

Appendix K

Leadership Roles Needed for Planning

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Appointing Authority – An organization, group of organizations, or individual that is recognized as having the authority or power to appoint persons to a planning or other body. Appointing authorities provide additional legitimacy and accountability in planning efforts.

Champion (or process champion) – A person or group who believe in and is committed to the planning process. Champions provide the energy and commitment to follow through, and are usually the people who have primary responsibility for managing the strategic planning process from day to day. They model the kind of behavior they hope to get from other participants, and are “cheerleaders” who, with sponsors, keep the process on track and push and encourage the strategic planning team and others through difficult spots. They may or may not be the initiators of the planning process. The role of “champion” is different from the role of “sponsor” even though sometimes champions and sponsors may be the same people.

Component Work Group – A group of individuals selected to plan and design one component of a system. A component work group may include members of the planning team, citizens, representatives of relevant organizations and government agencies, and experts, as needed.

Facilitator – A person who enables groups and organizations to work more effectively; to collaborate and achieve synergy. A facilitator is a “content neutral” party who, by not taking sides or expressing or advocating a point of view during the meeting, can advocate for fair, open, and inclusive procedures to accomplish the group’s work. A facilitator can also be a learning or dialogue guide to assist a group in thinking deeply about its assumption, beliefs, and values, and about its systemic processes and content.

Planning Team – A group created with the mission of implementing a planning system and producing a plan, often on behalf of an organization or group of organizations. Team members are appointed by, and responsible to, an “Appointing Authority”.

Sponsor – (or process sponsor) A person or group who legitimize the planning process. Sponsors are typically top leaders. They have prestige, power, and authority to commit the organization to planning and to hold people accountable. They are not necessarily involved in the day-to-day details of the planning process (this is the role of “champions”). Sponsors typically have a vested

interest in a successful outcome and are important sources of knowledge about strategic issues and how the planning process should time itself with key decision points. The role of “sponsor” is different from the role of “champion” even though sometimes sponsors and champions may be the same people.

D. Hinds – 2005

Job Description for Planning Team Member Position

Purpose of the ABC Project:

The ABC Project will provide research-based systems planning assistance to Wisconsin communities who desire to ensure that all their young children have all of the early health, family, and education and care experiences they need to enter school healthy and ready to succeed.

Purpose of the Planning Team:

Planning team members will develop a long term early childhood systems plan for the community. The planning team members will generate their ideal plans for components of maternal and child health, parent education and support, and early education and care, based on current research about optimal child development and school achievement. They will then develop an overall recommended ABC Project system. Each community will implement and evaluate their recommended system. Throughout this process, parents and other citizens will have opportunities to participate in diverse ways.

Responsibilities and Expectations:

- Participate in meetings with other planning team members to develop an early childhood systems plan for the community
- Involve and engage parents and other key stakeholders throughout the planning process
- Provide regular communications to the sponsors and the general public to keep them informed on the progress with the plan
- Provide leadership to others involved in the planning process via the component planning teams

Qualifications:

- Genuine interest in ensuring school success for all children in the community
- Leadership skills and the ability to get work done
- Good teamwork skills and the ability to work cooperatively with others
- Appreciation for individual differences and the ability to work with people from different backgrounds
- Open to new ideas and receptive to change
- Willingness and interest to commit time and effort to a year-long planning process

- Excellent communication skills and the ability to explain and promote the ABC Project to others in the community

Time Commitment:

The planning team will meet several times a month from September 2004 to September 2005. During planning steps when component planning teams are working, planning team members will also meet as members of these teams. Planning team members will work with the planning facilitator to decide on meeting dates and times.

Anticipated Community Benefits:

The opportunity to participate in a planning process designed to achieve the following important impacts:

- Enhanced development and later school success of children, resulting in more responsible citizens and a stronger workforce
- Young children will have early health, family, education, and care experiences, necessary to enter school healthy and ready to succeed.
- Improved ability of families to provide critical early experiences for their young children
- Local investments in child and family programs most likely to yield the greatest benefits
- Better-informed community decision making
- More effective communication and coordination between community organizations and agencies

Guidelines for Identifying, Selecting, Recruiting and Appointing Planning Team (9-11 members)

Considerations for Identifying and Selecting Planning Team Members:

- Interest in young children birth to five years old
- A balance of members from the entire geographic area
- A balance of individuals who reflect important demographic characteristics of the community, such as gender, income level, age, family status and ethnicity
- Interest and commitment in developing a long range plan
- Leadership skills, teamwork skills and communication skills
- Experts are not needed on the planning team. Remember that education and evaluation are parallel tracks

- Planning team members are appointed as individuals, and do not need to “represent” any agency or organization; organizations will be directly involved during Step 7, when three component work groups are formed to develop a recommended system for the three functional components

Options for Identifying, Recruiting, and Appointing Planning Team Members:

- Sponsors could identify and select the planning team members
- Sponsors could create a nominating committee of 2-3 people to identify and recommend potential planning team members, after which sponsors could select planning team members from this list
- Sponsors could identify potential planning team members and consult with their staff or other people in the community before a final selection is made
- Sponsors or a designated appointing authority could recruit and appoint the identified potential individuals
- Sponsors or a designated appointing authority could send a follow up letter to planning team members confirming their appointment

Note: It is critical that a really good group of individuals be appointed to serve on the planning team. This will take time and effort. It may be necessary to have an A list as well as a B list of potential individuals.

May 2004

Planning Team Leaders Roles and Expectations

Chairperson:

- With the planning coordinator, provide overall leadership and coordination of, and communications with, the planning team members for efficient and effective planning team meetings.
- With the planning coordinator, assist in the overall management of the planning project.
- Convene planning team meetings, and, when appropriate during the meeting, turn the meeting over to the planning coordinator.
- Serve as the key spokesperson for the planning team when providing information to sponsors, stakeholders, and the media.
- Delegate responsibilities and duties to planning team leaders or other participants in the planning process, as appropriate.

Vice Chairperson:

- Serve in the role of chairperson, as required.
- Carry out specific functions and duties that may be delegated by the chairperson.

Secretary:

- Working with the planning coordinator, serve as the planning team's record keeper, seeing that records of all planning activities and decisions are made and maintained.
- Assist the chairperson in communicating with planning team members and other participants in the planning process.

Job Description for Component Work Group Member Position

Purpose of the ABC Project:

The ABC Project will provide research-based systems planning assistance to Wisconsin communities who desire to ensure that all their young children have all of the early health, family, and learning experiences they need to enter school healthy and ready to succeed.

Purpose of the Component Work Group:

Members of a component work group will plan and design one of the three functional components of the ABC Project system. The three functional components have been designed around the needs of all young children. Young children need systems that will support their physical health, safety and well-being (Sustenance), that will ensure that they have the relationships and experiences to develop critical emotional and social attitudes and competencies (Nurturance), and that will ensure that they have the experiences they need to develop social, cultural, language and cognitive attitudes and competencies (Experience). The three functional Component Work Groups are Sustenance, Nurturance and Experience.

Responsibilities and Expectations:

- Participate in meetings with other work group members to develop one of the three component systems for the ABC Project
- Involve and engage parents and other key stakeholders during the development of the recommended component system.
- Make recommendations to the planning team on a strategy for implementation.

Qualifications:

- Genuine interest in ensuring school success for all children in the community.

- Leadership skills and the ability to get work done.
- Good teamwork skills and the ability to work cooperatively with others.
- Appreciation for individual differences and the ability to work with people from different backgrounds.
- Open to new ideas and receptive to change.
- Willingness and interest to commit time and effort to the design of one of the functional components of the ABC Project system.

Time Commitment: The component work group members will meet several times a month (approximately 8 hours a month) from February to June 2005. Group members may also have between-meeting assignments as the group may request, such as contacting key community experts and gathering important information. Component work group members will work with the planning team members to decide on meeting dates and times.

Anticipated Community Benefits:

The opportunity to participate in a planning process designed to achieve the following important impacts:

- Enhanced development and later school success of children, resulting in more responsible citizens and a stronger workforce
- Young children will have early health, family, education and learning experiences, necessary to enter school healthy and ready
- Improved ability of families to provide critical early experiences for their young children
- Local investments in child and family programs most likely to yield the greatest benefits
- Better-informed community decision making
- More effective communication and coordination between community organizations and agencies.

Guidelines for Identifying, Selecting, Recruiting and Appointing Component Group Members

(9-11 members for each of the three component groups)

Considerations for Identifying and Selecting Component Group Members:

- An interest in young children, birth to five years old
- At least one member representing each of the **settings** where young children spend time:
 - Families*
 - Health Care**
 - Early Care & Education***
 - Other Community Learning****
- Members representing relevant organizations and government agencies, other community citizens
- Members of the ABC Project planning team
- A balance of members from the entire geographic area
- A balance of individuals who reflect important demographic characteristics of the community, such as gender, income level, age, family status and ethnicity
- Interest and commitment in developing a long range plan
- Leadership skills, teamwork skills and communication skills

Options for Identifying, Recruiting, and Appointing Component Group Members:

- The planning team could identify and select the component group members.
- The planning team could create a nominating committee of 2-3 outside people to identify and recommend potential component group members, after which planning team could select component group members from this list.
- Regardless of the method of selection, planning team members should formally appoint members to the component groups and send a follow up letter to component group member confirming their appointment.

Note: It is critical that a qualified and capable group of individuals be appointed to serve on the component groups. This will take time and effort. It may be necessary to have a primary list as well as a backup list of potential candidates for appointment.

* **Family** [Setting] – For the ABC Project, a family is defined as a social unit which includes at least a young child and the person or people acting in the role of parent to that child. This could include resident biological parents, step-parents, divorced parents not living with a child who retain parenting roles, foster parents, grandparents acting in the role of parents, or others. The family also includes all other children (for example, siblings) and adults considered by the parenting adults and child to be part of the family. The family is the most important context for most individuals (especially young children).

** **Health** [Setting] – The range of settings with health-care providers where pregnant women and young children receive prenatal/well-child care, maternity care, and acute care to promote wellness and cure or cope with disease or accidents. Such settings include clinics, doctor’s offices, hospitals, public health events, Head Start settings...

*** **Early care and education or ECE** [Setting] – The range of non-relative out-of-home settings in which young children are educated and cared for prior to entering kindergarten at age 5. These settings include Head Start, public and private preschool programs, child care centers, and family child care homes.

**** **Other community learning settings.** [Setting] – Young children learn wherever they are. Although children spend much of their time in families and in early care and education settings, there are a wide number of other community settings that support children’s learning. Among these are libraries, parks, stores, farms and other businesses.