

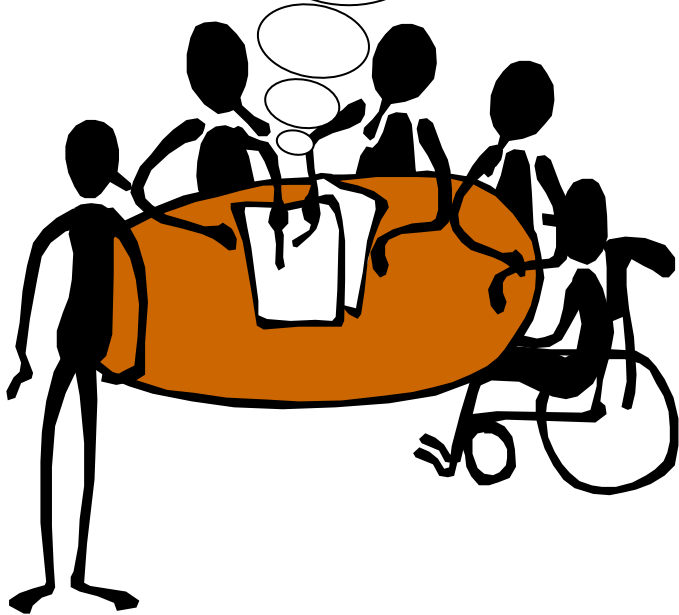


# Community Leadership Solutions

Center for Interdisciplinary Learning and Leadership

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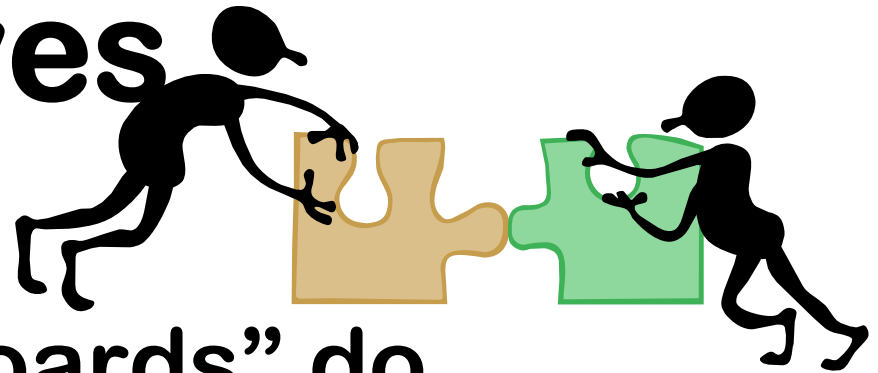
*Why Am I Here?*



# Making Sense of Boards & Committees

Center for Learning and Leadership, College of Medicine  
405-271-4500 extension 41004

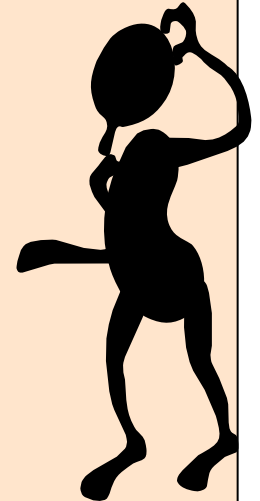
# Objectives



- Learn what “boards” do
- Identify “board” member skills
- Consider the match skills/requirements/expectations
- Learn “board” behavior techniques

# WHAT DO BOARDS DO?

- **Advisory Boards Give Advice**
- **Governing Boards Make Decisions**



# ADVISORY BOARDS

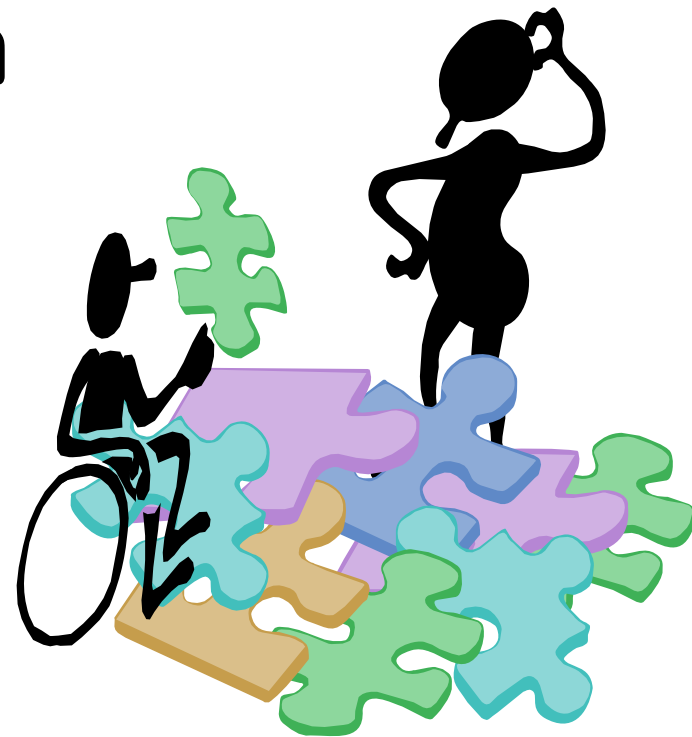
- **Made up of people with differing skills and perspectives**
- **Study the issue at hand**
- **Collect input from members or the community**
- **Make recommendations about the issues**

# GOVERNING BOARDS

- **Made up of people knowledgeable about the organization/agency**
- **Have officers - President or Chair, Vice President or Vice-Chair, Secretary, Treasurer**
- **Have roles and responsibilities defined by governing authority or laws**
- **Make rules and policies about the organization/agency**

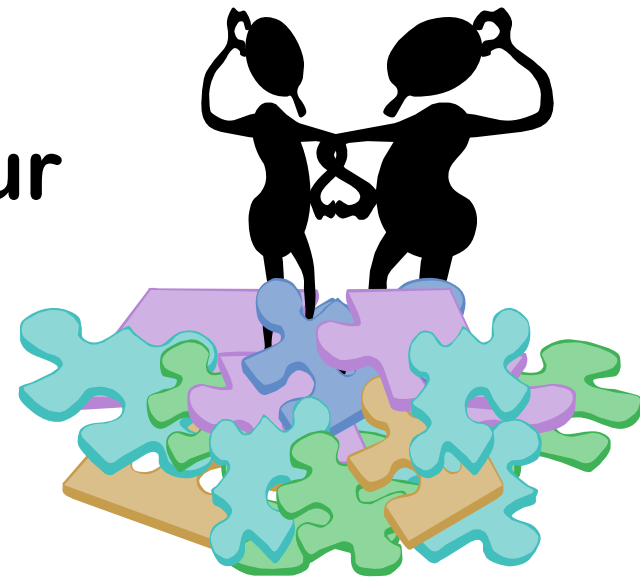
# WHY SERVE ON A BOARD?

- Help yourself and others
- Access information
- Influence others
- Promote change



# Your Reason?

- **State your reason for serving on this board?**
- **State the area of expertise that you bring to this board.**
- **What do you consider your strengths to be?**



# WHAT SHOULD I CONSIDER?

- **Time**

Are meeting times convenient for you?

Will meetings interfere with other commitments/needs?

Will it require extra work outside the meeting times?

- **Logistics**

Are the meeting locations convenient for you?

Do you have a reliable transportation plan?

Are there costs: dues, meals, transportation?

- **Supports**

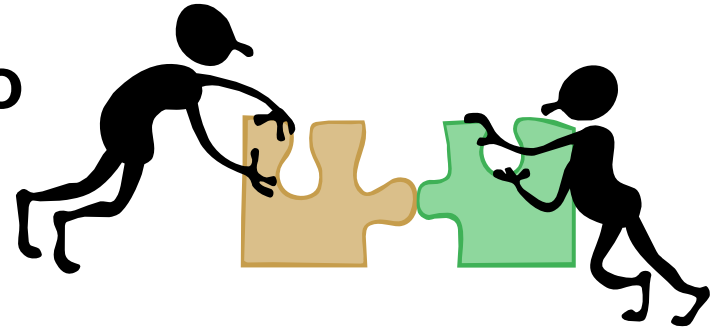
What supports do you need to have full participation?

Will the supports be provided by the board?

# IS IT A GOOD MATCH?

- **Expectations**

Will the board/committee do what you want done?

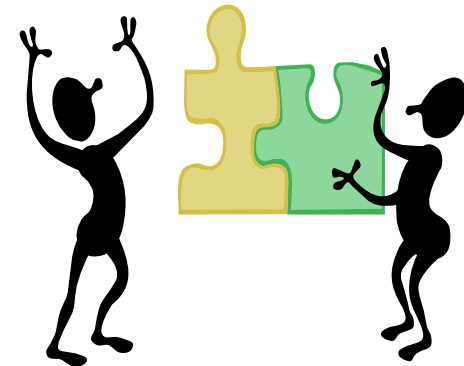


- **Experience**

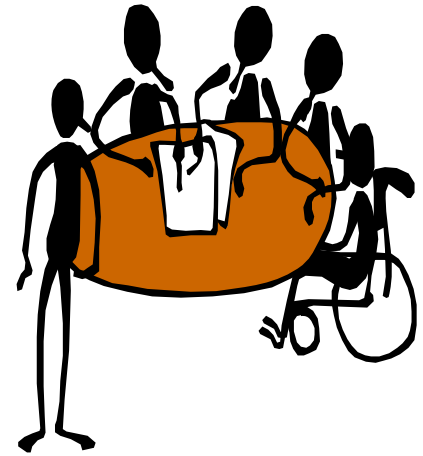
Will your experience meet the needs of the board/committee?

What do you have in common with other self-advocates and/or families?

Can you get information from others so you can represent them?



# Board Analysis



- **What kind of board is this?**
- **Do we have proper representation?**
- **Do we have separate agendas?**
- **Can we state our common goal?**
- **Do we have necessary support?**
- **How will we know when we have accomplished an objective toward our goal?**

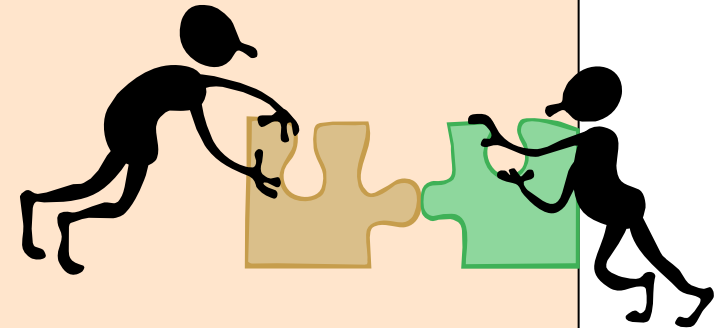
# WHAT DO I NEED TO KNOW?

- **Focus on the purpose of the board**

**Big Picture - Long Term**

**Little Picture - Current and Near Future**

- **Follow the agenda**
- **Listen carefully**
- **Ask for clarification**
- **Stay on topic**
- **Speak up in the meeting**
- **Ask, “who am I representing?”  
self...others**



**See RRO handout #1**

# Developing a Constituency

- **Is my experience like that of other families?**
- **Who might those others families be?**
- **Have I contacted others who have like experiences?**
- **Have I asked other families if they have representation?**

# Ideal Characteristics of Board Members



- **Have a personal experience related to the board**
- **Have the time to attend board meetings**
- **Able to listen to the whole groups' concerns**
- **Can integrate self into the board agenda**
- **Good listening skills**
- **Willing to develop speaking skills**
- **Able to relate their experience to others**

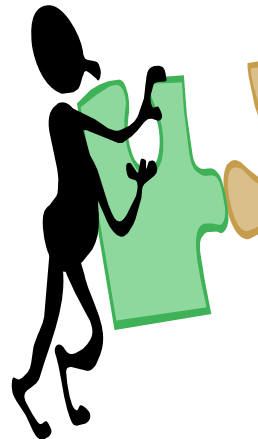
# A Personal Action Plan

What are the various “roles” on this board?

What are you willing to do to make your “role” more effective?

Can you identify skills you would like to have or improve?

speaking, listening,  
generalization,

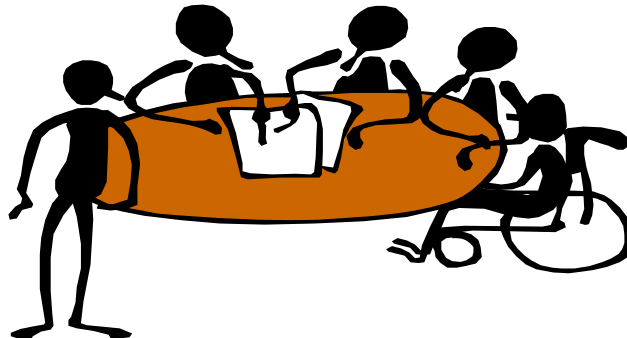


# Refer to handout

## All About Your Preferences

# Types and Styles

The Myers-Briggs Type Indicator®:



# Consider The way you speak

- *What do you say about yourself?*
- When people first meet you, what do you want them to know?
- Your interest? Your age? Your job?
- When you meet others what do you want to know?

*We can advocate by the way we speak.*

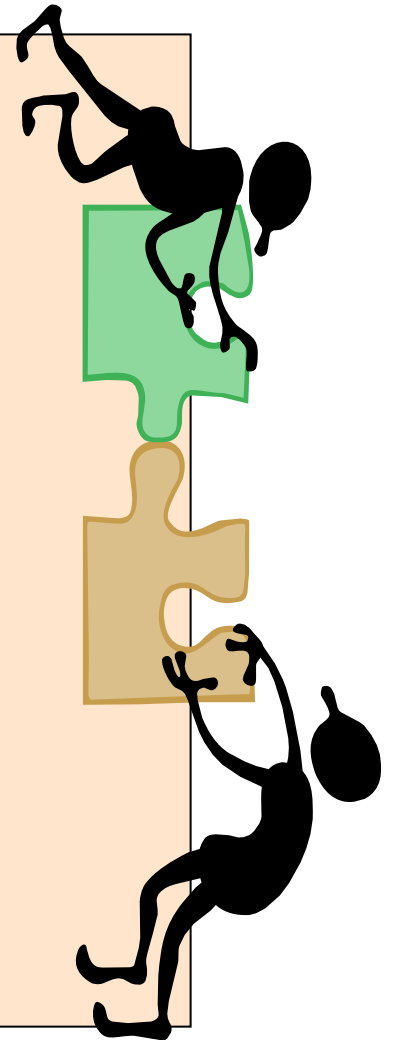
- Direct the focus on the person/child.
- Use family and person supportive language.
- People are people, not their diagnosis.

# The way We Speak

- *Value yourself and others.*
- **Speak of the person first.**
- **Emphasize abilities not limitations.**
- **Don't group people under a label (for example, the disabled or the blind).**
- **Remember people are not owned (bleed baby, chair kid).**
- **Present a positive image for Children with special health care needs.**

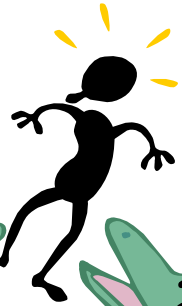
# FOLLOW THE AGENDA

- Prepare for the meeting
- Ground rules
  - Roberts Rules of Order**
  - Common Sense**
- Discussion items
- Action Items
- Committee Reports
- Getting issues on the agenda





# COMMUNICATION



## Helping Phrases

Let's ....

What if we ....

You made a great  
point.

It sounds like we are  
agreed on ....

It seems like we  
disagree about ...

Can we ....

## Squelching Phrases

I ....

That won't work.

My idea is ...

I don't care ...

It doesn't matter ...

I have more experience  
than you.

We already tried that ...

I won't ....

# IMPORTANT WORDS

**Accountability**

**Ad Hoc**

**Adjourn**

**Advocacy**

**Agenda**

**Allocation**

**Appoint**

**Entitlement**

**Eligibility**

**Fiscal Responsibility**

**Funding**

**Governs**

**Liability**

**Mandate**

**Mission**

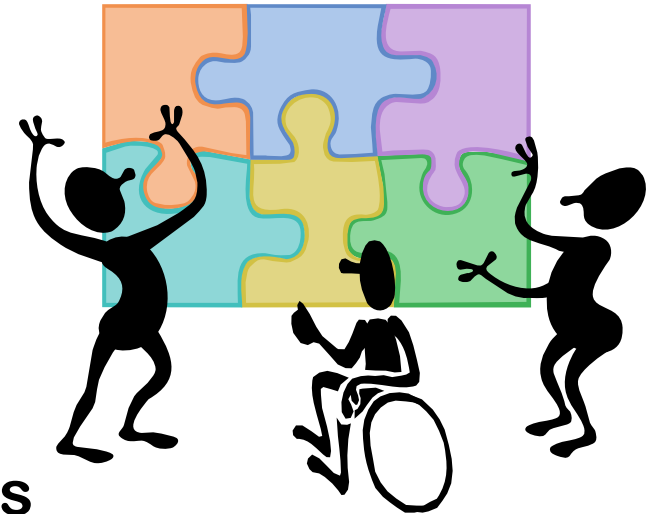
**Motion**

**Vision**

**Parameters**

**Strategic Plan**

**Staff Development**



# We Want to Thank You

## Was This Information Helpful?

- What was the most helpful to you personally?
- What was the most helpful for the group?
- What would you change?
- What are your next steps?
  - Personally
  - Suggestions for the group

