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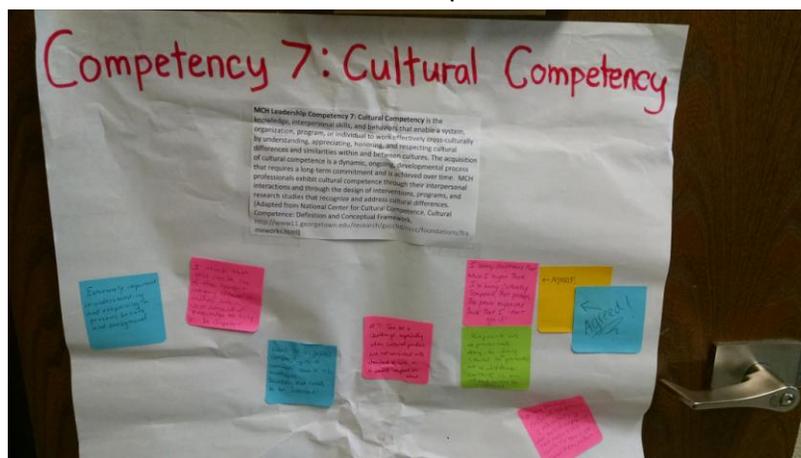
Leadership Education in Neurodevelopmental and related Disabilities (LEND) Program

Learning Module: What are the MCHB Leadership Competencies?

This series of interactive learning activities introduced new LEND trainees to the MCHB Leadership Competencies. Below is an outline of the activities with examples of student work products.

I. The Leadership Competency Gallery Walk

- The MCH competencies were posted on charts around the classroom. Trainees were asked to read each competency and comment on a post-it. Comments included questions, reflections, connections, and summaries in relation to the competencies. Trainees were guided to write their own post-its, or respond to fellow trainees. Below are three examples:

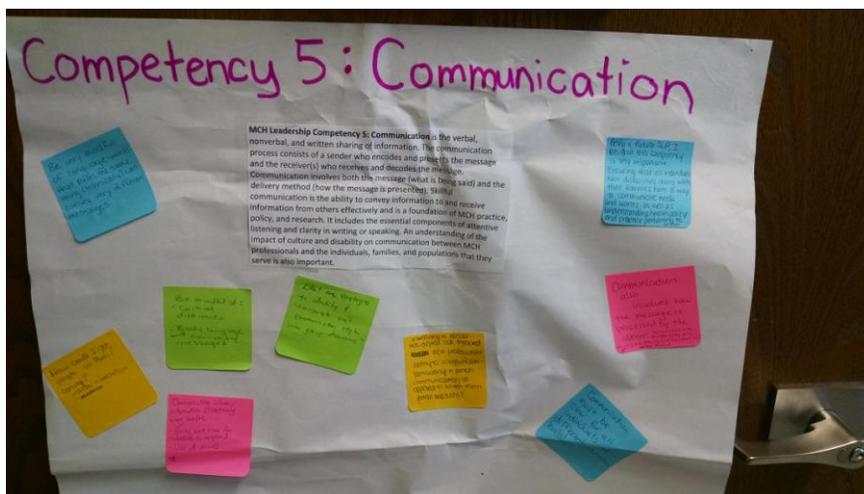
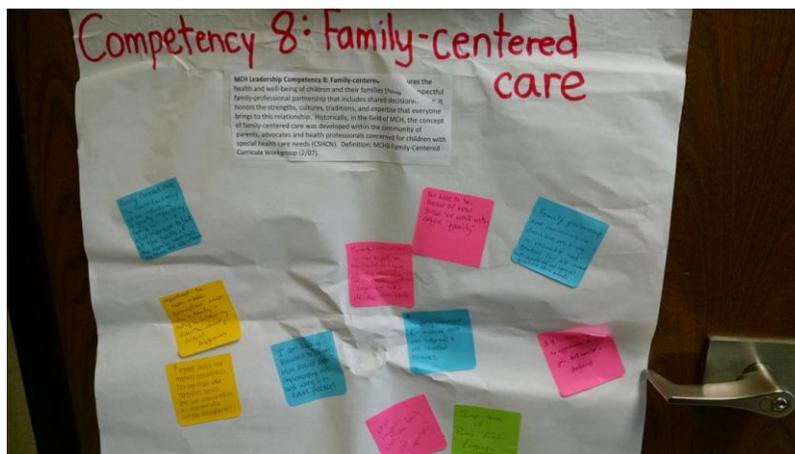




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II. Leadership Competency Synthesis Activity

- In teams, trainees reviewed the charts from the above activity. They wrote short synthesis paragraphs about the competencies and the responses from their colleagues. These became a document called “MCH Competencies in Our Own Words”. Below are two examples of their synthesis paragraphs.

“Competency 4: Critical Thinking: Critical thinking is the ability to identify pros and cons and consider an issue from your own perspective. It involves thinking outside of the box, having an open mind, and considering all possible solutions. It includes the usage of evidence-based



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practice, which is initially a new idea, and is then supported by continuous research. Critical thinking is a long-term process, rather than a short-term or “quick fix” approach. The skill develops with time and experience.”

“Competency 12: Policy and Advocacy: Policies are rules and regulations created to solve issues that affect members of organizations. Advocacy is action taken toward implementation of policies. Comprehension of policies and policymaking is imperative to effectively advocate for the populations for which the policies are designed.”

III. Leadership Quote Assignment

-Following these activities, trainees were asked to complete the following assignment. They were asked to review the MCH competencies, the document “MCH Competencies in Our Own Words”, and a sample of well-known leadership quotes. They were asked to choose a quote that they personally connect with and explain how the quote relates to the MCH competencies, as well as their hopes/dreams for their own leadership. Below are the leadership quotes that were provided.

Famous Leadership Quotes

“A leader is best when people barely know he exists, when his work is done, his aim fulfilled, they will say: we did it ourselves.” —Lao Tzu, Chinese philosopher and poet

“Leadership is the capacity to translate vision into reality”. —Warren Bennis, organizational consultant and author

“A leader is one who knows the way, goes the way, and shows the way”. —John Maxwell, author and inspirational speaker

“Never doubt that a small group of thoughtful, concerned citizens can change world. Indeed it is the only thing that ever has.” —Margaret Mead, anthropologist

“As we look ahead into the next century, leaders will be those who empower others.” —Bill Gates, chief executive and chairman of Microsoft

“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.” —John Quincy Adams, 6th president of the USA

“The content of your character is your choice. Day by day, what you choose, what you think and what you do is who you become. Your integrity is your destiny ... it is the light that guides your way.” —Heraclitus, Greek philosopher



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Below are excerpts from a few student responses.

Trainee 1:

“As we look ahead into the next century, leaders will be those who empower others.”
—Bill Gates, chief executive and chairman of Microsoft

This quote by Bill Gates powerfully illustrates the Maternal and Child Health (MCH) leadership competencies as well as my hopes and dreams for my own leadership. I believe that I will maximize my efficacy as leader by embarking on a journey of identifying my knowledge base, becoming self-reflective, acting with ethics and professionalism and engaging in critical thinking. Once I understand my power as an individual, I will maximize my efficacy of interacting with others through effective communication, negotiation and conflict resolution, increasing my cultural competence, utilizing a family centered approach and engaging in teaching and mentoring others. Finally, on a community level I will be empowered to build and engage in an interdisciplinary team, work within communities and systems, create and implement policies and serve as an advocate for others.”

Trainee 2:

“ While Margaret Mead's beautiful quote is one of my personal favorites, I chose the words of the author and inspirational speaker, John Maxwell: ***A leader is the one who knows the way, goes the way and shows the way.*** This statement on leadership very succinctly and directly aligns with what I believe to be the three general overlapping themes among the competencies: knowledge, demonstrating best practice, and advocacy.

One who knows the way... Competencies # 1, 2 and 7 focus on developing a strong knowledge base that a leader in the field of neuro-developmental disabilities would need to be successful. This includes an understanding of one's own set of beliefs, culture, and values, as well as the ability to reflect on how these may impact one's work. In addition to this self knowledge, an effective leader should have an awareness and respect for cultural differences. Another important component of "knowing the way" is an understanding that quality care should be family centered , emphasize prevention and continue across an individual's lifespan.



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Goes the way...Competencies #4, 5, and 6 most relate to leadership "in action". Communicating one's point effectively, attentively listening in order to gather more information, and employing evidence of best practice to develop a plan are a few examples on how one demonstrates leadership skills.

Shows the way...This may be demonstrated through Competencies # 9-12 and would include mentoring a colleague within a supportive learning environment, and/or direct participation in advocacy activities with people of different disciplines, in one's local community or a broader system.

In regards to my own hopes and dreams for leadership in the field of disability, I hope to become more skilled and confident as an advocate by expanding my knowledge of the issues, learning more about how policy works, and developing my written and oral communication skills. I am excited to participate in the Family Support Services Advisory Council and Local Early Intervention Council , two venues where I can work on my leadership skills. I will also have the opportunity to present a brief "testimony" on a disability related issue for *Partners in Policymaking*"