Module 2

Governance Mindset

"What we have found in working with hundreds of high performing, effective school board trustees is that in every case, they govern with a profound commitment to quality education for all, combined with a deep understanding, sometimes learned, sometimes intuitive, of what governance is all about. We call this understanding a governance mindset." *(Davis Campbell)*

Learning Processes

Governance Mindset Reflection Learning Process

The Governance Mindset

Objective

- Review and discuss the importance of the Trustee Governance Mindset.

Reference

". . . having a governance mindset means establishing an internal balance between conflicting and very different values, concepts, intellectual positions, and core beliefs of the board." `p. 30`

Reading

Chapter 2 from *The Governance Core: School Boards, Superintendents, and Schools Working Together* (Campbell & Fullan, 2019) `p. 29-32`

Time

30 minutes

Learning Process Purpose

These questions are intended to deepen understanding about the governance mindset.

1. Individually record your answers to the questions on the Advance Organizer.
2. Share key ideas with the group.
3. Discuss the implications for the board.

Debrief:

- With the larger group, share the responses to describe strategies for the board to deepen the Governance Mindset for inclusion in the Governance Core Action Plan.

Governance Mindset Reflection Planning Advance Organizer

| QUESTION	RESPONSE
What is the significance of having a "Governance Mindset"?	
Select one of the characteristics of *Having a Governance Mindset* that is the most meaningful to you. Why is it so critical? `p. 31`	
What can trustees do to deepen their own and the board's governance mindset?	

2.2

Jigsaw Learning Process

Elements of Governance

Objective

- Understand and apply the four elements of Governance Mindset—System Thinking, Strategic Focus, Deep Learning, and Manner—to the work of the board.

Figure 2.1 Governance Mindset
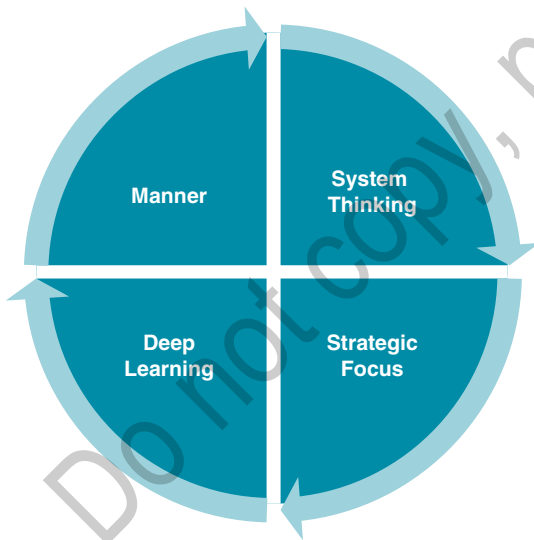
Reference

"... having a governance mindset means being aware and understanding the impact of every variable that affects the health of your organization." `p. 31`

Reading

Chapter 2 from *The Governance Core: School Boards, Superintendents, and Schools Working Together* (Campbell & Fullan, 2019) `p. 33-52`

Time

20–30 minutes

Jigsaw Learning Process

This learning process, the Jigsaw (Aronson & Patnoe, 1971), engages participants as experts on one section of a reading and then assumes the responsibility to teach the content to the group. Through teaching, participants deepen understanding and retention. The goal is for all group members to understand fully the content.

1. Letter off Person A to Person D.
2. Read as follows

   Person A System Thinking `p. 33-37`

   Person B Strategic Focus `p. 38-40`

   Person C Deep Learning `p. 41-46`

   Person D Manner `p. 46-51`

3. Summarize the content of your reading using the What? So What? Now What? Advance Organizer (Learning Process 2.3).

2.3

What? So What? Now What? Learning Process

. . . .

Elements of Governance

Objectives

- Summarize and share the four elements of the Governance Mindset.
- Apply the Governance Mindset to the actions of the board.

Reference

". . . a governance mindset is much more than just understanding. It is about having an internal moral compass geared to a well-defined moral purpose. A high-performing trustee knows that excellence in governance requires purposeful action." ◂ p. 31-32

Time

30–45 minutes

What? So What? Now What? Learning Process

This process is used to summarize a reading, to think critically about the implications, and to plan for action (Borton, 1970).

1. Record the key ideas of your reading on the Advance Organizer in the "What?" column.
2. Share key ideas with the group.
3. Discuss the implications for the board. Record on the Advance Organizer in the "So What?" column.
4. Examine what the board could do to strengthen the Governance Mindset and record these ideas in the "Now What?" column of the Advance Organizer.

Debrief

- As a team reflect on the "Now What?" section of your discussion.
- Discuss any important concepts that should be included for future study and/or implementation in the Governance Core Planning Guide.

2.3 **What? So What? Now What? Advance Organizer**

What?	System Thinking
Summarize the main ideas/key concepts of your section.	
	Strategic Focus
	Deep Learning
	Manner
So what?	System Thinking
Discuss the implications of each section of the Governance Mindset for the work of the board.	
	Strategic Focus
	Deep Learning
	Manner
Now what?	System Thinking
Think of specific ways these elements can be applied to the work of the board.	
	Strategic Focus
	Deep Learning
	Manner

2.4

The 5 R's: Read, Record, Retell, Relate, and Reflect Learning Process

Governance Mindset: The Superintendent's Perspective

Objective

- Review and understand the Governance Mindset and its impact on board/superintendent relationships.

Reference

"From both a systems and strategic perspective, highly successful superintendents understand and act in a way that reinforces their recognition of governance as both a necessity and an asset to district-wide coherence." `p. 59`

Reading

Chapter 3 from *The Governance Core: School Boards, Superintendents, and Schools Working Together* (Campbell & Fullan, 2019) `p. 60-72`

Time

40–50 minutes

The Read, Record, Retell, Relate, and Reflect Learning Process

This Learning Process provides an opportunity to read content, record the main ideas gleaned, and then retell the content to share with others.

As a larger group, members discuss how they relate to the content and then reflect on the main ideas and their application.

1. Assign each person a letter: a, b, c, d, or e.
2. Read as follows:
   a. Chris Steinhauser `p. 60-61`
   b. Laura Schwalm `p. 61-62`
   c. Marc Johnson `p. 62-63`
   d. Steven Webb `p. 64`
   e. W. Burke Royster `p. 65-66`
3. Record the main ideas for your section on the Advance Organizer.
4. Teach your section by retelling the main ideas.

5. Reflect on each of the superintendents' approaches to governance and share the importance of each.

Debrief

- As a large group, share the learnings that were most critical to you from each of the superintendents.
- Discuss how the ideas strengthen the board/superintendent relationship.
- Share any important concepts that should be included for future study and/ or implementation in the Governance Core Planning Guide.

2.4 Read, Record, Retell, Relate, and Reflect Learning Process Advance Organizer

READ	RECORD AND RETELL	RELATE TO PREVIOUS EXPERIENCES AND REFLECT ON EFFECTIVE STRATEGIES IMPLEMENTED
Chris Steinhauser		
Laura Schwalm		
Marc Johnson		
Steven Webb		
W. Burke Royster		

Governance Working Styles Learning Process

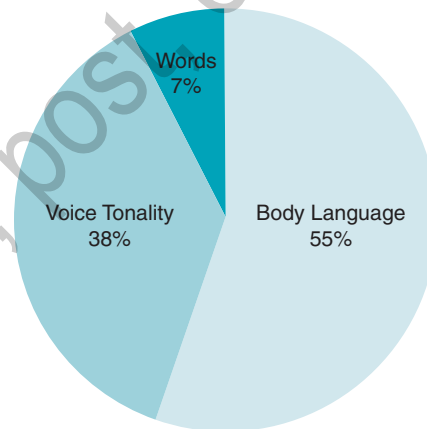## Governance Working Styles

Objectives

- Gain a shared understanding of the governance working styles of each member of the governance team.
- Increase governance effectiveness through leveraging the strengths that each style contributes to the work.

Reference

"When sitting at the board table, individual trustees are operating in a fish bowl. Everyone is watching. Their words, body language, and tone of voice define the message they are communicating. Dr. Albert Mehrabian, a UCLA professor, has developed data on the relative importance of verbal and nonverbal communication. As seen in the pie chart in Figure 2.2, words count for only 7% of the content received in a communication, while voice tonality and body language count for 93% (Mulder, 2012). Carl W. Buehner is quoted as having said, 'They may forget what you said—but they will never forget how you made them feel.'" `p. 48`

Figure 2.2 Communication Is Both Verbal and Nonverbal

Words 7%

Voice Tonality 38%

Body Language 55%

Source: Mulder (2012)

Reading

Chapter 2 from *The Governance Core: School Boards, Superintendents, and Schools Working Together* (Campbell & Fullan, 2019) `p. 46-52`

Time

45–60 minutes

Governance Working Styles Learning Process

This three-part process is designed to provide insights into the dominant governance working styles of each member. There is no right or wrong answer. Each style brings value to the work of the board. Most people have elements of each style.

Part 1: Identify your preferred governance working style

1. Review the characteristics of the five styles.
2. Based on the description for each style, determine which style best describes you as a member on this board.
3. Circle your preferred governance working style.

GOVERNANCE WORKING STYLE	DESCRIPTION	BEHAVIORS
Data Driven	Data driven people like hard data and real numbers. Strengths are in analyzing data, logical processing, and solving complex problems.	Preferred Question: What? Known for: I think. Primary focus: Evidence based. Wants to take time to do things right.
Bottom Line	Bottom line people want to see tasks completed, lists checked, and projects tackled. They are action oriented, wanting to make a decision and move forward.	Preferred Question: How? Known for: I will. Primary focus: Works quickly and efficiently.
Relationship	Relationship people define an issue according to its impact on children and families. They care about the process. They are supportive, expressive, and emotionally oriented.	Preferred Question: How? Known for: I feel. Primary focus: Processes need to be done harmoniously.
Visionary	Visionaries are "big picture," idea oriented in their approach. They serve as a catalyst for change, inventing solutions to problems, and integrating and synthesizing disparate ideas. They often create the vision and inspire others to believe in it.	Preferred Question: What if? Known for: I want. Primary focus: Everything weighed within the context of the "big picture."
Historian	Historians' views are formed by past experiences in the district. Their dialogue is often shaped by strategies and efforts that did or did not work in the past.	Preferred Question: When? Known for: I remember. Primary focus: Reflection on past practices.

Part 2: All preferred governance working styles

1. Review the characteristics above.
2. Ask members to place their names next to the style that most represents their governance working styles.
3. As a large group, discuss each member's preferred working style.

GOVERNANCE STYLE	THE GOVERNANCE TEAM
Data Driven	
Bottom Line	
Relationship	
Visionary	
Historian	

Part 3: How the governance working styles operate together

4. As a large group, discuss and record your answers to each question listed below.

GOVERNANCE WORKING STYLES QUESTIONS FOR DISCUSSION	
1. How does each style contribute to our effectiveness?	
Data Driven	
Bottom Line	
Relationship	
Visionary	
Historian	
2. What are challenges in working with each of the styles?	
Data Driven	
Bottom Line	
Relationship	
Visionary	
Historian	
3. What is the best way to collaborate with each of the styles?	
Data Driven	
Bottom Line	
Relationship	
Visionary	
Historian	

Debrief

- As a large group, discuss the benefits of a multi-style governing board.
- Based on this discussion, share with your group, one thing you might do differently at the next board meeting.

Governance Mindset Progression

Use evidence to justify placement on the progression.

1. Review individually the progression and highlight the descriptors that best capture the current level for mindset.
2. Share and compare ratings across the team. Discuss the rationale for individual ratings and reach consensus on one rating for each dimension. Highlight that rating to create a visual profile.
3. Review the profile to determine the patterns and areas of greatest strength and areas of greatest need.
4. Use this data along with ideas generated in your action steps to add to The Governance Core Planning Guide.

COMPONENTS	EMERGING	ACCELERATING	MASTERING
System Thinking	• Recognition that governance requires a broad systemic view of the district but not yet incorporated into the work of the board. • The complexity and interrelationships of all components of the district are recognized but not always considered.	• Board responsibilities focus on achieving the defined strategic outcomes. • Resources are allocated to accomplish strategic goals. • Decisions are driven frequently by a shared moral imperative.	• Always stay grounded as a system thinker with a strategic focus. • Issues and challenges are framed from a system perspective. • The moral imperative is demonstrated consistently through the strategic goals.
Strategic Focus	• The link between strategic decisions and strategic information is not yet evident. • A shift is developing to recognize governance is more than coming to meetings and voting. • A link between fiscal decisions and the resources of the staff to accomplish the strategic goals is developing.	• Governing from a strategic context rather than an administrative context is usual. • Strategic oversight and support are evident. • Board agendas are often focused on children's issues.	• A firm commitment to the moral imperative and strategic goals. • There is a sense of urgency and understanding of strategic time management. • Consistent focus on learning and achievement for all students. • Priorities guide all budget decisions. • Fiscal tracking systems maintain the district focus on the strategic agenda.

(*Continued*)

Governance Mindset Progression (Continued)

COMPONENTS	EMERGING	ACCELERATING	MASTERING
Deep Learning	• Deep learning is a new concept not yet embraced. • There is an awareness that decision-making must be based on quality information, evidence, and data. • Trustees come to some board meetings prepared. • The importance of setting aside time to study district priorities is understood.	• Data to inform and support continuous improvement, especially student achievement, is used frequently but not consistently. • Robust processes such as collaborative inquiry are in place to deepen understanding of societal conditions and district priorities.	• Commitment to structured time for deep learning and understanding the issues surrounding the moral imperative. • Trustees are well prepared and open to learning. • There is deep knowledge about the three to five strategic goals of the district. • Commitment to deep learning and understanding the issues of a moral imperative are present during decision-making.
Manner	• Agreement is developing on shared attitudes and beliefs related to the action and manner of governing. • Self-awareness of manner and appropriate style of communication exists. • Efforts are made to not take differences personally, focusing on content, not behavior or style. • The importance of building trust is understood.	• The implications of manner, demeanor, and positive communication are understood. • Purposeful learning is generally supported through managing manner and positive communication. • Differences are often addressed fairly. • Processes support early intervention on problems that may disrupt the ability of the board to govern.	• Professional exchange of ideas is the norm. • There is a climate of trust and mutual respect through positive communication.

COMPONENTS	EMERGING	ACCELERATING	MASTERING
Governance Mindset	• The importance of effective governance practices is recognized. • Acceptance of the responsibility to create and support a positive organizational culture. • Emerging understanding that a positive governance infrastructure requires discussion and agreement on governance norms and protocols.	• Effective core governance exists in collaborative partnership. • A *Governance Handbook* outlines the governance principles, norms, and protocols. • Motivation exists to pursue learning opportunities to increase skills in governance. • The *Governance Handbook* is referenced, reviewed, and updated as needed.	• Governance is a high priority, approached in a thoughtful, analytical, and purposeful manner. • A unified, committed, and purposeful governance system exists. • The board and superintendent model effective governance practices.
Governance Cohesion	• Strategies to ensure a shared and deep understanding of the district's work are in early development. • There is a recognition that decisions must be supported by accurate and complete information. • A developing understanding of different working/learning styles guides strategies for learning together. • New board member orientation is important but limited in scope.	• Shared understanding and agreement on maintaining focus on the strategic goals of the district. • Quality information about the district's programs is regularly available. • Information often demonstrates linkage to the moral imperative and strategic goals. • Trustees and superintendents often learn together as system thinkers. • A process exists to explore all aspects of governance in the district with new trustees.	• Interpersonal communication is purposeful and intentional. • Superintendent and board president structure meeting agendas around important strategic discussions. • Commitment to pursue opportunities to increase skills in governance. • Budgets are always presented from a system perspective. • New board member orientation is robust and focuses on the importance of developing a governance mindset.

Governance Core Planning Guide

Module 2 — Governance Mindset

- **Decide on one or two focus areas to implement or deepen the Governance Mindset based on the Learning Processes discussion and the Governance Mindset Progression.**
- **Develop one to three actions to implement for each focus area.**
- **Include a lead person as well as start and completion for the actions.**
- **Outline indicators of success.**

1. Focus

ACTIONS	LED BY	START DATE	COMPLETION DATE
1.1			
1.2			
1.3			
Indicators of Success 1. 2.			

2. Focus

ACTIONS	LED BY	START DATE	COMPLETION DATE
2.1			
2.2			
2.3			
Indicators of Success 1. 2.			

Personal Reflections

Module 2 — Governance Mindset

"A unified board is made up of individuals, complete with different beliefs, styles, and personalities working together in a collaborative, cooperative fashion with a shared moral imperative toward a common goal." `p. 88`

- **Think about a situation in which you had to adjust to a colleague's working style to make a decision. What did you do?**

- **Think about a time when you had to be flexible in your style of relating to others. How did you vary your working style with a particular individual? What was the result?**

- **What do you do to ensure people listen to your ideas?**

- **Is there one thing you might do differently at the next board meeting?**