

Friday Banquet Speech

New Developments in Policy Governance

Policy Governance is alive and active in the world...If you are involved in practicing the model outside of North America, please stand up and tell us where you are planting the seeds of world-wide reach of the model.

New Zealand, Australia, Europe, Mexico, North America, Singapore, Africa and most recently in the country of Jordan.

With the past 30 days, the Arab Women's Organization adopted a model consistent policy manual. The policy template, source document and introductory presentation were each translated into Arabic as part of a project funded by the Canadian International Development Agency in its efforts to promote gender and social equity. Next week I will embark on a two week journey to assist two other organizations in the network of the Arab Women's Organization.

Based on Five Minds for the Future by Howard Gardner

Introduction

A. Howard Gardner is the Hobbs Professor of Cognition and Education at the Harvard Graduate School of Education. He has authored many books, but among my favorites is Multiple Intelligences. He has been cited as one of the 100 most influential public intellectuals in the world.

B. Book was written for *policy makers*, not for psychologists.

C. Relevance to Policy Governance...

- As policy makers, for our organizations, maybe the content that I will describe has Ends implications for you.

The Five Minds of the Future

A. In this book, Gardner shows how we will each need to master the "five mind" that the fast-paced future will demand. Without these minds, we risk being overwhelmed by information, unable to succeed in the workplace, and without the judgment needed to thrive both personally and professionally.

1. The Disciplined Mind
2. The Synthesizing Mind
3. The Creative Mind
4. The Respectful Mind
5. The Ethical Mind

The Disciplined Mind

- A particular way of thinking about things—a distinctive way of thinking; capable of applying oneself diligently, improving steadily and continuing beyond formal education.
- What is the distinctive way of thinking required for Policy Governance practice?
 - Holding the 10 Principles at the forefront of our thinking.
 - Getting to a mutual learning model so that the Board learns together and thinks through its concerns lifting up the diversity of thought within the discipline of the principles.
- Pseudoforms.
 - Asserting of mastery without a decade or so of practice;
 - Following rigidly the letter of procedures without a sense of the purposes and boundaries of the discipline and the areas where the convention wisdom is inappropriate and thinking needs to be flexible;
 - Faking one’s preparation or performance.
- How to achieve a disciplined mind:
 - Identify truly important topics within the discipline
 - Spend significant amounts of time on the topic.
 - Approach the topic in a number of ways or a variety of entry points.
 - Set up “performances of understanding—
 - *How does a Board practicing PG perform under a variety of conditions.*
 - This assures application and integration into one’s response.
 - Without disciplined thinking, individuals remain “unschooled”.
 - They may have heard the lesson, but they never really learned it enough to integrate it into their thinking and their automatic responses.
- A disciplined mind requires *mastery* and *the capacity to renew through regular, disciplined practice*.
- How would we evaluate our own board or our client board’s in terms of disciplined minds?

The Synthesizing Mind

- Selecting crucial information from the copious amounts available; arraying that information in ways that make sense to self and to others.
- Pseudoforms. Selecting materials in a haphazard way; offering integrations that do not stand up to scrutiny, either by self or by knowledgeable others; inappropriate organizing frameworks; lack of an organizing stance; summaries that feature overly grandiose “lumping” of nitpicking “splitting”.
- **The components of synthesis:**
 - 1. A goal, a statement or conception of what the synthesizer is trying to achieve.**
 - 2. A starting point—an idea, image or previous work.**
 - 3. Selection of strategy, method, approach**
 - 4. Drafts and feedback.**
- Given these components, it would seem that:
 - 1. a CEO really needs the synthesizing mind to develop an Ends interpretation.**
 - 2. A Board needs to be synthesizers as they explore complex topics of the future that may have a critical impact on the organization it governs.**

The Creating Mind (big C and little c creativity)

- Going beyond existing knowledge and syntheses to pose new questions, offer new solutions, fashion works that stretch existing genres or configure new ones; creation builds on one or more established disciplines and requires an informed “field” to make judgments of quality and acceptability.
- Pseudoforms. Offering apparent innovations that are either superficial variations of long-existing knowledge or sharp departures that may be novel but are not accepted ultimately by the knowledgeable field.
- Creativity only occurs when an individual or group product generated in a particular domain is recognized by the relevant field as innovative and exerts a genuine, detectable influence or subsequent work in that domain.
- 3 elements must be present AND interact for creativity to occur:
 1. The **individual** who has mastered some discipline or domain of practice.
 2. The Cultural **domain** in which an individual is working, with its models, prescriptions and proscriptions.
 3. The social field—those individuals and institutions that provide access to relevant educational experiences as well as opportunities to perform. Representatives from the field ultimately pass judgment on the merit of the individual and/or his candidate creations. (In the world of commerce, this judge is the consumer).
- The acid test for creativity is: Has the domain in which you operate been significantly altered by your contribution?
- What is the difference between creator vs synthesizer?
 - Both require a baseline of literacy and discipline.
 - Both benefit from exposure to multiple examples, multiple role models and the construction of multiple representations of the same general topic.
 - The synthesizer’s goal is to place what has already been established in as useful and illuminating a form as possible. The synthesizer seeks order, equilibrium, closure.

Whereas

 - The creator’s goal is to extend knowledge, to ruffle the contours of a genre, to guide a set of practices along new and hitherto unanticipated directions. The creator is motivated by uncertainty, surprise, continual challenge, and disequilibrium.
- What is the difference between creator vs expert?
 - Both require mastery on a domain.
 - An expert is an individual who, after a decade or more of training, has reached the pinnacle of current practice in a chosen domain.
 - A creator is perpetually dissatisfied with the current work, current standards, current questions, and current answers. The personality of the creator is not threatened by being different from the pack. A new wrinkle causes new study. Creators are tough skinned and robust.

The Respectful Mind

- Responding sympathetically and constructively to differences among individuals and among groups; seeking to understand and work with those who are different; extending beyond mere tolerance and political correctness.

- Pseudoforms. Exhibiting mere tolerance, without any effort to understand or work smoothly with others; paying homage to those with more power and status while deprecating, dismissing, ridiculing or ignoring those with less power; behaving reflexively toward an entire group without attending to the qualities of specific individuals.
- Respect for others is fundamentally an issue of how an individual thinks of and behaves toward those persons whom he or she encounters each day.
- Research in the medical profession shows that successful teamwork depends more on the management skills than on the technical expertise of the leaders. Members of the teams respond favorably when their suggestions are taken seriously and when reflections on a procedure occur in a collegial manner.
 - PG application
- Other research suggests that decision-making should be construed as a process rather than an event. Members of the group should be encouraged to ask questions of one another, to weigh the pros and cons of alternatives, to advocate positions other than their own. Such an approach militates against hierarchy and promotes buy-in once a decision has been made.
- Sawa bono...I see you. Respect holds open the space that I have something to learn from the interaction with the other...that each person's input is driven by a valid life experience and that experience should be acknowledged and validated by the group.
 - Colleague Eric Craymer has been studying the difference between a unilateral control model of group process and the mutual learning model of group process.
 - In an article titled, "Does your leadership reduce learning?" Roger Schwarz lays out these two models for consideration...
 - Unilateral control suggests "I will achieve my goal through unilateral control...I will act rational...I am right and those who disagree are wrong...I have pure motives and those who disagree have questionable motives...I will advocate my position and keep my reasoning a secret; I will not ask others about their reasoning...the consequences of this method is mistrust, reduced effectiveness, misunderstanding, unproductive conflict, and defensiveness.
 - The mutual learning model suggests, "I have some information, others have other information...each of us may see things the others do not...the differences that exist are opportunities for learning, people are trying to act with integrity given their situations...therefore, I will test assumptions and inferences made, I will explain my reason and intent, I will focus on mutual interests and not positions, we will jointly design the approach we use, we will discuss undiscussibles, ...resulting consequences include increased trust, increased learning, increased effectiveness, and increased quality of work.
- Many of you have a policy provision in your governing style policy that says:
 - "The Board will govern with an emphasis on ...collective rather than individual decisions."
- We have a lot of work to do in this arena among our boards and within our board processes to raise the bar to meet the standards of "respectful minds".

The Ethical Mind

- Abstracting crucial features of one's role at work and one's role as a citizen and acting consistently with those conceptualizations; striving toward good work and good citizenship.
- Pseudofirms. Expounding a good, responsible line, but failing to embody that course in one's own actions; practicing ethics in a small arena while acting irresponsible in the larger sphere (or vice versa); *compromising* on what is proper in the short run or over the long haul.
- An ethical worker has
 1. A set of principles and values that can be stated or at least acknowledged upon questioning. The principles are consistent with one another, and they sum to a reasonably coherent whole.
 2. The worker keeps these principles in mind constantly, asks whether she is living by the and takes corrective action when she has not.
 3. The worker is transparent to the extent possible, she operates out in the open and does not hide what she is doing.
 4. Most importantly, the worker passes the hypocrisy test: she abides by the principles even when—or especially when—they go against her own self-interest.
- 1. Ethics involves a level of abstraction beyond respect...an ethical person thinks of him/herself as a member of a profession and asks how such persons should behave in fulfilling that role; OR he thinks of himself as a citizen of the world and asks how such persons should behave in fulfilling those roles. So the ethical equation is “person to the role.”
- 2. Philosopher Peter Singer explains this distinction well...
 1. “The ethical point of view requires us to go beyond a personal point of view to the standpoint of impartial spectator. Thus looking at things ethically is a way of transcending our inward looking concerns and identifying ourselves with the most objective point of view possible—with... “the point of view of the universe.”
- 3. 4 elements a “signposts toward achievement of ethical work...
 1. Mission. A board should specify what it is trying to achieve in its activities—what goals are woven in the fabric of the hat the board is wearing. (Sounds like governing style policy)
 2. Role Models. It is important to have exposure to boards who embody ethical work. Negative role models can provide needed cautionary tales.
 3. Mirror test—individual version. Look in the mirror and ask, “Am I proceeding in ways which I approve?” “If my mother knew everything that we were doing, what would she think?” If the editor of the local newspaper knew all and printed it, would I be ashamed or proud?” *This is the purpose of board self-assessment!*
 4. Mirror test –professional responsibility. With the assumption of authority and maturity comes the obligation to monitor what our peers are doing and, when necessary, to call them to account. 17th century French playwright Moliere declared, “We are responsible not only for what we do, but for what we do not do.”
- 4. Given my personal lessons learned this past year as a board member of IPGA, I call upon all of us to examine our laxity in monitoring. Our policies state that we will engage in systematic and RIGOROUS monitoring.... From the ethical mind...and from the stance “the point of view of our ownership”, what state is our monitoring practice really in? Have we as boards defined what rigor is as it relates to evaluating the results identified in monitoring

reports? Monitoring well is about engaging the ETHICAL mind...placing ourselves in the role of moral trustee, to connect the dots and respond appropriately given the performance that we see in our evaluation.

5. In 2005, Yo Yo Ma was asked about what he considered to be ethical work in his role as a leading musical performer. Ma outlined three distinct obligations:
 1. To perform the repertoire as excellently as possible;
 2. To be able to work together with other musicians, particularly under conditions where one has to proceed rapidly and develop the necessary common understandings and trust; and
 3. to pass on one's knowledge, skills, understanding, and orientation to succeeding generations, so that music as he cherishes it can endure.

6. As PG practitioners, the parallels with Yo Yo Ma's statement is stunning...What are our ethical obligations to the PG model...perhaps we have the same three distinct obligations...
 1. To perform our repertoire, including ownership linkage, policy development, monitoring, board self-assessment, as excellently as possible.
 2. To be able to work together with other board members, particularly under conditions where one has to proceed rapidly and develop the necessary common understandings and trust; and
 3. To pass on one's knowledge, skills, understanding, and orientation to succeeding generations, so that the governing values we cherish can endure.