Community Capacity Building

Organizational Governance

Facilitator's Guide

There are no limits to the majestic future which lies before the mighty expanse of Canada with its vigorous, aspiring, cultured, and generous-hearted people.
(Sir Winston Churchill)

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Purpose of the Facilitator's Guide

The purpose of the facilitator's guide is to support the effective facilitation of a discussion about board governance among individuals who express an interest in learning how to develop a commonsense approach to applying good governance practices, principles and protocol for the purpose of achieving individual and organizational success.

Facilitating the Workshop

a.   Facilitator Profile

Effective facilitation of this workshop will require:

<   Knowledge and understanding of the role of organizational governance in relation to community economic development.
<   Skills in group facilitation. The facilitator will:
       -effectively use a wide variety of facilitation tools, techniques and methods
       -adapt to the needs of the participants
       -establish the environment which will encourage people to participate
       -help the group through the process of: identifying issues; problem solving; making decisions; defining goals and/or objectives and achieving expectations.

b.   Participant Profile

A diverse group of individuals who possess a wide range of attributes, knowledge, skills and experiences. They may be:

<   individuals whose background is widely varied but who share a common interest in learning more about governance within the context of community economic development
<   individuals from an existing organization who are interested in designing and implementing an effective governance model
<   individuals from an existing organization who may be motivated to assess their current structure and operations for the purpose of identifying priority problems and issues and develop strategies that will achieve favorable outcomes

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c.   Pre-Session Planning

i.   Methodology

Each exercise will provide the necessary details to support the:

T   pre-session preparation
T   preparation of participant resources and facilitator resources
T   purchase and/or lease, etc.of all other resources (i.e. supplies and equipment)

Note: You will find a copy of the "Resources Required Checklist" in the Facilitator's Toolkit to guide the pre-session work.

Depending on the size of the plenary group, small group size should consist of 5 to 8 participants. Switching the membership of the small groups provides individuals with the opportunity to hear fresh perspectives and to create the opportunity for participants to expand their network.

While the method for each activity is prescribed, it is recommended that the facilitator determine for themselves, which method of delivery is best for each situation. The key is to facilitate a process of empowering and assisting participants to achieve established objectives.

ii.   Pre -Workshop Questionnaire

The facilitator is responsible for identifying the specific learning needs of each group in order to customize the structure and content of the workshop to respond to the needs identified. Information obtained from participants ahead of time provides details that will support your efforts in designing a workshop based upon group expectations. Information and questions that assist in designing the workshop includes:

<   Individual information (i.e. their name, where they work and/or volunteer, relevant reporting relationships with others who may be attending, the composition of their work/volunteer group, special needs etc.)
<   Past community development and/or organizational governance experience

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< Knowledge of past, present and/or future community development initiatives which they were/are/ may be involved

< Background information on vision, mission, goals and activities of their community development efforts

< A list of priority expectations

The following provides suggested approaches on how to obtain this information:

1. Arrange a meeting with a representative of the participant group ahead of time. This is usually the most effective and efficient way to obtain information.

2. Develop a "pre-workshop questionnaire" which provides participants with an opportunity to identify their specific interests and expectations. A sample questionnaire is provided in the Facilitator's Toolkit.

3. Develop a draft workshop outline and send it to the participants via fax, e-mail or snail mail. Ask them to provide feedback on the agenda and the learning objectives. A sample letter is provided in the Facilitator's Toolkit.

It is recommended that you use a 'Parking Lot' to capture additional issues and ideas generated throughout the workshop. Address each issue at the appropriate time of the workshop and review the list again at the end of the workshop for the purpose of either: addressing outstanding items; or seeking further information; or suggesting that participants work on outstanding issues and share their findings post-workshop.

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iii. Developing/Customizing Agenda

The needs and interests of the participants and the time available will determine the topics that will be explored in the workshop. This is a one day workshop which will consist of the following:

< Objective of the session
< An introduction
< Establishing ground rules
< A review of the key learning objectives
< Topic overviews and activities
< Identification and discussion of issues, concerns and challenges
< A conclusion consisting of a review of expectations and completion of the workshop evaluation

iv. Materials/Supplies/Equipment

The following supplies will be required:
G flip chart stand(s) and paper
G markers, pens and pencils
G masking tape
G paper for participants
G Post-it notes or stickers for exercises
G copies of any handouts to be used
G folders and/or small binders for participant's tools

If you opt to use an overhead projector and laptop then you will need the following:
G Overhead projector
G Extra bulb for the projector
G Laptop
G Extension Cords
G Copies of overheads for participants
G Screen
G Power Bar
G Discs

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Caution: Always develop a Plan B when using technology

v.   Logistics

The facilitator is responsible for ensuring all logistical arrangements are made for the workshop. This will involve either doing it yourself or assigning the tasks to somebody else. Either way, it is the facilitator's job to ensure details are finalized and that confirmation has been received. Remember to accommodate any special needs of your participants.

This workshop has been designed to accommodate 12 to 16 participants. You will need a large room that will accommodate a U-shaped seating arrangement which will encourage group participation. To support the small group discussions which will be taking place, break out rooms/sufficient space will be needed.

Provision has been made in the workshop schedule for nutritional breaks. Prior to the workshop, notify participants that refreshments will either be brought in or make it clear that participants will be required to get their own that in such instances the expectation is that participants return to the room on time. In the event you will be ordering nutritional items to be delivered, ensure you have accommodated any special dietary needs of your participants.

vi.   Housekeeping

Immediately following the introductions, it is important that you address all housekeeping items. These may include but are not limited to:

< Advising participants that they will receive a copy of the Participant's Toolkit
< Hours of Work
< Lunch time
< Nutrition Break in the morning (with refreshments)
< Location of the water cooler, kettle, coffee pot, washrooms, available telephone etc.
< Use of cell phones
< How messages will be handled
< Contact number
< Emergency exit

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d.   Learning Objectives

Upon completion of this workshop, participants will be able to:

\#   identify common issues and challenges that exist in organizational governance while developing a sharpened awareness of early warning signs

\#   specify solutions to issues and challenges identified

\#   develop and demonstrate an understanding of good governance through analyzing common principles, practices and policies

\#   illustrate how to adapt good governance principles, practices and policies to suit a specific needs and functions. Some of which may include:

-       Defining roles and responsibilities
        - Increased accountability
-       Recruitment
-       Formulating the organization's structure(local, regional, provincial), size and context (geographic area, institutional, mandate etc.)
-       Critical periods of the organization's life
-       Decision-making processes
-       Balancing the need for stability versus the need to adapt to change
-       How policy-making responsibilities are shared between staff and Board members

\#   based upon the knowledge, skills and abilities acquired, encourage and guide organizations towards selecting tools and techniques that will help the organization achieve its goals

e.   Workshop Outline

The recommended agenda for a one-day workshop is provided below. Nutritional breaks are to occur during scheduled breaks. The workshop offers at least one exercise per topic. The workshop exercises section of this guide provides the facilitator with the information needed to effectively facilitate this workshop.

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Agenda: One Day Workshop - Organizational Governance

Introductions (Housekeeping Items/Ground Rules)

Review Workshop Purpose and Objectives

Overview of Organizational Governance

Functions and Characteristics of an Effective Board

Break

Partnerships

Roles and Responsibilities of Directors/Trustees

Lunch Break

Committee Functions

Legal Liability, Risk Management and the Role of Directors

Conclusion and Workshop Evaluation

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Exercise 1: Introduction

Time Frame: 30 minutes

Objective: To introduce yourself and to have the participants introduce themselves to each other.

Advanced Preparation:

Prepare the following flip chart:

1.   Name, position, and organization

        Briefly share one thing about your experience in community development or organizational governance

        New to community development or organizational governance? Highlight why you are interested

        An effective (community development) leader is.....
         (Note: try to identify characteristics of an existing CD leader/role model)

2.   Review the **Qualities of an Effective Leader.**

3.   Prepare a flip chart with the heading **"Ground Rules"**

Exercise:

Introduce yourself by highlighting your experience with community development, organizational governance and group facilitation.

Advise the group what your role is as facilitator and briefly explain the difference between facilitating, presenting/instructing and chairing group activities.
Place participants into pairs in accordance with the seating arrangement. Ask each pair to:

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<   introduce themselves to each other as per directions provided on the flip chart. Have participants write down the information received so that you may introduce their partner to the group.

<   complete the statement: "An effective (community development) leader is..." Have them write their thoughts down for the purpose of sharing with the group.

Bring the small groups back together and ask each group to introduce their partner and to read their leadership statement. Bring closure to the group activity by directing participants to review the "Qualities of an Effective Leader" section of their toolkit.

Conclude by advising participants of relevant housekeeping items and by developing a set of ground rules together. Explain the purpose and importance of establishing ground rules. Move the exercise along by writing the first rule on the flip chart and ask the group for others. Post this flip chart somewhere in the room where everybody can see as you may need to refer to it on occasion.

Notes to Facilitator:

Key points to be emphasized:

✓   Leaders cannot undertake a community development process on their own. They think 'we', they think 'team'. 'We' gets the credit.
✓   A community development leaders attract and motivate others
✓   They keep the momentum going through challenging and not so challenging times
✓   Leaders think through community leadership issues and how to develop leaders over time
✓   Balances the big picture and the pesky, yet important details
✓   They accept responsibility and don't sidestep it
✓   They are innovative and take calculated risks
✓   Remember you lead people and manage things (Jim Clemmer)

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Exercise 2: Workshop Purpose and Objectives

Time Frame: 15 minutes

Objective: To review the purpose of the workshop.

<u>Advance Preparation:</u>

Prepare the following flip charts:

1. **Purpose:**   To support the effective facilitation of a discussion about board governance among individuals who express an interest in learning how to develop a commonsense approach to applying good governance practices, principles and protocol for the purpose of achieving individual and organizational success.

2. **Objectives:**

\#   develop and demonstrate an understanding of good governance through analyzing common principles, practices and policies

\#   identify common issues and challenges that exist in organizational governance while developing a sharpened awareness of early warning signs

\#   specify solutions to issues and challenges identified

\#   illustrate how to adapt good governance principles, practices and policies to suit a specific needs and functions.

\#   based upon the knowledge/skills/abilities acquired, encourage and guide organizations towards selecting tools and techniques that will help achieve its goals

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Exercise:

Review workshop purpose and objectives. Ask if participants have any further expectations. If so, amend objectives if required.

Review the agenda.

Explain that in order to facilitate discussion and to promote the reinforcement of participants learning, concrete examples of organizational governance and/or issues in relation to community development need to be used throughout the exercises.

Close by confirming that your role as facilitator is to assist the group explore concepts and processes. As facilitator you will keep them on track and provide a process to support their learning.

Notes to Facilitator:

Post the workshop objectives and expectations where everyone can see them. Use this information at the end of the workshop to ensure that participant's expectations have been met and to summarize the results of the work.

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Exercise 3: Understanding Organizational Governance

Time frame: 45 minutes

Objective: To briefly review the definition of the term governance and discuss the strengths, advantages and challenges of organizational governance in relation to community economic development efforts in the province.

Advance Preparation:

Prepare to provide an introduction to governance. *(Source: Institute on Governance: www.iog.ca)*

> *Earlier thinking on governance thought there might be "one best way" to set up governance arrangements. This is reminiscent of the work of early writers about management who sought to identify the "one best way" of doing something. Proponents of this search for universal truths became known as the scientific school of management.*
>
> *However, as thinking about management became more sophisticated, the idea that there must be universally valid best practices was abandoned in favor of a situational approach. That is, the right way to manage an organization depended greatly on its situation: its business or mission, its market, its stakeholders or clients, its history and traditions, and so forth.*
>
> *Contemporary thinking on governance is rooted in the belief that just as there is no single model of management, there is no one "best" model of governance. Governance arrangements need to be tailored to take account of an organization's mission, in addition to other factors like people, culture, traditions and relationships. We call this approach: mission-based governance. In our experience, one of the great strengths of this approach is that it accommodates the great diversity of organizations.*

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1.   Write the following statements on a single flip chart and prepare a handout which is to be provided to each group:

    a.   Formulate a definition for the term governance.
    b.   Identify strengths, advantages and challenges of good governance.
    c.   Identify Leadership and Management skills and abilities required in order to effectively govern a community development organization

Participants are to draw upon their knowledge and understanding of and experience with organizational governance by considering: what they like; do not like; and what they believe are the key attributes to effectively govern a community development organization.

2.   Prepare a flip chart that provides copies of 2 - 3 sample definitions. Review the Glossary "Governance"

3.   Review the, "Leadership" vs. "Management" section of the Participant's Toolkit.

4.   Review a copy of the, "Sample Bylaws" section of the Participant's Toolkit.

Exercise:

Provide the participants with a brief introduction to governance.

Divide the participants into **small groups** of 5 - 8, depending on the size of the plenary group. Ask groups to: 1.) formulate a definition for the term governance; 2.) identify strengths, advantages and challenges of good governance; 3.) Identify Leadership and Management skills and abilities required in order to effectively govern a community development organization. Provide each small group a copy of the handout referenced in #1. Have each group identify a recorder to capture the group's thoughts on flip chart paper and a reporter who will share the group's work. Give each group 20 minutes to prepare their responses.

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Facilitator's Note:

Encouraging participants to share their rich and diverse experiences:

Tincreases the value of the learning experience
Tprovides participants the opportunity to discover a network of available resources

Close discussion by providing a summary of the key points raised and providing a synopsis of the following points:

governing boards have a variety of models, e.g. "working" (hands-on); "collective" (single team decision making); "policy" (strategic),"Policy Governance" (Carver). Often boards go through life stages where they start out as a working board, then evolve into a policy board where members focus mainly on strategic matters. Eventually they may grow into large, institutionalized Boards that often have small executive committees and may have many members some of which are big names to gain credibility with funders or investors.
(Source: http://www.managementhelp.org/boards/boards.htm)

Refer participants to the appropriate sections of their toolkit (i.e. the Glossary Governance, Leadership vs. Management and the Sample Bylaws).

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Exercise 4: What are the Functions of a Board?

Time Frame: 1 hour

This activity is comprised of two parts.

Part I:

Objective: To provide an overview of governance through the identification of the key functions of a Board and the exploration of strategies that strengthen and/or develop existing governance frameworks.

Advance Preparation:

1. Write the following statements (a. b. & c. refers) on separate pieces of flip chart paper for the facilitator's use:

a.) Good governance focuses on.........

b.) The characteristics/principles/elements of good governance are.....

Also, prepare the following handout and make copies for the small group activity:

c.) Our organization's approach to governance is becoming an increasingly hot topic among our stakeholders. Increased media attention has turned up the heat. Renewed credibility is being called for by our stakeholders (community leaders, staff, major funding partners etc.). Our long standing board members (the majority of whom are existing members) and our highly skilled, recently recruited CEO are all considering their options. At least two of these board

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members are currently sitting on provincial and federal committees. Recently our major funding agent advised that we have not honored our contractual obligations and are threatening to declare an essential contract null and void. The existing and/or looming issues, challenges and concerns facing this governing body may include.....

2.   Review the following sections of the Participant's Toolkits:

Warning Signs Your Board May Be in Trouble
Types of Governance Models
Why Evaluate? Determine the Kind of Board You Want
The Characteristics, Elements & Principles of Good Governance

Exercise:

Allow yourself 15 minutes to facilitate a brainstorming session with the **large group**. The group is to complete statements **1. a & b.** as noted above. Encourage the group to come up with as many endings as they can within the five minutes allocated for each statement.

For Section **1. (c)** above, divide the participants into small groups of 5 - 8, depending on the size of the plenary group. Ask each group to identify a **recorder** who will capture the group's work on flip chart paper and a **reporter** who will share the group's work. Give each group 20 minutes to complete section 1.(c) above.

Have each group report back to the plenary group. Conclude Part I of this activity by directing participants to the appropriate sections of their toolkit. Highlight and discuss areas that were not raised during the exercise.

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Note to Facilitator:

After the small groups debrief, briefly highlight the following:

✓ Boards differ greatly. It is important that Boards are able to determine what their circumstances call for in the way of structure, processes, plans etc.
✓ Boards and organizations heading for serious trouble often exhibit certain warning signs.
✓ Change (i.e. a looming crisis, the need for increased accountability and transparency, increased communication etc.) challenges organizations to develop strategies to monitor and evaluate the effectiveness of existing structures, processes and plans

Part II:

Objective: To provide participants with an opportunity to discuss common governance problems and identify solutions.

Exercise:

Pair participants according to the seating arrangements. Give the first item from the list produced in Section 1. (c) to the first pair, the second item to the second pair etc. until the list is depleted. Pairs will end up with one or two items to consider. Depending on the number of items and the availability of time, you may wish to check in with the group to see if there are other issues/challenges/concerns that they would like to explore and incorporate into this activity.

For each issue/challenge/concern participants identified in Section 1. (c) ask the pairs to:

1.   Identify the nature of the problem/issue; and

2.   Identify what can be done to respond to it.

It is suggested that, for each item the pairs may wish to: 1.) brainstorm possible actions or solutions, 2.) develop a list of possible options, 3.) identify the best option and note why. Allow 5 minutes per item.

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Have groups record their work for the purposes of sharing with the larger group.

After the debriefing, direct participants to the "Characteristics, Elements and Principles of Good Governance" section of their toolkit. Review together.
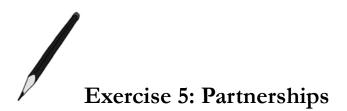

Facilitator's Notes:

Encourage participants to think about:

✓ board structure, processes, responsibilities and performance, etc.

✓ the needs, wants and expectations of staff/organizations/partners /community etc.

Bring closure to this discussion by acknowledging that governance is about taking risks, resolving conflict, making decisions and dealing with change. Those issues, problems and challenges cannot be avoided and taking action often produces beneficial results such as growth and development for the individual, the organization and the community.

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Exercise 5: Partnerships

Time frame: 30 minutes

Advanced Preparation:

Prepare three separate flip charts for each of #1, #2, and #3 below. Review the "Partnerships" section of the Participant's Toolkit.

Exercise:

With the large group, brainstorm the following questions:

Partnerships: 1.   What are they?
               2.   Why partner?
               3.   What are the elements of a successful partnership?

Capture the group's work on flip chart paper. Refer the group to the Glossary "Governance" for a definition of the term partnership and direct participants to the, "Partnerships" section of the toolkit.

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Facilitator's Notes:

Building partnerships is a process. Factors of successful partnerships:

✓   *Members* - a good partnership brings together the right people with the right skills and the right resources.
✓   *Share a Common Vision* - the group develops a vision for the partnership
✓   *A Plan* - develops goals, objectives and actions.
✓   *The Structure* - develops guidelines to help define who will do what and how:

    -record keeping
    -decision making(usually through consensus)
    -calling of meetings
    -running meetings (facilitation vs. chairing)

    -managing money
    -solving problems
    -conflict resolution

✓   *Resources* - develops resource plans, listing what is needed to do the work, deciding what the project needs, list all of the in-kind resources and make a plan for getting what you don't have(i.e. people, in-kind, environment, money)

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Exercise 6: Understanding Your Role as Board Member

Time Frame: 60 minutes

Objective: To develop an increased awareness of the various roles and responsibilities of members of the Board.

Advance Preparation:

1.   Prepare a flip chart or poster that provides the definitions of the following terms:

>   -Board Member/Director; and
>   -Board Members'/Directors' Role

(Note: Refer to the, Glossary: "Governance" for definitions.)

2.   Prepare the following handout and copy for small group discussion:

Recently the new Chairperson of a board conducted an assessment of Board operations to determine whether his board was ready to: hire a new CEO, and recruit for new members to replace the Treasurer and the Secretary. Some of the findings included:

Board members do not understand their individual roles and the potential for liability
Board is micro-managing (financial and personnel transactions)
Board feels filling these vacancies will solve longstanding problems of the board
Identified long standing issues between staff and the board
Previous CEO has been conducting most or all of board and staff recruitment
Board does not have term limits, meaning members can stay forever
No training or orientation has been provided to members

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Review the, "Assessing Director Performance" and "Roles and Responsibilities of Directors and CEO" sections of the Participant's Toolkit.

Exercise:

Break participants into small groups. Provide each group with a copy of the handout. Have each group assign a recorder and a reporter who will share their work with the large group. Ask each group to prepare responses to the following:

\#   In your view what has happened/not happened to produce these outcomes? Consider why the Board members and the CEO do not have a clear understanding of their roles.

\#   Identify the potential liabilities and risks that exist for this Board.

\#   Identify strategies to avoid the risks and to improve Board process in future. Consider developing policies and procedures, amending bylaws and/or establishing committees to support the change that needs to occur.

Give each group 30 minutes to prepare their response and have each group report back to the large group. Conclude by stating that the key performance areas include:
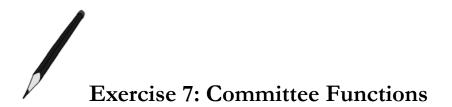

Notes to Facilitator:

Key points to emphasis:

✓   Clearly articulated and well understood responsibilities and relationships between and among board members and staff is essential for a smooth and efficient organization.

✓   The common and basic responsibility for all involved is the social and/or economic well being of the individuals you represent.

An ounce of prevention is a pound of cure.

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Exercise 7: Committee Functions

Time Frame: 45 minutes

Objective: To describe the types and functions of committees.

Advance Preparation:

1.   Prepare a handout with a list of the various types of committees and their typical roles. Review information provided at the website: www.managementhelp.org/board/brdcmtte.htm

Potential Standing Committees:
Board Development
Evaluation
Executive
Finance
Fund raising
Marketing
Personnel
Program Development
Promotion and Sales
Public Relations

Potential Ad Hoc Committees:
Audit
Campaign
Ethics
Events
Nominations
Research

Advisory Committees: advises on any issues the board requests data:
Policy
Plans
Public Relations

Note: *This type of committee may be standing or ad hoc. What makes an advisory committee stand out from the others is that the board is under no obligation to take the advice or recommendations from such a committee (however, it frequently does so). When an advisory committee is set-up, it is often at the request of or on the condition of a funding body.*

(Source: www.managementhelp.org/boards/brdcmtte.htm)

2.   Prepare a handout to support the small group exercise noted below.

3.   Review the template of the Terms of Reference for committees.

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Exercise:

Break the group in small groups, have each group assign a recorder and reporter and have each group complete the following questions:

1.   Prepare a list of the Pros and Cons of using board committees.

2.   Finish the statement: The role of a board committee is to......

3.   Finish the statement: An effective committee is one that.....

Have each group share their work with the large group.

Notes to Facilitator:

Key points to emphasize are:

<much of the decision making work of many boards is managed through effectively run committees

<committees serve an important role for actively involving all board members in the organization's work and for board leadership to emerge

<all board subcommittees must develop a "Terms of Reference", be "Delegated Authority", all resources (financial and staff) be pre-approved by the Board, and prescribe to effective and efficient reporting practices.

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Exercise 8: Legal Liability, Risk Management and the Role of Directors

Time Frame: 60 minutes

Objective: To introduce participants to practical tips that will be helpful to all directors.

Advanced Preparation:

1. Read and make copies of the article titled "Directors' Liability: A Discussion Paper on Legal Liability, Risk Management and the Role of Directors in Non-Profit Organizations" (source: Volunteer Canada, 2002 www.volunteer.ca).

2. Prepare three flip charts as follows: The Duty of Diligence
                                              The Duty of Loyalty
                                              The Duty of Obedience

Exercise:

Ask participants: As board members, do you have a clear understanding of what your legal duties and obligations are and what actions you can take to minimize personal liability?

1. Prepare the plenary group by offering the following statement: In representing the stakeholders of the organization and acting as their 'trustee', directors have three basic duties they include: the duty of diligence, the duty of loyalty and the duty of obedience. We are going to take a few minutes to discuss each of these for the purpose of further exploring their significance to your role as trustee.

2. Provide a quick overview of the liability of directors (one who fails to fulfill his or her duties may be liable). The term liability refers to the responsibility of directors and organizations for the consequences of conduct that fails to meet a pre-determined legal standard. Usually, the

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term 'consequences' refers to damage or loss experienced by someone, and being responsible for such consequences means having to pay financial compensation.

Liability arises in the following three situations:

1.   When a law (statute) is broken
2.   When a contract is breached or violated
3.   When an act, or a failure to act, whether intentionally or unintentionally, causes injury or damage to another person (tort).

There is no substitute for knowledgeable governance and thoughtful risk management, and the organization that manages its affairs in a conscientious and responsible manner will reduce its directors' liability risks considerably.

Place the following statement on a flip chart:

 In future, before accepting a directorship with an organization, I will....

Have the large group work together to finish this statement. The facilitator will capture the group's thoughts on flip chart paper.

(Source:"Directors' Liability: A Discussion Paper on Legal Liability, Risk Management and the Role of Directors in Non-Profit Organizations",Volunteer Canada, 2002, www.volunteer.ca).

Conclude this exercise by providing each participant with a copy of the above referenced document, bring their attention to the following points:

The majority of organizations today have Directors and Officers liability insurance in place
Incorporating your organization reduces the potential liability of directors. It is required by law for incorporations to indemnify the directors for liabilities that they may incur in carrying out their duties as directors.
Organizations that develop Conflict of Interest Policies, Nominations Policies etc. minimize risk

Learn about managing the risks associated with meeting management, financial management, contractual arrangements, know the policies, personnel management, orientation and training, etc.

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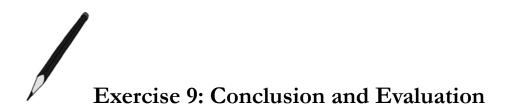
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Facilitator's Notes:

Key points to ponder:

- ✓ Legal Duties of Directors - Diligence, Loyalty and Obedience
- ✓ Liability of Directors - Statute, Contract and Tort
- ✓ Avoiding liability through risk management
- ✓ Directors and Officers Liability Insurance
- ✓ Indemnification
- ✓ Protect yourself as director

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Exercise 9: Conclusion and Evaluation

Time Frame: 30 minutes

Objective: To bring the workshop to conclusion by: reviewing the workshop learning objectives identified at the beginning of the workshop; review any additional expectations that were captured on the Parking Lot and obtain evaluative feedback on the workshop.

Advanced Preparation:

Copy the evaluation form.

<div style="border:1px solid black; padding:10px;">

Facilitator's Notes:

Go back to the flip chart that lists the learning objectives. Use it as a tool for reviewing the material that has been covered during the workshop. Also, refer to any items that may be in the Parking Lot. If an issue was not addressed, ask participants for ideas about how further learning could take place.

At the end of the workshop advise the group that it is important to obtain feedback from them as it will assist you and others to improve the workshop. Have the group fill out the evaluation form. Give the group five minutes to do so.

Bring closure to the session by thanking everyone for their participation.

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