

# Board Leadership Begins With You for Directors

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**Provided by:**

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# Best Practices for Director-Board Relations

- **Orientation** for new trustees that includes introduction to essential documents (legislation, bylaws, policies, etc.) tour of the library and a tour of the library's web site.
- **Annual organizational meeting** to attend to business (newspaper of record, bank designation, reporting issues, etc.), to review the progress of the long-range plan and to set expectations and goals for the year.
- **Discussion between director and board president** before meetings.
- **Board packet** sent out a week in advance which includes a written directors report, treasurer's report, committee reports, etc.
- **Well run board meetings**, a good understanding of **Open Meetings Law**, what is required to be in the **minutes** and **Robert's Rules of Order**
- **Director sits at the head of the table with the board president.**
- **Director attendance at board committee meetings**
- **Annual evaluation of the director** by the board
- **Annual evaluation of the board** of their own performance.

## The Eight Preferences

<b>Where you prefer to focus your attention:</b>	<b>E</b>	<b>EXTRAVERSION</b> People who prefer Extraversion tend to focus their attention on the outer world of people and things.	<b>I</b>	<b>INTROVERSION</b> People who prefer Introversion tend to focus their attention on the inner world of ideas and impressions.
<b>The way you prefer to take in information:</b>	<b>S</b>	<b>SENSING</b> People who prefer Sensing tend to take in information through the five senses and focus on the here and now.	<b>N</b>	<b>INTUITION</b> People who prefer Intuition tend to take in information from patterns and the big picture and focus on future possibilities.
<b>The way you prefer to make decisions:</b>	<b>T</b>	<b>THINKING</b> People who prefer Thinking tend to make decisions based primarily on logic and on objective analysis of cause and effect.	<b>F</b>	<b>FEELING</b> People who prefer Feeling tend to make decisions based primarily on values and on subjective evaluation of person-centered concerns.
<b>How you prefer to deal with the outer world:</b>	<b>J</b>	<b>JUDGING</b> People who prefer Judging tend to like a planned and organized approach to life and prefer to have things settled	<b>P</b>	<b>PERCEIVING</b> People who prefer Perceiving tend to like a flexible and spontaneous approach to life and prefer to keep their options open

# Your Preferences

WHERE PRIMARILY IS YOUR ENERGY DIRECTED?			
	√		√
Tolerate noise and crowds.		Avoid crowds and seek quiet.	
Talk more than listen.		Listen more than talk.	
Communicate with enthusiasm.		Keep enthusiasm to self.	
Be distracted easily.		Concentrate well.	
Meet people readily and participate in many activities.		Proceed cautiously in meeting people & participate in selected activities.	
Blurt things out w/o thinking.		Think carefully before speaking.	
Hates to do nothing. On the go.		Time alone to recharge batteries.	
Likes working or talking in groups		Would prefer to socialize in small groups or just do job "by myself."	
Likes to be center of attention.		Content being on the sidelines.	
<b>More checks in this column = E</b>		<b>More checks in this column = I</b>	

HOW DO YOU BEST GATHER & PROCESS INFORMATION?			
	√		√
Learn new things by imitation and observation.		Learns new things through general concepts.	
Value solid, recognizable methods achieved in step-by-step manner.		Value different or unusual methods achieved via inspiration.	
Focus on actual experience		Focus on possibilities.	
Tend to be specific and literal; give detailed descriptions.		Tend to be general and figurative; use metaphors and analogies.	
Behave practically.		Behave imaginatively.	
Rely on past experiences.		Rely on hunches.	
Likes predictable relationships.		Values change in relationships.	
Appreciates standard ways to solve problems.		Use new and different ways to solve problems and teach solutions.	
Methodical.		Leap around in a roundabout way.	
Value realism and common sense.		Value imagination and innovation	
<b>More checks in this column = S</b>		<b>More checks in this column = N</b>	



## HOW DO YOU PREFER TO MAKE DECISIONS & REACH CONCLUSIONS?

	√		√
Have truth as an objective.		Have harmony as a goal.	
Decide more with my head.		Decide more with my heart.	
Question others' findings, because they might be wrong.		Agree more with others' findings, because people are worth listening to.	
Notice ineffective reasoning.		Notice when people need support.	
Choose truthfulness over tactfulness.		Choose tactfulness over truthfulness.	
Deal with people firmly, as needed		Deal with people compassionately.	
Expect world to run on logical principles.		Expect the world to recognize individual differences.	
Notice pros & cons of each option.		Note how an option has value and it affects people.	
See others' flaws... critical.		Like to please others; show appreciation.	
Feelings valid if they're logical.		ANY feeling is valid.	
Tolerate occasional queries as to my emotional state in relationships.		Appreciate frequent queries as to my emotional state	
<b>More checks in this column = T</b>		<b>More checks in this column = F</b>	

## HOW DO YOU PREFER TO ORGANIZE YOUR LIFE?

	√		√
Prefer my life to be decisive, imposing my will on it		Seek to adapt my life and experience to what comes along.	
Prefer knowing what they're getting themselves into		Like adapting to new situations.	
Feel better after making decisions		Prefer to keep things open.	
Enjoy finishing things.		Enjoy starting things.	
Work for a settled life, with my plans in order.		Keep my life as flexible as possible so that nothing's missed.	
Dislike surprises & want advance warnings.		Enjoy surprises and like adapting to last-minute changes.	
See time as a finite resource, and take deadlines seriously.		See time as a renewable resource, and see deadlines as elastic.	
Like checking off "to do" list.		Ignore "to do" list, even if made one.	
<b>More checks in this column = J</b>		<b>More checks in this column = P</b>	

Your Type is:                      
 (E or I) (S or N) (T or F) (J or P)

# Their Preferences

WHERE PRIMARILY IS THE PERSONS ENERGY DIRECTED?			
	√		√
Tolerate noise and crowds.		Avoid crowds and seek quiet.	
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Hates to do nothing. On the go.		Time alone to recharge batteries.	
Likes working or talking in groups		Would prefer to socialize in small groups or just do job "by themselves."	
Likes to be center of attention.		Content being on the sidelines.	
<b>More checks in this column = E</b>		<b>More checks in this column = I</b>	

HOW DOES THE PERSON BEST GATHER & PROCESS INFORMATION?			
	√		√
Learn new things by imitation and observation.		Learns new things through general concepts.	
Value solid, recognizable methods achieved in step-by-step manner.		Value different or unusual methods achieved via inspiration.	
Focus on actual experience		Focus on possibilities.	
Tend to be specific and literal; give detailed descriptions.		Tend to be general and figurative; use metaphors and analogies.	
Behave practically.		Behave imaginatively.	
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## HOW DOES THE PERSON PREFER TO MAKE DECISIONS & REACHING CONCLUSIONS?

	√		√
Have truth as an objective.		Have harmony as a goal.	
Decide more with their head.		Decide more with their heart.	
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Notice ineffective reasoning.		Notice when people need support.	
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Feelings valid if they're logical.		ANY feeling is valid.	
Tolerate occasional queries as to their emotional state in relationships.		Appreciate frequent queries as to their emotional state	
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Their Type is:

(E or I) (S or N) (T or F) (J or P)

## How to Approach Different Temperament Types

Types	Characteristics	How to Approach
<b>TRADITIONALISTS</b> <ul style="list-style-type: none"> <li>Prefer sensing and judging</li> <li>Includes: <b>ESTJ, ISTJ, ESFJ, ISFJ</b></li> <li>40% of the population</li> </ul>	<ul style="list-style-type: none"> <li>Trust facts, not interested in theories</li> <li>Decisive</li> <li>Follow through</li> <li>Resist new approaches</li> <li>Good managers</li> </ul>	<b>Make a case based on hard facts</b> <ul style="list-style-type: none"> <li>Use survey results</li> <li>Know impacts on staffing, space, finances</li> <li>Provide facts in writing</li> <li>Provide concrete examples</li> </ul>
<b>EXPERIENCERS</b> <ul style="list-style-type: none"> <li>Prefer sensing and perceiving</li> <li>Includes: <b>ESTP, ISTP, ESFP, ISFP</b></li> <li>30% of the population</li> </ul>	<ul style="list-style-type: none"> <li>Focus on immediate tasks</li> <li>Take things literally</li> <li>Work independently &amp; need to be active</li> <li>Strong sensory memory</li> </ul>	<b>Engage them</b> <ul style="list-style-type: none"> <li>Focus on the library's mission &amp; vision</li> <li>Tell how it changes a life</li> <li>Share success stories</li> </ul>
<b>IDEALISTS</b> <ul style="list-style-type: none"> <li>Prefer intuition and feeling</li> <li>Includes: <b>INTP, ENTP, INTJ, ENTJ</b></li> <li>15% of the population</li> </ul>	<ul style="list-style-type: none"> <li>Focus on the needs of others</li> <li>Creative, enthusiastic, insightful</li> <li>Interpretive</li> <li>Require meaningful work</li> </ul>	<b>Sell a dream &amp; possibilities</b> <ul style="list-style-type: none"> <li>Focus on critical issues library can solve by taking this action</li> <li>"It's the right thing to do for the community"</li> </ul>
<b>CONCEPTUALIZERS</b> <ul style="list-style-type: none"> <li>Prefer intuition and thinking</li> <li>Includes: <b>INFP, ENFP, INFJ, ENFJ</b></li> <li>15% of the population</li> </ul>	<ul style="list-style-type: none"> <li>Independent, logical, skeptical</li> <li>Design solutions</li> <li>Challenge rules or customs</li> <li>Value powerful people and positions</li> </ul>	<b>Big picture</b> <ul style="list-style-type: none"> <li>Describe the big picture &amp; the opportunity</li> <li>Focus on innovation &amp; excellence</li> <li>Talk about the strategic position of the library</li> <li>Show how doing this builds the library's capacity</li> </ul>



# Group Roles

<p><b>Task Roles</b>  <i>Help the group accomplish its objectives</i></p>	<ul style="list-style-type: none"> <li>• <b>Initiator-contributor:</b> Generates new ideas.</li> <li>• <b>Information-seeker:</b> Asks for information about the task.</li> <li>• <b>Opinion-seeker:</b> Asks for the input from the group about its values.</li> <li>• <b>Information-giver:</b> Offers facts or generalization to the group.</li> <li>• <b>Opinion-giver:</b> States his or her beliefs about a group issue.</li> <li>• <b>Elaborator:</b> Explains ideas within the group, offers examples to clarify ideas.</li> <li>• <b>Coordinator:</b> Shows the relationships between ideas.</li> <li>• <b>Orienter:</b> Shifts the direction of the group's discussion.</li> <li>• <b>Evaluator-critic:</b> Measures group's actions against some objective standard.</li> <li>• <b>Energizer:</b> Stimulates the group to a higher level of activity.</li> <li>• <b>Procedural-technician:</b> Performs logistical functions for the group.</li> <li>• <b>Recorder:</b> Keeps a record of group actions.</li> </ul>	
<p><b>Social Interaction Roles</b>  <i>Maintain and improve relations specifically when compromise is necessary for progress</i></p>	<ul style="list-style-type: none"> <li>• <b>Encourager:</b> Praises the ideas of others.</li> <li>• <b>Harmonizer:</b> Mediates differences between group members.</li> <li>• <b>Compromiser:</b> Moves group to another position that is favored by all group members.</li> <li>• <b>Gatekeeper/expediter:</b> Keeps communication channels open.</li> <li>• <b>Standard Setter:</b> Suggests standards or criteria for the group to achieve.</li> <li>• <b>Group observer:</b> Keeps records of group activities and uses this information to offer feedback to the group.</li> <li>• <b>Follower:</b> Goes along with the group and accepts the group's ideas.</li> </ul>	
<p><b>Self-Serving Roles</b>  <i>Satisfy a personal need more important to the individual than group success</i></p>	<ul style="list-style-type: none"> <li>• <b>Aggressor:</b> Attacks other group members, deflates the status of others, and other aggressive behavior.</li> <li>• <b>Blocker:</b> Resists movement by the group.</li> <li>• <b>Recognition seeker:</b> Calls attention to himself or herself.</li> <li>• <b>Self-confessor:</b> Seeks to disclose non-group related feelings or opinions.</li> <li>• <b>Dominator:</b> Asserts control over the group by manipulating the other group members.</li> <li>• <b>Help seeker:</b> Tries to gain the sympathy of the group.</li> <li>• <b>Special interest pleader:</b> Uses stereotypes to assert his / her own prejudices.</li> </ul>	

## PROBLEM BEHAVIORS IN MEETINGS

PROBLEM	BEHAVIOR	SUGGESTED SOLUTION
<b>Latecomer</b>	Always late	Start meetings on time - don't wait for stragglers. Do not recap meeting when Latecomer arrives but offer to provide a recap during the first break.
<b>Early-Leaver</b>	Never stays until meeting is adjourned	Set a time for adjournment and get a commitment from all members at the beginning of the meeting to stay until that time.
<b>Clown</b>	Always telling jokes; deflects group from task at hand	Laugh at the joke and then ask the Clown to comment on the topic under discussion. If the Clown responds with another joke, again ask for a comment on the topic.
<b>Broken Record</b>	Brings up same point over and over again	Write the Broken Record's concern on a flip-chart sheet and post to provide assurance that the concern has been heard.
<b>Doubting Thomas</b>	Reacts negatively to most ideas	Encourage group members to wait to make decisions until all points of view have been heard. Let Doubting Thomas express his concerns, but don't let him argue with others.
<b>Dropout</b>	Nonparticipant	Try asking her opinion during meeting or at break. Break group into groups of two or three to encourage everyone to participate. Address the person by name.
<b>Whisperer</b>	Members having private conversations	Make eye contact with speakers. Pause briefly until you have their attention and then begin to speak again. Ask people to share their conversation with the group.
<b>Loudmouth</b>	Must be center of attention; talks constantly	Acknowledge the Loudmouth when he begins to talk and let him have his say. Then, when he interrupts others, remind him that he has had his say.
<b>Hair-Splitter</b>	Wants absolute definitions and answers	Acknowledge their need for absolutes and provide whatever definitions are available; remind them that the group was formed to find answers and that the process may take time.
<b>Attacker</b>	Makes very critical comments, usually indirectly using humor.	Address the behavior directly, asking Attacker why he said that. Ask if others agree with criticism. Don't let them hide behind humor. Address attacks each time until they stop.
<b>Interpreter</b>	Often says "In other words" or "What she really means"	Check this in public with original speaker.
<b>Know-It-All</b>	Always has the answer	Praise their ability. Listen and paraphrase what they say. Ask others to respond to Know-It-All's comments. Remind group that others also have expertise.
<b>Teacher's Pet</b>	Tries to monopolize the leader's attention	Be encouraging, but break eye contact. Get group members to talk to one another. Lessen your omnipotence by reflecting "What do you think?" back to the Teacher's Pet.

# Phases Groups Go Through

These phases are all necessary and inevitable - in order for the group to grow, to face up to challenges, to tackle problems, to find solutions, to plan work, and to deliver results.

## Forming

The first phase – the group meets, agrees on goals and on the resources necessary to tackle the task. Group members tend to still behave quite independently. They may be motivated, but are relatively uninformed of the issues and objectives of the group. Processes are often ignored. Leader directs.

## Norming

Agreement and consensus is largely formed among group, who respond well to facilitation by leader. Roles and responsibilities are clear and accepted. Big decisions are made by group agreement. Smaller decisions may be delegated to individuals or committees. Commitment and unity is strong. The group may engage in fun and social activities. The group discusses and develops its processes and working style. There is general respect for the leader and some of leadership is more shared by the group. Leader facilitates and enables.

## Storming

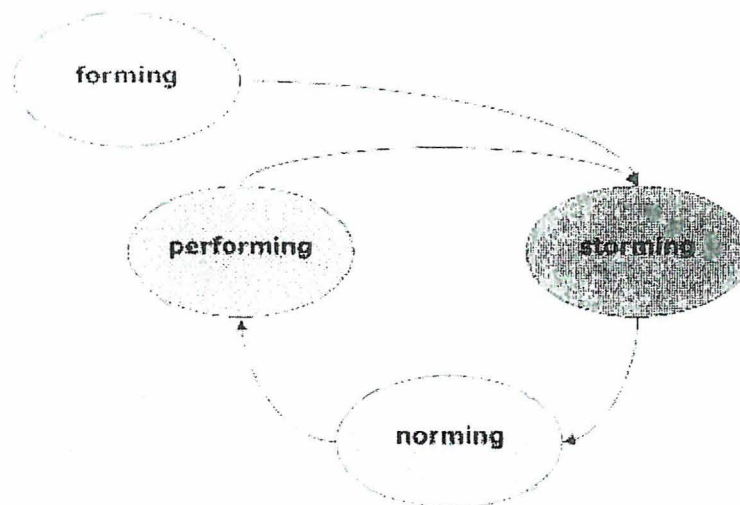
Every group will then enter the *storming* stage in which different ideas compete for consideration. During this phase, the group addresses issues such as what problems they are supposed to solve, how they will function and what leadership model they will accept. Group members open out to each other and confront each other's perspectives. They are still relatively unacquainted with a shared vision. In some cases, the *storming* stage can be resolved quickly. In others, the group never leaves this stage.

The *storming* stage is necessary to the growth of the group. It can seem contentious, unpleasant and even painful to members of the group who are very averse to conflict. If improperly managed, this phase can become destructive to the group and will lower motivation. Leader coaches.

## Performing

The group is more strategically aware; the group knows clearly why it is doing what it is doing. The group has a shared vision and is able to stand on its own feet with no interference or participation from the leader. There is a focus on over-achieving goals, and the group makes most of the decisions against criteria agreed with the leader. The group has a high degree of autonomy. Disagreements occur but now they are resolved within the group positively and necessary changes to processes and structure are made by the group. The group is able to work towards achieving the goal, and also to attend to relationship, style and process issues along the way. Group members look after each other and have become interdependent. The group requires delegated tasks and projects from the leader. The group does not need to be instructed or assisted. Leader delegates and oversees.

Even the most high-performing groups will revert to earlier stages in certain circumstances. Many long-standing groups will go through these cycles many times as they react to changing circumstances. For example, a change in leadership may cause the group to revert to *storming* as the new people challenge the existing norms and dynamics of the group.



# BOARD LEADERSHIP BEGINS WITH YOU

## Tips and techniques for managing trustee / director relationships

### EXPECTATIONS

- Be clear and reasonable with your expectations
- Have a shared vision
- Communicate clearly
- Build listening skills
- Bring respect to every interaction
- Act thoughtfully & carefully – don't react
- Behave professionally
- Know your role: Board governs, director manages

### INDIVIDUAL PREFERENCES & HOW TO RESPOND TO THEM

- It is important to recognize the differences between you and others – then maximize similarities and minimize the differences.
- Learn how to approach different temperament types.

### ROLES PEOPLE PLAY ON THE BOARD

- The responsibility for successful group performance is shared by all members.
- Behavior that may seem random is often predictable once you understand the roles people play in groups.
- Each member plays a role within the group.
  - Some play **Task Roles**, helping the group increase its progress towards the accomplishment of tasks or group objectives.
  - Some play **Social Interaction Roles**, improving relations, specifically when compromise is necessary.
  - **Self-Serving Roles** satisfy a personal need more important than the group success.
- Recognize the roles people play on your board and use it to advantage

### PHASES GROUPS GO THROUGH

- The four phases are all necessary and inevitable: Forming | Norming | Storming | Performing.
- Be aware of the needs of your group in its current phase.

