Learning & Living the NCWWI Leadership Model

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Session Agenda

1. Overview/Background
2. Five Leadership Principles/Pillars
3. Leading in Context: Building Collaboratives
4. Leading Change: Goal-Setting
5. Leading for Results: Accountability
6. Leading People: Workforce Development
7. Q & A via web platform
8. Continuing the Conversation & Closing
BACKGROUND & OVERVIEW
Context

1. Constant change in child welfare
2. Need for leadership at all levels
3. Need for a leadership model for child welfare
Whitewater Environment
Everyone has a Leadership Role!
NCWWI Leadership Model

1. Grounded in theory
2. Reflective of reality
3. Consistent with professional values
4. Consistent with the goals of the Children’s Bureau
5. Reflects constant balancing act of child welfare leadership
The Four Quadrants of the Model

Flexibility

External

Internal

Control
Leading Change Quadrant

- Leading in Context
- Leading People
- Leading Change
- Leading for Results
Leading in Context Quadrant

Leading in Context

Leading People

Leading Change

Leading for Results
Leading People Quadrant

- Leading in Context
- Leading People
- Leading Change
- Leading for Results
Leading for Results Quadrant

Leading in Context

Leading People

Leading Change

Leading for Results
Leadership & Management

Leading and also Managing

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Our Leadership Model

- Leading in Context: Building Collaboratives
- Leading People: Workforce Development
- Leading Change: Goal-Setting
- Leading for Results: Accountability

- Flexibility
- Internal
- External
- Control

Self Managing: Regenerative
Central Core of Leadership

Leading in Context: Building Collaboratives
Leading People: Workforce Development
Self Managing: Regenerative
Leading Change: Goal-Setting
Leading for Results: Accountability
Flexibility
External
Internal
Control
NCWWI Leadership Model
“The path to great leadership starts with a deep understanding of the strengths you bring to the table.”

(Rath & Conchie, 2008)
Leadership Competencies & Skills in the 4 Quadrants

- Accountability
- Capacity-building
- Service Orientation
- Decisiveness
- Entrepreneurship
- Financial Management
- Planning & Organizing
- Problem Solving
- Technical Credibility
- Conflict Management
- Developing Others
- Team Building
- Cultural Responsiveness
- Leveraging Diversity
- Creativity and Innovation
- External Awareness
- Flexibility
- Strategic Thinking
- Vision
- Partnering
- Political Savvy
- Influencing
- Negotiating
- Accountability
- Capacity-building
- Service Orientation
- Decisiveness
- Entrepreneurship
- Financial Management
- Planning & Organizing
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- Developing Others
- Team Building
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- Leveraging Diversity
- Creativity and Innovation
- External Awareness
- Flexibility
- Strategic Thinking
- Vision
- Partnering
- Political Savvy
- Influencing
- Negotiating
**Fundamental competencies** include continuous learning, effective communication, initiative, interpersonal relations, integrity/honesty, resilience, personal leadership, social responsibility.
Career Ladder

Executive

Leading and Managing Organizations in Communities

Manager

Leading and Managing Programs in Communities

Supervisor

Leading and Managing Agency and Collaborative Groups

Case Worker

Leading and Managing Cases and Group/Agency Membership
NCWWI Leadership Academy Curriculum

- Introductory Module
- Foundations of Leadership
- Leading in Context
- Leading People
- Leading for Results
- Leading Change
THE 5 PILLARS & PRINCIPLES
Five Pillars/Principles

Leadership Principles

Adaptive  Collaborative  Distributive  Inclusive  Outcome Focused
Application: Indiana Department of Child Services

Staff Development Division

- Implemented Distance Learning program - leadership academy for supervisors (LAS) as first state-coordinated approach
Learning New Ways to Deal with Challenges

- Why not have a state implement the LAS?
- How to market it to supervisors and managers?
Adaptive Pillar

- Challenges own and other people’s habits, beliefs, and values
- Emphasizes a strategic/innovation mindset
- Works with differences
- Orchestrates positive conflict
- Inspires others to challenge decision-making processes
- Navigates changeable environments
Community Engagement Process

- How to partner with NCWWI team?
- How to create a network of support in Indiana?
- How to involve HR to provide incentive for participation?
Collaborative Pillar

- Creates opportunities for collaboration outside agency
- Encourages exchange of information and sharing/pooling resources
- Focuses on common purpose
- Stresses process rather than the product
- Has action orientation
Encourage & Enact Leadership at All Levels

- Where is the most important locus of action in the organization?
- How to share responsibility?
  - Indiana training staff
  - NCWWI staff
  - University faculty
  - Agency directors
Distributive Pillar

- Distribution of decision-making and leadership responsibilities
- Manages human, cultural, social, and economic capital
- Encourages purposeful action
- Promotes collective rather than individual action
Collective Process to Promote Inclusion

- Getting people to work together
- Using different forms of encouragement to keep participants on track
- Providing ways for all involved to be heard
Inclusive Pillar

- Advocates for a full range of participants in the process (diverse participation)
- Promotes leadership as a collective process
- Creates a sense of urgency around inclusion
- Acknowledges disparities & seeks to mitigate them
- Engages in continuous learning about inclusion-related issues
- Engages diverse stakeholders
Meeting Organizational & Professional Goals

- Making first cohort a pilot & learning from it
- Continuous feedback from evaluation
- Combined comprehensive NCWWI surveys with Indiana-specific surveys
- Modify each cohort using data from evaluation
Outcome Focused

- Applies technical knowledge
- Analyzes problems
- Uses data to inform decisions
- Focuses on indicators leading to outcomes of safety, permanency, and well-being
- Stresses product/result rather than process
Five Pillars/Principles

Adaptive
Collaborative
Distributive
Inclusive
Outcome Focused
LEADING IN CONTEXT: BUILDING COLLABORATIVES
Leading in Context Quadrant

- Ability to build collaboratives internally & with other federal agencies, state & local governments, tribal organizations, & nonprofit/private sector organizations to achieve common goals.
Leading in Context Quadrant

**Partnering**
- Develops networks, alliances, collaborations for strategic relationships to achieve common goals

**Political Savvy**
- Understands internal/external political reality and acts accordingly

**Influencing/Negotiating**
- Persuades others, builds consensus, gains cooperation to accomplish goals
HOMEBUILDERS:

Team of highly trained holistic providers who focus on meeting needs of families at risk while family remains intact

- Intensive family preservation in attempt to keep family together
Homebuilders Change Initiative

- **Vision:** Children deserve opportunities to reside in a safe home without risk in order to thrive with their family first.

- **Mission:** To improve the safety, permanency, and well-being of children at risk of further abuse & neglect in their own home.

- **Partners:**
  - Department of Child Services (DCS);
  - Homebuilders service providers; Families
  - Work as team to ensure safe home conditions

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Homebuilders
Action Plan

1. Identify who is needed for success
2. Attract the right at risk families
3. Get right people on board
4. Create learning culture
5. Create supportive culture
6. Create team
7. Manage performance
Specific Leadership Competencies

1. Created innovative opportunities to work with families and children
2. Partnered with Homebuilders as an agency
3. Built relationships both internally and externally
4. Influenced all partners to ensure child safety in their homes
Bright Spots

- Implementing Homebuilders in Marion County
  - Challenges: Completing referrals to Homebuilders to keep children in the home

- Clear communication to fill open slots in timely way
  - Challenges: Email chain with accurate information about openings or when openings will be available
Improvements/Changes

- **Technical**
  - More available openings for at risk families

- **Adaptive**
  - Increase growth of Homebuilders in County
  - Collaborate with families, DCS, and providers
  - Provide service limited to most at risk families
  - Communication key to best outcomes

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Specific Leadership Skills

1. **Communication**: Fundamental to change initiative success

2. **Coordination**: Set clear goals with families to improve working relationships with families, DCS and Homebuilders

3. **Collaboration**: Focus on best interests and outcomes to influence team work
Hot Spots

1. Lack of openings/Limited slots
   - Not enough spots for families and children in need of intensive services

2. Family buy-in
   - Parents refuse to participate

3. Declining referrals
   - Homebuilders decline the referral as family is too “high risk”
Improvements/Changes

- **Technical**
  - Provide Homebuilders to families at “most risk”
  - Clear communication to families about what service can provide
  - Clear communication about families’ need level

- **Adaptive**
  - Empower families to want to change
  - Encourage cooperation between Homebuilders and families
  - Better communication to have services when “most high need” families come into system
Gains/Successes

1. **Families** felt respected; built positive relationships; gained knowledge; increased confidence in parenting role and skills; kept children at home.

2. **DCS** gained better communication skills with Homebuilders; made timely referrals; gave good support & “buy-in” with community members; matched goals to family needs; limited safety concerns throughout case.

3. **Homebuilders** felt communication went well; referrals appropriate for program; techniques accepted by DCS; built trusting relationships; worked through challenging families; most cases closed successfully.
LEADING CHANGE: GOAL-SETTING
Leading Change

- To bring about strategic change within and outside the organization
- Meet organizational goals
- Establish vision
- Implement in continuously changing environment
Leading Change: Competencies

- Creative and Innovative
- External Awareness
- Flexibility
- Strategic thinking
- Vision
Proficiency Indicators

- Displays creativity by deviating from traditional methods
- Considers external policies and trends
- Adjusts project plan based on new information
- Interfaces with community partners and stakeholders
- Clearly communicates links between the organization's strategy and work unit goals

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Application: Georgia DHS, Division of Family & Children Services

- Overview of Georgia’s child welfare system
- Overview of Change Initiative: the Safety Response System (SRS)
- All of the competencies in this quadrant are relevant and important, but Flexibility & Vision stand out
Developing mid-level managers, fully implementing the SRS, and developing a TOL Model are the goals and vision of the project

- Georgia’s vision has been clear and consistent throughout leadership/other changes. Clear goals have helped to moved the project forward.
- Sometimes project team members wanted to deviate from those goals.
- Our training work is connected to implementation of our Safety Response System and the development of our leaders in sustaining practice change.
Flexibility

- Snags in the road in implementing our Safety Response System
- Adaptive Challenges: Need to be flexible with our timelines, practices, etc., but focused on our clear vision and ultimate outcome
- Technical Challenges: SACWIS
- The best possible, well-researched plan may need to be modified
Leadership for Sustainable Systems Change

- Thinking about change in a structured way
- Employing the tenets of Implementation Science
  - Competency Drivers (staff selection, training and coaching & leadership drivers)
- Using new approaches (track progress, manage goal success or lack of success)
- Applying creative and innovative solutions
Successful Strategies

Leading Change requires

1. Collaboration (Atlantic Coast Child Welfare Implementation Center, or ACCWIC)

2. Shared Vision (Leadership Team)

3. Effective Leadership Role/Skills
Piecing the Puzzle Together

1. Addressing pitfalls & challenges
2. Understanding the model
3. Understanding my role in the process of change
4. Engaging and facilitating others contributions
LEADING FOR RESULTS: ACCOUNTABILITY
Leading for Results

Using information and data to:

- Encourage evidence-based practice
- Develop the chain of evidence from individual to agency to systems outcomes

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Leading for Results

- Ability to meet organizational goals and service expectations
- Ability to make decisions that produce high-quality results by
  - Applying technical knowledge
  - Analyzing problems
  - Calculating risks
Accountability

- Holds self and others accountable
- Determines objectives
- Sets priorities
- Delegates work
- Accepts responsibility for mistakes
- Complies with established controls
1. Provides and promotes position information across divisions
2. Holds staff accountable by taking action
3. Develops and implements internal controls
4. Comfortably delegates responsibilities, tasks and decisions
Application: Washington State DSHS/CA

1. Quality Assurance and Improvement Advisory Committee (QA/QI)
   - Look at Practice and Initiatives
   - Use Information and Data
     - Track Performance
     - Document Outcomes

2. Performance-based Contracting (PBC)
QA/QI Advisory Committee (1)

Reviews information and data gathered from:

– Program Improvement Plan (PIP)
– Central Case Review
– Compliance Agreement – measures and outcomes
– Targeted Reviews
– Safety Framework
The Advisory Committee creates an opportunity to:

- **Get on the Balcony**
  - Identify Patterns and Relationships
  - Review Outcomes

- **Interface with Staff at All Levels**
  - Connect with social workers, supervisors, program leads, regional management, etc.
QA/QI Advisory Committee (3)

- Provides information across the state
- Raises accountability by reporting out and documenting action steps
- Internal controls established based on the individual project or change
- Responsibilities for task and decisions are delegated to the program or region – with an identified date for future review

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Sustaining the Change

1. Committee meets regularly
2. New initiatives and changes reviewed
3. Ongoing monitoring
4. Learning is shared and applied across all levels of organization, via these activities:
   - Regional Training
   - Solution-based Casework coaching
   - Supervisory case conferences
   - All staff meetings
   - Other opportunities
A New Opportunity to Lead for Results

Performance Based Contracting (PBC), which includes

- Performance measures and outcomes
- Monitoring for results
  - How will these services improve the lives of children and families?
- Analysis of the results
  - What is working? Why
  - Which contractors have the best results? Why
Performance Based Contracting

Critical Implementation Elements

➢ Identify changes
➢ Apply changes
➢ Communicate throughout the process
Start with the people you serve….

- Leading for Results does not have to be massive Quality Improvement or Performance Based Contracting Initiatives….

- Start where you are right now!
  - What/who can you impact that is nearest to you?
LEADING PEOPLE: WORKFORCE DEVELOPMENT
Leading People

Lead people toward meeting the organization’s vision, mission, and goals:

1. Fostering an inclusive workplace
2. Developing others
3. Facilitating cooperation and teamwork
4. Constructively resolving conflicts
Leading People: Key Competencies

1. Conflict Management
2. Developing Others
3. Team Building
4. Cultural Responsiveness
5. Leveraging Diversity
Application: Portland, OR Traineeship Project

Portland State University School of Social Work: Culturally Responsive Leaders

- 7 current / future child welfare leaders per academic year
- Selected in partnership with state / tribal child welfare agencies
- Enhanced Curriculum, peer support, mentoring, and financial support

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Traineeship Project

Purpose

- Leadership development through social work education for child welfare professionals with cultural expertise
- Raising awareness of, and taking action to address, racial disproportionality in child welfare
- Shaping a culturally responsive child welfare system
Leading People: In Action & Application (1)

- Develop pathways to leadership for diverse employees
- Provide mentors in navigating the agency from diverse standpoints
- Educate and coach supervisors to create a welcoming environment
- Help staff who represent non-dominant communities find a way to manage the stress of being 'different'

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Our Child Welfare Leaders
Leading People: In Action & Application (2)

- Don't always expect the non-majority person to change: Coach all staff for effective speaking & listening skills.
- Encourage self-awareness & self care, so that all staff can bring their best selves to child welfare work.

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QUESTIONS? COMMENTS? IDEAS?
1. Visit [http://www.ncwwi.org/events/archive.html](http://www.ncwwi.org/events/archive.html) for the webinar **RECORDING/HANDOUTS**

2. Participate in session’s follow-up **LEARNING LAB** teleconference on 2/25 at 3 pm ET for additional Q&A with peers/presenters. Register here: [http://events.constantcontact.com/register/event?llr=pfnuq9dab&oeidk=a07e70q3w6ufafa02b890](http://events.constantcontact.com/register/event?llr=pfnuq9dab&oeidk=a07e70q3w6ufafa02b890)

3. Provide feedback on our webinar series by completing a quick **EVALUATION SURVEY** (via email from Robin Leake, Butler Institute for Families at the University of Denver)
Related Resources

- LAS *Take the Lead* Series: http://www.ncwwi.org/las/takethelead.html
For more information, please contact

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3. **Washington State DSHS, Children's Administration**: April Potts, coap300@dshs.wa.gov
4. **Culturally Responsive Leaders Traineeship, Portland State University**: Katharine Cahn, cahnk@pdx.edu
5. **Leadership Model**: Deborah Reed, deborah.reed@pdx.edu, Charmaine Brittain, charmaine.brittain@du.edu, Freda Bernotavicz, fredab@usm.maine.edu
6. **Learning Lab**: Sharon Kollar, skollar@albany.edu
7. **NCWWI National Webinar Series or other products**: Sara Munson, smunson@albany.edu
UPCOMING SESSIONS

February 20, 2013, 1-2:30 pm ET - Evidence-based Practices in CW: Opportunities & Challenges for the Workforce

February 25, 2013, 3-4 pm ET - Learning & Living the NCWWI Leadership Model Learning Lab


Final Sessions in National Webinar Series

June/July 2013: Professional Education & Training
September 2013: Workforce Retention

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