

MODULE 2 – CREATING CLARITY AND SHARED VISION

This outline lays out the contents of Module 2 in a suggested sequence. Estimated time frames for each component are based on completing one module in a half-day format. If you have more time, and/or if you are using fewer components, you may wish to add more time for discussion, particularly if the group is large.

Module 2 Learning Objectives

- Participants will appreciate how self-limiting models weaken creativity and thinking processes.
- Participants will understand the importance of shared vision.
- Participants will be able to discriminate between a good shared vision and a poor one.
- Participants will know the steps in nurturing a good shared vision.

Module 2 Components (in recommended sequence)

You may choose to change the order of these components. For example, the Case Study exercise could be used after the self assessment, or after both the self assessment and the individual leadership development plan segments.

20 Minutes	Introduction/Overview and Introductions of Participants
20 Minutes	Mini Lecture #2 Video: Creating Clarity and Shared Vision
10-15 Minutes	General Discussion Session Choose from below according to group interest and time. <ul style="list-style-type: none">• How have you used or experienced the concept of “visioning” in your organization, either formally or informally? Was the process, or vision itself, useful or not so useful? How could it have been used to greater effect?• In your experience, has organizational vision “trickled down” into programmatic decision making and reporting?• What strategies might help salvage a situation in which vision comes down “from above” without the input of those who must carry it out?
30 Minutes	Exercise: “How many lenses do we use to look at the now?” Play the corresponding video clip. Using the scenario presented in the “ <i>Tackling Childhood Obesity</i> ” case study, or another scenario familiar to the group, assign participants different perspectives: <ol style="list-style-type: none">1. from “the stage”2. from “the orchestra pit”3. from “the mezzanine”4. from “the balcony” Ask participants to write about the scenario from their assigned perspective and then share with the group.
10 Minutes	“Holy cow, maybe I can be a cowboy!” (4 minute video clip) Watch the video clip and discuss: <ul style="list-style-type: none">• What is the relationship between your personal vision and the vision of your organization as a whole?• How is leading a horse like leading people? How is it different? Give examples from your experience of leading with “whips and spurs” and leading with “only the gentlest touch.”

20-30 Minutes	<p>Additional Interviews with MCH Leaders (choose from among the Module 2 video clips according to time and interest) Examples of discussion prompts:</p> <ul style="list-style-type: none"> • What are some ways to handle conflict or communication problems in the process of reaching shared vision? Give examples from your own experiences. • Does creating a shared vision always involve a written “vision statement”?
15 Minutes	<p>Exercise (basic level): The Vision Family Tree</p>
75 Minutes	<p>Tackling Childhood Obesity: An Exercise in Maternal and Child Health Leadership Refer to the Module 2 exercise on page 7 of the case study.</p>
20 Minutes	<p>Self-Assessment Complete the Visioning and Mobilizing Self Assessment tool and discuss as a group.</p>
10 Minutes	<p>Individual Leadership Development Plan Use the ILDP as a tool to reflect on your leadership development goals and opportunities to apply the concepts and skills addressed in this module.</p>
10 Minutes	<p>Group Discussion of Individual Leadership Development Plans Everyone receives feedback.</p>
10 Minutes	<p>Wrap Up</p>

Quotable Quotes

“We all can make the choice to transform ourselves.”
(Cathy Hess)

“Vision is at the heart of leadership.”
(Cathy Hess)

“Leaders go to where there are no maps.”
(Ben Lozare)

Group Exercise: The Vision Family Tree

Match the seven statements on the left with the most appropriate terms on the right.
Then discuss:

- What struck you about this process?
 - Are these useful distinctions?
1. Complete and maintain an inventory of early childhood funding and funding streams to guide efforts to maximize, leverage, and coordinate financing.
 2. Children have services, supports, resources, and relationships needed to reach their full potential. **Vision**
 3. A greater number of children with identified conditions and special needs will receive appropriate services in community-based settings. **Mission**
 4. A County in which young children are healthy, safe and thriving, in nurturing families and caring communities, with the services, supports, resources, and relationships they need to reach their full potential. **Goal**
 5. Expand and maintain family and consumer partnerships in the design, delivery, evaluation and governance of all aspects of the early childhood system.
 6. To create and sustain a statewide early childhood system that supports families and communities in raising children who are healthy, safe, and ready to learn. **Objective**
 7. Promote the development and retention of a professional, culturally proficient and developmentally informed workforce across all early childhood services and supports.