

WELCOME

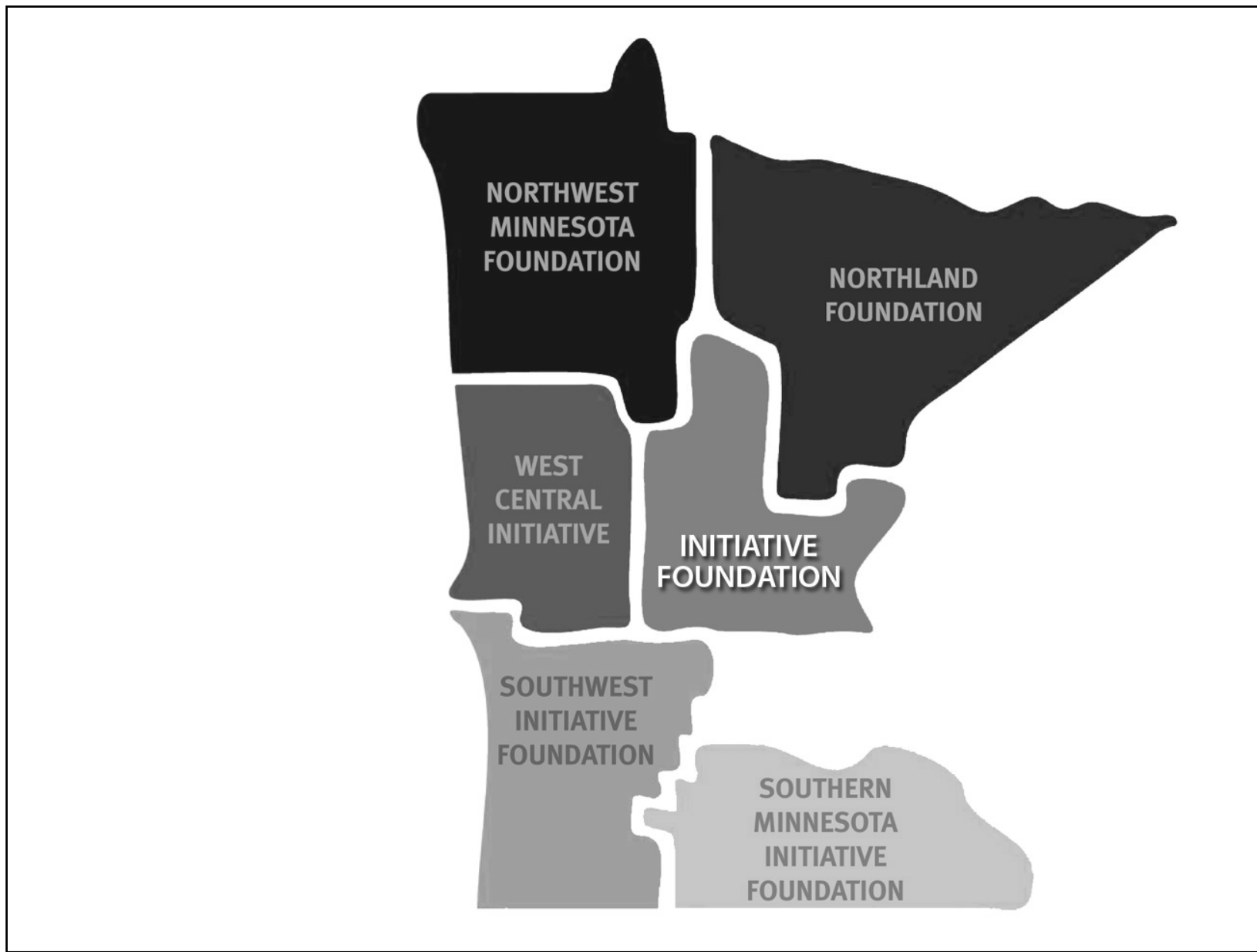
Effective School Board Teams
January 2008

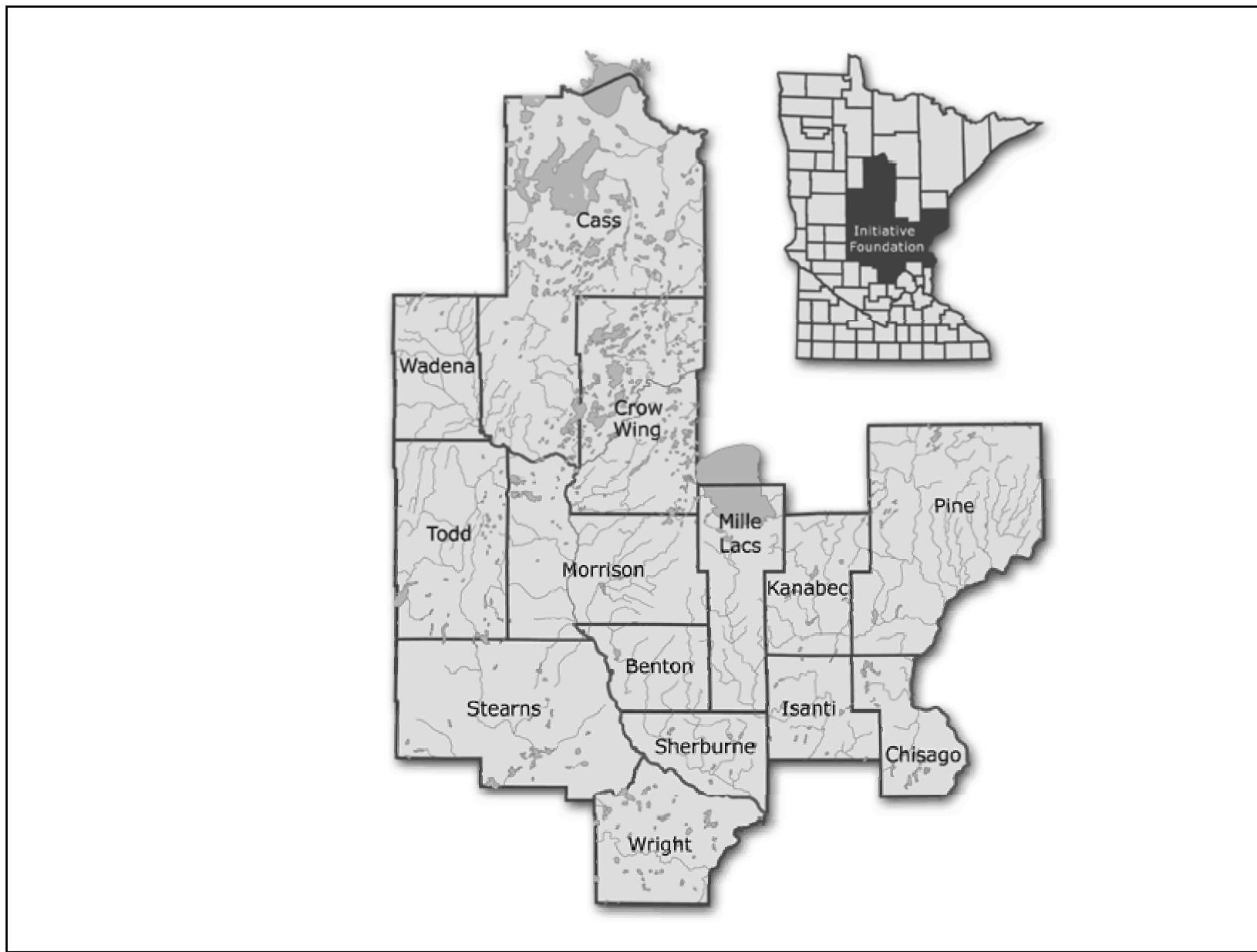
OUR **MISSION**

*Unlock the power of central
Minnesota people to build and
sustain healthy communities.*

OUR HISTORY

The Initiative Foundations were a *counterpunch* to the 1980s economic crisis, courtesy of The McKnight Foundation and Greater Minnesota leaders.





FIVE-YEAR GOALS

Preserve Key Places & Natural Resources

Strengthen Economic Opportunity

Support Children, Youth & Families

Build Organizational Effectiveness

Encourage The Spirit of Giving

OUR TOOLS

Grants to volunteer-driven nonprofits.

Loans to locally owned businesses.

Citizen leadership programs
focused on future planning.

OUR IMPACT

\$17.9 million in nonprofit grants

\$30.8 million in business loans

9,039 quality jobs secured

3,955 leaders trained

Why Teams Fail

Although many say team-based pay is critical to the success of teamwork in the workplace, most teams fail for far less expensive reasons.

Why managers say teams failed to meet expectations:

Goals unclear	XXXXXXXXXXXXXXXXXXXXXXXXXXXX 55%
Changing objectives	XXXXXXXXXXXXXXXXXXXXXXXXXXXX 55%
Lack of accountability	XXXXXXXXXXXXXXXXXXXXXXXXXXXX 51%
Lack of management support	XXXXXXXXXXXXXXXXXXXXXXXXXXXX 49%
Lack of role clarity	XXXXXXXXXXXXXXXXXXXXXXXXXXXX 47%
Ineffective leadership	XXXXXXXXXXXXXXXXXXXX 45%
Low priority of team	XXXXXXXXXXXX 40%
No team-based pay	XXXXX 30%

(USA Today - Tuesday, February 25, 1997: The Hay Group)

Research Results: *Effective Schools*

High Expectations	3
Safe & Orderly Environment	2
Clear & Focused Mission	2
Strong Leadership	2
Monitoring Student Progress	1
Staff Training	1
Staff Control Instructional Decisions	1

Student Achievement is Directly Related to a Teacher's Interpersonal Skills

Two Dimensions of Communication

- Dominance-Submission (Influence)
- Cooperation-Opposition (Proximity)

Good teachers are highly dominant & highly cooperative

- Strong classroom leaders
- Friendly
- More understanding
- Less critical
- Less uncertain
- Less dissatisfied

Connectedness & Schools

- School connectedness is lower in schools with difficult classroom management climates.
- The overall level of school connectedness is lower in schools that temporarily expel students for relatively minor infractions such as possessing alcohol, compared to schools with more lenient discipline policies.
- When students are permanently expelled for the first occurrence of an infraction, connectedness is lower still.
- Zero-tolerance policies, which mandate harsh punishment (usually expulsion) for the first occurrence of an infraction, seek to make schools safer. Yet, students in schools with harsh discipline policies report feeling less safe at school than do students in schools with more moderate policies.
- On average, students in smaller schools feel more attached to school than students in larger schools.
- Several researchers suggest that large school size negatively affects school connectedness because, in such settings, teachers cannot maintain warm, positive relations with all students. Class size was not associated with school connectedness.
- Students who participate in extracurricular activities, receive higher grades, skip school less & feel more attached.

Co-Curriculars

Students who participate in structured extracurricular activities, are likely to have:

- **Higher academic achievement**
- **Higher levels of commitment to school**
- **Higher levels of attachment to school**

Additionally...

- **Schools that encourage students to participate in after-school programs show significant declines in discipline problems and dropout rates.**

Qualities of Effective School Board Members

- **A conviction that public education is important**
- **Able to make decisions**
- **Loyalty to the democratic process**
- **Time and energy to devote to board work, including board development opportunities**
- **Able to accept the will of the majority**
- **Respect for district staff**
- **Able to communicate well with others**
- **Courage**

School Board Members' Attention...

- **Board members' top concerns don't reflect sensational media topics (drug use, teacher shortages, overcrowding).**
- **Instead,**
 - **funding**
 - **student achievement**
 - **special education**
 - **technology**
 - **quality of teaching staff...**

...were top concerns.
- **Board members in larger districts may spend 3 - 4 hours per day on school business**
- **2/3 of members receive no compensation**
- **85.5% of US board members are white & 61% are male**

School Board Roles & Student Achievement

- **Board members, in conjunction with their superintendent, should review results and set specific achievement goals for the district based on local, state and national assessments.**
- **The Board should charge the superintendent with developing a plan for achieving those goals.**
- **Board members should regularly review data related to achievement goal in conjunction with the superintendent and staff.**

Why Do Some School Boards Micromanage? (#1)

Micromanagement Test

- **Do board members spend time showing employees how to do a job right, telling them exactly what to do?**
- **Do board members devote a lot of time to overseeing school projects?**
- **Are board members irritated when administrators make decisions without consulting them first?**
- **Are board member spending more time “in the trenches” instead of considering policy implications?**
- **Do board members prefer directing staff members rather than empowering them?**

Why Do Some School Boards Micromanage? (#2)

Why Boards Micromanage

- 1) The board trustee's role & responsibilities are unclear**
- 2) Board members have no policies delineating their appropriate role**
- 3) Management of day-to-day work is what board members know from real life**
- 4) Board members are invited onto the board to perform a task, not to lead**
- 5) Micromanagement is a response to a crisis**
- 6) Board members are afraid**

Board Member & Administration Conflict

- **Goal setting**
- **Policy issues**
- **Communication**
- **Dealing with personnel matters**
- **Community complaints**
- **Negotiations**
- **Finance**
- **Superintendent evaluation**

Board Self-Evaluation

Three priority areas for boards to review as they work to make their school districts better places:

- **Developing a focus on improving student achievement**
- **Agreeing on the role of the board in handling internal conflicts**
- **Ensuring regular and honest review of the board's own performance**

Periodic Board Reviews

- The board must take time on a regular basis (at least annually) to self-evaluate
- Build in periodic checkpoints to review the status of working relationships & progress toward goals
- Well-functioning boards have found ways to maintain open communication, which in turn leads to greater respect for fellow members
- Institute a simple survey on a quarterly basis dealing with topics such as communication, decision making, trust and other group-related dynamics
- In addition, the instrument should include a review of progress toward goals
- This forced choice process helps to resolve matters that might be basis for conflict if not brought into the open and discussed

Bad Habits: Typically Successful People

When faced with new challenges and a possible high level of team conflict, what do team members do?

Typically, they revert to the old, bad habits. Here are some examples of typical mistakes:

- 1) Fail to check with other team members before making commitments on their behalf**
- 2) Move forward too quickly without gathering or sharing enough information**
- 3) Involve other team members too late in the process**
- 4) Communicate in disrespectful ways**
- 5) Give unclear instructions or incomplete data to fellow team members**

Team Maintenance

- **Build a positive reputation by:**
 - 1) **Reinforce reliability**
 - 2) **Celebrate accomplishments**
 - 3) **Develop skills & competence**

- **Limit personal biases**

- **Take time to get to know others**

- **Explicitly acknowledge personal differences**

- **Discuss cultural expectations**

- **Demonstrate care & concern for all**

Good to Great in the Social Sectors

- 1) Defining "Great"**
Calibrating Success Without Business Metrics
- 2) Level 5 Leadership**
Getting Things Done Within a Diffuse Power Structure
- 3) First Who**
Getting the Right People on the Bus Within Social Sector Constraints
- 4) The Hedgehog Concept**
Rethinking the Economic Engine Without a Profit Motive
- 5) Turning the Flywheel**
Building Momentum by Building the Brand

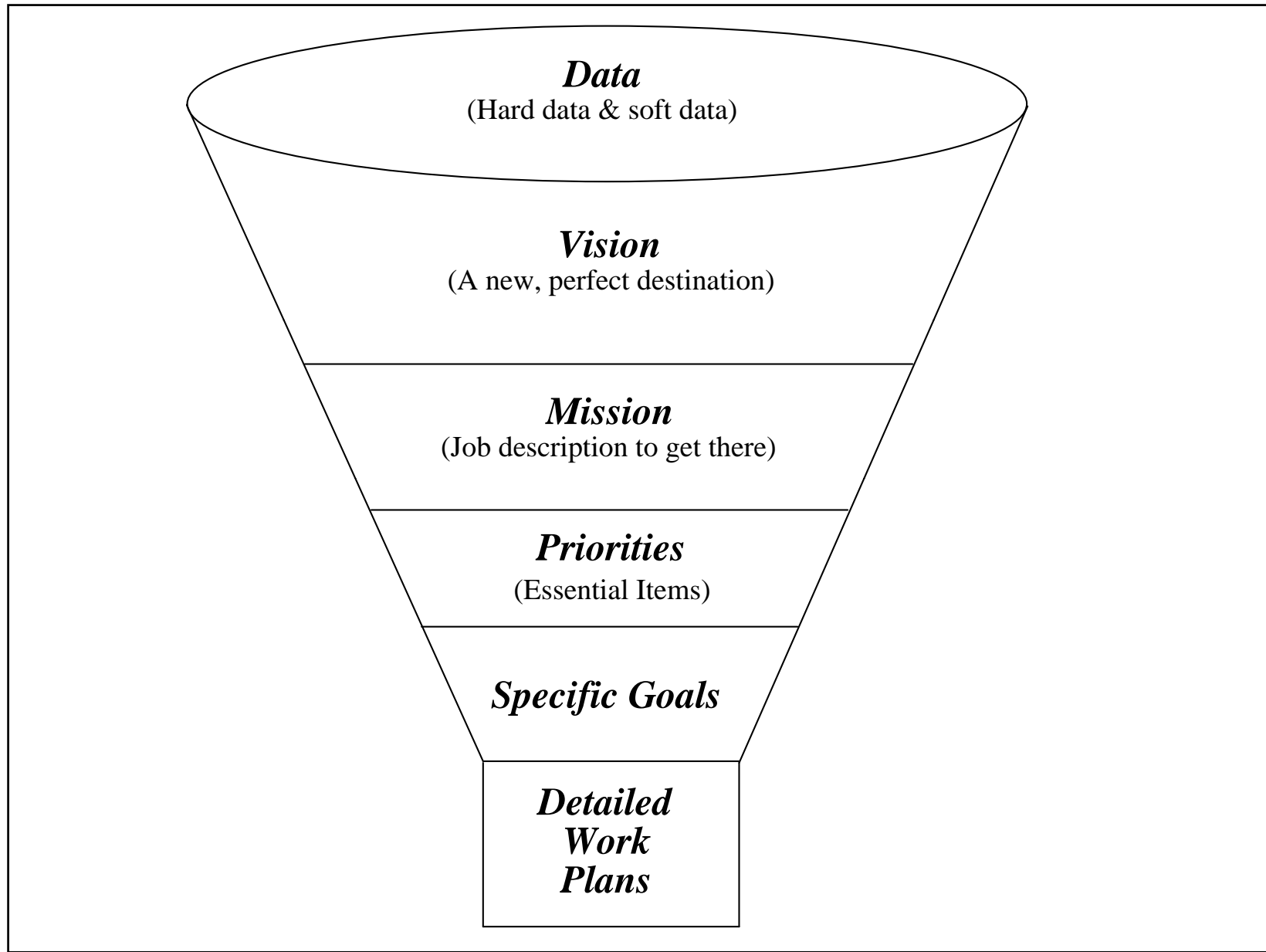
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Outcome Diagnosis Worksheet

	Positive	Less Than Positive
Intended	1)	1)
	2)	2)
	3)	3)
	4)	4)
	5)	5)
Unintended	1)	1)
	2)	2)
	3)	3)
	4)	4)
	5)	5)

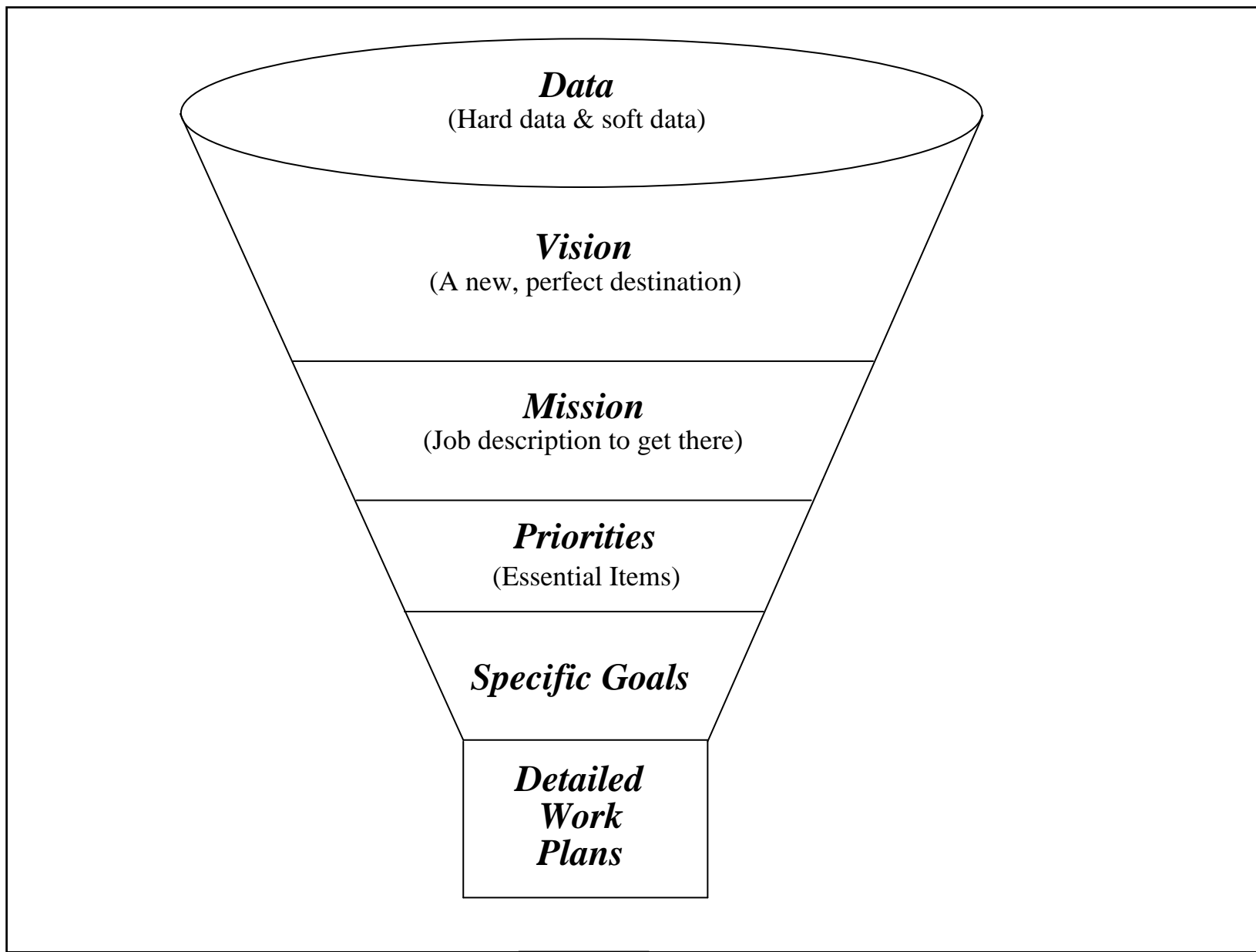
Oak Grove Intermediate School

Behavior Audit - Session #3

Question #3: Please identify what needs to be improved regarding the management of student behavior.

Rank - Votes - Statement

- | | | |
|---|----|--|
| 1 | 64 | Consistency with rules, consequences & practicing/teaching rules at start of year |
| 2 | 62 | Students model respectful behaviors & respond appropriately when spoken to by an adult in a discipline situation |
| 3 | 30 | Develop a school wide definition of respect |
| 4 | 26 | Develop options for smaller classes |
| 5 | 19 | Students need to be held accountable in all common areas of building (halls, lunchroom, recess) |



Sample Vision Statements

Vision Statements Describe *New Destinations*.

A) An ideal organization

“We will become a top-ten University”

“The best restaurant in town: Your first choice for fine dining”

B) Ideal services

“The Auto Glass Company providing the best customer service”

“The Restaurant that provides unmatched attention & service”

C) Ideal lives

“Developing a cure for cancer before 2010”

D) Ideal products

“Producing flawless vehicles at a reasonable cost”

“A 200-pound buck hanging in a tree by 10:00 AM Saturday”

Sample Vision Statements: School Districts

Columbia Heights (MN) Public Schools

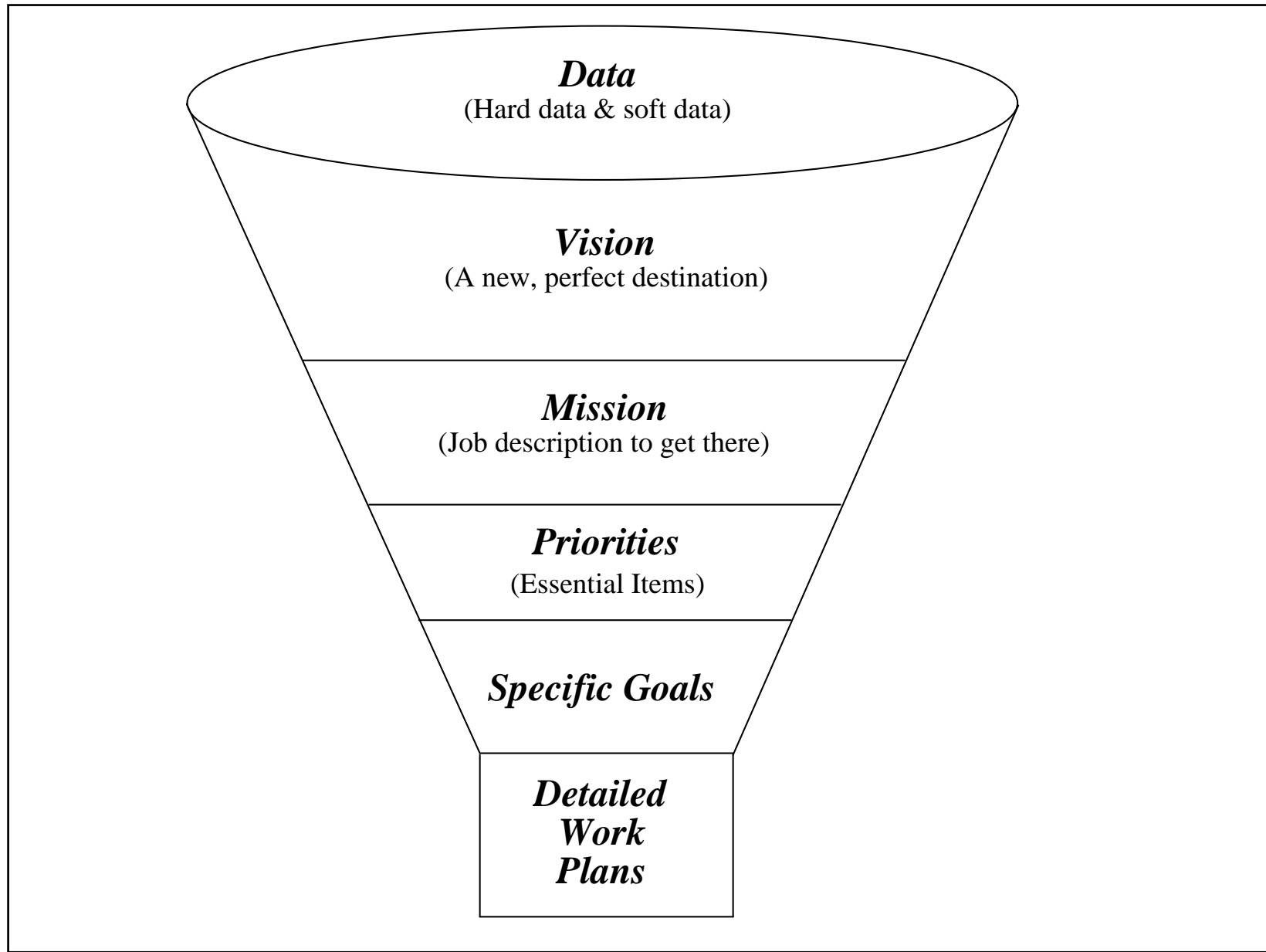
Achieve academic & cocurricular excellence, high student & staff morale, in partnership with our diverse community.

Sun Prairie (WI) Public Schools

We will work together with our community to maximize all students' learning by providing a community of learners an adaptable system that provides equitable opportunities for a diverse population.

Scotland (SD) Public Schools

We will provide excellent academics & co-curriculars that develop lifelong learning, high academic achievement, & productive citizens that are prepared to move on to the next level of education.



Sample Mission Statements

Mission Statements are *Job Descriptions*.

- **What an organization will do**

"Provide an excellent university education at an average price"

"Provide the best food and the best service in our area"

- **What services will be provided**

"We make our customers' lives easier by replacing all auto glass with no disruption in their work or home schedules"

"Need credit? Bad credit? We arrange loans for anyone"

- **How lives will be changed**

"Providing an exceptional environment & instruction, & first-class equipment to help our customers improve fitness"

- **What products will be delivered**

"On-time delivery, every time"

"A deer hunt with flawless planning & attention to detail"

Sample Mission Statements: School Districts

Sample Mission Statements (Job Descriptions)

Breckenridge (MN) Public Schools

We will prepare our students for academic and community success.

Columbia Heights (MN) Public Schools

Provide a positive educational experience that allows all stakeholders to achieve their potential through:

- Communication
- High standards & expectations
- Planning & evaluation
- Acknowledging the value of community

Scotland (SD) Public Schools

We will work together as staff, students & community to provide quality education & co-curricula's that result in high individual achievement in all areas of life and students that desire lifelong learning.

Priorities Worksheet

(Write your organization's new Vision here.)

(Write your organization's new Mission here.)

Step #3: Identify between 4 & 6 Priorities.

- 1)
- 2)
- 3)
- 4)
- 5) *(Optional)*
- 6) *(Optional)*

***“Chainsaw Planning”*© Worksheet**

Develop an Evaluation Method (Quantitative or Qualitative, 5 minutes)

Timeline	Resources	Responsibility
1)	1)	1)
2)	2)	2)
3)	3)	3)
4)	4)	4)

Develop 4 or Fewer Objectives (10 minutes)

- 1)
- 2)
- 3)
- 4)

Refine The Goal (in 20 words or less; 5 minutes)

Admiration of the Problem (ID all sub-issues & hurdles; 5 minutes)

Final Overview Worksheet

Goal 1

Goal 2

Goal 3

Goal 4

Board Role

Admin Role

Other #1

Other #2

Other #3

Responsibilities Worksheet

**Role:
Board**

**Role:
Administration**

**Role:
Other**

**Priority #1
Goal**

**Priority #2
Goal**

**Priority #3
Goal**

**Priority #4
Goal**

Successful Team Leadership

Team Leaders' Actions That Build Trust:

- **Reduce uncertainty in the organizational context**
- **Clarify formal and informal rules**
- **Craft and communicate shared values**
- **Limit vulnerability in the situation**
- **Limit the risk of failure; celebrate and learn from well-intentioned mistakes**
- **Disaggregate problems into small, discrete elements**
- **Believe in the individual**

Causes of Conflict In Schools

Cause #1: Conflict Resulting From Lack of Focus

Cause #2: Conflict w/ Philosophy & Practices

Cause #3: Interpersonal Conflict

Cause #4: Conflict re: Leadership/Followership

Cause #5: Conflict From Bad Behavior