Making a Difference: NCWWI Impact & Lessons Learned, Series Session #3

Child Welfare Means Change Management: Stories and Lessons Learned from LAMM Alumni

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Session Agenda

- **Overview**
  - LAMM & NCWWI Products
  - Setting the Stage

- **Four LAMM Stories:**
  1. Tricia Mosher: Coaching for Managing Up
  2. Scott Steuby: Tackling HR Hot Spots
  3. Jenny Hinson: Implementing Practice Change
  4. Vanessa Dorantes: Getting on the Balcony

- **Closing & Future Connections**
Overview
LAMM Overview

• Based on NCWWI Leadership Model
• Competency-based, evidence-informed, culturally responsive leadership development curriculum
• For experienced state and tribal child welfare mid-level managers
• Residential training, blended learning, pre & post coaching
NCWWI LAMM Products

1. LAMM Overview
2. LAMM Curriculum
3. LAMM Coaching Manual
4. LAMM Tribal Coaching Facilitator’s Guide
5. LAMM Alumni Stories
6. Leadership Competency Toolkit
Setting the Stage

1. Enhanced leadership skills of middle managers for implementation of sustainable systems change
2. Managers ability to address persistent complex challenges requiring adaptive, distributive and inclusive leadership
3. Impact of latest research and innovations in child welfare practice, leadership/workforce development, succession planning & management
Story One

Coaching for Managing Up
Coaching across the LAMM

• Total Number of Managers: 143
• 39 States represented: AK, AL, AR, AZ, CA, CT, DC, FL, GA, HI, IA, ID, IN, KY, LA, MN, MO, MS, MT, NC, NE, NH, NJ, NM, NV, NY, OH, OK, OR, PA, RI, TN, TX, UT, VA, VT, WA, WI, WY

• Change Initiative Topics:
  – Tribal Child Welfare Development (27 managers)
  – Workforce Development, Training & Support (21 managers)
  – Out-of-Home Care (19 managers)
  – Quality Assurance (15 managers)
  – Systemic Improvement (14 managers)
  – Service Delivery & Program Models (13 managers)
  – Systems Integration & Collaboration (11 managers)
  – Youth in Transition (10 managers)
  – Child & Family Engagement (8 managers)
  – Cultural Responsiveness (3 managers)
  – Resource Parenting (1 manager)
  – Not documented (1 managers)
NCWWI Leadership Model
Example 1: Competing Demands for the Middle Manager

1. Be a team player
   - Support but don't eclipse boss

2. Uphold and help realize administration goals
   - Be fully aligned with administration and build role and relationships to outlast

3. Learn job
4. Prove competence
5. Stay true to strengths and beliefs

Promoted Manager
The Holding Environment

‘In doing adaptive work in organizations, you need to create or strengthen the holding environment to provide safety and structure for people to surface and discuss the particular values, perspectives and creative ideas they have on the challenging situations they all face.’

The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World
Heifetz, Grashow & Linsky, 2009
Using Strengths to Manage Up

During this time, coaching provided an environment to discuss politically charged issues, while balancing that with the needs of children and families across the state. Coaching also provided an environment that allowed me to discuss why achieving is so important on a personal level, and this enabled me to balance my passion for the work with my life outside of work.

- Olivia
Example Two: Leading People & Leading in Context

Director: Permission and assistance with systemic roadblocks.

Peers: Shared commitment to collaborating on change and modelling new practice in their leadership.

Supervisors and Line Staff: Investment and willingness to change practice and system.
I valued and looked forward to my coaching sessions. Coaching was a place where I could think through what I wanted to propose, and where I could identify the ways that what I was asking might seem threatening to a leadership team where trust was a challenge.

- Meghan
Story Two

Tackling Human Resource Hot Spots
Critical Lessons from the LAMM

• Take a view from the balcony
• Embrace and attend to *Leading in Context*
• Need to model/coach to support change
• Be intentional and focus on what the data tells us… and if it doesn’t exist, collect it
• Do not shy away from hot spots: Systems change creates conflict
Mission statements are important as they communicate our grand goals...

But what we do tells us what we really value...

What do our patterns in addressing Human Resource issues tell us about our organizational values? Is there alignment?
Do we have evidence of being mission-driven in HR decisions?

• Do we have a workforce that
  – Values child well-being & safety?
  – Shows respect & compassion for families?
  – Treats co-workers with care & concern?
  – Cares about cultural competence & high performance?
  – Follows policies, procedures & supervisory input?
HR Issues for a Leader/Manager?

• I hear about workload & poor staff morale
• I hear that we are not always respected in the community
• I hear that staff may not always feel safe or comfortable coming to work because of a co-worker’s behaviors
How Can I Lead HR Change?

• Nothing can change until I take steps forward to champion and tackle this issue
  – I must gather the information
  – I must share what I find, even if it may be difficult for others to hear
Sell the Idea: Gathering HR Data

• Get permission to gather the HR data
• Find out what is already out there – you may not find much… Ask why this is…
• What if we read all Disciplinary Actions… for the last 4 years?
  – Where
  – What
  – Why
  – Who
Gather Data & Keep Selling the Idea

• Take time & effort (I had to gather my own evidence and create my own analysis)
• Report the data in a simple format that tells an important story
• Get permission to tell the story up the chain of command
• Be ready to tell the story in a concise manner
• Be able to say why this matters to the agency
HR Lessons Learned in WA (1)

- HR issues are one of our greatest liabilities in CW
- HR issues harm families, staff and organizations
- HR issues cost each state millions of $ every year
- HR Issues make supervisors feel less effective, as they are often not given the tools/training to address difficult issues with staff:
  - We never helped to move them from buddy to boss
  - They do not get pragmatic help in addressing HR issues
  - If they attempt to address issues, they are often not supported up the chain of command
HR Lessons Learned in WA (2)

• Performance is often not addressed to the point that someone loses their job
• Some units/offices just do not address any HR issue, ever
• We may move people around hoping they will change or just not create as big a mess
• We overvalue “talk” but don’t document (paper trail)
• We do not address chronic unprofessional behavior
• We are inconsistent in how we consequence behavior
• Most supervisors do not know how to respond to the multiple issues confronting them if they do decide to take on an HR issue with staff
What's Next? Using LAMM training to......

- Continue to grow support from the top
- Provide intensive technical assistance on HR investigations
- Provide mentoring/coaching for the supervisor and intervening alongside them so show how issues can be addressed effectively
- Create time for supervisors to supervise
- Tell the truth through data
Story Three

Implementing Practice Change
Implementing Practice Change

Developing & implementing this practice enhancement necessitated:

1. Paradigm shift & ensuring all stakeholders on board
2. Addressing technical versus adaptive challenges
3. Ongoing communication & collaboration, both internally & externally
4. Fidelity to the PRT model
5. Continuous Quality Improvement (CQI) activities
Permanency Roundtables (PRTs)

• Internal case consultation process designed to facilitate discussions regarding permanency using a multi-pronged approach

• Goals: (a) develop child specific permanency action plan to exit child to positive permanency and increase lifelong connections; (b) identify any systems barriers to permanency that can be overcome through staff development, policy clarification and/or development, and stakeholder involvement.

• Began PRT implementation June 2012; finalized statewide implementation February 2014.
The Paradigm Shift

PRT Model Development and Implementation Plan

Permanency Values

Internal and External Support

Training and Policy/Procedures
Technical & Adaptive Challenges

Technical
- Alignment
- Clear definition
- Solution and implementation clear
- Leader can take primary responsibility

Adaptive
- Different perspectives
- Unclear definition
- Unclear solution and implementation
- Leader cannot be primarily responsible
Implementation is a Process—Not an Event

- Re-framed “extra work” as “the work”
- Discussed strategies to include all parties
- Defined “positive permanency” and incorporated it into CPS handbook
- Defined “benefits from permanency” and included in CPS handbook
- Annual meetings with practitioners
- Bi-monthly calls with practitioners
- Started regional management PRTs
- Outreached to community stakeholders to:
  - address/combat resistance
  - provide clarification
- Created regional (internal & external) champions, including the Commission, CASA, Providers
- Presented at EVERY conference that would accept us
- LOTS of Technical Assistance
Fidelity & CQI

• Ongoing Analysis of Data
  – Are we getting our desired outcomes?
  – What are the tension points?
  – What adjustments can we make while maintaining fidelity?

• Focus Groups and Surveys
  – Practitioners
  – Advisory Groups
  – Staff

• Feedback Loops
  – Regional “de-briefs”
  – Monthly reports
  – Conference calls with regional managers
  – Conference calls with regional staff
  – Solicit feedback from stakeholders
Story Four

A Balcony View after Being on the Dance Floor
LAMM Leadership Principles: Collaborative & Outcome-focused

Being **Outcome-focused** draws primarily on ‘product more so than process.’ Leaders need to know their goal before change even begins.

‘It is critical to the attainment of results…[the beneficiaries being] the organization, community – children and families’
Outcome-based Leadership Principle

- Real sustainable change is rooted in solid planning, measurable goals and effective use of data
- Change is constant in a turbulent environment
- Shifts in agency culture mean putting this into ‘real-time’ for staff
- The child welfare freight-train doesn’t stop (or even slow down) for initiatives to take hold…but the DESTINATION is static
Collaborative Pillar of Leadership

• We already know we can’t do this work in a silo or vacuum

• Engagement of partners is critical to the effectiveness of any child welfare agency

• Common purpose engages internal as well as external stakeholders
Take the Pulse while Raising the Temperature

• Leaders have to know where staff are on the change continuum. That being said, you need some dissonance to get things to move.
• Don’t be afraid to rock the boat … challenge the status quo.
• Need to steady the waters while also moving things forward. When in the midst of significant change, staff often feel like the rug is being pulled out from underneath them— they have to have confidence in their leadership

As leaders, it’s far better to control where we are going than to constantly justify or explain where we’ve been…
The Roadmap: GPS Recalculating

- Staff just want to know “…what do I need to do tomorrow that is different from today”

- Leaders need to be confident enough in the vision to share why there is a need to do things differently
Dance Partners....

- Think about late adopters – Leaders need to highlight positive impact of change deliberately and routinely.
- Important not to devalue successes of the past in effort to make changes – everything wasn’t wrong or bad.
- Reiterate the change is purposeful and not initiative-de-jour.
The remaining Leadership pillars also play key roles in the choreography …

- Adaptive changes
  - ‘Leadership needs to be visibly resilient in order to cope, plan and implement change’
- Inclusive leaders realize ‘the whole is greater than the sum of its parts’
- Distributive leadership ‘is not confined to titles or position’
- Organizational change comes from all levels of the organization
The Parallel Process Pirouette

For behavior shifting to work, leaders must believe in shared responsibility and own the success of the outcomes.

Empowered staff create a structure that people want to buy-into.

Engaged family partners will know if the change is real.
How will I know ....

Leaders who have accomplished system change are eager to ‘run back to the dance floor’ when they ‘feel the rhythm of harmony’
We’d love to hear from you

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UPCOMING WEBINAR SESSIONS

Making a Difference: NCWWI Impact & Lessons Learned
June 11, 2014 at 3 pm ET: Leadership Academy for Supervisors

Mind the Gap: Addressing Child Welfare Challenges through Workforce Development Strategies
Our new National Webinar Series begins this Fall 2014
Stay tuned!

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Leading . . .
Learning . . .
Thank You!

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