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“When You Are In the Minority”

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All board members are in the minority at some
point.

“The test of courage comes when we are in the minority. The test of tolerance comes when we are in the majority.”

Ralph W. Sockman

Throughout this board development learning track session, our panel of current and former school board members will discuss proven techniques for establishing effective consensus leadership in a divided board.

“Be who you are and say what you feel, because
those who mind don't matter and those who
matter don't mind.”

Dr. Seuss

... SO ..

Be Who You Are and Say What You Feel

As school board members, our panel appreciates that we will each be in the minority on some issues and will need to reach consensus in making decisions that are in the best interest of our schools while, at the same time, not compromising our individual core values and beliefs.

“Whether you think you can or think you can't -
you are right.”

Henry Ford

... SO ..

Think “Can” Not “Can’t”

To establish effective leadership when dissenting, minority positions exist, school board members must focus on how the BOARD ‘can’ work together toward mutual goals and objectives rather than focusing on ‘can’t’ hurdles.

Can't Hurdles

- Unnecessary Policy and Guideline Constraints
- Pigeonholing
- Personality Differences
- The 5-0 Paradox

Unnecessary Policy and Guideline Constraints

OSBA Code of Ethics

While serving as a member of my board of education, I will accept the responsibility to improve education. To that I will:

- Remember that my first and greatest concern must be the educational welfare of all students attending the public schools;
- Obey the laws of Ohio and the United States; ***
- Recognize that as an individual board member I have no authority to speak or act for the board;
- Work with other members to establish effective board policies;
- Delegate authority for the administration of the schools to the superintendent and staff;
- Encourage ongoing communications among board members, the board, students, staff, and the community;

Adopted by the OSBA Delegate Assembly November 11, 1991

Discussion

How has your school district handled
“Unnecessary Policy and Guideline Constraints” in
the past?

Pigeonholing

“One definition of a pigeonhole according to dictionary.com is:

[·] A specific, often oversimplified category.

‘Being pigeonholed’ is:

[·] To classify mentally; categorize.

[·] To put aside and ignore; shelve.”

Landis, Sean, *No Pigeon Holes, Please: On Avoiding Being Pigeonholed*,
<http://www.artima.com/weblogs/viewpost.jsp?thread=41453>(Mar. 29, 2004).

“To mentally classify or categorize someone into an oversimplified category often leads to them being put aside or shelved. There is a positive side to the act of categorizing [board members], but what [we are] talking about are the times when carelessly classifying individuals does harm to them or to their [school board]. It is important to understand the difference.”

Landis, Sean, *No Pigeon Holes, Please: On Avoiding Being Pigeonholed*,
<http://www.artima.com/weblogs/viewpost.jsp?thread=41453>(Mar. 29, 2004).

“Consider an imaginary project with a set of preliminary requirements, an aggressive target date, and a [five] person team to implement it. An effective way to meet the project goals would be to match the skill sets of the team members to the tasks that will fulfill the requirements. If this is an important project with tight constraints, then limiting the scope of each individual's work to what they've proven to be good at is more likely to lead to success. This is good management, not pigeonholing.”

Landis, Sean, *No Pigeon Holes, Please: On Avoiding Being Pigeonholed*,
<http://www.artima.com/weblogs/viewpost.jsp?thread=41453>(Mar. 29, 2004).



“Pigeonholing, on the other hand, has to do with missing opportunities because of careless categorization of individuals when categorization is unnecessary.”

Landis, Sean, *No Pigeon Holes, Please: On Avoiding Being Pigeonholed*,
<http://www.artima.com/weblogs/viewpost.jsp?thread=41453>(Mar. 29, 2004).



Discussion

How has your school district handled
“Pigeonholing” issues in the past?

Personality Differences

OSBA Code of Ethics

While serving as a member of my board of education, I will accept the responsibility to improve education. To that I will:

- Remember that my first and greatest concern must be the educational welfare of all students attending the public schools; ***
- Respect the confidentiality of privileged information; ***
- Encourage ongoing communications among board members, the board, students, staff, and the community;
- Render all decisions based on the available facts and my independent judgment rather than succumbing to the influence of individuals or special interest groups; ***
- Support the employment of staff members based on qualifications and not as a result of influence; ***
- Cooperate with other board members and administrators to establish a system of regular and impartial evaluations of all staff;

Adopted by the OSBA Delegate Assembly November 11, 1991

Discussion

How has your school district handled “Personality Differences” issues in the past?

The 5-0 Paradox

OSBA Code of Ethics

While serving as a member of my board of education, I will accept the responsibility to improve education. To that I will:

- Remember that my first and greatest concern must be the educational welfare of all students attending the public schools;
- Obey the laws of Ohio and the United States; ***
- Render all decisions based on the available facts and my independent judgment rather than succumbing to the influence of individuals or special interest groups;
- Make every effort to attend all board meetings;
- Become informed concerning the issues to be considered at each meeting; ***
- Express my personal opinions but, once the board has acted, accept the will of the majority.

Adopted by the OSBA Delegate Assembly November 11, 1991

Discussion

How has your school district handled “The 5-0 Paradox” in the past?



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