

Assessing Yourself as a Board Member

Association of Alaska School Boards
63rd Annual Conference

IMPROVING
SCHOOL
BOARD
EFFECTIVENESS

A BALANCED
GOVERNANCE
APPROACH

EDITED BY
THOMAS L. ALSBURY
PHIL GORE

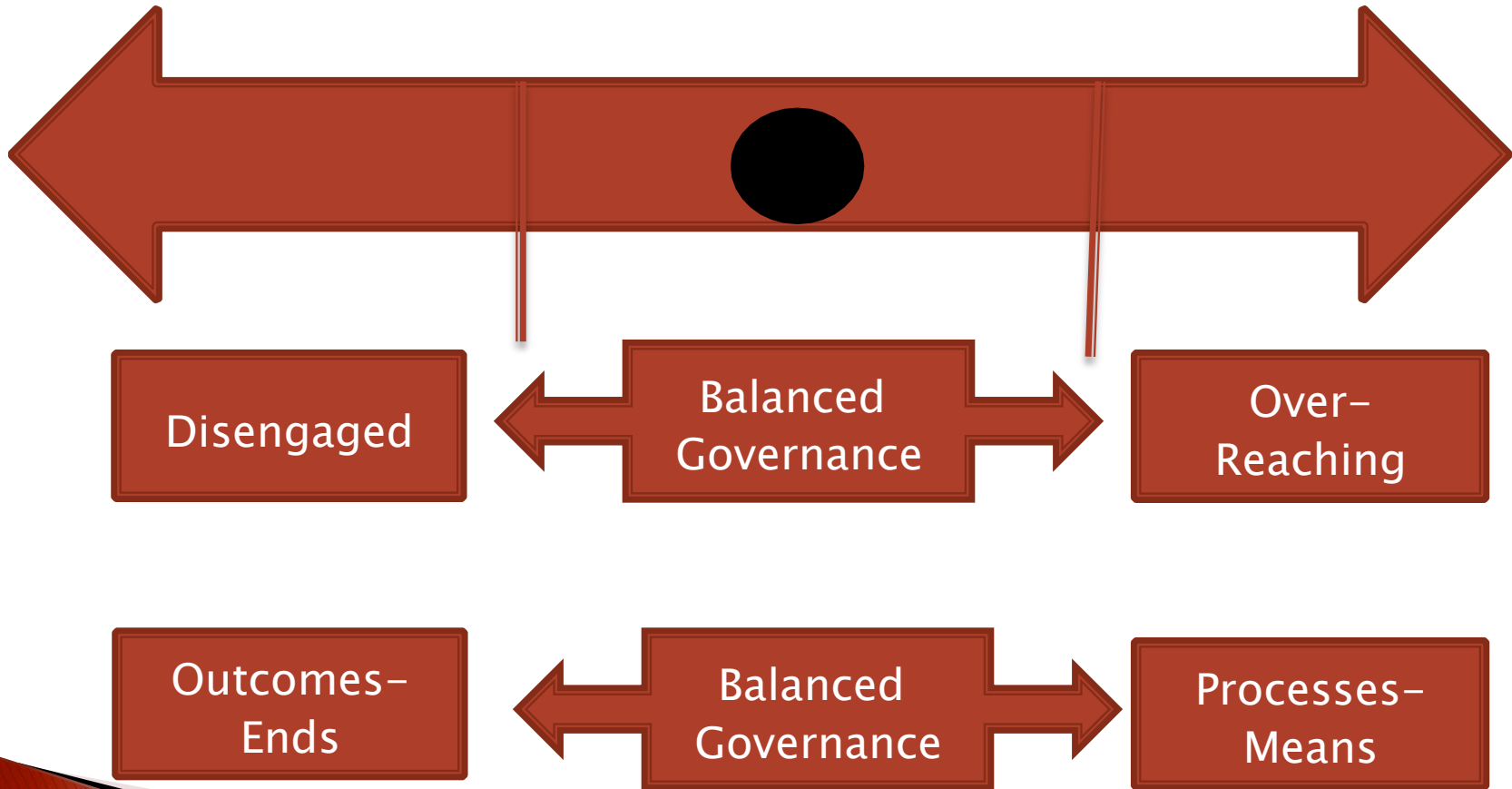
FOREWORD BY
WILLARD R. DAGGETT

Balanced Governance

2015
Alsbury & Gore
Harvard Press

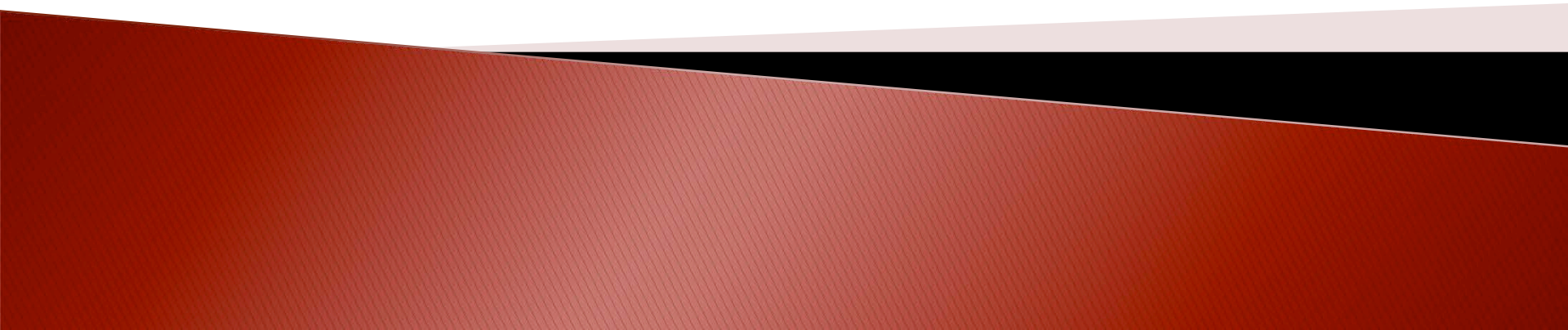
Balanced Governance™

Governance Continuum



Balancing the School Board

Individual Board Member Characteristics



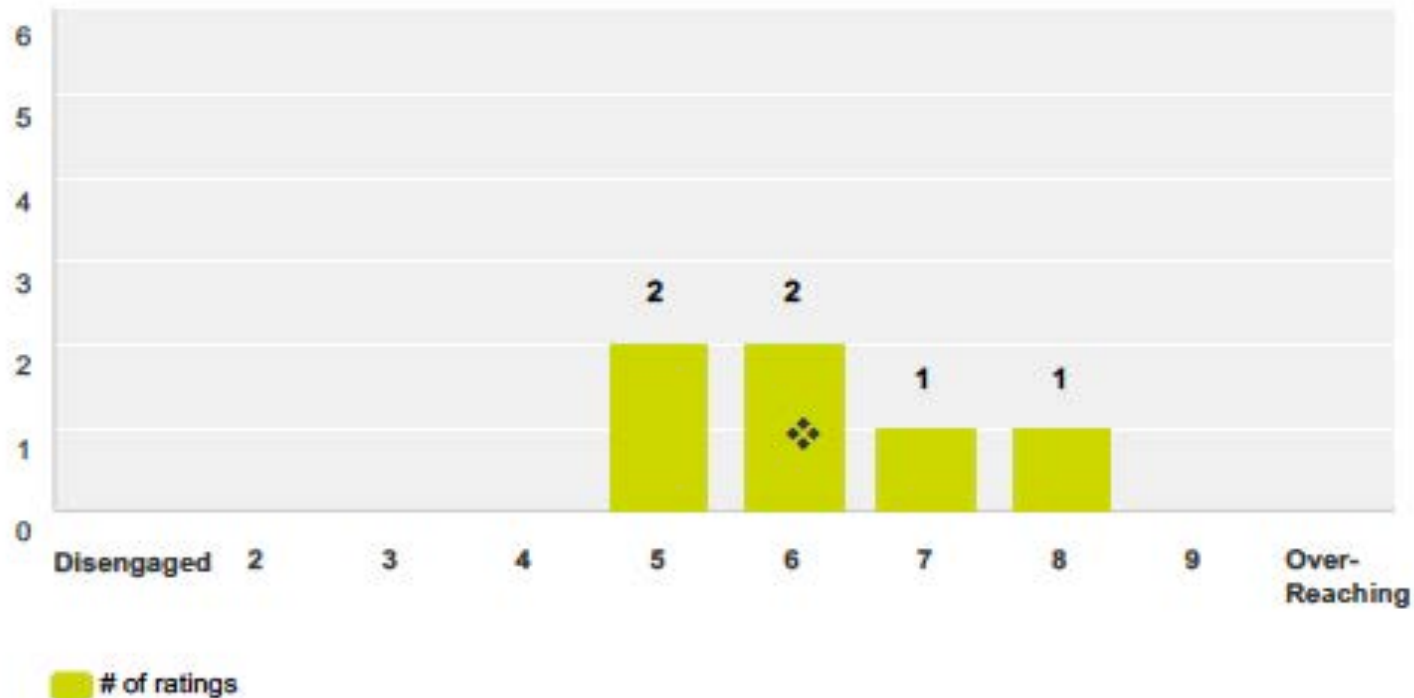
Characteristic #1: Role Boundaries

- ▶ Understands the difference between a **disengaged or rubberstamp** board member

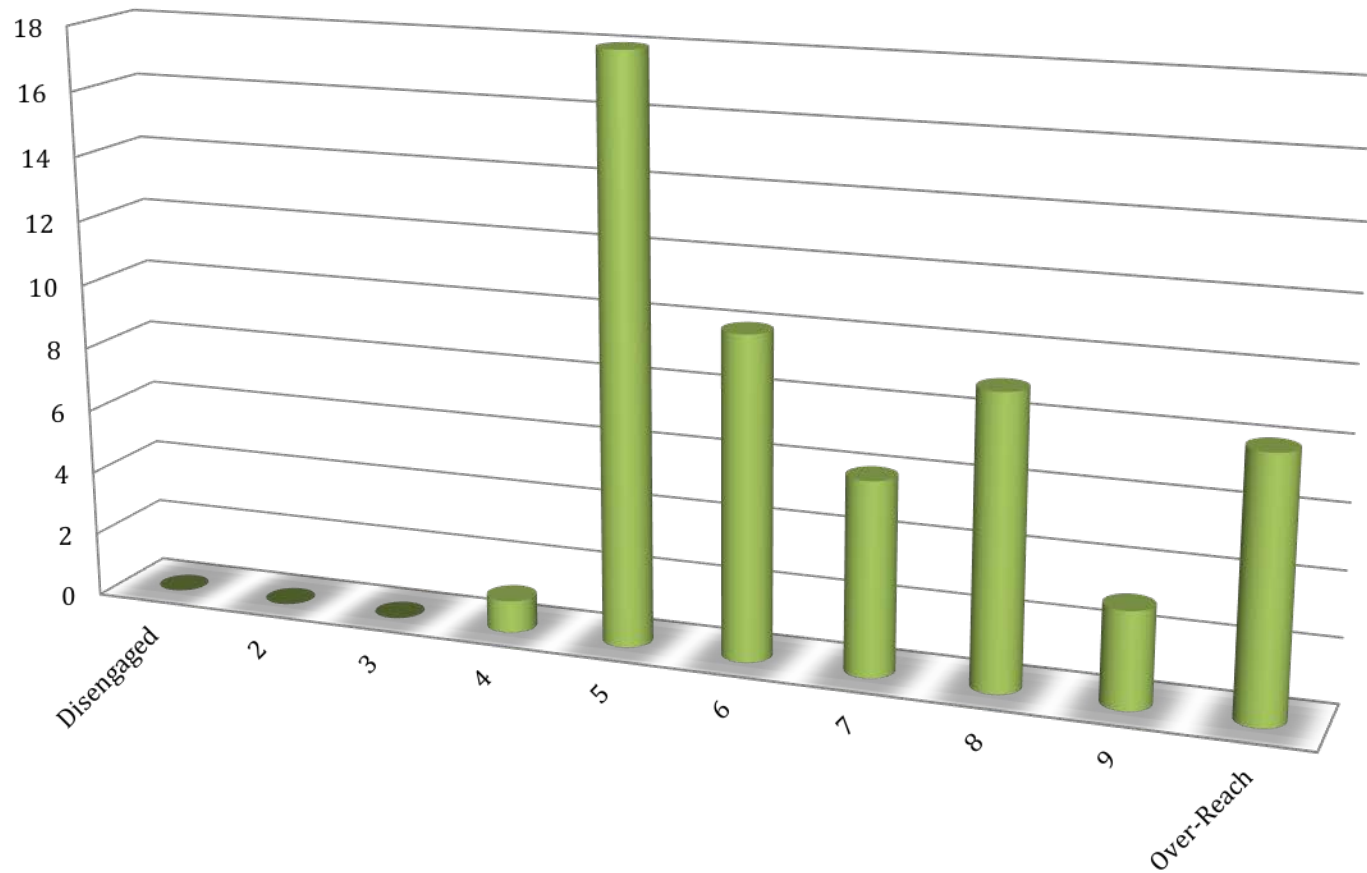
.....and an **over-reaching or micro-managing** board member and

.....practices ***informed oversight.***

Characteristic #1: Role Boundaries



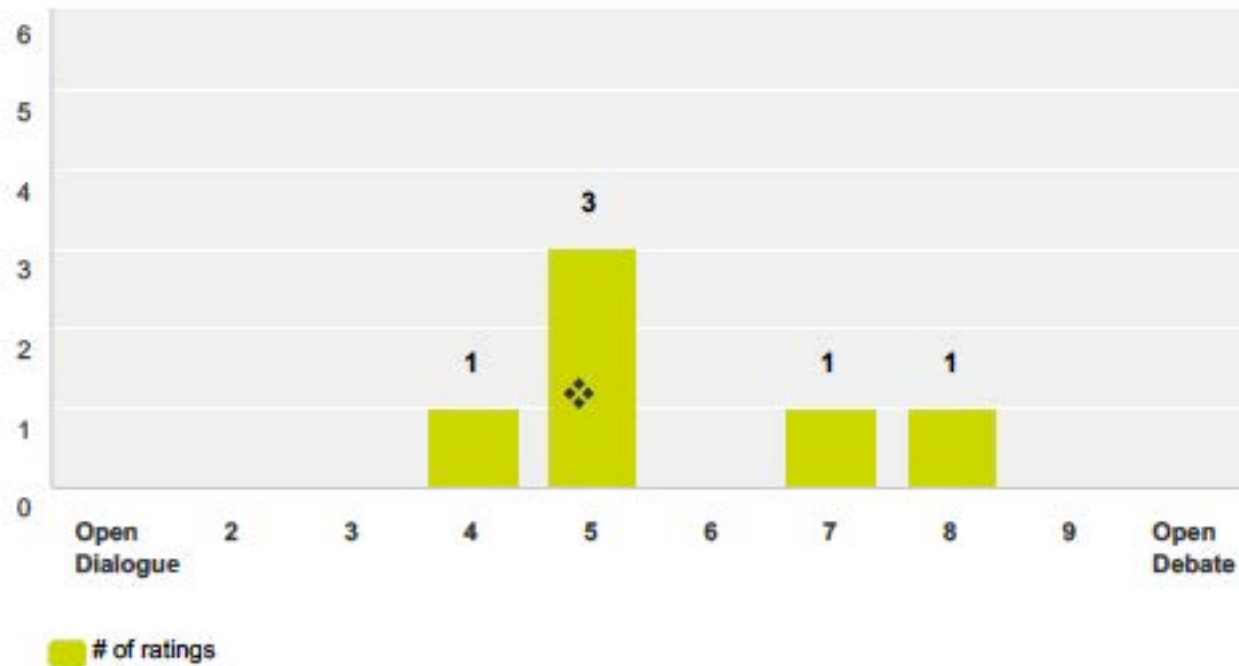
Characteristic #1: Role Boundaries



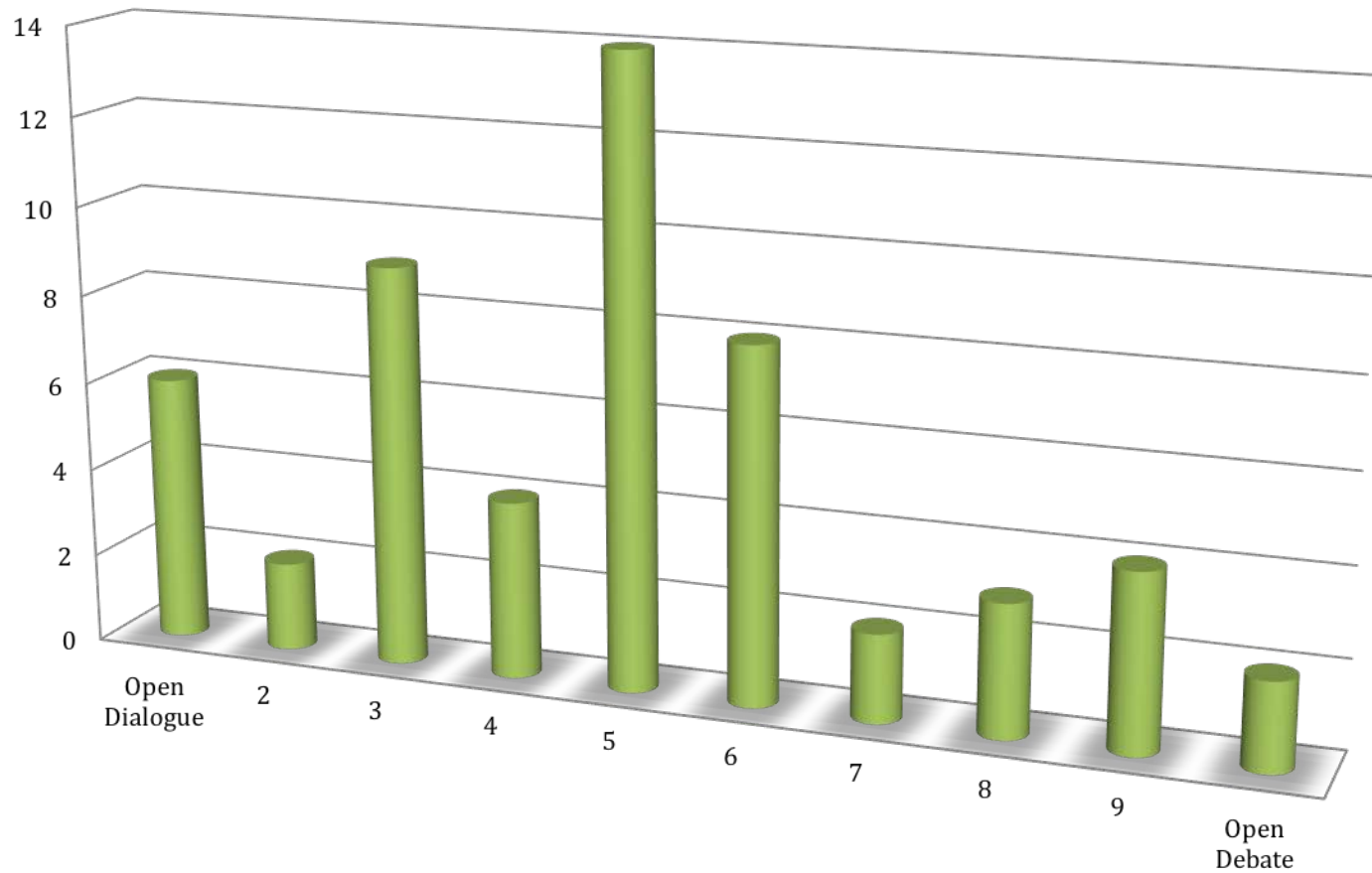
Characteristic #2: Role Orientation

- ▶ Understands how and when to enact...
..... an **open dialogue** versus
.....an **open debate** orientation.
 - An *open dialogue* orientation focuses on general interests and welcomes various viewpoints, but practices unanimous support of final board decisions.
 - An *open debate* orientation focuses on activism and special interests and individual viewpoints over collective consensus. Individual board members do not support final board decisions.

Characteristic #2: Role Orientation



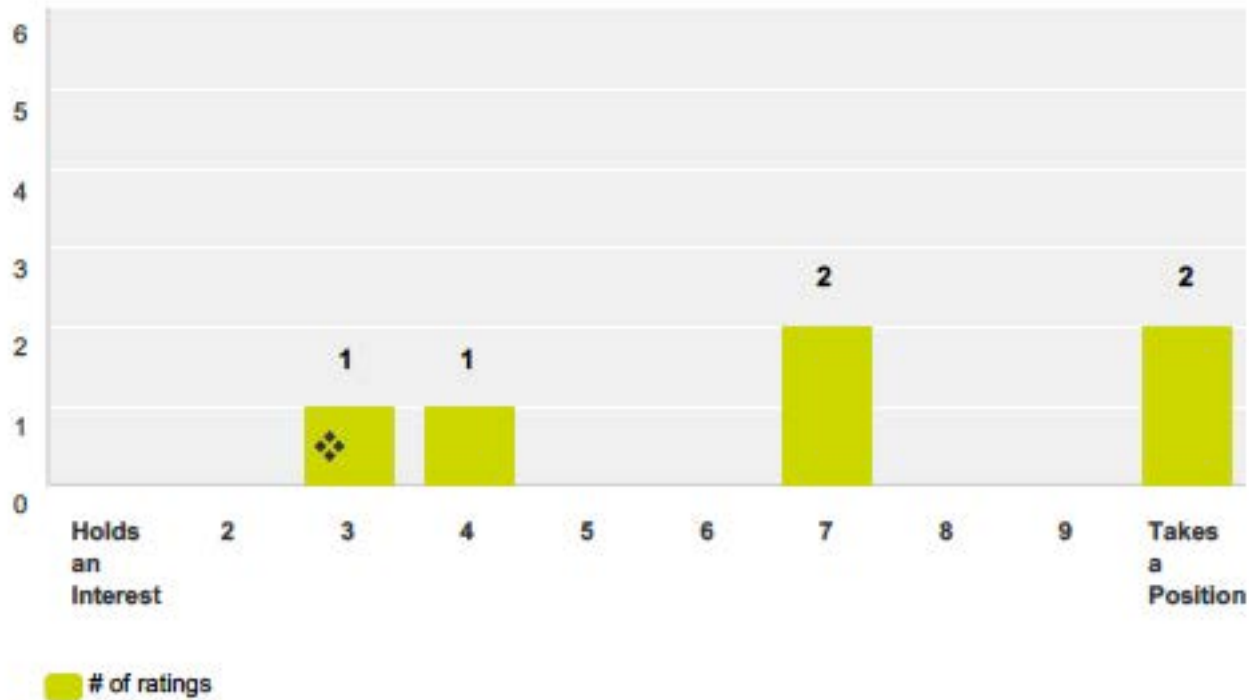
Characteristic #2: Role Orientation



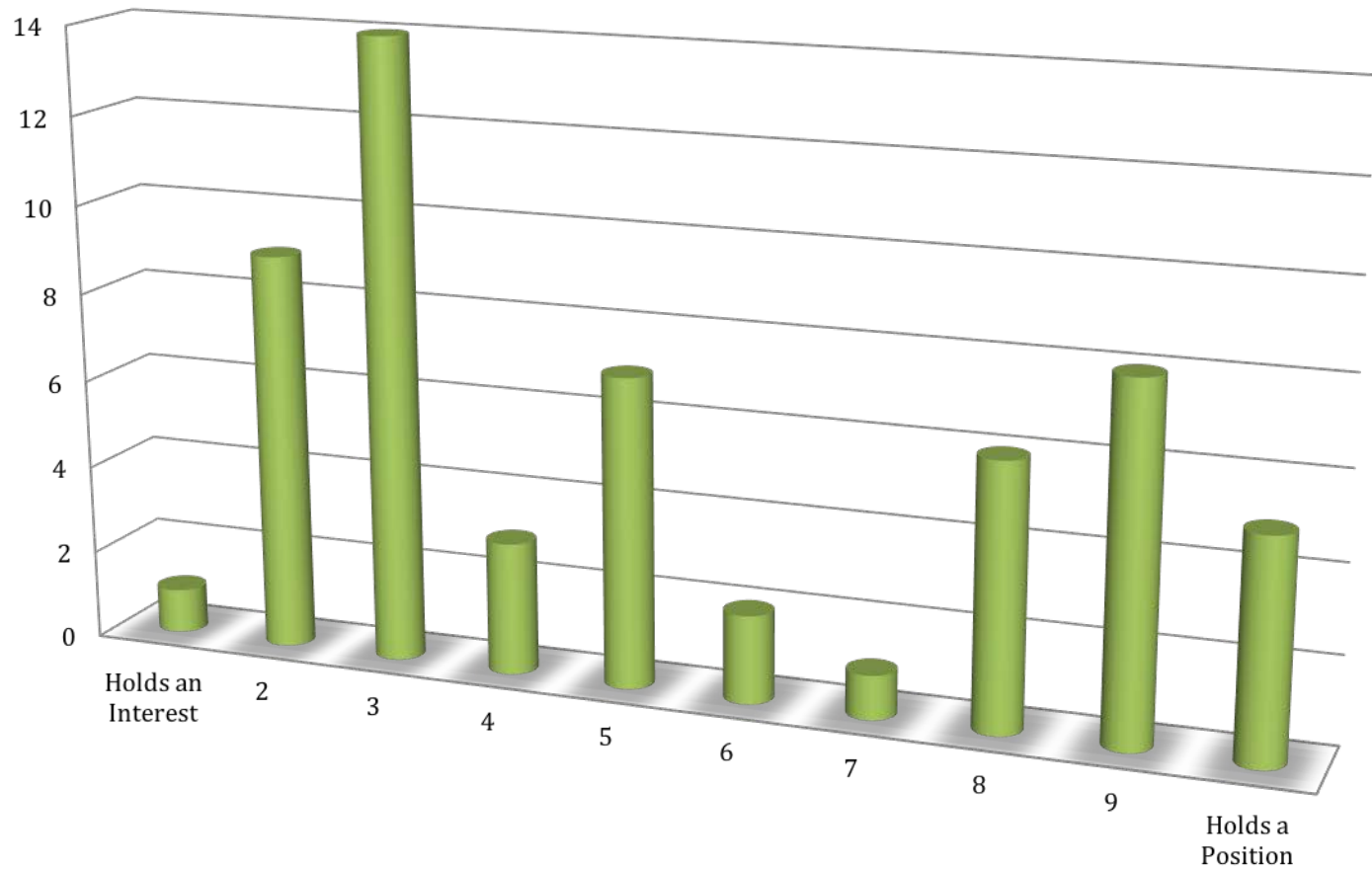
Characteristic #3: Advocacy Focus

- ▶ Understands the difference between
.....being *position-driven* and
.....being *interest-driven*.
 - A *position* is often polarizing and identifies “friends” versus “enemies”.
 - An *interest* is discovered through conversation to get to shared solutions that can be applied to many students and achieved through various means.

Characteristic #3: Advocacy Focus



Characteristic #3: Advocacy Focus

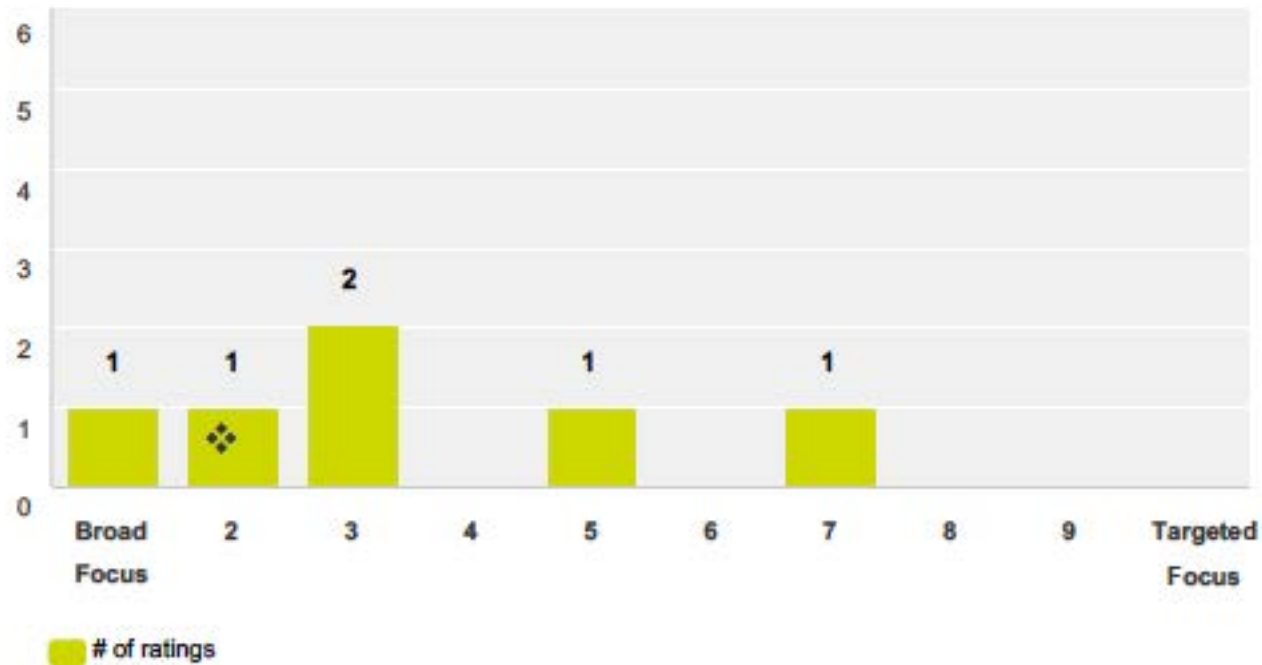


Characteristic #4:

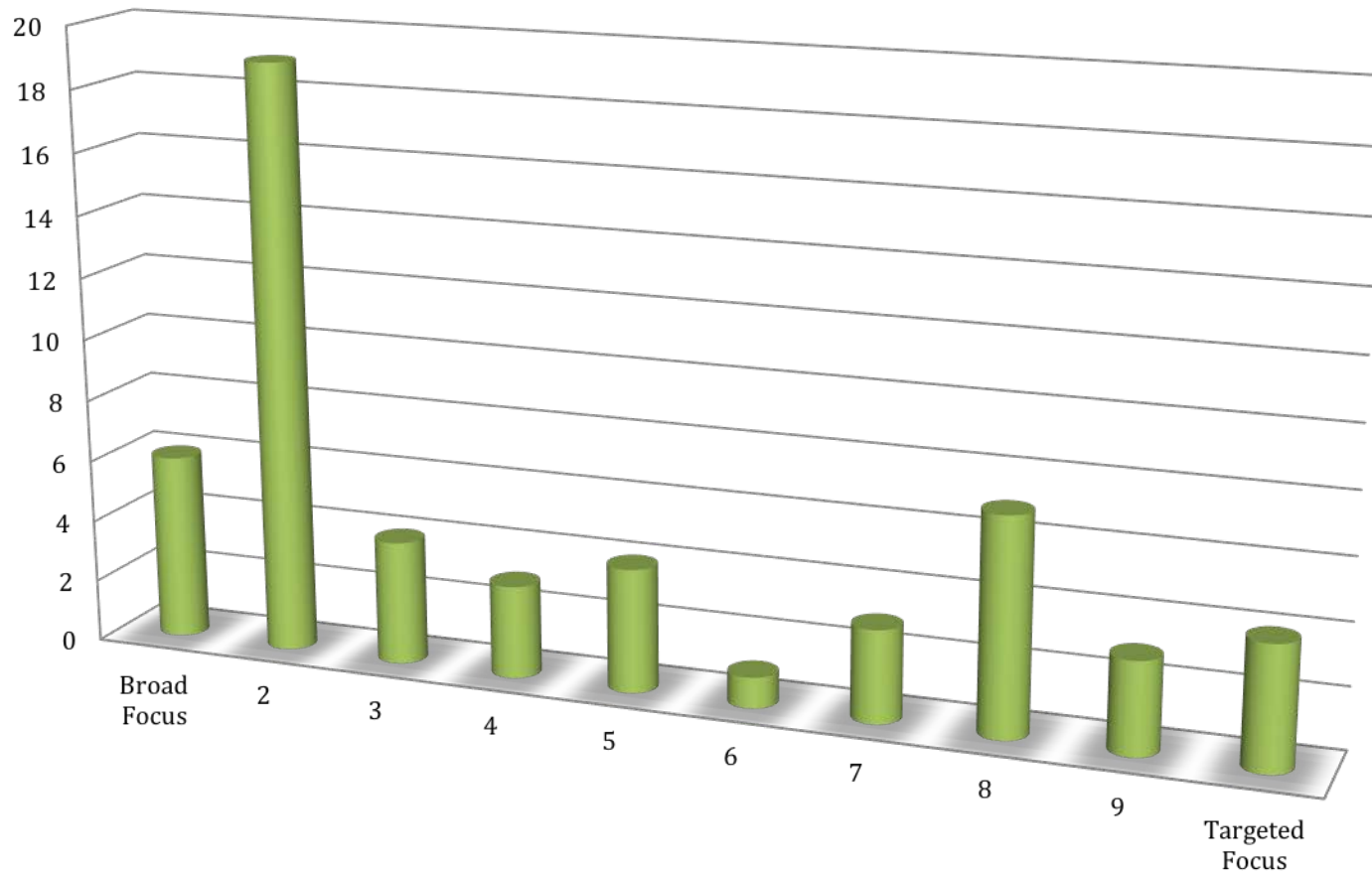
Student Concern Focus

- ▶ Understands the difference between
.....a **broad** focus and
.....a **targeted** focus
on student concerns.
- A **broad** focus on student concerns includes a stated responsibility to insure all students are afforded opportunities to succeed.
- A **targeted** focus emphasizes providing opportunities for single groups of students.

Characteristic #4: Student Concern Focus



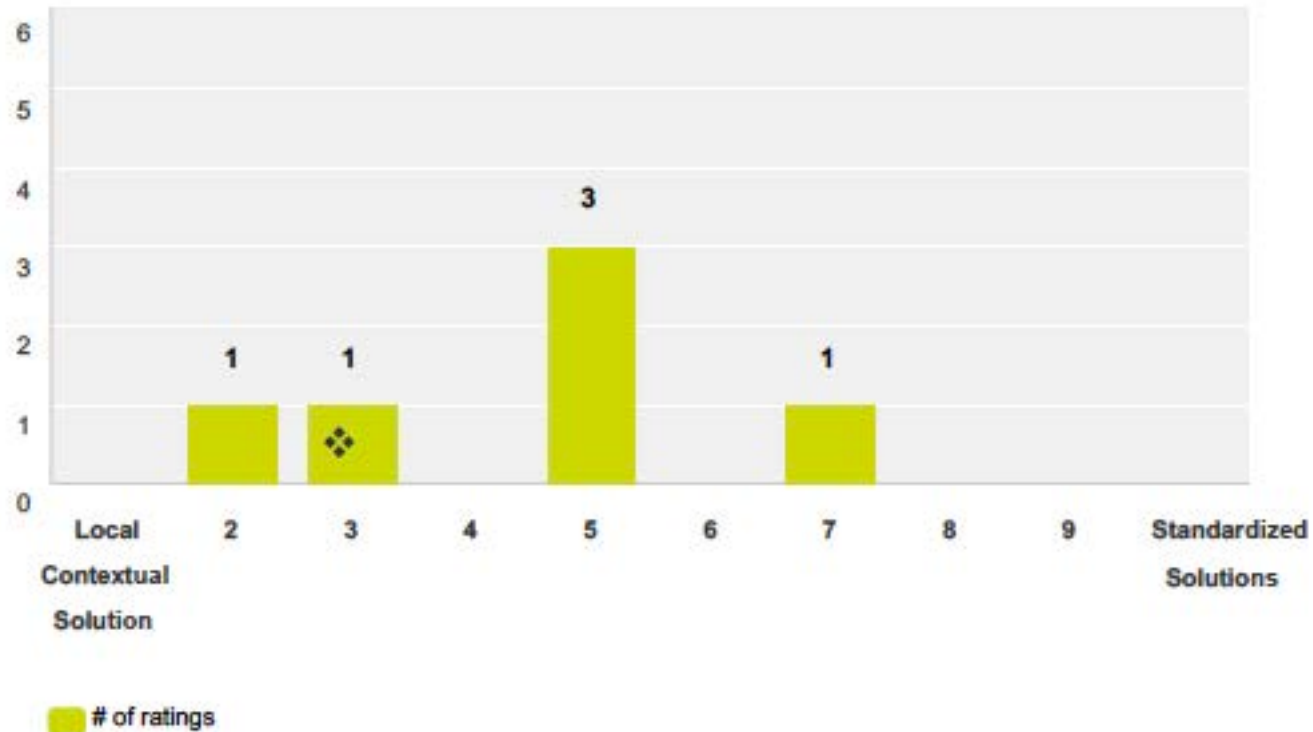
Characteristic #4: Student Concern Focus



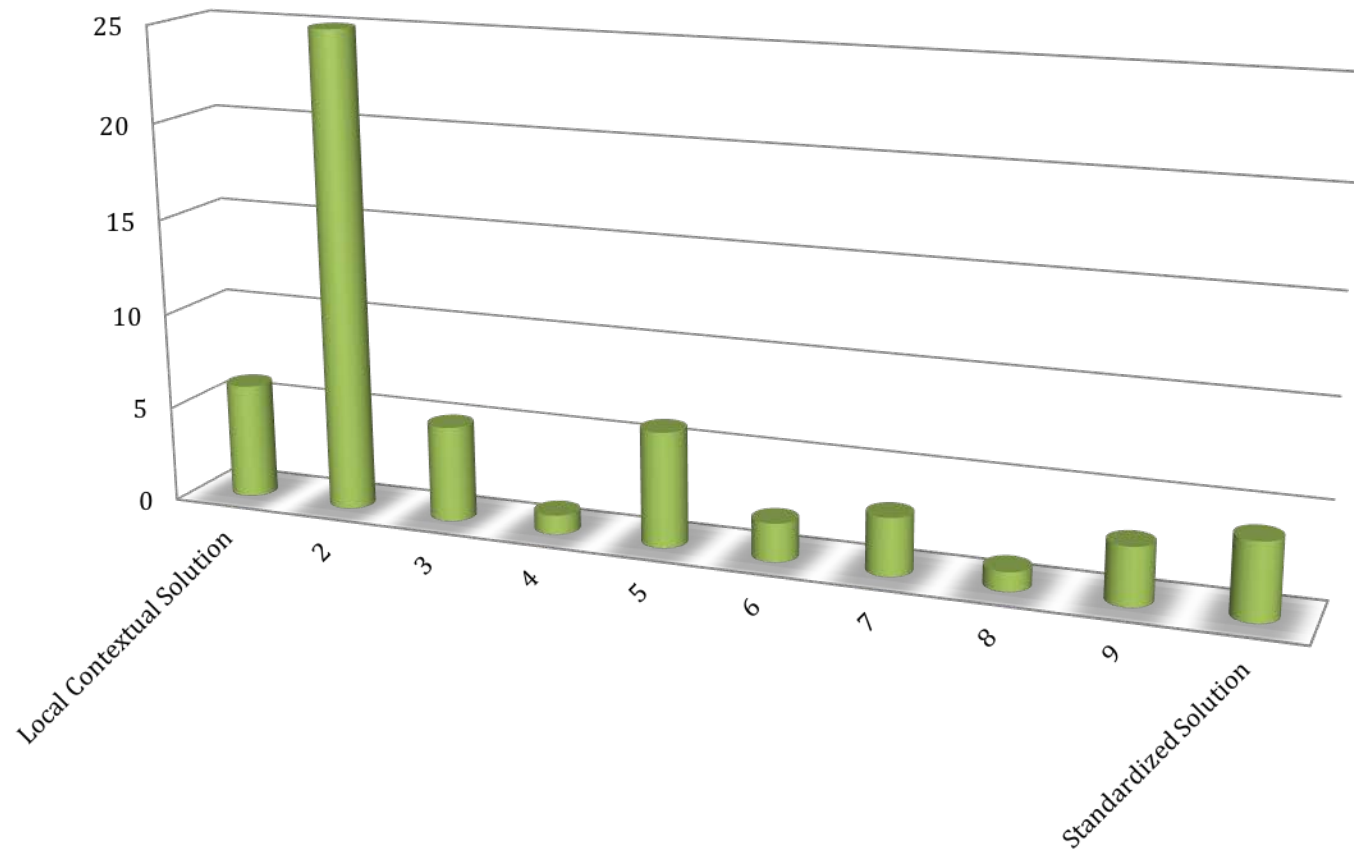
Characteristic #5: Solution Focus

- ▶ Understands the difference between
.....*standardized* and
.....*contextualized* solutions.
 - A *standardized solution* is characterized by the belief that one-size-fits-all, and that what works for one district will always work for another. This approach often ignores adequate need assessment.
 - The *contextualized solution* recognizes that the local school district, and each school, has **unique and shifting needs**; often requiring **innovative solutions**. This view supports the need for standards but not standardization.

Characteristic #5: Solution Focus



Characteristic #5: Solution Focus



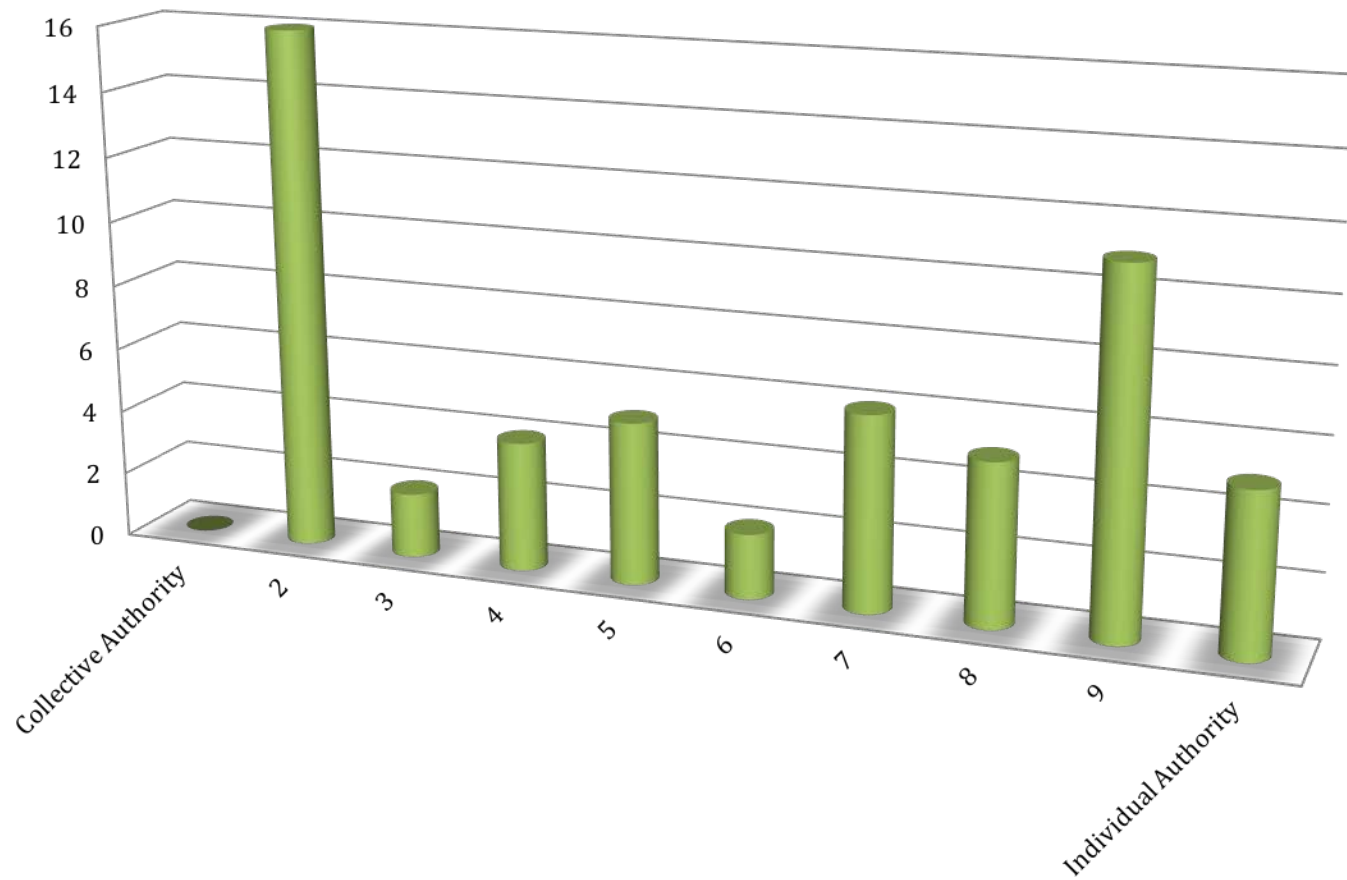
Characteristic #6: Exercise of Influence

- ▶ Understands the difference between
.....*individual authority* and
.....*collective authority*.
- Understands *appropriate visibility*.

Characteristic #6: Exercise of Influence



Characteristic #6: Exercise of Influence



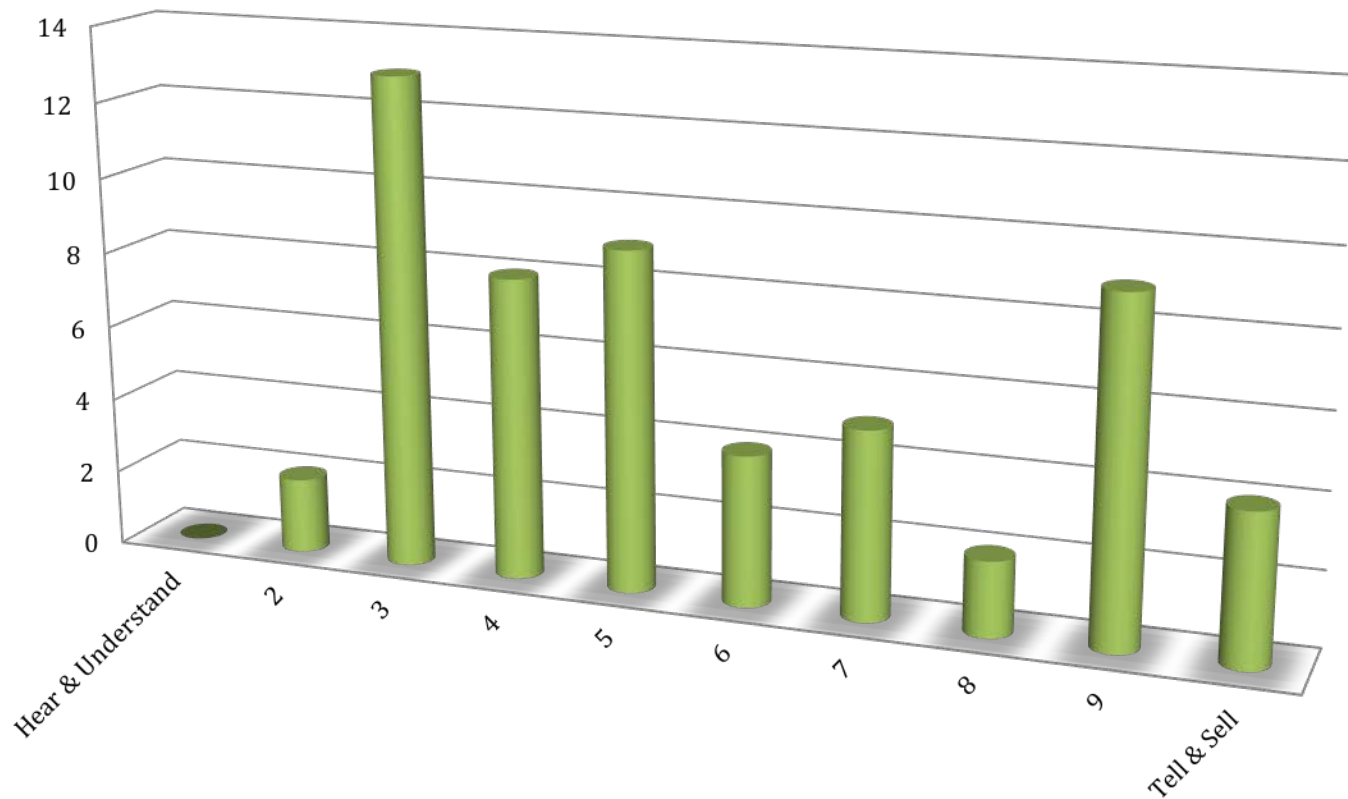
Characteristic #7: Use of Voice

- ▶ Understands the difference between the use of voice
.....to *tell and sell* their position versus
.....seeking to *hear and understand*
interests,
and come to resolution and reconciliation.

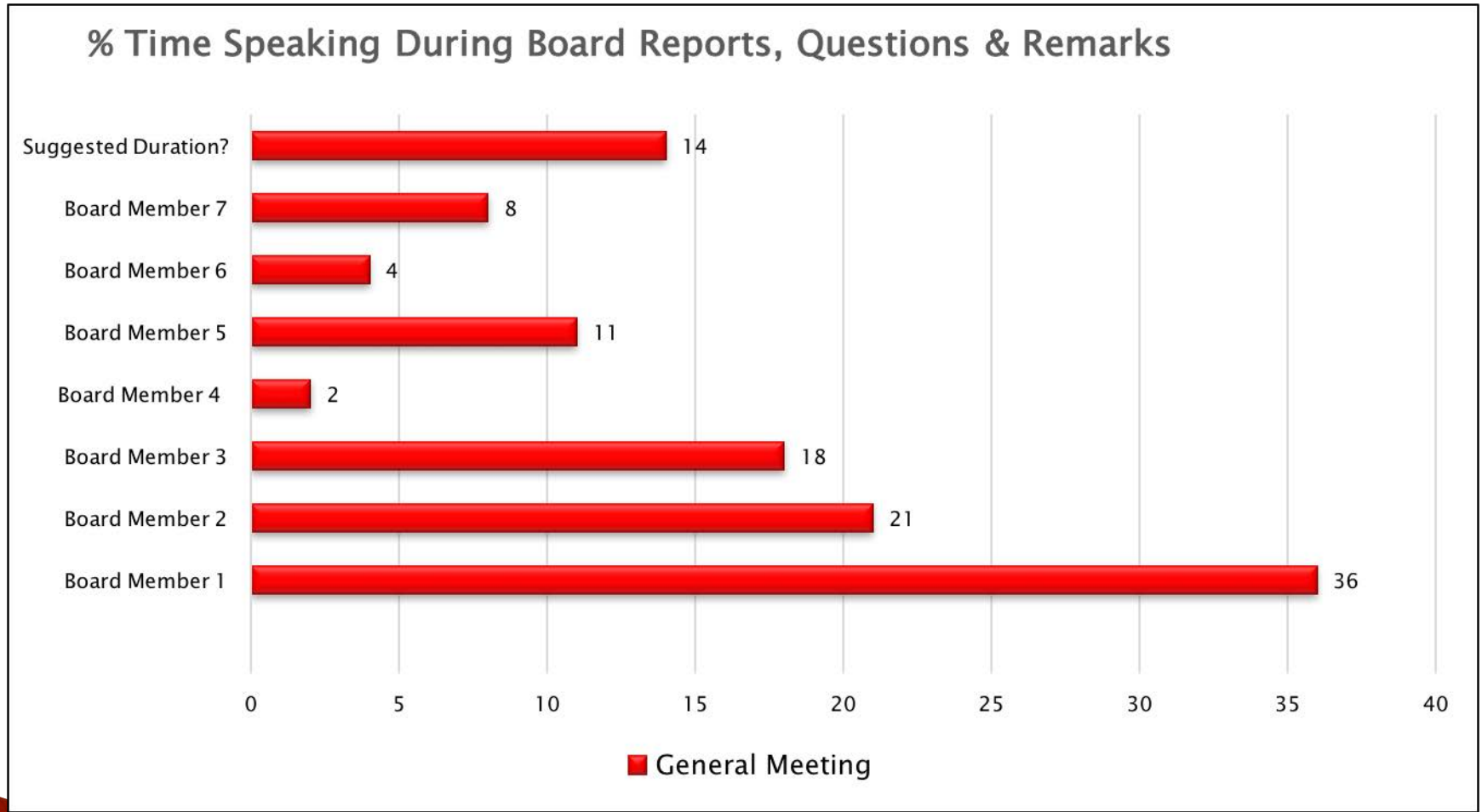
Characteristic #7: Use of Voice



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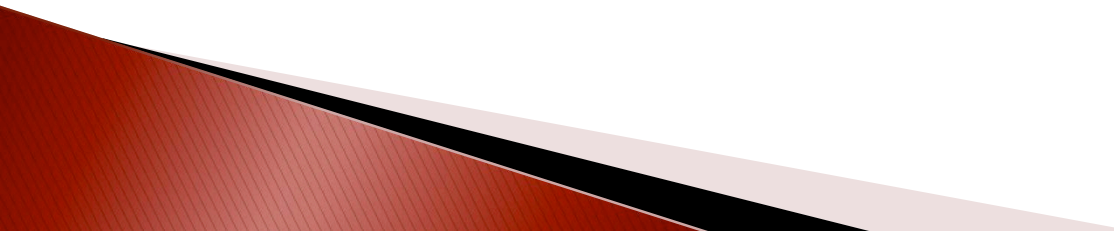


Characteristic #7: Use of Voice

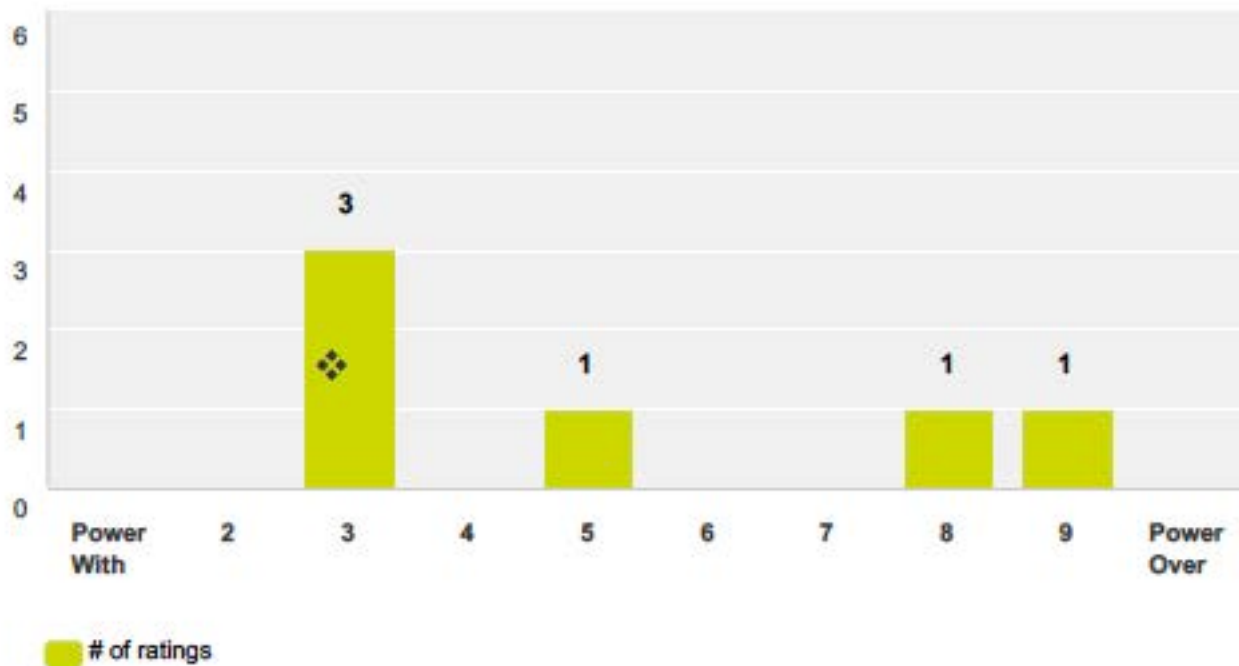


Characteristic #8: Use of Power

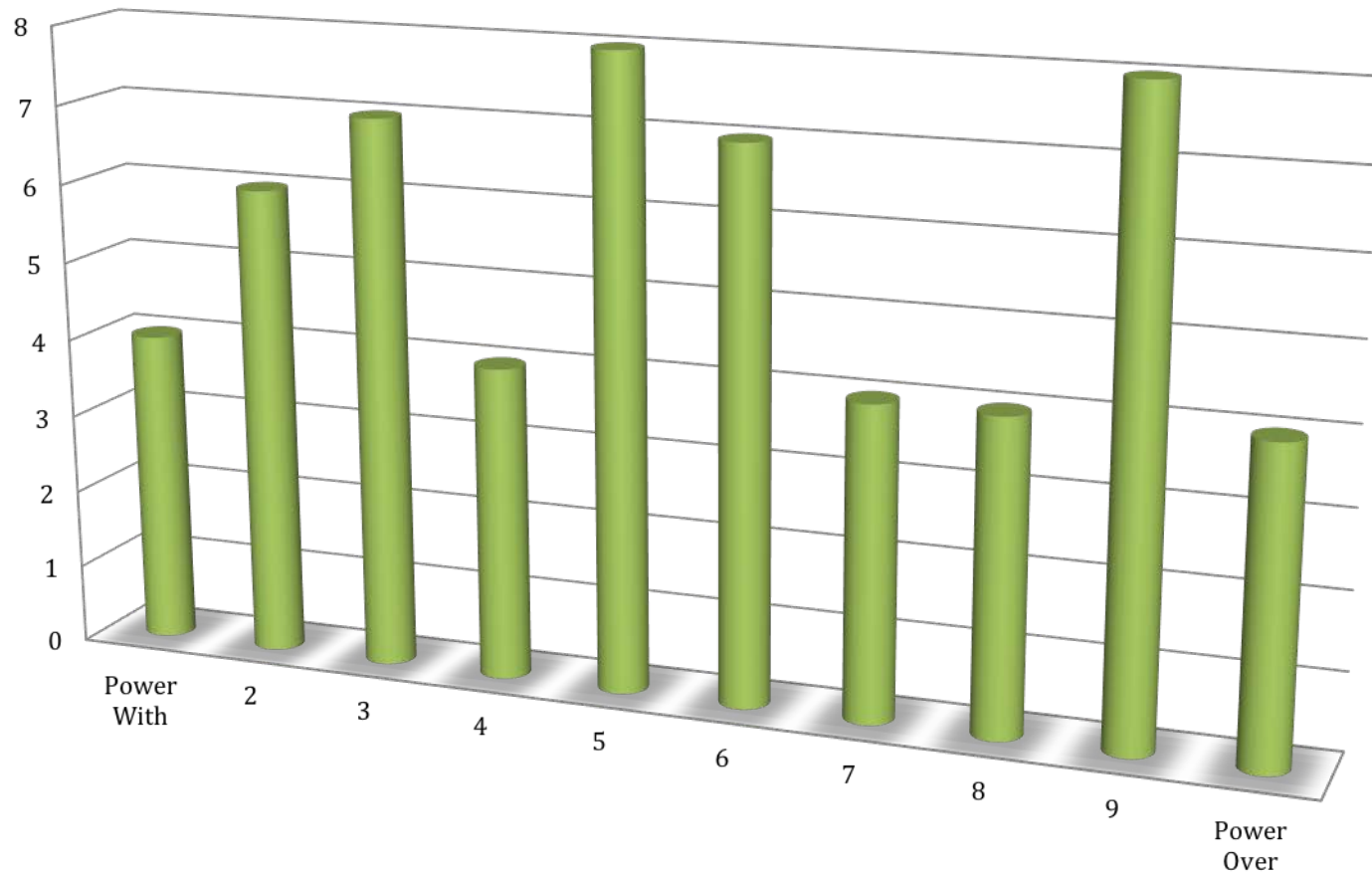
- ▶ Understands the difference between
.....*power over* and
.....*power with*.

- *Power Over* is using your position to get your own way through threat or reward.
 - *Power With* is using your position to ensure all voices are heard and collaborative solutions are guaranteed.
- 

Characteristic #8: Use of Power



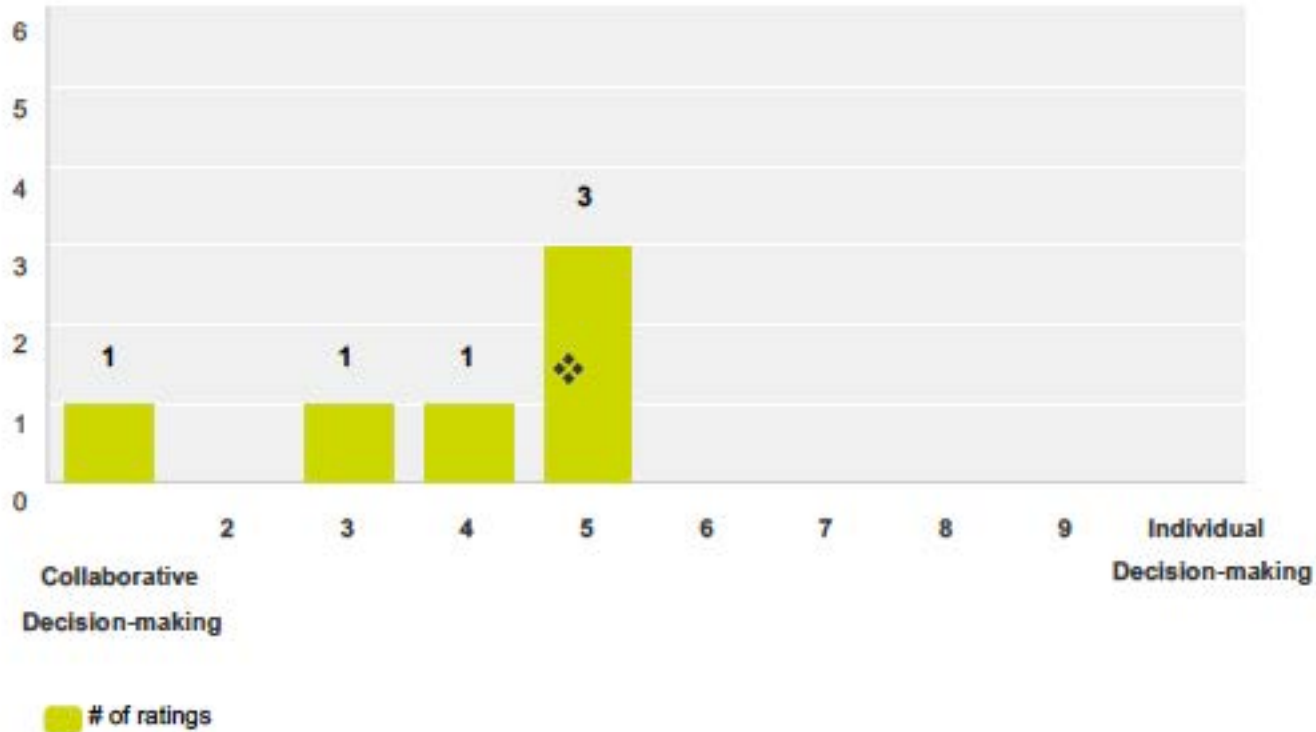
Characteristic #8: Use of Power



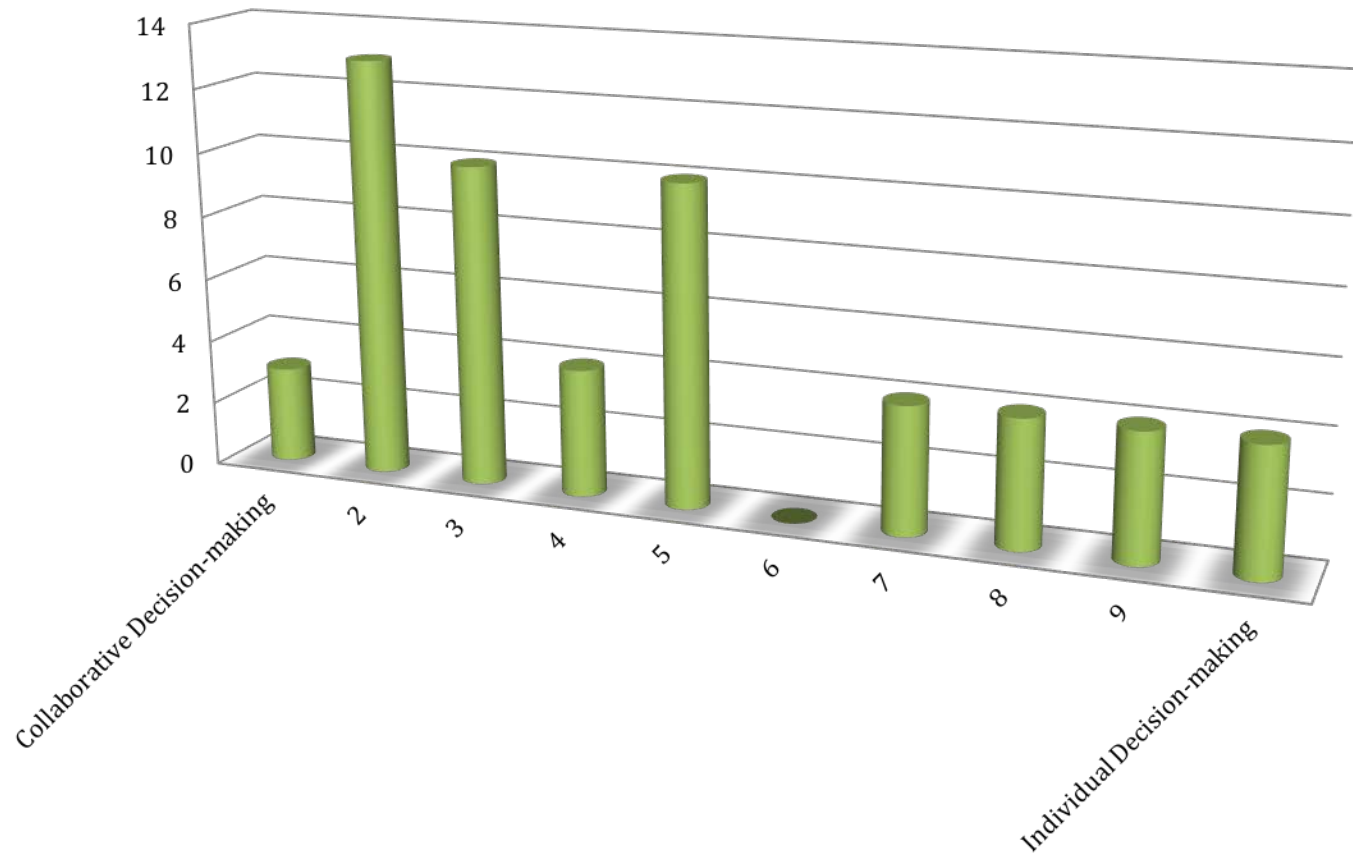
Characteristic #9: Decision-making Style

- ▶ Understands the difference between
.....*collaborative* and
.....*individual* decision-making.

Characteristic #9: Decision-making Style



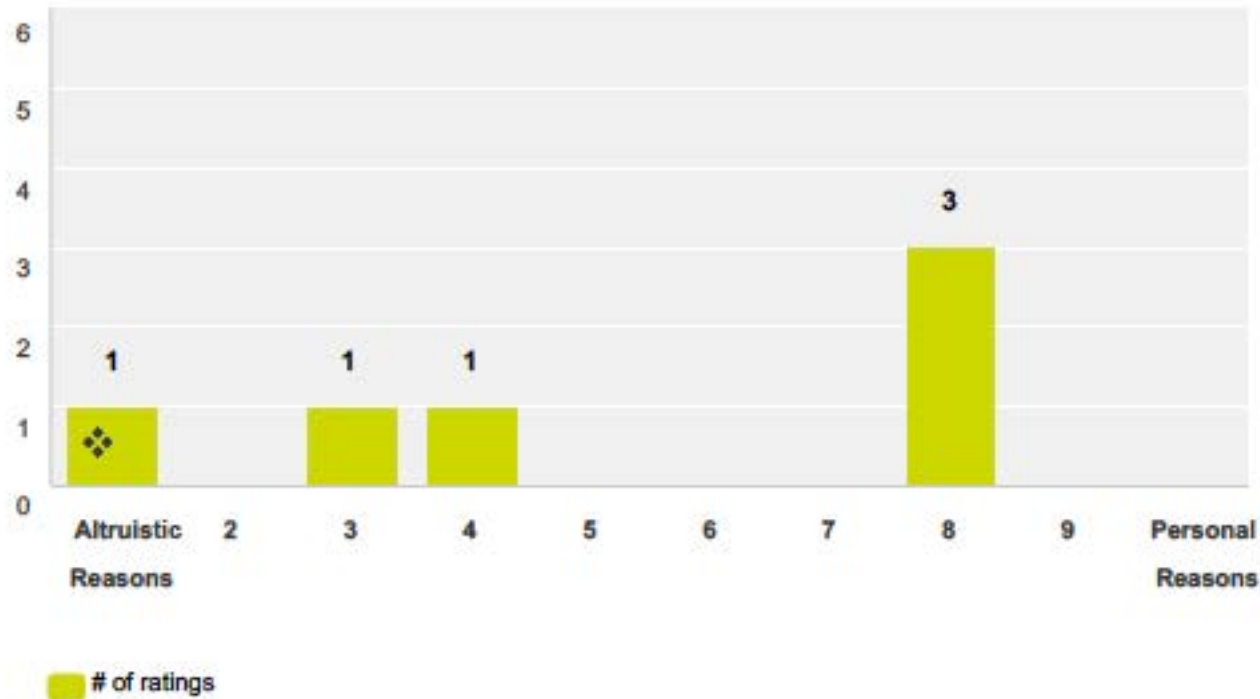
Characteristic #9: Decision-making Style



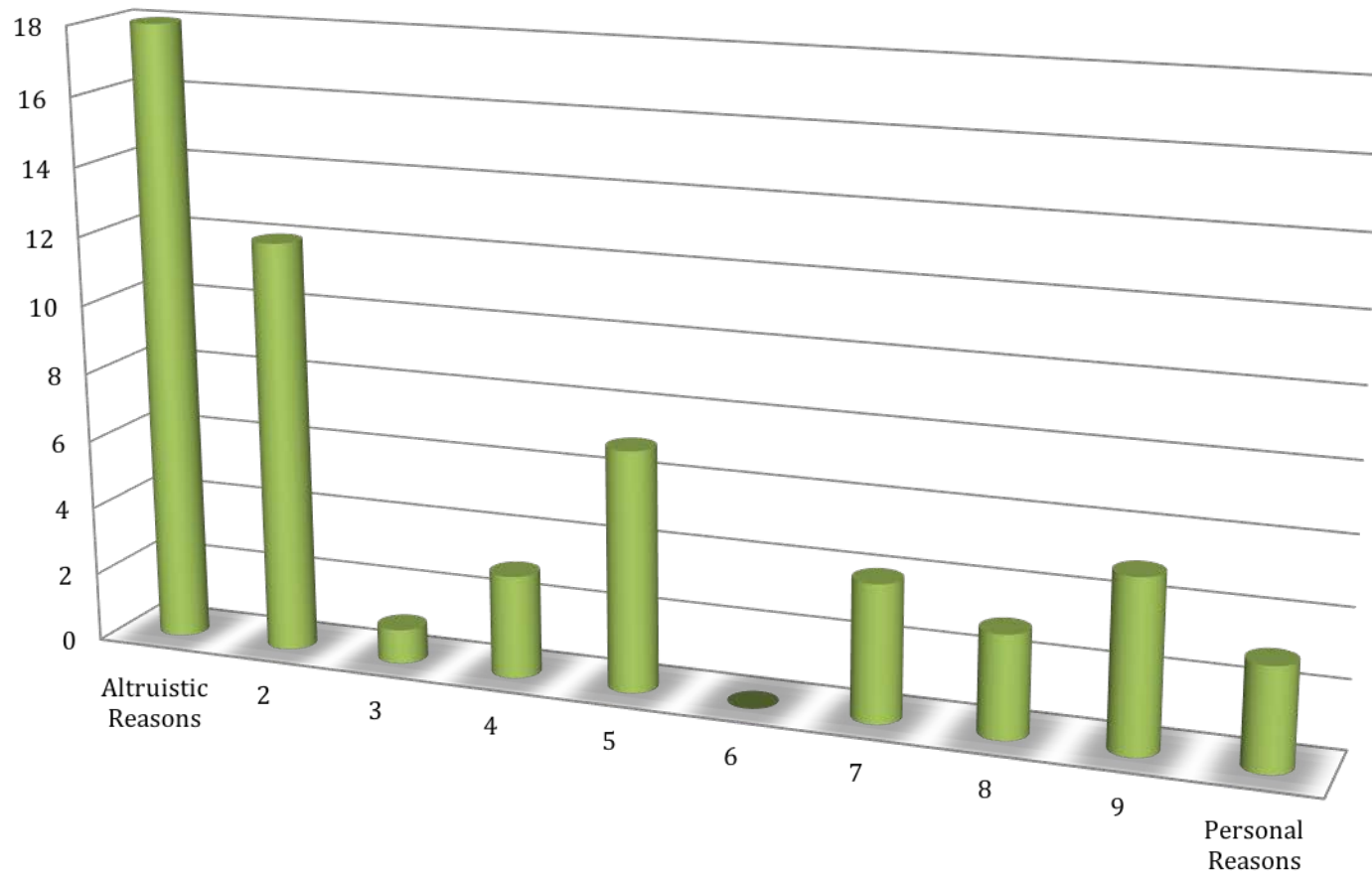
Characteristic #10: Motivation for Service

- ▶ Understands the difference between
.....*altruistic* motivation and
.....*personal* motivation
for school board service.

Characteristic #10: Motivation for Service

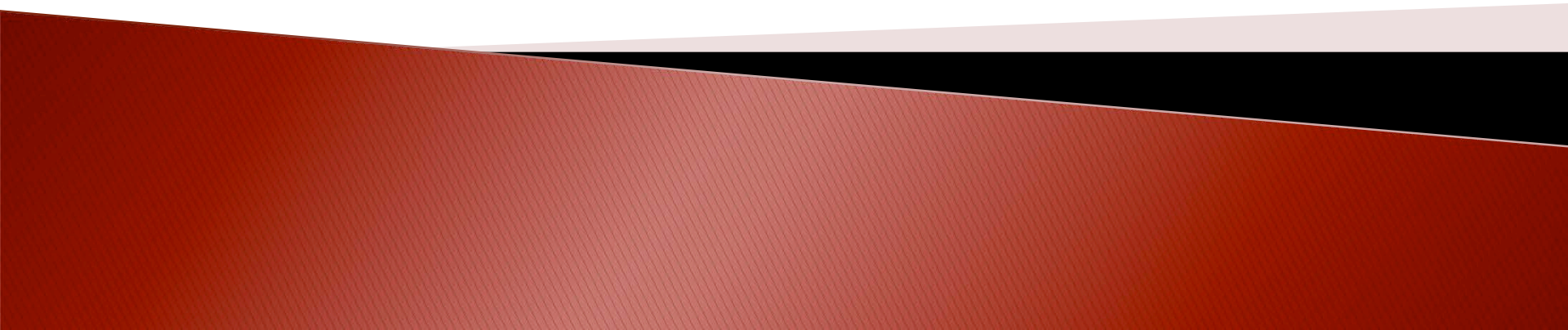


Characteristic #10: Motivation for Service



Policy and Procedure

Balancing Governance



Balanced Governance Policy

- ▶ Review your assigned policy and indicate what elements would lead to a more balanced governance approach.
- ▶ Would the policy help balanced District A? How?



Thomas L. Alsbury

President, Balanced Governance Solutions™

alsbury@balancedgovernancesolutions.com

www.balancedgovernancesolutions.com

Phone: 919-961-3496