

REALTIME FILE
AUCD: Orientation for Charting Your Course
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(The CART writer is standing by)
>> Hello, can you hear me?
>> Hello, can you hear me?
>> Can everyone hear me?
I think my audio is fixed now.
>> Happy Friday to you too.
>>
>> Happy Friday everyone.
We're going to start in a couple of minutes.
>> If you could put your role and the center you're joining us from in the chat box too.
>> All right.
Let's begin.
Hello and welcome to the orientation for the charting your course Orientation for Charting Your Course: A Toolkit for New Directors of University Centers for Excellence in Developmental

Disabilities my name is Maureen Johnson, and I am the program specialist here at AUUCD.

I would like to address a few details.

We will first provide an introduction of our speaker, followed by the speaker's presentation there will be time for questions.

Because of the number of participants your audio will be muted throughout the call.

However you can submit questions at any point via the chat box on your webinar console.

You may send a chat to the whole audience or to the presenter only.

This entire webinar is being recorded and will be available on the webinars of that page on the AUUCD website following this webinar.

There will also be a short evaluation survey at the close of this presentation.

We invite you to provide feedback on this webinar and also provide suggestions for future topics.

Please join me in welcoming Matthew Wesley Williams.

He serves as the president at the Interdenominational Theological Center.

ITC, a historically black graduate theological school located in the heart of Atlanta, Georgia.

He is recognized as an executive in the field of theological education who is built national programs and partnerships and development doctoral education leadership young adult vocational discernment.

Diversity equity, and inclusion in the higher education slates.

Thank you for joining us today.

>>MATTHEW: Thank you Maureen, thank you for the kind introduction.

It's good to be with you all.

And to be back with some of you all.

I see a few familiar faces.

So it's good to see you.

And happy Friday to you.

So we have an hour together.

And I want to make the best use of our time.

By way of introduction I also wanted to share is that I have had the privilege of serving with the CLD team at Georgia state university at the center for leadership and disability in the development of the UAUCD leadership academy for the last few years.

And I spent time with the national UCEDD network in doing some workshops and trainings and that sort of thing.

At the national level.

So this was a community that I cherish.

And have a great really privilege and honor to help support.

What I want for the time that we have together, first of all, let me if you could in the participant box if you click participants at the bottom, there is a way that you can raise your hand.

If you click participants there is a -- at the bottom of the participants list there is an option that says raise hand.

And I want to ask you if you have had an opportunity to read through the toolkit.

Please raise your hand.

I want to get a sense of your familiarity with it.

>>MATTHEW: So there is a few of us who have.

That's good to know.

And a few of us who haven't and that's also fine.

I see a thumbs up, somebody went the extra mile.

That's great.

So that's good.

That gives me some sense of familiarity with it.

But first let me give you context.

For how this came to be.

And this came to be how many good things can come to be.

It came to be as a result of the wonderful Don Rudolph, recognizing a need in the network as there was a period of transition in which many of the founding UCEDD directors were beginning to transition into retirement and other roles.

There was a new generation shall we say of UCEDD directors that were coming into roles in a very new moment in the life of UCEDD's broadly in specific cases in the life of their institution.

So they were entering into these roles under very different circumstances than those that the UCEDD's were founded, and needed resources to help them make these transitions well.

And so we begin to kind of cook up in the lab what would be necessary to facilitate good transitions that folks might learn well, and amidst the complexity of that role might find themselves in work that they could flourish in.

And in which they could make a positive impact.

I'll make a long story short and say that after multiple iterations focus group, also that we held at the UCEDD director's TA institute, in DC, we arrived at this toolkit called charting your course.

For new directors of university center for excellent and disability.

So this is a toolkit.

It's not a manual.

You might think of it as Batman's belt.

Where batman pulled out what batman might need.

My son is a -- forgive me he's a comic and a superhero, fanatic.

So I may pull out a few superhero references here and there.

But you pull out what you need as you need it.

And that's what this toolkit is designed to do.

I'm going to -- what we're going to do is just to give you a sense of the scope of our time together, I shared a little bit about of course who I am, and why we created this toolkit in the first place.

And for the remainder of our time together, what we want to do is to talk about the approach that the toolkit takes.

The way the toolkit is organized, just to orient you to the tool.

And we'll walk through it.

Excuse me, we'll walk through it.

So that you are familiar with the components and the exercises and listen this is an 84-page tool.

So in an hour we won't be able to go through every granular detail.

But you will, by the time that we're done together have at least an orientation to the tool itself.

And be able to take a deeper dive in one section or another as you need it.

And as you feel it to be appropriate.

So first, let's talk about the approach.

And some of the approach is laid out in this introduction.

Plush but what this toolkit is designed to do is to help UCEDD directors be reflective practitioners.

And as you see in the table of contents there is reflection that has to do with one's self.

There is reflection that has to do with really getting a kind of high-level view of the UCEDD that you manage and lead.

And then there is some reflection as to direction and strategy.

That we put in the section around tips and visioning.

Tips for visioning.

And strategy.

And what you'll find in this toolkit is a series of concepts to wrestle with, but also exercises to help to assimilate those concepts.

And to apply those concepts to your work.

This toolkit is not a stand-alone toolkit.

It really comes as a part of a larger body of resources that you'll find in the UCEDD resource center.

And it's designed and in fact you'll find links throughout the toolkit to other resources that are already present.

Just to recognize and notice that there are already resources that have been developed that this helps to highlight.

So on that note, let's talk a little bit about how the toolkit is organized.

And then we'll walk through the toolkit.

And after that walk-through we'll invite questions and answers.

So the table of contents lays out some of the big chunks. The main -- the meat of the toolkit comes in the three sections I just mentioned.

First module being around self-reflection.

First section being around self-reflection.

As a leader, in terms of one's motivations.

And leadership models.

The second having to do with different tools to help you get a beat on the UCEDD as a manager, as a leader.

Both internally and external to the UCEDD.

And then again, finally, tips for visioning and strategy to begin to think about the map from where UCEDD is, to where we might envision it would be.

As a result of our leadership.

But prior to those three, you've got two -- I think important and pieces that ground the rest of the kit.

And the first is a story.

That is a -- it's a compiled -- it's a fictional narrative based on true events.

So names have been changed to protect the innocent.

And it also represents a kind of compilation of stories that we've heard directly from UCEDD directors to really ground this in some realities.

That one of my faces they begin the process of leading an UCEDD.

The second part of that preamble is a listing of words of advice.

From current UCEDD directors.

And I think what is so important about this is when we put the call out for UCEDD directors to contribute to the next generation of directors, there was really just an outpouring of wisdom, and encouragement, that not only provides you with good information, but should also help you see that you got a network of folks around you who really want you to be successful.

And are willing to contribute in one way or another.

To make that happen.

So that advice section kind of represents that.

And also contains very, very good information.

Some of which is addressed in some of the more subtle aspects of what it means to be UCEDD versus some of the more overt management-related kinds of aspects.

So that being said, each of these sections and these are the three sections.

There is a section in self-reflection, getting oriented to the UCEDD.

And tips for visioning and strategy.

Each of these sections has a section on framing and goals.

So kind of orients you to the section in what the section is designed to help you accomplish.

There is a section in each -- there is a statement in each section that tries to help the reader to understand how to use this section.

So to make it a practical tool.

And then we move into concepts and exercises again to assimilate the ideas.

So each section has three modules.

So it's organizing the way I just mentioned.

But it has three modules.

And the self-reflection section has modules on personal reflection.

Mental models of leadership.

And leadership strengths.

And that's -- this is really an opportunity -- really a tool to help you do your own personal work.

On a periodic basis.

Around 1's thinking, feeling and behavior.

You'll see that the tool really most of the content in the tool is in this section, second section.

Thing appropriately so on getting oriented to the UCEDD.

And you'll see there are five modules in that section.

To really -- in the weight of the content being in this section I think underscores the complexity of the relationships and tasks and priorities that an UCEDD director is required to manage and lead.

So there is a section -- there is a -- five modules here in this section.

On the story of the UCEDD, the status of the UCEDD's programs and activities.

The UCEDD's core functions.

And that really speaks to the internal work of the UCEDD.

Mapping the UCEDD's external relationships.

So stakeholder engagement, and then understanding the culture.

Which gets to both the visible but also the less visible aspects of the organization.

And then finally, in tips for visioning and strategy, there is some signposts that give you kind of direction towards resources and tips around how you chart your path as an UCEDD from where you are to where you want the UCEDD to go.

So the three modules and section 3 are envisioning change.

Practicing human centered design, and tips for developing a strategy.

And again those are really kind of signposts for how you might move forward.

Given what you've already engaged in the rest of the toolkit.

So at the end of this section that gives you an orientation to the toolkit you have this link.

Which is the first of many links throughout the toolkit where if you were to click it, and if you actually have the toolkit open where you are, when you click it, it is it takes you to a resource map that exists with a treasure-trove, a bank of tools and resources that already exist on the AUCD website.

And again that's one of many resources that we link to that already exist.

All right.

So this is the opening story.

And I want to encourage you to take a good -- you know 5-7 minutes to carefully review this story.

Again it's a fictional composite sketch.

Adapted from the real stories of new UCEDD directors.

And what you'll see is that this story pops up again in the tool, especially in the section on getting oriented to the UCEDD.

Because this story is designed and was carefully crafted to get at some of the complexity.

Around some of the things that are apparent.

You know visible.

Within the organization when you arrive.

But also how what trips us up often is that we get into these roles and it's an organizations, even when we've been there for some time, and we find ourselves hitting what some folks call land mines or the creatures underneath the surface of the water.

Who -- that may trip us up because we were unaware of them.

How do we gain more access to the stuff that's under the surface?

This gets to some of that.

Thank you Maureen, it looks like you linked to the toolkit.

In the charts so you can follow along and follow those links if you want to.

While we are working through this.

So, this tangled web, I think is very important place to start.

And then following the tangled web, which ends with this question, what advice would you offer to Karen?

We follow that with the advice that the UCEDD directors would offer.

Around these different categories of engaging the AUCD team and the UCEDD network, relationship building, management, team and staffing.

And navigating the university and larger ecosystem that the UCEDD relates to.

Leading change.

Leadership practices.

And values.

So this -- the first section is a section on self-reflection.

And as we mentioned this section has three modules. Personal reflection, or motivation, mental models of leadership, and leadership strengths.

And if you've participated in the AUCD leadership academy some of these particularly around leadership strengths are things that you have been exposed to.

But nevertheless it will be I think a useful set of tools if you have or it if you haven't been exposed.

So again this is a section that starts with framing and goals.

So around self-reflection the goals of this section are to enable you to examine the mental models that inform your practice and values of leadership.

Identify the motivations that drive your work as an UCEDD director.

And then to give you some insight, that enable you to reflect on the strengths and gifts you bring to this leadership role.

So this is an example of the how-to use this section element of the section.

And this really is a way to give you some suggestions to -- for how to use the section both as a personal resource, and you'll see in subsequent sections, there is some suggestions about how you might use this as a team learning tool.

Or a retreat module.

There are any number of creative ways you can use these tools, exercises, and concepts.

So the digital version of this.

Now you can feel free to print this out or to adapt this in any way you see fit.

But the digital version of this actually has sections in which you can write comments.

Now I'm writing gibberish here.

These are sections you can write comments right into the PDF.

And this module of personal reflection asks you just to take some time to reflect on the question of what's at stake for you.

In the fulfillment or lack thereof of the mission of your UCEDD.

Then the second reflection question in the first module asks about the alignment between your sense of passion and purpose, and the mission of the UCEDD.

Both of which are very, very important.

And impact I think the quality and effectiveness of any leader in relationship to their organization.

This second module gets to mental models.

And when we talk about mental models we're talking about those ideas that are really ideas that we operate by in some cases that we're not aware of.

Ideas that can shape our thinking and action.

That really determine how we lead.

And many cases how we lead is based on how we've been led.

And so this gives us an opportunity to kind of surface those models that we've developed and informed under.

Bringing them to conscious awareness or make decisions about whether we want to follow those kinds of models or not.

And so here is an exercise in this module, that really asks you a series of questions about the leadership models that you've been exposed to.

And worked with.

And how they might be shaping your own sense of leadership.

Your own self-image as a leader.

And then finally, this third module is about leadership strengths.

And for this module, we use the values and action character strengths survey.

This is one of those tools that if you have been a part of the leadership academy you have taken advantage of this.

But you'll see at the top of page 25, there is a free survey link.

There are pay options that give you additional kinds of insights.

But you can take that free survey at this link, and then when you take that free survey, there are reflection questions.

That will inform -- that give you an opportunity to reflect further on the results of the survey that you took.

And not only does it invite you to reflect on your personal strengths, but it also invites you to begin to think about the kinds of character strengths that exist among your team.

Among your staff.

With whom you work most closely.

So these are -- again a few more reflection questions.

But that comprises the self-reflection section.

And then we move to the getting oriented section.

Which kind of shifts our focus from our personal mental models, our personal motivations, and our own personal leadership strengths.

To begin thinking about the organization internally, and its relationships and impacts externally.

And so this was the section that is as I mentioned when I began, the meatiest section of the tool.

Of the toolkit.

And you'll see why in a moment.

So we land in this section with this kind of map of the core functions of the UCEDD.

You have about ten core functions listed out here.

And this will be significant as we move further.

Because these core -- we'll be using this map of core functions in this section to facilitate the kind of orientation that we need to help us reflect critically and constructively on the UCEDD that we lead.

So, again, framing and goals.

There are five goals listed here.

One is to learn and articulate the history of the UCEDD.

You'll see there is a line in this section that says to become the director of the new director over UCEDD is to be the co-author of a story that's already being written.

And so you need to know that story.

Right?

And learning and being able to articulate the history of the UCEDD in your own language words, it is very important.

So that's one goal.

And then, there is also a goal around assessing the usefulness of the programs that an UCEDD is running.

Oftentimes we're running programs because we've always run them.

But haven't assessed the effectiveness of those programs or usefulness of those programs.

So that's that second goal and you have to tool there for that.

Mapping the internal staff landscape and relationship to the UCEDD's core functions.

Is the next goal.

And then the next goal and activity gives us an opportunity to reflect on the nature of our relationships or the nature of the UCEDD to the variety of stakeholders that UCEDD relates to.

And then finally, there is a tool that enables us to gain some insight into the culture of the UCEDD.

And you'll see that's where the Karen story pops back up.

That is layered and complex, and so we'll talk about that here in a moment.

So again, how to use this section.

This is where you see that you can use this on a personal level.

But the suggestions here are really geared towards group work.

Team learning.

And cultivating a kind of shared picture of the situation of the UCEDD.

And sometimes these kinds of exercises and reflections give a team access to knowledge of itself that it didn't have before.

That could be a useful kind of awakening that helps to stimulate conversations that can actually catalyze change.

And so that's really what this is all about. So the first module is a timelining exercise.

And it's about being able to articulate the story of my UCEDD.

In any organization, if you have five people you'll probably give five different stories.

Of the life of the organization.

But this is a group exercise that is really adaptable.

But what it invites the group to do in an exercise is to build a timeline of the significant moments of the UCEDD since its inception.

Let me tell you one of the values of this kind of exercise is that goals when there is a new -- when there is a new leader, or a new moment in the organization, and many cases folks who have been around for some time may feel like they're under threat, or even under value.

And so this is a way to honor the value of the memory they bring.

That is absolutely necessary for any kind of change initiative that might take place.

And it helps to ground 1's leadership especially as p their new.

So as a group exercise, it can kind of raise the value of the folks who have been around for some time.

Because they'll be the ones who kind of hold in court as you're marking the timeline.

That's what this group exercise is designed to do.

You've got five steps and then an optional sixth and seventh. And steps one-five are really again timelining.

Steps 6 and 7 as an option give you an opportunity to actually do story-telling.

Where you put -- you put flesh on the bones of the timeline.

And begin to narrate what has happened over time.

Which can be a very, very rich experience if you can make the time and the space for it.

So that's the first exercise.

Timelining and story-telling.

The second exercise moves beyond the history of the UCEDD, and gives you a tool for beginning -- for beginning to assess the quality and the and the effectiveness of the existing programs and initiatives.

Here is another reason why this is -- this can be useful.

Is that this kind of tool gives you access to the collective wisdom of the group of the UCEDD, of the staff.

And as you may have some hunches about programs that need to go, but this gives you an opportunity as a group to use data, to use qualitative and quantitative data to -- as a group identify the value, the effectiveness and the quality of programs and then to begin to make decisions about as a group how do we want to move forward.

So that if you're coming in proposing changes, these are not changes that you're proposing just out of your own head.

And then the arrows are all pointed at you.

This gives you kind of a Democratic way of getting at identifying prioritizing change.

And so this grid is connected to this exercise.

In which you list out your UCEDD's current programs.

And listing out those programs you begin to, and you can recreate this grid it's really just kind of a Y-access and a X-access, and the horizontal access tracks impact from low-high.

Whereas the vertical access tracks cost from low-high.

And ideally, of course, you want -- you will want to spend as little money as possible but make as high as possible an impact.

So and the least ideal scenario would be in the top-left corner.

Where you have a high-cost program that has a low-impact.

It's really not helping you to meet your mission.

So as a manager who has fiduciary fiscal responsibility, and responsibility for meeting the mission of the institution as well as managing the institution's resources, you rather be in the bottom right corner than you would in the top left corner.

And if you can map these programs across this grid, then as a team, you can begin to see using good data, you want to draw data from your budgets.

You want to look at evaluations of programs.

And then there is of course qualitative feedback you will probably have to inform this.

But as a group exercise it can help you kind of map where you're doing well, and where you might need to make some changes.

And again the steps are laid out in this module.

All right?

Now, this next module is about mapping the UCEDD's core functions.

And so that visual that we saw at the beginning of this section is what guides this module.

Here is another link to a resource and if you click it, where you are, it's to the perceptions of past and current UCEDD directors on transitioning.

And the role of the UCEDD director.

And this again is wisdom passed down from past directors that you will find useful, especially as you begin to engage this section.

So you'll see mapping is kind of a theme.

Throughout the toolkit and this is no -- no different.

So the ten functions that were shown in that graphic at the beginning of this section, are used here and what you're doing here is really thinking about who in my UCEDD are the most impactful actors in each of those categories of the core functions?

And so what this is designed to do is to really track the function to the human resources.

That are pulling these things off.

Whether they be staff or volunteers or partners.

But you want to begin to map that and what it enables you to do is to begin to see where are we over resourced.

Where might we be under resourced.

And how might we realign the deployment of our people and our resources to really meet our mission, but also to take care of the core functions that comprise the UCEDD.

And so this is an area that corresponds to that map.

What you can list the top three most impactful actors in each area.

And then it begins -- it ends with a few reflection questions on that section.

Module 4 moves from the internal to the external.

And looks at stakeholder engagement.

And you'll see that this exercise may be helpful for I'm going to highlight this.

It may be helpful for developing strategy for partner engagement.

It may be helpful for identifying how to build relationships and with whom.

It may be helpful for engaging partners to figure out how do they actually see their relationship to our UCEDD?

And it may help you assess whether you actually have the right partners allocated or deployed to the right places.

And it can help you see where there are relationship gaps in relationship to your work.

So here is another map.

And I'll just kind of decode this really quickly before moving into the related exercise.

But this map asks how are you engaging the multiple stakeholders in your ecosystem.

And what it does is, the A, B, C, D, and E, alphabets there really they are meant to distinguish the different types of stakeholders that we relate to.

Not in terms of their function, or what kind of organization they are, but it's meant to help you distinguish how your relationship to them is different.

And therefore, how you might need to allocate resources, or think about your engagement with them differently.

And so there are five categories of stakeholder engagement that run along a continuum that the circle replacements.

From -- and the continuum is from being merely connected to a stakeholder.

To being accountable to a stakeholder, to being partnered with a stakeholder.

And it's possible that you're connected, accountable, and partnered.

That all three apply to a stakeholder.

But there are plenty of stakeholders with whom we might be connected, but we're not really accountable with them.

Or we might be accountable to them, but they're not actually partners in our work.

You might take the federal government for example.

We are accountable for reporting, and this sort of thing.

In certain cases but they're not partners with us in the delivery and development of the work itself necessarily in all cases.

So these distinctions are designed to help you kind of assess that out.

And you've got on this next page it kind of outlines those five types of partners.

Those with whom you're informing and updating.

On a periodic basis.

Those with whom you're seeking feedback and blessing, involving in final decision-making.

Co-designing solutions and programs. And those with whom you're doing the work together of delivering solutions and programs, in collaboration.

So there is a group exercise again that enables the group to do some reflection together on the nature of these stakeholder relationships.

And the steps are laid out for each of these as well as some broader reflection questions that end that section.

Now, here is where you could actually build a whole retreat on many of these modules, but especially this one.

On understanding the culture.

And this module is built on the time-honored idea of the iceberg.

Which is a long-standing metaphor for organizations.

That -- you know shows us that most of what makes an organization go is the stuff you don't immediately see when you arrive on the scene.

It's the stuff underneath the surface.

And what this graphic is designed to do is to help you kind of map what's happening, and how your awareness of these different levels of the organization can give you leverage.

To facility on the left side you have the levels of organizational culture artifacts being those things you can readily see.

Events and absorbable data.

Then espoused values.

The stuff we say we believe.

And the shared assumption which is really the stuff by which we actually do what we do.

The beliefs and action that are not always the same as what we see we believe.

On the right side you see these leverage points for change.

Such that if you look in the middle of this iceberg, if what is -- what this is designed to show is if you, for example, are aware of events and observable data, then it gives you the ability to react to those events and observable data.

But then, if you are aware of the trends and patterns that have given rise over time to those events, then it might give you more access to be able to anticipate what might happen when you start to see certain patterns arise.

But that's thought it.

You can also go deeper levels to if you've been around and done the inquiry, you can begin to notice the systems and structures, the underlying practices that have been influenced that participate such that you're able to actually now begin to design something differently.

A different set of structures and systems.

And then finally, the mental models getting to those shared assumptions of beliefs.

Beliefs are the unexamined beliefs and assumptions that keep the subjects in place.

That's where you get when you get to that level of understanding of the culture, it gives you more capacity to begin to do some transformation.

So this module is all about understanding the culture.

And I would invite you to take time with this.

And as a short story at the bottom here about a person who comes in new to an organization where the CEO who hired them said you know -- for the first six months I need you to tell me everything you see when you walk through the halls of the organization.

And she says why?

He says because after six months you won't be able to see it anymore.

That's the power of culture it's the stuff we don't see.

It's the water that we swim in.

So this really kind of decodes that map.

And when it comes to the leverage points which was the left side -- I'm sorry the right side.

My right.

Of the graphic that you saw, this starting on page 59 gives you kind of a window into what is meant at every level of that of the iceberg.

And there is a side bar story related to the development of curb-cuts in Kalamazoo Michigan that just kind of looks at how one specific instance can have multiple levels of can offer multiple levels of insight about a community or an organization.

And it kind of again decodes the leverage points and the levels of organization.

So the activity here takes place with two exercises.

And the first is it kind of gets back to story-telling.

And it invites you as a leader, it could invite your whole team, to do some stakeholder interviews.

And this gives some -- some instructions as to how the plan and invite stakeholders into the interview.

And then it invites you at the second exercise kind of builds on the first one.

In order to use those interviews to map the culture.

So you can bring that -- it really becomes kind of a stakeholder's scan.

And you can bring that data back and begin to map the culture based on what you derived from those interviews.

These two exercises go together.

Now in the second exercise, what you also have here is a kind of unpacking of Karen's story.

The story that we opened up the toolkit with.

And it gets to the complexities and the different levels seen and unseen within Karen's story and the UCEDD that she began to lead.

And gives you -- uses her story as kind of a model for tracking the events, the patterns, the systems, and the assumptions that drive that UCEDD.

And then finally, tips for visioning and strategy.

And this is a section that really kind of gives you signposts.

It gives you kind of directions.

And doesn't -- it doesn't give you a kind of strategic plan guide or anything like that here, but it points you in important directions.

So what it does is begins to reframe strategy.

It moves us away from the idea of strategy as a document that we produce every three-five years that then sits on a shelf and has no bearing on how we act.

But it frames strategy as kind of a muscle.

That is built among a team that uses certain practices that enables us as marshal -- would say to turn what we have into what we need in order to achieve what we want.

And this can be a tool this section can be a tool in the development of your strategic planning.

It could also be a visioning tool.

That you use to begin with a new team to envision a new future for your UCEDD.

And it's also a link you'll see to some other tools and another toolkit to shake specific projects.

Not just the UCEDD but specific projects and through a human-centered design lens.

So this module is really designed to help you clarify the change.

That you hope to lead in the UCEDD and explore human centered design methods to support the development of the strategy that you'll develop.

So the first module is about envisioning change.

And asks you as a reflection to just begin to articulate the change that you hope to see as a result of your leadership.

I'm reminded of Alice in wonderland when one character says to the other, well what we're -- one is coming to ask the other, for directions.

And then the person who was being asked says well where are you trying to go?

And I think it may be Alice who said well I don't know.

And they said any road will take you there.

So this section just invites you to name the change that you hope to see.

Such if you have some direction for what that might look like.

And as a visioning exercise, again you could do personally or as a group, there is this post-card from the future.

Exercise -- where you begin to envision receiving a postcard from a constituent.

Whose life or work has been positively impacted by your UCEDD.

And this gives you a kind of -- it ties this future you've begun to envision to the flesh and blood realities of the constituents that you serve.

And puts some heart into the vision.

And also, focuses the vision on the impact.

That the vision will have on the folks that you are in the role to serve.

This is a side-bar resource.

That may be helpful.

So you know when one comes into a leadership role and is trying to get a sense of the lay of the land, sometimes leaders can misdiagnose the situation that they're in.

And the nature of the problem that they're encountering.

And so what this concept called -- is designed to do is to help leaders identify the type of problem that they're facing.

And I won't go -- I won't go far into it, but I invite you to look at it very carefully as a way of really diagnosing well the situation, whether it's a simple problem you're facing.

A complicated problem, a complex problem or a chaotic problem.

And I'll just say if you're facing a complex problem, you don't want to apply a solution that's actually designed for a simple problem.

Because it can make more of a mess.

And so what this concept is designed to help us do is to craft the right solution as a result of diagnosing the problem in its right context.

So I strongly encourage you to read that section and to follow the footnotes to the resources that you can find on that.

Module 2 is about practicing human centered design.

And this is an approach to the design of products, of services, of built spaces.

Of programs for sure.

That really ask the question, how might we gain the collective wisdom of those that we hope to serve.

As partners, and leaders in the development of the resources that we are developing.

And is built off these three questions.

One has to do with the problem.

What do our target constituents need and how do we know what they need.

Are we doing the right work to figure out what they actually need?

The second is, positioning.

How are we best -- what are we best suited to deliver?

This constituent may need a variety of things.

But given what we have, what we know, what we are capable of doing, what solutions are we best positioned to deliver?

And then finally, as you think about the broader market and landscape that you operate on, what solutions -- what solution is actually viable?

Can be -- can be delivered, will be adopted.

And fills a gap or a need within the marketplace and it's sustainable.

We can continue to do it over time.

In this environment.

So it looks at these three questions of problem, possibility, and position.

Another way of saying, it looks at the intersection of desirable, feasible, and viability.

And again, these are a series of tips around problems, positioning, and possibility that you're invited to consider.

I want to call your attention on page 75 to this link.

Under item number one.

Around possibility.

If you would click that link you'll find a whole other toolkit related to design thinking.

That was developed by IDEO, a design firm.

That had really coined this term and this whole practice we call human centered design.

And then there is an exercise that invites you and your team to practice using the human centered design methods that you'll find in the design kit at this link.

And there is just again a treasure-trove of resources there.

And you're invited to take a program-related challenge, in this exercise and apply one of the methods in this design kit.

To that challenge.

So that brings us to the end of the kit.

And then you have a series of other resources and readings that you can go to that relate to each of the different modules.

For your further exploration.

So, that is the that's the 84-page kit from top to bottom.

And we have got about five minutes, I wanted to have a little more time at the end.

But if you have any questions, or observations or feedback, this would be a great time to share that.

>> I can share that as feedback, we heard lots of positive responses from new directors as we've shared this, thank you Matthew for your very thoughtful compilation of resources.

To address a wide range of needs.

>> Thank you.

>> One question.

From Susanna.

>> Any recommendations for adapting any of the visioning activities for virtual interactions?

Very timely.

And important question.

So yeah.

That is -- that's tougher.

When you're not using smart boards and all of our other technologies.

But there are some online tools where you can use virtual sticky notes to build a map together.

Mind mapping.

Those kinds of things.

The most simple tool of course and for some folks it's not so simple, but Google shared documents.

Although they are more linear, can be -- I couldn't pull it up.

Miro was the one I was thinking about.

The shared post-2 notes and the post-it board we would use on the wall.

But shared documents are our way of doing that.

But then, you know you can see everybody in terms of real-time.

But that may be another opportunity for revisiting this as a kind of learning community.

To share to adapt some of these tools in the virtual space.

Of course at the time of the writing of this, that wasn't something that we were paying a lot of attention to.

And so that's a very, very important question.

Thank you.

>> Sara, dawn says Sara used Mira with the cost impact tool and it was very helpful.

>> Yes, we did that for the URC's project advisory committee we used the Mira tool to do some --

>> Very nice.

>> Yeah, it makes a lot of sense, I can see that.

Any other questions or feedback?

>> I see a lot of thank you.

Very useful, very helpful.

>> I'm glad.

I'm glad you're finding it useful.

So --

>> Well thank you again Matthew for this really detailed and wonderful walk-through of the toolkit.

Please if you could complete the evaluation survey in the chat box I will copy it and paste it again.

And please be sure to give feedback on this webinar and other suggestions for future topics.

>> Thank you Maureen.

Thank you dawn.

>> Thank you Matthew, you have been such a wonderful partner for AUCD, I am just so grateful for you.

>> Likewise.

Thank you so much.

>> Have a wonderful weekend everyone.

>> Take care everyone.

>> Happy Friday.

Bye.

>> Indeed, bye.

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