Assessing Yourself as a Board Member

Association of Alaska School Boards
63rd Annual Conference
Balanced Governance™

Governance Continuum

Disengaged  Balanced Governance  Over-Reaching

Outcomes–Ends  Balanced Governance  Processes–Means
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

![Bar Chart]

- Disengaged: 2 ratings
- 2: 2 ratings
- 6: 1 rating
- 7: 1 rating
- Over-Reaching: 1 rating

# of ratings
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

![Bar Chart]

- Open Dialogue: 1 (open, 5), 3 (open, 5), 1 (open, 5), 1 (closed, 5), 1 (closed, 5)
- Open Debate: 1 (open, 5), 1 (closed, 5)

Legend:
- # of ratings

Note: The bar chart indicates the distribution of ratings for different types of debates and open dialogues.
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

![Bar Chart]

- **Broad Focus**
  - 1: 1 rating
  - 2: 1 rating
  - 3: 2 ratings
  - 4: 1 rating
  - 5: 1 rating
  - 6: 1 rating
  - 7: 1 rating
  - 8: 1 rating
  - 9: 1 rating

- **Targeted Focus**
  - # of ratings

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Note: The chart illustrates the distribution of ratings across broad and targeted focus categories.
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

![Bar chart showing Solution Focus comparison between Local Contextual Solution and Standardized Solution.]
Characteristic #6: Exercise of Influence

- Understands the difference between 
  ........*individual authority* and 
  ........*collective authority*.

  - Understands *appropriate visibility*. 
Characteristic #6: Exercise of Influence

[Bar chart showing distribution of ratings for Collective Authority and Individual Authority]
Characteristic #6: Exercise of Influence
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

![Bar Chart]

- Hear and Understand: 3 ratings
- 6: 1 rating
- 7: 1 rating
- 8: 1 rating
- 9: 1 rating
- Tell and Sell: 1 rating

# of ratings
Characteristic #7: Use of Voice
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% Time Speaking During Board Reports, Questions & Remarks

- Suggested Duration: 14
- Board Member 7: 8
- Board Member 6: 4
- Board Member 5: 11
- Board Member 4: 2
- Board Member 3: 18
- Board Member 2: 21
- Board Member 1: 36

Legend: General Meeting
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

![Bar chart showing decision-making style distribution]

- Collaborative Decision-making:
  - 1 rating for level 2
  - 1 rating for level 3
  - 1 rating for level 4
- Individual Decision-making:
  - 3 ratings for level 5
Characteristic #9: Decision-making Style

The diagram illustrates the collaborative vs. individual decision-making styles across various levels.

- Collaborative Decision-making:
  - Level 2: 2
  - Level 3: 12
  - Level 4: 4
  - Level 5: 9
  - Level 6: 1
  - Level 7: 6
  - Level 8: 8
  - Level 9: 9

- Individual Decision-making:
  - Level 2: 3
  - Level 3: 10
  - Level 4: 2
  - Level 5: 7
  - Level 6: 5
  - Level 7: 4
  - Level 8: 3
  - Level 9: 2

The data suggests a higher preference for collaborative decision-making at levels 3, 5, and 9, while individual decision-making is more favored at levels 2, 3, and 5.
Understands the difference between altruistic motivation and personal motivation for school board service.
Characteristic #10: Motivation for Service

![Bar Graph]

- **Altruistic Reasons**: 1, 1, 1
- **Personal Reasons**: 3

# of ratings
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?