

AMCHP 2007 ANNUAL CONFERENCE

HEALTHY COMMUNITIES

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**Leadership Development: Becoming Effective, Engaged, and Empowered
in a Collective Environment**

KRISTINA GUPTA: The blues are ready to go.

UNIDENTIFIED SPEAKER: Well, what's that?

UNIDENTIFIED SPEAKER: I said the blues are ready to go.

UNIDENTIFIED SPEAKER: The blues are ready to go.

UNIDENTIFIED SPEAKER: Okay, if I could get everyone's attention.

UNIDENTIFIED SPEAKER: Put it on you if you want. Right.

UNIDENTIFIED SPEAKER: I know. The reds—I'm a red, too, so I understand that.

UNIDENTIFIED SPEAKER: All right. Never mind.

UNIDENTIFIED SPEAKER: All right. We're going to get started. Can you hear me with this? It doesn't.

UNIDENTIFIED SPEAKER: Just record.

UNIDENTIFIED SPEAKER: Okay. We're going to get started here, and we're going to take a break in about 10 minutes, because I know many of you have to leave. But before you do leave, I'd like to hear just a little bit from each group. Give us the highlights about what you notice as your strengths and your challenges. So, which group would like to start?

UNIDENTIFIED SPEAKER: (Inaudible).

UNIDENTIFIED SPEAKER: I heard red first and then we'll go to blue.

UNIDENTIFIED SPEAKER: The blue has to leave. Okay. Just to point the highlights. Our strengths, we decide that we live like old people. (Inaudible). Now we don't tend to be where (inaudible). We're excited about projects that we undertake. We're willing to try most of anything. And then (inaudible) said she would do what whatever it takes to get the job done, and Jonl, her motto is try, try, try. Okay. Number two, what can we as (inaudible) upon as leaders? We will listen to feedback. We're very Gung-ho about projects we undertake, and we're very good at motivating others. (Inaudible) again suggested or said that, and we

agreed that we're willing to take unconventional approaches to problem solving.

Okay. Number three, what is it?

UNIDENTIFIED SPEAKER: Leadership challenges.

UNIDENTIFIED SPEAKER: Oh, yeah. Leadership challenges. They're substantial. First of all, we had to admit that--especially when working in a bureaucratic system that--one thing that we really get a kick out of this is circumventing the system. Good job there. Okay. And that can get us into trouble. If you don't believe me, ask (inaudible). Okay. I thought because of my own experiences that working that way might cause us to create enemies or rivalries in the workplace, but we—my other partners didn't agree, so maybe I'm just more red than they are. I don't know. We pretty much agreed also that we lack staying power. We are big picture people, but you all blues and greens are going to have to do the work first. That's our report.

UNIDENTIFIED SPEAKER: Excellent. Good report.

UNIDENTIFIED SPEAKER: Thank you. I think we got a lot of (inaudible) so let's hear from the blues next.

UNIDENTIFIED SPEAKER: All right. Well, first of all, we just want everybody to know that blue is the best color. (Inaudible).

UNIDENTIFIED SPEAKER: Okay. Go blue.

UNIDENTIFIED SPEAKER: We're going to have a little bit of a moment here. Anyway, Rhonda feels very motivational and faithful are some of the strengths of blues, and that we're flexible. Where Lorlinda felt that being sensitive and caring for others, a lot of support for others, we're the ones that are kind of pushing the people that don't think they can do it up the hill because we see the ability and people the possibilities, and Lorlinda feels real strongly that seeing the possibility in people is very important. Deborah is just happy-go-lucky. She's is just a ditto all the way down the board. She agreed with everybody, everybody. So, she's just happy. And then we also believe that we know that it's sometimes hard to step back when we get started. That's one of our challenges is that we don't know where to set the boundaries and where to set our limits. Tammy gave us a line of, "Shoot for the moon and we'll land among the stars." And that that's kind of our motto of looking for perfection but not necessarily always going for perfection but wanting to land in a better place and move people to the next level. That empathy and compassion sometimes holds us back from not knowing when to let go, and then that impacts our families. How many stayed up all night last night just to get out the town? And then as far as the things that we value in being those leaders, it's the reliability and the supportability—supportiveness. Tammy felt that and Lorlinda. Kim felt the honesty and integrity was very, very important. And Rhonda said the validation of ability, the non-judgmental and the

seeing the good and possibility in others at all times. Now, I'm going to pick on this one, because she was the one who said she's so resourceful that people always call her and want to know what information. And then we had the lack of ego, the ability to be a leader, and it's not about us. It's about the others. And always being so devotion driven that you want to be unique and give the resources that would help. Right, girls? Anything else?

UNIDENTIFIED SPEAKER: Right.

UNIDENTIFIED SPEAKER: Woohoo.

UNIDENTIFIED SPEAKER: Hey.

UNIDENTIFIED SPEAKER: That's great. Let's go to yellow.

UNIDENTIFIED SPEAKER: Okay. Some of our strengths are that we're trustworthy. We're consistent. People know exactly what to expect from a yellow.

UNIDENTIFIED SPEAKER: You want to hold that?

UNIDENTIFIED SPEAKER: Sure. From a yellow. We do what we say we're going to do. We're very compassionate and we have a lot of stability. We're kind of the bedrock and we're big planners. Big planners. And the second question,

we weren't quite sure what that question meant, but we kind of took it in another way and that we looked at what roles do we think that people who are yellow probably feel. So we decided that people like that in the armed forces probably are yellows, that they like rules and they follow through, and they're very dedicated and passionate and trustworthy, and they follow their mission. Mothers, teachers, and I kind of said—since I was the real yellow in the group—I said, “Well, you know, teachers, yes, but, you know, I would rather be the principal.” So, we actually put administrators down our yellows, probably ministers, the president, CEOs, and then we decided Martha Stewart was probably a yellow that I said that, “When Martha goes on TV and she's teaching you how to do something, by gosh, when you finish you know how to do it.” And even if there's somebody there with her that's teaching, she'll stop them and say, “How many eggs did you put in there?” She'll make sure that when you finish you know how to do it. So--

UNIDENTIFIED SPEAKER: (Inaudible).

UNIDENTIFIED SPEAKER: Yeah. Exactly. Exactly.

UNIDENTIFIED SPEAKER: (Inaudible).

UNIDENTIFIED SPEAKER: Maybe she's not a yellow, because I think that we as yellows we really follow the rules. That's one thing that we do and she didn't follow the rule.

UNIDENTIFIED SPEAKER: (Inaudible) her own rules. (Inaudible).

UNIDENTIFIED SPEAKER: That's true. She followed her own rules. Some of the challenges that we face is that we oftentimes will get caught up in the details of things and can't see through the (inaudible). We don't like being challenged, and we have high expectations of others. So sometimes we can—I said we can be intolerant, but others said we can be perceived as being intolerant. So—

UNIDENTIFIED SPEAKER: (Inaudible).

UNIDENTIFIED SPEAKER: That's okay. That's right.

UNIDENTIFIED SPEAKER: Another challenge we have is that spontaneity is not really one of—in our vocabulary. We're not really spontaneous.

UNIDENTIFIED SPEAKER: 'Cause we're busy doing the work of the people with spontaneous (inaudible).

UNIDENTIFIED SPEAKER: Right.

UNIDENTIFIED SPEAKER: Right. We're planning of being spontaneous. And we need to see the purpose in the things that we're doing or we aren't motivated. So, we really need to—we're outcome driven.

UNIDENTIFIED SPEAKER: (Inaudible).

UNIDENTIFIED SPEAKER: No, we plan the party.

UNIDENTIFIED SPEAKER: That's true. That's the—

UNIDENTIFIED SPEAKER: Yeah, we plan the parties that you get to come to and have a good time. So, I think reds need yellows and yellows need reds.

UNIDENTIFIED SPEAKER: (Inaudible). Let's hear from the greens, and just give us two more minutes. Oh, no.

UNIDENTIFIED SPEAKER: (Inaudible).

UNIDENTIFIED SPEAKER: Who's doing green report?

UNIDENTIFIED SPEAKER: Yeah. (Inaudible). So, our leadership strengths, we have lived in our heads and we're thinking about ideas and we probably are sort

of the inventors, and that's probably one of our real strengths. Now, we can be counted on to make people nervous as what I would say, because, well, that's what we do. We make people nervous. We're thinking of new things and it's always a different way of doing it. So I think we can be counted on to that. And in terms of the challenges, really the challenge that we have is exactly that. We make people nervous. We move too fast. We're living in our brains. And when we go to a yellow, they really get nervous, because we're just brainstorming and they want the form. They want the form and they want to know when it's going to start and what account number and—

UNIDENTIFIED SPEAKER: Some of us were strong yellows too. I like forms.
(Inaudible).

UNIDENTIFIED SPEAKER: But we have to be very careful that when we're in our brains with something, that we're clear with the people around us. Some people need the idea to be fully developed and ready to go into operations before it comes out of our mouth. And then some bosses, that's too much. They didn't give us all that scope, and we have to come back with it fully developed. And that's the challenge that we have is not to scare people, because we're pretty scary.

UNIDENTIFIED SPEAKER: But some of us are strong blues, so.

UNIDENTIFIED SPEAKER: You can tell when you're getting scared and we're trying to comfort you.

UNIDENTIFIED SPEAKER: Yes, yes. The blues (inaudible) to comfort. Yeah.

UNIDENTIFIED SPEAKER: It's okay. It's okay to be scared of me.

UNIDENTIFIED SPEAKER: Put different color clothes on the next day. I need to calm everyone down. I'll wear my blue and be a blue person.

UNIDENTIFIED SPEAKER: Great. So we're going to take a break now and thank you. Keep your color (inaudible). We're going to use these colors in the case of the exercise that's going to be up next.

UNIDENTIFIED SPEAKER: Oh.

UNIDENTIFIED SPEAKER: That sounds fun.

UNIDENTIFIED SPEAKER: Okay.

UNIDENTIFIED SPEAKER: (Inaudible) about 10 minutes if you want to stretch.

UNIDENTIFIED SPEAKER: Thank you for coming.

UNIDENTIFIED SPEAKER: Yeah.

UNIDENTIFIED SPEAKER: Oh, if you're leaving there is in your packet an individual leadership development plan that you might want to go over later so that you can feel like you're coming away with some concrete ideas. And there's also an evaluation form.

UNIDENTIFIED SPEAKER: Did everybody receive the e-mail with the case study in advance because some people's things got—well, you do. It's registered. So, if you want to take a moment to skim through that, and so—it's just a few pages long.

UNIDENTIFIED SPEAKER: Oh, okay.

UNIDENTIFIED SPEAKER: I e-mailed it to the people who have registered in advance, but some of the e-mails got bounced back saying that the e-mail address was wrong.

UNIDENTIFIED SPEAKER: I'm coming from that person so she might have gotten—

UNIDENTIFIED SPEAKER: Maybe. Okay.

UNIDENTIFIED SPEAKER: That's probably—

UNIDENTIFIED SPEAKER: And she didn't give it to me.

UNIDENTIFIED SPEAKER: That's probably what happened.

UNIDENTIFIED SPEAKER: Okay. Okay.

UNIDENTIFIED SPEAKER: Joni, did you read the case study? Did you get the case study?

JONI: Well, I think this one is the (inaudible). I'll go back and do this thing.

UNIDENTIFIED SPEAKER: Yeah. Take some time. It's okay.

UNIDENTIFIED SPEAKER: It's okay. It's just fine. Make sure you got it.

UNIDENTIFIED SPEAKER: Yeah.

UNIDENTIFIED SPEAKER: But you might want to skim through it now. There's a copy in the packet.

UNIDENTIFIED SPEAKER: It's in the packet. Yeah.

UNIDENTIFIED SPEAKER: Right behind me.

UNIDENTIFIED SPEAKER: Yes.

UNIDENTIFIED SPEAKER: Okay. Sure.

UNIDENTIFIED SPEAKER: Is everybody at least close to being finished reading the (inaudible) because we want to make sure we have time to—for another step after discuss the case study. So, we thought we'd break into two groups. And did you want to break up by any color groups or just—

UNIDENTIFIED SPEAKER: No, I don't think it needs to be (inaudible).

UNIDENTIFIED SPEAKER: Okay. So, we can just—five—the first five here maybe work together and five on this side work together. And there should be staple to the end of the case study a discussion guide. And, of course, if, in the group, you want to branch off from the discussion guide into other relevant topics that is fine, too. So, we can just move the chairs into—

UNIDENTIFIED SPEAKER: (Inaudible).

UNIDENTIFIED SPEAKER: (Inaudible).

UNIDENTIFIED SPEAKER: So, we thought the time (inaudible) exercise thinking about your group, what your dominant colors are.

UNIDENTIFIED SPEAKER: Or maybe some folks can come down here, so. And circle around here.

UNIDENTIFIED SPEAKER: And how to approach (inaudible).

UNIDENTIFIED SPEAKER: Yeah. Maybe it's one of those (inaudible).

UNIDENTIFIED SPEAKER: (Inaudible).

UNIDENTIFIED SPEAKER: Had to be (inaudible) to be there.

UNIDENTIFIED SPEAKER: Mm-hmm.

UNIDENTIFIED SPEAKER: (Inaudible).

UNIDENTIFIED SPEAKER: But they've also been (inaudible).

UNIDENTIFIED SPEAKER: That was (inaudible).

UNIDENTIFIED SPEAKER: How long was it before we scrap the whole
(inaudible)? Maybe two.

UNIDENTIFIED SPEAKER: At most.

UNIDENTIFIED SPEAKER: Or we just did. We just like—at the first break.

UNIDENTIFIED SPEAKER: It wasn't working.

UNIDENTIFIED SPEAKER: (Inaudible).

UNIDENTIFIED SPEAKER: Yes, that's right. And also the great (inaudible).

UNIDENTIFIED SPEAKER: Yeah.

UNIDENTIFIED SPEAKER: I was very (inaudible).

UNIDENTIFIED SPEAKER: She was very (inaudible).

UNIDENTIFIED SPEAKER: (Inaudible).

UNIDENTIFIED SPEAKER: Yeah. They have this little shower. I came back the second day and the third day and (inaudible).

UNIDENTIFIED SPEAKER: That's pretty (inaudible).

UNIDENTIFIED SPEAKER: So, yeah, there is.

UNIDENTIFIED SPEAKER: (Inaudible).

UNIDENTIFIED SPEAKER: Or whatever, something, whatever message.

UNIDENTIFIED SPEAKER: (Inaudible)

UNIDENTIFIED SPEAKER: I was thinking about various meetings and (inaudible).

UNIDENTIFIED SPEAKER: It's one of those times like (inaudible).

UNIDENTIFIED SPEAKER: That's one of the (inaudible).

UNIDENTIFIED SPEAKER: Yeah.

UNIDENTIFIED SPEAKER: (Inaudible). It seems that it's just fine and it's not. It's really not.

UNIDENTIFIED SPEAKER: (Inaudible)

UNIDENTIFIED SPEAKER: Not for me. It's not for me.

UNIDENTIFIED SPEAKER: (Inaudible)

UNIDENTIFIED SPEAKER: So, we should finish this whole segment by (inaudible).

UNIDENTIFIED SPEAKER: I think we have the—this—

UNIDENTIFIED SPEAKER: (Inaudible)

UNIDENTIFIED SPEAKER: And this won't take on that long because of the people.

UNIDENTIFIED SPEAKER: The only is that (inaudible).

UNIDENTIFIED SPEAKER: (Inaudible)

UNIDENTIFIED SPEAKER: Can we come together now and maybe just share (inaudible) a few of the—any points you discussed? I know you discussed a lot and you want to (inaudible) maybe three or four of kind of the big ideas.

UNIDENTIFIED SPEAKER: You could flip it on.

UNIDENTIFIED SPEAKER: Inform us if we we're on the list.

UNIDENTIFIED SPEAKER: So, tell us your revelations and discoveries about what happened to Gloria and what—how she could use her leadership strengths to salvage desperate situation.

UNIDENTIFIED SPEAKER: Well, the things that we talked about was—we won't go to the questions, just overall.

UNIDENTIFIED SPEAKER: However you'd prefer.

UNIDENTIFIED SPEAKER: Okay. Well, one of the things we talked about is opportunities and within this case study was because she was in the new position, of course, she was going to be a new face, a new personality to the project and so that would, in itself, be an opportunity for change. But also, we talked about the different areas in community medical community, the PTA supporting the project. And even the political leaders, even though they may not

always agree, they always agree that they need to have a change. Maybe not what change but they need to have a change. That was good. And we talked about—there was collaboration already existing so we just needed some clarity around the roles and shared learning opportunity that was there. And then we got into discussing about what could have been done better in that first meeting, and we didn't feel that there was the consensus building around the shared vision, shared mission. That there wasn't maybe some opportunities or didn't—to be able to listen to everyone at the table to know what everyone's issues were, what were the threats to them with this project for that agency as well as recognizing that there was lots of expertise and leadership skills at the table in different formats, but we just need to simplify, I mean, what could work for one system or in each individual system.

How (inaudible) Gloria frame the second meeting is we thought it was going to be part number one, that she make personal calls to each agency as a new person, not to say whether it happened in the past, a new person coming in to this opportunity to encourage them to participate and also to prepare packets of a synopsis of each stakeholder that was coming, as well as allow them the opportunity maybe to present for 10, 15 minutes to give us the sort of presentation of who they are and how they operate, because a lot of us have lack of knowledge about one another.

We talked about also, during that first meeting, is clarifying in the letter of invite— invitation packet to them that there will be clarity around the roles, that there will opportunities we've learned about one another, and of course setting a specific timeline to say, "This will be a three-hour discussion meeting," and have a specific agenda and stick to that, because people are going to trust that you're going to use their time wisely.

When it comes to leadership styles, some of the things that we'd come out out of discussion was about the building trust, that integrity is the leader's important— so you want to build trust. So if you say you're going to do something (inaudible) be reliable and to just—you're committed, too. And also, keep in the group— focus on the mission and the vision that came out of that shared consensus- building that happened and stay in focus with that. And of course, maintaining motivation, inspiration for the project and keeping that passion and go on.

Let's see. We got down to how she structured the last meeting. We didn't specifically come up with what the agenda might look like but we kind of said if she said a specific agenda or timelines but then we felt that that would keep everyone in focus and keep everyone interested in the topic as we went to discussion (inaudible) sidebars and other 10 accountings come into play. And those were the kind of things that we talked about in our group.

UNIDENTIFIED SPEAKER: And how about the other group, similar conclusions, different?

UNIDENTIFIED SPEAKER: (Inaudible).

UNIDENTIFIED SPEAKER: Do you want to add any ideas that you came up with or—

UNIDENTIFIED SPEAKER: I'm fascinated by the conversation that at the end, in terms of how Gloria structured the meeting, she used an example of, "We decided—well, let's decide on what leadership style Gloria was."

UNIDENTIFIED SPEAKER: Okay.

UNIDENTIFIED SPEAKER: So, we decided to pick (inaudible) just to think about how would Red do the meeting. We had Red do a similar situation so she explained how she structured the meeting.

UNIDENTIFIED SPEAKER: Great idea.

UNIDENTIFIED SPEAKER: I would say it was to break into teams and to sort of design it as a have fun activity.

UNIDENTIFIED SPEAKER: (Inaudible)

UNIDENTIFIED SPEAKER: Potentially, in Nebraska there was a (inaudible) but they—and that's what we did. We had three weeks to (inaudible) and it was a hot (inaudible) topic our administration had only decided to do it three weeks prior to the deadline and out of pressure from the advocate community. And so, we needed to have everybody come together, everybody needed to play nice, and we needed to help them to see the vision. And so that's what we did. We broke them into teams and facilitated their communication and we got the grant.

UNIDENTIFIED SPEAKER: (Inaudible).

UNIDENTIFIED SPEAKER: Uh-huh.

UNIDENTIFIED SPEAKER: But we said that we (inaudible) on special initiation and say that (inaudible) buy food. We don't have any money for food.

UNIDENTIFIED SPEAKER: Yeah. Right.

UNIDENTIFIED SPEAKER: And that we're going to give them like the parameters and what part of (inaudible) like in one page like an information of this is what it is that you need to accomplish and we need your input. So ahead of time, they can start framing their own questions. And then so, we would see

how there were crossovers, their similarities among the parent group, among the corporation, among Department of Education, Department of Public Health. But one of the things that I was thinking about was when I first write this as an assignment before here. The skills that social workers (inaudible) and the skills that the medical provider, I'm telling you (inaudible) it's different group. And I would definitely try to utilize Dr. Phil (inaudible) because there's a part of the literature review (inaudible) there was only an adult necessity.

When you're starting talking about children and obesity, you're talking about (inaudible). And so, that's a different dynamic, so I would try to use Dr. Phil and say, "I really appreciate it and I'm (inaudible) with this and I want to do it. And I think"—really compliment her so that she can do with it (inaudible) to see if there's anything to review on children and what the best practices are. Whereas Gloria, because she's a social worker, she want touchy-feely process (inaudible). So, you would compliment their approaches, really, so.

UNIDENTIFIED SPEAKER: (Inaudible) I was going to say in addition that we've done the local level collaborative as well as state level collaborative with more than 800 partners, and we brought in external facilitators so that the discussion was (inaudible) happening. The discussions were being led by (inaudible) subjective facilitators, and that helped a lot.

UNIDENTIFIED SPEAKER: Does everyone have good experiences of that? I need to hear mix review. I mean, it could go well. Does anybody had a bad experience with facilitators—

UNIDENTIFIED SPEAKER: (Inaudible) they're not familiar with the content.

UNIDENTIFIED SPEAKER: Yeah.

UNIDENTIFIED SPEAKER: That I think was not able to move. It just stalls.

UNIDENTIFIED SPEAKER: (Inaudible)

UNIDENTIFIED SPEAKER: And you may want someone who has the content experience.

UNIDENTIFIED SPEAKER: You definitely want someone with content experience.

UNIDENTIFIED SPEAKER: Right. Right.

UNIDENTIFIED SPEAKER: Yeah.

UNIDENTIFIED SPEAKER: We always have (inaudible) of external facilitators, because we have a group who feels like they know everything about so they would rather not hire—spend the money and hire someone to come in and (inaudible). Yeah.

UNIDENTIFIED SPEAKER: (Inaudible) facilitate, you're not really engaged in discussions. So in order to be really engaged, bring your ideas.

UNIDENTIFIED SPEAKER: Right. Definitely.

UNIDENTIFIED SPEAKER: That's great. That's great.

UNIDENTIFIED SPEAKER: Right.

UNIDENTIFIED SPEAKER: Bringing someone else (inaudible) and facilitator.

UNIDENTIFIED SPEAKER: (Inaudible)

UNIDENTIFIED SPEAKER: It's their job to guide and to (inaudible).

UNIDENTIFIED SPEAKER: Right.

UNIDENTIFIED SPEAKER: Mm-hmm.

UNIDENTIFIED SPEAKER: It's good.

UNIDENTIFIED SPEAKER: One of the themes that came out from both (inaudible) with these cases sort of the importance of parent and the last—as much as it's (inaudible) to just call people together or your good will and have them sit around the table and then you start, it can be disastrous.

UNIDENTIFIED SPEAKER: Because some people can feel that it's a waste of their time to do their part in the meeting. They kind of (inaudible) before they get there.

UNIDENTIFIED SPEAKER: And they want to just (inaudible) on whatever the issue is to talk about.

UNIDENTIFIED SPEAKER: And you want to cut down on the (inaudible). So if you're given the chance beforehand and then do the crosscutting consensus type of thing, you can't avoid it but you lessen it.

UNIDENTIFIED SPEAKER: You lessen it.

UNIDENTIFIED SPEAKER: Mm-hmm.

UNIDENTIFIED SPEAKER: (Inaudible).

UNIDENTIFIED SPEAKER: Yeah.

UNIDENTIFIED SPEAKER: Yeah.

UNIDENTIFIED SPEAKER: We often (inaudible).

UNIDENTIFIED SPEAKER: Right. Yes.

UNIDENTIFIED SPEAKER: So they can focus.

UNIDENTIFIED SPEAKER: Yup.

UNIDENTIFIED SPEAKER: Well, I think we should move into the—we're going to now use the—forgot exactly what we called it—the individual leadership development plan.

UNIDENTIFIED SPEAKER: It's on the right-hand side of your folder.

UNIDENTIFIED SPEAKER: (Inaudible)

UNIDENTIFIED SPEAKER: And if you want to take a few minutes on your own to fill some of that out, and then if you are willing and would like to share some of what you've come up with to get feedback or give other people ideas then that would be great.

UNIDENTIFIED SPEAKER: Just kind of think back over the course of what we did in the session with our intro discussion about what is leadership and then the video clip of Ben—what's his—

UNIDENTIFIED SPEAKER: Luzon.

UNIDENTIFIED SPEAKER: --Luzon, and then the color palette exercise. Think through that and then answer these questions. Yes.

UNIDENTIFIED SPEAKER: We used a lot of paper in this session.

UNIDENTIFIED SPEAKER: Yup.

UNIDENTIFIED SPEAKER: And would you like the folder back there?

UNIDENTIFIED SPEAKER: No, you can leave it here. That's great.

UNIDENTIFIED SPEAKER: Would anybody like to share? You can write it down

or if you're thinking about for your personal work after this.

UNIDENTIFIED SPEAKER: I could tell that overall (inaudible) is the local leader whose (inaudible) person or (inaudible) efficient with (inaudible) that the (inaudible). I want to with end up with structure into a lot with more flexibility in university. I mean others need, (inaudible) in the video I can say that--sometimes people to do the right things in the wrong way. It's still wrong. And I think--I was kind of reflecting considering that I realized that some of the people will be doing wrong--they're doing it in a wrong way. They really have to learn so that is a good thing. I mean, you have the right, being in the right way all the time.

How (inaudible) let's try listening more to programs, and also being intolerant to different strategies and approaches if they are at least doing the right thing. And, yes, I thought I was taking the right turn is one of--I don't have the (inaudible) which I didn't want about 10 years going, I think I want to do that again, and so do that, but also I want to establish rates (inaudible) specific check in with (inaudible) and communicate more of them, and so I said, what things I'm going to do with more checking a lot versus manager, which is (inaudible) need that approved but also in my group (inaudible) in my calendar I can go ahead and set dates to develop the three month and six months remind to myself because it isn't (inaudible) get, and also create a little (inaudible) board typically that I can say that within (inaudible) to say, how am I working with you last three months no projects. Do you feel (inaudible) would be better or different need to allow them

the opportunity. (Inaudible) we're going to take on (inaudible). You need to be (inaudible), but let me give me feedback. I was schedule for the (inaudible). Give me feedback, to work with you on this project, tell me how you proceed on the agenda (inaudible) so that (inaudible) used to do little self reflection which will I (inaudible).

UNIDENTIFIED SPEAKER: I'm really--I'm--the last time I was asking you about the information. I want to take it back to my worksite and do with my staff, and for us to do an inventory, and then when you do the assessment it's like differences can contribute to positive outcomes as long as you put it in a conceptual context and so I think that on the way that you present it, and some of the staff a lot of times just think that the managers are the leaders but in this he said that everybody is a leader. We just live in different place. And so it's very important for the (inaudible). So I really do want to be able to take this back. I also want to do it, my supervisor has four people on his direct reports including me, and I think that it would be good in that context is what because we all managed different times of projects and things that you could, and also my manager was like--one of my mangers is (inaudible) and what happens (inaudible) issues about the poverty, income level, and how it's changed, and how it's going to affect (inaudible), and so in dedicating a social services is not in division, it's in another division, and so how are you (inaudible) in a circle to say, who the stakeholders, and think about what leadership style that that person (inaudible) in terms of what you know in the history, so that when you invite them to the table, try to think in a

deep, so I really been think it there or some (inaudible) just to bring this tool together.

UNIDENTIFIED SPEAKER: (Inaudible) that I (inaudible) myself in the midst it says the clues are supposed to be complicated, and like (inaudible) and I think, you know what that was fun (inaudible) last two years I just happen (inaudible) so I decided to try and tell back to those things that (inaudible) so I think that would help.

UNIDENTIFIED SPEAKER: (Inaudible) start going (inaudible) so that's right (inaudible)

UNIDENTIFIED SPEAKER: Anything (inaudible) what would you to the footsteps when you take to further develop the (inaudible) and idea. I can't with (inaudible), and I--part of my job is to (inaudible), and I--they get the opportunity to evaluate us, but not until they do that school but (inaudible) us then the agency (inaudible) school. But I always keep in the opportunity to do that before they (inaudible) they tell me, and it's not going to reflectable grade, I do it, and I do the evaluation (inaudible) making feel free to say whatever we want so I can (inaudible) and some of the resources (inaudible) the website (inaudible).

UNIDENTIFIED SPEAKER: Do you think it's something (inaudible) we're not sure there so much available on the Web and other things get lost there. It's like

they used to get lost in your inbox or piled papers but you submit—you could use that (inaudible).

UNIDENTIFIED SPEAKER: (Inaudible) in a real sense I'm managing my (inaudible) and now my career, is I'm trying to like over the next few years (inaudible). Otherwise, it's just—like I said mean goals and getting things done (inaudible) very meaningful ways that I need to step back and save tasks and get it done. But (inaudible) big picture and stuff.

UNIDENTIFIED SPEAKER: I think we have that big picture—

UNIDENTIFIED SPEAKER: Oh, yeah, because (inaudible)--

UNIDENTIFIED SPEAKER: Yeah, I agree with (inaudible) and I think that sometimes we get so off down with our jobs, we don't feel like we're thinking (inaudible). And as the people came to see each person (inaudible) I am just still a bit overwhelmed about it , and I just don't feel like I have a (inaudible) and tell I have a radio show on the site until I do that because that's the one place (inaudible), and people won't listen it for too long. That's how sure they feel. But what some can do and maybe later on, (inaudible) when I learned my job, I think that I'd probably going to put an outlook like a meeting, that it'll be like a meeting for me just to take time out to be—to do something, because if I'm going to schedule it, they are always in meetings, and it's women, and what you said, and

I think that's important (inaudible) that maybe whatever, it comes back. And so I'm just—not right now. But I will eventually. I'm going to just have to have time to schedule thinking (inaudible) or something. It caught up with certain things and you just think about it because I think that's extremely important. Yeah, so.

UNIDENTIFIED SPEAKER: (Inaudible) the opportunity to actually figure out ways—the job is—one of the additional things that I do is I (inaudible). And I specifically create something different from that (inaudible) schedule on Saturdays. And I find myself at the review like, oh, this is what I do, because (inaudible) they're very structured, and you go in you just do this. The system's a (inaudible). And so, later got thinking about somebody else's system, I come up with an idea of what I can do when I get back. So (inaudible) really, really creative person's, so (inaudible), and the children came (inaudible) and I missed the job and I stopped. And now that I find myself doing this with my doors like that, I feel more relaxed and less stressed. And so that helps but in getting— (inaudible) but when I use them as (inaudible) in contract after you got (inaudible). And so if you need (inaudible) too stressed (inaudible).

UNIDENTIFIED SPEAKER: And a specific question (inaudible).

UNIDENTIFIED SPEAKER: That I will be more of the expert in the different areas so that I could help managers do what they need to do as (inaudible). And I just—there are managers that (inaudible). And not that I will ever know it as one

seen off of it, but I need to know it better so that I can help. And I just feel like sometimes I'm just busy learning the job all the time. But there's so many aspects of the different components of what's in the MCH branch for me. And it's different, so, yeah. But I think that that's what the problem (inaudible).

UNIDENTIFIED SPEAKER: (Inaudible).

UNIDENTIFIED SPEAKER: (Inaudible).

UNIDENTIFIED SPEAKER: No one has to.

UNIDENTIFIED SPEAKER: (Inaudible).

UNIDENTIFIED SPEAKER: Well, what's really bizarre is that you usually (inaudible).

UNIDENTIFIED SPEAKER: It's okay.

UNIDENTIFIED SPEAKER: It's very trying to--

UNIDENTIFIED SPEAKER: (Inaudible)--

UNKNOWN SPEAKER: I try to (inaudible).

UNIDENTIFIED SPEAKER: (Inaudible)

UNIDENTIFIED SPEAKER: All right, before we begin, I offer everybody a different kind opportunity to share as part of the John's (inaudible) Program that little taste of your (inaudible) including some idea we can some interviews with MCH leaders, and we have--there's a slipped in paper in folder about this but we thought our camcorder with this in the conference. We have few time slots set up where---if you'd like to come, and to videotaped to talking about whatever you choose you but probably something that has to do with something that help you grow as leader or the experience you had whether it be a negative experience or positive experience or maybe talking about a mentor or something you have walked around, we'd like to videotape the stories, and then use this as part of our package of resources so that people (inaudible).

UNIDENTIFIED SPEAKER: Sort of like the story (inaudible)

UNIDENTIFIED SPEAKER: First, you have a story that you think you've been through or the disaster or not, those are the contemplates that I think we've learned to seem to resonate a lot of people to make the ideas, and more people (inaudible)—one of the things that--I mean I heard and I experienced when I work in state the systems would (inaudible) isolated so much of the time just having those kinds of things.

UNIDENTIFIED SPEAKER: Right, compared to

UNIDENTIFIED SPEAKER: Oh yeah.

UNIDENTIFIED SPEAKER: I'm not alone in experiencing this leadership talent or whatever. So even if you tell a story, it is a story that doesn't have necessarily the (inaudible) thing, that's fine. So can you (inaudible) can become part of that.

UNIDENTIFIED SPEAKER: So you're not changing your thing.

UNIDENTIFIED SPEAKER: I've been changing for leadership.

UNIDENTIFIED SPEAKER: I lost a weight to (inaudible) in try to (inaudible) what I do to anyone see the way (inaudible) designed it's for (inaudible) period of time (inaudible). The way I (inaudible) programs. I'm not (inaudible). So I moved in and offer 30 minutes sessions where they come (inaudible) issue (inaudible)

UNIDENTIFIED SPEAKER: Do you (inaudible) negotiation (inaudible) training if you're still (inaudible) been sometimes (inaudible) brining the external person to sort of enabled him to be able to (inaudible) and then also (inaudible) when discussing a little work together.

UNIDENTIFIED SPEAKER: As we're pushing (inaudible)

UNIDENTIFIED SPEAKER: More than that just teaching leadership.

UNIDENTIFIED SPEAKER: My--

UNIDENTIFIED SPEAKER: (Inaudible)

UNIDENTIFIED SPEAKER: My--the work that I do is really on adaptation of leadership. It's going out of where that's the (inaudible) so in the work that I do (inaudible) where (inaudible)

UNIDENTIFIED SPEAKER: But since you're integrate (inaudible) with the other in one office.

UNIDENTIFIED SPEAKER: In other words, would go in to main office--

UNIDENTIFIED SPEAKER: Oh, yes.

UNIDENTIFIED SPEAKER: --and work--

UNIDENTIFIED SPEAKER: (Inaudible) the individualism around me, but then it gets my--the work to someone else (inaudible)

UNIDENTIFIED SPEAKER: Yes. Yes.

UNIDENTIFIED SPEAKER: Okay. I'm good.

UNIDENTIFIED SPEAKER: Yeah, that--

UNIDENTIFIED SPEAKER: Basically when you're able to work a long time, and then if they hold this, they forgotten to know because you know (inaudible) I think you need to work together (inaudible).

UNIDENTIFIED SPEAKER: So are we done? Well, thank you very much. You guys are great.

UNIDENTIFIED SPEAKER: (Inaudible)

UNIDENTIFIED SPEAKER: Please share your feedbacks. Does anyone have an initial thoughts about it, and then (inaudible)

UNIDENTIFIED SPEAKER: Being part to a position possibility of hours that was terrible. I don't know (inaudible)

UNIDENTIFIED SPEAKER: (Inaudible)

UNIDENTIFIED SPEAKER: So do you have--

UNIDENTIFIED SPEAKER: A lot of content from several (inaudible)

UNIDENTIFIED SPEAKER: (Inaudible) directions, and you kind of be engaged (inaudible) because it's hard to deal with (inaudible).

UNIDENTIFIED SPEAKER: Yeah, that they intend two roles. (Inaudible) about ourselves and then we move to—so I thought it was a very different way (inaudible).

UNIDENTIFIED SPEAKER: (Inaudible) I know like the public health (inaudible) all different institutes that are out here. Taking something like this, I mean, is you're trying to do that four sessions and it isn't something that (inaudible) or MCHB (inaudible) foster and (inaudible) MCH leadership, because we spent so much time on (inaudible) that something like this will like really benefit a lot of you.

UNIDENTIFIED SPEAKER: That's actually the model that we kind of started with and because of resources (inaudible) the things are expensive. So, I think over time what we learned to do was somewhat—I was told by my boss (inaudible) develops in pieces, and overtime see if we can move toward that so you can sort

of run and launch it. So, I'm hoping that enough different pieces of that that at least if they can't organize—if there can't be a national effort organized so you need to have sort of resources and maybe some consultation that (inaudible), program directors or whatever came help—get that going in your state (inaudible). But I think that kind of modeled, actually blended maybe the two—yeah. That was the vision.

UNIDENTIFIED SPEAKER: I mean, I know AMCHP (inaudible) there's two collaborative trainings. They have the systems training, evaluation training, and leadership sort of workshop that we had. The systems training, this was (inaudible) because it was very—it's (inaudible). It went (inaudible). This was always a little different active sort of workshop that we did (inaudible). And me I feel like I (inaudible) a part of that capacity because (inaudible) two people to look. That would work better. So I don't have to ask you how you go about it and become a part of that—I know like you may be was the one (inaudible) the systems training a long, long time ago (inaudible), so you need something like this should be built into that specific—two days and you go off and you (inaudible) a year, different states (inaudible) two people get it and they eventually take it back and those things start to begin (inaudible) state.

UNIDENTIFIED SPEAKER: Or how could it be integrated into that mentorship (inaudible).

UNIDENTIFIED SPEAKER: That's right. Yeah. Mm-hmm.

UNIDENTIFIED SPEAKER: Something behind the pieces or at least sharing with that kind of (inaudible).

UNIDENTIFIED SPEAKER: Actually, one of the (inaudible) that the leadership institute what they does is excellent (inaudible), but hoping to be able to penetrate and get some of the ideas and experiences available to people deeper into the program because I know that a lot of people have grown to be (inaudible) just sort of can't keep up with that. But, anyway, I think that's some feedback if you can give AMCHP and the folks in the bureau, and support that (inaudible) training opportunities, what the elements are that we said were this is (inaudible).

UNIDENTIFIED SPEAKER: AMCHP is going to be (inaudible) workforce survey, workforce assessment, (inaudible). And so, that might be an opportunity for (inaudible) that kind of (inaudible) they're going to be asking.

UNIDENTIFIED SPEAKER: (Inaudible).

UNIDENTIFIED SPEAKER: No, no, no, no, no. It's going to be—the initial part is going to be just to (inaudible) survey but (inaudible) and then follow up sort of (inaudible). So, you're taking it (inaudible).

UNIDENTIFIED SPEAKER: Thank you guys.

UNIDENTIFIED SPEAKER: (Inaudible).

UNIDENTIFIED SPEAKER: Thank you very much. Thank you for (inaudible).

UNIDENTIFIED SPEAKER: Yeah.

UNIDENTIFIED SPEAKER: It's great.

UNIDENTIFIED SPEAKER: (Inaudible).