

**DIOCESE OF GRAND RAPIDS**  
**Grand Rapids, MI**

**Board In-Service Training**

**October 29, 2011**

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**Catholic School Management, Inc.**  
**Madison, CT**



# Why isn't there a religious education committee?

- The Bishop is chief teacher in matters of Faith.
- The Pastor is teacher and Canonical Administrator at the parish level.
- Diocesan guidelines prepared for the instruction of religion.
- The catechism of the Catholic Church is primary resource.
- Religious education curriculum is overseen by Superintendent of Schools.



**Why are the titles of Principal changed to CEO and the Commission changed to Board of Directors? It seems quite pompous and business-like when we are a religious educational institution.**

- The Principal role has changed and grown significantly over the past twenty years.
- Principals responsible for: Academic affairs, student affairs, faith community affairs, business issues, development issues, legal issues, personnel and human resources issues, safety and security issues, as well as multiple liaisons.
- CEO reflects the expanded role and is consistent with current research (Brother William Dygert).



**Would like an understanding of whether our goal is to increase the quality and performance of our schools, increase the reach of Catholic schools, or to achieve both.**

- Yes, definitely both.
- Canon 806.
- Generation X and Y parents demand quality and performance and definitely compare schools.
- Enrollment growth/financial stability.



**How do we transition from a consultative board to a board with limited jurisdiction? A large number of our Board members are school parents and may or may not have the skills needed or the time commitment required for the new governance model. How do we recruit individuals from outside our school parents to commit to serving on the Board? What should a school do if they cannot find enough Board members to fulfill the multiple committees in the governance model?**

- Establish a transition timeline.
- Recognize and thank existing Commission members.
- Invite current members to apply for new Board.
- Establish date for new Board to take effect.
- Establish date for first Board meeting.
- Establish date and plan commissioning ceremony within Liturgy.
- Identify Board officers.
- Identify committee chairs.



- School parents – grandfathered in.
  - Gradual transition planned.
  - Discuss with Superintendent.
  - Discuss with individuals their skill set and willingness to serve.
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- Non-parents – may have connection to parish or school or be part of business, professional, or civic communities.
  - To be identified, cultivated, and asked by Pastor, CA, or Principal.
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- Standing committees may be staffed by non-Board members.
  - Teachers and support staff may also serve on committees.



**We are actively implementing the new governance model and building our subcommittees. We are very interested in learning recruiting techniques/personality profiles for respective subcommittee members.**

- Personal attention by Pastor, CA, Principal or current Board members.
- Individual discussions with regard to skill sets and personality characteristics.
- Resources noted by participants (on October 29, 2011)  
for understanding the gifts and strengths of Board Members.
- **Personality Plus: How to Understand Others by Understanding Yourself** by Florence Littauer

A revealing “personality profile” self-test and Littauer’s insightful advice help readers better understand themselves and others.

- The **DiSC Profile** is a self-scored behavioral assessment. Behavioral styles are grouped in four categories: Dominance, Influence, Steadiness and Conscientiousness. Full interpretation of the results are included in the booklet. Disc profiles provide feedback for building on strengths and increasing personal effectiveness.



# Executive Committee:

- Leadership;
- Communication skills;
- Listening skills;
- Delegation skills;
- Interpersonal relations skills;
- Empathy;
- Experience in leadership.
- Ability to prayerfully reflect and discern
- Ability to question respectfully (affirmative inquiry)



# Finance Committee:

- Financial management;
- Budgeting;
- Planning;
- Accounting;
- Bookkeeping;
- Payroll;
- Taxes;
- Audits;
- Financial reporting;
- Analysis.
- Ability to prayerfully reflect and discern
- Ability to question respectfully (affirmative inquiry)



# Committee on Board Members:

- Confidentiality;
- Research skills;
- Data analysis;
- Communication skills;
- Interpersonal relations skills;
- Knowledge of people in the community.
- Ability to prayerfully reflect and discern
- Ability to question respectfully (affirmative inquiry)



# Policy and Planning Committee:

- Planning;
- Analysis;
- Communication skills;
- Listening skills;
- Attention to detail;
- Broad view (30,000 feet);
- Collaboration skills.
- Ability to prayerfully reflect and discern
- Ability to question respectfully (affirmative inquiry)



# Buildings and Grounds Committee:

- Engineering;
- Construction;
- HVAC;
- Electrical;
- Plumbing;
- Space utilization;
- Maintenance;
- Capital improvements;
- Safety and security.
- Ability to prayerfully reflect and discern
- Ability to question respectfully (affirmative inquiry)



# Mission Enhancement Committee:

- Committed Catholic;
- Understanding of Catholic school culture;
- Avid reader;
- Communication skills;
- Listening skills;
- Advertising/Marketing skills or experience.
- Ability to prayerfully reflect and discern
- Ability to question respectfully (affirmative inquiry)



# Development Committee:

- Communication skills;
- Collaboration skills;
- Listening skills;
- Fundraising experience;
- Organization skills.
- Ability to prayerfully reflect and discern
- Ability to question respectfully (affirmative inquiry)



# Marketing/Communication Committee:

- Website skills;
- Graphic design skills;
- Writing skills;
- Listening skills;
- Communication skills;
- Database management;
- Photography.
- Ability to prayerfully reflect and discern
- Ability to question respectfully (affirmative inquiry)

