

## MEMBER ORIENTATION AND EDUCATION

### TOPICS

The Goals of Developing Governing Body Members

Overcoming Challenges to Educational Programming

Ways to Make Member Development Valuable

Measuring the Impact of Member Development

Celebrating Educational Advances with Other Stakeholders

This section examines the importance of good processes to develop and maintain the capabilities and competencies of your governing process participants. It explores effective ways for you to design and manage programs that ensure the orientation and ongoing education of your governing body colleagues.

### THE CHALLENGE

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*Every year, your governing body experiences a 30-40% turnover in membership. How can you explore why this turnover is so high? And how can you improve the orientation and education of these members to enable them to make more effective and efficient decisions in their governance work?*

### THE GOALS OF DEVELOPING GOVERNING BODY MEMBERS

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Few people are born with the aptitudes to be effective members of a governing body, and service on a governing body is not taught in school. Members thus need to learn what it means to serve on a governing body by participating in development activities. Even people who have previously served on governing bodies benefit from development, as no two governing bodies are the same. Each governing body has its own culture, values, and procedures, and

each serves an organization with its own mission, vision, and strategies. All governing body members have the right and duty to learn about the work of the governing body and the organization it serves.

Development activities involve initial orientation and routine education of the members of the governing body about the work of the organization. Development also entails enabling members to master the art and science of good governance decision-making, policymaking, and oversight, as well as getting along with other members of the governing body and maintaining healthy and productive relationships with managers. It also calls for the ability to build relationships with health workers, politicians, and other stakeholders.

## Member Orientation

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The goal of orientation is to prepare the members of the governing body to effectively govern the organization. Orientation provides an initiation to service on the governing body and an introduction to the organization, its mission, and programs. Orientation clarifies future time and financial demands and gives members the opportunity to get to know other members and key staff persons. Members have the chance to visit the facility and/or offices and to build an informed foundation for effective service on the governing body in the coming years.

Orientation also enables the governing body to educate new members and get them quickly engaged in the governing body's activities. It makes sure that every member is functioning within the same framework and with the same instructions. Orientation benefits the governing body as a team by providing an official launch for new partnerships and relationships.

A typical orientation program is structured into sessions specific to the organization, hospital, or health system served by the governing body. Each session in the orientation program answers basic questions regarding the organization, such as its structure, key managers, and financial and legal issues. See Box 18.1 for a sample program for a governing body orientation that can be adapted to your particular organization.

### BOX 18.1 Information to be included in an orientation for governing body members

- the organization (history, mission, vision, and values)
- programs and services
- structure
- strategies, plans, and planning process
- funding (annual budget and funding sources)
- financial management
- legal issues and risk management
- public relations and organizational spokesperson
- staffing
- structure of the governing body
- roles, responsibilities, and team work of members of the governing body
- board operations and policies
- specific skills (e.g., how to read a financial statement)
- questions and answers

[Appendix 18.1](#), which provides a more comprehensive outline of a governing body orientation program specifically for a hospital, can also be adapted to your specific health services organization.

## OVERCOMING CHALLENGES TO EDUCATIONAL PROGRAMMING

One of the challenges governing bodies face with regard to member education is how to organize orientation for members. Some opt for a retreat lasting from several hours to more than a day in order to cover all topics needed for proper orientation. However, a lengthy orientation may be too much of a time commitment for busy members, who have already committed to attendance at governing body meetings. This is especially the case for those who must travel between cities for governing body meetings. An additional disadvantage of the retreat model of orientation is retention of information, since a lot of information is imparted in a short time.

One way to orient governing body members is to divide the content into components to be conveyed during initial contacts with the members. For example, when members are being cultivated, they can learn about the organization—including its mission, vision, values, and major strategies. At that time they can also focus on the specific contribution they can make to the organization. Once members have accepted the invitation to join the governing body, they should receive the governing body handbook. This handbook (see Box 18.2) contains the information members need to start service on the governing body, and they should read it before their orientation.

### BOX 18.2 Information to be included in a handbook for governing body members

- **Organizational background**
  - history
  - mission, vision, and values
  - articles of incorporation or bylaws\*
  - internal regulations\*
  - most recent annual report\*
- **Programs and services overview**
- **Organizational chart**
- **Strategic directions, strategic plan,\* and annual operational plan\***
- **Overview of funding and revenue sources**
- **Finances**
  - overview
  - annual budget
  - most recent audit report
  - policies with regard to investments, reserves, and endowments
- **Overview of key staff positions and names of staff members in those positions**
- **Structure and members of the governing body**
  - members of the governing body: names, contact information, terms, and brief biographies
  - officers of the governing body and position descriptions
  - committees of the governing body and their terms of reference
- **Roles and responsibilities of members of the governing body**
  - governing body roles and responsibilities
  - individual responsibilities as members of the governing body
  - member agreement
- **Operations of the governing body**
  - meetings
  - annual calendar
  - orientation and continuing education of members
  - minutes of most recent board meetings\*
- **Policies of the governing body**
  - meeting attendance
  - reimbursement of expenses incurred by members of the governing body
  - compensation of members of the governing body
  - conflict of interest
  - assessment of the performance of the governing body as a whole and of individual members
  - performance assessment of the chief executive

\*These items can be included in the appendixes of the handbook.

Once members have read the governing body handbook, a core orientation meeting can be scheduled. At this orientation, old and new members meet and get to know each other, and key organizational issues are covered in detail, without repeating information that is

in the handbook. The orientation includes a question-and-answer session to clarify areas of concern or importance. The first *official* governing body meeting, held later, will orient new members to regular business.

Some governing bodies recruit new members throughout the year, rather than all at once. In those cases, “orientation” might be a meal or meeting with just the chairperson and a welcome as a brief agenda item during a regular meeting; alternatively, orientation might take place informally with a mentor for the new member. This more informal approach makes most sense when:

- the organization is local and/or very small;
- the new member already knows most of the existing members;
- the new member is already very familiar with the organization’s work.<sup>1</sup>

Development of the governing body doesn’t end, however, with orientation. Every governing body meeting should also be used for education. Continuous education strengthens the governing body and, ultimately, makes it more effective.

Continuous governing body training can be organized in several ways. One option is to schedule training at regular intervals, perhaps three or four times per year. These trainings can be scheduled ahead of time for the whole year so that the members can arrange to be available. They can be organized around predetermined topics or left open for governing body issues as they arise. See Box 18.3 for education topics.

#### BOX 18.3 Ideas for continuous governing body training topics

- resource mobilization and the role of members of the governing body in raising funds
- legislation applicable to non-profit organizations and their governing bodies
- leadership succession and the role of the board
- board member duties as individuals
- funding sources, financial management and the fiduciary role of the board
- human resources (including staff compensation and benefits) and the role of the board in staff relations
- accountability and transparency - discussion of how to strengthen organizational accountability and transparency
- review of the organization’s mission, vision and strategies
- programs – review of major programs, technical explanations of program work
- organizational impact – discussion of how to measure it
- governing body structure and responsibilities of committees
- risk analysis and management
- the role of the governing body in supporting the chief executive

Source: KU Work Group for Community Health and Development, “Welcoming and Training New Members to a Board of Directors,” chap. 9, sec. 5 in Community Tool Box (Lawrence, KS: University of Kansas, 2014). Available at: <http://ctb.ku.edu/en/table-of-contents/structure/organizational-structure/train-board-of-directors/main>

1. A substantial portion of the content of this section has been adapted, with permission, from KU Work Group for Community Health and Development, “Welcoming and Training New Members to a Board of Directors,” chap. 9, sec. 5 in Community Tool Box (Lawrence, KS: University of Kansas, 2014). Available at: <http://ctb.ku.edu/en/table-of-contents/structure/organizational-structure/train-board-of-directors/main>

Another alternative is to use regularly-scheduled meetings for governing body education to establish it as a standard part of governing body business. At the beginning of the year, specific governing body development topics can be assigned for presentation and discussion during 10- to 15-minute sessions at every governing body meeting. Training courses can also be scheduled as the need arises.

Finally, it is not necessary for all governing body education to be in person. The organization can periodically send short, interesting, and informative emails or newsletters on specific governing body education topics to members. Governing body members can also be encouraged to participate in online courses offered by organizations such as Board Source.<sup>2</sup>

Governing body trainings should vary in the way they are organized. Some training sessions can be done internally by a member of the governing body or staff member. Other sessions can use invited guests to address specific topics, depending on the expertise and resources available and the form of the training session.

Members of the governing body themselves are important resources for governing body education. For example, training sessions can be self-conducted, using discussion and facilitation by members of the governing body to address issues. Staff members can also provide governing body education, depending on the topic. Tax issues can be handled by an accountant on the governing body; similarly legal issues can be addressed by a lawyer, and health issues related to the work of the organization by a clinician such as a doctor or nurse. See Box 18.4 for an actual example of how one County Coordinating Mechanism (CCM) in Africa decided to organize member orientation.

#### BOX 18.4 Organizing a CCM member orientation in Zambia

After many years of requesting external technical support to orient new CCM members, the Zambia CCM decided to provide CCM member orientation itself. With the assistance of technical support providers, the CCM designed its own orientation program for CCM members and committee members, and trained Secretariat staff to deliver the training. The training for new members consists of:

- self-learning modules for new members: Global Fund and key stakeholders; CCM functions and structure; governance principles; Global Fund value chain; oversight; Zambia Global Fund portfolio; mentoring and coaching (for mentors and coaches); and CCM secretariat;
- two-day face-to-face orientation held in the form of a retreat and delivered by Secretariat staff;
- mentoring and coaching of new members by experienced CCM members.

There are instances in which a simple orientation is not sufficient for some governing body members. This is especially true if your organization asks clients/patients or people with less formal education to be governing body members or if new members join who:

2. BoardSource is the premier resource for practical information, tools, and training for board members and chief executives of nonprofit organizations worldwide. For more information about BoardSource, call +1 800-883-6262 or visit [www.boardsource.org](http://www.boardsource.org). BoardSource ©2013. Content may not be reproduced or used for any purpose other than that which is specifically requested without written permission from BoardSource.

- don't speak the language spoken at governing body meetings as their first language;
- represent special constituencies and thus have additional orientation needs regarding how to inform their constituency about governing body deliberations and how to inform the governing body about the concerns and issues of the constituency.

The chief executive plays a key role in the success of the orientation. The chief executive is the person most knowledgeable about the organization and thus the ideal person to share this information with new governing body members. The chief executive also usually guides the staff to organize the logistics of the meetings.

## WAYS TO MAKE MEMBER DEVELOPMENT VALUABLE

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According to “Welcoming and Training New Members to a Board of Directors,” there are three major stages in setting up an orientation and training session that is valuable for members of the governing body: (1) advance preparation, (2) the welcoming and training session, and (3) follow-up.<sup>3</sup> The steps within each stage are listed below.

### BEFORE THE WELCOMING AND TRAINING SESSION

- Decide who should attend.
- Decide who will facilitate the meeting.
- Send out information for governing body members to review before the meeting.

### THE WELCOMING AND TRAINING SESSION

- Provide name tags (or other type of culturally appropriate identification) and make sure everyone has a chance to meet everyone else.
- Explain (or review) major topics that concern the governing body.
- Allow adequate time for questions and answers.
- Make sure to involve new members immediately.

### AFTER THE WELCOMING AND TRAINING SESSION

- Send minutes that detail what was said and agreements that were made.
- Send an evaluation form to all governing body members following the orientation.
- For new members, follow up with a phone call to ask how the orientation went and what questions remain.

3. Adapted with permission from KU Work Group for Community Health and Development, “Welcoming and Training New Members to a Board of Directors.”

See Box 18.5 for additional tips from BoardSource on how to make orientation valuable for members of governing bodies.

#### BOX 18.5 Tips for organizing effective orientation programs

To turn orientations into effective training sessions, follow these guidelines.

- **Bring the right people together.** Expect everybody to attend assigned sessions. Help everyone get to know each other.
- **Create a conducive atmosphere.** Bring informality to your “classroom.”
- **Choose different modes to get your message across** and to effectively address certain issues—eg, facilitated discussions, small group exercises, case studies, etc.
- **Manage expectations.** Be clear as to why everyone is in the room and what they are supposed to get out of it.
- **Choose the right focus.** Concentrate less on the organizational details and more on how to be a good governing body member.
- **Discuss teamwork.** Governing bodies are teams, and only as a body can the governing body make decisions.
- **Incorporate the social side of governing body work** into the orientation process. Governing body members are often busy professionals and want to find an enjoyable professional setting for the retreat. Collegiality facilitates effective communication.
- **Give homework.** Orientation is just a beginning; show governing body members how they can build on what they just learned.

Source: Adapted with permission from “Board Orientation,” *Board Basics 101* (Washington, DC: BoardSource, 2013). BoardSource is the premier resource for practical information, tools, and training for board members and chief executives of nonprofit organizations worldwide. For more information about BoardSource, call +1 800-883-6262 or visit [www.boardsource.org](http://www.boardsource.org). BoardSource ©2013. Content may not be reproduced or used for any purpose other than that which is specifically requested without written permission from BoardSource.

## MEASURING THE IMPACT OF MEMBER DEVELOPMENT

Like any organizational activity, each governing body development activity should be evaluated on its own. In addition, governing body members should evaluate the governing body itself as well as themselves as individual governing body members. Conduct the following activities to evaluate the development of your governing body.

### Conduct a Governing Body Self-Assessment

A self-assessment gives the governing body an opportunity to step back from its routine business and focus on its performance as a governing body. It allows the governing body to evaluate whether it is fulfilling its responsibilities and focusing on key aspects of governing body work—from strategic direction and financial and programmatic oversight to fundraising and engagement with stakeholders.

As a result of the self-assessment, governing body members gain a better understanding of their own roles and those of other governing body members. They can also get a sense

of how well the governing body is performing and devise a clear action plan, which may include activities for further governing body development.

For more information on governing body assessment, see [Section 16](#), including [Appendix 16.3](#), and [Section 23](#), which contain a sample form to assess the performance of the governing body.

## Conduct a Self-Assessment of Individual Members of the Governing Body

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In addition to self-assessment of the entire governing body, governing bodies should provide the opportunity to conduct periodic assessments of individual members. Assessments of individual members are particularly useful when a member's term is near its end and the member is being considered for re-election. These assessments help guide your group's approach to continuous member education.

The self-assessment can be based on the letter of agreement that the governing body member signed at the beginning of the term (if any) or the governing body member terms of reference (see the Governing Body Member Agreement in [Appendix 17.3](#)). Each self-assessment should be followed by a conversation between the governing body member and either a member of the governance committee or the governing body chair. In the case of incumbents, this conversation serves to guide opportunities for future educational development, to determine whether they should be nominated for re-election, to remind governing body members elected for an additional term of their responsibilities, and to help the governance committee determine whether to nominate a member for an additional term.

See [Appendix 18.2](#) for a sample individual governing body member assessment that can be adapted to your governing body.

## CELEBRATING EDUCATIONAL ADVANCES WITH OTHER STAKEHOLDERS

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Celebrating the development of the governing body at every step in the process is important to recognize the good work of the governing body and of individual members. Celebrations energize members and add meaning to their work as members of the governing body.<sup>4</sup> The key is to decide on what to celebrate. Provide tokens of appreciation (such as useful items imprinted with the organization's logo) after governing body retreats or an annual meeting. Surprise the governing body with special refreshments at a meeting to celebrate a particular achievement. Be sure to celebrate the arrival of new members with a warm welcome and toast those who are departing to show appreciation. Celebrate not just for celebration's sake but for creating camaraderie among governing body members that allows them to get to know each other, share stories, and compare experiences. A governing body with strong spirit will be better prepared to face organizational challenges and find solutions.

4. See [Section 28](#) on Celebration.

In regarding to orientation and education of members of your governing body, discuss these actions with governing body leaders to adapt them to your own organization.

- If you don't have one already, prepare a governing body handbook for the members of the governing body.
- Organize an orientation for new members of the governing body; or if you have never held a governing body orientation, organize one for all members. Consider organizing the orientation as a retreat.
- Evaluate your governing body's development by carrying out a governing body self-assessment. Have the governing body discuss the results and develop an action plan.
- Remind members of the governing body of their individual responsibilities by conducting an individual member self-assessment.
- Following an annual meeting or retreat, celebrate your governing body and your governing body members!
- Provide tokens of appreciation to members of the governing body for their service.

## APPENDIX 18.1

## Sample orientation program/handbook for a hospital governing body

Main Topics	The section should answer the following questions:
Mission of the Organization	<ol style="list-style-type: none"> <li>1. Why do we exist?</li> <li>2. Has our mission changed recently?</li> <li>3. What are the communities we serve? Who are the “owners?”</li> </ol>
Vision of the Organization	<ol style="list-style-type: none"> <li>4. Where do we want to be as an organization?</li> <li>5. Has our vision changed recently?</li> <li>6. Does our strategic plan reflect our vision?</li> </ol>
Values of the Organization	<ol style="list-style-type: none"> <li>7. What are our core values?</li> <li>8. Has our value statement changed recently?</li> <li>9. Do the medical staff and management accept and promote these organizational values?</li> </ol>
Board of Trustees	<ol style="list-style-type: none"> <li>10. Who is on the board? (This section should include trustee and CEO names, addresses, work and home phone numbers, and their length of tenure.)</li> <li>11. Who are “internal” members? “External” members?</li> <li>12. What board committees do we have?</li> <li>13. Which board members are assigned to what committees?</li> <li>14. What is the health professional representation on the board?</li> <li>15. What are the provisions/terms of our D&amp;O insurance?</li> </ol>
Meetings	<ol style="list-style-type: none"> <li>16. What is the board’s meeting schedule? The committee meeting schedules?</li> <li>17. How long are board meetings? Committee meetings?</li> <li>18. Who provides staff support to the board? How do we contact them? Where is the board “office?”</li> <li>19. What does a standard board meeting agenda look like?</li> <li>20. How do we submit agenda items for the meetings?</li> </ol>
Organizational Structure	<ol style="list-style-type: none"> <li>21. What are the primary phone numbers for the organization?</li> <li>22. Who is the primary administrative support person we should contact? What is their direct phone number?</li> <li>23. How is the organization set up (parent, subsidiaries, special programs/units, etc.)?</li> <li>24. How is management set up (organizational chart)?</li> <li>25. Who is the senior administrator on call?</li> </ol>
Strategic Plan	<ol style="list-style-type: none"> <li>26. What is our primary direction over the next 3 to 5 years?</li> <li>27. Who developed the plan?</li> <li>28. Where are we in its implementation?</li> <li>29. What are the plan’s problems, if any?</li> </ol>

Main Topics	The section should answer the following questions:
Type of Organization	<p>30. What is our legal status (not-for-profit corporation, division/branch of a not-for-profit corporation, subsidiary of a for-profit corporation, etc.)?</p> <p>31. Do we have for-profit subsidiaries? If so, what are they and how does this work?</p> <p>32. Do we have non-profit subsidiaries? If so, what are they?</p>
“Direct Reports” to the CEO	<p>33. What departments/services report directly to the CEO?</p> <p>34. Who else reports directly to the CEO?</p>
CEO Responsibilities	<p>35. What are the CEO’s responsibilities?</p> <p>36. What is the difference between what the board does and what the CEO does? (Where is the line between the two functions?)</p> <p>37. Is the CEO a voting member of the board?</p> <p>38. Who handles the media?</p>
Medical Staff	<p>39. Who is the chief of the medical staff? How long have they had that position? Is this person on the board? Is this person a voting member of the board?</p> <p>40. What is the composition of the medical staff (how many, specialties, etc.)?</p> <p>41. What is the responsibility of the medical staff with respect to patient care and the board?</p> <p>42. How is the medical staff organized (including committees)?</p> <p>43. Is there an updated medical staff manual?</p> <p>44. What is the credentialing and reappointment process?</p> <p>45. What medical staff committees exist to ensure quality patient care?</p> <p>46. Does the medical staff leadership provide the board with routine reports on quality of care?</p>
Operations	<p>47. Do we have a customer service program? If so, what are its components and who is in charge?</p> <p>48. Do we have a patient handbook? If so, has it been recently updated?</p> <p>49. Do we have a continuous quality improvement/performance improvement initiative? If so, how is it working and who is in charge?</p> <p>50. What is the accrediting organization and how does it affect our organization?</p> <p>51. When was our last accrediting organization visit? Were we accredited? If no, what have we put in place to ensure we will be accredited at the next visit? When is the next visit?</p> <p>52. What programs do we have that reach out into the community?</p>

Main Topics	The section should answer the following questions:
Finance	<p>53. Who is our chief financial officer (CFO) and what are the CFO's responsibilities?</p> <p>54. Who conducts internal audits?</p> <p>55. Who conducts external audits?</p> <p>56. What was our inpatient/outpatient activity over the past year? Has it increased or decreased? What are the implications?</p> <p>57. What was our revenue and expense position over the last year? What are the implications?</p> <p>58. What is our payer mix? How does this affect our revenue?</p> <p>59. What are our key financial indicators?</p> <p>60. What is our bond rating?</p> <p>61. What are the trends in patient activity, reimbursement, technology, and in the market?</p>
Nursing	<p>62. Who is our director of nursing and what are their responsibilities?</p> <p>63. How are patient care services organized (e.g., ambulatory care, medical/surgical, intensive care, maternity/obstetrics, etc.)?</p> <p>64. Who is the "house supervisor" and what does this mean?</p> <p>65. What are the current issues regarding our Emergency Department?</p> <p>66. What are the inpatient statistics—e.g., the number of beds per unit, occupancy, number of surgeries?</p> <p>67. What are the outpatient statistics—the number of ambulatory visits, emergency room visits?</p> <p>68. Do we have case managers?</p>
Other Clinical Services	<p>69. How many labs do we have and where are they located?</p> <p>70. How many lab tests are done each month?</p> <p>71. How many radiology sites do we have and where are they located?</p> <p>72. How many radiographic studies are done each year?</p> <p>73. Do we have rehabilitation services? What are the specifics?</p> <p>74. Do we have cardiopulmonary services? What are the specifics?</p> <p>75. How is our social service/social work effort organized? What are the specifics?</p> <p>76. What are the specifics about our pharmacy services?</p>
Corporate Compliance/ Strategic Planning	<p>77. Who is in charge of corporate compliance and strategic planning?</p> <p>78. What are the responsibilities associated with monitoring corporate compliance?</p> <p>79. What is the specific role of the person in charge of strategic planning? How does this activity relate to board responsibility?</p>

Main Topics	The section should answer the following questions:
Legal	<p>80. Who is our counsel?</p> <p>81. Do we have outstanding lawsuits against us? What is the status?</p> <p>82. Who handles our contracting?</p> <p>83. What major contracts do we have outstanding?</p> <p>84. What are our most pressing legal issues?</p>
Physician Recruiting	<p>85. Do we employ physicians?</p> <p>86. How do we recruit physicians?</p> <p>87. What are our current physician needs for the organization?</p> <p>88. How are we progressing in our recruitment efforts?</p>
Human Resources	<p>89. How many employees do we have?</p> <p>90. What are our employee statistics (e.g., males vs. females, number that are full- and part-time, average age, average length of employment, turnover, etc.)?</p> <p>91. How many nurses do we have? Do we have a shortage? What are some of the main issues and efforts?</p> <p>92. What is in the employee benefit package?</p> <p>93. How does employee compensation compare with that of our competitors and with the industry?</p> <p>94. Do we have in-house education programs?</p> <p>95. What are the components of human resources that merit attention of the board (e.g., changes to administrative policies such as benefits and wages, accreditation criteria, etc.)?</p>
Materials and Facilities	<p>96. Who is in charge of materials and facilities management?</p> <p>97. What are some of the key responsibilities of this position?</p> <p>98. How does this function relate to capital purchases and the capital budget?</p> <p>99. If we have large construction projects underway, what has been our progress and what can we expect in the next 3 to 6 months?</p>

Source: The Governance Institute, *Board Orientation Manual* (San Diego, CA: The Governance Institute, 2005).

## APPENDIX 18.2

## Individual self-assessment for members of a governing body

Statement	Yes	No	Unsure
1. I understand and support the mission of the organization.			
2. I am familiar with the programs implemented by the organization and the services it provides.			
3. I prepare for meetings of the governing board by reading the materials that are provided.			
4. I read and understand the organization's financial statement, helping the governing body to fulfill its fiduciary responsibility			
5. I attend at least 75% of board meetings.			
6. I participate actively in discussions at meetings of the governing body, asking substantive questions and contributing my ideas and opinions.			
7. I assume leadership positions on the governing body and undertake special assignments willingly and enthusiastically.			
8. I keep the deliberations of the governing body confidential.			
9. I make a financial contribution to the organization within my means.			
10. I recommend potential donors to the organization and assist with fundraising.			
11. I speak for the board only when authorized to do so.			
12. I serve as an ambassador for the organization, telling its story and presenting its accomplishments.			
13. I represent the community on the governing body, bringing back concerns, ideas, suggestions and compliments.			
14. I counsel the chief executive as appropriate.			
15. I avoid asking the staff for special favors, and particularly requests for information, unless I have consulted with the chair of the governing body and/or chief executive.			
16. What can the organization do to ensure that your service on the governing body is more satisfying and productive?			
17. What can you do to ensure that your service on the governing body is more satisfying and productive?			