

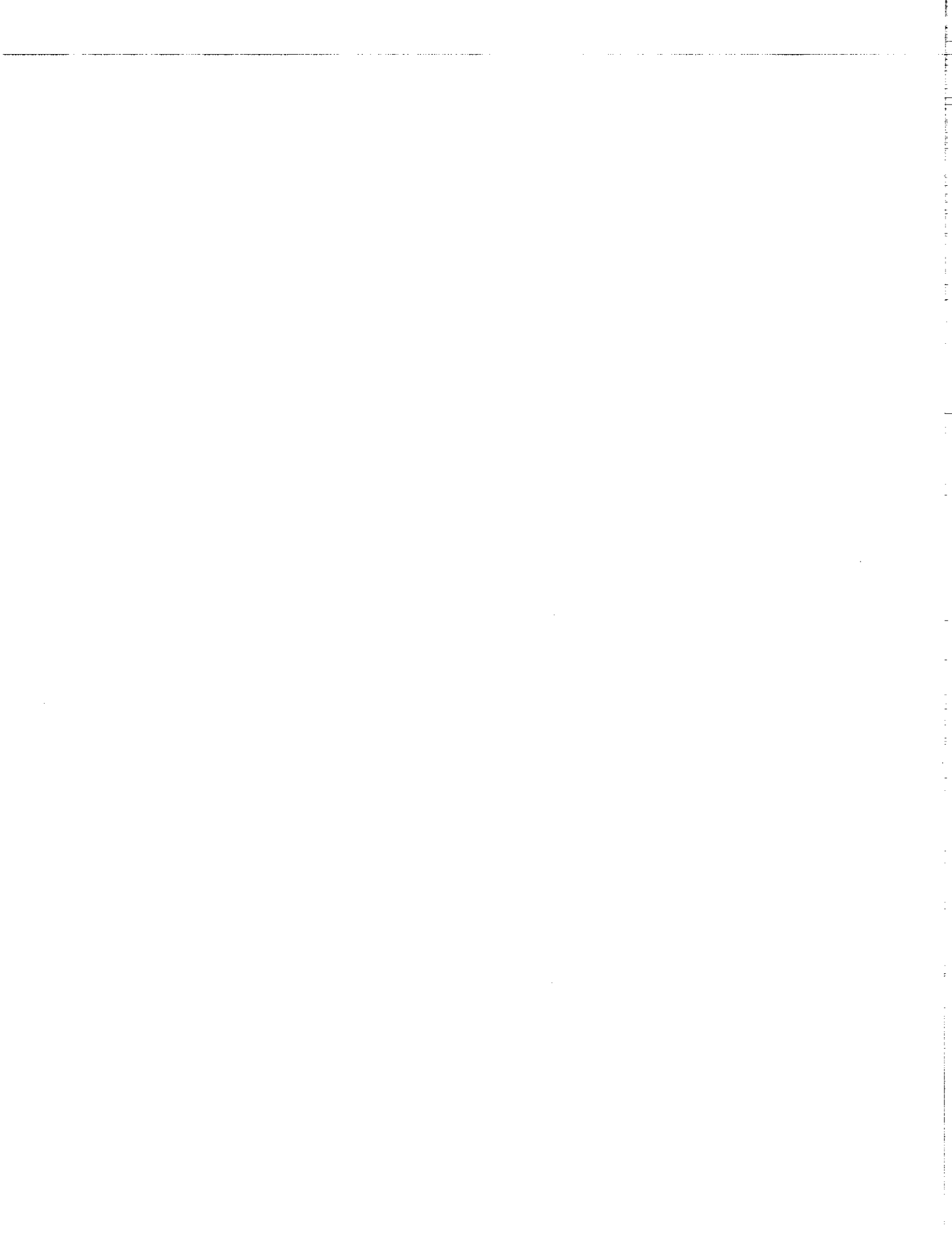
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City of Edmonton 100-110-1110

BOARDS 'N STAFF

TIAN, THAT STIEE





BOARDS
'N STAFF
'N ALL THAT STUFF

A WORKBOOK FOR BOARDS AND STAFF OF CHILD CARE CENTRES

Prepared by:

The Edmonton Social Planning Council,
10006 - 107 Street,
Edmonton, Alberta. T5J 1J2

for



The Day Care Branch,
Edmonton Social Services,
6th Floor, C. N. Tower,
Edmonton, Alberta. T5J OK1

September, 1978



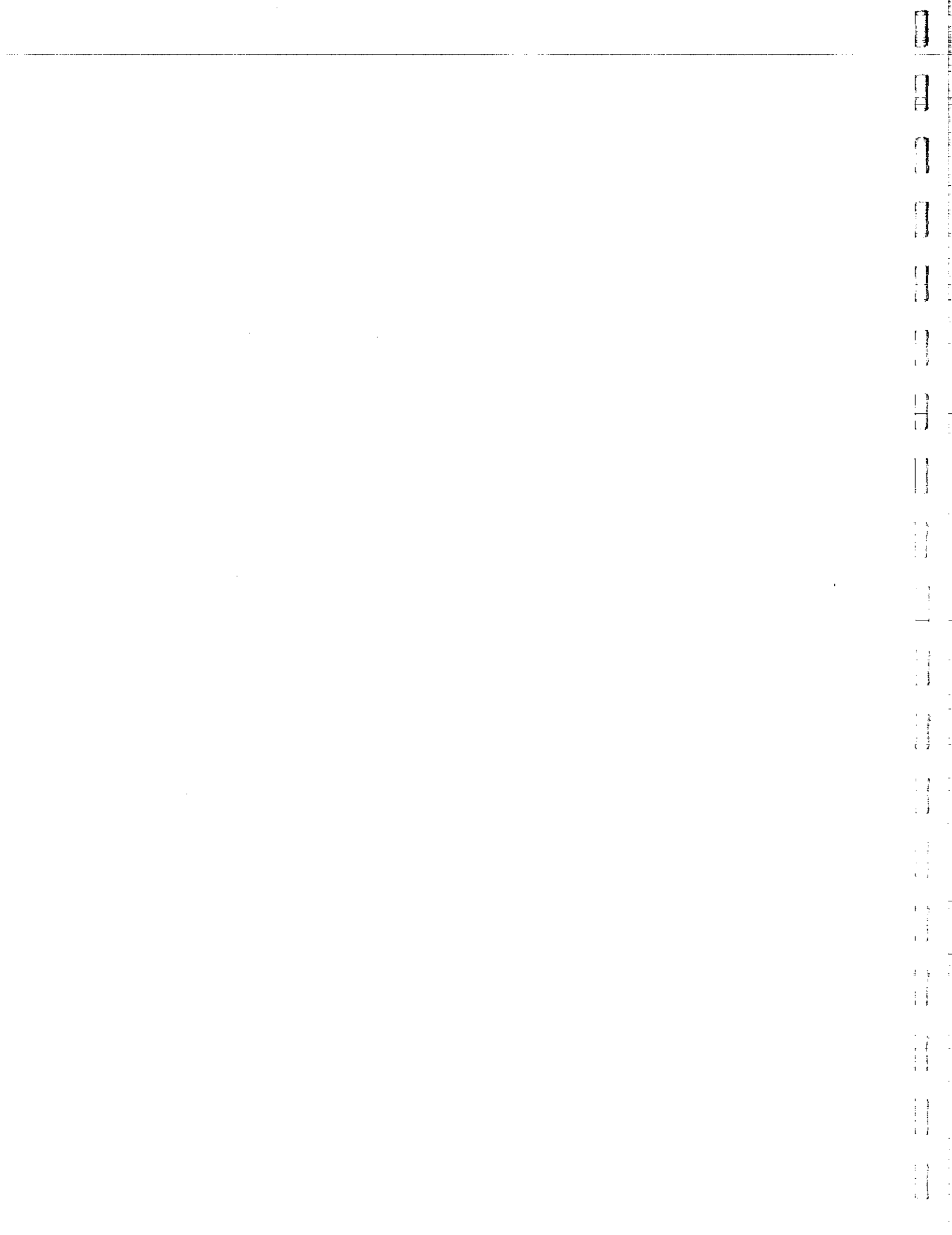
FOREWARD

This book was written to assist the many volunteers who give of their time and talents in providing day care services for young children and their families.

It is important that citizens and parents are able to participate in the organization and delivery of programmes designed to serve them. This ensures greater programme flexibility to meet local needs and promotes community support for the service.

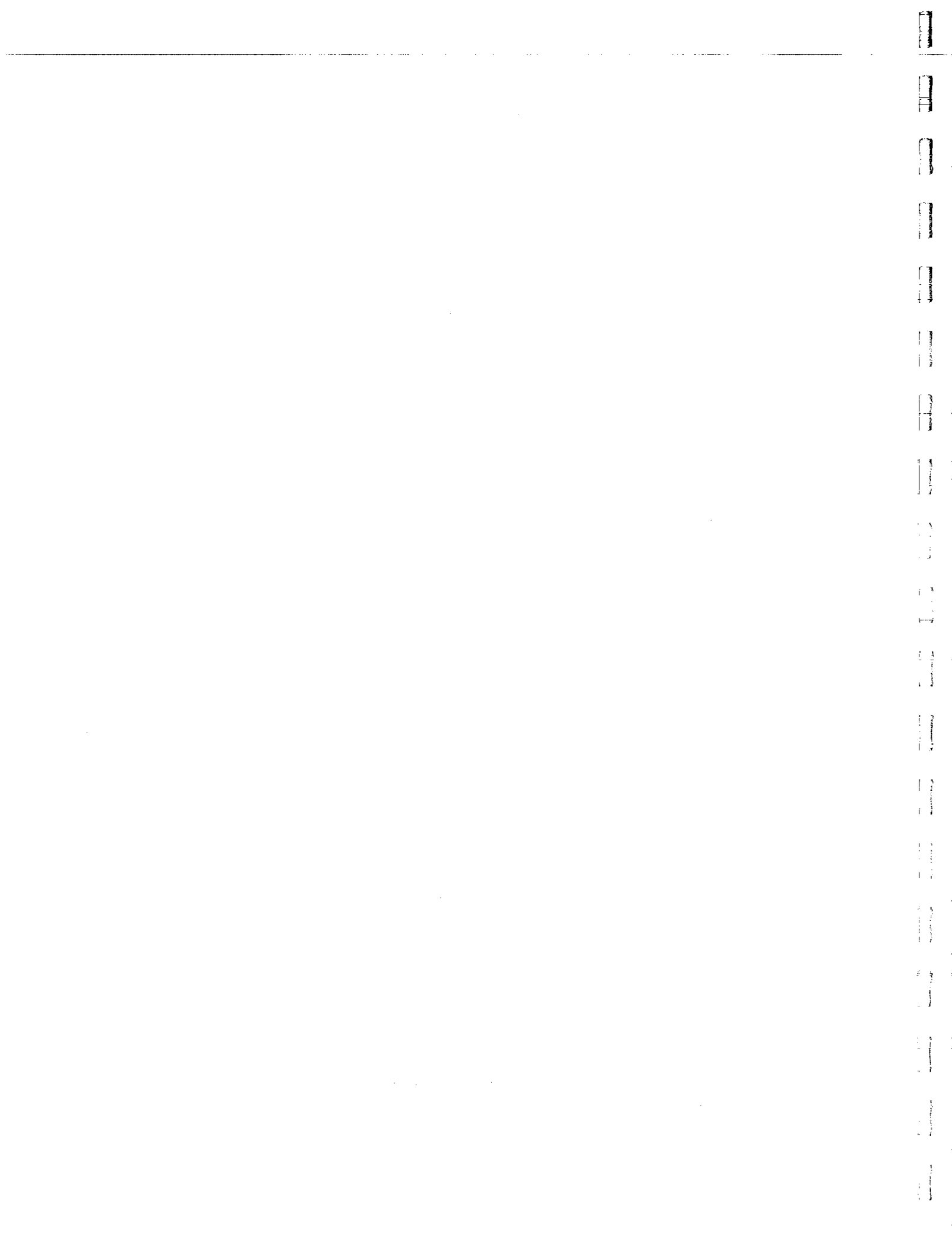
The parents and community residents who serve on the Boards of Directors of non-profit societies undertake to manage and operate day care services. Their contribution has been vital to the growth of quality day care, and has resulted in services which strengthen and support families in meeting the needs of children.

There are many demands and responsibilities placed upon volunteers in their capacity as Board members. It is hoped that this book will help them in organizing and acting effectively on behalf of children and families in day care.



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

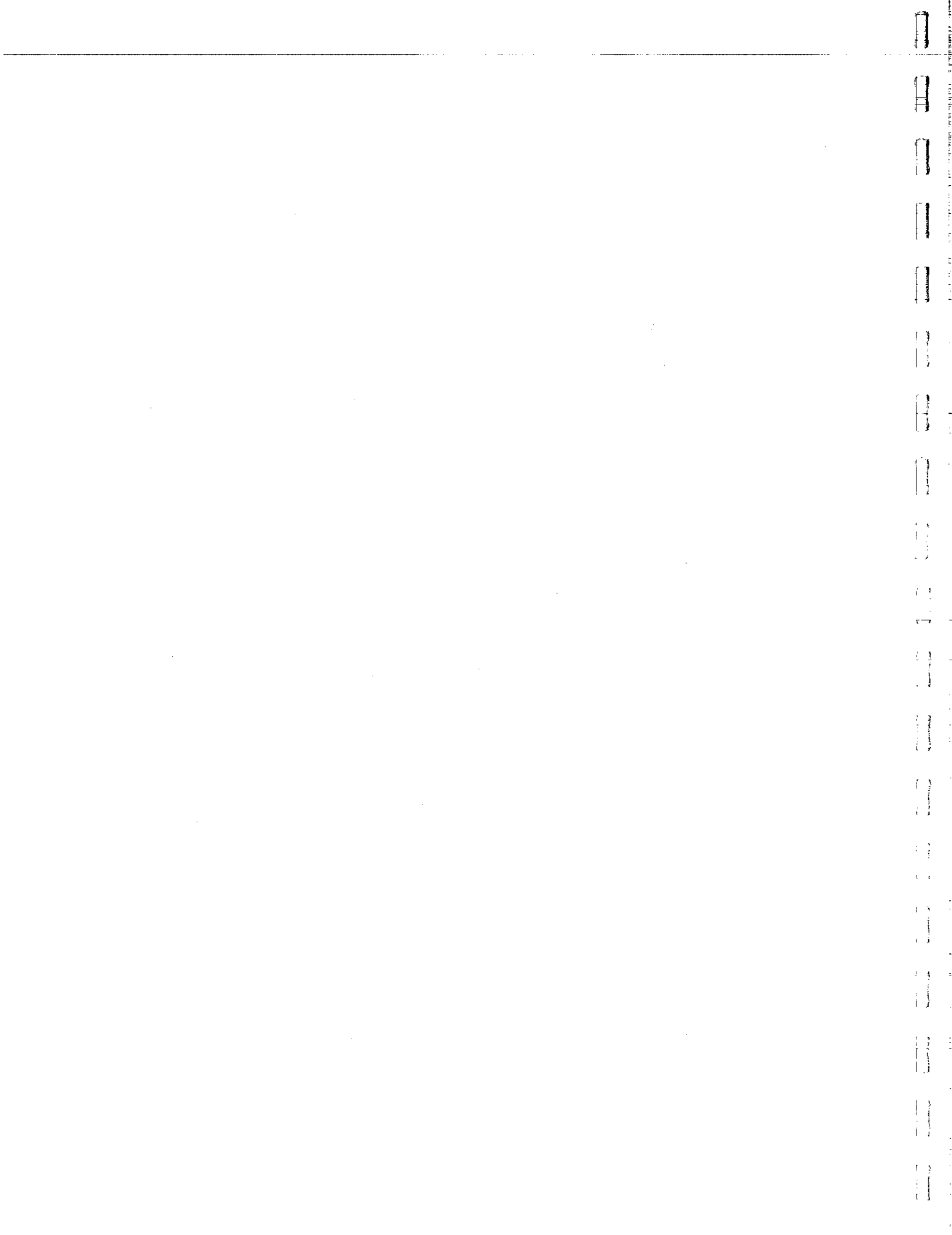
We have designed an educational tool which we hope will be experienced as much as it is read. The idea is to re-create, to the extent possible, the sharing and discovery which happen when a group of people gather in a Workshop setting and set about tackling particular problems or directions. The book can be used individually as you reflect on ways you may be more effective in your commitment to a Child Care Centre or any agency, but 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.

We have said it is written for the use of Boards and Staff of Child Care Centres but perhaps the following people would find it useful too:

- prospective Board members
- personnel of Playschools, Nursery schools
- Local Advisory Committees for Kindergartens
- Early Childhood Services personnel
- students in Early Childhood Programs, University
or Community College
- professional resource people

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!



THE VOLUNTEER IN OUR SOCIETY

The potential for involvement of the volunteer in today's society has never been greater. Indeed, the need for that involvement is critical to the general health of our society. Far too often we depend on other people to do things for us. With the proper training and some pretty sensitive listening to the needs of the volunteer, the self-help aspects of our democratic process may be further strengthened and enriched.

One of the most meaningful experiences a volunteer can have is serving on the Board of Directors of a Child Care Centre. The joy, and opportunity, of working with other concerned and dedicated volunteers and staff in a setting which is dedicated to the healthy socialization of the child can be one of life's richest gifts.

Role of the Volunteer Board of Directors

The volunteer Board member has an important function to perform within the operation of a Child Care Centre. Decisions regarding the reason for the Centre to be in business, what policies guide the staff in its operation, and how the Centre is portrayed to the community are all part of the Board member's contribution. Many times, Boards do not understand how far-reaching the implication of their decisions can be. Socially, economically and politically the decisions will affect others. For example, providing a caring home for forty children now will have profound effects on our society in the future as these children become young adults. Many times Boards do not allow themselves the luxury of speculating on what effect their Centre's program really has. THINK ABOUT IT

Role of the Staff

The Staff who work in the Centre may not have gone through the philosophical exercises either. What effect does their leadership have on the children for whom they are responsible? Too often there may be a tendency to "get on with the job", not realizing how vital a role staff play in the socialization and growing awarenesses of the child.

Staff have, for example, the task of attempting to integrate the child into a larger society so that he may take part in and help to re-create that society. This task becomes somewhat onerous if Staff are not aware of what that larger society is all about. They must be aware of not only the immediate Child Care community, but the community surrounding the Child Care Centre and, indeed, the community into which the child must become successfully integrated. Many times children are brought to a Centre from another neighborhood and the need for the child to become aware of the new surroundings is not fully understood by the Staff and Board alike.

Shared Roles ... THE CHALLENGE

The importance of the roles of volunteer Board members and the Staff whom they employ cannot be stressed enough. They must understand the broad implications of their involvements.

WE CHALLENGE YOU as Volunteers and Staff, to think about the exquisite opportunity you have in providing for the happiness and security which children need as they pass through their pre-school years.

GRAB HOLD OF THIS OPPORTUNITY,
LEARN AND GROW IN YOUR CONTRIBUTION TO OTHERS,
. . . AND TAKE TIME FOR FUN!

May this Workbook open doors, windows, thoughts and relationships; may it stimulate you, challenge you, give you skills and encouragement. For it is all about BOARDS 'n STAFF 'n ALL THAT STUFF !!!

WHY DID YOU BECOME COMMITTED TO THE BOARD OR STAFF OF A

CHILD CARE CENTRE?

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 Voluntary Board? Or what were your attitudes or concerns which drew you to the staff of a Child Care Centre?

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 Centre.
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 _____

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 EXPECTATIONS of the Board?
Or of the Organization?

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) Without peeking at the next page, 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 will be segments of this book which are likely inappropriate for your use - you have some other concerns.

If you are an ADMINISTRATIVE BOARD, you're receiving some form of salary and that's pretty rare in the Child Care field.

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

If there should be difficulties with the owner of the building in which you have your Centre, 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 children who are entrusted to your care, wouldn't you want to know you have a sound organization?

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 COMPLETED BY A COMPETENT CHARTERED ACCOUNTANT?

- 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 corporation?
- If the program activities of the organization are within the legal scope of the corporation's purposes.

INSURANCE COVERAGE AND PROTECTION

- Observation 1: Three broad areas of insurance coverage important for consideration by volunteers and voluntary organizations are:
- (a) General liability insurance
 - (b) accident insurance, and
 - (c) automobile insurance.
- Observation 2: Insurance policies are written to provide coverage for those listed as 'named insured.' While employees and executive officers are often included in the 'fine print' definitions of who is protected, no such coverage should be automatically assumed for volunteer workers.
- RECOMMENDATION 2: Agencies and organizations with general liability insurance should make certain that coverage does indeed extend to protect volunteer workers. Specific endorsements of the policy in the name of volunteer workers, is preferable to other arrangements that would presumably include volunteers. Volunteers should insist that they be protected by the organization's general liability insurance scheme.
- Observation 3: Employers not associated with Workers' Compensation are able to purchase accident insurance which protects their liability and provides benefits in the event a worker is injured.
- RECOMMENDATION 3: Employers with volunteer staff should consider purchasing voluntary compensation insurance to protect their volunteer workers in the event of injury.
- Observation 4: Volunteers driving organization-owned automobiles will be protected by the organization's insurance coverage for that vehicle. Volunteers driving their own vehicles cannot be protected by the organization's automobile insurance.
- RECOMMENDATION 4: Volunteer drivers must insure their own vehicles to the fullest extent of their potential liability. Insurance companies should be informed that the automobile is being used in the course of volunteer duties in order that an accurate assessment of the adequacy of their coverage can be made.

From: "Legal Status of Volunteer Workers
and Voluntary Organizations,"
Volunteer Centre of Calgary

Now that you've examined your reasons for being part of a Child Care organization, 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 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>A. <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>B. <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>C. <u>ENCOURAGEMENT OF HUMAN RESOURCES</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>D. <u>NOMINATION OF NEW MEMBERS</u></p> <ol style="list-style-type: none"> 1. The Nominating Committee solicits suggestions from staff, Board, parents 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 MEASURES OF:	YES	NO	NEED TO WORK ON THIS
<p>E. <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>F. <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 MEASURES OF:	YES	NO	NEED TO WORK ON THIS
<p>G. <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 eight 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 the child care field. 			

A. PLANNING - WHO NEEDS IT??

There are times when it's fun and a bit of a breather to just 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, to do the gardening, to cook the dinner! Think about a Child Care Centre 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 is going and a sense of pride as it makes some good steps forward along the way.

PLANNING IS FOR YOU ... so you and your organization can:

have all who are involved share a common understanding and support for the organization

account for your program proudly to your funders and your community

carry out a program that is appropriate for that community

have parents understand what type of Child Care Centre you are as they select a place for their child

stop spending Board time reacting to "emergencies" and become more creative and positive in taking charge of your organization

have better continuity as personnel change - written records and plans can be more quickly understood by a new member

cut down on "burn-out" of your valuable volunteers and staff

have staff and volunteer Board mutually supportive

appropriately allocate space, materials, supplies, staff, etc.

THE HARDEST PART IS TO DISCIPLINE OURSELVES TO BEGIN THE PLANNING PROCESS ...

WHY PLAN

A FABLE

Once upon a time a Sea Horse gathered up his seven pieces of eight and cantered out to find his fortune. Before he had traveled very far, he met an Eel, who said,

"Psst. Hey, bud. Wher 'ya goin'?"

"I'm going out to find my fortune."

"You're in luck, said the Eel. For four pieces of eight you can have this speedy flipper, and then you'll be able to get there a lot faster."

"Gee, that's swell, said the Sea Horse" and paid the money and put on the flipper and slithered off at twice the speed. Soon he came upon a Sponge, who said,

"Psst. Hey, bud. Where 'ya goin'?"

"I'm going out to find my fortune, replied the Sea Horse."

"You're in luck, said the Sponge. For a small fee I will let you have this jet-propelled scooter so that you will be able to travel a lot faster."

So the Sea Horse bought the scooter with his remaining money and went zooming through the sea five times as fast. Soon he came upon a Shark, who said,

"Psst. Hey, bud. Where 'ya goin'?"

"I'm going out to find my fortune, replied the Sea Horse."

"You're in luck. If you'll take this short cut, said the Shark, pointing to his open mouth, you'll save yourself a lot of time."

"Gee, thanks, said the Sea Horse," and zoomed off into the interior of the Shark, there to be devoured.

The moral of this fable is that if you're not sure where you're going, you're liable to end up someplace else - and not even know it.

from Preparing Instructional Objectives
by Robert F. Mager

PLANNING DEFINITIONS

PURPOSE: The broad reason for which the organization is formed. It is usually developed when the original constitution is drawn up since 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.

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

PURPOSE

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

GOALS

II

III

I

Supply crash helmets to fledgling seagulls in rocky environs.

Organize public tours to seagull habitats.

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

Organization's geographical boundaries apply.

We cannot make a profit on any of our projects.

None that apply here.

ACTION PLAN I

ACTION PLAN II

ACTION PLAN III

WHO RESPONSIBLE: Ad Hoc Design Committee

WHO RESPONSIBLE: Public Relations Committee

WHO RESPONSIBLE:

STRATEGIES

STRATEGIES

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
3. Find 4 volunteer plastic crafts people.
WHO: Alan & VAC
WHEN: By June 1st
COST: Nil
MAT's: Press release for VAC ad

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

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

3. WHO:
WHEN:
COST:
MAT's:

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

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

3. WHO:
WHEN:
COST:
MAT's:

4. Have 30 completed WHO: Gail & Plastic
crash helmets. Company
WHEN: By Sept. 15th
COST: \$60
MAT's: Plastics

5. Have 30 sea- WHO: Don & students
gulls wearing WHEN: By Nov. 1st
helmets. COST: \$65 expenses
MAT's: Seagull nets
helmets, fasteners

TOTAL COST: \$145.00

TOTAL COST:

WHO:
WHEN:
COST:
MAT's:

WHO:
WHEN:
COST:
MAT's:

WHO:
WHEN:
COST:
MAT's:

WHO:
WHEN:
COST:
MAT's:

WHO:
WHEN:
COST:
MAT's:

WHO:
WHEN:
COST:
MAT's:

TOTAL COST:

↓
CONTROLS

REPORT: To Board June, Sept., Nov.

REPORT:

LIAISON: Committee Chairman to
Project Vice-President

LIAISON:

OTHER: Committee meetings monthly
until evaluation complete.

OTHER:

RESULTS: Action Plan completed on
time.

RESULTS:

RESOURCES

WHO: Committee enjoyed work, could
have used one more member.

RESOURCES
WHO:

WHEN: Difficult to have June 1st
deadline met since design
firm had other contracts.

WHEN:

COST: Final cost \$160 - \$15 over
budget.

COST:

MAT's: All O.K. Some problems
fitting helmets.

MAT's:

↓
NEW ACTION PLANS?

↓
EVALUATION

RESULTS:

RESOURCES
WHO:

WHEN:

COST:

MAT's:

REPORT:

LIAISON:

OTHER:

(name)

PURPOSE



GOALS



II



POLICIES



ACTION PLAN II

WHO RESPONSIBLE:

III

(there may be more)



ACTION PLAN I

WHO RESPONSIBLE:

ACTION PLAN III

WHO RESPONSIBLE:

I

ACTION PLAN I		ACTION PLAN II		ACTION PLAN III	
WHO RESPONSIBLE:		WHO RESPONSIBLE:		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:

5. WHO:
WHEN:
COST:
MAT' s:

TOTAL COST:

4. WHO
WHEN:
COST:
MAT' s:

5. WHO:
WHEN:
COST:
MAT' s:

TOTAL COST:

4. WHO:
WHEN:
COST:
MAT' s:

5. WHO:
WHEN:
COST:
MAT' s:

TOTAL COST:

↓
CONTROLS

REPORT:
LIAISON:
OTHER:

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

REPORT:
LIAISON:
OTHER:

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

↓
EVALUATION

↓
NEW ACTION PLANS??

REPORT:
LIAISON:
OTHER:

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

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 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 a creative program, you might take a look at what happened in your program last year and ask your parent community what they thought.

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.

↓
PURPOSE
Reason for Existing

↓
GOALS
Major Targets

↓
ACTION PLANS
Specifics

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

RECORD ACTION PLAN

For Each Strategy
WHO will do it?
WHEN will it be done?
COST - how much?
MATERIALS - What's needed?

EVALUATION

What happened?

PLANNING

CYCLE

CONTROLS

How will we know it's being done?

CARRY OUT PLAN

So do it!!!

EXERCISE #5

Time: 20 minutes

Groups of 4-7 people

15 blank papers (4" x 5")
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 like a 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)

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, or the change in health of children because of revised eating habits. 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 parent 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, this kind of 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, children will continue to bring the wrong sorts of snacks, 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.

So far we have talked about YOUR assessment of how you are doing in working toward your Goals. What about the people (children and parents) 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 Child Care and get some feedback on just how well you are doing.

EXERCISE #6

Time: 10 minutes
(Brainstorm)
20 minutes
(Action Plan)

1. Review Rules of Brainstorming (see Appendix).
2. Brainstorm: WHO CAN WE ASK?
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. 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 your broader community.

EVALUATIONS ... VARIOUS KINDS

You may have examined your Goals, and asked parents 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 Child Care facility
- The work of the Executive Director
- etc., etc.

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

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 Child Care Centre, 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 G, Meetings).
4. Use "fun" exercises to help you get started. We've included 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 parents, teachers, 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!

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
December:	
January:	Appointment of Nomination Committee
February:	
March:	Evaluation of year

EXERCISE #7

Time: Flexible

DEVELOP A CALENDAR FOR YOUR OWN BOARD, PROGRAM OR COMMITTEE

C A L E N D A R

_____ (name of group)

Begin with most appropriate month (e.g., September of After-School Program; April for new fiscal year of Board).

MONTH

ACTIVITIES/RESPONSIBILITIES

B. ORGANIZATIONAL STRUCTURE

Which comes first - the chicken or the egg? - the structure or its 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 you ... FORGET IT! The Purpose and Goals come first and any structure simply creates a comfortable framework within which they can be carried out.

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, Parents, 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 Centre 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???

AUTHORITY: When assigning the carrying out of any Action Plan, Strategy or task to others such as staff or committees, the Board must be clear on the degree of Authority which goes along with that assignment. Not knowing just how far to go with the decision-making on a particular issue is guaranteed to throw a committee into at least one extra hour of discussion .. most likely without any resolution of the question! When asking anyone to do a job, be sure they know how far to take it.

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 (e.g., parents), 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

AUTHORITY

Committees receive their authority from the Board. Staff members or other individuals may also be given authority to do a job on the Board's behalf. The Board may delegate power in four varying degrees:

A committee may be a limited advisor, an active advisor, a limited agent or an active agent.

Limited Advisor: the committee investigates and reports;
the board makes the decisions.

Active Advisor: the committee investigates and suggests action;
the board will probably take the committee's suggestions.

Limited Agent: the committee can take action with
the board's consent.

Active Agent: the committee takes action;
the board can later ratify the action taken.
(ratify means "to approve and sanction formally").

So the Board might say the following to a committee or staff member ...

1. To a limited advisor: "Look into the matter, give us all the facts, we'll decide what to do."
2. To an active advisor: "Look into the matter, let us know what the alternatives are, including the pros and cons of each, and make recommendations for our action."
3. To a limited agent: "Look into the matter, decide on the best course of action, inform us of what you intend to do, and go ahead and do it unless we tell you not to."
4. To an active agent: "Look into the matter, decide on the best course of action, take that action and report back to us on what you did."

Adapted from the Community
Action Training Institute
Pamphlet.

AN EXAMPLE ... The Board of the "Jack and Jill" Day Care Centre has asked three of its members to form an ad hoc "Dishwasher Search" committee. Using the various degrees of authority, it might say to the committee ...

1. "Please get us three quotes on a commercial dishwasher appropriate for the Centre. Bring these to the October Board Meeting for our discussion."
2. "Please look into the purchase of a commercial dishwasher from at least three sources. Tell us at the October Board Meeting which of those you feel is our best purchase and why, and we'll make a decision."
3. "Please investigate the purchase of a commercial dishwasher and let us know which one you've decided to buy at the October Board Meeting."
4. "Please purchase an appropriate commercial dishwasher before the October Board Meeting."

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 so many personal benefits in terms of self-worth and growth.
- An individual who feels valued will strengthen his/her commitment to the organization.
- You provide an excellent, caring model for children in your Centre.
- Identification of 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 #8

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 _____

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 all parents of your children, or do you want a broad representation of 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

(Present Board: 3-year terms rotating)

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

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
GEOGRAPHY														
Our Neighborhood	x		x				x		x					
Other Parts of City		x		x	x	x		x		x	x			
STATUS														
Parent		x						x		x				
Non-Parent	x				x				x	x				
Senior			x	x		x	x							
SEX														
Female	x	x		x		x	x	x	x	x				
Male			x		x						x			
SKILLS														
At Large					x						x			
Social Work														
Education	x													
Nutrition		x												
Medical				x										
Legal							x			x				
Communications			x					x						
Business						x			x					

National Centre for Voluntary Action

EXERCISE #9

Time: Flexible

DEVELOP YOUR BOARD PROFILE AND DETERMINE YOUR NOMINATING NEEDS

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 #10

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 directions you can take to make a new Board or staff member more comfortable and therefore more effective more quickly!!

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.

F. 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 children and families 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 organization.

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 the personnel of a Child Care Centre work as a Team in the same ways???



EXERCISE #11

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

BOARD AND STAFF

CLARIFYING FUNCTIONS AND RESPONSIBILITIES

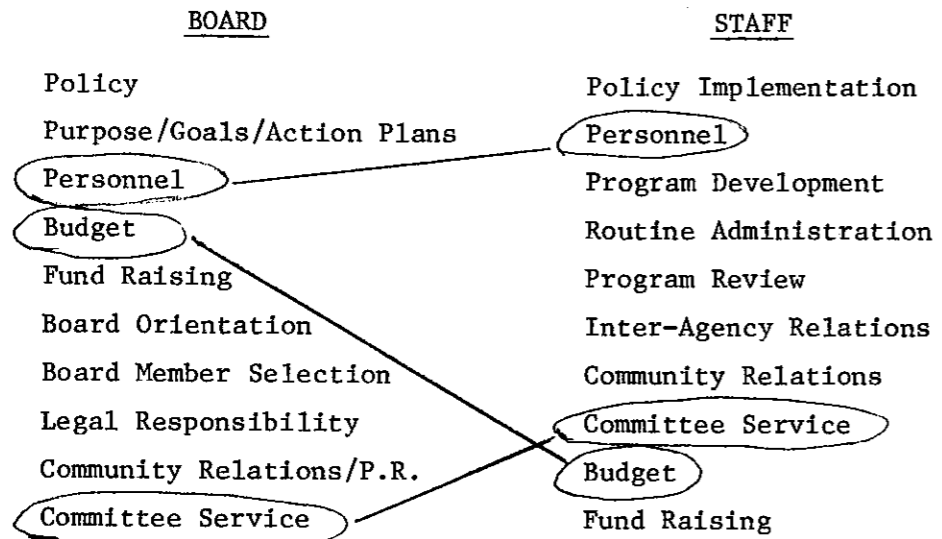
1. Ask Staff members to sit together and Board members to sit together, one table of each if possible.
2. Those members of Staff will discuss, decide and list the responsibilities of the Board.

Those members of the Board will discuss, decide 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 #11 (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!

HOW BOARDS CAN ENCOURAGE STAFF

It's true that Boards have a great responsibility for guiding the operation of the Child Care Facility BUT the people who take that responsibility into the front lines of your program are the Staff members. And being right in there with a number of small children 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.
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.
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 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.
4. Usually the Executive Director is responsible for interviewing and hiring any Staff who are responsible to 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 her successes and frustrations to others who can help her 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 her 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. Single parents who work and leave their children with you during the day 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 Centre or the most skillful program with the children 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 Centre, make them welcome, and help them understand what is happening with the children.
- 3) Include Board members in any in-service training, educational opportunities or offering of reading materials relevant to Child Care issues.
- 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.

A Child Care Centre has an impact on, and is in turn, influenced by three "communities." The families served by the Centre constitute its most obvious and intimate community and priorities must be given to the needs and concerns which are there. However, the surrounding physical neighborhood is also important since the Centre cannot exist in isolation from nearby facilities such as schools or community leagues, or from the residents who live in that geographical community. This relationship provides opportunities for interaction which can be most creative - e.g. The Child Care Centre opening educational sessions to neighborhood parents as well as those served directly; or the involvement of local senior citizens in programs with the children. Utilizing local resources effectively is a real bonus.

The third community is a broader "Child Care Community" which includes all of those people who are or should be interested in the philosophy and concepts of child care as a service which should be provided with the highest of standards and most excellent quality possible. Too often, the Board or Staff members of a Centre become overly involved in making their program work and neglect the valuable contribution they can make influencing others for the benefit of many children and families. Who understands the value of good Child Care better than those directly involved? Your experience should provide input and direction to political decision-makers and to the public at large so the issues of Child Care can be more wisely understood and the things you believe in can be advanced more widely.

EXPAND YOUR THINKING

EXERCISE #12

Time: 15 min. brainstorm
15 min. - choose idea
& set plan.

1. Review rules of brainstorming (see appendix)
2. Brainstorm - In what ways can we be better involved with our neighborhood (or broader community)?

OR - What neighborhood resources do we have?
3. Give priority to one or two ideas and develop an Action Plan for carrying them out.

IT WON'T HURT TO SPEND A LITTLE TIME ON WHAT IS HAPPENING

"OUT THERE." IT KEEPS YOU FRESH AND CREATIVE: AND

DON'T FORGET ... YOU ARE PART OF

"OUT THERE" TOO!

G. 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 agendas?
- 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 minutes 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 an inverse proportion to the sum of money involved!

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 #8

- 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 Child Care Centre 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 8.

EXERCISE #15

Time allowed: 15 minutes

Need flip chart and pens
or blackboard.

1. Before the meeting the chairman or group leader could write a few comments on the board such as:
 - I wish the meetings would start on time.
 - I think the creative program last week was excellent.
 - Wish we could have more family 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
 - favourable 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 idea 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>Rightly Argumentative</p>	<p>Combat personality ...</p> <p>or</p> <p>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>



Side Conversation

May be related to the subject.

May be personal.

Distracts members and you.

Don't embarrass them.

Call one by name, ask him an easy question,

or

Call one by name, then restate last opinion expressed or last remark made by group, and ask his opinion of it.



Inarticulate

Lacks ability to put thoughts in proper words.

He is getting idea but can't convey it.

He needs help.

Don't say, "What you mean is this." Say, "let me repeat that" (then put it in better language).



Definitely Wrong

Member comes up with comment that is obviously incorrect.

Say, "I can see how you feel" or "That is one way of looking at it."

Say, "I see your point, but can we reconcile that with the

Must be handled delicately.



Rambler

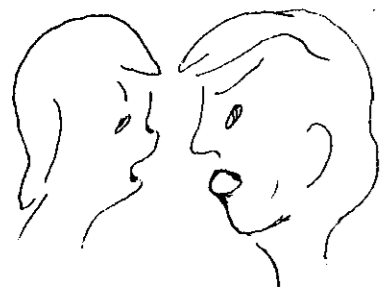
Talks about everything except subject.

Uses far-fetched analogies, gets lost.

When he stops for breath, thank him, refocus his attention by restating the relevant points, and move on.

Grin, tell him his point is interesting, then in friendly manner indicate we are a bit off subject.

Last resort: Glance at watch.



Personality Clash

Two or more members
clash.

Can divide your group
into factions.

Emphasize points of agreement,
minimize points of disagree-
ment (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!

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.

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!

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 (concensus) 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 some time 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 wish 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.

"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?

APPENDIX

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

RULES OF BRAINSTORMING

SUGGESTED AGENDAS FOR DO-IT-YOURSELF WORKSHOPS

BOARD SKIT

BOARD GAME

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."

TAKING YOUR MEETINGS OUT OF THE DOLDRUMS
Eva Schindler-Rainman

WORKSHOP AGENDAS
(using exercises in 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. 4)		
30 min.	#3, Yardstick (pg. 11)		Enough copies of Yardstick
15 min.	Plan use of related 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
15 min.	#16, Sign-In Name Sheets (pg. 52)		Flip chart paper, pens
20 min.	Planning Principles (pgs. 16 - 18, 23, 24 and 29)		
35 min.	#4 Jonathon Society (pg. 19, 20)		Copies of this Workbook
10 min.	Coffee Break		
70 min.	#4A, Purpose, Goals, Action Plans (pg. 21, 22)		
20 min.	#5, Muffin PERT (pg. 25)		Papers 4 x 5" masking tape
10 min.	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.	Introduction and Principles (pg. 35)		
30 min.	#8, Skills You Offer (pg. 36)		Flip chart, pens
30 min.	#10, Brainstorms - Orientation (pg. 39)		same
10 min.	Coffee Break		
10 min.	Introduction and Principles (pg. 41, 42)		
70 min.	#11, Board/Staff Responsibilities (pg. 43, 44)		same
20 min.	Recap and Plans for Follow-up Action (read pgs. 45, 46)		

WORKSHOP IV

(Time: 2 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. 51)		
25 min.	Evaluation Principles (pg. 26, 27)		
30 min.	#6, Who Can We Ask? Brainstorm. (pg. 28)		Flip chart, pens
30 min.	#12, Child Care/Community Relationships (pg. 47)		same
20 min.	Identify areas of evaluation which need to be worked on and set plans to carry this out.		same

BOARD MEETING SKIT SCRIPT

DESCRIPTION: The skit will depict a Board meeting in progress. It is intended to provoke thinking about situations which are common to the Board; the ramifications of these situations; how they originate; and how they may be handled.

Some of the areas included are:

1. Undefined roles between staff and board.
2. Personality conflicts.
3. Communication break-down.
4. Criteria to be considered in selection of board members. (qualifications, motive, representation).
5. Failure to perform assigned tasks.
6. Orientation of new board members.

Additional issues will be identified by the audience reflecting the experiences of the individuals.

ROLES: The organization is the SENIOR CITIZENS FOR SERVICE. The group encourages individuals over 65 years of age to participate in a variety of community services. The purposes of the organization aim at providing senior citizens with opportunities for productive and satisfying contribution which responds to community need. The recipients of this service may be senior citizens; they may also be any segment of the community. The critical point is that the service is provided by senior citizens.

The Organization has a board membership of ten; a professional paid staff of three; a volunteer corps of 350; and an annual budget of \$120,000.

CHARACTERS: As introduced in the script.

CHAIRPERSON: Neutral, non-aggressive, with tendency to keep to the schedule regardless of the issue. (Charged with keeping the script to the point and controlling too much unnecessary or detracting in-put by players).

HENRY: Organization Executive Director. Experienced administrator with tendency to leave details slip. Chooses not to offend board members. Reluctant to discipline. Nice guy!

YOUNG: Staff member and co-chairman of Special Committee on Recruitment. Aggressive, young, ruthless, in-sensitive. A real CLIMBER who will one day be totally successful. Competent, intolerant of mistakes and inefficiency. Generally supportive of Executive. Calls the shots as he sees them but sees the Executive as the person to stay with until a new opportunity arises.

GLASS: Board member and co-chairman of the Special Committee on Recruitment. A Board member fo many years. Cantankerous old person with whom no one can really work well. Bigoted, narrow, egotistical, and influential in the community since he is the retired owner of the large Air-conditioning Factory. Eccentric, tolerated for his wealth.

NEWLY: A newly-appointed board member with no orientation or any idea about the organization or her responsibilities as a board member. Gentle, well-meaning, non-agressive but not retiring, willing to speak out and express an opinion or idea - totally uninformed. Could be a good board member, good intentions, motive, and influence.

LEARNER: A faculty member of the University. Sees board membership as a way to get ahead especially since the President of the University gets a regular report about his Board performance from Mrs. Press, the President's wife. Supports Mrs. Press throughout. No real opinions of his own, changes with the group or with whichever part of the group Mrs. Press is in.

CASH: Local attorney. Relatively prosperous man with vital business in the community as attorney and tax consultant. Concerns are more for his own business than for the Senior Citizens for Service, but he sees an opportunity to pick up additional clients. Yet, he is generally concerned about being involved in community affairs and has picked this organization with which to become involved.

PRESS: The wife of the University President. Social, intelligent, sophisticated, rich, influential, conscientious, and informed. Tolerant, liberal, and a real asset to her husband.

MEDIA: President of Advertising Agency. Real Public Relations orientation, sees opportunity in everything, shake-hands-pat-on-the-back type, image, PR, advertising, good-will, friends, influence - these are the important issues.

SITUATION: FAILURE TO FULFILL RESPONSIBILITY

CHR: Well, I guess that finishes the reports. So let's
No, not really. Ms. Henry, what about the report on the
number of volunteers we have in each of the respective
programs?

HENRY: (Hedging) Oh, yes. I asked the secretary to prepare it.
You know how very busy we have been preparing for the annual
board meeting....

CHR: That's true now. But we asked for this report three meetings
ago. And every time, you have some excuse....

HENRY: Well, it's very complicated... We have some volunteers in two
or three programs. And we all are so busy... and the secretary,
well I've told you about our problems with her....

GLASS: Not having this report makes it very difficult for my committee
to work...

YOUNG: I'm sure your committee could work without it. Anyway your
committee hasn't met for the last three months...

GLASS: I don't know what you're talking about, Young ... As co-chair-
man of the committee, YOU could call them together, you know...

CHR: Gentlemen...let's get back to the subject. Ms. Henry, I feel
embarrassed asking again, but... when CAN you give us the
report? How can we run an organization when we don't even know
how many people we have or what they are doing....

HENRY: Well, I'll see if I can get Mary to finish it up. She finds so
many other things to do ... and she's not the most organized
secretary in the world...

CHR: Whatever, Henry, please solve the internal problems as you see
fit and get us the report.

NEWLY: Can't you insist on the secretary...Mary, is that her name?
doing the job? Or fire her!

CHR: Mary is the daughter of Mr. Rich, President of FOUNDATION FOR
IMPROVEMENT OF LIFE FOR THE AGED.

NEWLY: So?

GLASS: For pity sake... do you need a blueprint?

NEWLY: Well, how am I supposed to know?

YOUNG: Yeah, how is she supposed to know?

CHR: Gentlemen, please. Newly, don't you have a list of the people who funded us this last year and the amounts that each organization gave?

NEWLY: What list?

GLASS: Oh, for pity sake

CHR: Well, let's go on. (Look at watch) Times slipping. About the report ... Henry, can you get it this week and mail us a copy?

HENRY: Yes, of course. I'll get it done this week for sure ...

SITUATION: PERSONALITY CONFLICT

CHR: Now for reports of the special committees. Mr. Glass, we have here your proposal for the recruitment program of volunteers. You gave it to us before the meeting and I think everyone has had a chance to read it. What's your favor?

YOUNG: That's right! He gave it to us before the meeting! I happen to be co-chairman of this committee and this is the first I've seen it. I'm sorry, but I refuse to accept this as the proposal of our sub-committee....

GLASS: Now wait a minute. I've talked to the people on the phone and just because you can't make the meetings ...

YOUNG: Now YOU wait a minute ... we have committee members whom we have never seen....

CHR: Gentlemen....

GLASS: I just want to say that my responsibilities to the board and to my job have never been neglected even when I have to work with some very difficult people.

NEWLY: Excuse me, what report are we talking about?

GLASS: Oh, for pity sake

CHR: Mr. YOUNG, what are you suggesting?....

YOUNG: I'm suggesting that the committee meet... I mean REALLY meet and plan a recruitment program that is a committee plan... not just a plan by GLASS.

CHR: I do wish you two would settle your personal differences and get this on the road... call the committee and bring us a proposal....

GLASS: I think I want to resign....

CHR: Now, Glass, let's not be hasty. Don't do anything rash. You and Young are very able to work this out...

SITUATION: FUND RAISING GIVEN AS STAFF RESPONSIBILITY

CHR: Well, let's see if we are able to finish up the old business. We are going to need money to implement the recruitment program of Mr. Glass's committee and we talked last time about how we can best do this. It seems to me, that even without the plan in hand, we should begin raising the funds immediately..

LEARNER: I make a motion to assign the fund-raising to the staff and put HENRY in charge. This is a busy time at the University for us faculty people....

CASH: I second the motion... I'm really bogged down with clients now because of the Income Tax deadline!

CHR: Any discussion?

HENRY: I don't feel it's the staff responsibility to do the fund-raising. It's giving them added duties which will only cause more over-work, and neglect of their other jobs. And then Mary will NEVER get the other report together.

NEWLY: Good point! Whose Job is it?

CASH: Well, I don't really want to call upon my friends to give support. Especially now...I don't want to do anything that looks like a conflict between my business, my friends, and this board....

NEWLY: Oh, I understand. Yes, let the staff do it. Then there won't be any misunderstandings among our friends. They can represent the organization and not express their personal interests....

YOUNG: I thought fund-raising was supposed to be a joint ...

NEWLY: I'm confused...you're right, Young. Isn't the Board supposed to represent the organization...

CASH: That's not the issue. We will speak for policy... but, right now it just isn't convenient to raise funds and yet, we need them. I think we should vote on the question....

HENRY: I think we should examine more closely who should do what

CHR: Well, I am sure we are not going to resolve this tonight. Let's go to the next issue and handle this next time....

SITUATION: BOARD REPRESENTATION

CHR: At our previous meeting, we have been talking about the Bay City program.

HENRY: That program is really floundering... No interests from the community ... volunteers are received with indifference or masked hostility....

GLASS: I think we should drop it....

PRESS: I think if we knew more about what that community really wanted and how the volunteers could serve in a vital way, we would have a fine program there....

LEARNER: Agreed!

PRESS: My husband thinks we could do a lot in that community and that the University would be interested in solving some of the problems with us... you know, continuing education ... extension courses ...

LEARNER: Good idea!

NEWLY: Why don't we elect someone from Bay City to the Board?

CHR: We don't have to do that just to become familiar with the issues. We can set up a special committee to read about the Chinese traditions and values and then report back to the Board....

GLASS: I think we should drop it. It's hard enough working with the people we've got now without adding a bunch of foreigners...

PRESS: Now Glass. They are part of the community....

LEARNER: Right!

NEWLY: How is that going to help... reading and reporting to the Board? I think the most significant information comes from the community people. And think about the good-will and PR....

GLASS: We don't need any of THOSE people on this Board. They aren't as familiar with the public ... and who do they know....

NEWLY: Well prestige isn't everything. Think of the GOODWILL and PR... It would certainly help us within THAT community...

LEARNER: I think we should investigate the situation more thoroughly... maybe involve the University and Mrs. Press's husband....

YOUNG: I make a motion that we table this discussion...

PRESS: Second.

BOARD REPRESENTATION (Continued)

CHR: (Looking at watch) Good, that keeps us right on schedule.
All in favor....

GROUP: Aye!

NEWLY: But we need that new member to bring us information....

(COMMENT IGNORED)

SITUATION: FAILURE TO COMMUNICATE BETWEEN THE STAFF AND BOARD

CHR: Well, if we have no further reports from the Committees, let's move on to Old Business.

HENRY: Yes, I'd like to talk about old business! (DISTURBED) For the past week, I've been receiving phone calls from half the city and all the volunteers wanting to know when we are moving. I'd like to ask the same question! But more importantly, I'd like to ask WHERE? This has been a very embarrassing situation.. It seems to me that the staff should have been notified BEFORE the TELEVISION stations....

CHR: (CONFUSED) Cash, didn't you inform the Staff?

CASH: We've been working on this for months. I assumed that surely Henry knew what we were doing.

HENRY: Nothing was settled as far as I knew....

CASH: It wasn't my job to inform the staff.

MEDIA: Gee, I'm sorry. I thought you knew, Henry. And I was having lunch with the station managers and saw we could get some free PR, so I told them.

NEWLY: Are we moving?

GLASS: Oh, for pity sake...

CHR: Mr. Media. I guess I should take the blame for this. Like CASH says, it's been going on for months and I just didn't think to put it in the report.

CASH: I'm sorry too, Henry. I didn't know you weren't informed, but it's not my responsibility to send you the committee report.

CHR: Well(continue apologies)

MEDIA: But don't you think the PR and free advertising was good?

HENRY: Of course, it was good. But can you imagine how I felt being the Executive and not even knowing what's going on....

NEWLY: Where are we moving?

GLASS: Oh, for pity sake

CHR: Should we do anything about taking the announcement off the air?

MEDIA: Is that necessary? Think about my old contacts....

FAILURE TO COMMUNICATE BETWEEN THE STAFF AND BOARD (Cont'd)

HENRY: Leave it, but really ... I'd like to know what goes on in the Special Committees ...

CHR: Thank you for your understanding, Henry. My, that must have been embarrassing ... Now any new business?

SITUATION: STAFF ACTS OUTSIDE OF THE POLICY OF THE ORGANIZATION

HENRY: Yes, I'd like to explain the really wonderful new thing the staff has begun.

PRESS: I read the description in your hand-out. I see it has something to do with the Junior High School. How do they figure in ...

HENRY: Well, I'm a good friend of the Principal and there is so much potential there that we thought it would be a good thing to involve some of the students.

CHR: You mean our volunteers will teach them to read or something like that.

HENRY: Oh, no! We are using the students as volunteers!

NEWLY: Isn't that nice! Why, I bet they can do so many things.... and it will keep them off the streets ...

PRESS: But, Henry, Our policy is to use SENIOR CITIZENS. We have no provision for recruiting students as volunteers ... nor have we a program... or training ... It's in the MANUAL

NEWLY: What Manual? I didn't get a Manual.

HENRY: Is that really a policy? If it is I think we should examine it...

NEWLY: I thought this organization served EVERYONE.

CHR: I don't know if that's against our policy.

PRESS: I make a motion that we first see to it that Newly gets a policy manual, and secondly, that before the next meeting, we each review the manual ourselves to see if this is a violation or not, and if we want to make any changes in the wording because I definitely see this as being contrary to our purpose.

LEARNER: Second.

CHR: All in favor....

Henry, can you gracefully get out of this somehow without disappointing the students until we make a decision?

HENRY: I certainly will try.

CHR: Good. (LOOKS AT WATCH) Well, we are right on schedule. And that's good because I have two more meetings to attend tonight. Thank you for your fine attention....

GLASS: Excuse me. Aren't we going to talk about the office furniture?

STAFF ACTS OUTSIDE OF THE POLICY OF THE ORGANIZATION (cont'd.)

CHR: Let's leave that go until next time. We have to settle the move

PRESS: I wanted to raise the issue of training for the volunteers.

CHR: Good, we'll put you first on next month's agenda.

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