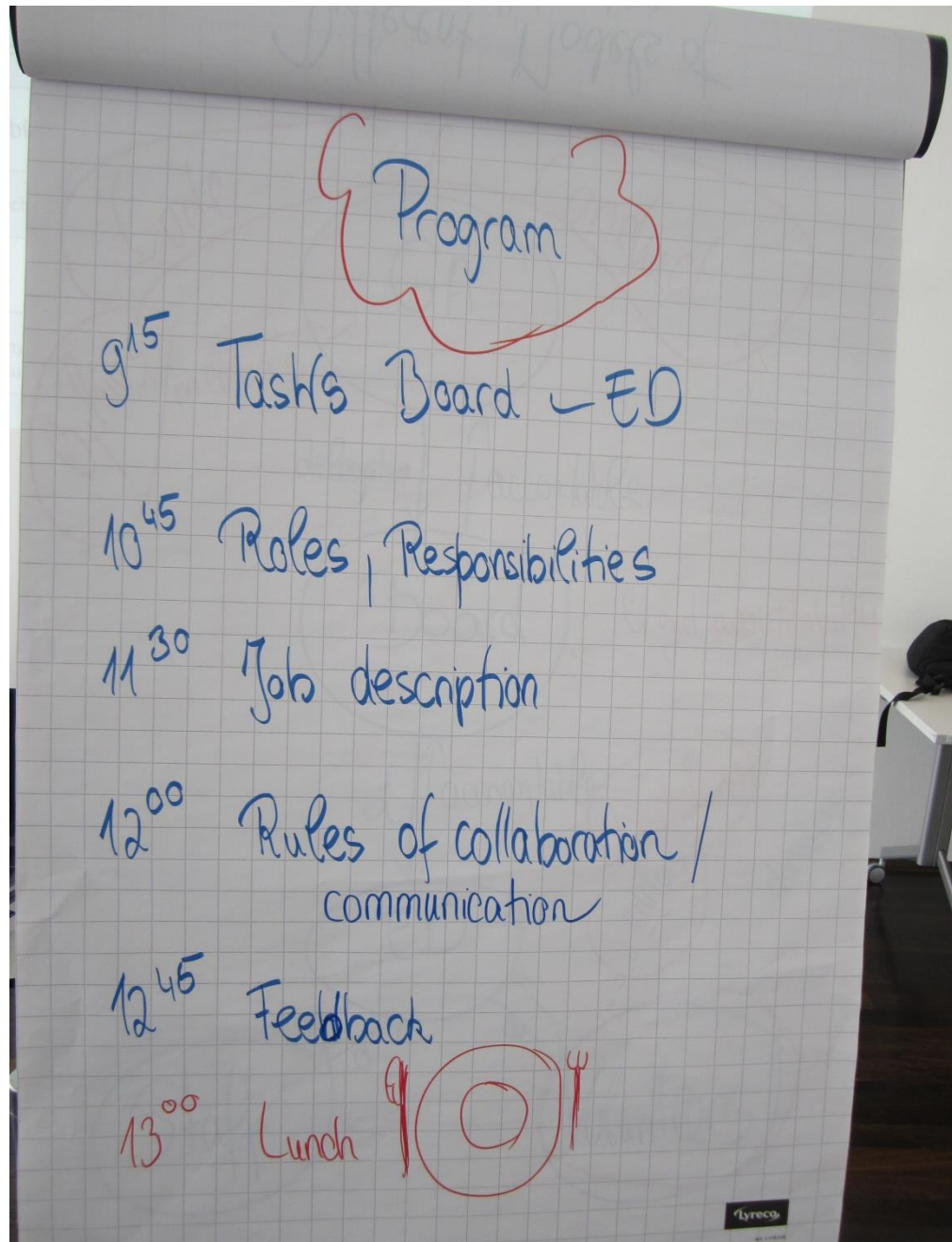


Being a Board Member for wikimedia

Ana-Maria Stuth

Geschäftsführerin Akademie für Ehrenamtlichkeit Deutschland

Workshop Program



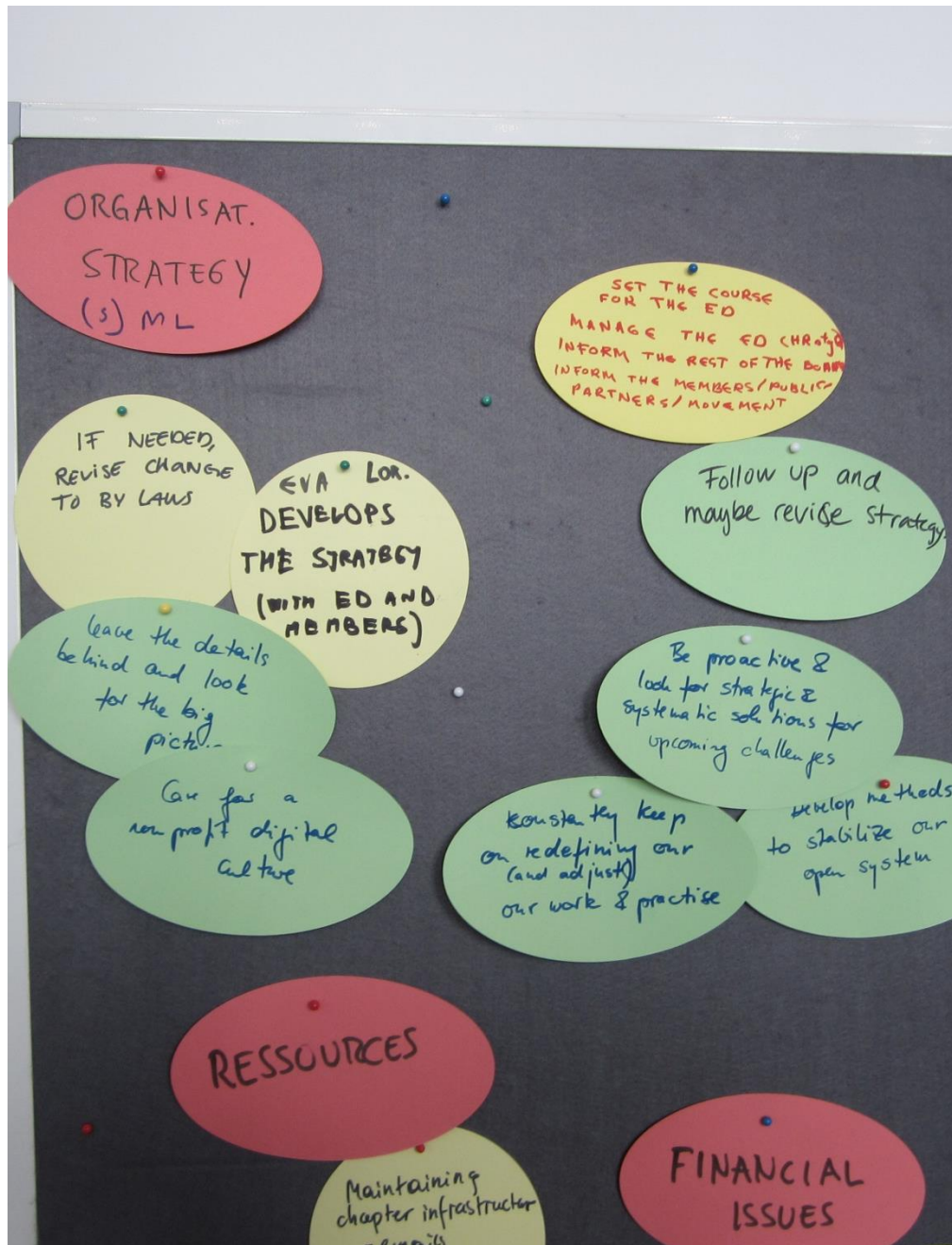
Tasks of a Board Member

Tasks of a Board Member

- **define mission and vision and values**
- **strategic planning**
- **financial management**
- **evaluation**
- **representation**

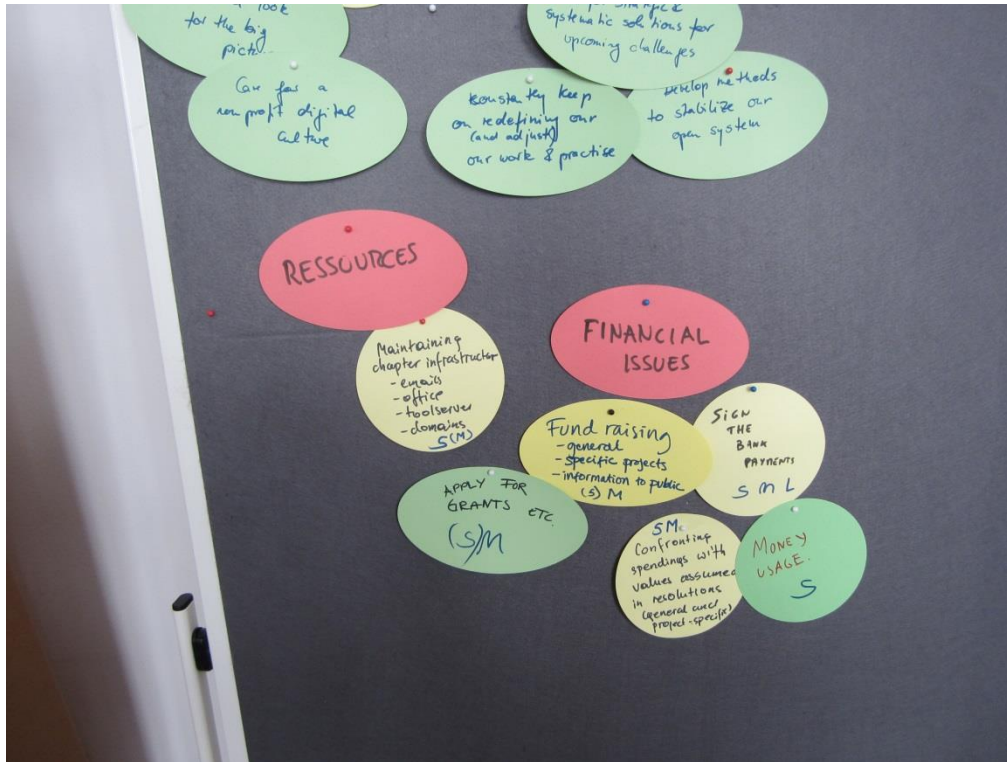
Board Tasks

Organisational Strategy



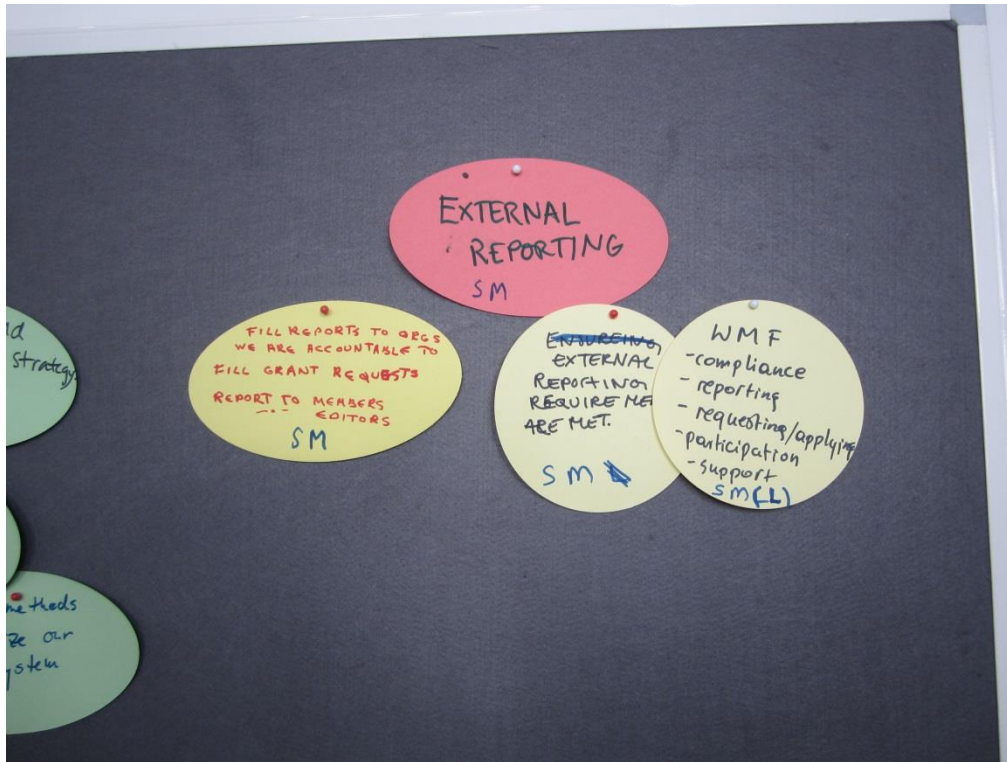
Board Tasks

Resources & Financial Issues



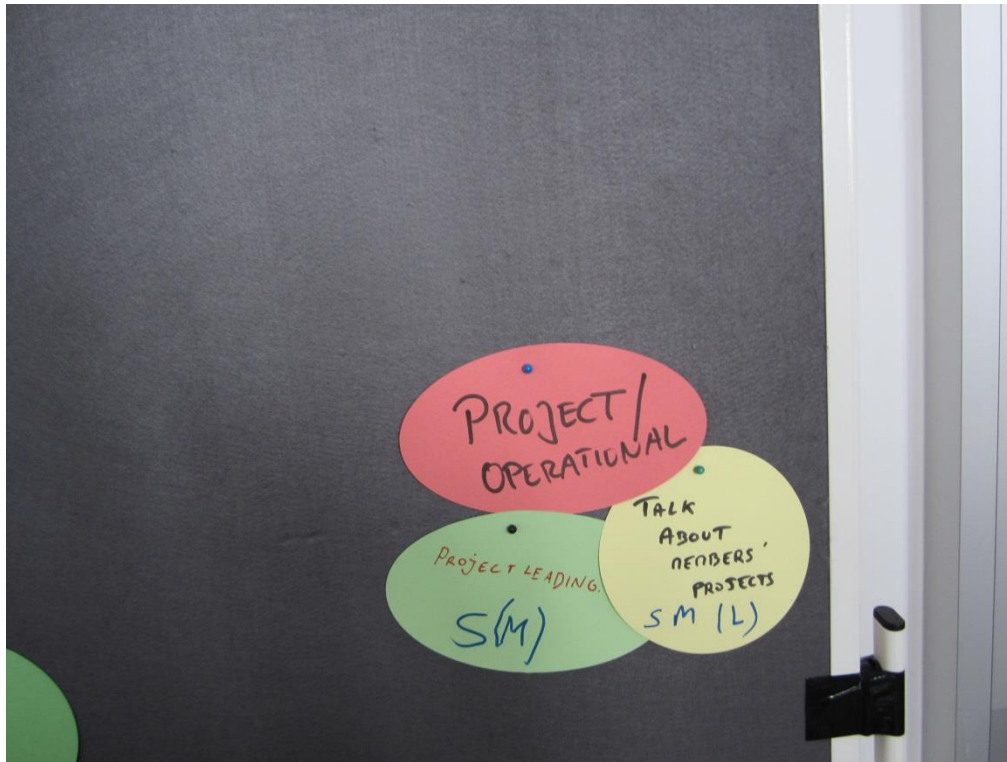
Board Tasks

External Reporting



Board Tasks

Project / Operational
Management



Board Tasks

Board / Internal Communication



Board Tasks

Community Management



Board Tasks

Staff Management



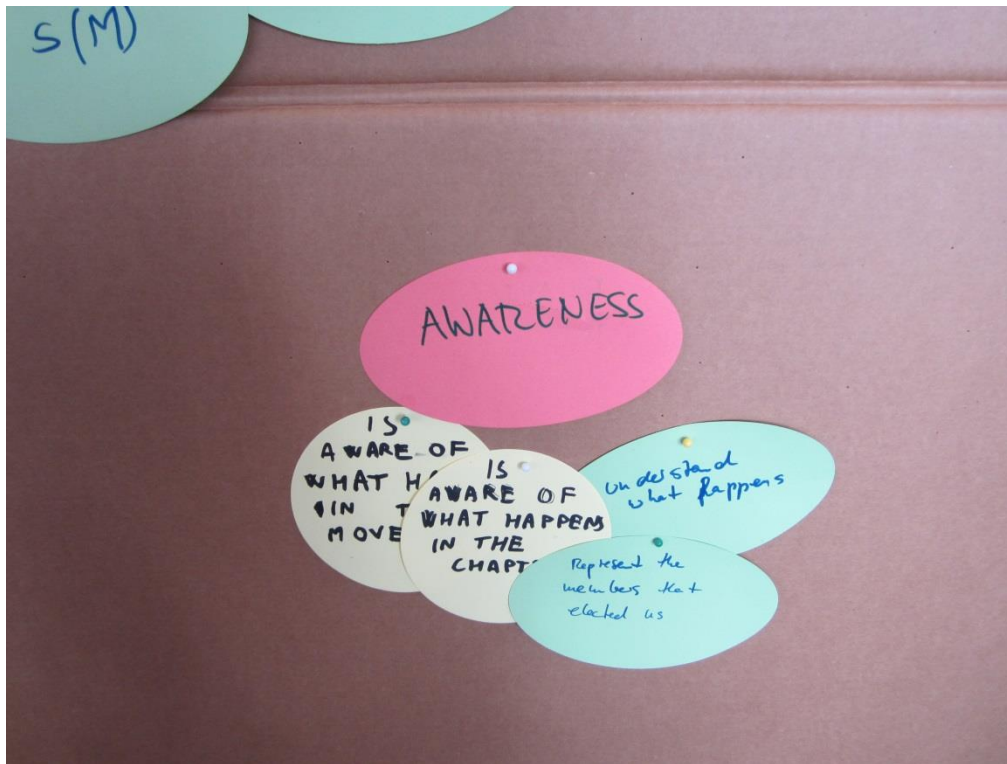
Board Tasks

External Communication



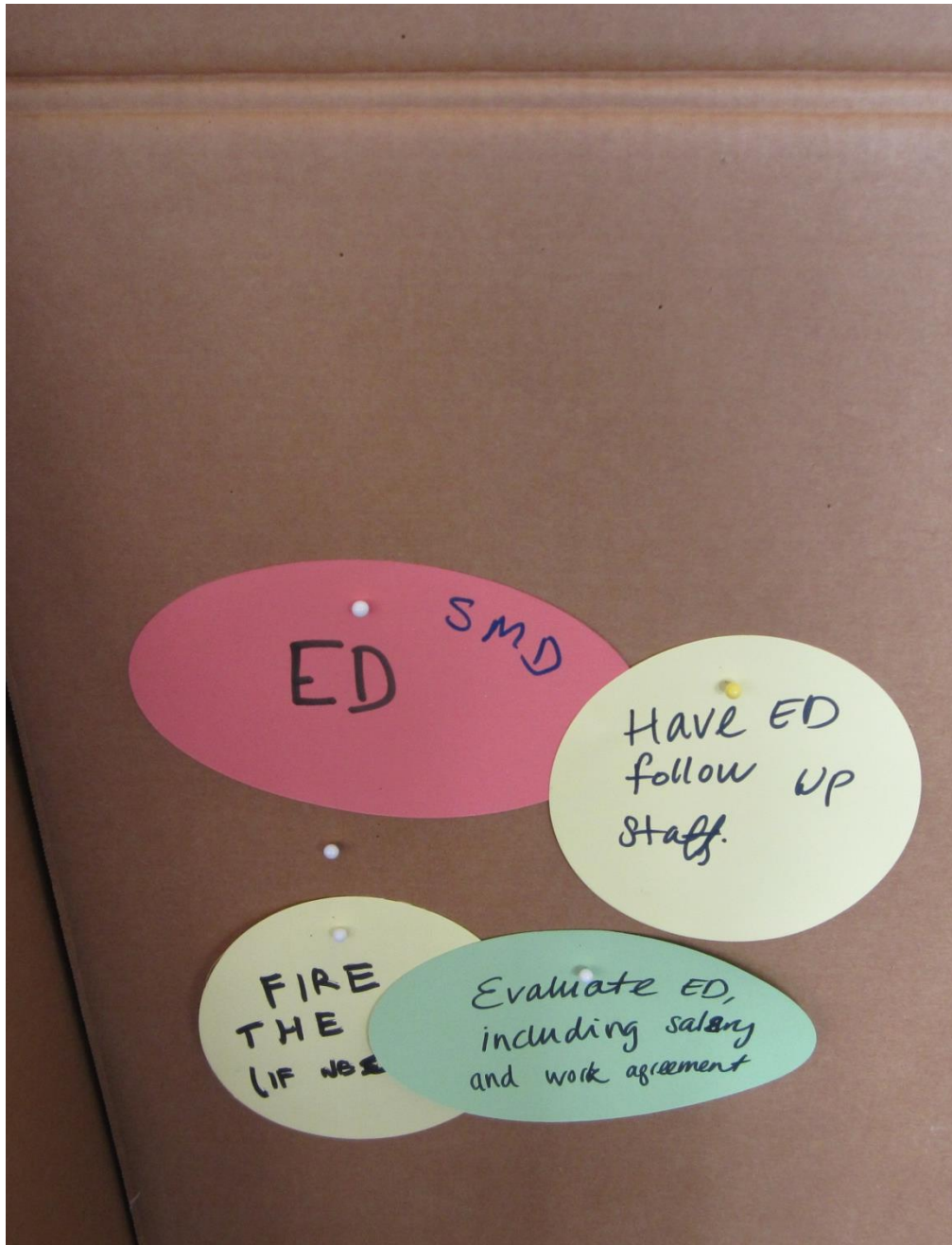
Board Tasks

Awareness



Board Tasks

Managing the ED



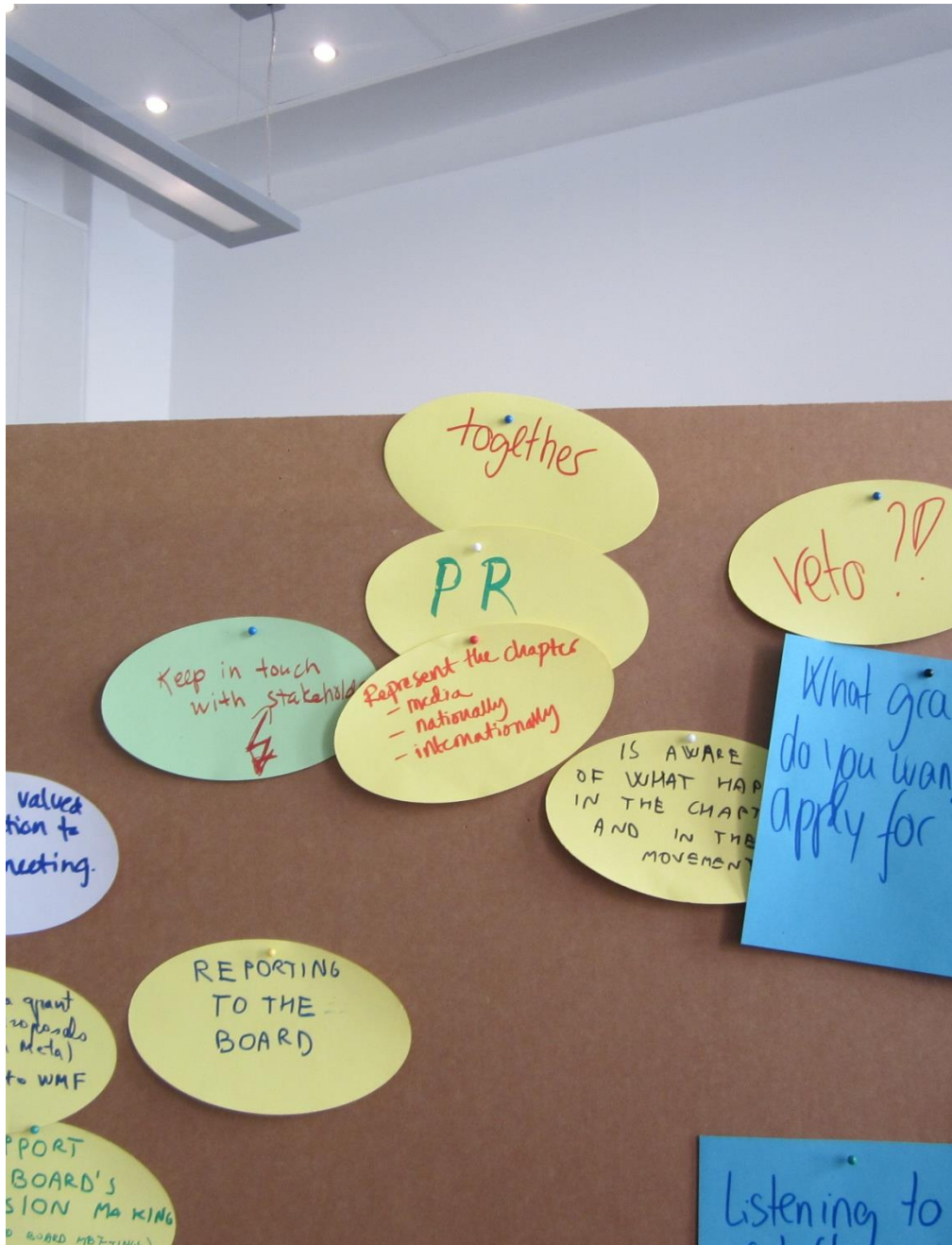
Tasks

ED



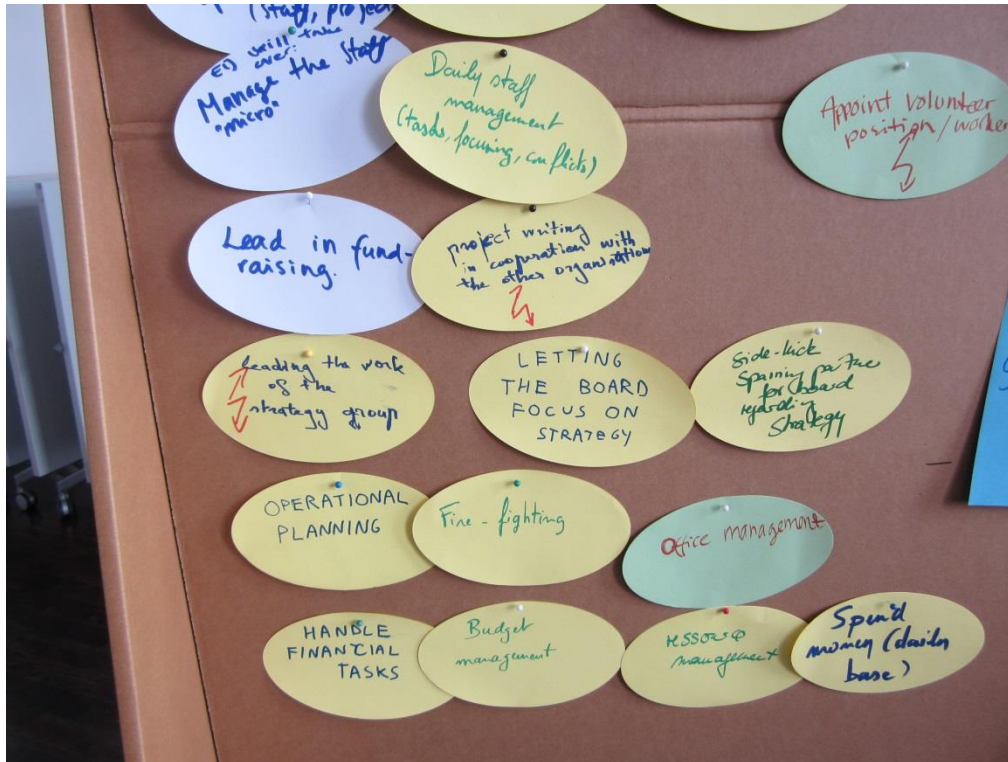
Tasks

ED



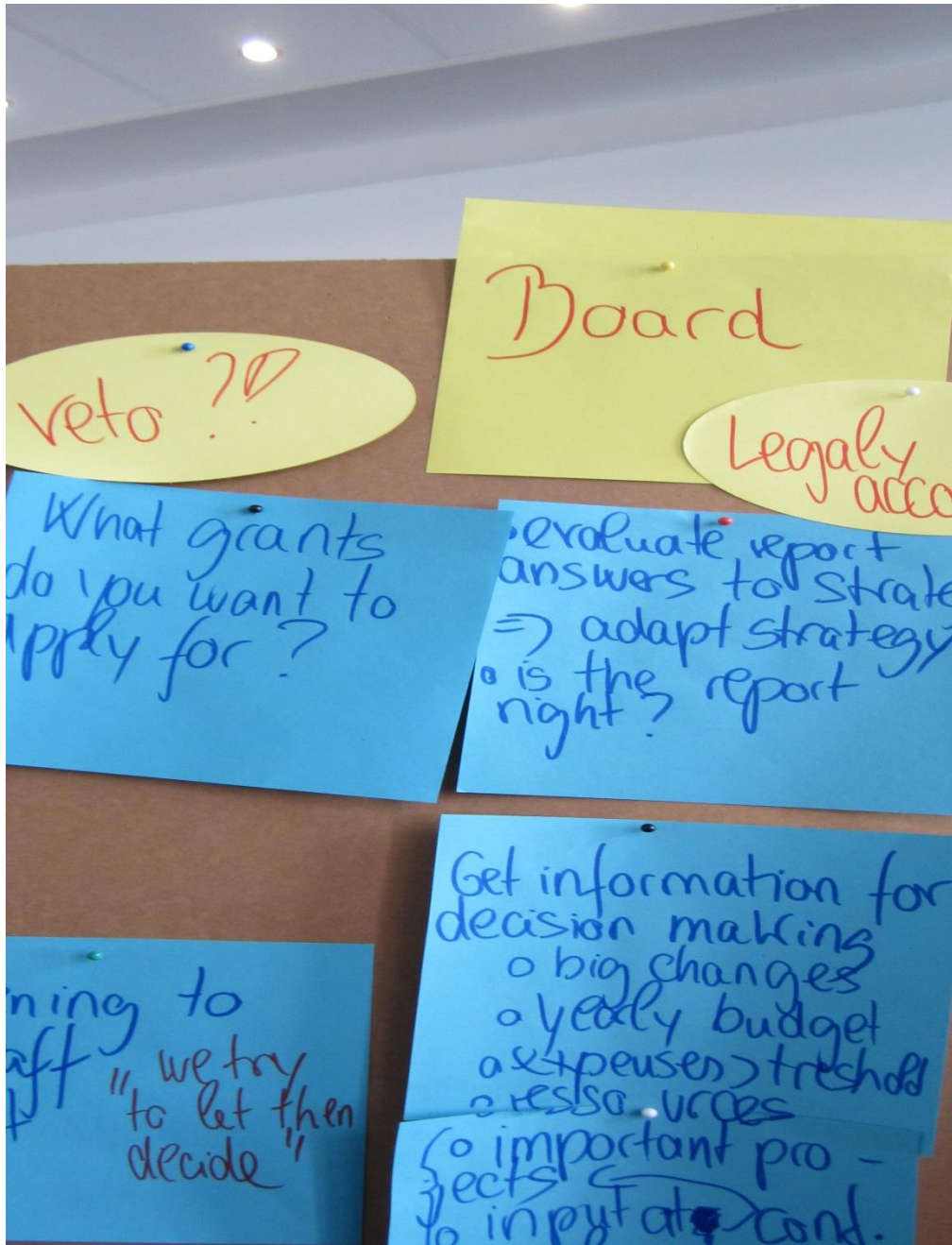
Tasks

ED



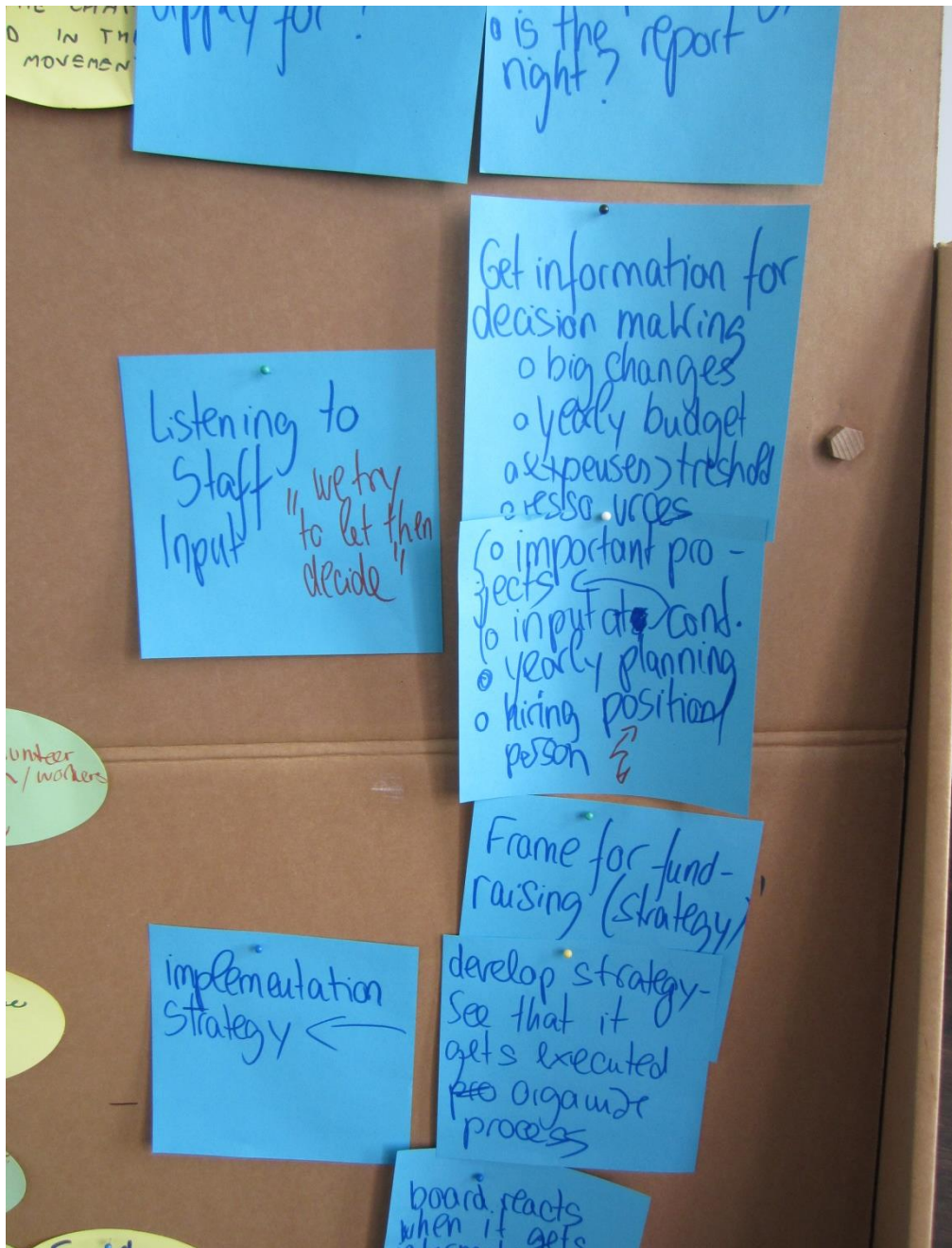
Tasks

Board vs. ED



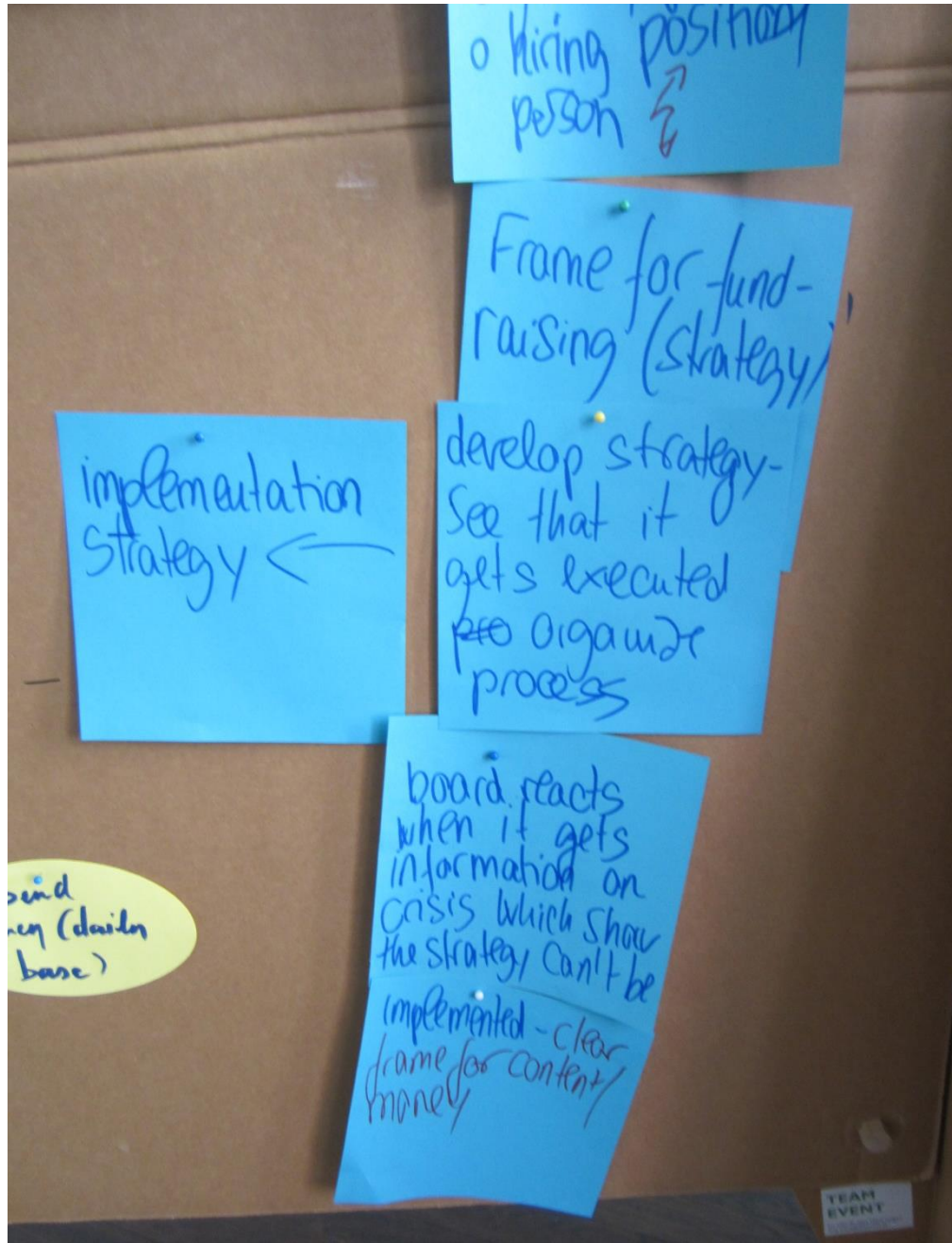
Tasks

Board vs. ED



Tasks

Board vs. ED



The Role of the Board

How do you define your role as a board member?

Line up



executive control _____ legislative control

advisor _____ decision maker

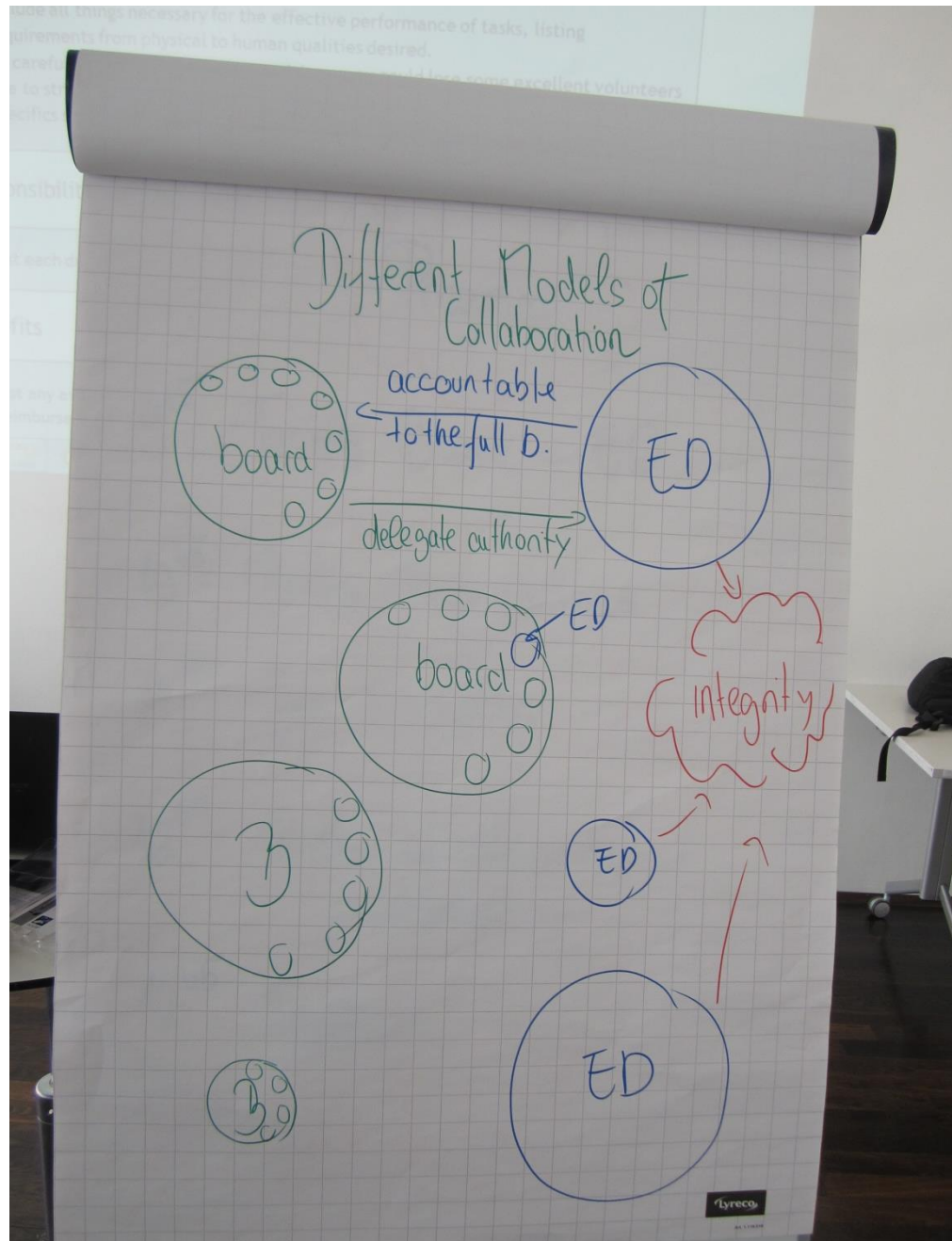
face of the organization _____ behind the curtains

provocateur _____ consensus builder

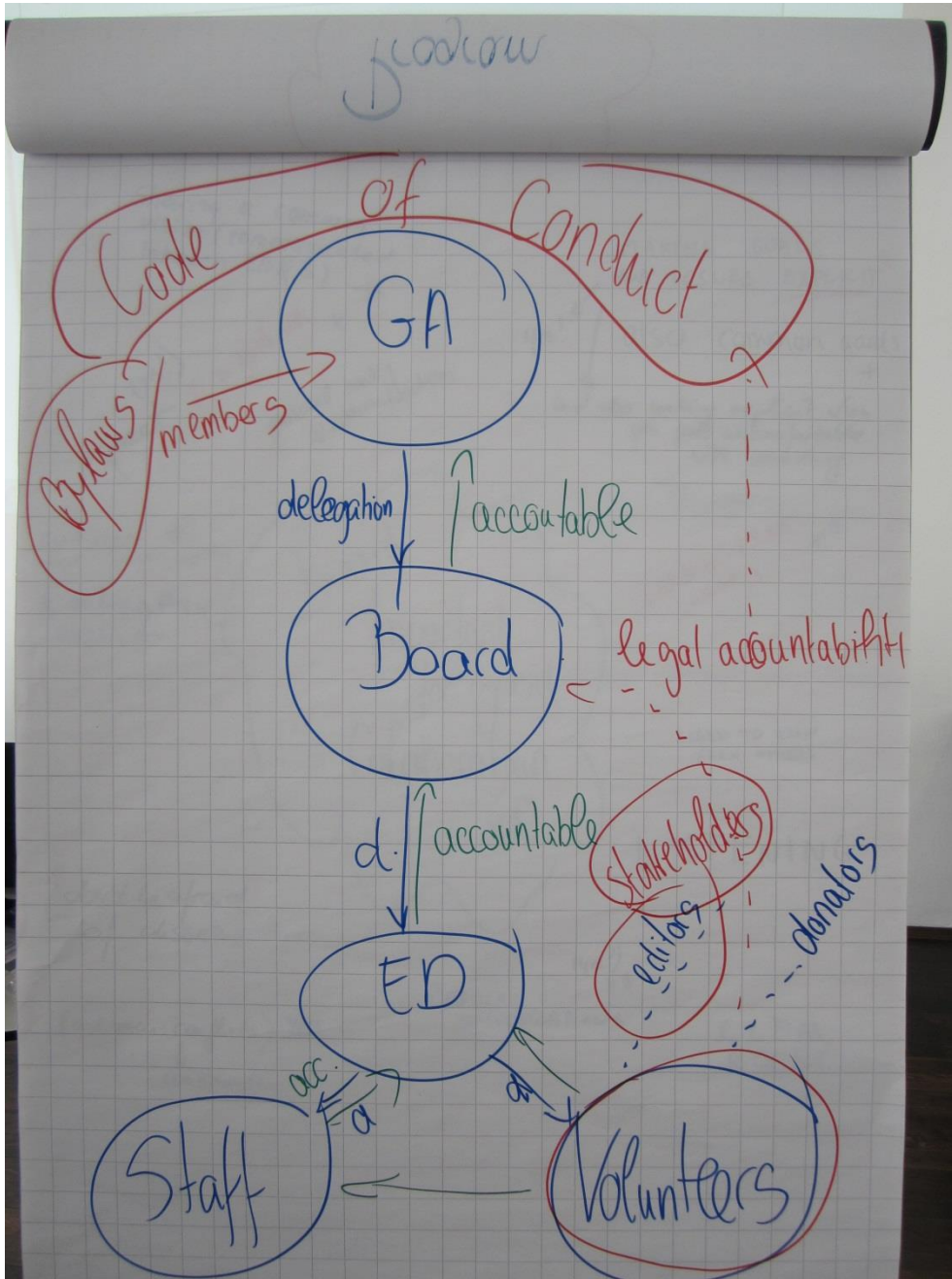
preserver _____ innovator

Role of the board

Models of Collaboration between Board and ED



Accountability and Delegation

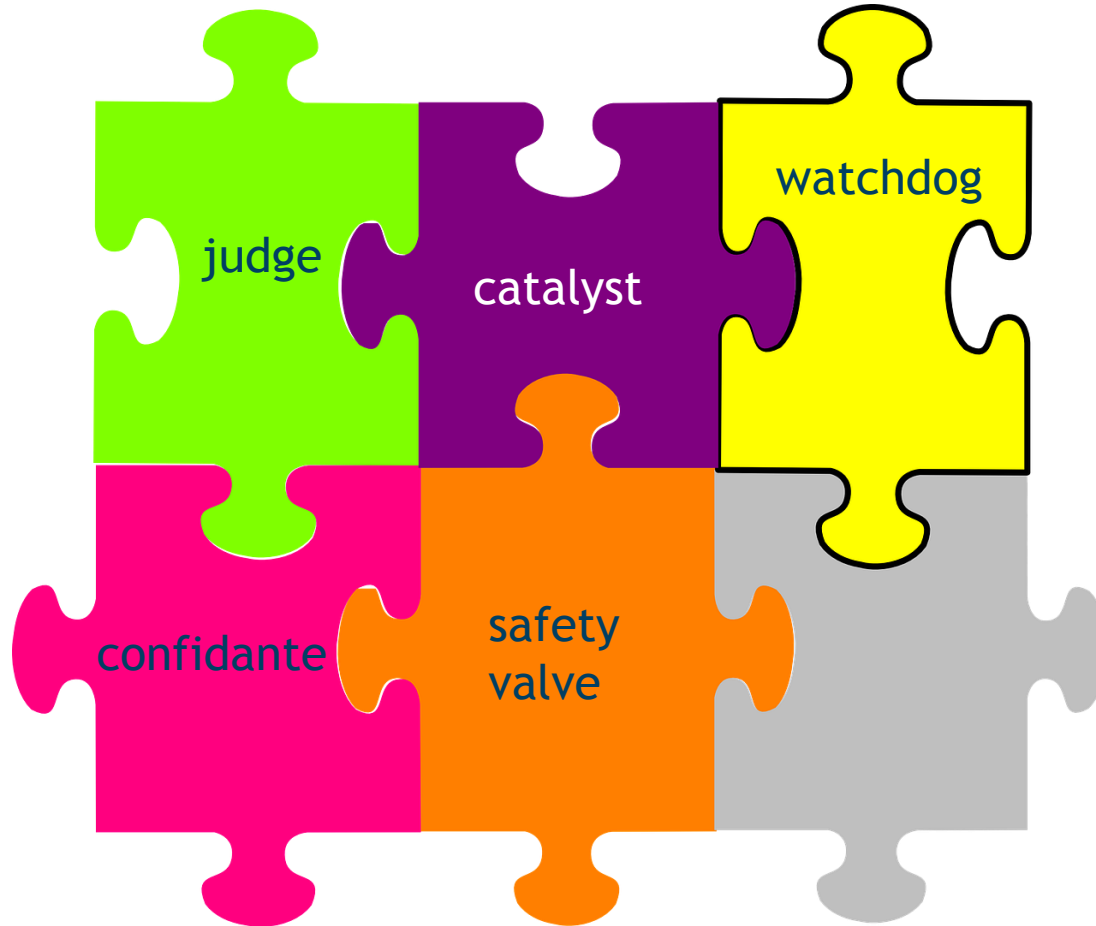


Working together as a Team

Working together as a Team

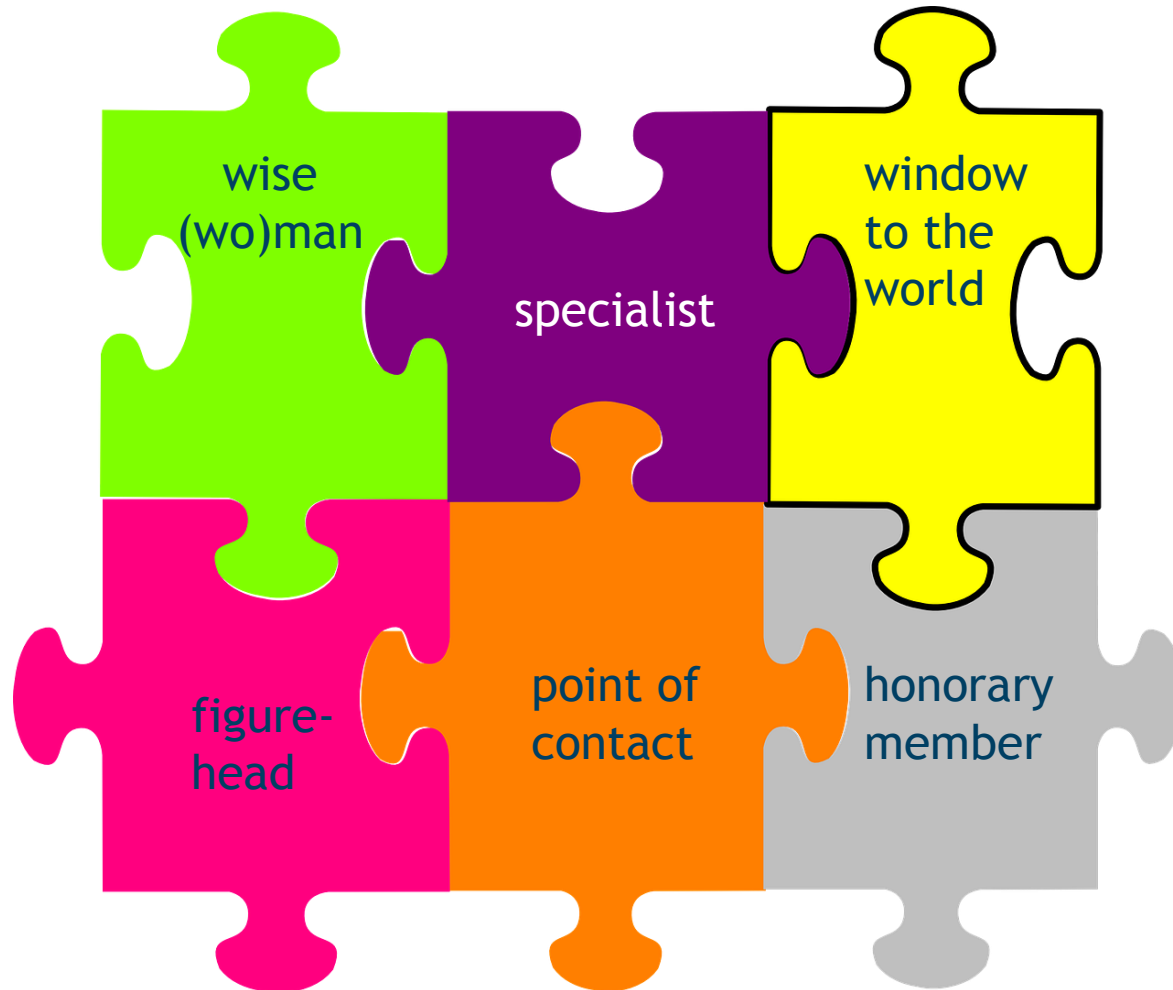


Board roles ensuring a good collaboration



Clausen (2002): Vorstands- und Gremienarbeit aktiv gestalten, based on Tricker (1999): Pocket Director

Board roles ensuring quality of board work



Belbin's Teamroles



Belbin (1993): Team Roles At Work.
Illustration: AfED

Putting together the Puzzle



1. As a team, the board identifies the roles it needs on your board.
2. Each board member thinks about what role they currently occupy and/or would like to occupy.
3. The board identifies „blank spots“ and decides how to fill them (role changes, searching for new board members that fill these roles).

Make a Job description for your board task

Volunteer job description

Title

- This will be the volunteer's identification. Give it as much prestige as possible.

Purpose

- This section describes the specific purpose of the position in no more than two sentences. If possible, the purpose should be stated in relation to the mission and goals of the non-profit organisation.

Time and place

- This should include the exact duty hours, which days of the week and the place where the volunteer is to perform the tasks. Be specific.

Volunteer role description II

Qualifications

- Include all things necessary for the effective performance of tasks, listing requirements from physical to human qualities desired.
- Be careful not to over qualify the position – you could lose some excellent volunteers due to stringent educational requirements.
- Specifics such as a driving license, insurance needed, etc. should be noted.

Responsibilities

- List each duty and responsibility of the job as specifically as possible.

Benefits

- List any available benefits to the volunteer, such as free parking, coffee, mileage reimbursement, training, materials usage, etc.

Example: After-School Tutor



Title

After-School Tutor

Purpose

The position of *After-School Tutor* supports the educational program for high school students. The tutoring program is designed to help high school students achieve academic success and graduate on time.

Time and place

The After-School Tutor position requires a minimum commitment of two hours, and no more than four hours per week, for each week that school is in session. The Tutor Program is held from 3-5 p.m. each Monday and Wednesday.

The After-School Tutor will serve for the Fall 2001 and Spring 2002 semesters. The tutor is eligible to continue in the 2002/2003 school year with approval from the director of tutors.

Example After-School Tutor



Qualifications

Eligible candidates for the After-School Tutor position include adults over 21 years of age who have earned a Bachelor's Degree and who pass a criminal history record check.

Responsibilities

The After-School Tutor:

- (1) works with an assigned high school student to provide assistance in one or more academic subjects;
- (2) assists a student in developing a better understanding of in-class and homework assignments;
- (3) coaches the student in identifying resources to complete assignments;
- (4) reviews completed assignments and suggests ways to improve or supplement assignments; and
- (5) provides positive feedback on the student's progress and encourages the student's continued focus on academic excellence.

Example: After-School Tutor

Benefits

Training for this position will be provided at the four-hour orientation session. In addition, the director of volunteers is available on an ongoing basis to answer questions and provide other assistance as needed.

Collaboration Rules and Tools

Rules for Collaboration



Collaboration Tools



Feedback

The flipchart is divided into two columns by a vertical line. The left column is headed with a circled plus sign (+) and contains several bullet points. The right column is headed with a circled minus sign (-) and contains several bullet points, some with circled plus signs next to them. The notes are written in blue ink on a white grid background.

Positive Feedback (+)

- o awareness raised
- o line up (++)
- o to see how much we need an ED ++
- c thoughts about how to approach the idea
- o models :) (++)
- o be aware of the role
- c roles because of polarity
- o puzzle roles
- o enlightening Rol
- o effective for few hours

Negative Feedback (-)

- a missing other parts f. ex. Volunteers (++)
- o to short time (++)
- o more comparison between Chapters
- a work with the puzzle! (++)
↳ group tasks

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