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The Board Stair

A Workbook



THE CITIZEN BOARD

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In a democratic society, recognition is given to people's desires to associate with others in meeting social needs and fulfilling their aspirations. Voluntary organizations are formed in response to those desires and may be sanctioned to offer social services, cultural or recreational programs, educational resources or simply an important "sense of belonging". A Board of Directors has responsibility for the organization's operation, for its stability, and for provision of linkages with other organizations and the broad community. Citizen Boards can mean the difference between public understanding and support of volunteer effort, and public apathy. Boards that understand their role and fulfill their responsibilities effectively are critical to the continued functioning of our society in which the complexity and rapidity of change has outdistanced the social development of citizens and their capacity to cope with it.

The efforts of individuals to become responsibly involved in programs affected by Citizen Boards must be encouraged and supported. Volunteers provide a quality of insight and caring which cannot be replaced by theoretical expertise or legislated services. The volunteer who feels needed and valued as a Board member will be encouraged in the personal growth experiences necessary to his/her continued concern for and involvement with the community, and will reflect this in patterns of citizenship in the democratic society.

THE BOARD-STAFF WORKBOOK

The first printing of this book was commissioned by the Day Care Branch of Edmonton's Social Services department. They perceived a need for supportive training and resources to be made available for those working within city Day Care programs. A series of Board/Staff workshops were facilitated by the Edmonton Social Planning Council and the techniques and materials contained therein seemed to be needed and appreciated ... many people find themselves in a position of responsibility for a community service with very little in the way of resources or support to help them. The workbook was written to reinforce and broaden the impact of the workshops and has proven so popular that we decided to revise it in this second printing so it will apply to the activities of any volunteer Board and its program.

This workbook doesn't really contain anything new - the basic principles of good Board and Staff functioning still apply. It does, however, gather together a number of strategies and materials which have been tested and proven to be effective ... it tries to approach the most critical issues in a concise and "light" manner. Most importantly, it is designed to help volunteers and professionals to discover the answers for themselves - together - so they may have a positive and satisfying experience and so the client receives the very best program an agency can offer.

I am grateful to many who have helped as the materials have been gathered, developed, tested and refined over the past several years. Elwood Springman shared much of his energy and expertise in the development and leadership of workshops, several of our volunteers offered their experience and caring, and other trainers have given valuable input as the book has been developed. I particularly appreciate the special insights gained from the many dedicated volunteers and staff whom I've met at workshops. They are offering a great deal of themselves to the community and I applaud their efforts.

Lorie McMullen
Edmonton Social Planning Council

WHO THIS WORKBOOK IS FOR ... AND HOW TO USE IT

This book is for anyone associated with voluntary, non-profit organizations, agencies or programs. You may be providing services to meet human needs, developing cultural or recreational programs, working with a self-help group, maintaining a volunteer service organization, or

Though your activities may differ, you will have a common desire to do the best you can in whatever responsibility you undertake, and to utilize all of your expertise and resources in the most effective and satisfying manner.

We have therefore designed an educational tool which we hope will be experienced as much as it is read. The idea is to re-create, to the extent possible, the sharing and discovery which happen when a group of people gather in a Workshop setting and begin to tackle particular problems or define desired directions.

The book can be used individually as you reflect on ways you may be more effective in your commitment to a program or an agency. It can also be used for group discussion and has some identified Exercises you can use at your meetings. The Appendix outlines suggested Workshop formats if you choose that approach.

This book doesn't pretend to have all of the answers ... but it does give you an opportunity to explore the questions and find the best answers for yourselves.

SO WORK WITH IT, PLAY WITH IT, AND SEE WHAT HAPPENS FOR YOU!

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THE VOLUNTARY/NON-PROFIT ORGANIZATION

WHY DID YOU BECOME COMMITTED TO THE BOARD OR STAFF?

We've touched on some of the roles of volunteers in society generally, but what about your personal involvements? What prompted you to become a member of a Citizen Board? Or what were your attitudes or concerns which drew you to the staff of your particular organization?

Before anyone can set to work effectively on issues, concerns, programs or strategies, it is necessary to examine those values or philosophies which motivate you in that work. What is the base you're coming from?

The following exercise can be done in a group situation at a Board or other meeting. However, it can also be worked through alone

EXERCISE # 1

Time: 15 minutes

1. Divide the group into pairs.
2. Discuss and share with your neighbor the REASONS WHY YOU JOINED the Board or Staff of your organization.
3. Each person can introduce his/her neighbor to the group by briefly outlining their reason for commitment.
4. A leader can write responses in outline form on a flip chart or blackboard so all can see.
5. General group discussion might add other reasons to the list.
6. Some responses and some general categories follow on the next page - compare your lists.

What I discovered about myself through this exercise _____

What I discovered about others through this exercise _____

WHY DO PEOPLE BECOME COMMITTED AS VOLUNTEER OR STAFF
OF A HUMAN SERVICE PROJECT?

Some of the reasons may be:

Personal satisfaction

To utilize special knowledge or skills

To acquire special knowledge or skills

To be a part of activities that are important to them

To be involved with others

To help others

For recognition and status

To feel needed and useful

To receive direct personal benefits

To repay help previously received

Concern about consequences of not participating

Sense of security that results from feeling one's life has purpose

Need to actively utilize leisure time

THREE GENERAL CATEGORIES

- 1) Need for achievement
- 2) Need to influence
- 3) Need for affiliation

EXERCISES # 1A and # 1B Time: 15 minutes

The following are adaptations of EXERCISE #1.
Using the same format, discuss and share your
perceptions of the following questions:

#1A - What are my PERSONAL CONCERNS about
this Board? Or this Organization?

#1B - What are my HOPES for the organization,
and/or for myself?

WHAT TYPE OF BOARD DO YOU HAVE?

There are three major types of Boards, each one implying specific roles and responsibilities for the organization. It is most important to understand which type of Board you have so your goals and actions can be directed most appropriately and most effectively.

The following exercise will help you identify the specific type of Board you have

EXERCISE # 2

Time: 10 minutes

There are three types of Boards -

Advisory

Policy

Administrative.

1. Discuss which type of Board you think you have - and why?
2. Refer to definitions of Boards on the next page and discuss again.

REMEMBER, identifying the type of Board you have is the first step to tackling appropriate roles and responsibilities.

If you are an ADVISORY BOARD, there may be segments of this book which do not apply to you -- but use what you can.

If you are an ADMINISTRATIVE BOARD, you're receiving some form of salary and that's pretty rare in the voluntary sector. However, many of the tools we offer will fit for you too.

If you are a POLICY BOARD, then you have the ultimate responsibility for the operation of your organization and this book is most definitely for YOU!

THREE TYPES OF BOARDS

1. POLICY MAKING BOARD

A governing body for organizations.

Makes decisions regarding program, policy, planning and allocation of funds.

Hires and fires the executive director who reports to the Board and is responsible to it.

2. ADVISORY BOARD

Primarily gives advice and makes recommendations, usually to the agency's executive director.

The executive director is not appointed by or responsible to the advisory Board and does not have to follow its advice.

3. ADMINISTRATIVE BOARD

A full time working Board whose members receive a salary.

Makes decisions regarding program and policy and acts as a plural chief executive of the agency.

Members participate directly in administrative activities.

This Board has a staff but no executive director.

Adapted from: The New Community Organization by Arthur Dunham.

LEGAL RESPONSIBILITIES

If you have determined that you are a POLICY BOARD, then you must consider your specific role as decision-maker and governing body for the organization. YOU as a group have the ultimate responsibility for the policies and functioning of your organization and this means you are legally responsible for all facets of its operation.

If there should be a lawsuit brought by a former Director, or contractual difficulties with the owner of the building in which you have your program, the POLICY BOARD as an incorporated body is considered the legal entity which must deal with those issues. You, as individuals, cannot be held responsible financially but the settlement of even a small legal case can effectively wipe out the budget of a voluntary, non-profit organization like yours.

We have included a Legal Checklist which may help you identify areas you need to be concerned with, and also an overview of the Insurance which may be appropriate for you.

All of this may seem rather scary, but when you stop to think of the people with whom you are working, wouldn't you want to know you have a sound organization?

INCORPORATION OF YOUR GROUP

Incorporation is the registration of your organization under the Societies Act of the Province. This Act governs the rights and liabilities of groups who wish to form a society but it is not required that any group incorporate under the Act. The members of the group themselves must make that decision. Some of the advantages of incorporation are:

- a corporation has legal existence and is more definite and permanent
- a member of the group is not personally liable for debts or other liabilities of the society
- the corporation formed may hold title to property and contract in its own name
- incorporation gives any majority members the power to bind others by their acts
- incorporation is often necessary to receive funding from government, foundations, and other funding bodies.

Information on incorporation may be obtained from:

The Companies Branch
Department of Consumer and Corporate Affairs
13th Floor, Century Place
9803 - 102 A Avenue
Edmonton, Alberta.

ALSO: A pamphlet entitled "Forming A Society in Alberta" is available from the Student Legal Services, Legal Reform Institute at the University of Alberta.

LEGAL CHECKLIST

DOES YOUR BOARD HAVE:

- Up-to-date By-laws?
- Written personnel policies and procedures of the organization?
- Written policies of the organization as determined by the Board of Directors?

ARE BENEFITS IN FORCE FOR ALL STAFF MEMBERS?

- Social Security
- Medical - Alberta Health Plan
- Retirement for all eligible personnel
- Organization contribution
- Worker's compensation

IS AN ANNUAL AUDIT DONE BY A COMPETENT CA, CGA OR RIA?

- Is it fully and accurately reported to the Board?
- Is it accepted by a vote of the Board?
- Is it available to any member of the organization?
- Is it available to any citizen of the community?

ARE CONTRACTS MADE BY YOUR ORGANIZATION IN ORDER AND UP-TO-DATE?

- With individual staff members?
- With funding organization?
- With your landlord?
- Are the stipulations of any grant being fully complied with in areas of administration, disbursement, program and reporting?

ARE THE FINANCES OF YOUR ORGANIZATION IN ORDER?

- Are taxes paid?
- Are there outstanding bills?

IS YOUR INSURANCE ADEQUATE AND IN FORCE?

- On your building or office or other facilities?
- For your staff?
- For your volunteers, wherever they may be on organizational business?

DO YOUR BOARD MEMBERS INDIVIDUALLY UNDERSTAND:

- Legal responsibilities of the Board of the organization?
- The incorporation papers of your organization?
- If the program activities of the organization are within the legal scope of the corporation's purposes.

INSURANCE COVERAGE AND PROTECTION

Five broad areas of insurance coverage for consideration by volunteers and voluntary organizations are:

- (a) general liability insurance
- (b) disability insurance
- (c) property insurance
- (d) automobile insurance
- (e) professional insurance

Many factors come into play when determining what insurance an organization needs. Complete information about the organization and the people involved in it is required by insurance companies in order to ensure adequate coverage is purchased. Insurance policies are usually written to provide coverage for individuals or organizations considered as the employer "the named insured". The definition of "the named insured" can include employers, employees, and volunteers, however it should NOT BE ASSUMED that coverage is provided. Specific endorsements showing who is insured is preferable to other arrangements.

General liability insurance covers liability arising from acts of the employer and the employee but excludes acts deliberately caused. In addition to a basic comprehensive package which covers premises, property and operations, coverage for additional hazards may be purchased, often for a nominal fee. Employers liability, including voluntary compensation, is an example of additional hazard coverage. It provides protection in the event that an employer, who does not provide Workers' Compensation, is found liable for a worker's injury.

If not required to provide Workers' Compensation, an employer may purchase employee disability insurance for paid and volunteer workers. This insurance provides benefits to a worker if the worker, due to an injury, is unable to pursue their regular livelihood. If purchasing this insurance, discussion should be held with individual workers to ensure that, in the event of injury, benefits from all sources will not exceed the amount of income lost.

Property insurance is designed to cover property against specific risks such as fire and must be purchased separately for a building and its contents. Coverage may also be extended to losses as a result of business interruption. For both property and liability insurance there are specific tenants' policies.

Paid or volunteer workers driving an organization owned vehicle will be protected by the organization's automobile insurance for that vehicle. Drivers using their own vehicles must insure their vehicles to the fullest extent of their potential liability. As an additional hazard under a general liability policy an organization may purchase non-owned automobile insurance to cover the organization's liability in the event claims against a worker owned vehicle exceed the coverage on that vehicle. In all these cases it is desirable to obtain written permission from the insurer regarding vehicle use.

In some organizations it may be wise to explore professional liability insurance. This covers liability resulting from incorrect professional activity and is quite common in the medical field.

Insurance is a complex field characterized by increasing specialization. Ask insurance agents to fully describe, in everyday language, the different types of coverage available. Be a wise consumer. Explore the market before you buy!

THE WORKERS' COMPENSATION ACT - ALBERTA

The Workers' Compensation Act of Alberta protects and assists workers who suffer disablement due to accidents or disease arising out of or in the course of their employment. The Act is intended to cover all workers, however some industries and businesses are exempted from the Act by General Regulations. A list of exempted industries is available at any Workers' Compensation office. The costs of compensation are covered by assessments paid by employers. Assessments are determined according to the earnings of all workers and the accident experience of the specific enterprise.

Voluntary application for Workers' Compensation may be made by organizations not required to apply for employee coverage or by organizations who wish to have coverage extended to their volunteer workers.

Application for voluntary coverage should be submitted in writing to the Workers' Compensation Board giving details of the work or projects to be undertaken, the number of workers involved and their duties.

The following guidelines are used to determine whether an application will be accepted or rejected:

- (1) The organization must have control of the workers' activities and keep an accurate record of the hours worked.
- (2) The workers must be engaged in an organized project. Each application is reviewed on its own merits. Acceptance of such applications is at the discretion of the Board.

The cost of voluntary coverage is borne entirely by the organization. Assessments related to volunteer workers are based on such sum that best represents, in the opinion of the Board, a reasonable wage or salary for the service rendered.

Advantages for a worker covered by Workers' Compensation include financial compensation, payment of medical expenses and, if needed, physical and vocational rehabilitation. Benefits paid to an injured volunteer are based on the figure that best represents the volunteer's total earnings from all employment.

Advantages for an organization include protection against legal action by workers who are injured or affected by industrial diseases during the course of employment. Because the employer automatically accepts responsibility, the worker gives up the right to sue for damages.

Now that you've examined your reasons for being part of a voluntary group, you have a better understanding of the kind of organization you're working with, and the extent of your policy and legal responsibilities, perhaps it's time to ask:

HOW ARE THINGS GOING?

EXERCISE # 3

Time: 15 min. individually
15 min. group

1. Look over the following Yardstick for Measuring the Organization individually and check those areas as indicated. A "NO" answer needs to be followed up by thinking about whether that area needs to be worked on and improved...perhaps it isn't really necessary. There may be some items with which you are unfamiliar and you may have to leave some blanks.
2. Discover whether there is agreement among the group on specific areas which need to be worked on. This gives you some guideline in expending your energies towards improvement of your organization...work on those areas YOU see to be most important.
3. The sections of the Yardstick are titled to correspond to further sections of this Workbook so you can refer directly to those parts which may be most helpful to you.

GO TO IT!

What I discovered about myself through this exercise _____

What I discovered about our organization through this exercise _____

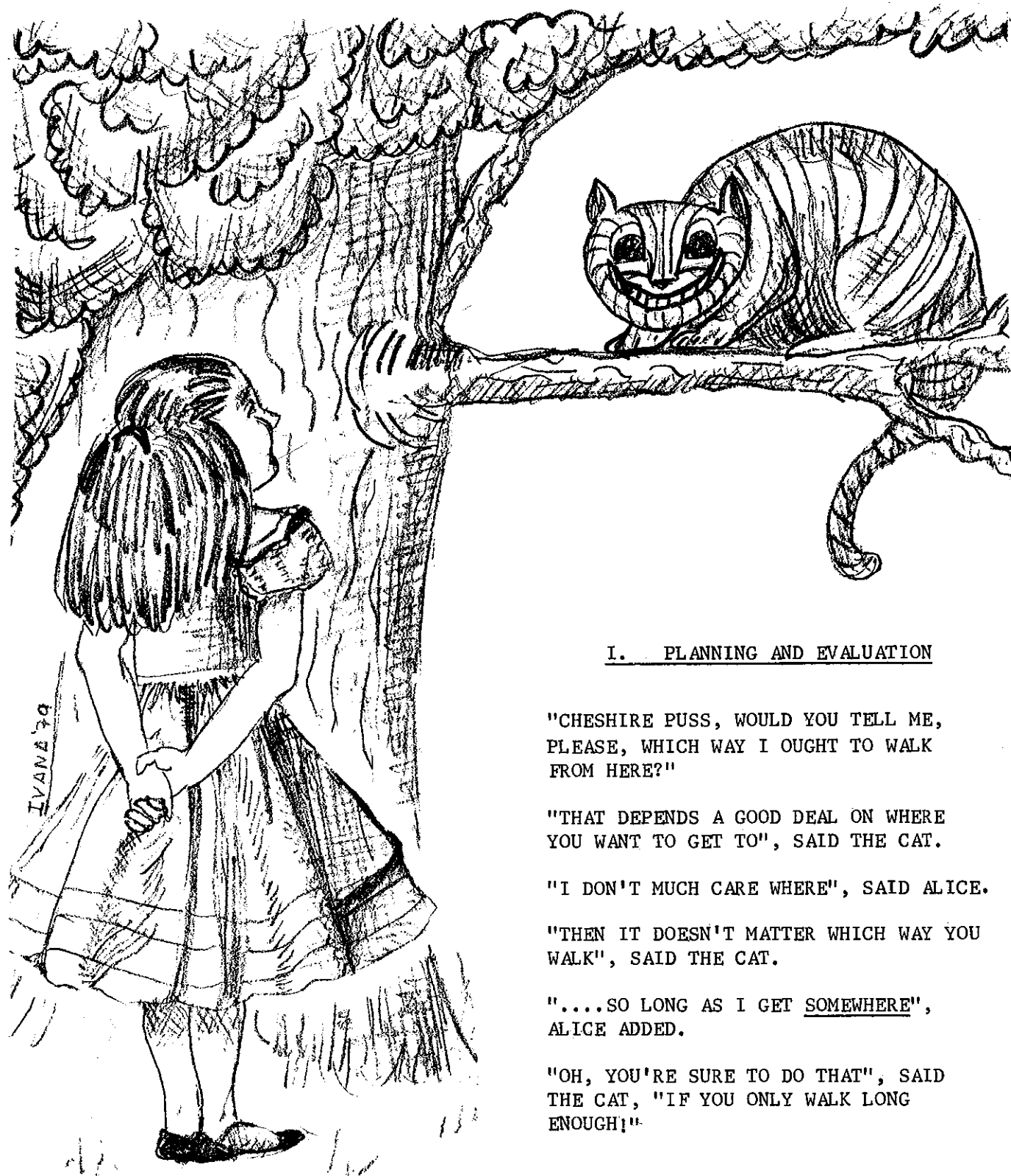
A YARDSTICK FOR MEASURING THE ORGANIZATION
Suggested Criteria to Use in Self-Evaluation

CRITERIA OR MEASURES OF:	YES	NO	NEED TO WORK ON THIS
<p>I. <u>PLANNING AND EVALUATION</u></p> <ol style="list-style-type: none"> 1. The organization has a written statement of its Purpose and current Goals. 2. The organization has a concise set of bylaws which clearly spell out the procedures by which the Board transacts its business. 3. Plans of action are made and kept in written form by the Board, the staff and/or committees. 4. The Board reviews its Goals, its own organization and its work annually. <p>II. <u>ORGANIZATIONAL STRUCTURE</u></p> <ol style="list-style-type: none"> 1. The organization has working committees through which action is channeled. 2. Committee assignments and responsibilities are in writing. 3. Committee personnel includes staff or community members working along with Board members. 4. A committee's work and its assignments are reviewed and evaluated periodically. 5. Some committees are struck on a short-term "ad hoc" basis. 6. Committee members are clear about their specific tasks and responsibilities. 			

CRITERIA OR MEASURES OF:	YES	NO	NEED TO WORK ON THIS
<p>III. <u>ENCOURAGEMENT OF HUMAN RESOURCES</u></p> <p>a) <u>PEOPLE SKILLS</u></p> <ol style="list-style-type: none"> 1. The Board, staff and committee members know and feel comfortable with one another. 2. A brief outline of each member's skills, background and interests is kept on file. 3. There is laughter at meetings! 4. New members are often invited to Board membership because they have a particular skill to offer. 5. Committee membership includes those outside the Board who are most closely connected to the work of that committee (e.g., parent, social worker, public relations person, etc.) <p>b) <u>NOMINATION OF NEW MEMBERS</u></p> <ol style="list-style-type: none"> 1. The Nominating Committee solicits suggestions from staff, Board, clients and professional resource people in preparing nominations for the Board. 2. The organization is always thinking ahead and has a pool of potential Board members for the future. 3. There is a written statement of qualifications for new Board members. 4. There is a satisfactory combination of experienced and new Board members to guarantee both continuity and new thinking. 5. There is a formal plan for limiting the tenure of Board members which specifies rotation so as to assure a steady supply of new Board members. 			

CRITERIA OR MEASURE OF:	YES	NO	NEED TO WORK ON THIS
<p>c) <u>ORIENTATION AND TRAINING</u></p> <ol style="list-style-type: none"> 1. The organization has a written statement outlining the duties and responsibilities of the new Board or staff member. 2. There is a written plan to be followed in the program of orientation for new Board or staff members. 3. There is a Board Manual distributed to all Board members. The manual is revised periodically. 4. There is a plan for program of training offered to Board and staff members throughout the year. 5. Board and staff members participate in community and regional training opportunities. <p>IV. <u>BOARD/STAFF RELATIONSHIPS</u></p> <ol style="list-style-type: none"> 1. Board and staff members are clear about their specific tasks and responsibilities. 2. Board and staff members work as a team towards accomplishment of the organization's goals. 3. There are Board-staff meetings where general discussion can take place. 4. There is some "fun time" for members of Board and staff together. 			

CRITERIA OR MEASURE OF:	YES	NO	NEED TO WORK ON THIS
<p>V. <u>THE ORGANIZATION AT WORK</u> - Meetings, Meetings</p> <ol style="list-style-type: none"> 1. There are regularly scheduled Board and executive meetings at least 8 times per year. 2. Meetings begin on time and end on time as per agreed-upon schedule. 3. There is adequate preparation of material including agendas, study documents, etc., in advance of meetings. 4. Meetings are characterized by free discussion, general participation, active thinking together and shared decision-making. 5. Board meetings deal primarily with policy formulation, review of plans, evaluating the work of the agency. 6. Regular reports of committee work are made to the Board. 7. The Board spends some time on matters of community and/or nationwide concern within their field of interest. 			



I. PLANNING AND EVALUATION

"CHESHIRE PUSS, WOULD YOU TELL ME, PLEASE, WHICH WAY I OUGHT TO WALK FROM HERE?"

"THAT DEPENDS A GOOD DEAL ON WHERE YOU WANT TO GET TO", SAID THE CAT.

"I DON'T MUCH CARE WHERE", SAID ALICE.

"THEN IT DOESN'T MATTER WHICH WAY YOU WALK", SAID THE CAT.

"....SO LONG AS I GET SOMEWHERE", ALICE ADDED.

"OH, YOU'RE SURE TO DO THAT", SAID THE CAT, "IF YOU ONLY WALK LONG ENOUGH!"

PLANNING - WHO NEEDS IT??

.....Alice, for one.....

There are times when it's fun and a bit of a breather to simply float through the day and act on whims, doing what we feel like. But most of us make some kind of plan when it's time to accomplish something....to paint a room, do the gardening, or cook the dinner! Think about an agency or program operating on the basis of "whim" with no real sense of direction and, therefore, no real sense of achievement either.....

The PLANNING PROCESS gives your organization the opportunity to have a real sense of where it's going, and a sense of pride as it makes some good steps forward along the way. The following pages will introduce the techniques of planning to you but, BEFORE YOU START ON THE PLANNING PROCESS ITSELF, it is critical that you do some very thoughtful preplanning.

PREPLANNING gets at the very heart of the organization. It provides the opportunity, and the obligation, to stop and ask yourselves..."Upon what beliefs, values, or deepest insights are we basing the planning and activities of our group?".... "What do we believe in and WHY are we really here?"

For example, the belief that all individuals should be encouraged to retain maximum independence would be reflected in a program of Home Help for senior citizens; the insight that young children do best in an extended family situation would be reflected in the daily activities of a Child Care centre; or the value of conservation of resources would be reflected in the public education program of a Pro-Solar Energy group.

We must be able to talk about the most fundamental images of life we hold in our heads and make commitments to move from them through to the particular things we do. What is more, our actions must reflect and not contradict those fundamental images and commitments. Our programs reflect our beliefs, but there is also a reciprocal relationship in that our programs also help to shape our beliefs.

This Preplanning then leads us into the development of Purposes, Goals and Strategies - the HOW's - so the organization can appropriately extend its "heart" into a program of visible action.

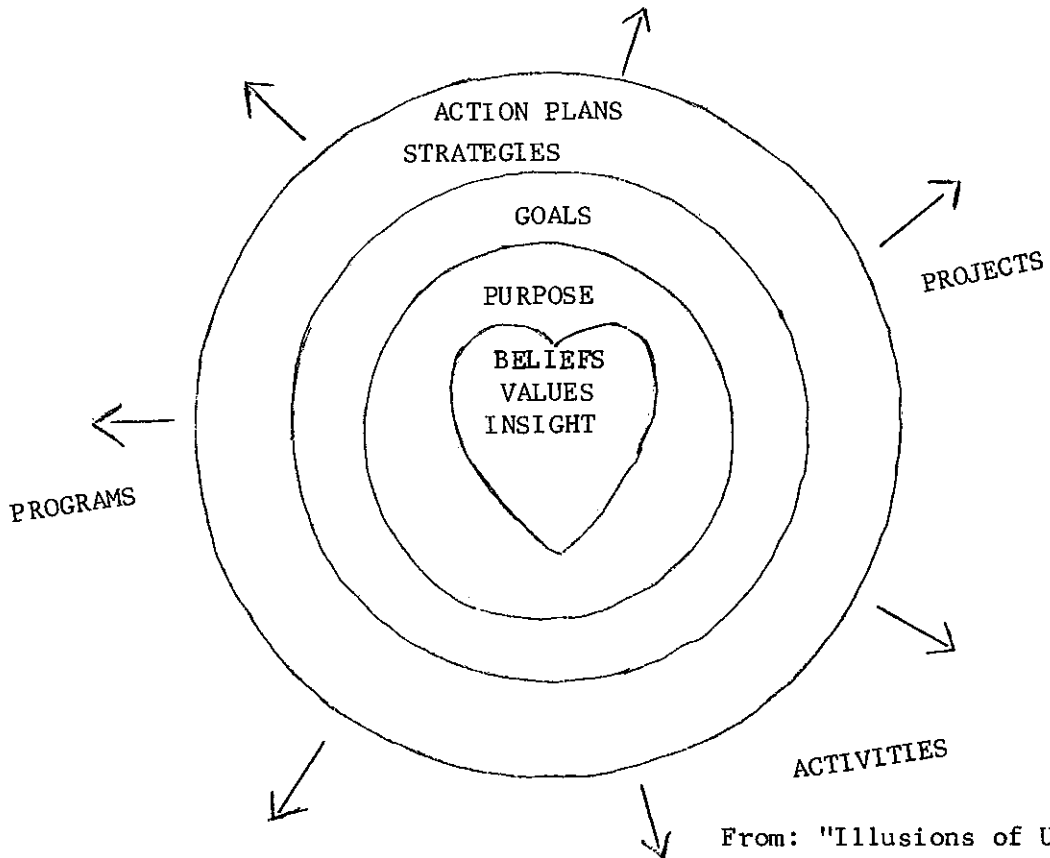
PREPLANNING

EXERCISE # 4

Time: 15 min. individually
45 min. group

1. Ask each person to reflect on and write down a list of values and deepest insights which they hold as an individual involved in the field of your organization.
2. Develop a group list on a flip chart through individual contribution (each offering 2 or 3 to begin).
3. Discuss and synthesize this list into a group statement.

..... A PLANNING MODEL - WITH HEART



From: "Illusions of Urban Man"
Ruben F. W. Nelson
adapted with permission.

PREPLANNING AND PLANNING ARE FOR YOU....so you and your organization can:

- have all who are involved share a common understanding of the beliefs, values and insights which are reflected in the actions of your group
- have all who are involved share a common support for your activities
- carry out a program that is appropriate for your community and your constituency (client or target group)
- account for your programs proudly to your funders and your community
- have people fully understand what type of organization you are and what style of activities you undertake (e.g. direct service, self-help, structured or "spontaneous") so they can make an informed choice about their involvement
- cut down on Board time spent reacting to "emergencies" and become more creative and positive in taking charge of your organization
- cut down on "burn-out" of your valuable volunteers and staff
- encourage a mutually supportive staff and volunteer Board - a team!
- appropriately allocate space, materials, personnel, etc.

GOAL SETTING

Alice certainly needed a goal before she could find out which way to walk.....

An organization comes into being to fulfill a need. It develops programs to accomplish its purposes. Organizational goals are established as targets for fulfilling the purpose of the organization and its programs. GOALS MUST BE APPROPRIATELY DERIVED FROM THE PURPOSE. They are developed by the Board and should be reviewed annually to ensure that they are still relevant, and that each member understands and concurs with them.

Goal-setting is a little like educated dreaming....the following exercise will illustrate how your group can identify some goals.

GOAL SETTING

EXERCISE # 5

Time: 15 min. in pairs
30 min. group

1. Divide the group into pairs.
2. Discuss and share with your neighbor the HOPEs YOU HAVE FOR THE ORGANIZATION, AND FOR ITS WORK IN THE COMMUNITY. Do your best to draw out the dreams and creative ideas....
3. Each person introduces her/his partner to the group by briefly outlining the hopes they have discussed.
4. A leader writes responses in outline form on a flip chart or blackboard so all can see.
5. These statements of hopes and dreams can be grouped together into areas of concern.
6. After any further additions, these grouped statements can be viewed as possible goals for the organization.
7. The group refines and prioritizes the possible goals then reaches consensus on which will be adopted.

(For methods of reaching consensus, see page 75.)

PLANNING DEFINITIONS

PURPOSE: The broad reason for which the organization is formed. It is usually developed when wording the original constitution. There is a requirement that the Purpose be stated in articles of Incorporation with the Companies Branch of the Province.

GOALS: Major targets for carrying out the Purpose; Statements of Intent which are less broad than the Purpose. They are developed by the Board as appropriate, should be reviewed annually by the incoming Board and, although they may be revised or deleted, are generally kept for several years. Goals must be directly related to and derived from the Purpose.

POLICIES: Broad guidelines used by the organization in carrying out its business; commonly agreed-upon methods for handling routine or regular kinds of tasks.

ACTION PLAN: Specific plan by which each Goal may be reached. It will include one or more strategies.

STRATEGY: The art of devising plans toward a Goal.

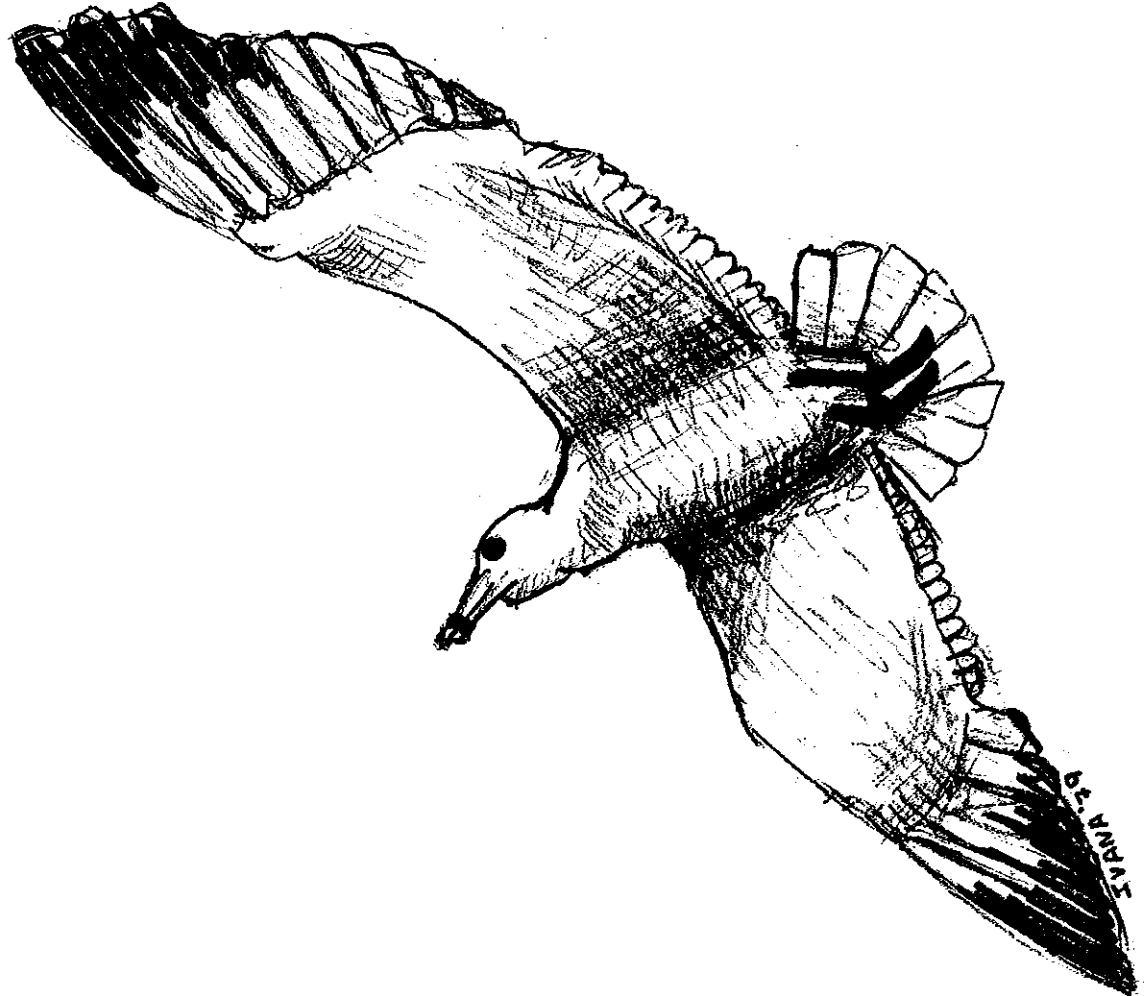
A statement of Strategy is as specific as possible - what will you do and how can you measure your result?

It will also include the plan for allocating the following:

- MANPOWER - WHO will carry out the strategy and be responsible for it?
- TIME - WHEN will various steps be carried out and the strategy completed?
- MONEY - COST: what budget allocations need to be made to the strategy?
- MATERIALS - WHAT do you need in order to carry it out?

CONTROLS: Ways of knowing whether the Action Plan is proceeding as expected. These may include regular reporting of the committee to the Board, liaison contact between the Board Chairman and the person responsible for the Action Plan, etc.

EVALUATION: Assessing the result of the Action Plan and/or individual Strategies. This is where the element of measurement comes in - did you achieve the result you planned? It is also important to discuss whether your people, dollars, time and materials were used effectively.



THE JONATHON SOCIETY

The following pages give us a chance to practice the techniques of setting goals, action plans and strategies. We are given the purpose of the Jonathon Society and three goals - or targets - for accomplishing this purpose. The first goal - provide seagulls with crash helmets - has been divided into four strategies. Each is definable, and measurable. Some are not attainable but, for the sake of this exercise, let's assume we can do anything if we set our collective minds to it.

WE CAN HAVE SOME FUN WHILE WE WORK - AND LEARN .

.....COME FLY WITH US.....

PURPOSE

To preserve seagulls and promote compassionate public interest in their pursuit of self-realization

GOALS

II

Organize public tours to seagull habitats.

POLICIES

We cannot make a profit on any of our projects.

ACTION PLAN II

Who responsible: Public Relations Committee

I

Supply crash helmets to fledgling seagulls in rocky environs.

Organization's geographical boundaries apply.

ACTION PLAN I

Who responsible: Ad Hoc Helmet Committee

III

Plan a "take-a-seagull-home-to-lunch" week.

None that apply here.

ACTION PLAN III

Who responsible: _____

STRATEGIES

1. Identify 3 rocky areas frequented by seagulls. (MAT's denotes MATERIALS)
 WHO: Bob & U of A
 WHEN: By June 1st
 COST: Nil
 MAT's: Maps & Chart
2. Design a seagull crash helmet.
 WHO: Gail & design firm.
 WHEN: By June 1st
 COST: \$20 honorarium
 MAT's: Provided by design firm

STRATEGIES

1. _____
 WHO: _____
 WHEN: _____
 COST: _____
 MAT's: _____
2. _____
 WHO: _____
 WHEN: _____
 COST: _____
 MAT's: _____

STRATEGIES

1. _____
 WHO: _____
 WHEN: _____
 COST: _____
 MAT's: _____
2. _____
 WHO: _____
 WHEN: _____
 COST: _____
 MAT's: _____

<p>3. Have 30 completed crash helmets.</p> <p>WHO: _____ WHEN: _____ COST: _____ MAT's: _____</p>	<p>3. _____</p> <p>WHO: _____ WHEN: _____ COST: _____ MAT's: _____</p>	<p>3. Have 30 completed crash helmets.</p> <p>WHO: Gail & Plastic Company WHEN: By Sept 15th COST: \$60 MAT's: Plastics</p> <p>4. Have 30 sea-gulls wearing helmets.</p> <p>WHO: Don & students WHEN: By Nov 1st COST: \$65 expenses MAT's: Seagull nets helmets, fasteners</p> <p>TOTAL COST: \$145.00</p>
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↓
CONTROLS

REPORT: To Board June, Sept., Nov.

LIAISON: Committee Chairman to Project Vice-President

OTHER: Committee meetings monthly until evaluation complete.

RESULTS: Action Plan completed on time.

RESOURCES WHO: Committee enjoyed work, could have used one more member.
WHEN: Difficult to have June 1st deadline met since design firm had other contracts.
COST: Final cost \$160-\$15 over budget.
MAT's: All O.K. Some problems fitting helmets.

REPORT: _____

LIAISON: _____

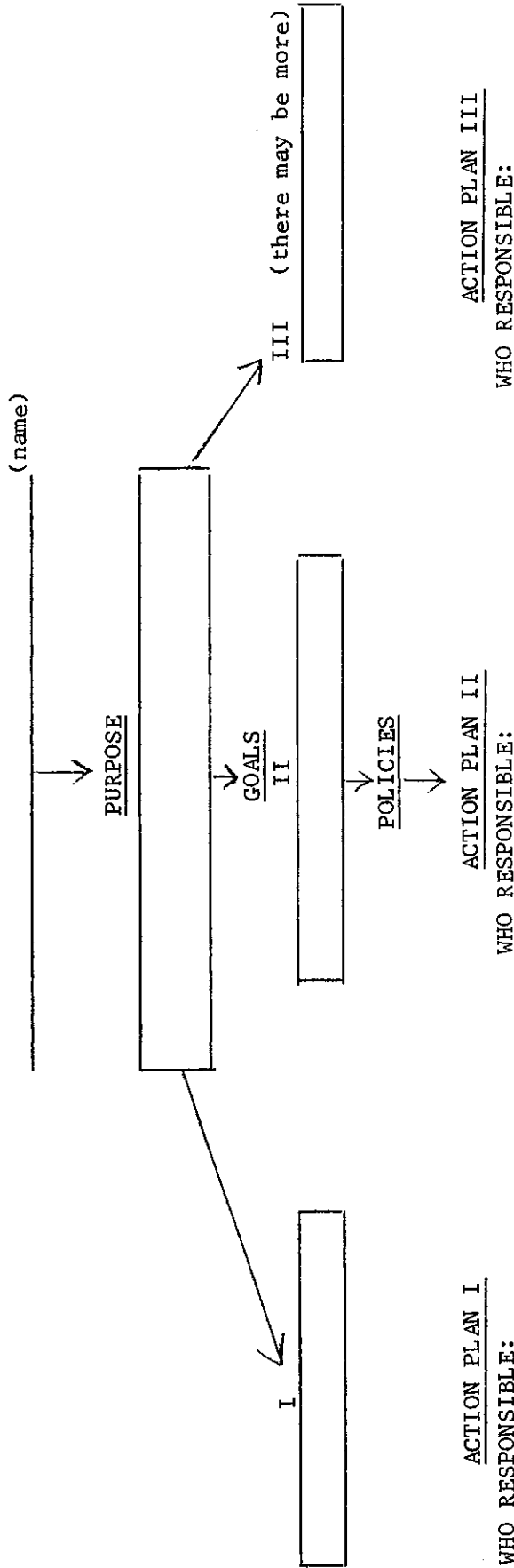
OTHER: _____

RESULTS: _____

RESOURCES WHO: _____
WHEN: _____
COST: _____
MAT's: _____

↓
EVALUATION

↓
NEW ACTION PLANS?



ACTION PLAN I
WHO RESPONSIBLE:

ACTION PLAN II
WHO RESPONSIBLE:

ACTION PLAN III
WHO RESPONSIBLE:

STRATEGIES	STRATEGIES	STRATEGIES
1. WHO: WHEN: COST: MAT's:	1. WHO: WHEN: COST: MAT's:	1. WHO: WHEN: COST: MAT's:
2. WHO: WHEN: COST: MAT's:	2. WHO: WHEN: COST: MAT's:	2. WHO: WHEN: COST: MAT's:
3. WHO: WHEN: COST: MAT's:	3. WHO: WHEN: COST: MAT's:	3. WHO: WHEN: COST: MAT's:

4. WHO: WHEN: COST: MAT' s: TOTAL COST:	4. WHO: WHEN: COST: MAT' s: TOTAL COST:	4. WHO: WHEN: COST: MAT' s: TOTAL COST:
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↓
CONTROLS

REPORT:
LIAISON:
OTHER:

REPORT:
LIAISON:
OTHER:

↓
EVALUATION

RESULTS:
RESOURCES
WHO:
WHEN:
COST:
MAT' s:

RESULTS:
RESOURCES
WHO:
WHEN:
COST:
MAT' s:

↓
NEW ACTION PLANS??

THE PLANNING CYCLE

Now that you've been "flying high" with Jonathon and his friends, and you've begun to meet the challenge of making your own organization "fly" by setting down some of its goals and plans, let's take a look at what's really happening. No, we're not going to expect you to keep going round and round in circles ... we want to show you that planning is a continuous and on-going process and so is flexible. Once you have discussed your deepest insights and values, established your Purpose and a Goal or two, you enter the circle at the point of developing the Action Plan. You record your strategies, carry out the Plan, determine your Controls and Evaluate what happens. But it doesn't stop there. The cycle leads you back to deciding whether a new Action Plan might logically arise from the work you've just finished. Think about Jonathon again - perhaps the group would decide to repeat the whole performance in another area of the coast next year; or they might decide to write a manual for other groups titled "How to Helmet, Feed and Communicate with Sea-Gulls". Do you get the idea now???

The cycle may also be entered at other points. If you are already in action with a particular project, you enter at a point near Controls and move into Evaluation from there. Or perhaps beginning with some kind of Evaluation steps will lead you more easily into the setting of your Goals and Action Plans; e.g., before you establish an expanded service for your community, you might take a look at what happened in your program last year and ask your clients what their needs might be.

TRY SUBSTITUTING THE PLANNING CYCLE FOR THAT WHEEL YOU KEEP
RE-INVENTING EVERY TIME YOU TAKE ON A NEW PROJECT...

CONSTITUTION / BY - LAWS

Legal Description of Organization, etc.



Deepest Insights and Values



PURPOSE

Reason for Existing



GOALS

Major Targets



ACTION PLANS

Specifics

What will we do, and how can we measure
the result?

EVALUATION

What happened?

RECORD ACTION PLAN

For each Strategy

WHO will do it?

WHEN will it be done?

COST - how much?

MATERIALS - What's needed?

PLANNING

CYCLE

CONTROLS

How will we know it's being done?

CARRY OUT PLAN

So do it!!!

EXERCISE # 7

Groups of 4-7 people

Time: 20 minutes

15 blank papers (4"x5")
per group; pens; tape

MUFFIN PERT

The purpose of this exercise is to examine logical, sequential planning. PERT is planning jargon for "Program Evaluation and Review Technique" but we think this fun exercise should make you feel like it sounds... not like a Muffin, but PERT ! ! !

We're going to see how the events of an action plan are ordered sequentially until the goal is reached. Here is the situation...

1. You have become interested in a TV program.
2. You are hungry and decide you want an English muffin, toasted with butter and jam.
3. You want to fix the muffin as fast as possible during a commercial, to miss as little of your program as necessary.
4. Everything you need is in your kitchen.

Our GOAL is to have a muffin toasted, buttered and jammed, ready to eat as soon as possible. This Goal can be stated as an event "Muffin is Ready" so please write this on one sheet of paper and place it on your far right as a group.

Now, as a group decide WHAT HAS TO HAPPEN BEFORE THAT? Consider all of the things which must occur before we can say "Muffin is Ready". Write each event on its own sheet of paper.

Put the sheets into a time sequence with the earlier events to the left indicating each event is dependent on the event to its left. Remember, the question is WHAT HAS TO HAPPEN BEFORE THAT?

I am sure you'll find many creative ways to have that muffin ready very quickly. One group we worked with decided to take the television set into the kitchen!!!

HAVE FUN WITH THIS ONE ... THE WINNER GETS A MUFFIN!

(PLEASE SEND STAMPED, SELF-ADDRESSED BROWN LUNCH BAG.)

BOARD, PROGRAM OR COMMITTEE CALENDAR

By having a Board, Program or Committee Calendar, it becomes easier to visualize what major responsibilities and events should be happening as the year progresses. It is particularly helpful in maintaining continuity as Board, staff and committee members change over a period of time. Here is an example -- what happens for you?

<u>MONTH</u>	<u>ACTIVITIES/RESPONSIBILITIES</u>
April:	Annual Meeting Audited Financial Statement prepared First meeting of incoming Board Examination of Goals and continuing Plans of Action Committee Assignments
May:	Orientation Workshop
June:	Community P.R. Project
July:	
August:	
September:	Social Gathering - Board, staff
October:	
November:	Board-Staff in service training
December:	
January:	Appointment of Nomination Committee
February:	
March:	Evaluation of year

EVALUATION

Many voluntary organizations are unaccustomed to formal evaluation procedures and fail to establish techniques for measuring the effectiveness of their programs. It is true, of course, that it is difficult to identify the impact of field trips on the youngsters attending a Child Care Program or the change in emotional health of the elderly because of regular visits from a volunteer "friend". Nevertheless, granting the slippery nature of much of the available data, some kind of start can be made. Even if the best that can be done is a post-program discussion in the board, at least this is of some help and guidance for the future.

Too many groups will be so swept away by their own enthusiasm for a particular project that they will simply assume that it is worthwhile and will display a letter from a nice citizen in East Overshoe as evidence that "everyone thought it was simply wonderful". If funds, time and personnel were unlimited, it would perhaps be permissible to take the line that "anything we do is of some good"; but the challenge here is to find the directions and programs which do the most good and, without some kind of planned hindsight, the most successful products cannot be sorted from the weaker ones.

Furthermore, evaluation can be helpful in setting up checksheets of steps to be taken for types of programs that are likely to be repeated. Through lack of time and orientation, many groups will not build up a written body of policies and procedures so that the same old mistakes will be repeated year after year; parents will not attend "Open House" because the mailings were late again, the executive will wonder why other citizens are not actively involved, etc. etc..

Adapted from: "Techniques of Community
Responsibility"
Daniel H. Fenn, Jr.

EVALUATIONS - SOME "HOW TO'S"

Just as Strategies are part of Action Plans, and Action Plans reflect the ways in which you plan to achieve your Goals, and Goals are derived from your Purpose ... (deep breath) ... so your assessment of how well you are doing in achieving your Purpose and Goals needs to begin with the nitty-gritty of those Strategies and Action Plans!!

EVALUATING ACTION PLANS: Each Action Plan will likely have a few related Strategies and it is the summary of how well these were achieved which forms your evaluation. You must ask yourselves as objectively and consistently as possible the following sorts of questions:

- RESULTS: DID WE DO IT?
HOW DID WE MEASURE THE RESULT?
- RESOURCES: DID THE PEOPLE INVOLVED DO WHAT WAS EXPECTED?
WHAT DID THEY LEARN OR CONTRIBUTE?
DID THEY FEEL GOOD ABOUT IT, OR OTHERWISE?
DID WE DO IT ON TIME? AND WAS THE TIME WELL SPENT?
DID IT COST WHAT WE ALLOWED IN THE BUDGET?
MORE? LESS? WHY?
WERE THE MATERIALS APPROPRIATE? ENOUGH? TOO MUCH?

This Evaluation should be shared with the rest of the Board by the group of people responsible for the Action Plan. Then all will have some sense of direction and may consider developing new Plans or Strategies as the Planning Cycle continues.

EVALUATING GOALS: If you feel a Goal has been finally achieved, it is time to look at setting a new one. However, it may be that the Goal will remain for quite some time and new Action Plans will be developed toward that Goal in a continuum. It is wise for a Board to take a hard look at its Goals each year and the Board Calendar suggests this be one of the first responsibilities of an incoming Board.

EVALUATIONS ... ASKING OTHERS

So far we have talked about YOUR assessment of how you are doing in working toward your Goals. What about the people you serve or others in your community? How do THEY see your steps toward success?

The following Brainstorm Exercise may give you some sense of how you can test yourselves in the broader context of community and get some feedback on just how well you are doing.

<u>EXERCISE # 8</u>	Time: 10 minutes (Brainstorm) 20 minutes (Action Plan)
1. Review Rules of Brainstorming (see Appendix).	
2. Brainstorm: <u>WHO CAN WE ASK?</u> List all those individuals or groups who might give you a fresh perspective on the work you're doing.	
3. Give priority to several and develop an Action Plan for approaching them with questions relating to evaluation. e.g. (For a Day Care project) Plan a Discussion Night for parents Develop a questionnaire for local school teachers Invite professional Resource People to a meeting Plan opportunities to ask the children what they like or do not like about particular programs	

This kind of EXTERNAL EVALUATION also gives you an opportunity to share with others your concepts and concerns about Child Care and, in effect, helps your Public Relations with the broader community.

EVALUATIONS ... VARIOUS KINDS

You may have examined your Goals, and asked clients about your program, but there are other kinds of evaluation you might undertake from time to time.

- The organization and operation of the Board itself
- The functioning of the program's facility
- The work of the Executive Director
- etc., etc.

YOU NEVER KNOW TILL YOU ASK ... THE ANSWERS MAY SURPRISE YOU!

QUESTIONS YOU MIGHT ASK YOUR CLIENTS OR THE COMMUNITY

These are the most important people in your program ... and your questions here should be very thoughtfully worded. It is their answers which will give you a real sense of success or difficulty, and it is their answers which should influence your future planning.

Does our program fill a need for you?

What are some of the good things it does that help you?

What are some of the things it does that maybe don't help as much?

What are some new things the program might do that would be good?

Do you feel comfortable with the other people you meet in the program?

Do you tell your friends or relatives that you are part of the program?

Would you prefer to do something else in the program?

How long do you think you will stay with us?

If you leave the program, what do you think you will do?

What sort of people do you feel could most benefit from this agency's services?

How could this agency reach more potential users?

Would you be interested in becoming a volunteer with this organization?

Do you trust the volunteers/staff with whom you have contact in this program with your confidences?

Do you feel that the agency representatives with whom you have had contact have received adequate training?

Do you find the agency representatives to be warm, friendly, and understanding towards you?

How did you find out about this program?

GUIDE FOR EVALUATING EXECUTIVE DIRECTOR'S PERFORMANCE

PERFORMANCE FACTORS	PERFORMANCE DEGREES					Does Not Meet Minimum Requirement
	Far Exceeds Job Requirements	Exceeds Job Requirements	Meets Job Requirements	Needs Some Improvement	Does Not Meet Minimum Requirement	
Quality	Leaps tall buildings with a single bound	Must take running start to leap over tall buildings	Can leap over short buildings only	Crashes into buildings when attempting to jump over them	Cannot recognize buildings at a glance	
Timeliness	Is faster than a speeding bullet	Is as fast as a speeding bullet	Not quite as fast as a speeding bullet	Would you believe a slow bullet	Wounds self with bullets when attempting to shoot	
Initiative	Is stronger than a locomotive	Is stronger than a bull elephant	Is stronger than a bull	Shoots the bull	Smells like a bull	
Adaptability	Walks on water	Walks on water in emergencies	Washes with water	Drinks water	Passes water in emergencies	
Communication	Talks with God	Talks with the angels	Talks to himself	Argues with himself	Loses those arguments	

TO GET SERIOUS.....There are three questions which can be used in any staff evaluation -

1. What are you doing that you wish you didn't have to do?
2. What are you doing that you would like to do more of?
3. What are you not doing that you wish you could????

EVALUATION - SOME BASIC PRINCIPLES

The following are basic principles which should be considered when undertaking the evaluation of:

- a program, OR
 - the personnel involved with it (both staff and volunteers), OR
 - its effect on the community.
1. Any part of a program to be evaluated must have clear, measurable goals and objectives.
 2. Any evaluation technique must be designed to be useful to the agency itself, and be relevant to the achievement of the organization's goals and objectives.
 3. Evaluation techniques and the timing of their use (the "how" and "when") should be developed as part of the objectives and strategies of a program during the planning stage, prior to implementation.
 4. Clients, volunteers and staff should all have an understanding of the need for evaluation, and of its potential value to their organization.
 5. Any technique should be developed cooperatively by those who will use it, including all volunteers and staff, and the results should be available to all those people who have been involved in the evaluation process.
 6. Language in any statements relating to an evaluation must be as clear, concise and unambiguous as possible.
 7. Any evaluative technique should be simple and non-threatening, and used in a manner which respects individual sensitivities and needs.
 8. The evaluation of any human service program should consider not merely the service provided by the agency, but also the growth which has or could occur within the staff, volunteers and consumers.

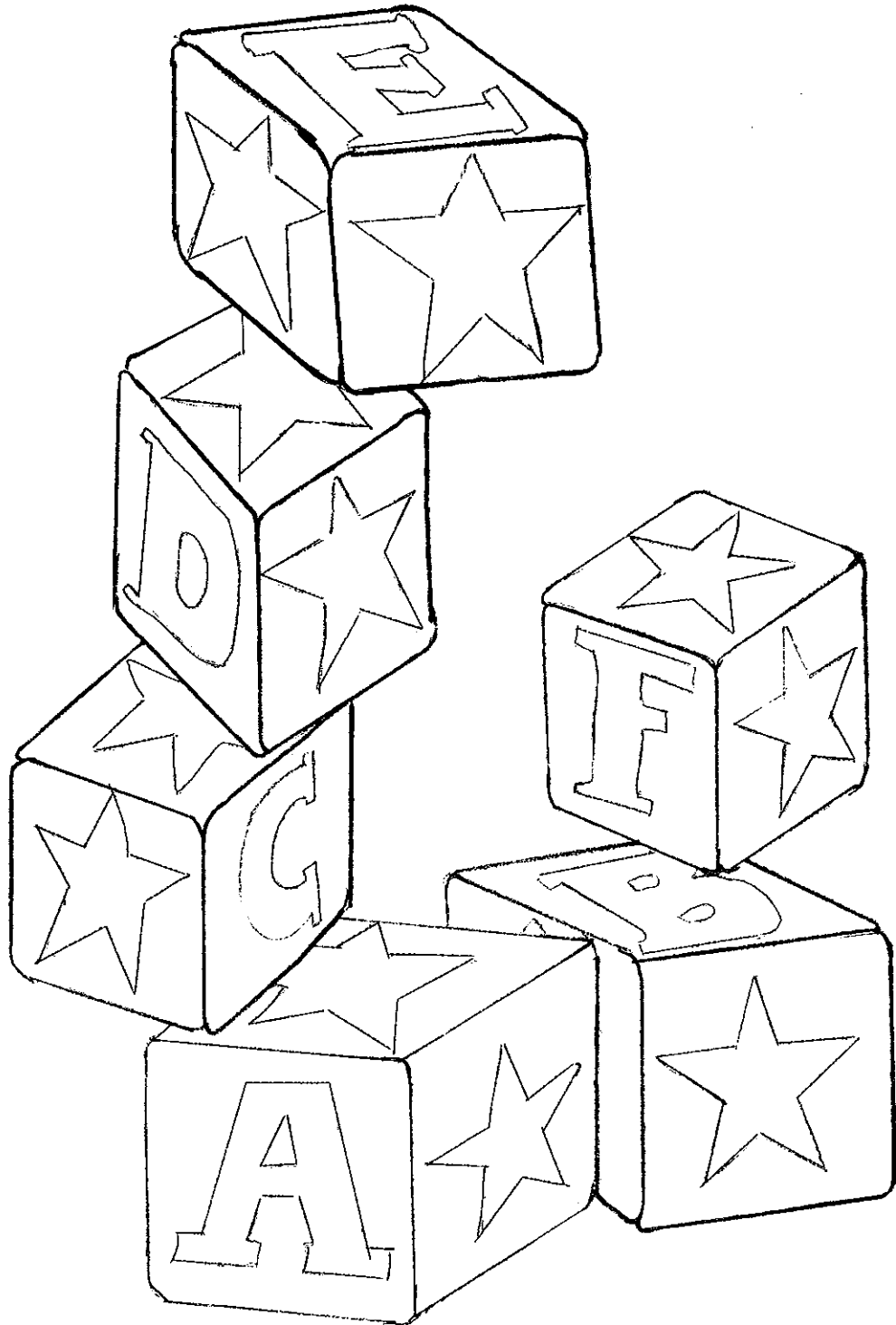
There you have it! Does the PLANNING PROCESS seem to be an overwhelming task?? Where can you start?? And how??

TIPS TO MAKE THE PLANNING PROCESS SEEM EASIER

1. Take first things first! It may take some time and some real challenging effort to get through the establishment of your Purpose and Goals. But that in itself is worth the price of admission for you're then well on the way to effectively saying who you are and to what sort of program you are committed as an organization. Then, when someone asks about your program, you can keep the mumbling to a minimum and articulate the things you're proud of. Working through Action Plans and Strategies is a matter of discipline and gets easier as it is done more often.
2. Don't let yourselves get hung up on whether the words fit exactly the Planning format. Use the Planning Cycle, Calendar, etc., as guidelines for developing your own style of planning - what you find works best for you. The Principles are the important things - don't let the details get you!
3. Do try to allocate the first section of your meetings to the broad, more philosophical discussions. No one wants to stay on after a full agenda of dealing with "brush fires" in order to discuss Goals or Strategies. Set aside a designated amount of time when everyone is fresh and then move on to the specifics of your business. This means your meetings will need some thoughtful planning (see Section V, Meetings).
4. Use "fun" exercises to help you get started. We've include the Jonathon Society and Muffin PERT for those reasons. Relax and run with the concepts of planning a bit - you can be creative with it and come up with your own planning methods which may be as effective as ours.
5. Try starting with an Evaluation, both from your own perspective and from that of the broader community of clients, professionals, citizens, etc. Sometimes this step can lead to a good definition of where you should be at in terms of Goals, Action Plans, Strategies, etc.

IF YOU FIND ANY OTHER TIPS WHICH HELP YOU,
PLEASE SHARE THEM WITH OTHERS - AND WITH US!

II. STRUCTURING THE ORGANIZATION



Which comes first - the structure or the purpose???

Too many organizations have an inherited structure to which they try to mold a noble purpose. They do it because they have always done it that way!

If that's true for your organization...FORGET IT!

The Purpose and Goals come first and any structure simply creates a comfortable framework within which they can be carried out.

The following section offers you some alternatives in setting the structure of your organization. It also suggests some of the tried and true methods of using your structure effectively.

YOU'RE BUILDING A FRAMEWORK FOR COOPERATIVE EFFORT...NOT AN EMPIRE!

ORGANIZATIONAL STRUCTURE

The Board of Directors with its officers and committees should be structured in such a way as to effectively manage the affairs of the organization and carry out its purposes and goals. Officers and committees should have clearly stated duties and terms of reference which should be carefully reviewed and updated at least annually to ensure that all aspects of the organization's operation are adequately covered.

THE OFFICERS: The Officers of the Board will be named by title in the organization's By-laws and usually include a President, one or more Vice-Presidents, a Secretary and a Treasurer.

The President, as the head of the organization, bears responsibility for the conduct of its meetings, acts as an ex-officio member of committees, and may represent its purposes and programs to the broader community.

The Vice-President acts in the absence of the President. However, other duties may be taken on by one or more people under this title. It is often appropriate to assign committee chairmanship to a vice-president and, in fact, the naming of a committee head to an officer's position permits the broader functioning of an Executive Committee; e.g. an agency may have three vice-presidents - the chairmen of the three standing committees of personnel, long-range planning and finance.

The Secretary records accurate minutes of the organization's meetings, maintains a record of all the members (if appropriate), has responsibility for correspondence and the collection of any annual dues. These functions may be taken on by two people - a recording and a corresponding secretary.

The Treasurer must properly account for the funds of the organization, be responsible for its budget and expenditures and maintain such accounts as are required. He/she may also act as chairman of the Finance committee and/or any fund-raising activities.

THE EXECUTIVE COMMITTEE: This committee is made up of the officers and may include the organization's Executive Director ex-officio. Its function is to take action on essential matters needing attention between Board meetings. Actions of the Executive Committee should be reported to the Board for ratification.

COMMITTEES

Committees are a traditional form of structure which can be used very effectively. There are some tricks in utilizing committees that we ask you to think about ...

1. Use short term "ad hoc" committees where possible. This allows people to do useful work, be recognized for a valuable contribution, then move on in other directions. There is nothing which leads to the "lack of interest" syndrome faster than serving on a committee which isn't really doing anything. Short-term commitments often appeal to busy people with special skills or to people who are testing out their involvement and may get "hooked" into becoming full Board members another time.
2. Staff Committees with other people in addition to Board members. The Chairman should be a member of the Board but staff, clients, professionals, local citizens can provide valuable input into decision-making and the carrying out of programs through work with committees. This creates a real feeling of teamwork and, again, permits individuals to make personal contributions at their own level and allows them to grow within the organization.
3. Develop a committee only for very specific reasons. If you have a Program or Education Committee just because another agency has one, or because someone said you should, you're inviting the "lack of interest" syndrome again! Design the committee to fill your needs and to help your organization realize its goals in an exciting and dynamic way.
4. Be certain each committee, whether on-going or "ad-hoc", has some written guidelines or plans to work with. Terms of reference are too often passed on verbally, or an assumption is made that because a group is given a title it will know what to do. Use the Planning Process, the Calendar or other tools to develop an easy and concise way of giving that committee a clear job to do. Have you ever sat at a committee meeting where the first hour or more was spent trying to decide why the group was there and exactly what the Board wanted it to do???

In summary, then -

COMMITTEES

WHY HAVE COMMITTEES?

1. To divide the workload
2. To develop (or utilize) expertise of various members
3. To permit decision-making between meetings of the full board
4. To facilitate learning and satisfaction for members

COMMITTEES ARE FORMED FOR SPECIFIC PURPOSES:

- relating to purpose, goals, action plans of organization
- developed around one particular function, issue or subject area; e.g., personnel
- the board's source of specialized expertise and knowledge in that subject; e.g., finance

COMMITTEES MAY BE:

- Permanent - "standing"
- Temporary - "ad hoc"

WHO MAY SERVE ON COMMITTEES?

Board members, other members of the program or organization, staff members, interested individuals from the community at large.

The board chairperson is an ex-officio member of all committees, and is free to attend all committee meetings but should not feel obligated to do so.

POSSIBLE COMMITTEES:

- Executive
- Personnel
- Membership
- Program
- Publicity

Rangnekar's Law:

The possibility of avoiding decisions increases with the size of the committee.

III. HUMAN RESOURCES



PEOPLE SKILLS

WHY IS IT NECESSARY TO RECOGNIZE AND ENCOURAGE THE HUMAN POTENTIAL
IN YOUR ORGANIZATION?

It's amazing how little thought we often give to the PEOPLE in our organization. Who are they, really? What can they offer? What are their needs? These questions are not asked often enough and it is a wise and successful Board which takes time to find the answers. Some reasons why you should do this are:

- You are operating a humanistic organization, by and for human beings.
- There are many personal benefits in terms of self-worth and growth.
- An individual who feels valued will strengthen his/her commitment to the organization, and, in turn, to a democratic society.
- You provide an excellent, caring model for clients, members and the community.
- You can identify and appropriately utilize skills and resources which people may have felt reluctant to tell you about but are willing to share.
- You can add some of your own

The following Exercise should be done within a group setting, preferably where Board and staff members are meeting together.

EXERCISE # 9

Time: 10 minutes in pairs
20 minutes sharing

1. Divide the group into pairs.
2. Discuss and share with your neighbor the SKILLS AND/OR RESOURCES YOU HAVE TO OFFER.
3. Each person introduces his/her neighbor to the group, outlining what the neighbor can offer to the Board or staff.
4. A leader can write responses in outline form on flip chart and save for future reference.
5. Take a moment for general discussion of what happened.

What I discovered about myself through this exercise _____

What I discovered about others through this exercise _____

How we will utilize human resources in the future _____

NOMINATION OF NEW MEMBERS

SOME COMMENTS WE'VE HEARD ...

"It's traditional in our organization to replace yourself whenever you decide to leave the Board!"

"We're trying to handle all the work of the Board with only half the number of members we should have."

"I don't have time to really become involved, but if you just need another body, I guess I'll let you add my name to the list."

"You just have to come to a Board meeting once a month...."

DO THESE GIVE YOU A CLUE to why organizations have the problems they do?? Would you like to be asked to be "just another body" in an organization or would you feel better if someone identified a particular skill you could offer and went after you for that? How could you refuse to become committed if the organization appealed to you in the following way:

"We need you to serve on our Day Care Board because you have had a child in our program, you are skilled in music, and you have lived in our neighborhood for eight years."

Isn't that a better approach than:

"We just thought you might be interested and there isn't really much involved anyway but Mrs. Jones said she had heard you once had a child attend our Centre and...and...and...."

HOW MUCH BETTER IT IS to determine the types of Board members you need before you search them out. What requirements do you have for particular skills, contacts, background or interests? Do you want members who are clients, professionals or broadly represent your community?

The following NOMINATING GRID will give you some clues in identifying your needs. The trick is to develop an Action Plan from there and go after the people you want most.

BOARD PROFILE AND NOMINATING GRID

This is what the Board of the "Flower Child" Kindergarten looks like in profile. Members C, E and J resign this year so the grid tells us how to replace them. We also need someone with social work skills

(Present Board: 3-year terms, rotating)

	BOARD MEMBERS														
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
<u>GEOGRAPHY</u>															
Our Neighborhood	x		x				x		x						
Other Parts of City		x		x	x	x		x		x	x				
<u>STATUS</u>															
Client		x						x			x				
Community	x				x				x	x					
Senior Citizen			x	x		x	x								
<u>SEX</u>															
Female	x	x		x		x	x	x	x	x					
Male			x		x						x				
<u>SKILLS</u>															
At Large					x						x				
Social Work															
Education	x														
Nutrition		x													
Medical				x											
Legal							x			x					
Communications			x					x							
Business						x			x						

Adapted from N.C.V.A. Materials

EXERCISE # 10 Time: Flexible

DEVELOP YOUR BOARD PROFILE AND DETERMINE YOUR NOMINATING NEEDS.

ORIENTATION OF NEW BOARD AND STAFF MEMBERS

WHY BOTHER?

- Gets members "together" as a team much faster.
- Indicates a variety of ways in which new members can learn about the organization.
- Makes new members feel comfortable and a part of the organization, therefore more committed.
- Allows more effective use of human resources -- each person can more quickly contribute and feel valuable. Have you ever had the feeling it took too long to become a contributing member of a group because you didn't know the ropes?

EXERCISE # 11

Time: 30 minutes
Need flip chart and pens

1. Review the rules of brainstorming (see Appendix).
2. Brainstorm for 10 minutes ... and write on chart "ALL THE THINGS YOU NEED TO KNOW" when you first join the Board or staff (e.g., Program, people, Goals),
3. Brainstorm for 10 minutes ... and write on chart "ALL THE WAYS YOU CAN FIND THINGS OUT" when you first join the Board or staff (e.g., written material, visit to Centre, etc.).
4. Put the two brainstorm charts side-by-side on the wall and match up those things you need to know with ways in which you can know them.
5. This gives you some ideas you can use to make a new Board or staff member comfortable and therefore more effective as soon as possible.

The following page outlines items which might be included in a Board Manual, a very useful tool for all Boards and organizations.

CHECKLIST FOR BOARD ORIENTATION MANUAL

1. Organization's purpose statement
2. Constitution and Bylaws
3. Organization's goals and current plans
4. Annual report
5. Budget and financial report
6. Program descriptions/goals
7. Organizational chart
8. Committees (standing or ad hoc) and their goals and plans
9. Any evaluations conducted during past year
10. Personnel roster
11. Personnel policies
12. Board list - with identifications and phone numbers
13. Meeting information: days, dates, length of meetings, place
14. Minutes from meetings for last fiscal year
15. Any appropriate procedures governing conduct of meetings

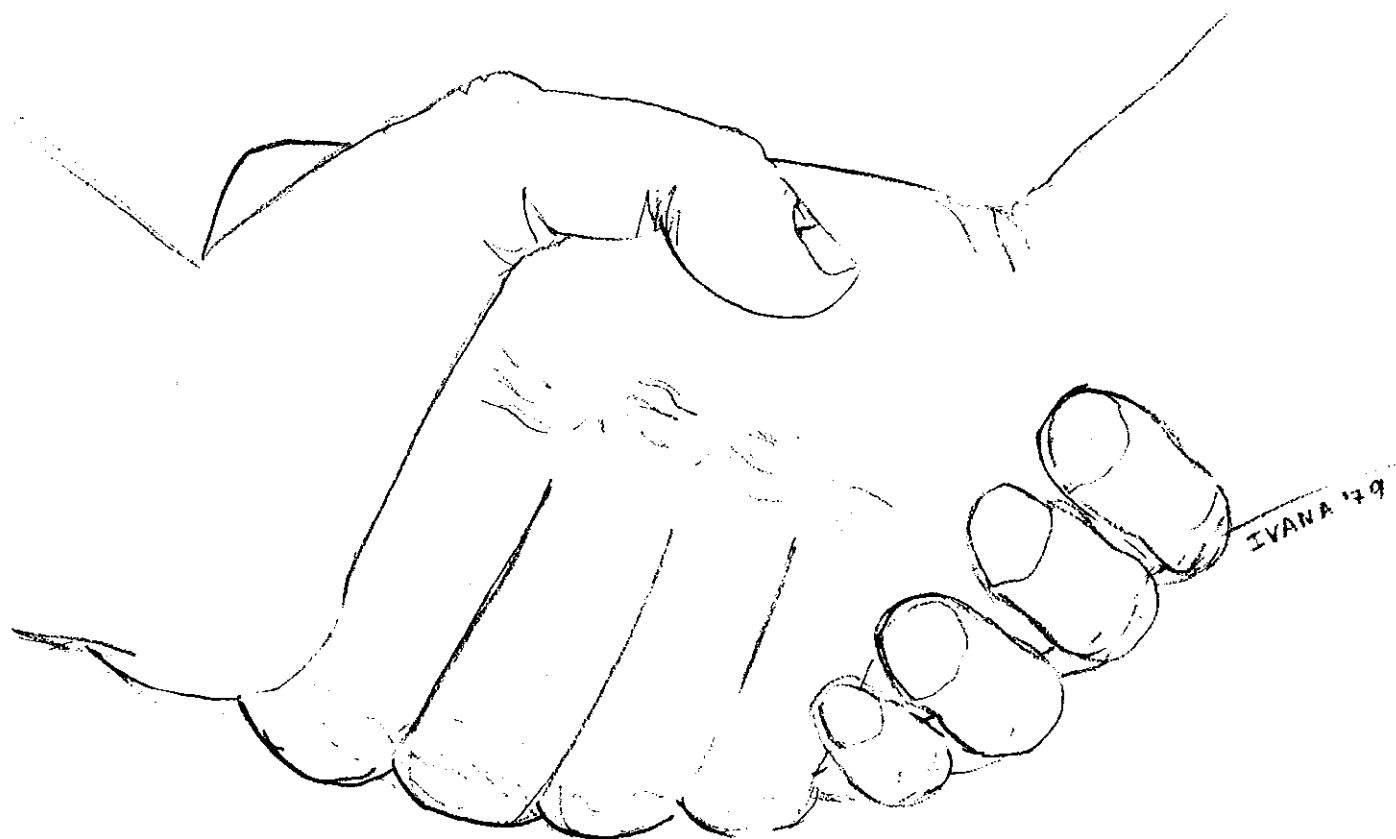
Adapted from "What Is A Board", Peggy Gifford.

QUESTIONS YOU MIGHT ASK YOUR PEOPLE....

BOARD, PAID STAFF OR VOLUNTEERS

1. Do you understand and support the goals and beliefs of the organization?
2. Are various roles and responsibilities clearly understood?
3. Do you feel comfortable with other members of the program's "team"?
4. Have you received all of the information you feel necessary in order to do your job effectively?
5. Where do you turn when you have a problem?
6. Are there opportunities for your training and personal growth?
7. Are your goals for the organization being achieved?
8. Have you identified personal goals and, if so, are they being achieved?
9. Are your personal skills being used in a way that gives you satisfaction?
10. Have you other skills or resources to offer?
11. What are you doing that you would like to do less of?
12. What are you not doing that you would like to do?
13. What are you doing that you would like to do more of?
14. What do you tell others about your involvement with this organization?
15. Do you feel appreciated for the work you are doing?
16. Would you recommend the organization to a friend?
17. How would you describe the experience you are having?

IV. BOARD-STAFF RELATIONSHIPS



BOARD/STAFF RELATIONSHIPS

ARE YOU WORKING AS A TEAM, A PARTNERSHIP?

How often do you, as a Board member, say to yourself "The Staff can handle that because THEY know what's going on better than WE do." Or "I assumed the Director was going to arrange that but it just didn't get done."

Have you as a Staff member mumbled from time to time "Those Board meetings last so long and then there never seems to be any direction given to us on program." Or "I assumed the Board was going to arrange that but it just didn't get done."

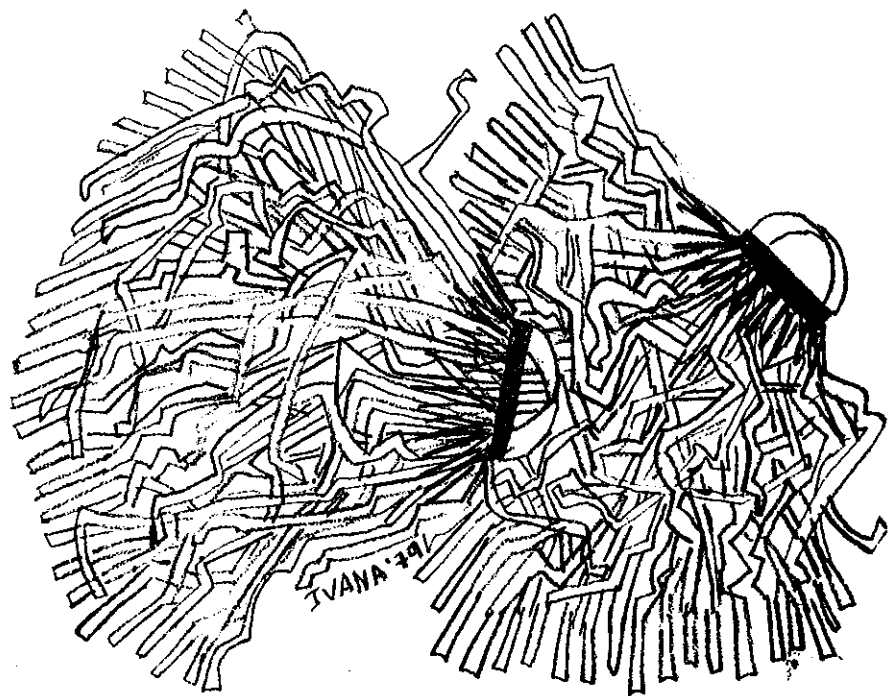
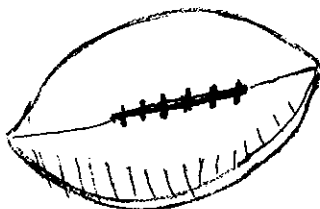
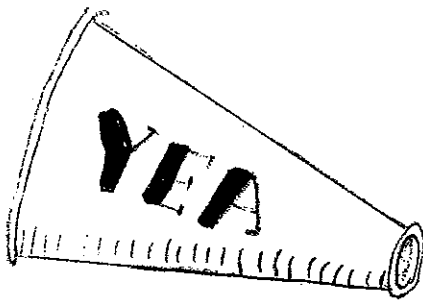
If these statements fit somewhere for you, then the Board and Staff of your Centre are making the serious mistake of not having a clear understanding of the functions and responsibilities which should be taken on by each of them. This happens too frequently in organizations. You can be trapped by assumptions: you thought the Director would do it, the Director thought the Program Chairman should do it, the Program Director wishes someone else would do it....! And the losers in these situations are the people you want so badly to serve.

The frustration level is very high when people are unclear about their roles and responsibilities. They don't know quite WHAT they should be doing or HOW to do it, and then they begin to wonder WHY they're involved at all!

CLEAR AND UNDERSTOOD FUNCTIONS AND RESPONSIBILITIES allow everyone to feel better about their involvement and, therefore, to contribute more positively and creatively to the ultimate benefit of the

The EXERCISE on the following pages is a critical one and should be undertaken each year as new Board or Staff membership is obtained. The principles of open discussion and clarifying of responsibilities should happen whenever a new idea is proposed or a plan of action is developed. The Planning Process will encourage this but it mustn't be forgotten.

How often have you assumed that your children would remember to take out the garbage when there was never a clear understanding of which one has the responsibility for which week? How about your assumption that your partner would bring home something for dinner when you just casually commented at breakfast that you were low on groceries? What are your feelings when these things happen - and what are the feelings of your family? A family should work as a Team with clear understandings of what is expected of each of its members. Shouldn't your organization's personnel work as a Team in the same ways???



EXERCISE # 12

Time: 20 min. small group
30-45 min. large group

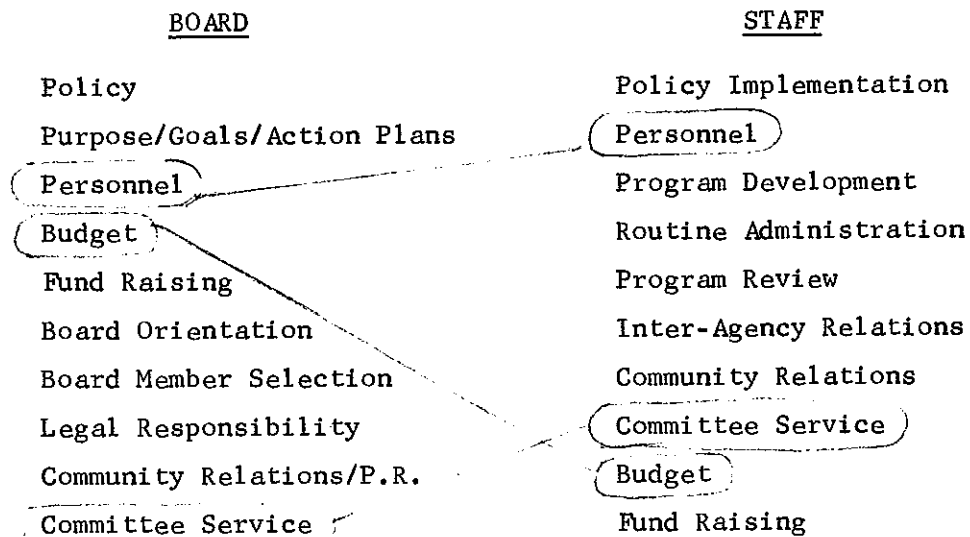
BOARD AND STAFF

CLARIFYING FUNCTIONS AND RESPONSIBILITIES

1. Ask Staff members to sit together and Board members to sit together, one table of each if possible.
2. Those members of Staff will discuss, decide on and list the responsibilities of the Board.
Those members of the Board will discuss, decide on and list the responsibilities of Staff.
Results should be tabulated on large sheets of paper and written so all can see.
3. Place papers on the wall with masking tape and also tape up two blank sheets side by side - one titled Board and one titled Staff.
4. Discuss responsibilities of Board and then of Staff as they have been listed. The leader or leaders should then fill in the blank sheets with one or two-word "functions" which describe those responsibilities, as well as any others which may have been forgotten.
5. The group should begin to observe the overlapping which takes place. Although the same function may be listed on each sheet, it is important to clarify which part of the responsibility belongs appropriately to Staff and which to Board. e.g., "Budget" responsibility may be defined as initial input and preparation by the Staff, but as final preparation and approval by the Board.
6. You should also observe that there are some functions which are unique to the Board or to the Staff. These are areas of specialized responsibility in which one group or the other is the "expert"; e.g., Board responsibility for legal aspects or Staff responsibility for program development.

EXERCISE # 12 (continued)

7. Your charts may look something like this:



8. Spend some time discussing the implications of your results. What did you discover that you didn't know before? How do you incorporate these functions and responsibilities into the planning process?

e.g., Can you develop a plan for determining which one of these you will tackle first - you have to start somewhere but don't need to take on the whole world at once.

9. DO SOMETHING WITH THESE RESULTS ... DON'T JUST PUT AWAY THE PENS AND SAY "HMMM, THAT'S VERY INTERESTING....". THIS MAY BE ONE OF THE MOST IMPORTANT THINGS YOU DO TOGETHER!

REMEMBER...DON'T MAKE ASSUMPTIONS...CLARIFY WHEREVER YOU CAN

YOU ARE WORKING AS A TEAM!

TIPS ON TEAMING

HOW BOARDS CAN ENCOURAGE STAFF

It's true that Boards have a great responsibility for guiding the operation of the organization BUT the people who take that responsibility into the front lines of your program are the Staff members. And being right in there with the clients day after day, doing the best they can to provide quality care and caring, can be a pretty exhausting experience. So, as people who would want to maintain a fine staff who feel good about themselves and what they're doing, here are some points for Boards to remember:

1. Maintain in written form some Personnel Policies and Guidelines. This can be a Personnel Manual which outlines benefits, holidays, hiring and firing procedures, evaluation techniques to be used, etc. (see Checklist for Personnel Policy).
2. Have a written and signed contract with each Staff member. This needn't be a long document filled with "legal-ese" but should outline the length of time of the contract, evaluation times, salary, etc. (see Sample Contract).
3. Each position should have a written Job Description. This can be flexible and need only be a framework for a creative person to develop his/her own abilities within that job. But there will be certain basics which need to be clearly stated and which will clarify the expectations you have, particularly when hiring a new staff person (see Sample Job Description).
4. Usually the Executive Director is responsible for interviewing and hiring any Staff who are responsible to him/her. However, Board members could support the Director in this function.
5. In hiring a new Executive Director, those Board members who take on this task should be as objective and business-like as possible. It is a courtesy to any applicant to conduct a straightforward interview.
6. The Executive Director's performance should be evaluated from time to time by the Board. This needn't be seen as a threat, but as an opportunity for the Director to communicate successes and frustrations to others who can help make things better. Various techniques can be explored but it is important to have a Board member or two sit down and discuss with the Director their common feelings about what's happening in the position.
7. Encourage and provide funds for staff to attend any in-service or professional development opportunities.
8. Invite Staff to attend Board and Committee meetings ... and some social times too. Invite them as Team members, not as workers, and you'll find some nice things happening.

TIPS ON TEAMING

HOW STAFF CAN ENCOURAGE BOARDS

Those individuals who volunteer to be Board members often have many other responsibilities as well. Working persons must gather an extra burst of energy and organization to attend evening meetings, and any professional member of your Board likely has a number of other groups making demands on his or her time. You do need the Board's solid guidance for your organization or the most skillful program will fail for lack of funding, lack of support or lack of understanding. To assist Boards in their work, staff could:

1. Share successes and concerns openly and objectively, either at meetings or through other communication.
2. Invite Board members to the program, make them welcome, and help them understand what is happening.
3. Include Board members in any in-service training, educational opportunities or offer them reading materials relevant to the issues with which the organization is concerned.
4. Attend any meetings which seem appropriate, or where the staff are invited. Serve on committees with some enthusiasm.
5. Allow Board members to explore their own potential, as individuals and as a group. Don't give them all the answers ... help them discover some things for themselves. They are in a growing and learning situation, as well as taking action on issues they believe in .. support them wherever and however you can.

CHECKLIST FOR A PERSONNEL POLICY DOCUMENT

An Agency Personnel Policy may contain reference to the following:

Staff Status....probationary, permanent, temporary

Hours of Work

Absence from Work (with and without remuneration)

vacation

statutory holidays

sick leave

maternity leave

paternity leave

absence for study

bereavement

compassionate leave

Outside Work

Job Descriptions

Salaries

salary grid

payment of wages

increments

vacation pay

Expenses

incidental expenses

car allowance

expenses of applicants

Bonding

Benefits

mandatory benefits

pension plan

Performance Appraisal

method of appraisal

use of performance appraisal

Staffing

vacancies

retirement

separation

grievances

letters of reference

S A M P L E

JOB DESCRIPTION

CO-ORDINATOR OF VOLUNTEERS

This position is an approximate half-time staff position (i.e. 18 - 20 hours per week).

The co-ordinator is a member of the permanent staff and as such, is expected to participate in all aspects of the Agency's activities which other staff persons normally engage in within the limits of the hours to be worked.

The co-ordinator is responsible to the Executive Director for direction and consultation.

The co-ordinator will carry out the following functions:

- 1) Interview potential volunteer candidates.
- 2) Provide orientation for the volunteers to the Agency's program(s).
- 3) Facilitate involvement of volunteers in projects.
- 4) Facilitate program planning.
- 5) Facilitate development of a contract between the volunteers and the Agency.
- 6) Co-ordinate a series of educational seminars with and for volunteers.
- 7) Consult on an ongoing basis with volunteers in the program.
- 8) Facilitate individual and volunteer program evaluation.
- 9) Represent the program and its philosophy in the community.
- 10) Promote the philosophy of voluntarism.

This job description will be examined and, if necessary, revised annually.

S A M P L E

CONTRACT FOR SERVICES

The undersigned, Gerry Morework, undertakes to act as Co-ordinator of Volunteers and fulfill the duties as outlined in the attached JOB DESCRIPTION during the period October 1, 1979, through September 30, 1980. During that time she will be responsible to the Executive Director of the XYZ Agency.

The employee shall be bound by the terms of the PERSONNEL POLICY DOCUMENT of the XYZ Agency in the case of all pertinent personnel matters.

The XYZ Agency agrees to pay Gerry Morework a salary of \$1,095.00 per month and she agrees to work at least 35 hours per work week for the duration of the contract.

An evaluation of the position of Co-ordinator of Volunteers and Ms. Morework's performance will occur during the month of September, 1980. XYZ Agency will decide by September 30, 1980, whether to extend this contract, terminate it, or negotiate a new one with Ms. Morework.

SIGNED:

Ms. Gerry Morework

Witness

David F. Bossman
Executive Director
XYZ Agency

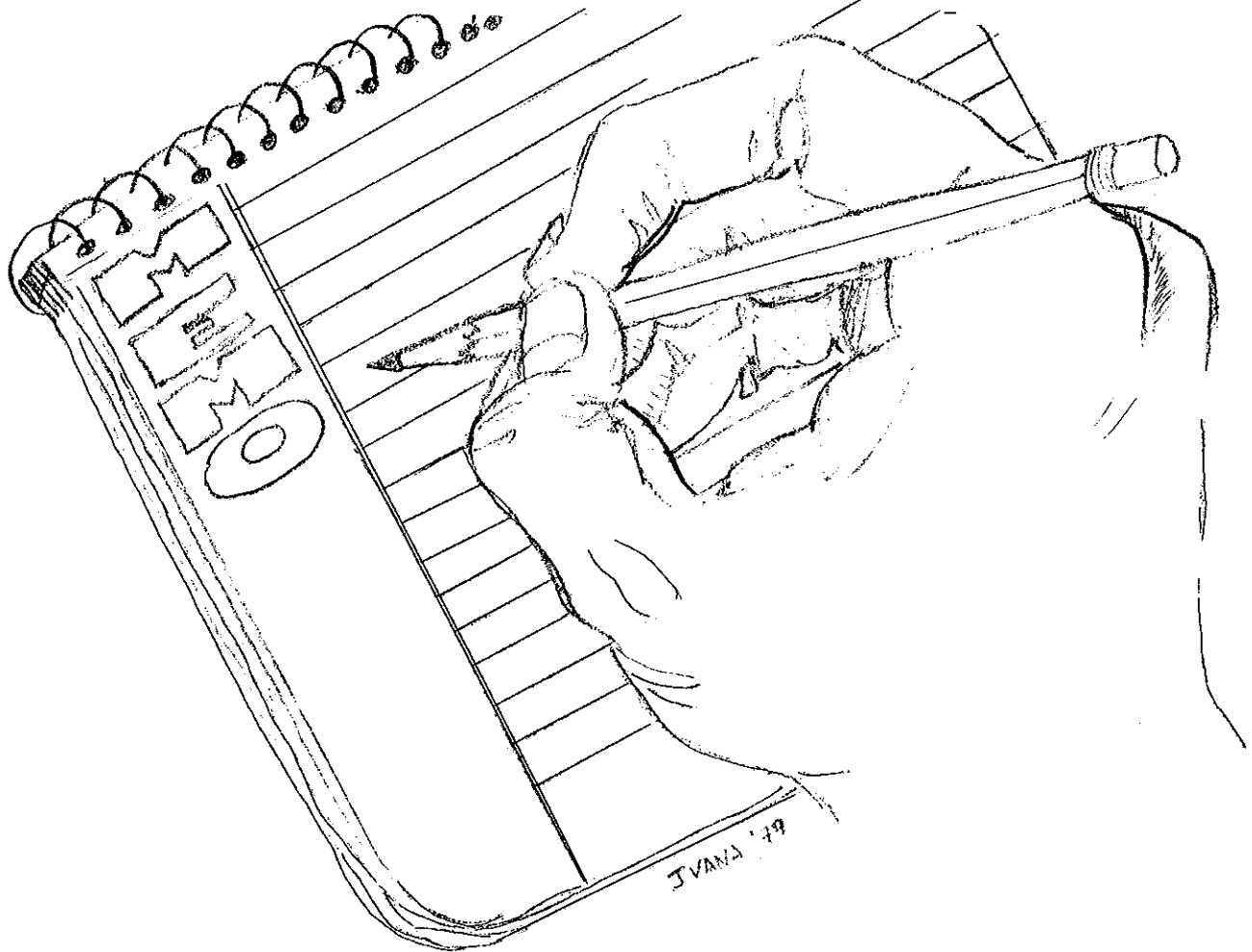
Witness

V. MEETINGS - MEETINGS - MEETINGS

THE GOOD, THE BAD, AND THE SO-SO!

This section is intended to address some of the difficulties people face in meetings. We get questions

- Why do our meetings seem to be such a waste of time?
- But we only have three hours once a month - how can we ever finish our agenda?
- People come but don't become involved - what can be done about it?
- How can we have more people come?
- Why is it so hard to make decisions?
- How can I handle the group more effectively?



- We'll look at the following:
- AGENDA PLANNING
 - GETTING ACQUAINTED
 - DECISION-MAKING
 - LEADERSHIP
 - DEALING WITH PEOPLE

HENDRICKSON'S LAW:

IF YOU HAVE ENOUGH MEETINGS OVER A LONG PERIOD OF TIME,
THE MEETINGS BECOME MORE IMPORTANT
THAN THE PROBLEM THE MEETINGS WERE INTENDED TO SOLVE.

AGENDA PLANNING

Eva Schindler-Rainman, in her excellent book "Taking Your Meetings Out of the Doldrums", suggests the use of an Illustrative Agenda Sheet (example follows). She feels this format involves participants better than the usual "old business, new business" type of agenda and actually creates a work sheet so you know where you're going and where you've been.

The columns can be used as follows:

- Timing: Indicate the amount of time a given item might take (e.g. 15 min. treasurers report and discussion) so you can see whether or not the number of items can be handled in the time you have available. You might need to cut something out or lengthen the meeting.
- Agenda Item: Refers to the place or order of the particular item to be dealt with (e.g. minutes, nominating report, bylaws discussion, etc.).
- Method for Presentation: Refers to how each item will be handled (e.g. report, total group discussion, small group discussion, brainstorming, etc.).
- Who Responsible: Refers to the name of the person responsible for that item.
- Resources, Material: Here, for each agenda item, you list the necessary resources and materials (e.g. coffee, newsprint, name tags, minutes from last meeting, committee reports, etc.).
- Disposition: Each item has a specific disposition. These include: information, reporting, policy making, decision making, discussion. Indicate for each item what its disposition is and this will help indicate the time needed on the agenda.
- Follow-up Action: This column should indicate for each item what, if any, follow-up action is indicated. This may be predictable ahead of the meeting or may be decided upon during the meeting and written in afterwards for a record.

YOUR MEETING TIME IS VALUABLE - USE YOUR AGENDA WISELY

ILLUSTRATIVE AGENDA

EXERCISE # 13
Use this sheet to plan the next Board meeting.

Meeting:
Date:
Time:
Place:

PURPOSE(S) OR DESIRED OUTCOME(S) OF THIS MEETING

Timing	Agenda Item	Method for Presentation	Who Responsible	Resources Materials	Disposition (What happened)	Follow-up Action

NOTE: USE OF THIS AGENDA MAY HELP YOU AVOID THE EFFECTS OF PARKINSON'S LAW Work expands to fill time available for its completion. Expenditures rise to meet income. The time spent on any item on an agenda will be in inverse proportion to the sum of money involved!

GETTING ACQUAINTED - WARM UP

There are easy, comfortable ways of getting a meeting started and having people feel confident enough to wade into the business at hand. Warm-ups are not needed for every meeting but whenever new people become part of the group or the group is headed in a different direction, it's good to stop and become a team again. We've actually heard from one Board member that she sat through several meetings without even being introduced to the others! We assume you have done the introductions and might even use name tags for a couple of meetings until everyone feels good.

Here are some other starters:

Use EXERCISE #1, #1A and #1B

Why I joined the organization?
My personal concerns or expectations?

Use EXERCISE # 9

What skills or resources do I offer?

EXERCISE # 14

Time allowed: 15 minutes

1. Divide group into pairs.
2. Discuss and share with your neighbor ...
"I FELT GOOD WHEN..." relating a personal experience in the organization's context.
3. Leader could ask each member to share his/her good experience with the whole group or each could introduce neighbor as in Exercises 1, 1A, 1B and 9.

EXERCISE # 15

Time allowed: 15 min.

Need flip chart & pens
or blackboard.

1. Before the meeting the chairman or group leader could write a few comments on the flip chart such as:
 - I wish the meetings would start on time.
 - I think the creative program last week was excellent.
 - Wish we could have more client involvement.
2. The group can be encouraged to discuss openly, or in pairs first, some of the comments or add others which reflect some of the feelings or issues which may be bubbling below the surface and which there is never time in the meeting to discuss. Try to have as many positives as negatives!
3. Stick strictly to the time limit - this one can go on ...

EXERCISE # 16

Time allowed: as members
come in to
meeting...




SIGN-IN SHEETS





1. Post one large sheet of paper on the wall for each person attending.
2. As they come in, give them each a felt pen and ask them to fill out their own sheet according to the instructions.
3. Have headings on large instruction sheet.

Examples: - name
- favourite activities
- things that turn you on in life
- things you could help others with
4. Take a few moments to learn about each other!

WORKING WITH PEOPLE IN MEETINGS

Learning how to deal with different people at meetings is important. The following information may give you some ideas of what to do with certain types of personalities.

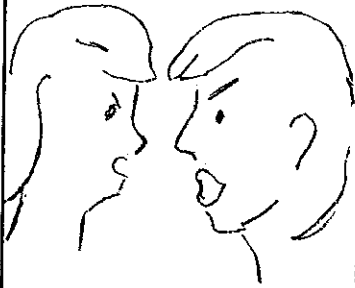
HOW HE/SHE ACTS	WHY	WHAT TO DO
 <p>Overly talkative</p>	<p>He may be an "eager beaver" or a showoff. He may also be exceptionally well informed and anxious to show it, or just naturally wordy.</p>	<p>Don't be embarrassing or sarcastic .. you may need his traits later on.</p> <p>Interrupt with: "That's an interesting point ... now let's see what the group thinks of it."</p> <p>In general, let the group take care of him as much as possible.</p>
 <p>Highly Argumentative</p>	<p>Combat personality ... or May be normally good-natured but upset by personal or job problems.</p>	<p>Keep your own temper firmly in check ... don't let group get excited either.</p> <p>Honestly try to find merit in one of his points ... express your agreement (or get group to do so) ... then move on to something else.</p> <p>When he makes an obvious misstatement, toss it to the group ... let them turn it down.</p> <p>As a last resort, talk to him privately during a recess ... try to find out what's bothering him ... see if you can win his co-operation.</p>
 <p>Quickly Helpful</p>	<p>Really trying to help. Actually, makes it difficult, keeps others out.</p>	<p>Cut across him tactfully by questioning others.</p> <p>Thank him, suggest "we put others to work".</p> <p>Use him for summarizing.</p>

HOW HE/SHE ACTS	WHY	WHAT TO DO
 <p>Side/Conversation</p>	<p>May be related to the subject.</p> <p>May be personal.</p> <p>Distracts members and you.</p>	<p>Don't embarrass them.</p> <p>Call only by name, ask him an easy question,</p> <p style="text-align: center;">or</p> <p>Call one by name, then restate last opinion expressed or last remark made by group, and ask his opinion of it.</p>
 <p>Inarticulate</p>	<p>Lacks ability to put thoughts in proper words.</p> <p>He is getting idea but can't convey it.</p> <p>He needs help.</p>	<p>Don't say, "What you mean is this." Say, "let me repeat that" (then put it in better language).</p>
 <p>Definitely Wrong</p>	<p>Member comes up with comment that is obviously incorrect.</p>	<p>Say, "I can see how you feel" or "That is one way of looking at it."</p> <p>Say, "I see your point, but can we reconcile that with the"</p> <p>Must be handled delicately.</p>
 <p>Rambler</p>	<p>Talks about everything except subject.</p> <p>Uses far-fetched analogies, gets lost.</p>	<p>When he stops for breath, thank him, refocus his attention by restating the relevant points, and move on.</p> <p>Grin, tell him his point is interesting, then in friendly manner indicate we are a bit off subject.</p> <p>Last resort: Glance at watch.</p>

HOW HE/SHE ACTS

WHY

WHAT TO DO



Personality Clash

Two or more members clash.
Can divide your group into factions.

Emphasize points of agreement, minimize points of disagreement (if possible).
Draw attention to objectives.
Cut across with direct question on topic.
Bring a sound member into the discussion.
Frankly ask that personalities be omitted.



Won't Budge

Prejudiced.
Hasn't seen your points.

Throw his view to group, have group members straighten him out.
Tell him time is short, you'll be glad to discuss it later; ask him to accept the group viewpoint for the moment.



Won't Talk

Bored.
Indifferent.
Feels Superior.
Timid.
Insecure.

Your action will depend upon what is motivating him.
Arouse his interest by asking for his opinion.
Draw out the fellow next to him, then ask the quiet lad to tell the fellow next to him what he thinks of the view expressed. If he is seated near you, ask his opinion so that he'll feel he is talking to you, and not the group.
If he is the "superior" type, ask for his view after indicating the respect held for experience. (Don't overdo this - Group will resent it.)
Irritate him for a moment by tossing a provocative query. If the sensitive person won't talk, compliment him the first time he does. Be sincere!

DEMOCRATIC, SHARED LEADERSHIP

Leadership is a shared function, each member of a group being responsible for assuming his share of the leadership load. The ideal leader is primarily a switchboard of ideas; he can seek opinions, summarize, but not direct. It is the obligation of the appointed leader to constantly maintain a democratic approach; not to usurp authority. A good leader continually helps the group to do well in the activity in which it is engaged, continually tries to improve his leadership function, and continually helps other members in the group to be more effective as team members and as future leaders.

A good leader develops other leaders by delegating responsibility and leaving it delegated. Committee chairmen and committee members grow accordingly.

A group functions more efficiently when leadership is democratically shared; it is impossible to expect maximum group productivity if the burden is left to one individual.

Each member of the group should share the responsibility of the leadership function by active participation in group discussion and decisions. It is the responsibility of each member to maintain an attitude conducive to democratic action and to help the group move to its best advantage. When taking a problem to the board, a member should ask himself, "Am I trying to put my point over -- or to learn how the board feels about this problem?"

A board is not functioning democratically when there exists:

Domination by president, nominal leader or any individual.

Domination by agency executive or staff.

Domination by outside pressures of a political or financial nature.

Domination by strong members due to weak, reticent or disinterested members.

Domination by a scattering of small groups.

It is the responsibility of all members of a group to recognize and seek to correct any of the above situations. A democratic board is effective, time-saving, educational, and in all ways best for the agency.

From:
"So -- You Serve On A Board"
Volunteer Bureau of Pasadena

Weiler's Law:

Nothing is impossible for the man who doesn't have to do it himself!

DECISION-MAKING

There are a variety of ways in which a group can make its decisions, the important thing being that the decisions are reached in a democratic manner and the opinions of all members have been accepted and considered.

Two accepted METHODS OF DECISION-MAKING are Parliamentary Procedure and Consensus. We offer some tips in using either of these methods ... or perhaps you have something else which works better for you. That's fine, as long as every member of your group knows and understands the system

PARLIAMENTARY PROCEDURE "GREATLY SIMPLIFIED"!

Robert's Rules of Parliamentary Procedure ensure a democratic process in conducting large meetings. It cannot be overemphasized, however, that what you want at your meetings, large or small, is the participation and involvement of all your members in discussing the concerns and issues raised in the meeting. For this reason, it is recommended that you use a modified form of parliamentary procedure.

By breaking your large group into smaller ones, up to eight people per group, you increase the opportunity for more people to contribute to the topic under discussion. Reporting back to the large group will allow for the sharing of all ideas discussed in the small group amongst the total group. This can then be followed by a motion to formalize recommendations coming out of the discussions.

HOW TO MAKE A MOTION

For a member to make a motion, he or she must be recognized by the Chairperson. Once you have "obtained the floor", you should state your motion. "I move that". (The motion should state what action is being proposed. It should be as short and concise as possible.)

It will sometimes be necessary to re-word a motion made by a member for the sake of clarity. The Chairperson can do this. Also, at times it may be advisable for the Chairperson to ask that the motion be made into two or more separate motions if it is too long and unwieldy.

SECONDING THE MOTION

A member other than the mover must second the motion by stating, "I second the motion". This indicates that more than one person present at the meeting is interested in having the subject discussed.

THE QUESTION IS THEN STATED BY THE CHAIRPERSON

The Chairperson says, "It is moved and seconded that we (re-state the motion here). Is there any discussion?"

Any member has the right to speak on the motion at this time. It is valuable to the Board to hear as many views as possible. Courtesy requires that one person does not use all the discussion time and the Chairperson may have to rule that each person is limited in the number of times or length of time he or she may speak on a given motion.

The Chairperson may also ask the members to move into discussion groups at this point to discuss the topic at some length and in detail. The groups may try to gather as many ideas as possible (brainstorming) and then discuss the merits and drawbacks of each idea, coming to agreement (consensus) on the one idea that has the most merit. This may then be reported back to the total meeting and out of the group reports may come agreement or a re-statement of the motion that appears to reflect the views expressed by most members at the meeting. This motion can then be moved, seconded, and voted on. There are three common motions that are not debatable (i.e., the Chairperson does not ask for discussion, but simply calls for a vote):

- (a) a motion that the meeting be adjourned,
- (b) a motion that a vote be taken by ballot,
- (c) a motion that the original motion be tabled.

It is sometimes requested that a motion be tabled, i.e., set aside until sometime in the future so that (1) the Board has more time to think about the action as well as obtain further information, or (2) when it is felt that more urgent business needs to be attended to.

When one of these three common motions is presented and seconded, the Chairperson does not ask for discussion but immediately states the question. For example, "We have a motion for adjournment." -- or "We have a motion to vote by ballot". "All in favor" _____ (show of hands) "All opposed" _____ (show of hands). The Chairperson then rules on whether the motion was passed or defeated.

AMENDING A MOTION

After a motion has been made, someone may have an idea on how to improve the motion by adding or striking out some words. The amended motion must still retain the original sense of the motion. An amendment needs a seconder. The question is then stated by the Chairperson, discussion is called for, and a vote is taken.

Two motions cannot be amended: a motion to table and a nomination.

POINT OF ORDER

If a member feels a motion is in conflict with the constitution or bylaws, he can rise on a "point of order" and state, "I object to the consideration of this question". No seconder is required. The Chairperson asks him to state his point of order (objection). If the Chairperson agrees with the member's interpretation that the motion conflicts with the constitution and bylaws, the motion is not allowed.

VOTING ON A MOTION

When the Chairperson feels discussion has been sufficient and has encouraged all those who wishes to speak to do so, he or she repeats the question, "It is moved that" and asks for a vote -- "Those in favor?" "Those opposed?" Be sure that you tell members the method for voting -- a verbal "aye" - "nay", or by a show of hands.

The Chairperson announces the result of the vote.

If necessary, the Chairperson can vote to break a tie.

Very few Chairpersons will know all the intricacies of Robert's Rules of Parliamentary Procedure. This brief summary of the key rules will help you with most meeting situations.

From: "The Children's Board"
Brandon University

DEGREES OF CONSENSUS

1. TENTATIVE CONSENSUS marvelously useful because most decisions have a number of alternatives and go through many stages as information and opinions develop and are explored. Developing skill in grasping tentative consensus takes it "where it is at" all along the way in its developmental process. Be sure all members have had their say.

The careful stating of tentative consensus helps to keep your Board from being manipulated by sudden thrusts for a vote before all the alternatives have been explored.

2. FINAL CONSENSUS in order to reach this point try these questions:

Do you feel that you have all the data to start a decision process?

Do you have all the current research information needed to understand the problem?

Have you considered all the different points of view?

Have you re-read the minutes stating the tentative consensus of your Board?

Do you understand the management implications of all the alternatives you are considering?

Do you have a grasp of the visibility implications of your alternatives?

INEFFECTIVE MEETINGS.....CREATIVE SOLUTIONS

The previous pages have indicated many ways in which meetings may become more effective. However, the symptoms of the "down" meeting might still include ... leaving a meeting disappointed because no one really listened to your ideas ... feeling put down in a committee meeting so you just quit contributing ... being unable to reach solutions because the group could never agree on the problem ... being the chairman who led a committee to develop a fantastic plan and then found that no one really supported or wanted to help carry out that plan

CREATIVE SOLUTION: Separate the process role from the power of decision-making role in meetings. The Chairman maintains involvement in issues (content), but a facilitator assumes the responsibility of all procedural functions (process). The facilitator, neutral and non-evaluating, makes sure individuals are involved and feel a part of the "action". The chairman, as a decision-maker, participates fully in the meetings, advocates for his/her ideas, sets constraints, and does not give up any power or responsibility. When a group is able to concentrate its creative energy, to work hard, and to accomplish a task in a positive and constructive fashion, group members feel better about themselves and each other. (This solution used by the Junior League of Oklahoma City.)

CREATIVE SOLUTION: A community "meeting" is structured as a social function. When neighborhood residents arrive at the hall, coffee is served and they have an opportunity to examine issues which are posted on large papers on the wall. Discussion with others is encouraged in an informal way and comments of any kind may be written on the papers. At the appointed time, a summation is made by the leader, further discussion takes place, and any decisions are made by the group. The meeting might be called from 8:00-10:00 p.m. with the summation phase happening at 9:30. Residents are then able to arrive at their own time and participate to the extent they wish, while having a time to freely get to know others.

CREATIVE SOLUTION: Try one of your own - meetings needn't be stiff and formal, nor so loose that everyone feels them to be a waste of time. Talk about the style of meeting that might suit your particular group and try some new approaches.

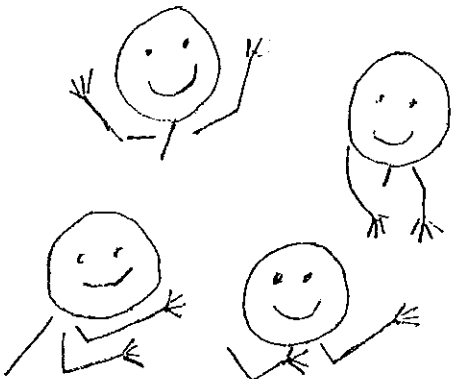
WOW! WE'VE DONE IT?

YOU'RE ON YOUR WAY....

HOW WE WISH we could hang around and observe what happens for you as you try out some new techniques and perhaps some new thinking. We'd like to be there to encourage you when the going gets tough, to absorb some of your questions or frustrations, but most of all to applaud you for your efforts as you proceed.

WHAT YOU'RE DOING IS SO IMPORTANT and, as involved citizens ourselves, we understand the caring and energy that go into your work. The provision of Centres where children can feel comfortable yet stimulated; programs which offer seniors continued growth; and cultural, recreational, educational activities which enrich so many lives is critical to positive community life. Whether you are a Board or Staff member, your contribution is valuable and appreciated by those of us who try to provide some tools you can use to make the work easier and more effective.

WE HAVE ENJOYED PREPARING THIS WORKBOOK and hope you also find it a bit of a FUNBOOK. In the Appendix, we've included Sample Workshops and a Board Game for your pleasure. Think of us as you use this book, let us know on the Evaluation Page how it works for you, or give us a call



Edmonton Social Planning Council

Telephone: 424-0331

APPENDIX

Included in the Appendix are some additional tid-bits....

RULES OF BRAINSTORMING

SUGGESTED AGENDAS FOR DO-IT-YOURSELF WORKSHOPS

BOARD GAME

EVALUATION SHEET

BRAINSTORMING

The purpose of this method is to get out as many ideas on a given question or problem as possible, utilizing all the resources of the group without stopping to discuss or judge the worth of any of the ideas during the actual brainstorm session.

The time required varies from 10 to 20 minutes, depending on the size of the group and the complexity of the question.

The size of the group we find best is between 3 and 15 persons. One person can brainstorm alone and sometimes 2 people can do well if this seems necessary or desirable.

Recording the ideas is very important. One person can do this or the responsibility can be shared. It helps to have large sheets of flip chart paper and a broad tip felt pen so that the ideas can be seen going on the sheet and can be easily read afterward.

There are 4 rules that help group members to do productive brainstorming. Have these rules available to the group as they work.

1. List all the ideas anyone has.
2. Do not discuss.
3. Do not judge - all ideas are go!
4. Repetitions are o.k. (just put the idea down again).

A helpful hint is to say to the group that if they hit a plateau or silent periods: "Just enjoy your silences because often the best ideas come after the silence."

From:
Taking Your Meetings Out of the Doldrums
Eva Schindler-Rainman

SAMPLE
WORKSHOP AGENDAS

(using exercises in this Workbook)

The following are examples of how you might put together a workshop for your organization. It's wise to ask one of your members to act as a facilitator or invite an outside "resource" person to help with leadership, but the experience can be of value to all as you work through the issues and exercises together.

WORKSHOP I

(Time: 1 hour)

PURPOSE: To discover areas of concern which need to be worked on by the organization.

TIME	EXERCISE	PERSON RESPONSIBLE	MATERIALS NEEDED
15 min.	#1B, Expectations (pg. 3)		
30 min.	#3, Yardstick (pg. 12)		Enough copies of Yardstick
15 min.	Plan use of exercises for future workshops to work on areas of concern you've identified.		Flip chart, pens

WORKSHOP II

(Time: 3 hours)

PURPOSE: To experience skills and techniques needed for the organization to undertake the planning process.

TIME	EXERCISE	PERSON RESPONSIBLE	MATERIALS NEEDED
45 min.	#5, Goal Setting (pg. 20)		Flip chart, papers, pens
15 min.	Planning Principles (pgs. 16-19, 21, 27 & 28)		
35 min.	#4, Jonathon Society (pgs. 22, 23 & 24)		Copies of this Workbook
50 min.	#4A, Purpose, Goals, Action Plans (pgs. 25, 26)		
15 min.	#5, Muffin PERT (pg. 29)		Papers 4 x 5" Masking tape
20 min.	Questions to Ask in the Planning Process (pg. 38) Recap and Plan Follow-up Session		

WORKSHOP AGENDAS (continued)

WORKSHOP III

(Time: 3 hours)

PURPOSE: To identify and make better use of the human resources available to the organization and to promote more effective teamwork between Board and Staff.

TIME	EXERCISE	PERSON RESPONSIBLE	MATERIALS NEEDED
10 min.	Human Resources, Introduction and Principles (Section III, pg. 47)		
30 min.	#8, Skills You Offer (pg. 48)		Flip chart, pens
30 min.	#10, Brainstorms - Orientation (pg. 51)		same
10 min.	Coffee Break		
10 min.	Introduction and Principles, Board-Staff Relationships (Section IV, pg. 55, 56)		
70 min.	#11, Board/Staff Responsibilities (pg. 57, 58)		same
20 min.	Recap and Plans for Follow-up Action (read pgs. 59, 60)		

WORKSHOP IV

(Time: 1½ hours)

PURPOSE: To understand skills and techniques needed in the evaluation of various aspects of the organization.

TIME	EXERCISE	PERSON RESPONSIBLE	MATERIALS NEEDED
15 min.	#14, "I felt good when ..." (pg. 67)		
15 min.	Evaluation Principles (pgs. 31, 32, 36)		
30 min.	#6, Who Can We Ask? Brainstorm (pg. 33)		Flip chart, pens
10 min.	Evaluation Checklist (pg. 37)		
20 min.	Identify areas of evaluation which need to be worked on and set plans to carry this out.		same

S U R P R I S E

THE BOARD GAME

BOARD

FOR THE

BORED BOARD!

Instructions

Cut apart Chance and Experience Cards and place in appropriate spaces.

Obtain one dice and enough markers for players.

PLAY -- and see what happens --



EVALUATION SHEET

YOUR COMMENTS WILL BE WELCOME.

Please return to:

Edmonton Social Planning Council
418 Baker Building
10010 - 105 Street
Edmonton, Alberta
T5J 1C4

WHICH SECTIONS OF THE WORKBOOK DID YOU USE? AND HOW?

WERE THEY USEFUL?

EFFECTIVE?

TOO TOUGH?

NOT APPROPRIATE?

OTHER?

COMMENTS AND SUGGESTIONS:

