent Peterson



“Needs are never in conflict .

It is the strategies that people use to get their needs met that come into conflict.”

Marshall Rosenberg

“Districts with negative relationships, poor communication and a lack of trust among the board and superintendents also had lower student achievement outcomes.”

Getting there from here:

Richard H. Goodman
Luann Fulbright
William G. Zimmerman, Jr.



"Trust is the glue of life.

It's the most essential ingredient in effective communication.

It's the foundational principle that holds all relationships."

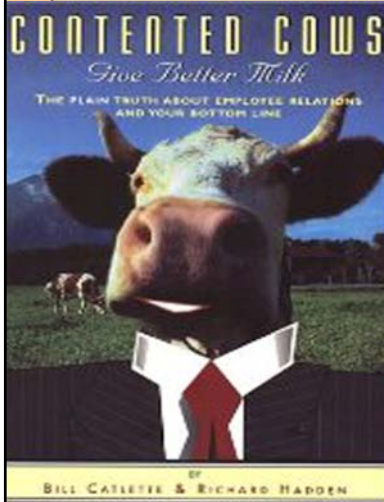
Stephen R. Covey



(High trust) companies outgrew
comparable companies

by **6:1**

And had **20X**
the net income
per employee



Contented Cows Give Better Milk
Catlette and Hadden, 2001

Return to
shareholders is

3X higher

at companies with high trust levels
than at companies with low trust levels.



Watson, Wyatt WorkUSA Survey

“When people perceive that others are acting cooperatively, individuals are motivated to contribute to the public good even without the inducement of material benefit.”




The Logic of Reciprocity
Kahan, 2003

“Schools with high trust are **3X** more likely to yield positive student outcomes.”




Trust in Schools, 2002
Byrk and Schneider



“Shaping a culture in which group members can trust each other to work together is the first leadership task.”
 Gilbert W. Fairholm

Higher climate =

- higher test scores
- higher graduation rates



CREATING A CLIMATE FOR LEARNING

“Widespread distrust in a society imposes a kind of tax on all forms of economic activity.

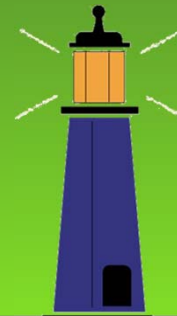
A tax that high trust societies do not have to pay.”

- Francis Fukuyama



“Researchers found **dramatic growth** in student achievement coinciding with periods ... of **high trust** between the superintendent and the board.”

Iowa Lighthouse Study



Board Protocol Worksheet

1 = No interest to include, 3 = Some interest to include, 5 = High interest to include

| Issue | Rating | | | | |
|---|---------------|---|---|---|---|
| Prior to Meetings | | | | | |
| Developing the agenda | 1 | 2 | 3 | 4 | 5 |
| Agenda structure | 1 | 2 | 3 | 4 | 5 |
| Questions about agenda items prior to meeting | 1 | 2 | 3 | 4 | 5 |
| Individual requests for information | 1 | 2 | 3 | 4 | 5 |
| Accessing legal advice | 1 | 2 | 3 | 4 | 5 |
| Meetings | | | | | |
| Boardroom layout | 1 | 2 | 3 | 4 | 5 |
| Board deliberation | 1 | 2 | 3 | 4 | 5 |
| Informal Board reports | 1 | 2 | 3 | 4 | 5 |
| Bringing agenda items back for further discussion | 1 | 2 | 3 | 4 | 5 |
| Meeting length | 1 | 2 | 3 | 4 | 5 |
| Sharing expertise | 1 | 2 | 3 | 4 | 5 |
| Unanticipated ideas or issues | 1 | 2 | 3 | 4 | 5 |
| Use of work sessions | 1 | 2 | 3 | 4 | 5 |
| Conflict of interest | 1 | 2 | 3 | 4 | 5 |
| Use of a consent agenda | 1 | 2 | 3 | 4 | 5 |
| After and Between Meetings | | | | | |
| Explaining Decisions | 1 | 2 | 3 | 4 | 5 |
| Unified board | 1 | 2 | 3 | 4 | 5 |
| Individual requests for action | 1 | 2 | 3 | 4 | 5 |
| Confidentiality | 1 | 2 | 3 | 4 | 5 |
| Use of committees | 1 | 2 | 3 | 4 | 5 |
| Visiting schools | 1 | 2 | 3 | 4 | 5 |
| Participation in district activities | 1 | 2 | 3 | 4 | 5 |
| Communications | | | | | |
| Board member to board member | 1 | 2 | 3 | 4 | 5 |
| Board member to superintendent | 1 | 2 | 3 | 4 | 5 |
| Superintendent to board member(s) | 1 | 2 | 3 | 4 | 5 |
| Board member to staff | 1 | 2 | 3 | 4 | 5 |
| Board member to community | 1 | 2 | 3 | 4 | 5 |
| Handling complaints | 1 | 2 | 3 | 4 | 5 |
| Handling email | 1 | 2 | 3 | 4 | 5 |
| Advocacy role | 1 | 2 | 3 | 4 | 5 |
| Other | | | | | |
| Board self-evaluation | 1 | 2 | 3 | 4 | 5 |
| Superintendent evaluation | 1 | 2 | 3 | 4 | 5 |
| Visioning and goal setting | 1 | 2 | 3 | 4 | 5 |

Sample School Board Operating Protocol

For the purpose of enhancing teamwork among members of the board and between the board and the administration, we, the members of the School District Senior Leadership Team (board and superintendent) do hereby publicly commit ourselves collectively and individually to the following operating protocol:

1. **Don't spring surprises** on other board members or the superintendent. Surprises to the board or the superintendent will be the exception, not the rule. There should be no surprises at a board meeting. We agree to ask the board president or the superintendent to place an item on the agenda instead of bringing it up unexpectedly at the meeting.
2. **Communication** between staff and the board is encouraged as long as it follows board policy. The senior leadership team recognizes that "good," "timely", "open", and "constant" communication regarding school district issues is extremely important. We will strive to anticipate issues which may become important or are sensitive to our school district and district stakeholders.
3. **Follow the chain of command.** The last stop, not the first, will be the board. We agree to follow the chain of command and insist that others do so. While the board is eager to listen to its constituents and staff, each inquiry is to be referred to the person who can properly and expeditiously address the issue. Board requests that will likely require considerable time or have political implications are to be directed to the superintendent. All personnel complaints and criticisms received by the board or its individual members will be directed to the superintendent.
4. **Own the collective decision making process.** The senior leadership team will support decisions made by the board and/or the administrative team once a decision is made. We will support the majority decision(s).
5. **Exemplify the governance role.** The leadership team (board and superintendent) will support the policies our district currently has in place. We will continue to annually study and review policies for effectiveness and appropriately engage key stakeholders in the development or deletion of policies and policy revisions. We will maintain and apply district policies consistently while being cognizant of and recognizing the potential uniqueness of any given situation.
6. **Annually conduct a self-assessment/evaluation.** The board will address its behavior by yearly self-evaluation and by addressing itself to any individual problems, such as poor meeting attendance or leaks of confidential information.
7. **Clearly state goals.** The board will set clear goals for themselves and the superintendent. The board and superintendent will set clear goals for the District.
8. **Utilize CEO input.** The superintendent is the chief executive officer of the senior leadership team and should make recommendations, proposals or suggestions on most matters that come before the board.

9. **Board acts only as a body.** Individual board members do not have authority. Only the board as a whole has authority. We agree that an individual board member will not take unilateral action. The board president will communicate the position(s) of the board on controversial issues. When board members serve on various school committees their role shall be defined by the board as silent observer or active participant.
10. **Meeting protocol.** Conduct at a board meeting is very important. We desire to have a legacy of a well functioning, effective board. We agree to avoid words and actions that create a negative impression on an individual, the board or the district. We will be open minded and willing to “deeply listen” to all speakers/presenters. We agree that we can disagree and will do so using common courtesy and respect for others. We will not react to impromptu complaints on the spot, but will assure any individual(s) that the school district will follow-up.
11. **Avoid marathon board meetings.** To be efficient and effective, long board meetings must be avoided. Points are to be made in as few words as possible; speeches at board meetings will be minimal. If a board member believes s/he doesn’t have enough information or has questions, either the superintendent or board chair is to be called before the meeting.
12. **Practice efficient decision-making.** Board meetings are for decision-making, action and votes, not endless discussion. We agree to move to the question when discussion is repetitive.
13. **Speak to agenda issues.** The board will not play to the audience. We agree to speak to the issues on the agenda and attend to our fellow board members. Facts and information needed from the administration will be referred to the superintendent.
14. **Executive/closed sessions** will be held only for appropriate subjects. Executive sessions will be held only when specific needs arise. Board members will be extremely sensitive to the legal ramifications of their meetings and comments.
15. **Children’s interests come first.** The board will represent the needs and interests of all the children in our district.

Date:

Communication Strategies

| TEMPERAMENT | DRIVER | EXPRESSIVE | AMIABLE | ANALYTICAL |
|---|---|---|---|--|
| DRIVER COMMUNICATING WITH... | <ul style="list-style-type: none"> Use your natural style Don't let egos clash Be prepared for a tough contest to win another Driver to your side | <ul style="list-style-type: none"> Be open and friendly Take time to socialise Show personal benefits and recognition to persuade the Expressive | <ul style="list-style-type: none"> Slow down – give support and assurances Don't stress variables or alternatives To bring communication to a conclusion, make decision easy for Amiable and reassure that decision | <ul style="list-style-type: none"> Answer questions Provide more facts than you may want to Encourage evaluation Be patient To close, be firm, polite and decisive after presenting facts allowing adequate evaluation time |
| EXPRESSIVE COMMUNICATING WITH... | <ul style="list-style-type: none"> Be formal and to the point Keep your distance; no touching Don't joke or waste time Let Driver feel important Avoid being apologetic Don't feel rejected by the possible bluntness of the Driver Don't compete for recognition Stick to business Be sure to focus on a commitment to action | <ul style="list-style-type: none"> Don't compete for recognition Stick to business Be sure to focus on a commitment to action | <ul style="list-style-type: none"> Earn their trust Don't overly socialise Give plenty of support material Give assurances and testimonials Be polite and reassuring | <ul style="list-style-type: none"> Be factual; give more facts than you like Don't try to impress Analytical with your importance Don't bluff answers Don't touch; keep your distance To persuade, be direct and confident after all questions are answered |
| AMIABLE COMMUNICATING WITH... | <ul style="list-style-type: none"> Be yourself, but confident Recognise and accept the Driver's aggressive style Refuse to be intimidated Be confident and get to the point sooner and more forcefully than you feel comfortable with | <ul style="list-style-type: none"> Accept the openness and friendliness of Expressives Be friendly but don't let them waste a lot of your time Don't bog them down with details Conclude by appealing to the personal ego – do it more quickly than you like to | <ul style="list-style-type: none"> Will relate well with other Amiables Be assuring with them, but also confident and assertive Don't wait for them to be totally comfortable to press for decision – just provide assurances that it is the right one | <ul style="list-style-type: none"> Answer questions confidently Give the facts they want Refuse to let their perpetual scepticism discourage you |
| ANALYTICAL COMMUNICATING WITH... | <ul style="list-style-type: none"> Don't try to be impressive with excessive facts and figures; give bottom line answers Concentrate on high points Get excited about new ideas Appeal to the individual's ego, not on the merits of the proposal, product, or service – difficult for Analyticals | <ul style="list-style-type: none"> Try to be friendly and fun Be excited about new ideas Sell to the person not the features Don't bog them down with details Close before you feel all the necessary facts are disclosed | <ul style="list-style-type: none"> Be friendly; earn Amiable's trust Slow down on the facts; allow Amiables to digest them Avoid getting too detailed Conclude with assurances | <ul style="list-style-type: none"> Keep control Be friendly Present both sides Close earlier than you feel comfortable doing |

Public Comment Script

Public comment should be just that, and NOT a discussion with the board. The board should not answer questions on the spot unless they are very simple obvious ones regarding well established agreed on facts, but should refer questions to the administration or board chair for answer at a later time. If an initial answer by the board chair causes a follow up question then the chair should definitely refer the speaker to the superintendent for further answers - the answer wasn't quite so obvious as seemed, or the speaker's intention is just to get the chair involved in a discussion.

Read by the Chair:

"On behalf of fellow Board members, at this time I would like to invite any member of the audience to step to the microphone with comments about items of interest or concern. Please begin by stating your name and address. It would be appreciated if you would limit your comments to (insert time determined by your board policy) minutes so that we can keep the meeting moving in a timely fashion and allow others an opportunity to speak.

Speakers may offer objective criticism of district operations or programs; however, Oregon law prohibits us from discussing specific employees or their job performance.

*The Board will **not** take action at this meeting on non-agenda issues raised during the public comment period. The Board may refer the matter to the superintendent for review, do nothing, or place it on a later agenda.*

If you have questions about the district, we would encourage you to contact our superintendent. The board will hear comments but will not answer questions from the audience.

Thank you for your support of our school district."

What Every New Board Member Needs to Know

Basic

- Name of the district/college
- Address
- Main phone number
- Website
- Communities served
- Number of employees (licensed, classified)
- Schools
- Departments

Facts

- School district profile (<http://www.ode.state.or.us/search/page/?id=1722>)
- ESD district profile (<http://www.ode.state.or.us/sfda/reports/r0074Select.asp>)
- Community college basic information (<http://data.memberclicks.com/site/occa/Basic%20Info%20Guide%202007.pdf>)
- Community College Fact Book (<http://data.memberclicks.com/site/occa/CC%20Fact%20Book%202004.pdf>)
- Percent of students receiving free or reduced lunch
- Transportation (District or contract operation)
- Languages spoken at home other than English

People and their Contact Information

- Superintendent/President
- Administration team
- Board secretary
- Other board members
- Union representatives
- Standing committees (Budget, etc)

Documents

- Policy manual
- Budget
- Recent audit report
- Mission, vision, and beliefs
- Operating agreement
- Collective bargaining agreements
- District/College calendar
- Plans (strategic, facilities, technology, etc.)
- Recent board minutes

Protocols

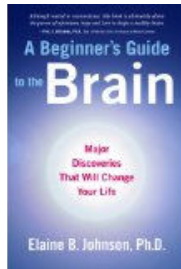
- How is the agenda set?
- What is the agenda order of items?
- What is the purpose of the board comment section (if any)?
- What are the rules for the public comment section (if any)?
- When should you expect to receive board meeting materials?
- How should you respond to staff or public complaints?
- What are the rules for communication between board members or with administration and staff; school site visitation; or requests for information?
- When and how does the board conduct the President/Superintendent evaluation?
- When and how does the board conduct the board self-evaluation?

13 Behaviors of High Trust

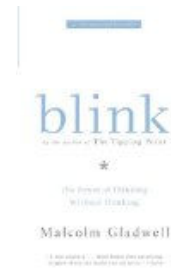
www.franklincovey.com

1. Talk Straight
2. Demonstrate Respect
3. Create Transparency
4. Right Wrongs
5. Show Loyalty
6. Deliver Results
7. Get Better
8. Confront Reality
9. Clarify Expectation
10. Practice Accountability
11. Listen First
12. Keep Commitments
13. Extend Trust

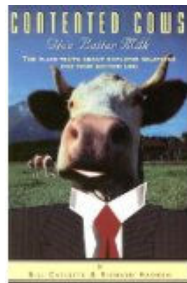
Suggested Reading



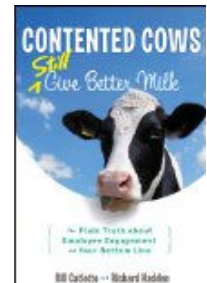
A Beginner's Guide to the Human Brain
Elaine B. Johnson



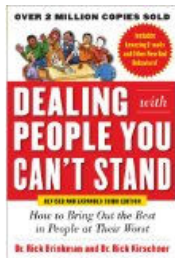
blink
Malcomb Gladwell



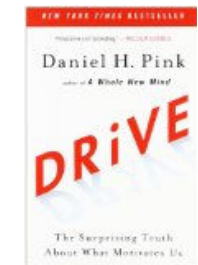
Contented Cows Give Better Milk
Bill Catlette and Richard Hadden.



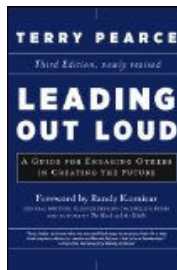
Contented Cows *Still* Give Better Milk
Bill Catlette and Richard Hadden



Dealing with People You Can't Stand
Rick Brinkman and Rick Kirschner



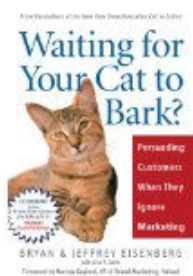
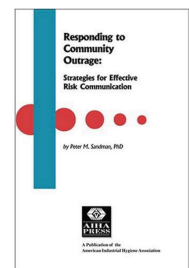
Drive
Daniel H. Pink



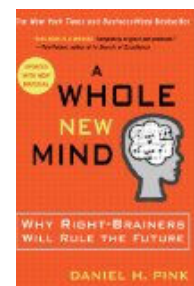
Leading Out Loud – A Guide for Engaging Others in Creating the Future
Terry Pearce

Responding to Community Outrage: Strategies for Effective Risk Communication
Peter M. Sandman

www.psandman.com/media/RespondingtoCommunityOutrage.pdf



Waiting for Your Cat to Bark?
Bryan Eisenberg and Lisa Davis



A Whole New Mind
Daniel H. Pink