Building Sustainability for Nonprofit Organizations

Healthy Work Environments
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Building Nonprofit Organizations That Will Last

Increasingly, funders and supporters are requiring nonprofits to demonstrate the sustainability of their efforts. But what does that mean and how is it accomplished? Identifying the elements and processes that make an organization strong and charting a clear course for implementation are the first steps.

This workshops focuses on the leadership skills needed to guide and strengthen nonprofit organizations.

Building Healthy, Supportive Work Environments

Community Foundation of Jackson Hole

April, 2015
Learning Objectives

- Learn the attributes of effective teams
- Identify different approaches to learning, personality preferences, and leadership styles
- Explore how to recognize and deal with differing perspectives
Purpose & Agenda

Meeting Purpose
For Board members and staff of nonprofit organizations to learn how to build respectful, supportive work environments, and manage conflict up, down, and sideways.

Agenda

Welcome and Getting Started:
- Objectives, Agenda, Ground Rules
- Introductions

Element of Sustainability – Professional, motivated teams

Importance of Culture

Attributes of Effective Teams

Learning Skills, Conflict Modes, Leadership Styles

Motivation

When Things Go Wrong

Wrap up
- Next Steps
- Evaluation
Traits of Effective Teams

TRUST

Members of teams with an absence of trust...
- Conceal their weaknesses and mistakes from one another
- Hesitate to ask for help or provide constructive feedback
- Hesitate to offer help outside their own areas of responsibility
- Jump to conclusions about the intentions and aptitudes of others without attempting to clarify them
- Fail to recognize and tap into one another’s skills and experiences
- Waste time and energy managing their behaviors for effect
- Hold grudges
- Dread meetings and find reasons to avoid spending time together

Members of trusting teams...
- Admit weaknesses and mistakes
- Ask for help
- Accept questions and input about their areas of responsibility
- Give one another the benefit of the doubt before arriving at a negative conclusion
- Take risks in offering feedback and assistance
- Appreciate and tap into one another’s skills and experiences
- Focus time and energy on important issues, not politics
- Offer and accept apologies without hesitation
- Look forward to meetings and other opportunities to work as a group

CONSTRUCTIVE CONFLICT

Teams that fear conflict...
- Have boring meetings
- Create environments where back-channel politics and personal attacks thrive
- Ignore controversial topics that are critical to success
- Fail to tap into all the opinions and perspectives of board members
- Waste time and energy with posturing and interpersonal risk management

Teams that engage in conflict...
- Have lively, interesting meetings
- Extract and exploit the ideas of all board members
- Solve real problems quickly
- Minimize politics
- Put critical topics on the table for discussion
COMMITMENT

A team that fails to commit...
- Creates ambiguity among its members about direction and priorities
- Watches windows of opportunity close due to excessive analysis and unnecessary delay
- Breeds lack of confidence and fear of failure
- Revisits discussions and decisions again and again
- Encourages second-guessing among its members

A team that commits...
- Creates clarity around direction and priorities
- Aligns the entire team around common objectives
- Develops an ability to learn from mistakes
- Takes advantage of opportunities before competitors do
- Moves forward without hesitation
- Changes direction without hesitation or guilt

ACCOUNTABILITY

A team that avoids accountability...
- Creates resentment among team members who have different standards of performance
- Encourages mediocrity
- Misses deadlines and key deliverables
- Places an undue burden on the team leader as the sole source of discipline

A team that holds one another accountable...
- Ensures that poor performers feel pressure to improve
- Identifies potential problems quickly by questioning one another’s approaches without hesitation
- Establishes respect among board members who are held to the same high standards
- Avoids excessive bureaucracy around performance management and corrective action
FOCUS ON RESULTS

A team that is not focused on results...
- Stagnates/fails to grow
- Rarely defeats competitors
- Loses achievement-oriented employees
- Encourages team members to focus on their own careers and individual goals
- Is easily distracted

A team that focuses on collective results...
- Retains achievement-oriented members
- Minimizes individualistic behavior
- Enjoys success and suffers failure acutely
- Benefits from individuals who subjugate their own goals/interests for the good of the organization
- Avoids distraction

1 Adapted from Patrick Lencioni, The Five Dysfunctions of a Team
Team Effectiveness Assessment

Use the scale below to indicate how each statement applies to your team.

3 = Usually    2 = Sometimes    1 = Rarely

It is important to evaluate the statements honestly and without over-thinking your answers.

__ 1. Team members are passionate and unguarded in their discussion of issues.

__ 2. Team members call out one another’s unproductive behaviors when they occur.

__ 3. Team members know what their peers are working on and how they contribute to the good of the organization.

__ 4. Team members quickly and genuinely apologize to one another when they say or do something inappropriate or possibly damaging to the team.

__ 5. Team members willingly make sacrifices (such as budget, turf, staff resources) in their committees or areas of expertise for the good of the organization.

__ 6. Team members openly admit their weaknesses and mistakes.

__ 7. Team meetings are compelling, and not boring.

__ 8. Team members leave meetings confident that their peers are completely committed to the decisions that were agreed on, even if there was initial disagreement.

__ 9. Team members express disappointment at the failure to achieve team goals.

__ 10. During team meetings, the most important-and difficult-issues are put on the table to be resolved.
11. Team members are genuinely concerned about the prospect of letting down their peers.

12. Team members care about one another’s personal lives and are comfortable inquiring about them.

13. Team members end discussions with clear and specific resolutions and calls to action.

14. Team members challenge one another about their plans and approaches.

15. Team members are slow to seek credit for their own contributions, but quick to point out those of others.
Page intentionally left blank to make scoring page more accessible.
**Team Effectiveness Assessment - Scoring**

Combine your scores for the preceding statements as indicated below.

<table>
<thead>
<tr>
<th>Function 1:</th>
<th>Function 2:</th>
<th>Function 3:</th>
<th>Function 4:</th>
<th>Function 5:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trust</td>
<td>Constructive Conflict</td>
<td>Commitment</td>
<td>Accountability</td>
<td>Results</td>
</tr>
</tbody>
</table>

**Total:** _____  **Total:** _____  **Total:** _____  **Total:** _____  **Total:** _____

A score of 8 or 9 is a probable indication that the function is not a problem for your team
A score of 6 or 7 indicates that the function could be a problem
A score of 3 to 5 is probably an indication that there is dysfunction that needs to be addressed

Regardless of your scores, it is important to keep in mind that every team needs constant work, because without it, even the best ones deviate toward dysfunction.
Learning Styles Inventory

1. I like to listen and discuss work with a partner.  YES  NO
2. I learn by hearing my own voice on tape.  YES  NO
3. I prefer to learn something new by reading about it.  YES  NO
4. I often write down the directions someone has given me so that I don’t forget them.  YES  NO
5. I enjoy physical sports or exercise.  YES  NO
6. I learn best when I can see new information in picture form.  YES  NO
7. I am able to visualize easily.  YES  NO
8. I learn best when someone talks or explains something to me.  YES  NO
9. I usually write things down so that I can look back at the later.  YES  NO
10. If someone says a long word, I can count the syllables that I hear.  YES  NO
11. I have a good memory for old songs or music.  YES  NO
12. I like to discuss in small groups.  YES  NO
13. I often remember the size, shape, and color of objects.  YES  NO
14. I often repeat out loud the directions someone has given me.  YES  NO
15. I enjoy working with my hands.  YES  NO
16. I can remember the faces of actors, settings, and other visual details of a movie I saw in the past.  YES  NO
17. I often use my hands and body movement when I’m explaining something.  YES  NO
18. I prefer to practice redrawing diagrams on a chalkboard rather than on paper.  YES  NO
19. I seem to learn better if I get up and move around while I study.  YES  NO
20. If I wanted to assemble a bicycle I would need pictures or diagrams to help with each step.  YES  NO
21. I remember objects better when I have touched them or worked with them.  YES  NO
22. I learn best by watching someone else first.  YES  NO
23. I tap my fingers or my hands a lot while I am seated.  YES  NO
24. I speak a foreign language.  YES  NO
25. I enjoy building things.  YES  NO
26. I can follow the plot of a story on the radio.  YES  NO
27. I enjoy repairing things at home.  YES  NO
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>28. I can understand a lecture when I hear it on tape.</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>29. I am good at using machines or tools.</td>
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<tr>
<td>30. I find sitting still for very long difficult.</td>
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<tr>
<td>31. I enjoy acting or doing pantomimes.</td>
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<tr>
<td>32. I can easily see pattern in designs.</td>
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<tr>
<td>33. I need frequent breaks to move around.</td>
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<tr>
<td>34. I like to recite or write poetry.</td>
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<tr>
<td>35. I can usually understand people with different accents.</td>
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<tr>
<td>36. I can hear many different pitches or melodies in music.</td>
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<tr>
<td>37. Like to dance and create new movements or steps.</td>
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<tr>
<td>38. I enjoy activities that require physical coordination.</td>
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<tr>
<td>39. I follow written directions better than oral ones.</td>
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<tr>
<td>40. I can easily recognize differences between similar sounds.</td>
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<tr>
<td>41. I like to create or use jingles/rhymes to learn things.</td>
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<tr>
<td>42. Wish more classes had hands-on experiences.</td>
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<tr>
<td>43. I can quickly tell if two geometric shapes are identical.</td>
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<tr>
<td>44. The things I remember best are the things I have seen in print or pictures.</td>
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<tr>
<td>45. I follow oral directions better than written ones.</td>
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<tr>
<td>46. I could learn the names of 15 medical instruments much easier if I could touch and examine them.</td>
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<tr>
<td>47. Need to say things aloud to myself to remember them.</td>
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<tr>
<td>48. I can look at a shape and copy it correctly on paper.</td>
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<tr>
<td>49. I can usually read a map without difficulty.</td>
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<tr>
<td>50. I can “hear” a person’s exact words and tone of voice days after he or she has spoken to me.</td>
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<tr>
<td>51. I remember directions best when someone gives me landmarks, such as specific buildings or trees.</td>
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<tr>
<td>52. I have a good eye for colors and color combinations.</td>
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<tr>
<td>53. I like to paint, draw, or make sculptures.</td>
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<tr>
<td>54. When I think back to something I once did, I can clearly picture the experience.</td>
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</tbody>
</table>
Scoring Your Learning Styles Profile

1. Ignore the NO answers. Work only with the questions that have a YES answer.
2. For every YES answer, look at the number of the question. Find the number in the following chart and circle that number.
3. When you finish, not all the numbers in the following boxes will be circles. Your answers will very likely not match anyone else’s in the session.
4. Count the number of circles for the Visual box and write the total on the line. Do the same for the Auditory box and the Kinesthetic box.

<table>
<thead>
<tr>
<th>Visual</th>
<th>Auditory</th>
<th>Kinesthetic</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 4 6 7 9</td>
<td>1 2 8 10 11</td>
<td>5 15 17 18 19</td>
</tr>
<tr>
<td>13 16 20 22 32</td>
<td>12 14 24 26 28</td>
<td>21 23 25 27 29</td>
</tr>
<tr>
<td>39 43 44 48 49</td>
<td>34 35 36 40 41</td>
<td>30 31 33 37 38</td>
</tr>
<tr>
<td>51 52 54</td>
<td>45 47 50</td>
<td>42 46 53</td>
</tr>
</tbody>
</table>

Total ___ Total ___ Total ___

Analyzing Your Scores

1. The highest score indicates your preference. The lowest score indicates your weakest modality.
2. If your two highest scores are the same or very close, both of these modalities may be your preference.
3. If all three of your scores are identical, you have truly integrated all three modalities and can work equally well in any of the modalities.
4. Scores that are 10 or higher indicated you use the modality frequently.
5. Scores lower than 10 indicate the modality is not highly used. Most often, it is because you have had limited experience learning how to use the modality effectively as you learn. In this case, learning new strategies can strengthen your use of the modality.
Leaders vs. Managers

Managers

Have subordinates
By definition, managers have subordinates - unless their title is honorary and given as a mark of seniority, in which case the title is a misnomer and their power over others is other than formal authority.

Authoritarian, transactional style
Managers have a position of authority vested in them by the company, and their subordinates work for them and largely do as they are told. Management style is transactional, in that the manager tells the subordinate what to do, and the subordinate does this not because they are a blind robot, but because they have been promised a reward (at minimum their salary) for doing so.

Work focus
Managers are paid to get things done (they are subordinates too), often within tight constraints of time and money. They thus naturally pass on this work focus to their subordinates.

Seek comfort
An interesting research finding about managers is that they tend to come from stable home backgrounds and led relatively normal and comfortable lives. This leads them to be relatively risk-averse and they will seek to avoid conflict where possible. In terms of people, they generally like to run a 'happy ship'.

Leaders

Have followers
Leaders do not have subordinates - at least not when they are leading. Many organizational leaders do have subordinates, but only because they are also managers. But when they want to lead, they have to give up formal authoritarian control, because to lead is to have followers, and following is always a voluntary activity.

Charismatic, transformational style
Telling people what to do does not inspire them to follow you. You have to appeal to them, showing how following them will lead to their hearts' desire. They must want to follow you enough to stop what they are doing and perhaps walk into danger and situations that they would not normally consider risking. Leaders with a stronger charisma find it easier to attract people to their cause. As a part of their persuasion they typically promise transformational benefits, such that their followers will not just receive extrinsic rewards but will somehow become better people.

People focus
Although many leaders have a charismatic style to some extent, this does not require a loud personality. They are always good with people, and quiet styles that give credit to others (and takes blame on themselves) are very effective at creating the loyalty that great leaders engender. Although leaders are good with people, this does not mean they are friendly with them. In order to keep the mystique of leadership, they often retain a degree of separation and aloofness.
This does not mean that leaders do not pay attention to tasks - in fact they are often very achievement-focused. What they do realize, however, is the importance of enthusing others to work towards their vision.

**Seek risk**

In the same study that showed managers as risk-averse, leaders appeared as risk-seeking, although they are not blind thrill-seekers. When pursuing their vision, they consider it natural to encounter problems and hurdles that must be overcome along the way. They are thus comfortable with risk and will see routes that others avoid as potential opportunities for advantage and will happily break rules in order to get things done.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Leader</th>
<th>Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essence</td>
<td>Change</td>
<td>Stability</td>
</tr>
<tr>
<td>Focus</td>
<td>Leading people</td>
<td>Managing work</td>
</tr>
<tr>
<td>Have</td>
<td>Followers</td>
<td>Subordinates</td>
</tr>
<tr>
<td>Horizon</td>
<td>Long-term</td>
<td>Short-term</td>
</tr>
<tr>
<td>Seeks</td>
<td>Vision</td>
<td>Objectives</td>
</tr>
<tr>
<td>Approach</td>
<td>Sets direction</td>
<td>Plans detail</td>
</tr>
<tr>
<td>Decision</td>
<td>Facilitates</td>
<td>Makes</td>
</tr>
<tr>
<td>Power</td>
<td>Personal charisma</td>
<td>Formal authority</td>
</tr>
<tr>
<td>Appeal to</td>
<td>Heart</td>
<td>Head</td>
</tr>
<tr>
<td>Energy</td>
<td>Passion</td>
<td>Control</td>
</tr>
<tr>
<td>Dynamic</td>
<td>Proactive</td>
<td>Reactive</td>
</tr>
<tr>
<td>Persuasion</td>
<td>Sell</td>
<td>Tell</td>
</tr>
<tr>
<td>Style</td>
<td>Transformational</td>
<td>Transactional</td>
</tr>
<tr>
<td>Exchange</td>
<td>Excitement for work</td>
<td>Money for work</td>
</tr>
<tr>
<td>Likes</td>
<td>Striving</td>
<td>Action</td>
</tr>
<tr>
<td>Wants</td>
<td>Achievement</td>
<td>Results</td>
</tr>
<tr>
<td>Risk</td>
<td>Takes</td>
<td>Minimizes</td>
</tr>
<tr>
<td>Rules</td>
<td>Breaks</td>
<td>Makes</td>
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<td></td>
<td>Uses</td>
<td>Avoids</td>
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<td>-------</td>
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</tr>
<tr>
<td><strong>Conflict</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Direction</strong></td>
<td>New roads</td>
<td>Existing roads</td>
</tr>
<tr>
<td><strong>Truth</strong></td>
<td>Seeks</td>
<td>Establishes</td>
</tr>
<tr>
<td><strong>Concern</strong></td>
<td>What is right</td>
<td>Being right</td>
</tr>
<tr>
<td><strong>Credit</strong></td>
<td>Gives</td>
<td>Takes</td>
</tr>
<tr>
<td><strong>Blame</strong></td>
<td>Takes</td>
<td>Blames</td>
</tr>
</tbody>
</table>
Leadership Test

Most people know intuitively what effective leadership is and respect strong leaders when they work with them. But even if they understand what good leadership is, they often don't practice it themselves. This distinction between what you know and what you do is critical. After all, leadership is about action and results. It's about how we behave day in, day out.

For each pair, check the box that best describes your style.

A

Concentrate on the task to get it done
Form your own opinion, then listen to others
Avoid or minimize risks
Get impatient for urgent progress
Concentrate more on the task
Worry about what you haven't achieved
Keep your excitement about the task private
Create adventure
Keep your points of view to yourself
Often surprise people

B

Question whether it's the right task
Listen carefully to others' opinions first
Take risks
Make steady progress toward your goal
Concentrate more on relationships
Take pride in what you've already achieved
Show your excitement about a task
Create a plan you can control
Persuade people to take your point of view
Rarely surprise people
Leadership Test - Scoring

Check your selections against the answers below.
Give yourself 2 points for every Manager answer
Give yourself 4 points for every Leader answer

<table>
<thead>
<tr>
<th></th>
<th>Manager</th>
<th>Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Concentrate on the task to get it done</td>
<td>Question whether it's the right task</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Keep your points of view to yourself</td>
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</tr>
<tr>
<td></td>
<td>Often surprise people</td>
<td>Rarely surprise people</td>
</tr>
</tbody>
</table>

10 pts | 15 pts | 20 pts
Leadership Styles

**Autocratic Leadership**
Autocratic leaders provide clear expectations for what needs to be done, when it should be done, and how it should be done. There is also a clear division between the leader and the followers. Autocratic leaders make decisions independently with little or no input from the rest of the group. Researchers found that decision-making was less creative under authoritarian leadership, and that it is more difficult to move from an authoritarian style to a democratic style than vice versa. Abuse of this style is usually viewed as controlling, bossy, and dictatorial.

Autocratic leadership is best applied to situations where there is little time for group decision-making or where the leader is the most knowledgeable member of the group.

**Participative Leadership**
Participative leaders accept input from one or more group members when making decisions and solving problems, but the leader retains the final say when choices are made. Group members tend to be encouraged and motivated by this style of leadership. This style of leadership often leads to more effective and accurate decisions, since no leader can be an expert in all areas. Input from group members with specialized knowledge and expertise creates a more complete basis for decision-making.

**Delegative Leadership**
Delegative leaders allow group members to make decisions. This style is best used in situations where the leader needs to rely on qualified employees. The leader cannot be an expert in all situations, which is why it is important to delegate certain tasks out to knowledgeable and trustworthy employees.

Remember, good leaders utilize all three styles depending upon the situation. For example:

- Use an **authoritative style** if a group member lacks knowledge about a certain procedure.
- Use a **participative style** with group members who understand the objectives and their role in the task.
- Use a **delegative style** if the group member knows more than you do about the task.

Building a Strong Culture

What is culture?

What are the elements of your organization’s culture?

How do you create a culture in which board, staff, and volunteers contribute to their fullest and want to stay?
Motivation: What Does it Take?
What is your favorite soda flavor? ¿Qué es su refresco favorito?
What is your favorite candy? ¿Qué es su dulce favorito?
What is your favorite color? ¿Qué color prefiere?
What is your favorite restaurant? ¿Cuál es su restaurante favorito?
What is your favorite flavor of ice cream/sorbet? ¿Qué es su sabor favorito de helado/sorbete?
What type of flower do you like? ¿Qué tipo de flor le gusta?
What is your favorite kind of cookie? ¿Qué tipo de panecillo dulce prefiere?
What type of food do you like? ¿Qué tipo de comida prefiere?
What is your hobby? ¿Qué es su chifladura?
What is your favorite snack? ¿Qué clase de antojito prefiere?
Do you collect anything special? ¿Collecciona algo de especial?
What is your favorite subject to read about? ¿Qué es su asunto favorito sobre que leer?
What is your favorite type of music? ¿Cuál es su tipo de música favorita?
What is your favorite store? ¿Qué tienda o almacen prefiere?
What is your favorite coffee or special beverage? ¿Cuál café o bebida especial prefiere?
If you could treat yourself to a gift under $25.00, what would it be?
¿Si pudiera regalarse un presente que cuesta menos de 25$, que sería?
Would you prefer: 1) private recognition, 2) semi-private recognition, 3) public recognition, or 4) no preference?
¿Qué prefiere – reconocimiento 1) privado, 2) semi-privado, 3) público, o 4) sin preferencia?

✓ Please complete this form and turn in to your manager
✓ Favor de llenar este papel y deselo al manejo
Tool: What If…?

Directions:
1. Identify the issues
2. Recommend what staff should do
3. Recommend what the Board Chair should do
4. Identify: Do other Board members have a responsibility? If so, what is it?

What if…#1:
A member of the staff has concerns about the Executive Director’s management of certain financial matters. One or two other staff shares her concerns. The staff member decides to approach a board member with whom she has worked on program matters to report her suspicions. The board member wonders what to do with the information.

What if…#2:
At a recent board meeting, a board member began to question a series of decisions made by the Executive Director, complaining that policy matters were involved and the board was not properly consulted. The board member has expressed his lack of confidence in the ED to a number of others on the board. Although most of the rest of the board feels the ED does a good job, a number think the board should have been consulted about these particular decisions. At the meeting, they do not speak up.

What if…#3:
The board chair has asked to see weekly financial reports and spends at least one afternoon a week in the offices meeting with the ED and talking to staff. The ED is upset at the level of the board chair’s involvement in the day-to-day affairs of the organization. He is unsure what to do about it.

What if…#4:
The board established a number of committees. The committees have promised certain things to external organizations. However, the committees are not living up to their promises and the external partners are getting upset. The ED does not want the reputation of the organization to continue to suffer, but she does not have the staff to pick up the slack created by the committees.
What if...#5:

The board is divided into two factions: one faction wants to merge with another organization, and the other faction does not. Tension is very high between the factions and the board’s work has virtually stopped. The ED does not want the merger to go through. The Board chair is not part of either board faction and has the respect of both factions, but has not been able to get them to work together.
Recommended Reading List

- **Boards That Make a Difference**, by John Carver, Josey-Bass 2nd Ed.
- **Self-Assessment Tool for Non-Profit Organizations**, by Peter Drucker, The Peter Drucker Foundation for Non-Profit Management
- **Welcome to the Board**, by Fisher Howe, Josey-Bass
- **The Nonprofit Answer Book: Practical Guide for Board Members and Chief Executives**, by Andringa and Engstrom (available through Boardsource.org)
- **The Nonprofit Answer Book II: Beyond the Basics**, by R. Andringa, (available through Boardsource.org)
- **Called to Serve: Creating and Nurturing the Effective Volunteer Board**, by Max De Pree
- **Governing Boards** by Cyril O. Houle
- **Beyond Profit** by Fred Setterberg and Kary Schulman
- **The Knowing-Doing Gap** by Jeffery Pfeffer and Robert Sutton
- **Governance as Leadership** by Richard Chiat, William Ryan, Barbara Taylor
- **Fundraising for Non-Profits** by P. Burke Keegan, Harper-Collins ([www.harpercollins.com](http://www.harpercollins.com))
About NewLevel Group...

Who we are

NewLevel Group supports the work of social impact organizations and their leaders in advancing missions that benefit society, our environment, and the economy. Our team is made up of seasoned professionals who look at challenges from various perspectives honed from decades of experience in the business and nonprofit sectors. We plan as well as implement, never losing sight of our goal to deliver your desired results.

What we do

First and foremost, we listen. We listen to you, your board, your clients, and your colleagues to fully understand the challenges you face. Then, we form a team that will partner with you to identify your goals, outline strategies to achieve them, and, if needed, work with you to implement the tactics.

How we do it

Our approach to helping organizations improve their results reflects our shared values of collaboration, commitment, and community. We are different from other consulting and management firms in several significant ways:

- We work collaboratively; not just treating symptoms, but finding solutions for the underlying causes.
- We implement; we don't just create pretty plans, but roll up our sleeves to get the job done.
- We're focused on results; a good process is important, but the outcome is what really matters.