

Doing Good Better

A Video Study Guide

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Introduction

Dear Friends,

The *Doing Good Better* video and study guide were produced from a desire to provide tools to support you in your day-to-day involvement with your non-profit program.

You are among millions of individuals around the world given the responsibility and opportunity to govern (board) or manage (staff) a non-profit program. Your commitment and dedication to non-profit leadership is admirable. This program is provided as a resource that will enhance your experience with relevant, practical educational materials.

Doing Good Better is intended to serve as a training tool to help boards, board members and staff to understand the significance of the leadership role of a non-profit board of directors. You take the tape and study guide home and go through it yourself individually or watch and discuss it with your whole board, in entirety or segment by segment.

This video study guide has two sections:

Section One is a study guide for use with the *Doing Good Better* video. The video is divided into three chapters:

- Chapter 1: Helping Directors Think as Directors
- Chapter 2: Major Board Duties
- Chapter 3: Effective Meetings

If you want to show only one or two chapters at your next meeting, simply note the location on your VCR counter and forward the tape in preparation. There are pause points between each chapter that can be used to discuss the review questions from the video and the study guide discussion questions. Take advantage of the additional learning opportunities provided and record individual and/or group action items that result from your discussions. To assist you while you watch the video, key points from each chapter have been noted with a check box () and "Notes" spaces have been provided.

Section Two is a resources list of board development materials. Section two also contains a glossary of terms. This glossary includes:

- terms and phrases specific to board service
- common words that are used in precise (and/or uncommon) ways when discussing boards
- terms that are more common in the United States than elsewhere

Please consult these definitions as needed to help you gain the most from the principles of board service presented in the video.

Remember: board work, even good board work, is not an end in itself. It is a means to an end.

Purpose and Audience

The video was produced to provide an immediate orientation and training resource that can be used repeatedly by non-profit organizations. This material is for the new members of a non-profit board or those existing members who want to improve their effectiveness. It is also designed to assist people who report directly to boards (such as executive directors or national directors) in supporting the boards they work with.

NOTE: In the world of nonprofit management and governance, there are many theories of how to improve effectiveness and performance. Some terms and concepts used in the video may have different interpretations depending upon the context of your organization and its leadership. No single interpretation is better than another. Whether you choose to follow the interpretations presented in *Doing Good Better* or those used by your non-profit, take the opportunity to reflect on your organization and to think strategically about your role as board members or staff.

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed it's the only thing that ever has."

—Margaret Mead

Learning Objectives

By observing the video, discussing the questions, and reviewing the materials you will be able to:

- Differentiate between the roles of the board (a governing body) and the staff (a managing body) and act accordingly.
- Identify critical steps your board can take to improve its meetings.
- Critique your individual performance and the collective board performance and apply new strategies for improvement.
- Share ideas with fellow board members to enhance your work together.

Acknowledgments

Discount Learning extends sincere appreciation to these individuals who freely gave of their time and talent to write and review this study guide: Gaby Nagy, Roy Gathercoal, Edward Mcfield, Laurie Foor, Kathryn Reid, Marty Kooistra.

Note to the facilitator when using the video in a group:

One of the advantages of the video format is that it can serve the purpose of facilitator by raising awareness of issues that need further exploration.

Tips

- Prepare your equipment early so that you know the TV-VCR will work. Forward or rewind the tape to the point you want to start. Test the volume beforehand.
- Ensure the room is well lighted and quiet.
- Encourage everyone to take part and contribute.
- Pause the tape at the end of each section and help the group process the questions posed or others that may have come up from participants.
- If an issue is raised that no one can satisfactorily answer, take note of it and contact your affiliate support manager or regional director for assistance.
- Write on the box when the video was viewed or listened to, noting group name and date.
- Store the tape and study guide so they can be used again and again.

Always investigate what you can do to interest people who seem disengaged. Adults learn in different ways. You should find this tool capable of supporting the needs of a variety of learners.

Ordering Information for replacement/additional videos...

On the web:

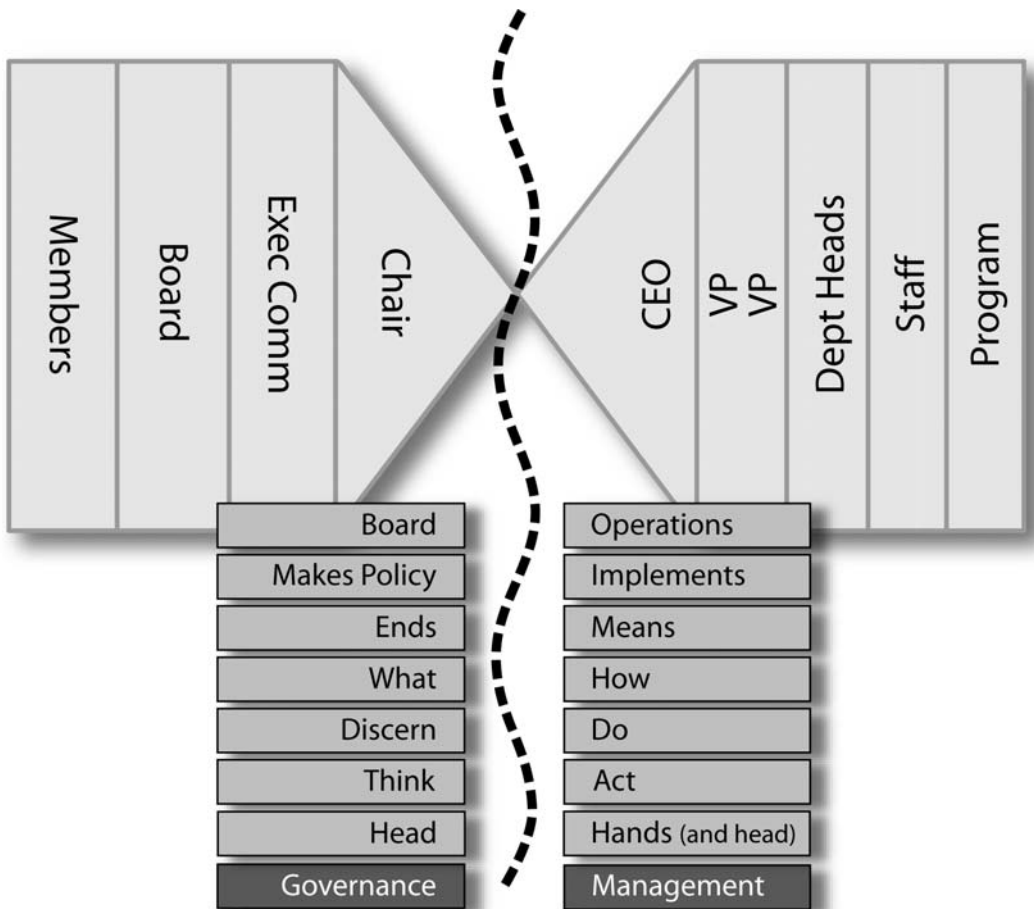
<http://www.DoingGoodBetter.com>

Section One: Video Study Guide

Chapter 1: Helping Directors Think as Directors

How is the role of the board different from the role of staff and volunteers?

The board's role is one of governance, while staff's role is one of administration. Governance and operations are separate functions, but each complements the other. Board and staff are partners in achieving the purpose for which the organization exists. In Chapter One, Edgar Stoesz presents the following graphic showing the distinction between the roles of board and staff in a mature organization. Many of the same principles apply to younger organizations, although their functions may not be formalized in this way.



Exercise: Board or Staff?

For each of the issues below, decide whether this is the primary responsibility of the board of directors or the executive director and staff. If you think the responsibility is joint, explain what parts the board of directors or staff handles and why.

1. Performance review of the executive director.

Board Staff Joint

What parts and why?

2. Drafting goals for the year.

Board Staff Joint

What parts and why?

3. Approval of the annual budget.

Board Staff Joint

What parts and why?

4. Reviewing and correcting the performance of office workers.

Board Staff Joint

What parts and why?

5. Authorizing the purchase or sale of real estate.

Board Staff Joint

What parts and why?

6. Strategic planning.

Board Staff Joint

What parts and why?

7. Developing a fund-raising plan for the coming year.

Board Staff Joint

What parts and why?

8. Maintaining a strong and competent board.

Board Staff Joint

What parts and why?

9. Defining the long-term vision of the organization.

Board Staff Joint

What parts and why?

10. Establishing *operational* policies and procedures.

Board Staff Joint

What parts and why?

11. Reviewing the monthly financial statements.

Board Staff Joint

What parts and why?

12. Instructing volunteers and assigning them to jobs.

Board Staff Joint

What parts and why?

13. Setting the fund-raising goal for the coming year.

Board Staff Joint

What parts and why?

14. Setting and approving the *organizational* policies.

Board Staff Joint

What parts and why?

15. Fund raising.

Board Staff Joint

What parts and why?

Chapter 2: Major Board Duties

Duty 1: State the purpose for which the organization exists.

How is the purpose of the organization determined?

- An organization's purpose must:
 - Be consistent with the direction of the membership.
 - Respond to a felt need.
 - Be possible to accomplish, given the capabilities of the organization.

Stoesz presents the concepts of vision and mission as mechanisms for the organization to determine its purpose. In *Doing Good Better*, the following definitions are given:

Vision: "What the organization wants to be or become."

Mission: "What an organization commits itself to doing."

"If you get the purpose right, it soars!"

-Millard Fuller, founder and president of Habitat for Humanity International.

Example: Vision and Mission Habitat for Humanity International (HFHI)

HFHI's vision as stated in the Mission Focus reads: A world where everyone has a decent place to live.

HFHI's mission statement reads: Habitat for Humanity works in partnership with God and people everywhere, from all walks of life, to develop communities with people in need by building and renovating houses so that there are decent houses in decent communities in which every person can experience God's love and can live and grow into all that God intends.

You may have noticed that HFHI has a slightly different interpretation of vision. HFHI has interpreted the concept of vision as a picture of the organization's hoped-for end result: what the world will look like, what the organization will work towards.

A well chosen, simple statement can provide an organization with valuable direction and focus. The board must know the strengths, weaknesses and capacity of the organization, and not lose focus by trying to be all things to all people.

Chapter 2: Major Board Duties

Duty 2: Planning

What is the board's role in planning?

- ❑ Planning efforts are designed to determine *how* to accomplish the organizational purpose.

Planning:

- Is simulation
 - Anticipates
 - Is dynamic and ongoing, as circumstances may require changes
 - Involves delegation
-
- ❑ The board guides planning by:
 - Reviewing vision and mission
 - Evaluating what is needed and what works
 - Reviewing priorities
 - Establishing parameters and intermediate goals (mile markers) for staff

"Planning, should be reality based and vision driven."

- *Richard Celeste,
former Governor
Of the state of
Ohio, USA*

Review and Discuss:

- Does your board set a time aside each year to evaluate its performance?
- Do you have a plan for succession of officers?
- Do you have a long-range plan?
- Do you have an annual work plan?
- Do you use Stoesz's two-step process of annual planning in which the board sets the stage and the staff fills in the specifics?
- Where do you need to improve upon your planning process? What are some productive first steps?

Action Items:

Chapter 2: Major Board Duties

Duty 3: Delegation

Who is responsible for plan implementation?

Organizations without staff delegate the implementation of a plan to a committee or committees. Those with staff delegate implementation to the Chief Executive Officer (CEO), and through the CEO, to the staff.

- The board owes its CEO three things:
 - An outcomes based job description
 - Annual performance evaluation
 - Support

Understanding Terms: Job Description

The job description as described in *Doing Good Better* "states clearly what the CEO is responsible for, with outcomes, not activities, in mind...(it states) what the CEO is expected to accomplish."

Delegation also involves developing policies by which the program will be implemented. A policy is an instruction to the future that is based on experience and that applies the collective wisdom of the board to a situation.

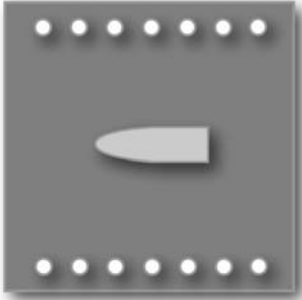
Review and Discuss:

- What kinds of support do you believe staff should receive from the board of directors? Financial? Emotional? Spiritual?

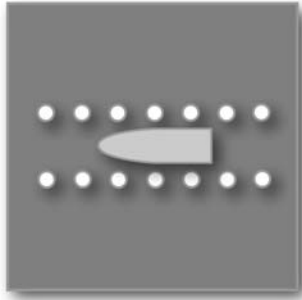
Stoesz's boat and buoy analogy related to setting policies:

Policies are like buoys that help the captain keep a boat on course. If they are too far apart there is not enough guidance and if they are too close it becomes frustrating. There needs to be a balance.

Policy that is too broad.



Policy that is too narrow.



Skillful boards learn the art of delegation – achieving outcomes through others. They know their governance role and fulfill it, while making room for others to participate.

Chapter 2: Major Board Duties

Duty 4: Ensure that resources are available.

What role does the board have in resource development?

- ❑ Two types of resources are necessary to carry out the organization's plan:
 - Ledger: money and property
 - Nonledger: staff and reputation

- ❑ In dealing with ledger resources, there are three parts of a board's fiduciary responsibilities:
 - An annual independent financial audit
 - An annual budget
 - Risk management (includes insurance protection and strategies to minimize what can go wrong)

Ledger: Money and Property

The board has a definite role in fund raising, as it is responsible for making available the financial resources for the organization to function effectively. There are three ways the board should be involved in fund raising:

- Directors need to devise a plan and establish the policies by which the necessary funds will be raised.
- Directors are expected to make an annual contribution in proportion to their means. The mantra is, don't ask others to give until you have given!
- Directors are expected to participate in practical ways that are consistent with their abilities. For some that will be direct solicitation while others may be involved in thanking contributors or pass along the names of potential donors.

NOTES:

Nonledger: Staff

- ❑ The quality of an organization is determined by the quality of its people. Staff is an organization’s most valued resource. In dealing with the nonledger resource of staff, a board's responsibility to staff is exercised using five tools or processes:
 1. A job description - what the employee is expected to accomplish.
 2. An organizational chart that clarifies relationships - who is responsible to whom?
 3. A procedure for annual performance evaluation - including a plan for personal growth.
 4. A salary scale - how much pay? Payroll is a sensitive subject. Inconsistency contributes to rapid turnover and poor morale.
 5. A grievance procedure - How things will be handled when they go wrong, as they will, even in the best organizations.

Nonledger: Reputation

- ❑ With regards to the nonledger resource of reputation, the organization’s reputation and image affect the confidence the public has in its work. Trust is among the most priceless resources a public entity has.

Review and Discuss:

- How is your annual budget developed?
- Is your board adequately involved in providing and safeguarding the resources entrusted to your care?
- How important is “reputation” to the organization?
- What is the philosophical basis for the expectation that directors make an annual contribution?

Action Items:

Chapter 2: Major Board Duties

Duty 5: Monitor and Evaluate

What is the board's role in monitoring (is it happening?) and evaluating (is it having the desired effect?)?

- Boards evaluate three things:
 1. Itself. The board and each director must hold themselves responsible for results. Self-evaluation can be accomplished by asking the following questions:
 - Do we contribute something of value?
 - Do we make decisions?
 - Do we do more than just react?
 - Do we plan for the future?
 - Are we learning and growing from our experiences?
 - Is the board representative of our membership?
 - Are our meetings productive?
 - When do we celebrate?
 2. Program. The board must evaluate the organization's programs. This is best accomplished when the plan is developed with outcomes – not activities – in mind. Staff should be involved in evaluation, but the responsibility for performance rests with the board.
 3. It's CEO.

Review and Discuss:

- What opportunities exist for your board members to evaluate their performance, both individually and collectively?
- Is your board adequately involved in program monitoring and evaluation?
- Do you have an annual evaluation of your CEO? Is it an effective process?

Action Items:

Chapter 2: Major Board Duties

Duty 6: Reporting to members.

How are results communicated to your members/stakeholders?

Reports turn an abstract concept- accountability- into something real. Before a board can consider its work done, it must honestly report to the stakeholders to whom it is ultimately accountable.

Review and Discuss:

- Does your board have an adequate procedure to report back to its membership?
- What are some specific ways you can improve your reporting?
- What are the characteristics of a good report and reporting process?

Action Items:

Chapter 2: Wrap-up

The two duties most often neglected by a board are:

- Planning. Effective organizations have both an annual plan (what we will accomplish this year) and a long-range plan (what we plan to accomplish over a longer time period).
- Evaluation. Activity does not necessarily translate to outcomes. Boards must evaluate the outcomes of their efforts and determine if they are having the desired effect.

Example: United Way outcomes are defined as: "benefits or changes for individuals or populations during or after participating in program activities".

Pause the video and take a few moments to answer the questions below. Then restart the video to compare your answers with those on the tape.

Review Questions from the *Doing Good Better* Video

1. Planning is optional.
T F
2. Board members need to be involved in planning....right down to the daily details.
T F
3. Which of the following is not something a board owes its CEO, executive director or national director?
A. Job Description B. Annual performance evaluation
C. Respect D. Support
4. Ledger resources refer to _____.
5. Nonledger resources refer to _____.
6. Which of the following is not something a board evaluates?
A. Itself B. Employees
C. Program D. CEO

Review and Discuss:

- Do your planning and evaluation processes define desired outcomes or list activities?
- Using a scale of 1 to 10 (one signifying that the board is not performing this duty at all, 10 signifying that the board is performing this duty effectively), rank how well your board is performing each one of the six duties of a board.

Duty 1: State the purpose for which the organization exists.

1 2 3 4 5 6 7 8 9 10

Duty 2: Planning

1 2 3 4 5 6 7 8 9 10

Duty 3: Delegation

1 2 3 4 5 6 7 8 9 10

Duty 4: Ensure that resources are available.

1 2 3 4 5 6 7 8 9 10

Duty 5: Monitor and Evaluate

1 2 3 4 5 6 7 8 9 10

Duty 6: Reporting to Members

1 2 3 4 5 6 7 8 9 10

- Discuss the factors that are key to the success of the duties you ranked as 8-10. Do you know why you are doing this so well? Can you sustain it?
- Discuss the factors that are key limitations to performance of duties you ranked as lower than 8. What steps can you take to improve? What would you track to determine and prove improvement?

Action Items:

Chapter 3: Effective Meetings

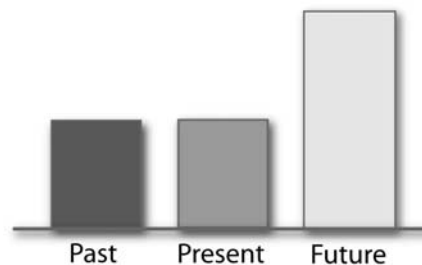
How can meetings be more effective?

- ❑ Organizations must meet, as a board functions only when it meets. The goal of a meeting is to have focused and thoughtful discussion on key issues, make decisions and get things done. Here are seven signs of problems at board meetings:
 - Meetings are long and drawn out
 - Few decisions are made
 - There is little discussion
 - Attendance is poor
 - Re-elections are automatic
 - There are many secrets
 - The meetings are glum and tense

- ❑ Effective meetings require two things: good planning and discipline. The chair must exercise some discipline and keep things on track, but members must also exercise self-discipline. Three sources for meeting ground rules:
 - The bylaws - the ground rules that your organization has adopted. Live by them!
 - Robert's Rules of Order – adapted as appropriate for use in a small setting. (you can obtain your copy at www.robertsrules.com)
 - Courtesy and common sense

- ❑ **Five things to stop doing at meetings:**
 1. Staff work.
 2. Focusing on the past or present. Focus the majority of meeting time on the future, which is the board's domain.

Your Board's Time Allocation:



3. Avoiding or ignoring problems. This is the board's opportunity to strengthen their weaknesses.
4. Don't violate the doctrine of completed staff and committee work. The doctrine of completed staff and committee work results in better meetings, a greater sense of accomplishment, better decisions and a stronger board/staff relationship.

Issues should be studied in advance and presented to the board in proposal form. Proposals should rarely exceed one page in length and contain the following elements:

- Challenge/Issue – The proposal should start with a paragraph that states the problem or challenge being addressed.
- Solution – The proposal should recommend a solution, complete with budgetary and staffing implications.
- Outcome -- The proposal should state the anticipated outcome.

Boards must learn to process proposals. Really good boards evaluate merits of a well-formulated proposal and arrive at one of four options in a reasonable time frame:

- Adopt the recommendation and read it into the minutes as is.
- Reject the recommendation.
- Alter the recommendation substantively or editorially.
- Table it and ask that it be brought to next meeting with further information or processing.

5. Missing opportunities to celebrate accomplishments.

Pause the video and take a few moments to answer the questions below. Then restart the video to compare your answers with those on the tape.

Review Questions from the *Doing Good Better* Video

1. A board functions as a board only when it is in session.
T F
2. Effective meetings require a parliamentarian.
T F
3. Boards should extend their management concern to include the details of an organization's efforts.
T F
4. An effective board attends to the business at hand, but also reserves quality time to plan for the future.
T F
5. Boards should not be bothered with problems. Problems are a staff responsibility.
T F
6. Boards should train management to not only present them with problems but also to propose solutions.
T F
7. Board work is serious business and should be done in a business-like atmosphere...meet, adjourn and go home!
T F

Do you agree with all of Stoesz's answers? Why or why not? Discuss those you are unsure of with your colleagues.

Review and Discuss:

- Review the seven trouble signs and the five “don’ts” presented in the video. List the ones your board needs to work on at future board meetings?
- Do time allocation on your agenda and the nature of relationships within your board encourage discussion to take place?
- How much time is spent reporting on past and present activities? How much time is allocated for visioning and planning?
- Are decisions made in your board meetings or are board members making decisions away from the board table?
- There are many things outside the board’s control. One thing the board does have control of is how it does its business. How can your board be more effective and joyful in its meetings?

Action Items:

“If you had to identify, in one word, the reason why the human race has not achieved, and will never achieve, its full potential, that word would be ‘meetings.’”

- Dave Barry

Conclusion

Like everything else, board work *must* and *can be* learned. Truly what is learned must be *applied*. You are encouraged to spend time now and identify specific things you will do to increase your board effectiveness. Look for appropriate ways to draw your board into an ongoing education program and self-assessment routine.

"You cannot become what you need to be by remaining what you are."

- Muhammed Ali

1. List two or three things that you are now going to do differently as a board member or staff person:

2. List two or three things that your board is going to do differently as a group:

3. Additional education and development opportunities either you or your board will pursue:

The greatest danger facing us is not that we
should make an absolute failure of life
Nor that we should fall into outright licentiousness
Nor that we will find that life has no meaning
... none of these.

The danger is that we may fail to
perceive life's highest meaning
... Fall short of its greatest good
... Miss its deepest and most abiding happiness
... Be unaware of life ablaze with the light of
God's presence – and be content to have it so.
That is the danger.

That we may wake up and find that always we have been busy with
the husks and trappings of life, and have missed life itself. That is
what one prays to be spared. Satisfaction with a life that falls short
of the best, that has no tingle or thrill.

-Phillip Brooks, American hymn writer

Section Two: Resources

Resource List

Useful Web sites on board service

1. Society for Nonprofit Organizations, <http://www.snpo.org>. SNPO provides links to a wide range of topics related to the nonprofit sector at <http://www.snpo.org/resources/index.php>.
2. BoardSource—Building Effective Nonprofit Boards, <http://www.boardsource.org>. BoardSource provides links to other nonprofit organizations and their resources at <http://www.boardsource.org/Links.asp>.
3. McKinsey & Company-nonprofit practices, <http://www.mckinsey.com/practices/Nonprofit/OurKnowledge/complisting/functionList.asp#Governance/Organization>

Books

1. Stoesz, Edgar. *Common Sense for Board Members: 40 Essays about Board Service*. ISBN: 1-56148-319-2. Paperback, 92 pages. Good Books, Nov. 2000.

Description: You've just joined a board of directors. You're enthused about the organization's contribution and mission. But you're suddenly uncertain about what's expected of you besides reading reports and attending meetings.

Common Sense for Board Members sets forth bite-sized advice. It begins by clarifying the difference between board work and staff work. It speaks to moving board members from doing "organizational housekeeping" to doing "organizational planning."
2. Stoesz, Edgar and Chester Raber. *Doing Good Better: How to Be an Effective Board Member of a Nonprofit Organization*, Second Edition. ISBN: 1-56148-224-2. Paperback, 150 pages. Good Books, Oct. 1996.

Description: New updated edition. In these days of tightening budgets, organizations cannot afford weak board members. In this time when many qualified persons have few discretionary hours, they have little time for training. *Doing Good Better* speaks to both needs efficiently and thoroughly. Highly recommended.
3. Stoesz, Edgar. *Meditations for Meetings: Thoughtful Meditations for Board Meetings and Leaders*. ISBN: 1561482447. Paperback, 186 pages. Good Books, Mar. 1999.

Description: (excerpted from book) Many board and committee meetings start with a meditation of some sort, or at least a prayer. This includes the U.S. Congress and even professional athletic games. Many of these moments, however, are little more than a pause to permit the meeting to settle down so the official business can begin. That is not good enough. Here is an opportunity to create a spiritual environment that will permeate the meeting and influence the decision-making process.

"*Meditations for Meetings* is intended to help make God's presence felt in the boardroom. Many boards include members who can lead a meaningful devotional. Others boards do not. Some board members who believe in prayer do not feel comfortable praying publicly. *Meditations for Meetings* is designed to assist in all those circumstances."

4. Carver, John. *Boards That Make a Difference: A New Design for Leadership in Nonprofit and Public Organizations*, Second Edition. ISBN: 0-7879-0811-8. Hardcover, 272 pages. Jossey-Bass, May 1997.
 Description: John Carver's groundbreaking policy governance model has influenced the way public and nonprofit boards operate around the world. In this bestselling book, Carver enriches his definitive exposition with updated policy samples, a new chapter on the process of policy development and additional resources for various types of boards. With creative insight and commonsense practicality, Carver presents a bold new approach to board job design, board-staff relationships, the chief executive role, monitoring performance and virtually every aspect of the board-management relationship. In their stead, he offers a board model designed to produce policies that make a difference; missions that are clearly articulated; standards that are ethical and prudent; meetings, officers and committees that work; and leadership that supports the fulfillment of long-term goals.

5. Carver, John and Miriam Mayhew Carver. *Reinventing Your Board: A Step-by-Step Guide to Implementing Policy Governance*. ISBN: 0-7879-5409-8. Hardcover, 241 pages. Jossey-Bass, Nov. 1999.
 Description: A natural companion to *Boards That Make a Difference*, *Reinventing Your Board* is John Carver and Miriam Mayhew Carver's recipe for putting policy governance into practice. With 25 figures, policy samples, forms and other practical, "put-the-model-in-motion" materials, this is the nuts-and-bolts material that Carver's followers have been requesting. The authors illustrate effective board decision making, show how to craft useful policies and offer practical advice on such matters as setting the agenda, monitoring CEO performance, defining the board role and more. Step-by-step instructions and sample policies make this a valuable resource for boards in the public and nonprofit sectors.
 Among other numerous titles by John Carver:
John Carver on Board Leadership. ISBN: 0787958441. Hardcover, 665 pages. John Wiley & Sons, Inc., Oct. 2001.
Making Diversity Meaningful in the Boardroom. ISBN: 0787908355. Paperback, 22 pages. Jossey-Bass, Mar. 1997

6. Fuller, Millard. *Building Materials for Life*. ISBN: 1-57312-404-4. Paperback, 145 pages. Smyth & Helwys, 2002.

7. Fuller, Millard. *Building Materials for Life, Volume II*. ISBN: ISBN: 1-57312-420-6. Paperback, 166 pages. Smyth & Helwys, 2004.

Glossary of Terms and Phrases used in *Doing Good Better* Video

abdicated:	Voluntarily resigned office or the responsibilities of office.
arbitrary:	If a decision is made without regard to how apparently similar decisions have been made, it is arbitrary.
audit:	An audit is a careful checking of organizational records and practices to ensure that everything is in order. An audit is outside or external if someone who is not part of the organization being audited conducts the audit. It is internal if someone within the organization conducts the audit.
authority:	In this context, having the power to tell a staff member how to do a particular job. The board “exists” only when it is meeting as a group. A board member does not carry the authority of the board when working as a volunteer in the organization.
board:	Throughout this video, the term “board” refers to the group responsible to government and public for governing an organization. There are other kinds of boards, such as advisory boards, government boards and boards of inquiry, which are not directly addressed in this work.
body:	In this context, an organization's body is its membership or the group on whose behalf it works.
boom box:	A portable stereo with several large speakers.
bylaws:	A set of standing rules which governs the way a corporation or organization conducts its internal business.
CEO:	Chief executive officer. The person responsible for managing the organization. Sometimes but not always the president.
Chronicle of Philanthropy:	An important journal/newspaper that covers many aspects of giving to charitable organizations.
consensus:	A decision-making process in which the group continues to talk about and explore an issue until everyone agrees on a decision, or at the least, no one is willing to stand in the way of implementing the decision.

constituency:	Broadly taken, the group which the organization serves. This may be larger than the membership, as in the case of the Mennonite Central Committee, whose constituency includes thousands of people on whose behalf it works. Many of the people in its constituency may not even be aware of its existence.
continuity of leadership:	Making sure that the term of all of the board members is not up at the same time. This allows the board to always have some experienced members available.
contradictory expectations:	When two or more people expect or even assume something will happen, but they expect opposite events.
D&O liability:	Directors and officers insurance. This protects members of the board of directors and any corporate officers from having to pay from their personal money should they be sued by someone who was injured by the corporation. Many experienced directors will not serve without the protection of D&O insurance.
debacle:	Utter disaster, usually an embarrassment. In 2003, Enron collapsed when a number of deceitful and illegal practices were uncovered. That was a debacle.
delegation:	Accomplishing things through other people. When a committee asks someone to research and report back on a topic, it is delegating this task.
director:	All corporations and many other organizations have a board of directors who are responsible for the work of the organization. Each member of this board is a director.
domain:	A set of activities that is the responsibility or function of a particular group of people.
dynamic:	The opposite of static. Something that is dynamic is moving and changing. A photograph is static, one point in time. A motion picture or video is dynamic. An organization's plan is static, but the process of planning is dynamic.
entrepreneurs:	People who have the vision and skills needed to catch a vision, communicate that vision to others, and see the project (or organization) become established.
executive session:	A part of the board meeting in which only the board members may attend. Usually used to deal with sensitive or confidential information.

fiduciary duties:	Originating in ancient Courts of Chancery in which those who were responsible for the well being of others were held to have special responsibilities, a board's fiduciary duties protect those whose interests the board must protect. These range from stock prices in for-profit public corporations, to the services a not-for-profit organization has agreed to perform on behalf of the public. Fiduciary duties are often, but not necessarily, financial.
for profit:	Any organization that is created for the purpose of returning a profit to its owners. Most businesses fall under this category.
"front end":	The beginning of an event. The "front end" of a fund raising activity is during the planning stages.
governance:	In this presentation, governance refers to the act of governing an organization. That is, of setting the rules and policies under which the organization will be run.
husks and trappings:	The unimportant things which may show at first look but which are not core to the organization.
interception of entropy:	Entropy is the opposite of order or structure. To intercept entropy is to act so that things don't become disorderly and unproductive.
laurels:	Past accomplishments, from the laurel leaf crowns that were awarded to race winners. "Resting on your laurels" means that you have ceased to try to excel, being satisfied with your past victories.
learning organization:	A concept developed by Peter Senge, the learning organization encourages individual learning processes of each of its members and develops systems in which individuals' learning is shared throughout the organization.
letterhead service:	A celebrity or other well-known and respected person can offer letterhead service to an organization by agreeing to allow their name to be printed on the organization's stationery (letterhead) to attract attention, donations or service from people who know and admire them. This service does not imply that the person will otherwise serve the organization.
mantra:	As used here, it is a simple saying that one repeats over and over again so that it is not overlooked or forgotten.

mature organizations:	Refers to organizations that are generally older and bigger. Many organizations go through stages in which they begin small and informal with all of the organization's work done by its board members. Some then progress to a single staff person to help with the work, and eventually to a large organization with a professional, hired staff performing most of the organization's work. Not all organizations follow this pattern, so you should not be concerned if your organization follows a different path.
means:	The things an organization needs to do its work, especially money, workers and other assets.
micro-management:	The practice of management trying to tell workers exactly how to do each little part of their job. This is a frequent complaint about boards that try to make decisions about how things should be done.
microwave boardmanship:	Decision-making that is fast but lacking in thoughtful deliberation and often involves the use of e-mail and the Internet.
misnomer:	Literally means mis-named. Something whose name doesn't fit.
"nature abhors a vacuum":	Even in nature, where there is a hole, there is a tendency for other things to try and fill the hole. In organizations, the idea that if some needed job is not being done, different people will tend to rush in to do it.
nonprofit:	Any organization created for the purpose of achieving a better society rather than to return money to its owners. In the USA, this usually refers to corporations recognized by the IRS (Internal Revenue Service) under the 501c heading. By law, these organizations are owned by the public, and administered in trust.
nonprofit sector:	All of the nonprofit organizations in an economy, taken together.
"No presente problemas. Solucionees!":	Don't show us the problems. Show us solutions!
"on the same page":	Working together, with a common set of expectations, just as two actors must be on the same page when they are practicing a scene in a play.
operations:	The part of an organization that is involved with doing the day-to-day work. Operations often includes program as well as other support activities.

organizational decay:	The condition where an organization begins to lose direction, members and effectiveness. The loss in one area tends to increase the losses in other areas.
organizational mission:	A statement that defines what the organization is doing, why they are doing it, who they are doing it for, and how they need to go about doing it. A good mission statement allows the organization to develop specific goals, formulate specific plans to achieve them and continually refocus its activities.
organizational planning:	The process of deciding what the organization should accomplish within a specific time.
organizational vision:	In this work, the vision refers to the long-term destination of the organization or what the organization wants to become. Many organizations use the words “vision,” “mission,” “purpose” and others in different ways. The important thing is to respect the need for both a long-term statement of why the organization exists and a short-term statement specifically stating what the organization expects to achieve.
outcomes:	As it refers to the CEO's job description, this means the board should expect that certain things will be accomplished by the organization, rather than spelling out the activities the CEO should perform. Remember, the board should focus on “what,” leaving the “how” up to staff.
“out of order”:	According to Roberts' Rules of Order, the chair of a meeting may rule someone out of order—thus forcing them to stop speaking—if they are violating the rules for speaking.
parameters:	Limits or boundaries. One parameter for a board might be that it is composed of at least five members, but not more than 12 members.
paraprofessional:	Someone trained to assist a professional, such as a legal assistant or a bookkeeper.
parliamentarian:	An individual responsible for ensuring that the organization's rules for meetings (usually Roberts' Rules of Order) are precisely followed.
perception is reality:	As used here, it means that what people think about the organization is really what matters—even if those perceptions are wrong.
policy:	An instruction to the future, based on experience and collective wisdom. One policy of an organization might be that the office is closed on Christmas Day and Easter. If this is the policy, the board doesn't have to make the decision each year—the policy will remain in force until it is changed.

proactively engage the future:	To anticipate what will likely happen and then to make plans to deal with it, rather than reacting to expected events after they happen.
probing discernment:	Careful thinking about an issue, involving orderly questioning and inspired decision making.
program:	The “work” of an organization that is directly fulfilling its mission or purpose. For example, teaching would be the program activities for a school.
provision for succession:	A plan to make sure that when one leaves the job, another qualified person will be ready to start.
relevant to the issues:	A board that understands what is really important to those who directly provide services and to those who receive services of the organization.
risk management:	Considering the things that could go wrong and deciding what things can and should be insured against, and what changes should occur to lessen the likelihood that one of these things might go wrong. It's not called “risk elimination” because you can't eliminate most risks, but you can assess how likely they are, and act where it makes sense.
role distinction:	Formally separating what each group of tasks should be, for example, deciding for which tasks the board and the staff should each be responsible.
SAT scores:	In the USA, the SAT is a difficult standardized test that many colleges and universities use to decide whether or not to admit a new student.
simulation:	A model of reality that is often used to plan for the future or to try out different possible courses of action. Often used for training.
solicitation:	Asking others for money, especially during fund raising in not-for-profit organizations. Also refers to selling products or services in for-profit organizations.
stakeholders:	Any group that will be affected by the organization. The major stakeholder group of most organizations will be its members. Some organizations do not have members, and their main stakeholder group might be the people they serve, or perhaps a group of other organizations.
stated purpose:	This is the reason the organization exists. Often this is included in the organization's governing documents (such as its Articles of Incorporation, Bylaws, etc.) and sometimes changes must be registered with the governmental office that has licensed or created the organization.

status quo conservatives:	People who resist change of almost any kind.
stewardship:	Someone who cares for something that belongs to someone else is a steward. Good stewardship in organizations is effectively managing what belongs to others—whether it be the organization itself, or the assets that have been entrusted to the organization to achieve the organization's stated purpose.
trust/trustee:	In this context, a trust is an activity or responsibility that is performed on someone else's behalf. A trustee is someone who is named to administer that trust.
VP:	Vice president. Usually the second level of management, reporting to the president or CEO.
word-smithing:	Editing a document by discussing changes in how it is worded.

