

**INDEPENDENT SCHOOL DISTRICT #832**  
**STUDY SESSION – BOARD OF EDUCATION**  
**Friday, September 28, 2007 - 7:00 AM**  
**Mahtomedi District Education Center - Community Room**

The Mission of the Mahtomedi School District No. 832, as a multi-community public school system, is to provide individually challenging, lifelong learning experiences for all people, leading to productive and self-fulfilling roles in a global society, accomplished through partnerships with students, families, staff and communities all committed to excellence.

**- AGENDA -**

1. CALL TO ORDER
2. ROLL CALL OF ATTENDANCE
3. DISCUSSION/INFORMATION ITEMS 2
  - A. Review and Discuss Board Meeting Schedule
  - B. Discuss Next Steps with Facility Planning
  - C. Update on Balanced Scorecard and Preparation for October 26 Data Retreat
  - D. Discuss MSBA Resolution
  - E. Dialogue: Governance/Policy and Role of the School Board 3  
Presenter: Dennis Cheesebrow
4. ADJOURNMENT

**Board Study Session  
September 28, 2007**

**Addendum**

**Meeting Schedule**

I propose we expand the regular and study session meetings through December to allow for additional time to prepare for the organization meeting in January (see schedule below). I will share a proposed calendar for regular meetings and study sessions for 2008 for your review.

**Facility Planning**

JCI made their presentation at the last school board meeting. I need your direction on how administration will proceed. Are we to seek other presentations from other companies? Move ahead with the agreement?

**Balanced Scorecard and Data Retreat (October 26 Study Session)**

Sue Ann and I are updating and improving the scorecard with administration. This includes aligning the district goals/arenas with all schools, community education, and athletics and activities office. We will present you with a document for your review in advance of the study session on October 26. At that meeting, we will present our findings after one year, the insights we have from the data, and ask for your direction on improving results for the school district.

**MSBA Resolution**

Several board members will discuss a proposed MSBA resolution regarding the sunset language for local levy renewals.

**Time with Dennis Cheesebrow, Teamworks International, Inc.**

Dennis will share an overview of school board governance and policy leadership and lead a dialogue with you about implications of this information for us as a team.

Regular Meeting	October 11	Dinner Session beginning at 5:45 PM Continue conversation with Dennis Cheesebrow
Study Session	October 26	7:00 AM to Noon – lunch provided Data Retreat with Administration Scorecards presented and new targets set for results
Regular Meeting	November 8	Dinner Session beginning at 5:45 PM Discuss possible board assignments, committee work needed, and committee assignments
Study Session	November	no meeting scheduled
Regular Meeting	December 13	Dinner Session beginning at 5:45 PM Continue discussion on board assignments as needed Meet with local legislators on 2008-2009 funding
Study Session	December	no meeting scheduled



## Excellence in Governance In Public Education

A public school district Board of Education is a publicly elected body whose key purpose is to provide excellence in governance in stewarding the public trust and its institution of public schools. The Board of Education (BoE) has five major roles:

1. **District Governance – Results and Limitations Policy**
  - a. What (*results*) are to be provided to whom (*stakeholders*) at what cost (*budget and capital*)
  - b. Limitations (unacceptable means) to attain the results
  - c. Monitoring Reports (data-informed analysis that describes the level of achieving the results and avoiding the unacceptable means)
  
2. **Operational Oversight**
  - a. Stewardship of a Strategic Roadmap articulating the District Mission (*purpose*), Core Values (*drivers of words and acts*), Vision (*what desired state is to be created in the near term*), Strategic Directions (*focused application of resources*) and Success System (*leveraged indicators of implementing the strategic directions*)
  - b. Oversight of operational issues, challenges and opportunities
  - c. Partnership through BoE governance excellence and Superintendent management excellence in addressing the dynamic and unpredictable reality of public education
  
3. **Board Governance Policy**
  - a. Board operations
  - b. Board structures and systems of governance, partnership and consultation
  - c. Board self-management and Board appraisal
  
4. **Superintendent Relations Policy**
  - a. Partnership relationship and communications
  - b. Recruitment, hiring, appraisal, retention, development and discipline
  
5. **Public Engagement**
  - a. On issues of policy development
  - b. On issues of education and public need
  - c. Advocacy for public education at the local, regional and state level

While the BoE is designed for governance, the public generally believes the BoE is designed for management. This is an understandable position because the general public more clearly understands the civic “council-management” model and has formed its expectations based on that model. A second current reality leading to confusion and tension in board governance is the civic process of board elections. Many times, candidates run campaigns designed around promises of management solutions without in-depth data or knowledge of the complexities they will face as they assume office. This complexity is compounded when legislative mandates drive a board of education to management functions. Consequently, it is difficult for any Board to maintain the course of systemic leadership through governance. Despite the confusion and misunderstanding, it is clear that a council engages in management and that the most effective Boards of Education engage in governance.

## **The Board of Education—Pure Governance Role:**

**Policy Governance®**, as developed by John Carver, illustrates several important distinctions regarding the work of the board. Because of the influence of factors outside of board members' control, such as legislative mandates and the open political environment in which they work, it is difficult to adopt the Carver mode of Policy Governance® in its purest form. However, it is helpful to understand the characteristics of Policy Governance® described by Carver.

### **Policy Governance®** as developed by John Carver

A challenge faced by many Boards of Education seeking to learn, apply and integrate Carver Policy Governance® is that many of the professional associations and consulting groups in the area of public education limit its implementation by:

- Limiting this excellent model to only Board governance and separating that policy area from District policy,
  - Approaching governance in a manner disconnected from student learning and more connected to law, statute and legal risk mitigation,
  - Not being skilled or experienced in effective public engagement and operating in a political, public system.
- 
- A. Boards have the responsibility and commensurate authority to govern. Individual board members do not.
  - B. Boards have authority only in speaking as a group. Individual members do not.
  - C. Boards operate as a group and do not have committees to help or instruct staff.
  - D. Boards have a specific role, value and responsibilities in governance, not in management. The Board is accountable for the recipients of actions and the results and costs of the system. The Board is not involved in the management or running of the district.
  - E. Boards operate on the behalf of the ownership—the “public”—and are accountable for the relationship with the ownership. This is accomplished through a continual feedback system of focus groups, surveys, and advisory processes.
  - F. The work of the Board is independent but connected to the work of the superintendent. The superintendent is a resource for the Board to help it do its work and achieve its agenda.
  - G. Boards assure success by defining the criteria for success, holding the superintendent accountable for achieving the criteria, and monitoring performance on the established criteria on a regular basis.
  - H. The Board is accountable for the evaluation of the superintendent.
  - I. The Board’s focus is upon the expected “ends” and not the “means” by which the ends are achieved.
  - J. Boards identify what are unacceptable “means” to achieve the desired outcomes to be delivered.

## **The Board of Education—Popular Myths:**

There exist several “myths” that Board of Education members develop or operate with across Districts. A common condition is that a minority of BoE members (1 – 2) utilize these approaches to operate as a “Council person” with independence and little accountability for words and actions.

- Freedom of speech requires individual voice after an act of governance. *Governance assumes robust discussion where strongly held opinion and beliefs are debated. The BoE establishes a position and many times this occurs with levels of disagreement. The act of governance creates a single position and voice.*
- Board members can “turn off” and “turn on” the BoE status and position whenever desired. *This is most often experienced where a BoE member engages in public forum discussions regarding public education and acts of BoE governance by claiming the status as parent, tax payer, voter, etc without being a BoE member.*
- Board members “represent” a portion of the civic community, or a specific political orientation or political party. *Unless specifically elected from a District region, BoE members are accountable to all stakeholders.*
- Those who work in public education are less competent, qualified or professional than in other professions. *This view is used to justify the need for operational “management” by those from outside of public education. It also is usually found with Board members who, operating as individuals, believe their primary role is to seek out and find the minutia of what is not working well in public education.*
- Public education will operate better if “ran like a business”. *Public education would most likely cease to exist if operated at the same success ratio of small business and corporations.*
- Board members can operate at the “low bar” of professionalism and competency. *These Board members are not prepared for Board meetings, do not read materials, are normally silent during Board meetings, find ways to be absent from most opportunities of development and training, and cannot perform the basic functions of a Board. Few Boards provide professional appraisal of Superintendents but engage at some of the lowest levels of executive officer appraisal observed in any marketplace. The BoE needs to engage in data-informed, mission-driven appraisal that is based on shared information, creates a single statement of appraisal and provides for review, feedback and refinement based upon a developmental rather than a discipline-based approach.*
- Board members are owed private privilege and favors in lieu of income from service. Although this is almost always challenged and denied, public political systems operate from silent systems of privilege. The BoE needs to identify through policy and practice how it will operate in fulfilling its roles and responsibilities.

## **City Councils, Boards of Education, District Councils—Confusion and Clarification of Expectations**

Boards of Education are not constituted as a city council in their charter, in their relationship with the chief administrator, or in their focus of action. Many times this distinction is lost as board members receive requests for action from parents or community constituents. Understanding this critical distinction is vital in establishing the most effective school system.

The next Table compares three known structures—Management, Governance and Consultative—on the basis of titles, structures, roles, products, acts and operating beliefs.

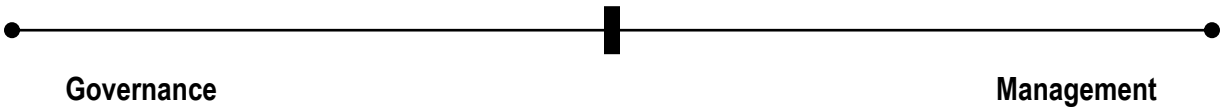
Governing Structure	Management	Governance	Consultative
<b>Typical Titles</b>	<ul style="list-style-type: none"> <li>City Council, County Board</li> </ul>	<ul style="list-style-type: none"> <li>Board of Education, Board of Directors</li> </ul>	<ul style="list-style-type: none"> <li>District and School Advisory Council</li> </ul>
<b>Structure</b>	<ul style="list-style-type: none"> <li>Individual members through election or appointment process</li> </ul>	<ul style="list-style-type: none"> <li>Individual members through election or appointment process</li> </ul>	<ul style="list-style-type: none"> <li>Individual members through election or appointment process</li> </ul>
<b>Key Roles</b>	<ul style="list-style-type: none"> <li>Scanning of local environment, assessment, analysis, decision making and management of financial, human and physical resources</li> </ul>	<ul style="list-style-type: none"> <li>Scanning, assessment, analysis, development of policies that define what is to be provided to whom at what cost, and management of executive officers</li> </ul>	<ul style="list-style-type: none"> <li>Scanning of needs, creating the vision, defining high quality services and assuring access for all</li> </ul>
<b>Products</b>	<ul style="list-style-type: none"> <li>Purpose and policies</li> <li>Strategic Roadmap</li> <li>Success System measures, goals, weighting and rubrics</li> <li>Hiring, appraisal and dismissal of Executive and senior staff</li> <li>Budget and asset management</li> <li>Legal and fiduciary risk management</li> <li>Public engagement and advocacy</li> <li>Management direction into the “how” and tactical level of the organization</li> </ul>	<ul style="list-style-type: none"> <li>Purpose/mission and policies</li> <li>Strategic Roadmap</li> <li>Success System measures and goals</li> <li>Hiring, appraisal and dismissal of Executive</li> <li>Budget and asset oversight</li> <li>Legal and fiduciary risk oversight</li> <li>Public engagement and advocacy</li> <li>Governance direction through policy, budget and definition of “what is to be provided to whom at what cost”, the “why and what, but not the how”</li> </ul>	<ul style="list-style-type: none"> <li>Strategic Roadmap input</li> <li>Success System input</li> <li>Consultative Statements with regard to mission, vision, needs and risks to implementation of the choice makers' decisions</li> <li>Little to no final accountability for decision making, risk management, operations, planning, or application of resources</li> </ul>
<b>Acts</b>	<ul style="list-style-type: none"> <li>Members hold individual views, engage in robust discussion, vote, and maintain an individual voice after council action</li> <li>Members operate individually</li> <li>In a strong-council model, members directly interact, influence and direct strategic and tactical assessments, decisions and actions of employees.</li> </ul>	<ul style="list-style-type: none"> <li>Members hold individual views, engage in robust discussion, vote, and have a unified voice after board action</li> <li>Boards operate as a whole with no individual member authority</li> <li>Boards self-manage individual members' behavior and language</li> </ul>	<ul style="list-style-type: none"> <li>Members hold individual views, engage in robust discussion and create statements of consultation to district, after which there are individual views and voices</li> <li>Councils engage in consultation with staff directors.</li> <li>Commissions and committees engage in consultation with staff and direct delivery of services and programs</li> <li>Consultative structure has no role with, or authority over employees</li> </ul>
<b>Operating Beliefs</b>	<ul style="list-style-type: none"> <li>A preference for assumptions of mistrust and incompetence and expectations of opacity, free agency and self interest</li> </ul>	<ul style="list-style-type: none"> <li>A preference for assumptions of trust and competence and expectations of transparency, interdependence and accountability</li> </ul>	<ul style="list-style-type: none"> <li>A preference for assumptions of trust and competence and expectations of transparency, interdependence and accountability.</li> </ul>

By itself, a Board’s adoption of a governance model will not provide systemic alignment of adults or increased student achievement. A Board that moves toward a governance role, unaccompanied by a leadership shift within the organization, will not recognize its desired result. Both governance and leadership shifts must occur for success. Let’s look at the role of a Board of Education on the Management—Governance continuum.

**The Board of Education—On a Continuum**

Boards of Education vary in their placement on the continuum between management and governance operation. While the influence of state legislation on board operations may dictate a general location on the continuum between governance and management, every board retains varying degrees of choice in determining where it will operate.

**Board of Education Operation**



<b>Governance</b>	<b>Management</b>
<ul style="list-style-type: none"> <li>• Manageable (&lt;90) set of policies defining what is to be provided to whom</li> <li>• Annual budget aligned to desired results and achievement of district goals</li> <li>• 3-5 high-level, annual district goals</li> <li>• Stewardship of a District Strategic Roadmap</li> <li>• Board governance structures</li> <li>• Public engagement</li> <li>• Individual views and robust discussion before board action and a single voice after board action</li> <li>• Board members are accountable to the board for words and actions</li> <li>• Produces data-informed decisions in emotion laden situations</li> <li>• The board governs and the superintendent leads, manages and is held accountable for all aspects of the organization's operation.</li> </ul>	<ul style="list-style-type: none"> <li>• Unmanageable (&gt;150) policies defining both what is to be provided and how it is to be provided</li> <li>• Annual Budget with operational objectives</li> <li>• Tactical district goals</li> <li>• Manages crisis and operates in a crisis mode</li> <li>• Determines district management structures</li> <li>• Board acts like the city council for the district</li> <li>• Individual views and robust discussion before and after board action and votes</li> <li>• Board members do not hold themselves accountable to the board for their words and actions</li> <li>• Produces emotion-influenced decisions without relevant data</li> <li>• Board members micro-managing the actions of the superintendent and other staff with unclear lines of authority and accountability.</li> </ul>

**Education Leadership System**

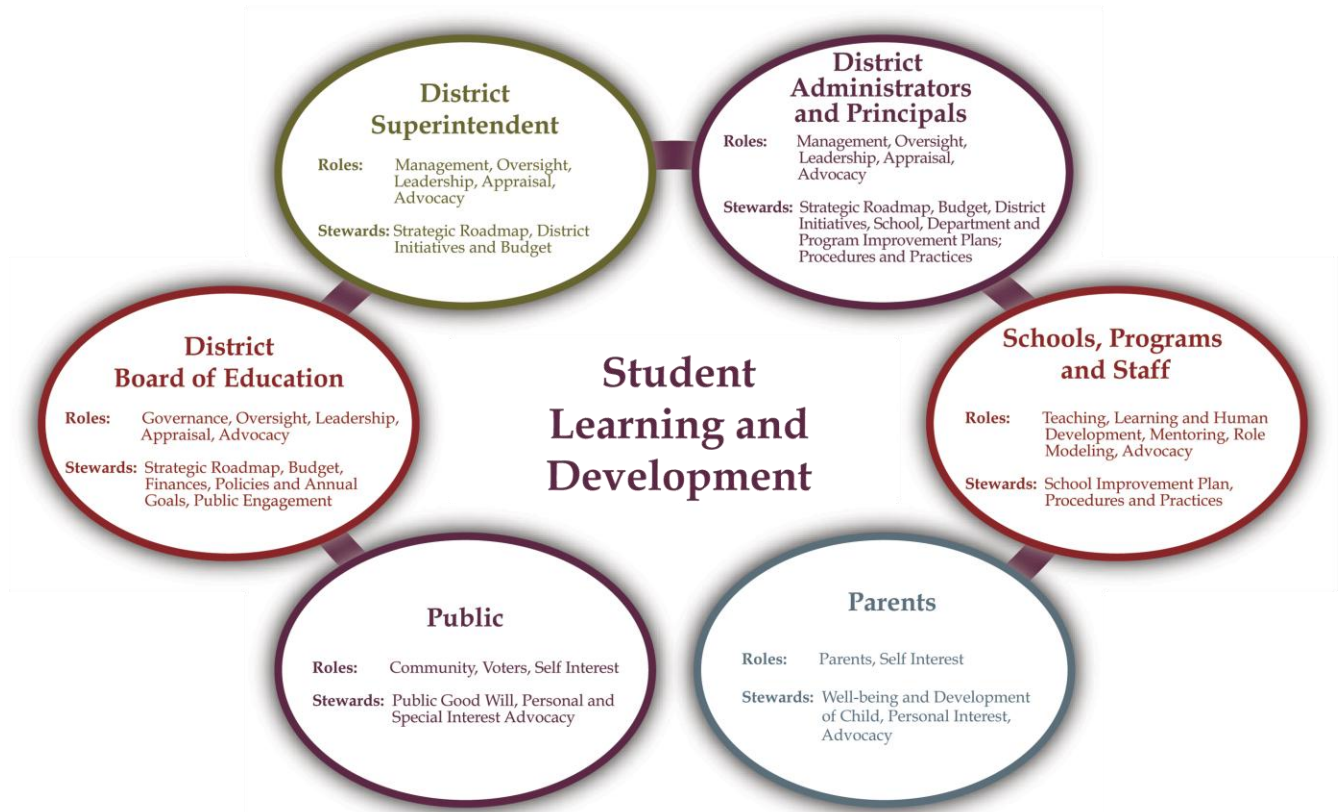
The Education Leadership System is an innovative, simple, straightforward competency development process for public and private school systems, regardless of their location, size, current performance, assets, limitations or the students they serve. The ELS is effective in clarifying the critical roles, responsibilities and accountabilities held by each group of adults engaged in the learning of students.



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**EDUCATION LEADERSHIP SYSTEM**

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The ELS describes the roles of and primary relationships between groups of adults with differing authority and power who need to operate in partnership for student learning and development. Its descriptors indicate the high-level connections that exist in an environment built on assumptions of trust and competence and expectations of transparency and interdependence. The ELS requires excellence of all groups; in governance by the board of education; in management by administration; and in consultation by the public, parents and staff. It assumes a data-rich environment of reflection and continuous improvement. Its effective implementation challenges exhausted assumptions and patterns of leadership in public education for many years and helps leaders at all levels restructure their system of roles, responsibilities, interdependencies, and shared accountabilities. Improving student learning in public schools requires a systematic and comprehensive approach that includes the following shifts:

**Education Leadership System Key Transitions**

<b>A</b>	From: <b>Boards of Education involved in management</b> Boards are driven to this role by statutes, government mandates, media pressure, public expectations and individual agendas. These Boards operate on assumptions of school leaders' incompetence and distrust of their actions.	To: <b>Boards of Education involved in governance</b> These Boards establish policy and success measures that determine "what" is to be offered to whom at what cost. These Boards effectively deal with economic and political realities by maintaining a disciplined focus on the desired outcomes or "results" of the system. Once these Boards set the Strategic Directions, they assume the competence of school leaders and trust their actions and measure the performance of the district.
<b>B</b>	From: <b>Administrators who operate in isolation as school or department "silo" managers</b> Administrators in this role operate as defenders of their schools and programs with little appreciation of or accountability for the value of an interdependent, shared, district-wide focus on student learning.	To: <b>Administrators who are dynamic, accountable, effective "system leaders"</b> These administrators develop capacity and competency in the practical and transformational processes of individual, relational and systemic leadership and management supported by the ELS. They measure and regularly report the outcomes of actions taken across the organization.
<b>C</b>	From: <b>Teachers and staff members, with little accountability or reward, who operate as free agents or coalesced groups around the needs of adults</b> "We/they" assumptions and attitudes drive behaviors and mindsets, compromising relationships and system effectiveness.	To: <b>Powerful, respected professionals that intentionally and interdependently create an educational enterprise focused on student learning</b> This team organizes as interdependent, accountable professionals that create a safe learning environment, characterized by high expectations and accountability for the learning of all students.
<b>D</b>	From: <b>Boards of Education that develop management procedures, tactics or directives without the benefit of relevant data, or a clear focus upon the outcomes desired</b>	To: <b>Boards of Education that provide relevant governance policies, a succinct Strategic Roadmap, an aligned annual budget, and Strategic Directions accompanied by clear indicators of success and accomplishment</b> These Boards hold staff responsible and accountable for district, department, and school improvement plans that are aligned with the District Strategic Roadmap and that support their achievement. These boards also expect regular Monitoring Reports that clearly demonstrate movement toward the results delineated in policy and in the Strategic Roadmap.
<b>E</b>	From: <b>Unclear priorities for resource allocation</b>	To: <b>Adoption of a Strategic Roadmap that clarifies the priorities for all stakeholders.</b>
<b>F</b>	From: <b>Public frustration at only being involved when a District "wants something"</b>	To: <b>Regular public engagement regarding important educational issues</b> On a continual basis, especially when "more funding" is not the hot topic
<b>G</b>	From: <b>Board members acting on their own agenda and displaying behaviors that limit the effectiveness of the board even after decisions are made</b>	To: <b>Members that debate issues as individuals and act as a board.</b> These Boards effectively provide their own self-governance and manage their language and behaviors.
<b>H</b>	From: <b>Assumptions of leadership incompetence, opacity, and mistrust</b>	To: <b>A shared leadership model of competence, transparency, trust, and accountability</b>
<b>I</b>	From: <b>Individualistic and undefined leadership philosophy and language</b>	To: <b>Leaders as Guides™ mindset and the adoption of common FrameWorks™ for consistent district leadership practices</b> Leadership practices and processes that are clear, explicit and grounded in common imagery and language.
<b>J</b>	From: <b>A lack of relevant data with which to make decisions</b>	To: <b>Identified Success System and succinct Monitoring Reports</b> that provide relevant data to inform decisions at all levels, from the classroom to the boardroom
<b>K</b>	From: <b>Overuse or inappropriate use of consensus and shared decision making</b> that weakens the management structure of the organization	To: <b>Clear and honest decision making processes</b> that involve stakeholders in a respectful process, identifying from the beginning the individual or group accountable for the decision

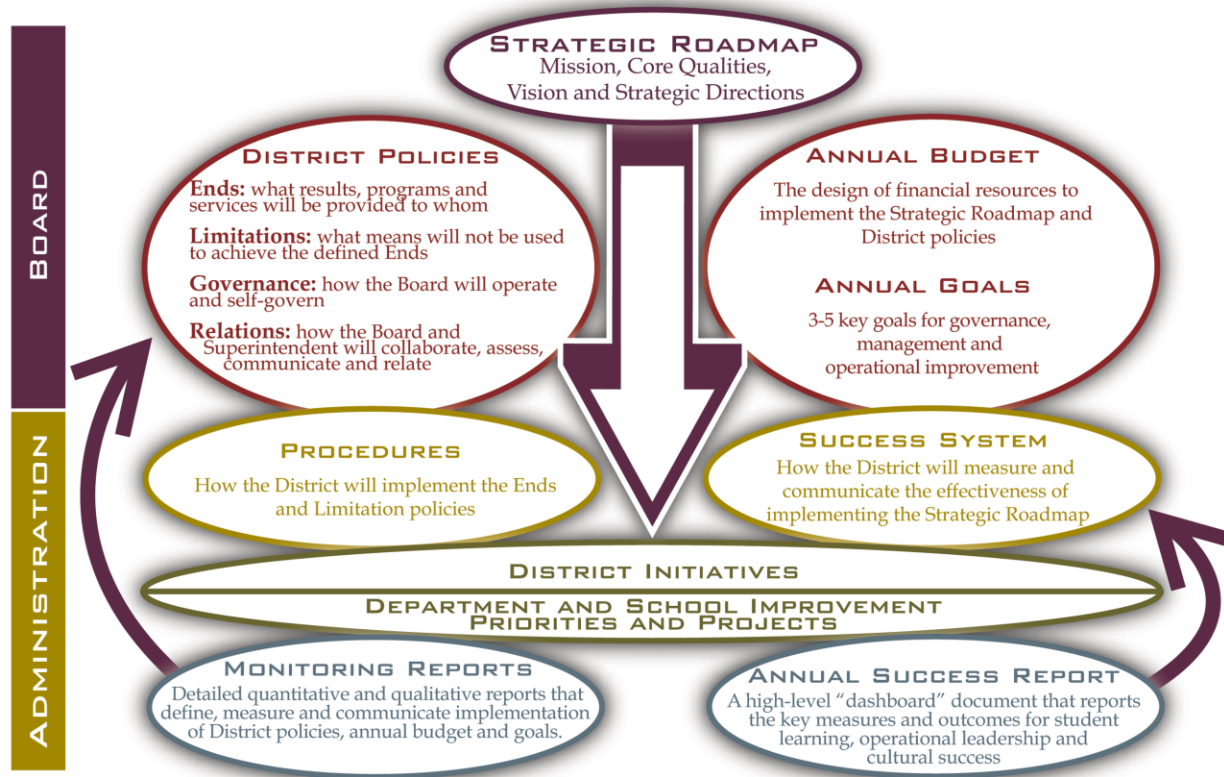
**Education Leadership System**

The Education Leadership System (ELS) Documentation Map describes the key components of documentation that are created and integrated by those practicing excellence in governance and management.



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**DOCUMENTATION MAP OF  
EDUCATION LEADERSHIP SYSTEM**



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The Board of Education operates with a “tool box” of governance that contains:

- **Policy;** District Polices (Results and Limitations) and Board Policies (Board Governance and Board – Superintendent Relations Policies)
- **Annual Budget and Goals**
- **Strategic Roadmap**
- **Public Engagement and Governance Questions and Issues**
- **Monitoring Reports**

Administration operates with the “tool box” of management that contains:

- **Procedures**
- **Operational Budget**
- **District Initiatives, School and Department Operational Plans**
- **Success System and Annual Report to the Board of Education**
- **Consultation on the part of staff, parents and students**

## Education Leadership through Excellence in Governance and Management

Understanding the three interdependent levels of leadership in an effective school organization (Table 5) helps clarify the roles and responsibilities of an effective board of education and its members, the superintendent and the administration of a district or school organization.

### WHAT WE PROVIDE

#### INSIGHT, ALIGNMENT AND ACTION through development of leadership excellence

##### INDIVIDUAL LEADERSHIP

**Purposeful Leader** is one who operates with a clear sense of personal purpose and demonstrates courage and assertive meaning about that purpose.

**Quality Communicator** is one who engages in positive, respectful, trusting relationships.

**Builder of Human Capacity** is one who delegates to the strengths of others, makes intelligent decisions and uses known accountability measures.

**Skilled Practitioner** is one who is competent in the basic functions of the position.

**Reflective Leader** is one who intentionally chooses his/her actions, "stands" and works while demonstrating continuous learning.

##### RELATIONAL LEADERSHIP

**"Leaders Act as Guides"** and self-interest is entrusted between individuals and groups in conditions of unequal power and authority.

**Clear and Explicit Processes** are present for core organizational work of planning, assessment, prioritizing, decision making, collaboration and dialogue are present.

**Self-Organization** is used to maximize the creativity, knowledge and ownership of employees without the leader's presence.

**Feedback Systems** of high quality, timely information and analysis are present.

**Shared Accountability** for the economic, organizational and cultural health, fitness and success of the organization is the norm.

##### SYSTEMIC LEADERSHIP

**Accountability** is present in all roles for meeting the mission of the organization through trust, competence, transparency and interdependency.

Those in **Governance Roles** are committed to providing policy, self-governance, oversight, visioning, public/stakeholder engagement, advocacy and sometimes philanthropy.

Those in **Management Roles** are committed to organizational success over "silo" success; to integration over independence; to alignment with governance and consultation over blaming and excuses; to transfer of high quality information over secrecy.

Those in **Consultation Roles** are committed to informing, participation, advocacy of self-interest and development of a shared view of reality, options, opportunities and challenges.

##### INDIVIDUAL LEADERSHIP FRAMEWORKS™

- Personal Growth and Change
- Leadership Choices
- Operating in the "Now"
- Authority and Power

##### RELATIONAL LEADERSHIP FRAMEWORKS™

- Decision Making
- Guiding Change
- Growth, Transition and Change
- Whole System View
- Participation

##### SYSTEMIC LEADERSHIP FRAMEWORKS™

- Strategic Roadmap and Operational Plans
- Success System / Monitoring Reports
- Policy and Procedures
- Education Leadership System (ELS)
- Ministry and Facilities Development

Data-informed, mission-driven, decision making through the application of **Analytics**;

*the knowledge and understanding that emerges from integration of internal and external quantitative/qualitative data, patterns, trends and influences.*

7

The institutions that prepare educational leaders, legislative decision makers and the public (which in turn elects boards of education) view leadership primarily from the Individual Leadership dimension. However, development of the Relational and Systemic Leadership dimensions are, in fact and experience, critical to the success of any leader. The beliefs, skills, and common language and images used by effective Relational and Systemic Leaders are indispensable in public education. They provide the means to align adults toward student learning and development.

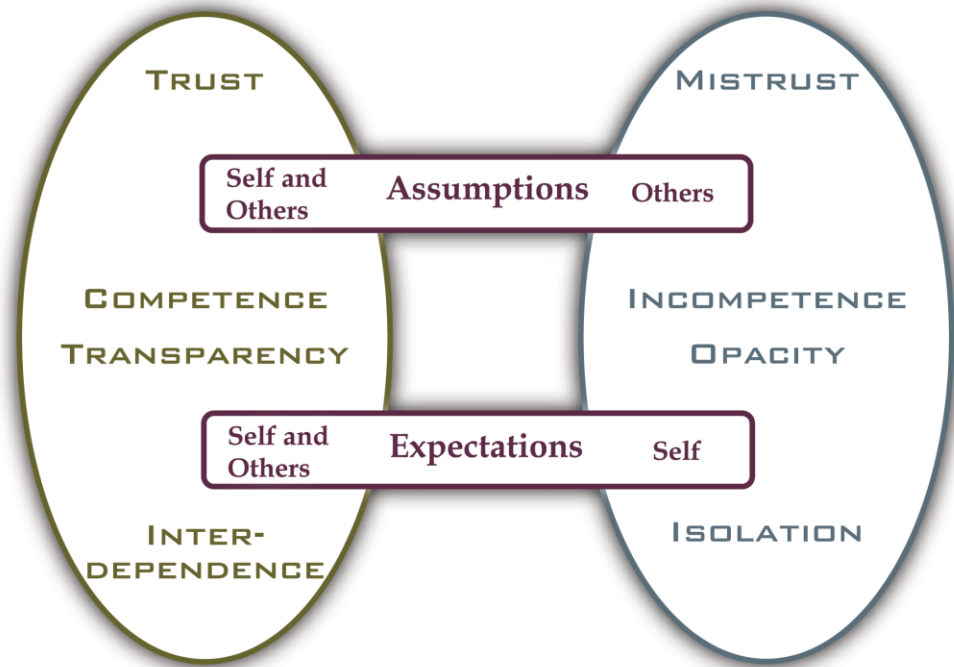
The ELS integrates these three dimensions of leadership and the associated TeamWorks FrameWorks in a comprehensive, innovative and effective application proven to enhance the structure, systems and leadership practices for public school districts.

In highly effective school organizations, individuals including board members, superintendents, administrators, principals and staff operate with a consistent preference for the left side of the Leadership Choices™ FrameWork.



**LEADERSHIP CHOICES**

PART OF THE FRAMEWORKS™ SERIES



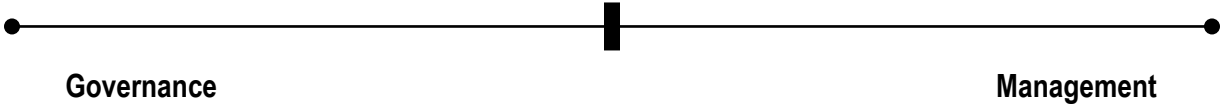
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“Stuff” occurs on a day-to-day basis causing individual and group doubt and disappointment to rise. People naturally begin to shift to the right on the FrameWork and seek to place blame for what they believe to be the incompetence and mistrust of those involved in the “stuff.” However the “choice” for a leadership style that operates with trust, assumes and measures competence, acts with transparency, and values interdependency will force a continuous series of intentional decisions. Lacking a common set of assumptions regarding trust, competence, transparency and interdependence, the board and other leaders in the district second-guess one another, limit the use of data, focus on self-interest and organize around the needs of the adults.

The choice to operate from assumptions of trust and competence, while holding expectations of transparency and interdependence, is made neither unconditionally nor blindly. When individual or group actions provide reason to mistrust and lead to evidence of incompetence, it is not only wise, but critical that one slide to the right, and take action. The Leadership Choices FrameWork is helpful for BoE and Administration to work through issues, tension and misunderstandings that develop over time and situations.

## Dealing with the Difficult Issues

Boards of Education are increasingly challenged to operate as a governance body as the degree of increasing public division over an issue or event. The following outlines the key differences between a governance board and a management board in such situations.



The typical patterns and practices for Boards of Education in difficult issues may be described as:

- Individual opinion, story, experts and demands
- Strong emotion on the part of a few Board members and conflict avoidance on the part of others
- After a first expression of individual views, round two begins at the same meeting or at a subsequent meeting where the same points are restated but usually with stronger emotion, demands and / or threats
- The Board creates an experience as a divided Board based solely on individual views. In many situations little data is used and there is a growing aversion to use / accept data that does not support the divided positions.

At this point, two critical questions need to be asked:

1. What are the key governance questions that the issue or situation presents for the Board?
2. What are the key management questions that the issue or situation presents?

The first question will move the Board towards governance by exploring how the Board is using its primary tools of governance to define “**what** is to be provided to whom at what cost”:

- Policy
- Annual Budget and Goals
- Strategic Roadmap
- Public Engagement and Governance Questions and Issues
- Monitoring Reports

The answering of the first question leads the Board from speaking a collection of individual voices to that of one voice.

The second question can drive the Board into micromanagement and the responsibility of Administration. The more politically sensitive an issue is, the greater the seduction will be for Board members to engage in degrees of micromanagement, usually seen as individuals driving for increasingly detailed levels of information without context and justified as a “right to know”. It is easier to do this than engage in governance questions and work, but rarely leads to effective and efficient implementation of solutions. In most cases, these acts and strategies lead to increasing division among the board of education and administration and contributes to diminishing the reputation of the District. In addition such strategies are generally designed to reinforce public assumptions of mistrust and incompetence on the part of the board and administration. It is easily manipulated by board members, special interests groups and the media all who have little to no accountability for what is written or said and usually operate out of self-interest over ALL student learning and development.

However, a governance Board which answers both the first and the second question can stay rooted in governance by working with Administration in identifying the key management questions for Administration to address in implementing the direction of the Board articulated through A – D above.

In this manner the Board acts *in consultation* to Administration in one of two ways:

1. As individual members only, allowing Administration to gain understanding of the variety of opinions and positions but maintaining independence of thought and action. Administration choice making and implementation then is supported by the Board members regardless of agreement or disagreement as long as such implementation is within A – D above.
2. As a Board with a single voice through the use of a Guiding Change Framework document that describes the results to be achieved and the limitations of approaches that can be used. This articulation is almost always a subset of the specifics and intents of A – D above.



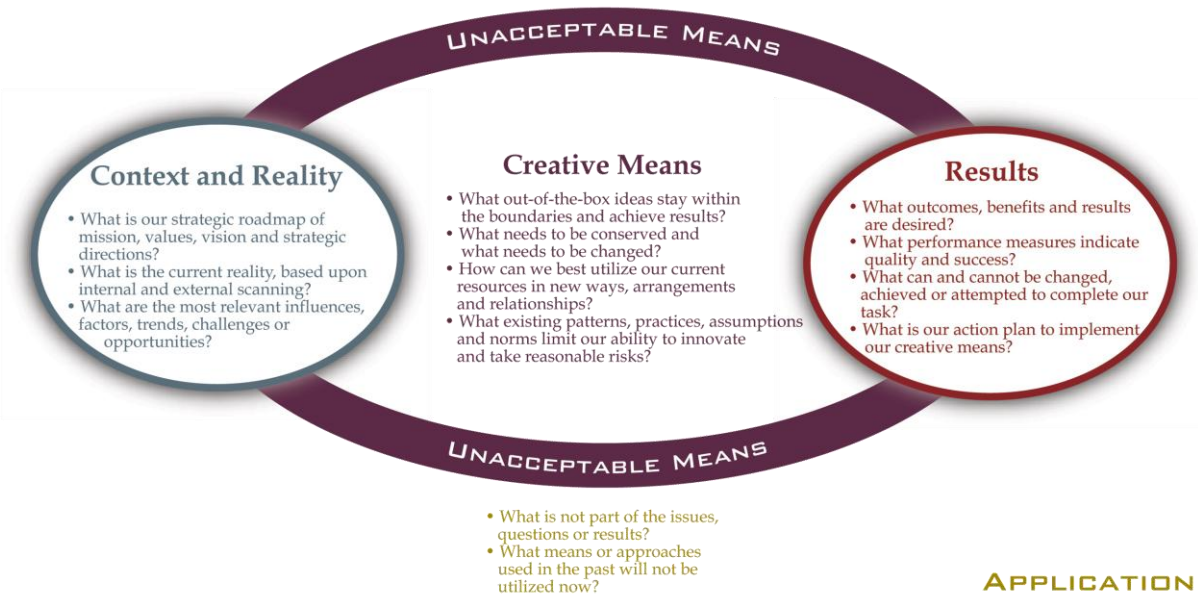
## GUIDING CHANGE

PART OF THE FRAMEWORKS™ SERIES

### Used For:

- Governance and Operational Leadership
- Establishing Boundaries for Creative Work
- Clarity of Roles, Responsibilities, Boundaries

- What are the limiting givens and assumptions?
- What are the fundamental boundaries of behaviors, solutions or use of resources?



### APPLICATION

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Boards of Education can develop a practice of leadership excellence in governance over time with patience, learning, determination and a non-negotiable commitment to the Mission, Values and Vision of the District. To do so will require the suspension of self-interest to stewardship of the public institution of education. Excellence in governance is always accompanied by a call for increasing excellence in management and consultation. A Board of Education committed to living on the right hand side of the continuum in management will not cause to increase the capacity or competency of Administration. Alignment of the adults for learning and development for ALL students is a critical key to success for public education and is required for any initiative of school change or reform.

