

Board Team Style Strengths & Growth Activity

Understanding our strengths, closing the Relationship / Process gap, and growing stronger together

1. What Each Style Brings to the Board Table

Every board member brings a natural working style to the table. None is better than another – a high-functioning team needs all five. Use this table as a shared reference before reviewing individual results below.

Style	Contribution	What It Brings
Data Driven	Thoroughness	Attention to detail – objective – wealth of data
Bottom Line	Action	Get it done – focused – organized – keeps timelines
Relationship	Process	Attention to process – inclusive – builds consensus
Visionary	Vision	Sees “big picture,” high creativity – thinks “outside the box”
Historian	Reflection	Reflective – provides historical perspective – past experiences

2. How to Read This Activity

- Blue = an area where a team member scores as a natural strength.
- Green = an area identified as a growth opportunity for that team member.

3. Your Team's Style Profile

Below is your team's current profile, exactly as scored. Notice which column has the fewest – or no – blue (strength) entries.

Data Driven	Relationship	Historian	Visionary	Bottom Line
Scott – 10		Sherlett – 10	Kelly – 10	Kelly – 19
Andres – 9		Andres – 21	Rocio – 10	Sherlett – 23
Tanya – 10		Tanya – 23	Karla – 9	Scott – 23
		Nick – 24		Rocio – 22
		Kelly – 19		Karla – 24
				Nick – 10

Team Observation: Relationship / Process is a collective blind spot

The Scenario

Background

Riverbend Unified School District has a five-member board and a superintendent, Dr. Patricia Alvarez, who has served the district for two years. The board recently adopted a new strategic plan focused on improving reading proficiency in grades K–3.

The Situation

Board member Frank Delgado has a background in elementary education and is passionate about literacy instruction. Over the past three months, several staff and the superintendent have noticed a pattern:

- Frank has visited two elementary schools during instructional time, unannounced, to “check in” on how the new reading curriculum is being implemented.
- He emailed a principal directly asking her to change a teacher's classroom schedule, without going through Dr. Alvarez.
- At the last board meeting, Frank asked Dr. Alvarez detailed questions about which specific reading intervention materials individual teachers were using in their classrooms and suggested she “really ought to require” a particular vendor's program he had researched himself.
- A teacher mentioned to the assistant superintendent that she felt “watched” and unsure who she reports to after Frank's classroom visit.
- Dr. Alvarez has not yet raised the pattern directly with Frank, though she mentioned feeling “undermined” in a private conversation with the board president, Maria Chen.

The Trigger Event

At today's board meeting, during the Superintendent's Report, Frank interrupts to say: “I don't think we should wait for the superintendent's recommendation on this — I've already talked to two teachers about switching curriculum vendors, and I think we should just direct staff to make the change starting next semester.” The room goes quiet. Maria, the board president, must decide how to respond in the moment — and the board must decide what happens next.

Questions to explore:

1. Identify every specific action in the scenario where Frank moved from governance into management. What makes each one a boundary violation rather than reasonable board-member engagement?
2. What legitimate board interest is Frank likely trying to serve (e.g., student outcomes, accountability)? Why does intent not excuse the method?
3. What risks does this pattern create for: the superintendent, the principal, the teacher, the board's credibility, and the district as a whole?
4. Whose responsibility is it to address Frank's behavior — the board president, the full board, the superintendent, or some combination? Why?
5. What board policies, protocols, or norms (e.g., single point of contact through the superintendent, board member site-visit protocol, code of conduct) could have prevented this?
6. How should Maria respond to Frank's comment in the meeting, in real time, without derailing the meeting or embarrassing him publicly?