

Building Community Leaders

**Seeing the Vision
by Randall S. Peterson
Workbook 5**

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*“Only as high as I reach can I grow-
Only as far as I see can I go –
Only as deep as I look can I see –
Only as much as I dream can I be - ”
Karen Raven*

*“I skate to where I think the puck will be.”
Wayne Gretzky*

*“If you want to move people, it has to be toward a vision that’s positive for them, that taps important values, that gets them something they desire, and it has to be presented in a compelling way they feel inspired to follow”.
Martin Luther King, Jr.*

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The fifth view of leadership is that leadership is being able to see a vision of the future and working to make it happen. This view focuses on creating a vision (great idea) of what the future “could be”. People are seen as leaders if they work toward an idea (vision) of what they think the future should be like.

There are different ways of creating a vision of the future. One way people create a vision is to look at the past and the present to predict the future. For these people, the most important leadership skills include looking at past trends (trend analysis), predicting different possible futures (futuring), and working to change the future by changing the trends. Leaders need to see the trends as they happen, think about many different possible futures, and then work to change current trends to build the “future” they want.

*“Only as high as I reach can I grow-
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Many leaders, like Dr. Martin Luther King, Jr., believe that we should not be limited by what is (the present) or what was (the past) when creating a vision for the future. They believe that one should start with what we want instead. The most important leadership skills are: creativity, imagination, and creative thinking. Dr. King's visionary leadership was his belief that an America free of prejudice and hatred with true freedom for all is possible.

*“If you want to move people, it has to be toward a vision that’s positive for them, that taps important values, that gets them something they desire, and it has to be presented in a compelling way they feel inspired to follow”.
Martin Luther King, Jr.*

The activities in this workbook focus on the skills that will help you develop both kinds of visions; the kind that connects the past and the present to the future and the kind that focuses only on the future. These activities are included in this workbook:

Individual And Small Group Activities

- | | |
|---------------------------|-------------------------------|
| ☐1 What is vision? | ☐2 How Do I Feel? |
| ☐1 Why vision? | ☐3 Soft/Hard Thinking |
| ☐4 Vision Killers | ☐5 Unlearning |
| ☐6 What is Creativity? | ☐7 Writing Mission Statements |
| ☐8 What Stops Creativity? | ☐9 Scanning |
| ☐10 The Creative Person | ☐11 Scenario Development |
| ☐12 Brainstorming | ☐13 Cause-Effect Diagram |
| ☐14 What if..... | ☐15 A S.W.O.T Analysis |
| ☐16 An Intuition Check | ☐17 Force Field Analysis |

Large Group Experience

- ☐2 Visions 2050

1. What do I need to know first?

What is vision?

According to the *Random House College Dictionary*, vision is “the act or power of anticipating (predicting) what will happen or may come to be.” In more simple language, a vision is a great idea for how the future “could be”. The ability to predict the future has interested people for hundreds of years. Even though we no longer believe in using a crystal ball, anyone who has had success predicting the future gets a lot of attention. Most people look for the ability to predict and change the future in their leaders.

2. What should I do?

Interpret these quotes

Below are several quotes from famous people about vision and leadership. Write what each of these quotes means to you in “plain English” so it is easier to understand. Share your interpretation with others and see if they agree.

Quote	What It Means To Me
Far away there in the sunshine are my highest aspirations. I may not reach them, but I can look up and see their beauty, believe in them and try to follow where they lead. Louisa May Alcott	
The future belongs to those who believe in the beauty of their dream. Eleanor Roosevelt	
I skate to where I think the puck will be. Wayne Gretzky	
Vision is the art of seeing things invisible. Jonathan Swift	
Imagination (vision) is the eye of the soul. Joseph Joubert	
A vision is a waking dream. Henry Wadsworth Longfellow.	

WORKBOOK 5: Seeing the Vision

What is Vision?

Reflection

3. What Happened?

Were you able to rewrite all of the quotes?

Did you share your quotes with anyone else?

4. How did I feel about it?

Did your rewritten quotes make sense to other people?

Did you have problems understanding what some of the quotes meant?

5. What does it mean?

Do you know any “visionary” leaders? If yes, please list them.

Do you think you are a visionary leader? Why?

Do you think your skills as a visionary leader could be improved? If yes, how? Where can you get the help you need?

Do you think a leader with an evil vision (like Adolf Hitler) is a visionary leader? Why?

6. So what?

Why does a leader need a vision of the future?

If a person has a vision of the future does that make him or her a leader? Why?

7. Want to know more?

Brussel, E. E. (1988). *Dictionary of quotable definitions*. New York, NY: Simon and Schuster.

8. What did I learn?

- A vision of the future can be predicted from the past or a statement of what one wants.
- Leaders need more than just a vision of the future to build that vision.
- Leaders need a vision of the future to know what they are working toward.
- And, _____

1. What do I need to know first?

Why is vision important?

Vision is important in leadership because it points the way toward the future. Without a vision of what the future “should be” it is hard to get motivated to do anything. If you have an idea of where you want to go to what you want to do, then it is much easier to motivate yourself and others.

A small example of this is the boy who wanted his younger brother to help him hammer some nails and cut some boards. When the older brother asked the younger one to help him, hammer and cut boards

the younger said “no way”. But, when the older brother told him he was hammering nails and cutting boards to build a tree house, the younger brother gladly volunteered to help.

In this example, the older brother was motivated to work by his own vision of a tree house. Later, he was able to motivate his younger brother to help by “selling” him on his vision of a tree house.

2. What should I do?

Interpret these quotes

Below are several quotes from famous people about the importance of vision in leaders. Write what each of these quotes means to you in “plain English” so it is easier to understand. Share your interpretation with others and see if they agree.

Quote	What It Means To Me
Where there is no vision, the people perish. Proverbs	
When people say: She’s got everything. I’ve only one answer: I haven’t had tomorrow. Elizabeth Taylor	
Look to the future because that’s where you will spend the rest of your life! Anonymous	
(The future is a time that) is hidden even from those who make it. Anatole Frana	
Hold fast to dreams, for if dreams die, life is a broken-winged bird that cannot fly. Langston Hughes	

WORKBOOK 5: Seeing the Vision

Why Vision?

Reflection

3. What Happened?

Were you able to rewrite all of the quotes?

Did you share your rewritten quotes with anyone else?

4. How did I feel about it?

Did your rewritten quotes make sense to other people?

Did you have problems understanding some of the quotes?

5. What does it mean?

Why is vision and “visionary leadership” important?

What would happen if there were no visionary leaders?

Is someone a visionary leader if they have a great vision, but nobody listens to them? Why?

What would happen to a visionary leader if her/his vision never happened?

6. So what?

Why do leaders need to develop their ability to be visionary?

7. Want to know more?

Brussel, E. E. (1988). *Dictionary of quotable definitions*. New York, NY: Simon and Schuster.

8. What did I learn?

- A vision of the future gives something to work toward.
- Visionary leaders inspire people to work to make things better.
- Good leaders develop their skills in creating vision to motivate themselves and others.
- And, _____

1. What do I need to know first?

Vision Killers.

A “Vision Killer” happens when someone shares their vision of what an organization or group “could be” and someone else “kills” the vision by what they say or do.

An example is when someone says, “We’ve tried that before and it didn’t work.” or “That’s a stupid idea.” A vision can also be “killed” in other ways. Someone may like your idea but not want to get involved because it’s more work than he/she wants to do.

Have you ever had a great idea (vision) “killed” by someone else? Have you ever “killed” someone else’s vision?

2. What should I do?

Find “Vision Killers”

List below all the ways you can think of (at least five) to kill someone’s vision (or great idea). It may help you to think about your last great idea that didn’t work. What “killed” your great idea (lack of money, someone else said it was silly, etc?)

VISION KILLERS

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Vision Killers

Reflection

3. What Happened?

How many “Vision Killers” did you find?

4. How did I feel about it?

How hard was it to list “Vision Killers”?

How many of these “Vision Killers” have been used on your great ideas?

5. What does it mean?

Have you ever done the things on your “Vision Killer” list?

Do people try to “kill” other people’s vision on purpose? Why?

How does your list of “Vision Killers” compare with the list below?

VISION KILLERS

- 1) The original problem has not been well defined.
- 2) Others have no imagination so they don’t “see” what is being said.
- 3) The vision is not well explained (communication problem).
- 4) Fear of risk taking.
- 5) No patience – people don’t want to wait to make it happen.
- 6) Mixing reality and fantasy – the vision can never be achieved.
- 7) Ego; others don’t want to consider your vision.
- 8) Ego; you want to keep your vision and not share it with others.
- 9) Killer phrases like “That’s a stupid idea.” and “It’s impossible to do.”
- 10) Lack of money or other resources.

Have you ever done any of the things on the list above? If so, please circle them. Has anyone ever done these things to you? If so, please star them.

6. So what?

Why would a leader need to know how visions get “killed”?

7. Want to know more?

Project Future (1988). “Problem solving techniques for teams, task forces, and work groups.” St. Paul, MN: Minnesota Extension Service, University of Minnesota.

8. What did I learn?

- Visions can be “killed”.
- I learned how to “kill” a vision.
- Good leaders know how to “kill” a vision so they can stop others from killing a vision.
- And, _____

1. What do I need to know first?

What is creativity?

Creativity, like leadership, is something that most people know when they see it, but cannot describe very well. Even though many people have studied creativity, these researchers disagree on exactly what it is.

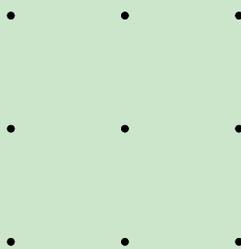
Most people do agree on this much. Someone is creative if she/he shows:

- 1) **Fluency:** lots of ideas
- 2) **Flexibility:** many unrelated ideas
- 3) **Originality:** Ideas that are different from everyone else's ideas.
- 4) **Usability:** their ideas have some use or values; they aren't just weird.

2. What should I do?

Creative problem solve

Draw four straight lines that will cross through all nine dots without lifting your pencil.



1. What do I need to know first?

What stops creativity?

Even though most people value creativity, there are certain things about the way most of us live that stops creativity. The high value most of us place on being responsible, logical, practical, and correct gets in the way of being creative.

When you were young, you probably were told that it was ok to: have an imaginary friend, have fantasies, and not know the answers to why most things happen. Now you are expected to be “grown-up.” What would your friends and family think if you had an imaginary friend now?

2. What should I do?

Remember what you learned about being creative

Think back to when you were younger. What were you told about creative activities like dreaming, trying new things and making mistakes, and having fantasies? Now what are you told about those things? Record the two lists and compare them.

What I was told when I was younger.....	What I am told now.....

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What Stops Creativity?

Reflection

3. What Happened?

How different are the messages you received when you were younger and the ones you get now?

4. How did I feel about it?

Why are your two lists different?
What do people do to you now that discourages your creativity?

5. What does it mean?

Why do the messages you get about creative activities like fantasy change as you get older? Do you think the messages about creative activities should be different for adults and children? Why? Here are some reasons why most people stop being creative. How does this compare with your list of "What I am told now"?

REASONS PEOPLE STOP BEING CREATIVE

- FEAR
 - of making mistakes,
 - of looking like a fool,
 - of being alone,
 - of changing tradition,
 - of losing the love of others,
 - of being too different,

How can you overcome these fears?

OVERCOMING THE FEAR OF CREATIVITY

- 1) Don't be a "know it all" or too proud to ask questions.
- 2) Believe in yourself.
- 3) Don't ever get too satisfied with yourself or the world.
- 4) Remember and control your habits (creativity is about doing new things, habits are old things).
- 5) Be ready to work hard at being creative.

Are you ready to overcome your fears of being creative?

6. So what?

How can you become more creative?

7. Want to know more?

Van Oech, R. (1983). *A whack on the side of the head: How to unlock your mind for innovation*. New York, NY: Warner Books.

8. What did I learn?

- Creativity can get stopped by how we live our lives
- Creativity is stopped mostly by fears
- I can overcome the fears of creativity
- And, _____

1. What do I need to know first?

The Creative Person

Everybody is creative, but some people are more creative than others. Who do you know that you think is very creative? What is she/he like?

What do you think very creative people are like generally? Researchers have found a number of qualities of creative people. After you have completed the activity below, compare your list of qualities to that of the researchers on the next page.

2. What should I do?

Interview creative people

Interview a variety of people (at least two) you think are very creative.

You will probably have many questions, but be sure you ask these:

- What does it mean to you to be creative?
- Do you think you are a creative person?
- How do you like to do things?

Do you like to have all the facts before you start or just jump into it?

Do you do one project as a time or many all at once?

When something goes wrong would you rather start over or make the best of it.

Creative person qualities I found

1)

2)

3)

4)

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The Creative Person

Reflection

3. What Happened?

Whom did you interview?

4. How did I feel about it?

Did you like doing the interviews? Why?

Do you still think of all the people you interviewed are creative? Why?

5. What does it mean?

How well does your list compare with the one below?

QUALITIES OF THE CREATIVE PERSON

Creative people:

- see things in new ways;
- make unusual connections (like Benjamin Franklin making the connection between lightning and the sparks he saw with leydon jars in his laboratory);
- challenge the way others think;
- recognize patterns in things before other people do;
- take risks;
- use chance and mistakes to their advantage (Did you know penicillin was found by accident in Dr. Alexander Fleming's laboratory?);
- use networks with other people (you learned about networks in Mastering the Organization).

Which of these qualities do you think is most important? Why?

How many of the people you have interviewed showed these qualities?

How many of these qualities do you show? Which ones?

6. So what?

Why do leaders need to be creative people?

7. Want to know more?

Kline, R. (1983). "Imagination: The springboard to creativity." Washington DC: John F. Kennedy Center for the Performing Arts Education Program.

8. What did I learn?

- I learned the qualities of creative people.
- Everyone is or can be creative.
- Leaders need to be creative thinkers, problem solvers, and vision makers.
- And, _____

1. What do I need to know first?

Brainstorming

Brainstorming is a creative way to find a lot of ideas about a question or problem. It can be done with one or one-hundred people, although it usually works best with 4-10 people. Here is how it works:

- 1) The goal is to write as many ideas as possible about a question or problem.
- 2) Don't worry about how good the ideas are, just get a lot of them. No criticism of ideas is allowed.
- 3) Wild ideas are welcome; the crazier the better!
- 4) Build on past ideas or ideas of others if you are in a group.
- 5) Focus on one problem or question only.
- 6) Everyone must make at least one suggestion.
- 7) Record and keep copies of all ideas.

2. What should I do?

Brainstorm about a problem or question you have

Use the space below to brainstorm about a problem or question you have. If you can, get others to brainstorm with you. If you cannot think of a problem or question, here are some suggestions: How is leadership like a circle? – or – How could you use a fork in bed?

My Leadership Questions or Problem:

Brainstorm Ideas

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Brainstorming

Reflection

3. What Happened?

How many ideas did you have from brainstorming?

Did you brainstorm with anyone else? If yes, whom?

4. How did I feel about it?

Was it fun to brainstorm?

Did you feel creative while you were brainstorming?

5. What does it mean?

Were you creative in the ideas you gave during brainstorming? Why and how?

If you brainstorm in the future, what will you do with all your ideas?

Below is one way to go from problem to action recommended by Johnson and Johnson.

From Problem To Action

- 1) Name the problem you want to address.
- 2) List what you want to have different or changed about the problem.
- 3) Brainstorm possible ways of doing what you want to do.
- 4) Review all your brainstorm ideas and consider how likely they are to work, what are their costs, time commitments, etc.
- 5) Pick one of your brainstorm ideas.
- 6) Do it!
- 7) Evaluate what and how you did. (Ask: "How did we do?" and "What did we learn?")

Where else could you use brainstorming?

6. So what?

When could a leader use brainstorming?

7. Want to know more?

Johnson, D. W and Johnson, F. P. (1987). *Joining together: Group theory and group skills*. Englewood Cliffs, NJ: Prentice-Hall.

8. What did I learn?

- Brainstorming is a creative way to think about solutions to problems
- I learned how brainstorming works
- Leaders can use brainstorming whenever they have a specific problem to solve
- And. _____

1. What do I need to know first?

What if.....

What if..... there was a stairway to the moon? Would you want to climb it? How would your life be different? How would the world be different?

Asking “What if.....” questions is a fun and interesting way of exercising your imagination. Your imagination is a lot like your body; if you don’t exercise it, it can become flabby and out of shape. Leaders need to exercise their ability to be visionary and see “what if” and “what could be” rather than always staying with “what is.”

2. What should I do?

Complete the “What if...” statements

Here is a chance to exercise your imagination. Complete the “What if...” statements below and then share some of your ideas with someone else (family, friend or your mentor).

- 1) What if the world were really were flat...
- 2) What if you could travel in time...
- 3) What if you could snap your fingers and make anything happen....
- 4) What if you were the opposite sex....
- 5) What if you were a different race....

WORKBOOK 5: Seeing the Vision

What if.....

Reflection

3. What Happened?

Did you give creative answers for all five “What ifs....”

Did you share your ideas with anyone?

4. How did I feel about it?

Did the person you shared your “What ifs....” like them?

5. What does it mean?

Do you have a good imagination?

Where do you use your imagination?

How does a leader use imagination?

Robert K. Greenleaf wrote in his book *Servant Leadership* that he believes that many leaders don't use their imaginations. They get limited by thinking about “What is” and never imagine “What could be” or “What if...” Leaders need to use their imaginations to create a vision of what “could be.”

John Gardner expressed it this way:

“All too often, on the long road up, young leaders become servants of what is rather than shapers of what might be.”

Do you agree with Robert Greenleaf and John Gardner? *Why?*

Do you know any leaders with good imaginations? *If so, please list them.*

6. So what?

Why do leaders use their imaginations?

7. Want to know more?

Cronin, T. (Winter 1984). “Thinking and learning about leadership.” *Presidential Studies Quarterly*.

Greenleaf, R.K. (1977). *Servant leadership*. New York, NY: Paulist Press.

8. What did I learn?

- Imaginations can get flabby and out of shape if they aren't exercised.
- I have a good imagination and that's a good thing.
- Leaders use imagination to build a vision of what they want to see happen.
- And, _____

1. What do I need to know first?

What is intuition?

According to *Random House College Dictionary*, intuition is “the direct perception of truth independent of any reasoning process; or a keen and quick insight.” Intuition is like having a “hunch” about something – you “know” something but you’re not sure how you know it. There are people who follow their intuitions a lot and people who hardly ever follow them.

People who follow their intuition a lot generally like to look for “possibilities” and try to understand how things fit together.

They don’t need a lot of facts to support what they believe. On the other hand, people who don’t like to follow their intuitions like to see all of the details and facts before they make any decisions.

There are benefits both to following your intuitions and to not following them. When you follow your intuitions you are more likely to see what “could be”. But, if you only make decisions on facts, you won’t ever do something foolish that seems “crazy” or “wild” to others.

2. What should I do?

Take the Intuition Check.

Below are questions that will help you find if you usually like to follow your intuitions or not. There are no right or wrong answers. For each pair of statements, circle the one that most closely matches how you really are, not how you would like to be. Read the statements quickly and then circle one without too much thought.

- 1) I like to work with details and lots of information
I like working on big projects where my work really shows.
- 2) I do whatever feels right at the time I make a decision.
I need all the facts before I make a decision.
- 3) I try to make sure things stay pretty much as they are.
I like to make new things happen.
- 4) I like to have fun as I do things
I like to work hard today so I can get where I want to go tomorrow.
- 5) I like to try new things all the time.
I like to work on things I know very well.

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An Intuition Check

Reflection

3. What Happened?

Use the key in the box below to score yourself.

4. How did I feel about it?

Do you think the intuition check worked for you?

5. What does it mean?

What are the advantages of following your intuition?

What are the advantages of not following your intuition?

When should you follow your intuition? When should you not follow your intuition? Why?

KEY: INTUITION CHECK

REMEMBER: neither high nor low intuition is good or bad. The key to know when to follow your intuitions and when to rely on the facts.

1) Upper statement = F
Lower statement = I

3) Upper statement = F
Lower statement = I

5) Upper statement = I
Lower statement = F

2) Upper statement = I
Lower statement = F

3) Upper statement = F
Lower statement = I

I (Intuition) Total: _____
F (Facts) Total: _____

I = Intuition
F = Facts

6. So what?

When is intuition good for a leader; when is it bad?

7. Want to know more?

Brigg-Myers, I. (1980). *Gifts differing*. Palo Alto, CA: Consulting Psychologists Press.

8. What did I learn?

- Intuition is following what you feel, even when you're not sure why you feel it.
- Leaders can use intuition to create a vision of what "could be".
- Following your intuition can be good or harmful; the key is knowing when to follow it.
- And, _____

1. What do I need to know first?

How do I feel?

“How do I feel?” is an important question. As a leader, knowing how you feel about a problem or an issue can help you deal with a problem. For example, if you have been asked to help with a project (like organizing a class party) and you aren’t sure if you should do it, knowing how you feel will tell you if you think it is important or worthwhile. If you feel helping would be fun and you would learn something from the experience, you will do it with great interest and enthusiasm. On the other hand, if you feel it would be boring and a waste of your

time but do it anyway, you will not be very interested and probably will not do a good job.

2. What should I do?

Pick a problem and ask "How do I feel?"

Think about a problem or dilemma you are facing and answer the question “How do I feel” 10 times. Each time give a different answer.

My problem or dilemma: _____

I feel

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How do I feel.

Reflection

3. What Happened?

Did you answer “How do I feel?” all 10 times?

Are all 10 answers different?

4. How did I feel about it?

Do all the answers to “How do I feel?” have equal weight?

Was it harder to answer “How do I feel?” the tenth time than the first time? Why?

5. What does it mean?

What did you learn from your feelings about the problem?

Did you learn anything about who you are as well as how you feel? If yes, what was it?

Do you understand your problem better after recording your feelings? Why?

Does writing how you feel about something help you understand your feelings better?

Many people like visionary leadership because it appeals to their feelings or emotions. Many visionary leaders have tried to use emotion to build a vision of the future.

“If you want to move people, it has to be toward a vision that’s positive for them, that taps important values, that gets them something they desire, and it has to be presented in a compelling way they feel inspired to follow.”

Martin Luther King, Jr.

Do you agree with Dr King? Why?

6. So what?

Why does a leader need to be in touch with her/his feelings?

7. Want to know more?

Clark, T., Griffin, M., & Avrit, L (1983). *Peer-Plus II: An exploration of the self.* East Lansing, MI; Michigan State University Cooperative Extension Service.

8. What did I learn?

- Knowing how you feel about something can help you understand your reaction to it.
- Many visionary leaders try to appeal to people’s feelings or emotions.
- Good leaders are in touch with their feeling to understand their reactions to problems.
- And, _____

1. What do I need to know first?

What are soft thinking and hard thinking?

There are two steps in trying to find a new and creative idea to use. The first step is the creative phase of trying to find as many ideas as possible, or soft thinking (like brainstorming). The other step is evaluating all the ideas and deciding which one is best, or hard thinking.

Most people do a lot of hard thinking, but not much soft thinking. Unfortunately, that means that most people aren't as good at having new ideas (soft thinking) as they are at eliminating bad ideas (hard think-

2. What should I do?

Try hard and soft thinking

Look at the words below and put 'S' by those you think are soft and 'H' by those you think are hard.

Logic	Dream	Reason	Humour
Precision	Medium	Exact	Direct
Focus	Fantasy	Analysis	Creative
Hunch	Specific	Adult	Youth
Okay	Perfect	Grey	Child

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Soft/Hard thinking

Reflection

3. What Happened?

The activity is subjective, but look at the box below for possible answers. How did you do?

4. How did I feel about it?

Was it hard to separate hard and soft words?

Do you like to do hard thinking? Soft Thinking? Why?

5. What does it mean?

When is it best to do hard thinking?

When is it best to use soft thinking?

Which do you think is better? Why?

KEY: HARD AND SOFT WORDS

This activity is subjective so there is no “scoring”. But if you understand the concept, your answers should be something like this:

H Logic	S Dream	H Reason	S Humour
H Precision	S Medium	H Exact	H Direct
H Focus	S Fantasy	H Analysis	S Creative
S Hunch	H Specific	H Adult	S Youth
S Okay	H Perfect	S Grey	S Child

6. So what?

When does a leader need to use soft thinking?

7. Want to know more?

van Oech, R. (1983). *A whack on the side of the head: How to unlock your mind for innovation*. New York, NY: Warner Books.

8. What did I learn?

- Soft thinking is creative and flexible and hard thinking is analytic and scientific.
- Hard and soft thinking are both good; they are needed at different times.
- Leaders need to use soft thinking to create a vision of “could be’s” for the future.
- And, _____

1. What do I need to know first?

The story of the Zen master

A Zen master invited one of his students over to his house for afternoon tea. They talked for a while, then came time for the tea. The teacher poured the tea into the student's cup. Even after the cup was full, he continued to pour. The cup overflowed and spilled out onto the floor.

Finally the student said, "Master, you must stop pouring: the tea is overflowing – it's not going into the cup."

The teacher replied, "That's very obser-

vant of you. And the same is true for you. If you are to receive any of my teachings, you must first empty what you have in your mental cup."

The moral of this story is that sometimes people learn things that were once true but aren't any longer. For example, people used to be taught that humans could never fly, and some people laughed when President Kennedy said the United States would put someone on the moon.

2. What should I do?

List things people have unlearned.

Over the centuries, people have had to unlearn many ideas such as: people will never fly, no one will ever land on the moon, and the world is flat. List all the things that you know people have unlearned (list at least five).

MY LIST OF THINGS PEOPLE HAVE UNLEARNED.

3. What Happened?

How many things did you list?

4. How did I feel about it?

How hard was it to list things people have unlearned? Why?

Have you ever had to unlearn something? If yes, please list.

5. What does it mean?

Where do people learn things that need to get unlearned (school, family, TV, etc)?

“Minds are like parachutes, they work best when they are open”
Anonymous

Do you think the quote above is about unlearning? Why?

Do you agree with the quote? Why?

Some things people need to unlearn are small (like a habit that bothers other people), but others are harmful to other people (like the idea that women aren't as good at sports and most men can't cook). Gloria Steinem once said about women's rights:

“The first problem for all of us, men and women, is not to learn, but to unlearn.”

Do you agree with Gloria Steinem? Why?

6. So what?

What kinds of things do leaders need to unlearn?

7. Want to know more?

van Oech, R. (1983). *A whack on the side of the head: How to unlock your mind for innovation*. New York, NY: Warner Books.

8. What did I learn?

- We all need to unlearn some things we know.
- Many leaders need to unlearn the world the world as they think it is, to see it as it “could be”.
- Many leaders need to unlearn stereotypes and prejudices they have about others.
- And, _____

WORKBOOK 5: Seeing the Vision

Writing Mission Statements

Action

1. What do I need to know first?

What is a mission statement?

A mission statement is a sentence that give the purpose (mission) of a group or individual. In the “Mastering the Organization” workbook, you learned that every organization has a purpose – something that it wants to get done. The mission statement tells you that “something.”

A short mission statement for a school would be to “educate youth to become happy, healthy, and productive adults”. That says it all!

Many organizations have mission statements that are pages and pages long, but the best and most clear mission statements are usually less than 10 words long. That’s right, 10 words long!

2. What should I do?

Write mission statements

In the space below, write mission statements for three organizations of which you are a member. Don’t forget, 10 words or less!

Organization	Mission statement
School	To educate youth to become happy, healthy, and productive adults.

WORKBOOK 5: Seeing the Vision

Writing Mission Statements

Reflection

3. What Happened?

Were you able to write three mission statements?

Did you need help writing the statements?

4. How did I feel about it?

How hard was it to write the mission statements?

Was it easier for some organizations than others? Why?

5. What does it mean?

When is it hard to write a mission statement for an organization?

What happens when an organization forgets its mission (vision)?

What about your personal mission in life? Can you write a personal mission statement? Please try.

6. So what?

Why does a leader need to be clear about her/his own personal mission?

7. Want to know more?

Robert Terry, Director, Reflective Leadership Center, H. H. Humphrey Institute, University of Minnesota.

8. What did I learn?

- Mission statements say what a person or organization wants to get done.
- Many organizations write long mission statements, but shorter is better (more clear)!
- Leaders need to be clear about their mission in life to know how they should spend their time.
- And, _____

1. What do I need to know first?

What is scanning?

Scanning is a word used by people who think about the future (futurists) for looking at all of the things happening around them in the world. When futurists "scan", they look for big things that are happening, such as more uses for computers, better petrol mileage for cars, and increasing drug use. After they "scan", they use this information to help them predict what might happen to them or an organization to which they belong.

Even though the information is not specific, it can be very helpful to know. For example, if you owned a petrol station, the fact that cars are getting better petrol mileage might tell you who your customers will be and how much petrol you will sell.

2. What should I do?

Scan your environment

"Scan your environment" for at least five big changes that are happening in the world (books like Megatrends might be helpful to you). After you have listed the big changes, write how each of those changes might change one organization or group you belong to in the next five years.

Organization: _____

Big Changes Happening	How This Will Change My Organization
Example: Increasing number of computers	More members will want to know about computers; could have speakers or workshops on using computers.

3. What Happened?

Were you able to find five big changes happening?

Where did you learn about the big changes you listed?

4. How did I feel about it?

Are some of the big changes more important to you than others? Why?

5. What does it mean?

Which big change is the most important? Why?

Which big change is the most important for the organization for which you "scanned"? Why?

Is it important to know the big changes happening in the world? Why?

6. So what?

How does a leader "scan the environment"?

How often or how much should a leader "scan"?

7. Want to know more?

Naisbett, J. and Aburdene, P. (1990). *Megatrends 2000*. New York, NY: Morrow.

Project Future (1988). "Problem solving techniques for teams, task forces, and work groups.." St. Paul, MN: Minnesota Extension Service, University of Minnesota.

8. What did I learn?

- "Scanning" can be used to see what might happen in the future.
- Leaders need to "scan" all the time to keep on top of the big changes happening that might shift their future or their organization.
- And, _____

1. What do I need to know first?

Scenario development

A scenario is "an expected course of events," according to the *Random House College Dictionary*. Developing several possible scenarios of the future is one way of creating a vision for your organization or group. To use scenario development, simply write several possible "futures" for your organization or group that could happen. From these scenarios, pick the one you like best and work to make sure it is the "future" that happens to your group.

2. What should I do?

Develop scenarios

Write at least two possible futures for your organization in the space below. In the first scenario write what your organization would be like five years from now if everything pretty much stayed the same. In the second scenario write what your organization would be like in five years if one big thing were different (your organization suddenly found lots of money, your group leader suddenly quit, etc).

Scenario 1 - Everything is the same	Scenario 2 - This is different: _____

Having trouble? Here are some questions that might help you:

- Who are members of the organization now?
- Will you still be part of the organization?
- What will the meetings be like?
- What will be the most important event of the year?

WORKBOOK 5: Seeing the Vision

Scenario Development

Reflection

3. What Happened?

How many scenarios did you write?

4. How did I feel about it?

Which scenario was harder to write?
Why?

5. What does it mean?

Which scenario did you like best? Why?

Which scenario is most likely to happen? Why?

What can you do to make sure the scenario you like best happens?

Did the scenario development activity help you see the "could be's" for your organization better? If yes, how?

6. So what?

How could a leader use Scenario Development?

7. Want to know more?

Deshler, D. J. (not dated). "Module 7: Techniques for futures perspectives." In "Working with our publics." Raleigh, NC: North Carolina Agricultural Extension Service, North Carolina State University.

8. What did I learn?

- A vision for an organization can be created by writing several scenarios of the future.
- A leader could use Scenario Development to help himself/herself create a possible vision for the future (the "could be's") and a way to make it happen.
- And, _____

1. What do I need to know first?

Cause-effect Diagrams

Leaders are problem solvers. People become leaders when they see a problem and decide that action is needed to change the situation. Unfortunately, many leaders go right to work on "solutions" to the problem and never think about defining the problem specifically. They spend a lot of time working on solutions that later prove not to work. If they had only spent the time defining the problem in the first place, they would have seen more and better solutions.

Never forget:

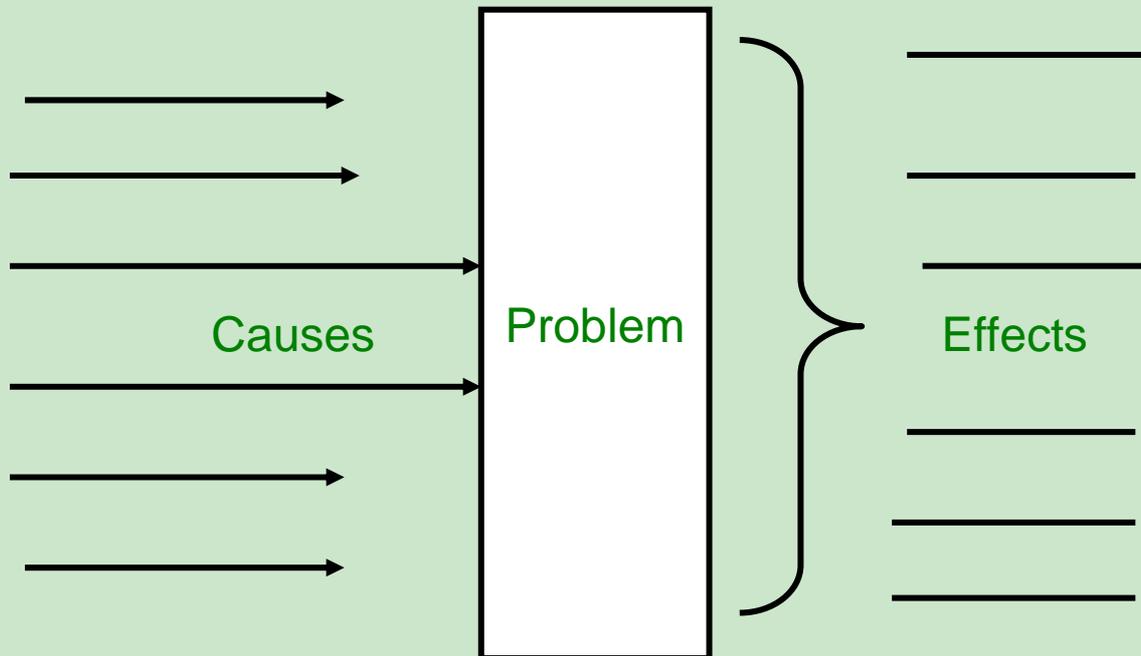
85% of the success in solving a problem comes from defining it correctly!

Cause-effect diagrams are a graphic way of defining the causes and effects of a problem.

2. What should I do?

Complete a Cause-Effect Diagram

Think about a leadership related problem you are having and complete the Cause-Effect Diagram for the problem in the space below.



WORKBOOK 5: Seeing the Vision

Cause-Effect Diagram

Reflection

3. What Happened?

How long did it take you to complete the diagram?

4. How did I feel about it?

Did completing the diagram help you to understand the problem better?

5. What does it mean?

Can you now see more possible solutions to your problem than you did before doing the diagram?

How might you use a Cause-Effect Diagram to help solve problems in the future?

Leaders sometimes get more concerned about the effects of a problem than the problem itself. For example: many people are concerned about teen pregnancy (problem). They are concerned that young mothers are more likely to quit school (effect 1) and live below the poverty line (effect 2). They are not as concerned about teen pregnancy itself. Therefore, they would work to prevent teen pregnancy to reduce its effects, not because they think it is morally wrong.

Was your concern about a problem itself or its effects? What does that mean for changing the problem about which you are concerned? Do you need to address the effects of the problem or the problem itself?

6. So what?

Why do leaders need to know whether they are concerned about a problem or its effects?

7. Want to know more?

Project future (1988). "Problem solving techniques for teams, task forces, and work groups." St. Paul, MN: Minnesota Extension service, University of Minnesota.

8. What did I learn?

- A problem can be put on a Cause-Effect Diagram to help better define it.
- Leaders need to know the difference between causes and effects of problems so they can treat the problem, not its effects (symptoms).
- And, _____

1. What do I need to know first?

A S.W.O.T Analysis

The S.W.O.T analysis is a tool used by planners and leaders to help them see where an organization is now and where it could be in the future. They list the strengths, weaknesses, opportunities, and threats of an organization or group. Here is what those words mean:

- 1) **S**trengths: What does the group do well right now? What are its major internal strengths?
- 2) **W**eaknesses: What does the group do poorly right now? What are

- its major internal weaknesses?
- 3) **O**pportunities: What can we do in the future that will be good for the organization? What external opportunities does the group have?
- 4) **T**hreats: Where are we vulnerable? What threats does the group face from outside?

An example of a S.W.O.T. analysis is given below.

2. What should I do?

Complete a S.W.O.T analysis

Complete the S.W.O.T analysis for an organization to which you belong in the space below.

An example S.W.O.T Analysis	My S.W.O.T Analysis
Organization <u>ABC Club</u>	Organization: _____
Strengths Enthusiastic Good membership support We have fun meetings Everyone in the club gets along well We have plenty of money in the club treasury	Strengths
Weaknesses We are down to nine members We don't meet many new members because we are small Some club members don't want new people Sometimes people "take over" the meetings	Weaknesses
Opportunities Several new families have moved into the neighbourhood Most of our members are experienced so we can do big projects	Opportunities
Threats Low numbers – what will happen if we don't get more? The country think we should get more members Many of our members will be leaving soon	Threats
Action Recruit new members from the people who have moved to neighbourhood.	Action

WORKBOOK 5: Seeing the Vision

A S.W.O.T Analysis

Reflection

3. What Happened?

How long did it take you to do the analysis?

4. How did I feel about it?

Did completing the analysis help you see what your organization might do better?

5. What does it mean?

Can you now see better what your organization should do or could be?

How might you use the S.W.O.T. analysis in the future?

6. So what?

What would a leader use a S.W.O.T analysis for?

7. Want to know more?

Bryson, J.M. (1988). *Strategic planning for public and nonprofit organizations*. San Francisco, CA: Jossey-Bass.

8. What did I learn?

- I learned what a S.W.O.T analysis is.
- A S.W.O.T analysis can be used to better understand what an organization “could be.”
- Leaders can use a S.W.O.T analysis to help them see what an organization might become
- And, _____

1. What do I need to know first?

Force Field Analysis

Force fields, which come from physics, are useful for showing why something is happening. They are a lot like Cause-Effect Diagrams, except they show only the current reasons something happens and do not even consider the past.

In force field analysis you list everything that is making something happen (restraining forces) and everything changing the situation in the direction you want it to go (the driving forces).

Force field analysis can even be used to show

your motivation to study. If your goal is to get your work done, the driving forces could indicate; wanting to get your study done, wanting to get qualifications, and having the time to do a good job if you do it early. Restraining forces could include; nice weather, wanting to have fun, and not feeling like working. A diagram of this is in the box below.

After you have diagrammed all of the forces, ask yourself: What can I do to strengthen the driving forces and stop, or weaken the restraining forces?

2. What should I do?

Complete a Force Field Analysis

Think about a problem you have and complete a Force Fields Analysis on it in the space below. Remember that you shouldn't worry about past causes and future effects, only look at what is happening now.

	Restraining Forces	My Force Field Analysis
Driving Forces 1. I want to study 2. I want to get qualifications 3. I have the time to do a good job	1. I'd rather be going out.	Driving Forces
What can I do to stop or weaken the restraining forces? 1. Tell myself I can have fun after I am finished.	2. I want to have fun	What can I do to stop or weaken the restraining forces?
What can I do to strengthen the driving forces? 1. Remember that if I work at the last minute I won't do a good job 2. Imagine how good it will feel when I get a qualification.	3. I don't like studying	What can I do to strengthen the driving forces?
What else can I do to get to my goal? 1. Tell myself how important it is to get good qualified.		What else can I do to get to my goal?

WORKBOOK 5: Seeing the Vision

Force Field Analysis

Reflection

3. What Happened?

How long did it take you to complete the analysis?

4. How did I feel about it?

Did doing the analysis help you understand the problem better?

5. What does it mean?

Can you see more possible solutions to your problem now than you did before the analysis?

How might you use a Force Field Analysis to help solve problems in the future?

6. So what?

Why do leaders need to know about the forces that are working on their problems?

7. Want to know more?

Project Future (1988). "Problem solving techniques for teams, task forces and work groups." St Paul, MN: Minnesota Extension Service, University of Minnesota.

8. What did I learn?

- A problem can be shown on a Force Field Analysis to help better define it.
- Leaders need to understand the forces working on problems so they can strengthen driving forces and weaken or stop restraining forces.
- And, _____

1. What do I need to know first?

Vision 2050

Vision 2050 is a large group activity that will test your skills at predicting the future. Because it works best with a large group, all of the details of the activity have not been included here. The rules will be explained to you when you do the activity. Your Country Extension Office and the Youth Leadership Organizer's Guide have information and rules for the activity. It takes at least an hour to do, so it is a good game for a retreat, conference, or similar kind of event. When you do the activity, use these workbook pages to record your thoughts.

2. What should I do?

Do the "Vision 2050" game

In this activity you will be creating two different possible futures or scenarios. One will be created using "scanning" and the other, using your imagination and "guided imagery" (having someone guide your imagination).

Use the space below to describe life in your town in 2050.

Scanning-Life in 2050	Imagination-Life in 2050

WORKBOOK 5: Seeing the Vision

vision 2050

Reflection

3. What Happened?

How does the future look to you?

4. How did I feel about it?

How do you feel about the futures you created- are they good, bad or neither?

5. What does it mean?

If you liked your scenarios, what can you do to see that the scenarios do come true?

If you didn't like your scenarios, what can you do to see that they don't come true?

Why is it important to think about the future?

Why is it important to plan for the future?

6. So what?

Are you a visionary leader? Why?

7. Want to know more?

(see individual activities)

8. What did I learn?

- I can create a vision of the future
- I can work to make my vision of the future happen.
- Visionary leaders think about the future and work to make that vision happen.
- And, _____

1. What do I need to know first?

Need a challenge?

Are you done with your workbook activities, but want more practice before moving on to the next workbook? Well, welcome to the challenge! You will find a section of additional leadership activities at the end of each workbook. There are enough additional activities here to keep you busy for at least a year, maybe longer. The activities on the next page are organized by the amount of time you want to spend: 5, 15, 30, 60, 120, or more than 120 minutes. Those times are what it takes on average; it may take a little longer or

shorter.

2. What should I do?

Complete and discuss "challenge" activities.

As you do the activities listed on the next page, follow the directions below for completing "challenge" activities.

Directions For Completing A "Challenge" Activity	
1)	Pick an activity based on how much time you want to spend and what you want to do.
2)	Complete the activity as directed.
3)	Discuss the activity with someone (your mentor would be a great person for this). <ul style="list-style-type: none"> <input type="checkbox"/>1 What happened? <input type="checkbox"/>2 How do I feel about it? <input type="checkbox"/>3 What does it mean? <input type="checkbox"/>4 So what? <input type="checkbox"/>5 Want to know more? Where? <input type="checkbox"/>6 What did I learn?
4)	Write your answers to the six questions here or on a separate sheet of paper for <u>each</u> "challenge" activity you do.
5)	Put a "check" in the space next to the activity (you should only do this <u>after</u> you have discussed and recorded your answers to the questions).

WORKBOOK 5: Seeing the Vision

Here it is!

Reflection

- Daydream about what you would like to do in your next year.
- Imagine yourself as Mayor of your town or city: What would you do first? What would you

4. How about 15 minutes?

- ?Brainstorm with your mentor on things the two of you could do together
- Make a list of soft and hard words and share it with your mentor.
- Give your 3 best friends, 1 family member, and your mentor the “Intuition Check” and explain the results to them.

5. Want to spend 30 minutes?

- “Scan” your environment before attending a program planning committee meeting in your organization and tell them what you found that they should know.
- Write a short paper on the importance of visionary leaders and share it with someone else.
- Make a list of things you wish everyone would “unlearn”.
- Make a list of things you should “unlearn” and share it with your mentor.
- Write a mission statement for your school and share it with a teacher to see if he/she agrees.
- Read the official mission statement for your organization
- Play “pretend” with a young child (remind yourself that everyone can be imaginative).
- Make a list of things you want to learn about making ethical decisions and living an ethical life, which will be covered in the next leadership workbook “Acting with Ethics”.
- On page 47, define what leadership means to you and share it with your mentor (keep it to look at again in a year).

6. Do you have 60 minutes?

- Write 4 possible scenarios for the future of your organization and share them at your next program planning committee meeting.
- Attend a creativity workshop or class.

7. Can you spare 120 minutes?

- Interview the person(s) who does planning for your town and ask her/him how he/she plans for the future.
- Conduct a S.W.O.T analysis on your town or city (you may need to do some research, the city planner should be able to help you)

8. Not worried about time?

- Read *Megatrends 2000*, (1990) by J. Naisbett and P. Aburdene.
- Make a plan for the next 5 years of your life (use scanning and creativity).
- Find an issue in your community that concerns you and plan how you will change it (don't forget your co-operation and organization skills).

WORKBOOK 5: Seeing the Vision
My definition of leadership

Action

Use this space to write your definition of leadership.

Date: _____