

Developing a Partnership between the Board of Directors and Component Staff

Tuesday, March 7, 2017
12:30pm -4:30 pm



Research • Strategy • Learning

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Learning Objectives:

- Discuss the role of the board of directors and the component executive
- Discuss the duties of the board verses the component executive, distinguishing governance (board) from management (staff) roles.
- Explore shared responsibilities.
- Examine how to cultivate and maintain a constructive and effective partnership, and explore how to handle conflicts when they arise.

AIA Pre-Grassroots Workshop

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Leadership Partnership



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Your Model of Leadership Behavior?

Where does your “mental model” for Chief Elected Officer come from? (such as experience with another association, corporate, community organization, service organization, academic institution, etc.)

Where does your “mental model” for Chief Staff Executive come from?

Your Model of Leadership Behavior?

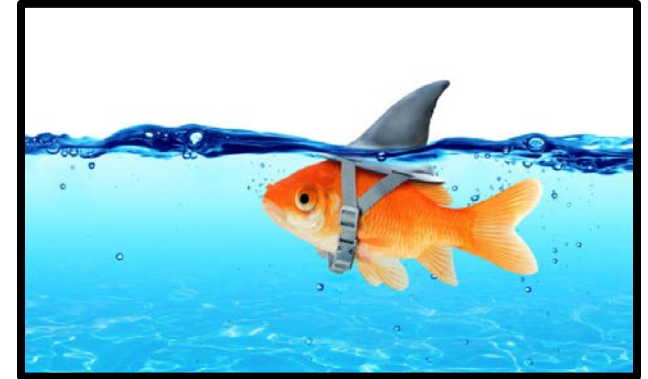
Please list the major differences between the source(s) of your “mental models” and your current association:

- Chief Elected Officer: _____
- Chief Staff Executive: _____

What are the implications of those differences for your association leadership?

Why People Behave the Way They Do

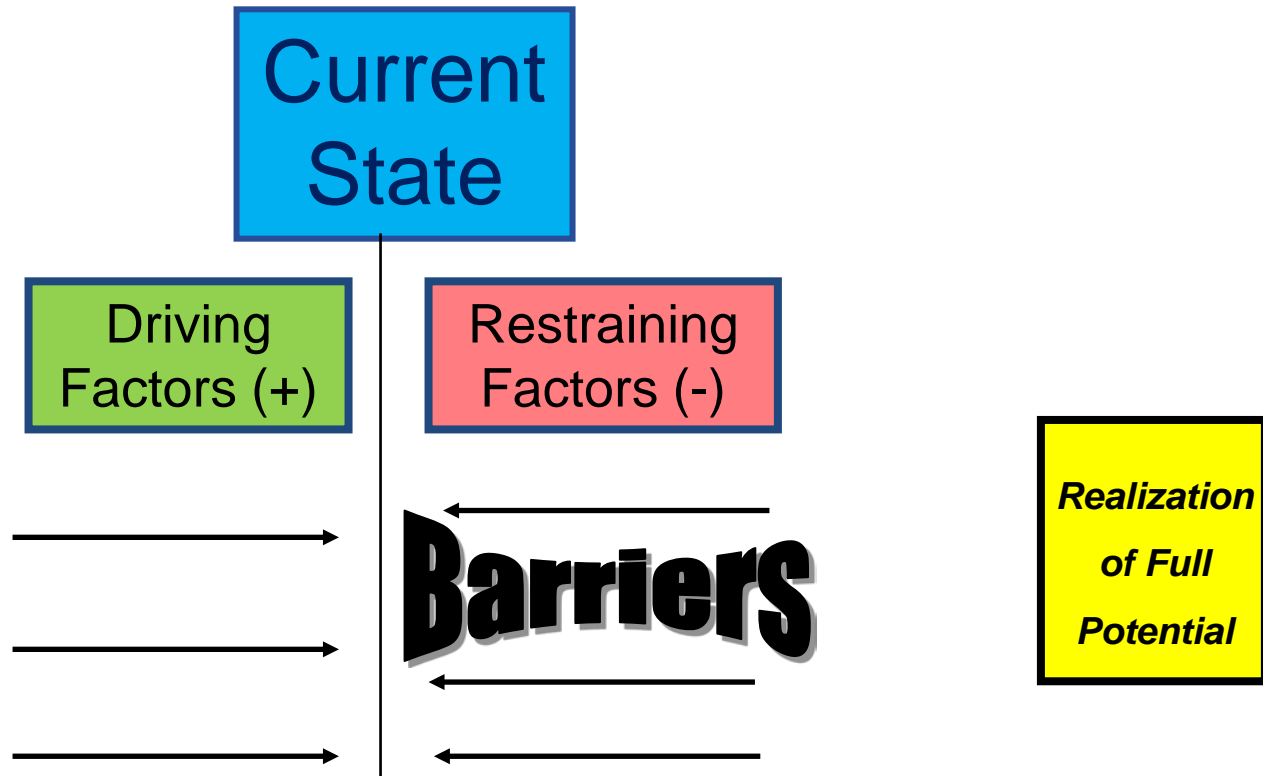
- What is **perceived** is.
- Perceptions are based on **available** information.
- In the absence of information we **assume**.
- Behavior, no matter how crazy, has a **logical** basis.



An Association

A group of people who **voluntarily** come together to solve **common** problems, meet common needs, and accomplish common goals.





Question 1: _____

Question 2: _____

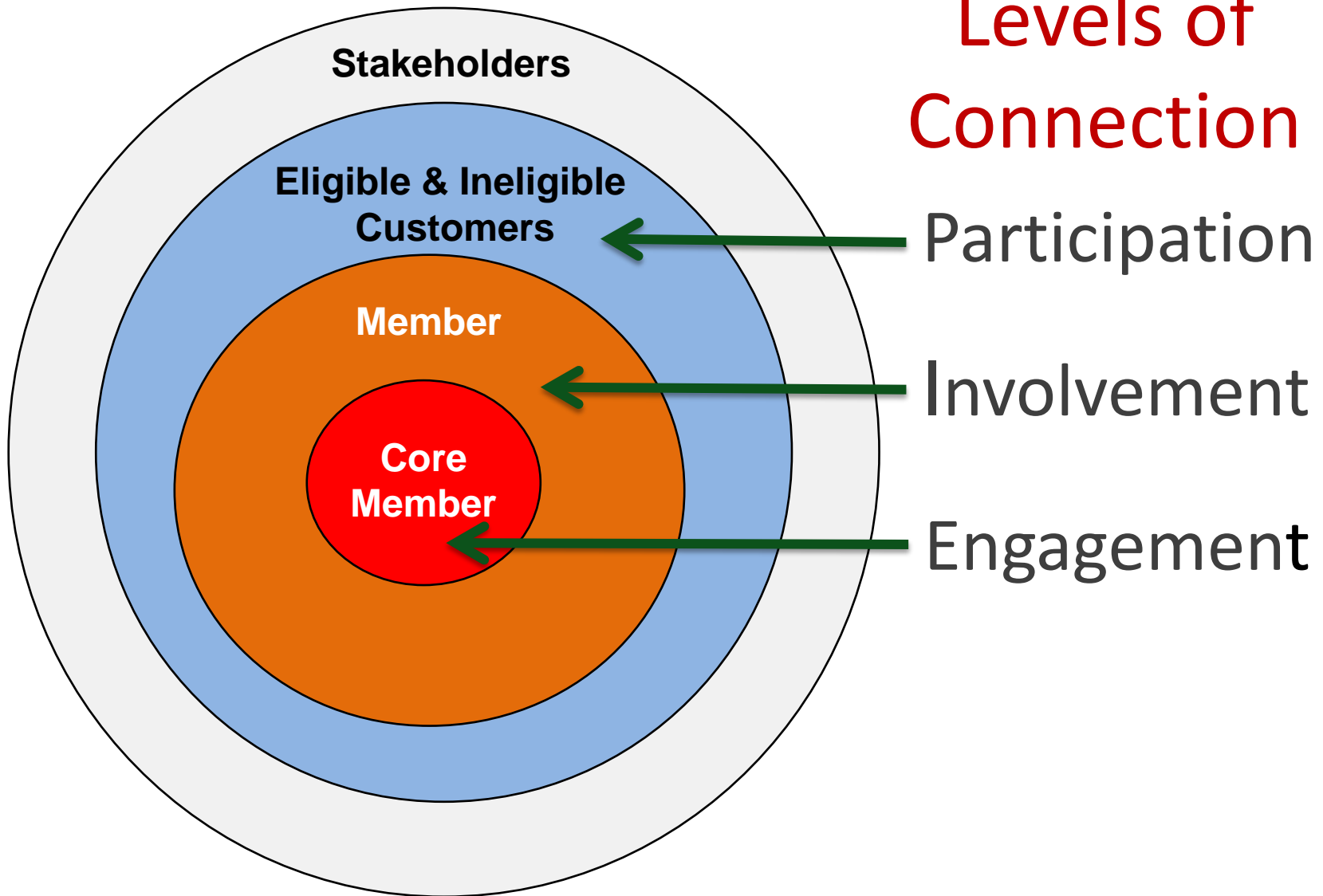
Question 3: _____

What Will Earn Engagement From Volunteers?

- ❑ Working on the things that matter to them.
- ❑ Demonstrating the work is making a positive difference.
- ❑ Providing an enjoyable opportunity for involvement.



Levels of Connection



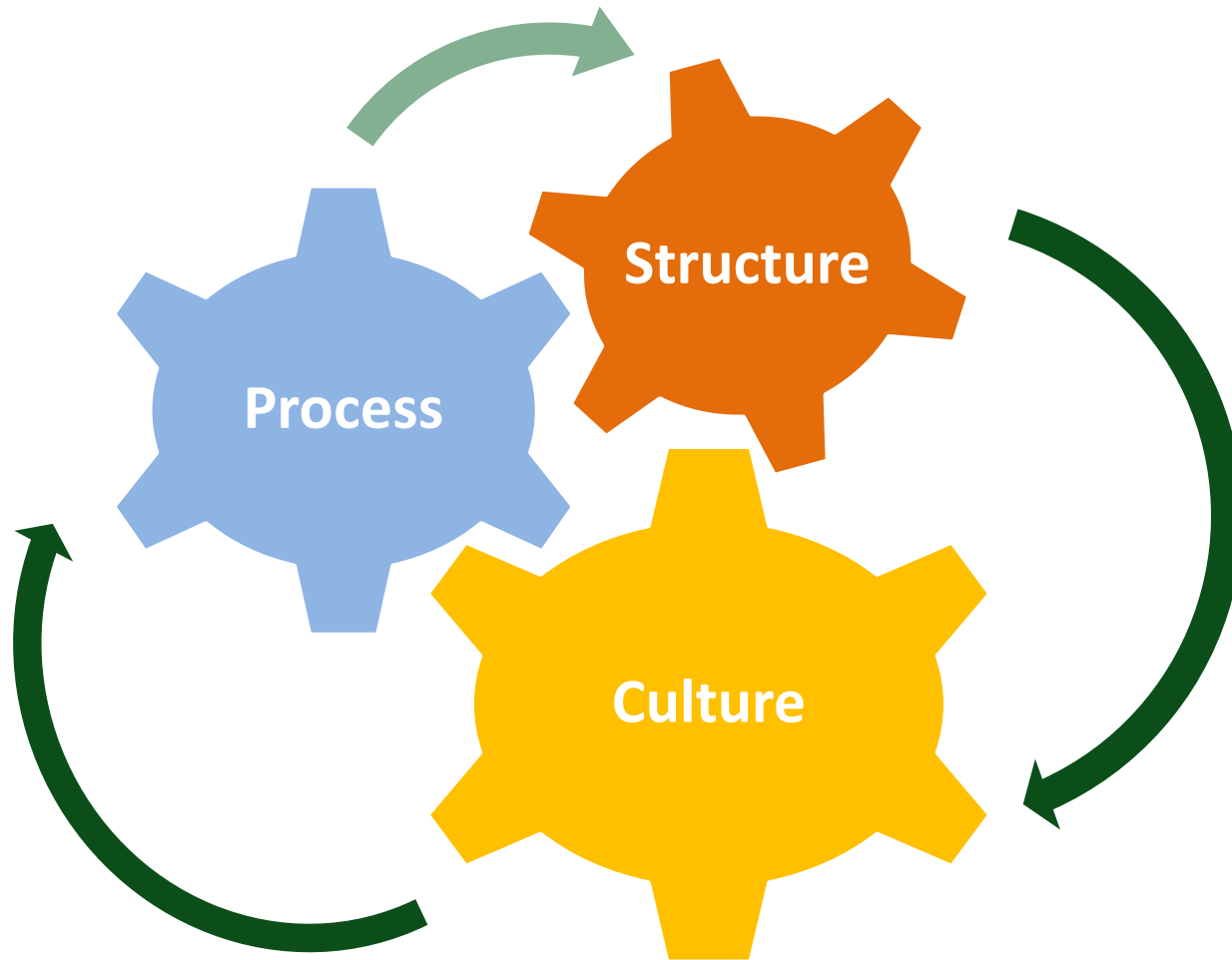
Trust in Governance

Members will respect governance they perceive to be:

Credible
and
Legitimate



Leading Together for Good Governance



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Principles of Good Governance Process

High Level Self-Assessment

Key: 1=all the time; 2=most of the time; 3=seldom; 4=hardly ever

- Our governing bodies define and delegate rather than react and ratify.
- Our leadership focuses on the outcomes desired rather than on the activity required.
- Our leadership focuses on what needs to happen next, rather than on what has already been done.
- Our discussions are informed, rather than opinion rich and information poor.
- Our leaders spend their valuable and limited time together using information not collecting it.
- Issues of capacity, core capability, strategic position and all possible choices are routinely considered in deciding what to do.
- Fiduciary responsibility is exercised by defining desired outcomes consistent with strategic intent and core values, rather than detailing how an outcome is to be achieved or re-managing work after it has been accomplished.
- Our Board does not focus on reviewing what was done, but determines what needs to be done next.

Leading Together for Good Governance

Thinking & Working Style Preferences



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Extrovert or Introvert?

Select the leadership style that is more like you.

Record either E or I: _____

Extrovert	Introvert
<input type="checkbox"/> Essential stimulation is from the environment – the outer world of people and things	<input type="checkbox"/> Essential stimulation is from within - the inner world of thoughts and reflections
<input type="checkbox"/> Energized by other people, external experiences	<input type="checkbox"/> Energized by inner resources, internal experiences
<input type="checkbox"/> Does best work externally in action	<input type="checkbox"/> Does best work internally in reflection
<input type="checkbox"/> Interests have breadth	<input type="checkbox"/> Interests have depth
<input type="checkbox"/> Usually communicates freely – expressive	<input type="checkbox"/> Communication is usually reserved until they know and trust a person
<input type="checkbox"/> Has broad friendships with many people – gregarious	<input type="checkbox"/> Has few deep friendships – intimacy
<input type="checkbox"/> Prefers to talk and listen	<input type="checkbox"/> Prefers to read and write

Sensing or iNtuiting?

Select the leadership style that is more like you.

Record either S or N: _____

Sensing	iNtuiting
<input type="checkbox"/> Takes in information by way of the five senses – sight, sound, feel, taste, and smell	<input type="checkbox"/> Processes information by way of a sixth sense or a hunch
<input type="checkbox"/> Looks at specific parts and pieces	<input type="checkbox"/> Looks at patterns and relationships
<input type="checkbox"/> Deals with known facts	<input type="checkbox"/> Deals with possibilities
<input type="checkbox"/> Lives in the present, enjoying what is there	<input type="checkbox"/> Lives toward the future, anticipating what might be
<input type="checkbox"/> Trusts experience	<input type="checkbox"/> Trusts theory more than experience
<input type="checkbox"/> Tends to be seen as realistic	<input type="checkbox"/> Tends to be seen as imaginative
<input type="checkbox"/> Likes to be able to apply reliable, proven solutions to problems	<input type="checkbox"/> Likes problems that require new solutions
<input type="checkbox"/> Likes the concrete	<input type="checkbox"/> Likes the abstract
<input type="checkbox"/> Learns sequentially – step by step	<input type="checkbox"/> Learns by seeing connections – jumps in anywhere, leaps over steps
<input type="checkbox"/> Tends to be good at precise work	<input type="checkbox"/> Tends to be good at creating designs

Thinking or Feeling?

Select the leadership style that is more like you.

Record either T or F: _____

Thinking	Feeling
<input type="checkbox"/> Decides on the basis of logic and objective considerations	<input type="checkbox"/> Decides on the basis of personal subjective values
<input type="checkbox"/> Tends to decide things impersonally based on analysis and principles	<input type="checkbox"/> Tends to decide things on the basis of what they like or don't like, their values, or on the impact of their decisions concerning people
<input type="checkbox"/> Trusts logic	<input type="checkbox"/> Trusts personal reactions
<input type="checkbox"/> Places a premium on fairness	<input type="checkbox"/> Places a premium on harmony
<input type="checkbox"/> Spontaneously finds flaws, criticizes	<input type="checkbox"/> Spontaneously looks for ways to connect, appreciates
<input type="checkbox"/> Good at analyzing plans	<input type="checkbox"/> Good at understanding people
<input type="checkbox"/> Values reasonableness	<input type="checkbox"/> Values compassion
<input type="checkbox"/> Tends to be questioning – why?	<input type="checkbox"/> Tends to be accommodating

Judging or Perceiving?

Select the leadership style that is more like you.

Record either J or P: _____

Judging	Perceiving
<input type="checkbox"/> Decisive, planning and orderly	<input type="checkbox"/> Flexible, adaptable and spontaneous
<input type="checkbox"/> Enjoys being orderly	<input type="checkbox"/> Enjoys being curious, discovering surprises
<input type="checkbox"/> Feels comfortable establishing closure	<input type="checkbox"/> Feels comfortable maintaining openness
<input type="checkbox"/> Works best when they can plan and when they can follow the plan	<input type="checkbox"/> Enjoys working on different projects as interest surfaces
<input type="checkbox"/> Schedules and plans to avoid anxiety resulting from too many tasks	<input type="checkbox"/> Energized by deadlines, enjoys last minute rushes
<input type="checkbox"/> Does not easily tolerate uncertainty	<input type="checkbox"/> Able to tolerate ambiguity
<input type="checkbox"/> Likes definite order, structure	<input type="checkbox"/> Likes going with the flow

Extrovert & Introvert Preferences

E&I: The Leadership Dimension of Communicating and Problem Solving

The **E** and **I** preferences indicate where a person gets their energy and zest for life. An **Extrovert** is stimulated by the outside environment — by people, places, and things. **Introverts**, on the other hand, are stimulated from within — from their own inner world of thoughts and reflections. **Extroverts** are energized by what is going on around them (cocktail parties prove this), and do their best work externally by taking action. They prefer to communicate openly and freely. **Introverts**, are energized by their own personal experiences (not other's experiences) and inner resources, and they do their best work internally by providing reflection and deep thought before taking action. They prefer not to communicate openly and freely until they know and trust someone (ever try to stimulate group interaction with a group of **Introverts** who do not know one another).

Extroverts tend to focus on broad implications and **introverts** focus on more single subjects in-depth — both are required for effective problem solving and can be effectively utilized if the partners understand their differences. Partners with the same preference may lack either the breadth or in-depth perspective in their analysis, which presents a different challenge. How do they achieve balance in their problem solving?

Extroverts tend to think and problem solve out loud. You know that they are problem solving because you can see their lips moving and *hear* them thinking. The analogy is that their computer is connected on-line to their printer. **Extroverts** often say, *just let me talk long enough and I will figure out the answer.*

Introverts usually problem solve differently. They require a short period of quiet reflection time to think about and reflect on the problem before they can discuss it. Their analogy is that they need to put their information in batch-storage, review it and then release it to the printer. **Introverts** typically say, if I can just get some quiet time to hear myself think, I can figure out the answer.

A significant challenge occurs when you mix **E's** and **I's** together in problem solving. **E's** immediately start talking out loud and the **I's** cannot hear themselves think (just like radar or communication jamming). The result of this situation is that the **I's** will not interact in the problem solving at all.

Two **E's** (is anyone listening?) or two **I's** (is anyone talking?) also have their challenges when communicating and problem solving.

Adaptation by Bud Crouch
based upon The Myers Briggs

Sensing & iNtuiting Preferences

S&N: The Leadership Dimension of Planning

The Sensing and iNtuiting functions are ways that we prefer to perceive and take in information. The Sensing function takes in information by way of the five senses and likes to: Look at specific parts and pieces of that information, deal with known facts and live in the present enjoying what exists.

The iNtuiting function also takes in information via the five senses, but then adds a sixth sense — a gut hunch or intuitive feeling. Most N's will state, I make my worst decisions when I go against my intuitive hunch. N's are very conceptual and prefer to look at overall patterns and relationships. They like to deal with broad concepts or possibilities, and they plan in the future. They enjoy anticipating what might be.

As a result of the broad preferences, S's and N's tend to approach planning differently. N's prefer the broad, overall conceptual look, like to work with possibilities in the future and are comfortable with visioning processes. N's like to define where the organization is going and the possible attributes, conditions, outcomes that it may seek to obtain.

S's, on the other hand, prefer step-by-step pragmatic planning that is based upon what can feasibly be accomplished today. They are most comfortable in developing strategies, steps and action plans to achieve certain goals. They prefer to define how the organization is going to achieve its goals.

If N's conceived of putting man on the moon, the S's devised the systems and hardware to make it happen.

Obviously, a good plan requires both perspectives — long range conceptual goals (*where*) and pragmatic strategies and actions plans (*how*). It is important to understand which strengths and preferences each partner brings to the planning process.

For partners of the same preference, the challenge is that they may not focus on one of the two critical planning components — either the *where* or the *how*.

Adaptation by Bud Crouch
based upon The Myers Briggs

Thinking & Feeling Preferences

T&F: The Leadership Dimension of Decision-Making and Conflict Resolution

The Thinking and Feeling functions are ways that we prefer to decide and evaluate. The Thinking preference decides on the basis of logic and objective considerations (in their head, not in their heart). T's prefer to decide things on an impersonal basis. They keep their personal feeling at a distance from the issues that are being decided. They tend not to let their emotions become involved in the decision-making process, and they highly value the notion, reasonableness and competence in any decision-making. It is not that T's do not have feelings — just that they do not get their feelings involved in the decision-making process.

Feeling types also make decisions objectively in their head, but they then add a subjective component of deciding in their hearts based on issues of personal and subjective values.

F's tend to decide things on the basis of what they like or don't like, their values, and the impact of the proposed decision on people (they have strong values on how people should be properly and fairly treated). As a result, F's tend to literally place themselves inside the situations. They tend to put themselves in other peoples shoes and are sensitive to how this may feel. Now, their feelings become involved in the decision-making process.

Because of these different preferences, T's and F's approach and handle conflict differently. T's like to get disagreements out into the open. T's tend to enjoy a good argument (discussion), and to argue points based on what they perceive as reason without involving much emotion. As a result, they can walk away from a good argument or confrontation and think no more about it.

F's generally do not like conflict and tend to avoid it. Because they often get their personal feelings involved, conflict has more of an emotional impact on them. They often worry about how they could have handled the situation differently (better). They tend to think and mull over what went on during the process.

The one area where F's will enter into conflict is when they think that people have been mistreated or unjustly wronged. In this situation, F's can often carry a grudge, especially where their strong values concerning people have been perceived to be violated. T's should know, there is nothing more dangerous than a wounded F. They originated the phrase, I don't get mad, but I do get even.

Adaptation by Bud Crouch
based upon The Myers Briggs

Judging & Perceiving Preferences

J&P: The Leadership Dimension of Day-to-Day Working Relationships

Judging and Perceiving are ways that we prefer to interact with our environment — both personal and at work. While all of the style differences present the potential for preference conflict, it is the difference in how J's and P's approach their environment that can result in the greatest day-to-day style working differences and potential conflicts.

J's like a lifestyle that is decisive, planned and orderly. They have a very strong desire and need to come to closure (sometimes too quickly). They work best in an environment when they can plan and follow what they plan. J's are the list makers of the world. They love to do lists and what makes them most happy is to be able to check things off the to do list. Day Timers are made for J's. They are very punctual — usually early.

P's are exactly the opposite. They prefer a life and working style that is flexible, adaptable and spontaneous. They enjoy being curious and discovering surprise. For P's, the journey is more important than the destination (the opposite of J's). They like to maintain openness and will not answer a closed-ended question (the best answer you can get is — maybe).

J's typically schedule fun on their Day Timer. For P's, work must be fun. P's tell time differently than J's — most J's believe that P's do not tell time at all. P's originated the phrase, it isn't over until its over — and even then, it may not be over. They are very innovative, like to make last minute changes, and to finish things with a last minute rush — all of which drives J's over the brink. They enjoy new and innovative projects, may not be the best finishers, and can be the best crisis management people in the organization. P's bring a special newness and fun to organizations. They are quick to challenge the J's notion, that things have always been done this way.

Partners who have the same style, share the challenge of possibly missing the balancing perspective of the other preference. Partners who have different styles, but do not find value in the preference differences are in for a LONG YEAR!

Adaptation by Bud Crouch
based upon The Myers Briggs

Working Preferences

1. Where do you and your partner(s) have different leadership styles and behavior?
2. How can you cooperatively turn these differences into an advantage for your partnership?
3. What might you have to watch out for?
4. When we are *communicating & problem-solving* or *planning* or *decision-making & resolving conflict* or in our *day-to-day working relationship* – it would help me if you would:

Leading Together for Good Governance

Roles and Relationships



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Board Responsibilities

1. Set organization **direction**
2. Ensure necessary **resources**
3. Provide **oversight**



Set Organization Direction

- Engage in strategic thinking and planning
- Set the organization's mission and vision for the future
- Establish organizational values
- Approve operational or annual plans



Ensure Necessary Resources

- Hire capable executive leadership
- Ensure adequate financial resources
- Promote positive public image
- Ensure the presence of a capable and responsible Board



Provide Oversight

- Oversee financial management
- Minimize exposure to risk
- Measure progress on strategic plan
- Monitor programs and services
- Provide legal and moral oversight
- Evaluate the CSE & Board (more later)

With your partner, discuss improvements that need to be made in any of the areas of board responsibility.

Board Fiduciary Responsibilities

- Duty of Care
- Duty of Loyalty
- Duty of Obedience



Duty of Care

- Be informed and ask questions.
- The duty of care describes the level of competence that is expected of a board member, and is commonly expressed as the **“duty of care that an ordinary prudent person would exercise in a like position and under similar circumstances.”**
- This means that a board member owes the duty to exercise reasonable care when he or she makes a decision as a steward of the organization.

Duty of Obedience

- Requires board members to be **faithful to the organization's mission.**
- They are not permitted to act in a way that is inconsistent with the central goals of the organization.
- A basis for this rule lies in the public trust that the organization will manage donated funds to fulfill the organization's mission.

Duty of Loyalty

- Show undivided allegiance to the organization's welfare.
- A standard of faithfulness; a board member must give **undivided allegiance when making decisions** affecting the organization.
- A board member can never use information obtained as a member for personal gain and **must act in the best interest of the organization.**
- Board members must comply with policies regarding code of conduct and ethical behavior.



Supervision

- Activity
- Senior Staff

Oversight

- Outcomes
- Board

The Representative Governance Model

1. One part **political**
2. One part **corporate**
3. Two parts **weird**



Representative Governance Model

Whose interests do you represent?

The **component** that sent you?

or

The **association** as an enterprise?

Representative Governance Model

The answer – in practice – in the political/corporate hybrid is probably:



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Transparency & Trust in Governance

Occurs when board members understand the difference between being

“representative for”

versus being

“representative of.”

Representative For

If board members believe they are “**representative for,**” they see themselves as the elected representatives of a particular constituency.

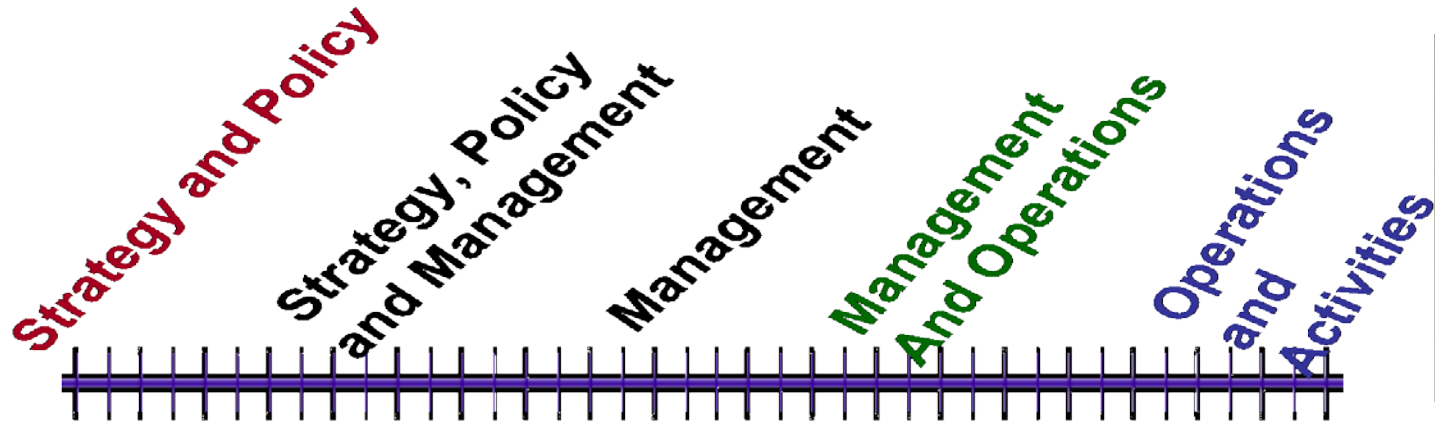
*They voice only the self interests and opinions of that constituency and vote only on behalf of that **constituency’s interests.***

Representative Of

Board members who view their role as ensuring that the views, beliefs, values, and self interests of the constituencies they know the best are on the table as part of the conversation, are **“representative of.”**

*They voice interests and opinions of those they know best and vote on behalf of the best **overall interests of the organization.***

A Board Role Continuum



Strategy and Policy: All board work is focused on the strategic, long-term direction of the organization, including external scanning, goal and strategy development, policy development, and overall evaluation and accountability.

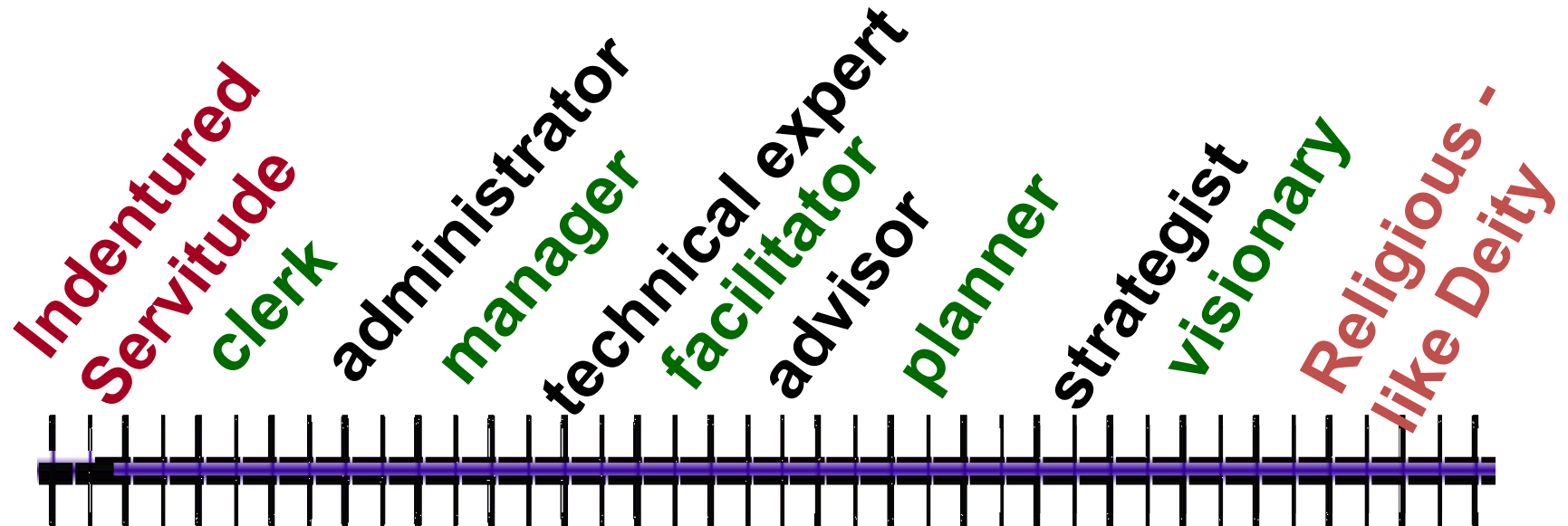
Strategy, Policy, and Management: Most board work is focused on strategy and policy, but also includes some high-level management functions.

Management: The majority of the board's work is comprised of managing the operations of the organization, including planning, organizing, directing, supervising, and evaluating operations.

Management and Operations: The board spends most of its time managing the operations of the organization, but also serves as the actual workforce for certain administrative or programmatic operations.

Operations and Activities: The majority of the board's work is comprised of actually doing the frontline operational work of the organization, because board members also are the organization's volunteers.

A Role Continuum for the CSE



What Happens Without Role Clarity

- **Slow process:** Unable to act quickly to address opportunities or challenges
- **Absence of agreement:** Loss of clout as a recognized unified voice
- **Political allocation of resources:** Not doing enough on priorities because we do a little bit for everyone
- **Permission to proceed loops:** Inability to make timely decisions and reallocate resources in changing circumstances



Board/Senior Staff - Optimal Level of Engagement

FUNCTIONAL AREA	DEGREE OF ENGAGEMENT							
	Chief Staff Executive		Chief Elected Officer		Executive Committee		Board (or other)	
	Current	Desired	Current	Desired	Current	Desired	Current	Desired
Strategy								
Strategic Direction								
Strategic Plan								
Strategy Implementation								
Strategic Transactions								
Sponsorships								
Partnerships and Alliances								
Organization Operations								
New Product/Services Development								
Program Operations								
Marketing and Sales								
Member Recruitment and Retention								
Information Technology								
Human Resources and Organization								
Volunteer Leadership Development								
Culture								
Volunteer Relations								
Staff Structure								
Other								
Other								

*Adapted from “Building Better Boards”, David Nadler, HBR May 2004

A = Decision B = Involved C = Consulted D = Informed E = Not Involved



Board/Senior Staff - Optimal Level of Engagement

FUNCTIONAL AREA	DEGREE OF ENGAGEMENT							
	Chief Staff Executive		Chief Elected Officer		Executive Committee		Board (or other)	
	Current	Desired	Current	Desired	Current	Desired	Current	Desired
Financial & Regulatory Management								
Financial Strategy								
Major Investments and Portfolio Change								
Budget								
Financial Reporting								
Ethical Performance and Compliance								
Audit								
External Relations								
Brand Positioning and Integrity								
Stakeholder Relations								
Legal and Regulatory								
Chief Staff Officer Effectiveness								
CSE Performance Appraisal								
CSE Compensation and Retention								
CSE Succession								
Corporate Governance								
Board Effectiveness								
Board Selection								
Board Assessment								
Other								

*Adapted from “Building Better Boards”, David Nadler, HBR May 2004

A = Decision B = Involved C = Consulted D = Informed E = Not Involved



The Strategic Board Agenda



**Discussion of
Mega Issue(s)**

**Review and Adjustment
of Strategy**

**Policy:
Public & Operational**

Routine Board Business

Six Key Attributes of Board Members

1. The ability to think strategically and analytically and to effectively communicate thoughts and the reasons for them.
2. Possession of earned respect of other key stakeholder group members²
3. The ability to work well with others as a member of a collaborative group with group decision-making authority and an understanding of the fiduciary duties of loyalty, care, and obedience.
4. Demonstrated understanding of the differences between “oversight” and “supervision.”
5. Earned reputation for emotional maturity, personal integrity, and honesty.
6. A demonstrated familiarity with the body of knowledge related to both the process for which the group is responsible as well as the substantive content of the subject area within which decisions and choices will have to be made.



NINE CHARACTERISTICS OF A GOOD BOARD SELF-EVALUATION PROGRAM

[CSAE Blog](#) August 31, 2016

By Leigh Wintz, FASAE, CAE, Principal Consultant, Tecker International, LLC
<http://www.csae.com/Blog/Post/4997/Nine-characteristics-of-a-good-board-self-evaluation-program>

Board Self-Evaluation

The association leadership experience is a group experience and a group responsibility. This group experience is most successful when expectations are clearly defined and agreed to by all parties. One way a board can promote clarity of purpose is by engaging in self-evaluation.

The purpose of this survey is to focus on key responsibilities, relationships, and outcomes – and to foster an environment of organizational excellence. Only a commitment on the part of board and staff members to strengthen the capacity for group excellence can overcome the complex challenges facing many associations today.

Please take a few moments to read the following statements. How accurately do they describe your board? Answer on a scale of one to six, with one being “not at all like us” and six being “very much like us.”

Oversight and Direction Setting

Very much like us ← → Not at all like us						
6	5	4	3	2	1	We participate in board meetings where the majority of the agenda and board time is focused on issues of direction setting, policy and strategy.
6	5	4	3	2	1	We maintain sound fiscal policy and practices and realistically face the financial ability of the organization to support its program of work.
6	5	4	3	2	1	We are committed to strategically planning for the long-term future of the organization, consider this a regular activity of the board, and weigh all decisions in terms of what is best for those served by the organization.
6	5	4	3	2	1	We work to foster growth in the organization based on the ability to understand how the decision(s) interrelate with other Boards, committees, and external organizations.
6	5	4	3	2	1	We take into consideration the immediate and long-term issues and ramifications associated with the decisions and actions that are taken.

Relationship with Chief Staff Officer

Very much like us ← → Not at all like us						
6	5	4	3	2	1	We have clarified (in writing, if appropriate) a mutually agreed upon definition of what success will look like for the organization and for the performance of the CSO, and we have provided the resources and authority necessary to achieve expectations.
6	5	4	3	2	1	We have provided the CSO with a clear statement of the personal qualities and performance expectations against which he/she will be measured periodically; and we have agreed to a formative process for providing feedback as plans are being executed.
6	5	4	3	2	1	We provide opportunities, encouragement and resources for the professional growth and development of the CSO and staff.
6	5	4	3	2	1	We discuss immediately, rather than allow to fester or deteriorate, those items that are controversial to either board members or the CSO.

Board Meetings and Relationship

Very much like us ← → Not at all like us						
6	5	4	3	2	1	We honor the established procedures for board meetings, providing ample time for interested parties to be heard, but preventing a single individual or group from dominating discussions.
6	5	4	3	2	1	We seek ways to support all elected leaders and fellow board members in the successful execution of leadership duties. We seek to recognize the strengths of each individual and provide opportunities for the organization to benefit from these strengths.
6	5	4	3	2	1	We make informed decisions based on data available, and support the organization's commitment to collecting the information needed for sound decision making.
6	5	4	3	2	1	We seek and respect the opinion or recommendation of staff management when considering a decision and insure that board committees and other work groups are given proper authority and resources for completion of assignments.
6	5	4	3	2	1	We do not redo the work of committees or work groups.
6	5	4	3	2	1	We take the appropriate time for decision making (e.g., controversial items are given adequate attention, and matters of urgency are acted on with deliberate speed) and present decisions of the board without bias to others.

Stakeholder Relationships

Very much like us ← → Not at all like us						
6	5	4	3	2	1	We actively foster a clear understanding of the organization, its future direction, and its leadership decisions among the stakeholders, and actively foster open lines of two-way communication and information sharing between leadership and the stakeholders.
6	5	4	3	2	1	We seek to be fully informed of stakeholder attitudes and the special interest groups seeking to influence the organization, and are fully prepared to represent the interests of the organization to others.
6	5	4	3	2	1	We act responsibly in channeling concerns, complaints, and criticisms of the organization through the CSO, and we speak thoughtfully in the face of unjust criticism of others.

Personal Qualities

Very much like us ← → Not at all like us						
6	5	4	3	2	1	We demonstrate an ability to think independently, grow in knowledge and rely on fact rather than prejudice, and are willing to <u>hear</u> , <u>understand</u> , and <u>consider</u> all sides of a controversial question.
6	5	4	3	2	1	We show respect for the intentions and interests of others and for group decisions cooperatively reached.
6	5	4	3	2	1	We have a willingness to devote the necessary time to fulfilling the responsibilities of a board member as outlined in the organization's written position description.
6	5	4	3	2	1	We are prepared to let go of our leadership roles and fully support (not interfere with) those who follow in future leadership.

Interpretation

Very much like us		←————→		Not at all like us		
XXXX	XXXX					Consensus: A strength to be <i>recognized and nurtured</i> .
				XXX	XXXX	Consensus: A weakness to be <i>examined and corrected</i> .
X	XX	X	X	XX	X	Distributed response: A bad item/different understandings/different experiences as a member of the board. <i>A response to be diagnosed and cause corrected.</i>
XXXX					XXXX	Bifurcated response: Widely divergent understandings. A secondary, symbolic, or symptomatic item reflecting a values dispute. <i>A response to be diagnosed and the root cause examined and resolved.</i>
XXXX	XXX				X	An outlying response: Different understanding/different experience elsewhere. <i>A response to be understood and considered for potential to improve process.</i>

Note: Means, medians and modes can be useful but are usually insufficient



CHARACTERISTICS OF A GOOD CEO EVALUATION PROGRAM

[CSAE Blog](#) August 25, 2016

By Glenn Tecker, Chairman and CO-CEO, Tecker International, LLC
<http://www.csae.com/Blog/Post/4993/Nine-characteristics-of-a-good-CEO-evaluation-program>

Find a process that suits both the CSE and the Association.

Key Considerations:

- Are you perceived as a leader or a manager?
- How are your members evaluated in their workplace?



Three Dimensions of Professional Performance

Are We Accomplishing Our Goals?

Progress Toward Cooperatively Determined Objectives

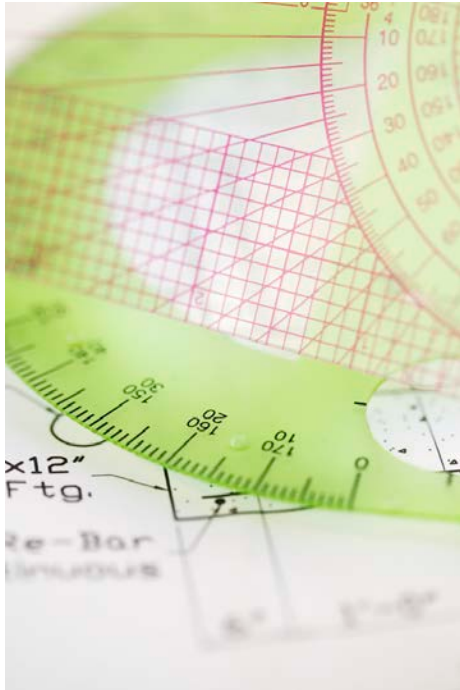


- Action Plans
- Indicators of Achievement

Three Dimensions of Professional Performance

Are We Doing Our Job?

Fulfillment of Job Responsibilities



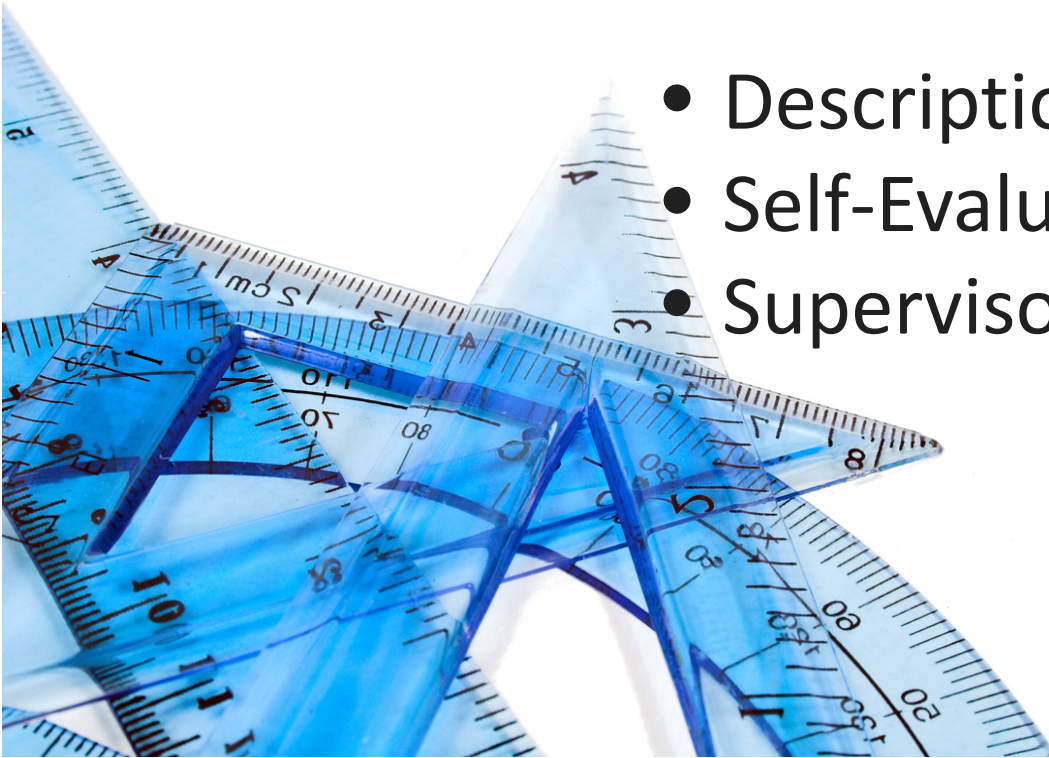
- Position Description
- Criteria

Three Dimensions of Professional Performance

How Are We Doing the Job?

Demonstration of Professional Competencies

- Description of Behavior
- Self-Evaluation
- Supervisor Evaluation



Assessing Performance Assessment

❑ Collaborative Decision-Making

We have collaborative decision-making that results in shared accountability between all levels of the association. Critical objectives are identified through data collection, analysis, and discussion. Decisions about what needs to be accomplished are understood and owned by everyone. Plans for achieving identified objectives are developed systematically by the person responsible. He/she develops those plans with those who report to them and with their superior. Collaboration is built into decision-making procedures.

❑ Merging Planning and Evaluation

Planning and evaluation activities are merged. Standards that will be used for measuring accomplishment of objectives are determined as part of the planning process. The process of developing standards helps to clarify the objectives, and to test the feasibility of plans proposed to achieve the objectives. The standards, suggested by the staff responsible, will be used to judge whether plans were implemented successfully *and* whether the implemented plans achieve their purpose.

❑ Early Warning System

Because planning and evaluation activities are integrated, we have a built-in “early warning system.” Formative evaluation lets planners, doers, and evaluators monitor whether plans are leading toward achieving stated objectives; it lets decision-makers correct a plan during its use rather than waiting for it to fail. Our accountability program has an inherent bias toward success because it promotes continual adjustment of activities to improve the probability that desired outcomes will be achieved.

Suggested Rating Scale:

A. Proud

B. Satisfied

C. Somewhat Satisfied

D. Somewhat dissatisfied

E. Dissatisfied

F. Embarrassed

❑ Clear and Common Understanding

By coordinating activities among the association's units, our process results in a clear and common understanding of "where we're going," and "how we'll get there." That promotes understanding of individual roles and commitment to the association's key objectives.

❑ Focusing on Critical Objectives

Our process enables our association to focus on its critical objectives without neglecting ongoing activities and programs that must be accomplished. It structures planning and evaluation, with a specific focus on outcomes that are defined collaboratively as most important. When objectives, plans, and measures are written, the association can demonstrate its success in achieving objectives defined as most important. The association is holding itself accountable for accomplishing priorities.

❑ Preventing Surprises During Summative Evaluation

Because our process is formative in nature, adjustments to action plans increase the probability that objectives will be achieved. If an objective is achieved partially or not at all, those involved in the planning, implementation, and formative monitoring of progress will know it far ahead of the final evaluation. In summative evaluation, the responsible staff member and superior know when an objective isn't being achieved and actions are probably underway already to respond. Feedback is frequent and coaching is constructive.

❑ Evaluation Record

Our approach to integrated planning and evaluation produces a clear and defensible record of performance by the association and by individuals. By linking accountability to meaningful incentives, we establish both monetary and non-monetary reward systems for effective performance. Our process also contributes to sound personnel decisions about selection, assignment, promotion and retention.

Leading Together for Good Governance

Facilitating Board Effectiveness



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Strategy vs. Operational Planning

Strategic Planning

- Longer-term
- Driven by the vision
- Responsive to external environment
- Alignment of programs and services
- Establishes direction
- Leadership is accountable

Operational Planning

- Annual planning
- Driven by the strategic plan and ongoing operations
- Improvements on existing programs and services
- Establishes work priorities
- Staff and volunteer work groups are accountable



A Process for Planning and Thinking Strategically



Planning Strategically Checklist

Check the box that best describes your association.	A Strength	Room for Improvement	Don't have
Environmental “Scan” – a annually review of external conditions that could impact future planning.			
Core Purpose – is relevant, clear and responsive to our environment			
Core Values – are a set of core behaviors necessary to fulfill our purpose			
Envisioned Future (Vision/Big Audacious Goal and Vivid Description) – reflects a longer-term unrealized goal and vivid description driving shorter-term planning			

Planning Strategically Checklist

Check the box that best describes your association.	A Strength	Room for Improvement	Don't have
Goals – are stated outcomes to be achieved in a shorter-term (3-5 years) planning horizon.			
Objectives – are direction setting statements within each goal area.			
Prioritization of Objectives and Activities – a process for leadership to identify shorter-term priorities within the longer-term plan.			
Schedule for Plan Review – a commitment to following a schedule of ongoing strategic plan review and assessment.			

Collecting Relevant Data: Knowledge Bases

1. What do we know about our stakeholders' **needs, wants, and preferences** that are relevant to this decision?*
2. What do we know about the **current realities and evolving dynamics** of our environment that is relevant to this decision?*
3. What do we know about the **“capacity” and “strategic position”** of our organization that is relevant to this decision?*
4. What are the **ethical** implications?

*What do we wish we knew, but don't?

Mega-Issue

The mega-issue question _____

What do we know about needs and preferences?	What do we know about current realities and evolving dynamics?	What do we know about capacity and strategic position?	What do we know about ethical implications?

Our Choices

Choice: a discrete, but not necessarily exclusive, alternative

Alternative: _____		Alternative: _____		Alternative: _____		Alternative: _____	
Advantages	Disadvantages	Advantages	Disadvantages	Advantages	Disadvantages	Advantages	Disadvantages

Leading Together for Good Governance

Leading Change



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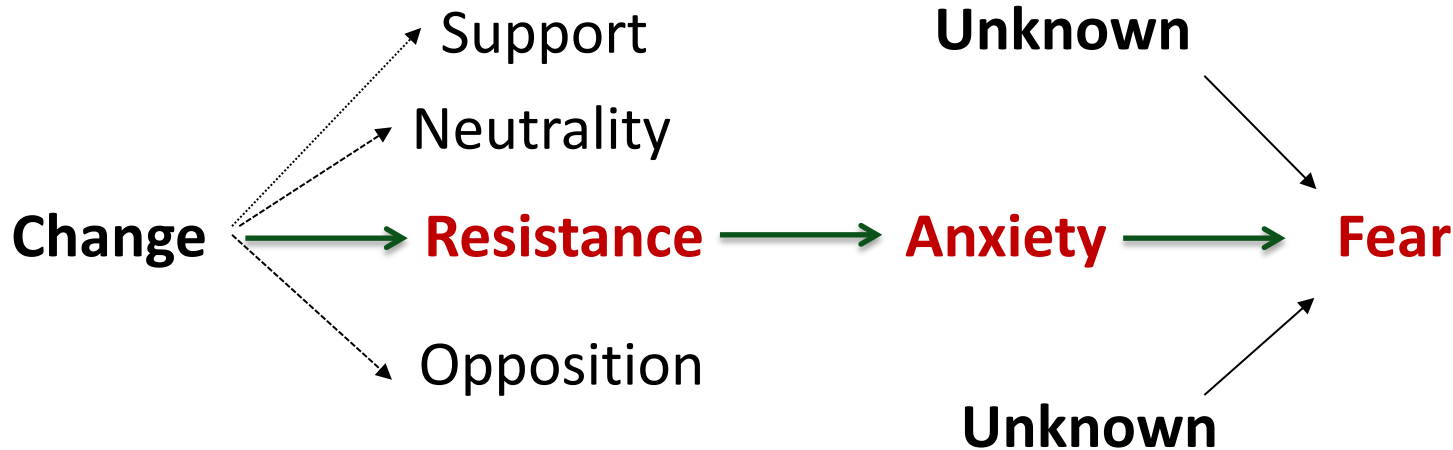




Resistance to Change

What will it be like?

- Increase comfort
- Create a vision



Will I be able to handle it?

- Increase self esteem
- Demonstrate confidence in their competence

Nature of Change and Transition

Change

- An event
 - Either anticipated or unanticipated
 - Either chosen or imposed from somewhere else
- Change is **external**

Transition

- A personal reaction
 - How we alter behavior and perspective to come to terms with the change
- Transition is **internal**

The Transition Process*

Endings → Chaos → New Beginnings
(Stop) (Wait) (Start)

- The starting point for transition is not the change.
- **ENDINGS** are required to leave the old behind.

**William Bridges, Managing Transitions: Making the Most of Change*

So...

1. What will we do differently as a result of the conversations over the last two days?
2. What will we direct/assist others to do differently as a result of the conversation?

Glenn Tecker

Glenn Tecker is Chairman and Co-CEO of Tecker International, LLC, a multinational consulting practice that has completed projects for over 2000 groups in the U.S., Europe, Canada, Asia, Scandinavia, Mexico, and Central America.

Glenn is widely acknowledged as one of the world's foremost experts on leadership and strategy. Having worked in an executive capacity with businesses, public agencies, and non-profit organizations, he has also served as a board member for a number of non-profit and for-profit organizations. Glenn's particular expertise in the areas of governance, program strategy, organizational design, research analysis and presentation skills will be critical to the effort. Some highlights of his accomplishments include:

- Guiding National Collegiate Athletic Association [NCAA] member and staff leadership of the through a participative and transparent process that redefined the organization's core purpose and values, developed vision based strategy and action plans, and realigned the NCAA's priorities to lead a re-focusing of the university athletic experience for the 21st Century.
- Developing new organizational, program, and operational strategy with the United States Green Building Council [USGBC] to provide innovative solutions to global ecological concerns in order to successfully navigate a period of multiple opportunities, complex demands and rapid growth.
- Designing and conducting an institute for an international philanthropic organization to train representatives from 10 Asian nations with a tradition of conflict.
- Devising strategy and developing competencies with school districts, educational agencies, and school board and teacher associations working to improve teaching, learning, and organization.
- Assisting the United States Environmental Protection Agency, the American Water Works Association, the Technical Institute of the Pulp and Paper Industry and other environmental advocacy organizations to foster global use of technologies that contribute to quality of life.
- Facilitating planning activities of information, telecommunications and entertainment related organizations in high technology industries challenged by tough competition and constant dramatic change.
- Supporting research and program planning efforts of agricultural organizations addressing complex issues related to food safety, industry prosperity, and shifts in the demography and economics of agriculture.

Glenn is also the co-author of three best-selling books – *The Will to Govern Well: Knowledge, Trust and Nimbleness*; *Building a Knowledge-Based Culture: Using 21st Century Work and Decision-Making Systems in Associations*; and *Successful Association Leadership: Dimensions of 21st Century Competency for the CEO*. Currently he serves as Board Chair of New Hope Academy – a nonprofit multi-campus nontraditional alternative school in Pa. and as a member of the executive committee of the Board of Guide Dogs for the Blind Foundation and America's Vet Dogs in NY. In 1998, Glenn was honored as the recipient of ASAE's Academy of Leaders Award - the highest possible recognition awarded by ASAE's Board of Directors.

About Tecker International, LLC

For more than 30 years, Tecker International (LLC) has helped thousands of clients meet goals, impact lives and change the world. TI is a client-focused, mission-driven international consulting practice offering a broad range of services tailored to fit our clients' unique needs. In partnership with our clients, we identify opportunities, overcome challenges and create structures and processes nimble enough to adapt to environments of rapid change. Our knowledge-based, outcomes-oriented approach has helped to transform associations, not-for-profit organizations, institutions and businesses of all kinds.

The collective competencies of the Tecker team enable us to provide the talent, skills and expertise to achieve the goals of each of our clients. Drawing on the firm's knowledge base and experiential resources, we employ a friendly, collaborative approach to empower organizations to succeed. In addition to being expert strategists, skillful facilitators and subject-matter experts, Tecker consultants are also top-notch educators who are always willing to share fresh ideas and proven methods of success. When you engage with Tecker, you choose a team of friendly, responsive, respected professionals, with extensive knowledge of personal and organizational dynamics. Their passion and enthusiasm inspires and motivates leaders to take action and tackle challenges head on.

TI specializes in managing change, strategic planning, governance remodeling, repositioning companies and programs, strategic alliances and consolidations, market and member research, executive coaching, parliamentary procedure and a variety of other disciplines. We offer in-depth subject matter knowledge of specific industries, businesses and professions. TI builds a sustaining culture of innovation to support an organization's ability not only to survive but to thrive. Our clients return to us again and again because they experience the measurable, positive outcomes our knowledge-based strategic thinking and planning creates. We guide volunteer and staff leaders to lead with confidence and clarity.

With so many consultants to choose from, what factors set the Tecker team apart?

- We are committed to superior thinking achieved by a team that is constantly learning and sharing through client engagements, original research, full community participation and by serving as faculty for the ASAE CEO Symposium.
- We listen to our clients and their needs are our first priority.
- For each engagement, we build a shared vision of the future based on knowledge, not opinion.
- We provide practical tools to achieve the shared vision of the future.
- We ensure implementation by including all key stakeholders in building and supporting change.
- We understand that there are no best practices, only good practices customized to the unique needs and cultures of each of our clients.
- We develop successful volunteer/staff teams based on their unique roles and their importance to the success of the organization.
- We help staff create plans for communication, action and evaluation to ensure successful follow through on decisions made.
- We have a genuine love of what we do and a deep appreciation of the value diverse perspectives bring to analytic and creative discussions.