



Learning & Living Leadership



A Tool Kit



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Table of Contents

Introduction	8
Target Audiences	9
The National Child Welfare Workforce Leadership Model and Competency Framework.....	12
Leadership Model.....	13
Leadership Pillars.....	15
The Need for a Tool Kit.....	16
Adult Learning.....	16
Transfer of Learning	17
Using the Tool Kit.....	18
Activities by Competency	18
Leadership Development Plan.....	19
Domain I: Leading Change.....	23
I-a. Competency: Creativity and Innovation.....	25
I-b. Competency: External Awareness.....	27
I-c. Competency: Flexibility	29
I-d. Competency: Strategic Thinking	32
I-e. Competency: Vision	35
Worksheet 1a.A1 Competency: Creativity and Innovation—Upside Down, Inside Out	37
Worksheet 1a.A3 Competency: Creativity and Innovation—Listening to the Family Voice.....	38
Worksheet 1b.A2 Competency: External Awareness—Legislative Review.....	40
Worksheet 1b.A3 Competency: External Awareness—Child Welfare in the News	41
Worksheet 1c.A1 Competency: Flexibility—My Flexibility Quotient	43



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Worksheet 1c.A2 Competency: Flexibility—Technology Transfer	43
Worksheet 1c.A3 Competency: Flexibility—My Top 20.....	45
Worksheet 1d.A1 Competency: Strategic Thinking—Logic Modeling.....	47
Worksheet 1d.A3 Competency: Strategic Thinking—Strategic Action Plan	49
Worksheet 1e.A1 Competency: Vision—My Vision Statement.....	50
Worksheet 1e.A2 Competency: Vision—Purposeful Vision and Mission Integration	52
Domain 2: Leading People.....	53
2-a. Competency: Conflict Management	55
2-b. Competency: Developing Others	61
2-c. Competency: Team Building.....	59
2-d. Competency: Cultural Responsiveness	61
2-e. Competency: Leveraging Diversity	63
Worksheet 2a.A1 Competency: Conflict ManagementRegulate the Conflict Temperature.....	69
Worksheet 2a.A2 Competency: Conflict Management— What’s My Conflict Style?	71
Worksheet 2a.A3 Competency: Conflict Management— Conflict Postmortem	69
Worksheet 2b.A1 Competency: Developing Others— Creating a Learning Organization.....	71
Worksheet 2b.A2 Competency: Developing Others—“Why People Stay” Interviews.....	74
Worksheet 2b.A3 Competency: Developing Others—Be a Mentor.....	80
Worksheet 2c.A2 Competency: Team Building—Team Scorecard.....	81
Worksheet 2c.A3 Competency: Team Building—Team Crest.....	80
Worksheet 2d.A1 Competency: Cultural Responsiveness—Identity Pie	81
Worksheet 2e.A1 Competency: Leveraging Diversity—Diversity Assessment.....	83
Domain 3: Leading for Results.....	84
3-a. Competency: Accountability	86



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3-b. Competency: Capacity Building.....	92
3-c. Competency: Service Orientation	90
3-d. Competency: Decisiveness.....	92
3-e. Competency: Entrepreneurship	94
3-f. Competency: Financial Management	96
3-g. Competency: Planning and Organizing.....	98
3-h. Competency: Problem Solving.....	100
3-i. Competency: Technical Credibility.....	102
Worksheet 3a.A1 Competency: Accountability—Dig Deeper in Data.....	104
Worksheet 3a.A2 Competency: Accountability—Data Comparison	105
Worksheet 3a.A3 Competency: Accountability—ROC It!	106
Worksheet 3b.A1 Competency: Capacity Building—Amping Up Transfer of Learning.....	108
Worksheet 3d.A1 Competency: Decisiveness—Dissecting a Decision.....	111
Worksheet 3d.A2 Competency: Decisiveness—Meeting Methods	112
Worksheet 3d.A3 Competency: Decisiveness—What’s My Decision-Making Style?.....	113
Worksheet 3e.A1 Competency: Entrepreneurship—The Sky’s the Limit Visioning.....	116
Worksheet 3e.A3 Competency: Entrepreneurship—Risky Business	117
Worksheet 3f.A1 Competency: Financial Management—Funding Stream Investigation.....	118
Worksheet 3f.A3 Competency: Financial Management—Costing Out Turnover.....	123
Worksheet 3g.A1 Competency: Planning and Organizing—Implementation Science Applied.....	128
Worksheet 3g.A2 Competency: Planning and Organizing—Professional Development Plan.....	135
Worksheet 3h.A1 Competency: Problem Solving—Through an Adaptive Lens.....	138
Worksheet 3h.A2 Competency: Problem Solving—Problem Dissection Through a Fishbone Diagram.....	141
Worksheet 3h.A3 Competency: Problem Solving—Solutions in Rounds: Learning Circles	143



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Worksheet 3i.A1 Competency: Technical Credibility—The Technical Perspective.....	146
Worksheet 3i.A2 Competency: Technical Credibility—Your Technical Expertise: Lunch & Learn Presentation.....	147
Worksheet 3i.A3 Competency: Technical Credibility—Who’s the Expert?	148
Domain 4: Leading in Context.....	149
4-a. Competency: Partnering.....	151
4-b. Competency: Political Savvy.....	153
4-c. Competency: Influencing/Negotiating	155
Worksheet 4a.A1 Competency: Partnering—Agency Eco Map.....	157
Worksheet 4b.A1 Competency: Political Savvy—Town Hall Meeting.....	159
Worksheet 4b.A2 Competency: Political Savvy—Applying a Political Perspective	161
Worksheet 4b.A3 Competency: Political Savvy—Seeking to Understand	163
Worksheet 4c.A1 Competency: Influencing/Negotiating—Structured Sharing.....	164
Domain 5: Fundamental Competencies	165
5-a. Competency: Continuous Learning.....	167
5-b. Competency: Effective Communication	170
5-c. Competency: Initiative	172
5-d. Competency: Interpersonal Relations	174
5-e. Competency: Integrity/Honesty	176
5-f. Competency: Resilience	178
5-g. Competency: Personal Leadership.....	181
5-h. Competency: Socially Responsible.....	183
Worksheet 5a.A1 Competency: Continuous Learning—Personal Professional Development.....	185
Worksheet 5a.A2 Competency: Continuous Learning—Expanding Your World Through Professional Reading	188



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Worksheet 5c.A3 Competency: Initiative—Employee of the Month	189
Worksheet 5d.A1 Competency: Interpersonal Relations—Welcome Wagon	189
Worksheet 5d.A2 Competency: Interpersonal Relations—Agency Shadow Tour	191
Worksheet 5d.A3 Competency: Interpersonal Relations—Compassion Fatigue.....	192
Worksheet 5e.A1 Competency: Integrity/Honesty—Values Assessment.....	193
Worksheet 5e.A2 Competency: Integrity/Honesty—Ethical Dilemma.....	195
Worksheet 5e.A3 Competency: Integrity/Honesty—Living by the Code: NASW Code of Ethics	196
Worksheet 5f.A1 Competency: Resilience—Resilience on Record.....	197
Worksheet 5f.A2 Competency: Resilience—Got Change?	198
Worksheet 5f.A3 Competency: Resilience—Taking It Higher: Elevating Morale	199
Worksheet 5g.A1 Competency: Personal Leadership—Way to Go!.....	201
Worksheet 5g.A2 Competency: Personal Leadership—My Vision	203
Appendix A	204
The National Child Welfare Workforce Institute	205
Leadership Development Plan.....	207
Post-Activity Reflection Journal	209
Appendix B.....	210
Domain 1: Leading Change	211
Domain 2: Leading People.....	212
Domain 3: Leading for Results	213
Domain 4: Leading in Context.....	215
Domain 5: Fundamental Competencies.....	211
References	212



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Introduction

Introduction

Effective leadership promotes the well-being of all members of an organization and facilitates better outcomes for families and children served by the agency. Leadership is not a static, innate quality of a certain individual, nor does it relate to any specific position or job description. Agencies can cultivate leadership in many ways, including through professional development programs and individual initiatives that focus on the enhancement of specific leadership skills and competencies.

Leadership development begins in a classroom or through online courses, but effective leadership happens when skills transfer from the learning environment to the work environment. The purpose of this tool kit is to enable emerging child welfare leaders to learn how to *live* leadership through multiple activities that link to the child welfare leadership competencies detailed in the National Child Welfare Workforce Institute's (NCWWI) Leadership Competency Model.

See Appendix A for more information about the institute and the programs within the **National Child Welfare Workforce Institute**.

Target Audience & Use

Agencies may use this tool kit, which targets leadership in child welfare at multiple levels, as a stand-alone aid or as a way to supplement other agency professional development programs, including but not limited to NCWWI's Leadership Academy. See Figure 1 for a brief overview of how various audiences may use and benefit from this tool kit.

Figure 1

Leadership Academy Participants:



This tool kit may help Leadership Academy participants generate ideas to enhance development of their personal learning plans to support strategic change efforts/goals, as well as to identify the obstacles and the action steps necessary to overcome them.



Agency Training Directors:



The tool kit may complement the agency's leadership development programs (including but not limited to the NCWWI Leadership Academy). Use it to help trainers and trainees develop transfer of learning activities to support leadership development programs.

Agency Management:



Agency management may create their own leadership development plan (see below) by selecting an array of activities from this tool kit. Additionally, the tool kit may inspire ideas to help facilitate leadership development for mentees of agency management.

Agency Supervisors:



As a way to grow their own leadership knowledge and skills, supervisors may craft personal learning plans (see below) using the array of activities available in this tool kit. Further, they may nurture the leadership skills of their caseworkers by selecting activities appropriate for their level within the agency.

Frontline Caseworkers:



Consulting with their supervisors, caseworkers may design their own leadership learning plans (see below) to grow their leadership knowledge and skills.



Social Work Students/Interns:



At the beginning of their careers, students and interns may use the tool kit to identify areas they want to learn more about during their field placements and educational experiences.

Social Work Educators/Field Instructors:



This tool kit may be used to support transfer of learning from social work courses to social work practice. Classroom leaders may use the activities as frameworks for small group and individual discussion. Instructors may present activities as assignments that allow students to apply their learning and leadership development to their unique child welfare contexts. Schools of social work might also use the tool kit to generate ideas for field education. Field instructors might find useful learning activities for field placement learning agreements/contracts to reinforce a full range of social work competencies. Schools may also use the tool kit to develop agency-specific projects to support leadership development. As appropriate, ensure all projects are reviewed and approved by agency supervisors and management before development or implementation.

Individuals or teams may employ the activities in this tool kit to increase their leadership skills and strengthen their agency's workforce development efforts. Most importantly, the tool kit offers flexibility for individuals as well as agencies and schools of social work to customize leadership development plans to best fit their needs. **It is not expected, nor even encouraged, that tool kit users complete every activity in the tool kit. Rather, users should select the specific competencies that they deem most important and then choose activities of interest and within their purview to include in their individual leadership development plans.**

Individuals at all levels of the competency ladder can further develop their leadership competencies—from student intern, caseworker, and supervisor to manager, training director, and executive leader. Each of these roles requires multiple competencies of varying strengths and skills, all of which can be sharpened and deepened.

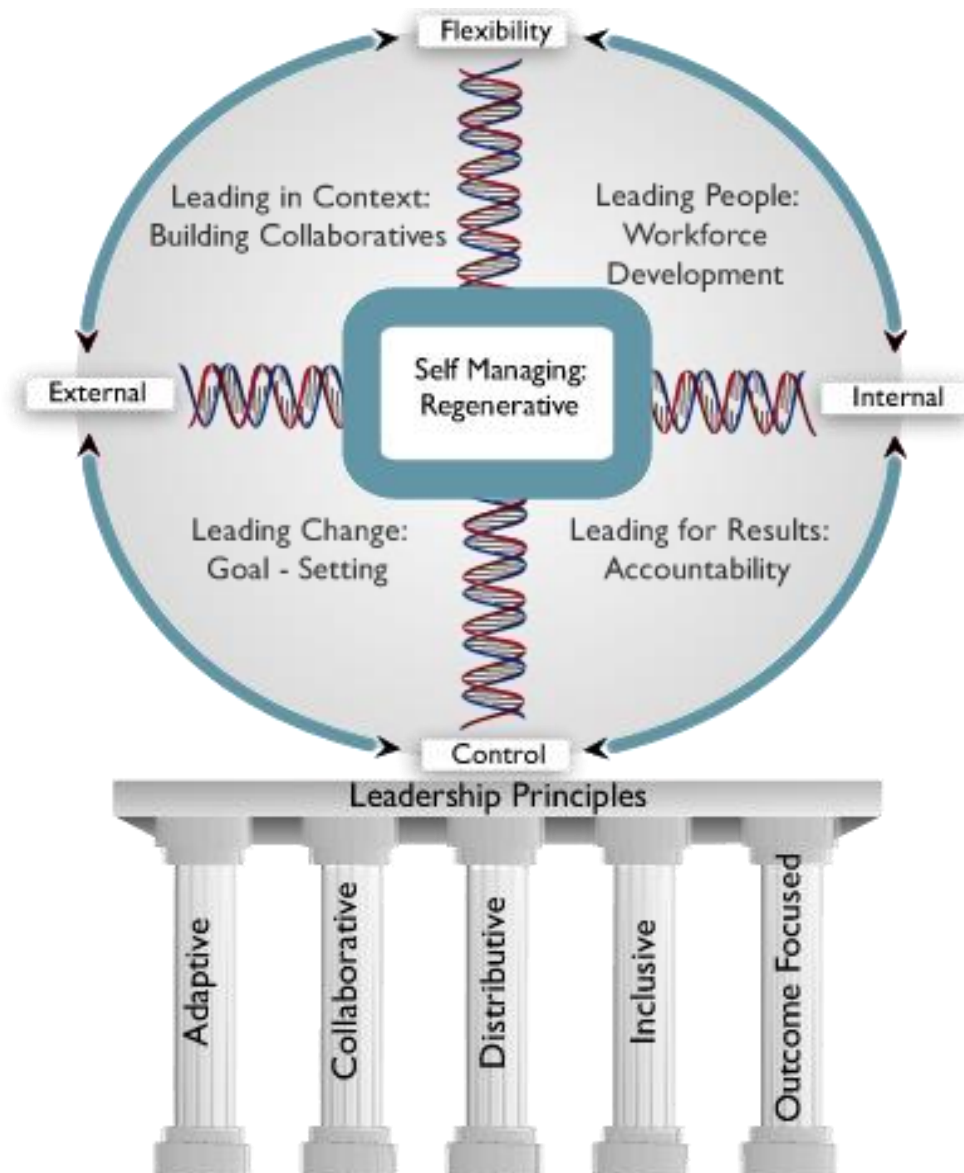


The National Child Welfare Workforce Leadership Model and Competency Framework

Multiple holistic and integrated domains of leadership compose the NCWWI Leadership Model and offer a competency framework for professional leadership development. This tool kit complements the Leadership Model and Competency Framework that the NCWWI developed. For more information on the leadership model, see [NCWWI's website](#). See Figure 2 for graphic representation of the NCWWI Leadership Model.



Figure 2: NCWWI Leadership Model



The leadership model contains four domains:

Leading Change: This domain reflects the strategic role of the leader to set and to realize high standards of organizational performance. This domain also emphasizes an action mind-set: the ability to plan strategically and the capacity to envision new responses to organizational, political, and social challenges.

Leading People: This domain focuses on developing individuals and groups within the organization on emphasizing relationships, people, and related processes.

Leading for Results: The focus of this domain is on workflow processes and various forms of work-related information and data. The domain encourages evidence-informed practice and the development of a chain of evidence from individual- to agency- to system-level outcomes.

Leading in Context: This domain focuses on the importance of effectively and proactively engaging the external environment, through advocacy, boundary spanning, and working with the community.

Additionally, fundamental competencies relevant to each of the domains and necessary for leadership at all levels are at the heart of the model. Fundamental competencies include areas such as continuous learning, effective communication, initiative, interpersonal relations, integrity/honesty, resilience, personal leadership, and social responsibility.

Each domain specifies multiple competencies, which are sets of skills that manifest in behaviors that, when considered as a whole, achieve the purpose of that domain. For example, the Leading Change domain includes the competencies of creativity and innovation, external awareness, flexibility, strategic thinking, and vision. If a person achieves competence in all of those areas, (s)he would master “leading change.” This tool kit suggests activities for each of the competencies within the domains to help learners transfer knowledge and skills for more effective leadership on the job.

Appendix B contains definitions for each competency within the domains.



Leadership Pillars

Completing the model are the five “pillars” of leadership. These pillars reflect desired qualities and values of effective leadership within the child welfare field. The pillars, which are foundational and provide an approach to leadership consistent with child welfare values (Bernotavicz, McDaniel, & Brittain, in press), include:

Adaptive. Adaptive leadership emphasizes the necessity of learning new ways of dealing with challenges (Heifetz, Grashow, & Linsky, 2009). Child welfare workers can manage technical challenges by employing their existing knowledge and established procedures. For them to handle adaptive challenges, on the other hand, they must use innovative thinking, challenging traditional approaches and the status quo.

Collaborative. Collaborative leadership engages the community to create opportunities to exchange information and share resources. Stakeholders unite around a common purpose to do more than just discuss, but also to take action on a joint agenda. Collaborative leadership stresses the process of community engagement (Lawson, 2008).

Distributive. Distinct from inclusive leadership (see below), distributive leadership encourages and enacts leadership at all organizational levels (Spillane, 2006). Child welfare works defuse decision making and leadership responsibilities at all levels to encourage purposeful and collective action. The dynamic and interdependent interactions among individuals in context result in distributive leadership.

Inclusive. Inclusive leadership actively seeks and values diversity of perspective at all levels within the organization and with stakeholders. Inclusive leaders acknowledge that disparities exist; thus, they must provide intentional, intensive effort to engage diverse stakeholders, create a sense of urgency regarding issues of inclusion, promote leadership as a collective process, and rectify previously authoritarian approaches (Ryan, 2006).

Outcome Focused. Child welfare agencies working toward outcome-focused leadership emphasize organizational and professional goals to achieve outcomes of safety, permanency, and well-being. Data and information help agencies create a more analytical approach to decision making and problem solving (Lawson, 2008).

Leaders acquire leadership competencies over time and through a variety of methods, including formal professional development programs and on-the-job experiences to promote transfer of learning.



The Need for a Tool Kit

Research on adult learning needs and transfer of learning activities makes clear the importance of this tool kit to encourage the application of the NCWWI Leadership Competency Model to the real world of child welfare leadership and practice.

Adult Learning

Learning is a lifelong pursuit, continuing throughout adulthood, and changing with time. Unlike children, adults need real-world experience to bring concepts to life. Teachers can teach leadership skills in the classroom, but that environment is rarely sufficient for people to become leaders. Instead, adults must experience and live the leadership competencies to become increasingly proficient in them.

Principles of adult learning have been well articulated and researched (Knowles, 1980; Tiberius & Tipping, 1990; Caffarella & Merriam, 1999). Adults need to know how learning will benefit them before they are motivated to learn. They also need to take responsibility for their own learning and participate in assessing, planning, implementing, and evaluating that learning. Adults accumulate a vast array of experiences that they can draw upon to understand and apply to new concepts. Further, adults need to make connections from their previous experiences to new content in order to learn and grow.

Adult learning also happens in multiple settings: formal, such as at schools and universities; informal, through everyday experiences; and non-formal, within opportunities outside the formal system such as on-the-job training (Coombs & Ahmed, 1974).

A greater understanding of adult learning has significant implications for adult education (Knowles, 1980). Adults bring vast resources to their learning contexts and these especially inform experiential techniques, such as case studies, simulations, practice exercises, and action projects. Learning opportunities should also promote the practical application of new knowledge and information relevant to the adult's experience.

Whatever adults learn, it must be relevant and meaningful to the learner. Research shows that experience is key to a person's ability to create, retain, and transfer new knowledge (Argote, McEvily, & Reagans, 2003). This tool kit offers a wide variety of activities made relevant to each learner through the customized approach for each activity.

“Learning is the process whereby knowledge is created through the transformation of experience” (Kolb, 1984).



Transfer of Learning

Transfer of learning is generally defined as the application of skills and knowledge acquired during classroom training to performance on the job (Cromwell & Kolb, 2004). Many see formal classroom training as the most efficient way to prepare child welfare staff for their jobs. However, classroom training alone is not sufficient. Several studies cite an estimate by Baldwin and Ford (1988) that only 10 to 20% of what is taught in training actually transfers to the job.

Yet adults must apply transfer of learning to ensure that they can effectively use their new knowledge and skills. Thus, post-classroom activities ensure that learners sufficiently retain and realize classroom training and its goals. Transfer of knowledge occurs gradually over time as new behaviors are practiced, reinforced, and strengthened in the job setting. When child welfare workers learn skills during training, they must then practice these skills on the job for the learning to continue (Broad & Newstrom, 1992).

Users of the tool kit will develop new learning using the principles of adult learning, as well as transfer learning from the classroom to the field through real-world experiences of learning and living the NCWWI Leadership Model.



Using the Tool Kit

Activities by Competency

Organization of the tool kit is in five domains: Leading Change, Leading People, Leading for Results, Leading in Context, and Fundamental Competencies. Each of the five domains contains a competency definition along with a menu of activities designed to promote further development and attainment of the competency. Given the complex and multi-dimensional nature of leadership competencies, no single activity can fully and completely lead to skill attainment in a particular competency. ***That said, it is not expected nor even intended that every activity for every competency be completed. Rather, choose activities from those competencies that are most appealing or doable and address areas needing strengthening.***

Many activities are synergistic and will span multiple competencies; for example, an activity to hold a youth panel within the Leading for Results domain and for the service orientation competency could also promote development of the competencies of initiative, planning, and personal leadership. However, in the interest of simplicity each activity corresponds with only one particular competency. This approach underscores the very nature of leadership represented in the NCWWI Leadership Model and Competency Framework; that is, that leadership is organic and holistic.

The tool kit outlines activities for the leadership levels of executive, middle manager, supervisor, or caseworker. However, individuals and agencies should use discretion regarding the appropriate leadership level. Many contextual factors affect whether the transfer activities are appropriate for a certain level or another. Also, individuals may complete some of the activities alone, whereas they may need to partner with one or more colleagues for other activities.

The tool kit briefly explains each activity and provides the relevant competency goal. Worksheets guide some activities and contain resource and background information to guide others. Tool kit users can access the worksheets in the web-based version by clicking on the links or in the hard copy version immediately following each competency domain. Worksheets are designed for multiple users. Some offer reflective questions, some are self-assessments, and others direct the user to complete a set of tasks or activities.

Learners who use the activities in this tool kit will transfer learning from the classroom or training environment to the field to develop fully their leadership knowledge and skills. Those whose leadership is self-taught, i.e., those without a classroom component, will advance their leadership skills through use of the tool kit as well. These learners



will gain opportunities to develop the competencies most relevant to child welfare leadership while addressing individual strengths and areas for improvement.

Leadership Development Plan

NCWWI's *Learning and Living Leadership: A Tool Kit* offers a **variety of activities to mix and match leadership skills development**. Different audiences at all agency levels also may use it to develop a personal leadership development plan.

A leadership development plan should be **customized to each individual's needs and learning style**. Because many of the activities in this tool kit span multiple competencies, a plan comprising four to five complex activities may be sufficient. Individuals may also want to include a variety of activities, from shorter-term, less complex activities to those that are more complex and time-consuming.

The tool kit is flexible. Carefully select the right number of activities to address the various competencies targeted for strengthening. This may be one or two, or five or 10 activities, and will depend upon user needs, interests, and time constraints, as well as agency review and approval where necessary.

The activities listed are simply suggestions. Indeed, they may lead to the development of other activities that are more relevant for the individual or the agency. The goal is for learners to develop leadership skills by building specific competencies with activities that are most meaningful for their particular context.

Four steps guide the process of developing a customized leadership development plan:

Assess the competency level for each of the competencies within each domain, and determine a smaller set of competencies to focus on for the individual leadership development plan.

Review the activities, select ones that advance desired competency levels, and complete the Leadership Development Plan form (see Appendix A).

Discuss the Leadership Development Plan with a supervisor, manager, colleague, peer, coach, or mentor. Tool kit users are reminded to check for and secure any permissions, clearance, consultations, and/or other necessary communication before engaging in any activities. Determine how to obtain ongoing support and feedback as the plan is implemented to enhance learning and make meaning of experiences. Throughout the tool kit, look for the following icon as a reminder to secure necessary approvals:

APPROVAL OR SUPPORT NEEDED



Conduct the activities and, using the Post-Activity Reflection Journal (found in Appendix A), document progress as appropriate by responding to the reflection questions at the end of each activity to further cement the learning around the leadership competencies.

See the next page for an example of the Leadership Development Plan. See Appendix A for **Leadership Development Plan** and **Post-Activity Reflection Journal** templates.

Some tips to consider:

Recognize that constructing a Leadership Development Plan is ***a process***.

Review all competencies before choosing focus areas for the plan. Preliminarily, select activities that will address those competencies, and review those with a coach, mentor, or supervisor to check on feasibility, match, resources, and appropriateness.

Finalize the plan, but be open to revisiting it as the activities unfold.

Most importantly, ***be realistic*** about what can be achieved and is appropriate within schedules and other commitments. Notice in the Leadership Development Plan example provided, Lindsay chose five activities for her plan—a selection of activities easily achievable within her already busy schedule.



Leadership Development Plan

Name: Lindsay Abraham

Date: June 21

Plan Period: June 21—October 1

Will share plan with

(insert names): Karen Wallace, Tony Perez

Competencies to Develop

1. External Awareness
2. Vision
3. Conflict Management
4. Team Building
5. Personal Leadership

Activities for Each Competency

Competency	Activity	Resources Needed	Completed by:
External Awareness	Legislation in Action	Talk to legislative liaison, Jill Kennedy	August 31
Vision	Agency Mission PR Campaign	Talk with HR; talk to agency director Phyllis Jeslow	September 30
Conflict Management	Conflict Postmortem	Present to team	July 15
Team Building	Team Building	Find team-building activities (websites); check with team	August 15
Personal Leadership	Rewards and Recognition Plan	Check with program manager Brian Simmons	September 15



Reflection Questions

(Complete after you have concluded each activity.)

1. What important things did you learn by completing this activity?
2. Could you have done anything differently?
3. How did this activity increase your skills related to this competency?
4. How did this activity improve your overall leadership skills?

A Final Note ...

A familiar expression says that something worth having never comes easily. When you make the effort to grow your leadership skills, the effort is worth it as you and your agency will grow, and ultimately children and families will benefit. Good luck!





Domain 1:

Leading Change

Domain I: Leading Change



Definition

This domain involves the ability to bring about strategic change, both within and outside the organization, to meet organizational goals. Inherent to this domain is the ability to establish an organizational vision and to implement it in a continuously changing environment.



Domain I Competencies:

- **Creativity and Innovation**
- **External Awareness**
- **Flexibility**
- **Strategic Thinking**
- **Vision**



I-a. Competency: Creativity and Innovation

Creativity and Innovation: *Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations; designs and implements new or cutting edge programs/processes.*

Activity I

Relevant for:

- Executive
- Middle Manager
- Supervisor
- Caseworker

Upside Down, Inside Out

An old adage says, “If you’ve done what you’ve always done, you’ll get what you’ve always gotten” (attributed to Henry Ford). Think about a task, a process, or approach used by you and/or your agency. What if you approached it from a completely different angle and looked at it from a fresh perspective. How could you approach that task, process, or approach differently?

Turn to **Worksheet 1a.A1** and journal about the experience.



To develop new insights by analyzing and reviewing existing tasks, activities, and systems.

APPROVAL OR SUPPORT NEEDED



Activity 2

Relevant for:

- Middle Manager
- Supervisor
- Caseworker

Best Practice Approaches: Lunch & Learn

Review a professional journal such as the Journal of Public Child Welfare, Child Welfare, or Administration in Social Work.

Alternatively, if you have limited access to professional journals, check the **NCWWI Resource Library** for resource lists on a variety of topics, including evidenced-based practice approaches related to those topics.

What best practice approaches that you have read about could you adapt for use at your agency? What do you find particularly intriguing? Sponsor a lunchtime learning event to discuss the innovative approach.



To explore new ideas and innovations to address agency issues.

APPROVAL OR SUPPORT NEEDED



Activity 3

Relevant for:

- Executive
- Middle Manager
- Supervisor

Listening to the Family Voice

Assess the degree to which the family voice is represented in various components of your agency's programs. How could you enhance or increase the family voice in these programs?

Complete the **Worksheet 1a.A3** to assess the extent to which the family's voice comes out in your agency.



To develop new insights about agency programs to promote innovative practice.

APPROVAL OR SUPPORT NEEDED



I-b. Competency: External Awareness

External Awareness: Understands and keeps up to date on local and national policies and trends that affect the organization and shape stakeholders' views; is aware of the organization's impact on the external environment.

Activity I

Relevant for:

- Middle Manager
- Supervisor
- Caseworker

Legislation in Action

Attend a hearing of a committee reviewing your agency budget or a practice initiative. If you cannot attend in person, try listening in on an audio feed or watching through your state's public access cable TV. Interview the agency representatives who are testifying to find out what they took into account in preparing their presentations. For individuals working in a tribal child welfare agency, consider attending a tribal council meeting or other relevant decision-making group.

GOAL



To understand the communication process between the executive branch (of which your state or tribal agency is a part) and the legislative branch.

APPROVAL OR SUPPORT NEEDED



Activity 2

Relevant for:

- Executive
- Middle Manager

Legislative Review

Conduct a local legislative review to identify policies and trends that affect your agency.

Check out websites such as your state's government website, the Children's Bureau website, the Children's Defense Fund, National Child Welfare League of America, and the National Conference on State Legislators.

Use the questions on **Worksheet 1b.A2** as a guide to your review.



To understand the state and national legislative trends affecting the agency.

Activity 3

Relevant for:

- Executive
- Middle Manager
- Supervisor

Child Welfare in the News

Sign up for the Child Welfare Information Gateway's daily news alert by going to **Free Subscriptions** and clicking on the box next to "Subscribe to Child Welfare in the News."

Collect emails for a few days and then read them all to understand the issues making news across the country and internationally.

What themes do you see?

How do these issues manifest at your agency?

Complete **Worksheet 1b.A3**.



To consider current issues and trends relevant to child welfare in the United States and around the world and to understand the connection to your child welfare agency.



I-c. Competency: Flexibility

Flexibility: *Is open to change and new information; rapidly adapts to new information, changing conditions, or unexpected obstacles.*

Activity I

Relevant for:

- Middle Manager
- Supervisor
- Caseworker

My Flexibility Quotient

Self-reflect on how flexible you are by completing the worksheet. Look hard and honestly at your own ability to be flexible.

Complete **Worksheet 1c.A1**.



To assess one's own ability to change and be open to new information and changing conditions.

APPROVAL OR SUPPORT NEEDED



Activity 2

Relevant for:

- Executive
- Middle Manager

Technology Transfer

Consider ways to use technology at your agency. For ideas, visit the **National Resource Center for Child Welfare Data & Technology**.

(This site includes information for state and tribal information systems.)

What ideas could you use at your agency? What is your agency's policy regarding accessing the web and social media? What do you think of the effectiveness of this policy? How do tribes or other tribal entities access data, about Indian children, collected by state information systems?

Find webinars or other resources discussing the use of these technology tools in child welfare.

Complete **Worksheet 1c.A2**.



To explore the latest innovations in technology and their application to the agency.

APPROVAL OR SUPPORT NEEDED



Activity 3

Relevant for:

- Executive
- Middle Manager
- Supervisor
- Caseworker

My Top 20

What issue have you wanted to tackle but for which you haven't come up with the right idea? Exercise your flexibility and creativity by devising a "Top 20" list of ideas to address your situation.

Here's the trick: You have to brainstorm the list in one sitting and within a specific period of time. With those boundaries in place, you'll be less likely to second guess or edit out any ideas while letting your subconscious really roam.

Put all of your good ideas on **Worksheet 1c.A3**.

For more information, refer to **"Spark Creativity with a List of 100"**



To spark creativity and flexibility through the brainstorming of new ideas to address an ongoing issue.



I-d. Competency: Strategic Thinking

Strategic Thinking: *Formulates objectives and priorities, and implements plans consistent with the long-term interests of the organization in a global environment; capitalizes on opportunities and manages risks.*

Activity I

Relevant for:

- Executive
- Middle Manager
- Supervisor

Logic Modeling

Practice developing a logic model by applying it to a current or planned initiative at your agency (for example, a diligent search or adoption recruitment program).

Go to **Worksheet 1d.A1**, which includes an example as well as a blank worksheet. Complete it for your chosen initiative.

GOAL



To think through how an initiative will achieve its ultimate goal through an incremental process.



Activity 2

Relevant for:

- Executive
- Middle Manager
- Supervisor

SWOT Analysis

Conduct a **SWOT** analysis (see below) of your agency, division, or unit with a group of colleagues. Typically, this takes place within a retreat atmosphere to allow for a holistic and consensus building approach to the process.

S = Strengths: What internal strengths does your agency, division, or unit possess?

W = Weaknesses: What internal weaknesses inhibit your agency, division, or unit?

O = Opportunities: What external opportunities are available to your agency, division, or unit?

T = Threats: What are the external threats potentially affecting your agency?

A **SWOT** analysis can then inform a strategic action plan addressing the findings.



To analyze the strengths, weakness, opportunities, and threats facing an organization in a systematic manner to inform the development of a strategic action plan.

APPROVAL OR SUPPORT NEEDED



Activity 3

Relevant for:

- Executive
- Middle Manager

Strategic Action Plan

Develop a strategic action plan for an issue important to you. Seek resources about strategic planning from the [Child Welfare Information Gateway](#).

Convene a group and assess your issue(s) to understand the root causes. Consider your goals for the agency as well as the agency's vision, mission, values and practice model.

With your group, consider various strategies to develop a strategic action plan. Implement the plan and then, over time, monitor the plan and make adjustments as appropriate.

Consider the resources in [Worksheet 1d.A3](#) to help guide your process.



To engage in strategic thinking by developing a strategic action plan with objectives and action steps in alignment with and reflective of your agency's mission, vision, values, and goals.

APPROVAL OR SUPPORT NEEDED



I-e. Competency: Vision

Vision: Takes a long-term view and builds a shared vision with others; acts as a catalyst for organizational change; influences others to translate vision into action.

Activity 1

Relevant for:

- Executive
- Middle Manager
- Supervisor
- Caseworker

My Vision Statement

Develop a personal vision statement that relates to your job. How does this fit with your agency's vision/mission statement?

Complete **Worksheet 1e.A1**



To personalize a vision statement and connect it to your agency's mission and vision.

Activity 2

Relevant for:

- Middle Manager
- Supervisor

Purposeful Vision and Mission Integration

Consider a current work project or initiative in relation to your agency's vision and mission statement. How can you increase attention toward your agency's vision and mission statement relevant to this work project or initiative? What strategies can you employ to tighten the connection between your agency's vision and mission and your identified project?

Turn to **Worksheet 1e.A2** and complete.



To reinforce the agency's vision and mission statement in a purposeful manner within agency initiatives.

APPROVAL OR SUPPORT NEEDED



Activity 3

Relevant for:

- **Middle Manager**
- **Supervisor**

Agency Mission Public Relations Campaign

Assess how your organization communicates your agency's vision, mission, values, and/or practice model to staff and clients.

Has your agency posted its mission?

In what other ways could your agency communicate its vision, mission, values, and/or practice model?

Develop and implement a plan to improve the visibility of your agency's vision, mission, and values.



To act as a catalyst for organizational change by enhancing the visibility and integration of the agency's mission into all agency functions.

APPROVAL OR SUPPORT NEEDED





Worksheet 1a.A1

Competency: Creativity and Innovation— Upside Down, Inside Out

1. What task, process, or approach could you address differently?
2. What are the different perspectives on this issue?
3. How could you better align this issue with your agency's mission?
4. What assumptions influence perspectives on this issue? (You may explore both thoughts and feelings behind assumptions.)
5. What are the conflicts or obstacles regarding this issue?
6. What are the different ways you and others at your agency could approach this issue?
7. If more analysis is required, who could assist?
8. What alternative ideas do you have to address this issue?
9. What are your next steps?
10. To whom will you communicate these new ideas?



Worksheet 1a.A3

Competency: Creativity and Innovation— Listening to the Family Voice

This tool, developed for use by Leadership Academy for Middle Managers (LAMM) participants, can help leaders assess how well their organizations are operating in alignment with family-centered principles and practices.

Instructions: Mark the current status of each feature, briefly explaining your answer in the “How Do We Know” column. Then, for each feature **partially in place** or **not in place**, rate the degree to which improvements are needed (i.e., high, medium, low).

Feature	In Place Now?			How Do We Know?	Priority for Improvement		
	Yes	No	Partially		High	Medium	Low
GOVERNANCE							
The organization’s goals, mission, and objectives are:							
a. cooperatively developed by parents, staff, and planning committee members							
b. written in the language(s) spoken by community members							
c. clear, to the point, and jargon-free							
d. clearly communicated to staff, board, and planning committee members							
e. consistent with family-centered principles							
f. other:							
Programming decisions are made with input and feedback from:							
a. participating families							
b. staff							
c. community members							
d. other:							
PROGRAMS AND ACTIVITIES							
Families are encouraged to participate and contribute to the organization and/or community by:							
a. conducting outreach to families							
b. helping the agency assess community needs and resources							
c. organizing and publicizing events and leading workshops							
d. taking part in peer mentoring							
e. conducting staff training and evaluation							
f. other							



Table of
Contents

Feature	In Place Now?			How Do We Know?	Priority for Improvement		
	Yes	No	Partially		High	Medium	Low
Families are offered training and support in advocating for themselves, their communities, and larger societal issues.							
The organization regularly asks families for feedback through:							
a. surveys and interviews							
b. focus groups							
c. informal conversations							
d. other:							
The organization celebrates family participation, accomplishments, and contributions.							
The organization connects families and staff with other community organizations by:							
a. providing information or presentations on activities, events, and services available in the community							
b. identifying leadership opportunities in the community and encouraging participation (e.g., housing councils, etc.)							
c. co-sponsoring community activities, fairs, celebrations, etc.							
STAFF ROLES AND CAPACITIES							
Staff reflects the racial, ethnic, and cultural heritage of families being served.							
Experience, competence, and sensitivity in working with people of different races and cultures are included in hiring criteria for all positions.							
Staff have strong interpersonal and family-centered skills, including:							
a. effective communication							
b. conflict resolution							
c. affirming and appreciating others							
d. mentoring/coaching							
e. maintaining confidentiality							
f. ability to understand multiple perspectives							
g. ability to share power with families							
h. ability to work across cultures							
i. other:							
The organization supports staff members' families by:							
a. ensuring workers' and families' safety							
b. ensuring that staff members have reasonable workloads							
c. encouraging mentoring and regular communication among staff members							



Table of Contents

Feature	In Place Now?			How Do We Know?	Priority for Improvement		
	Yes	No	Partially		High	Medium	Low
d. maximizing staff flexibility							
e. providing wages that are consistent with experience and responsibilities							
f. providing adequate benefits							
g. addressing job-related stress							
h. creating an environment in which staff are comfortable and secure in asking for help							
i. other:							
EVALUATION AND MONITORING							
The governing board, planning committee, or advisory council (which includes parent/family representatives) regularly reviews and monitors:							
a. results of satisfaction surveys and other monitoring efforts							
b. data showing program utilization and by whom							
c. linkages and relationships with other service providers							
d. progress toward goals							
e. other:							
Evaluation results are shared with:							
a. staff							
b. participants							
c. board							
d. funders							
e. the broader community							

References

- Ahsan, N., & Cramer, L. (1998). *How are we doing? A program self-assessment toolkit for the family support field*. Chicago, IL: Family Resource Coalition of America.
- Sugai, G., Horner, R., & Todd, A. (2003, August). *EBS self-assessment survey version 2.0*. Eugene, OR: University of Oregon, Educational and Community Supports. Retrieved from http://measures.earlyadolescence.org/media/upload/EBSv20_5611388.pdf






Worksheet 1b.A2

Competency: External Awareness—Legislative Review

Conduct a review of local and national policies and trends affecting your agency. Respond to the following questions:

1. On the state level, what current social services or child welfare issues are legislators considering? What impact may these issues have on tribal child welfare in your state?
2. On the federal level, what are the main legislative issues child welfare?
3. What are various stakeholders' viewpoints on the issue(s)?
4. How will the proposed legislation affect policy? Practice?
5. What will need to be in place before you implement the new legislation?





Worksheet 1b.A3

Competency: External Awareness— Child Welfare in the News

Review news from the Child Welfare in the News electronic mailing list. Respond to the following questions:

1. What overall themes concerning child welfare do you see?
2. How do these issues manifest at your agency?
3. What is your agency doing to address those issues?





Worksheet 1c.A1

Competency: Flexibility—My Flexibility Quotient

Reflect on your ability to adapt to changes in your agency. Respond to the following questions:

1. How have your agency's mission, policies, and practices changed since you started?
2. What was it like for you to adapt to these changes? What changes went well? What changes were more challenging for you?
3. What strategies help you to be more flexible when dealing with change?
4. How has the workplace changed since you started working at your agency?
5. What was it like for you to adapt to these changes? What went well? What was more challenging for you?
6. How have your clients changed?
7. What strategies have you employed to stay flexible in order to deal with these changes in clients?
8. What can you do to improve your ability to be flexible?





Worksheet 1c.A2

Competency: Flexibility—Technology Transfer

1. What technology(ies) could improve efficiency and effectiveness at your agency?
2. What areas of your agency most need a technological boost?
3. How could you learn to use different technologies?
4. Who might act as technology champions at your agency?
5. Where could you go to for resources to support new technology?
6. What is your agency's policy regarding accessing the web and social media? What do you think of the effectiveness of this policy?





Worksheet 1c.A3

Competency: Flexibility—My Top 20

Your Issue:

Your Ideas:

1.

2.

3.

4.

5.

6.

7.

8.



Table of
Contents

9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.



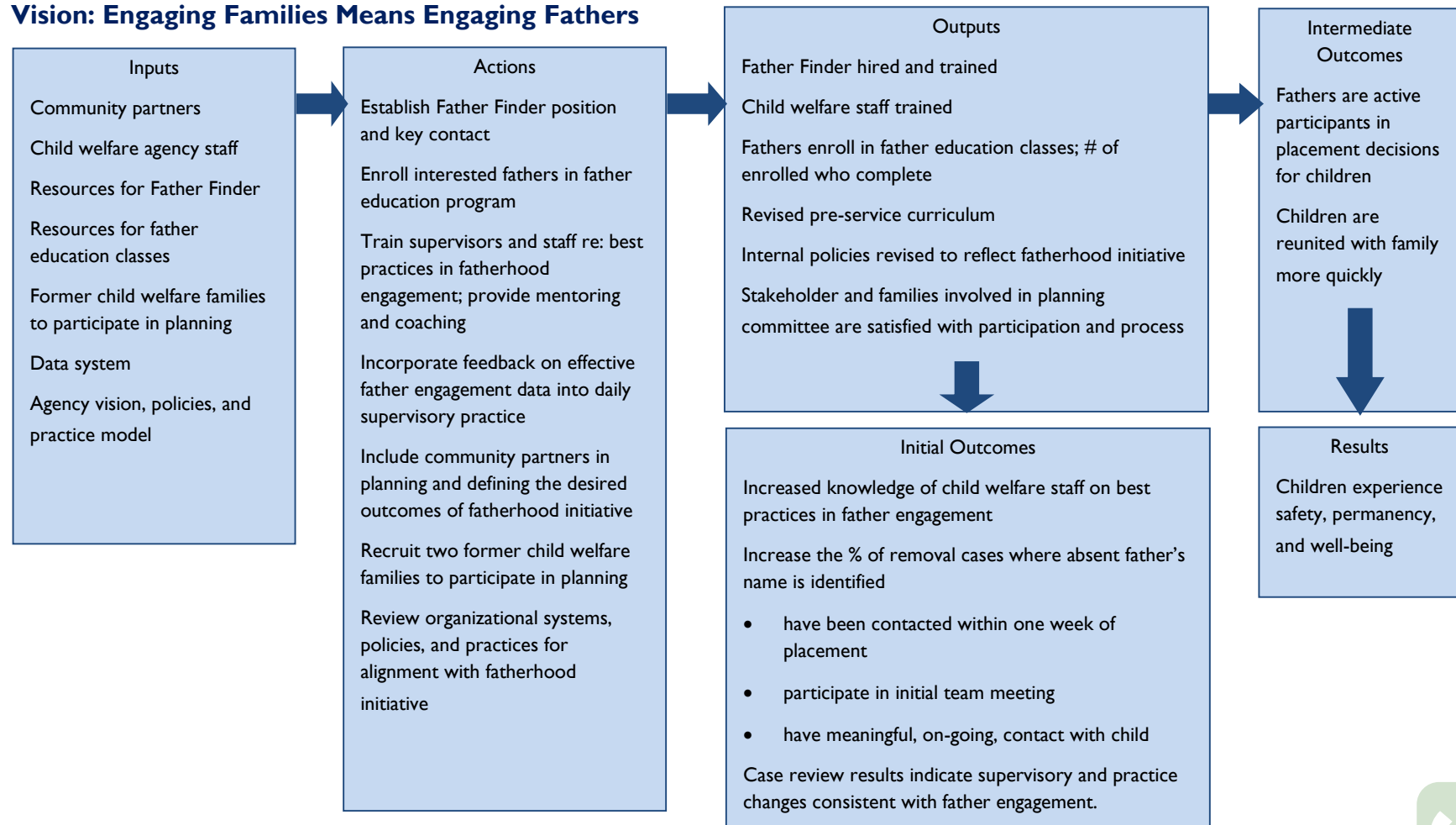
Table of
Contents

Worksheet 1d.A1

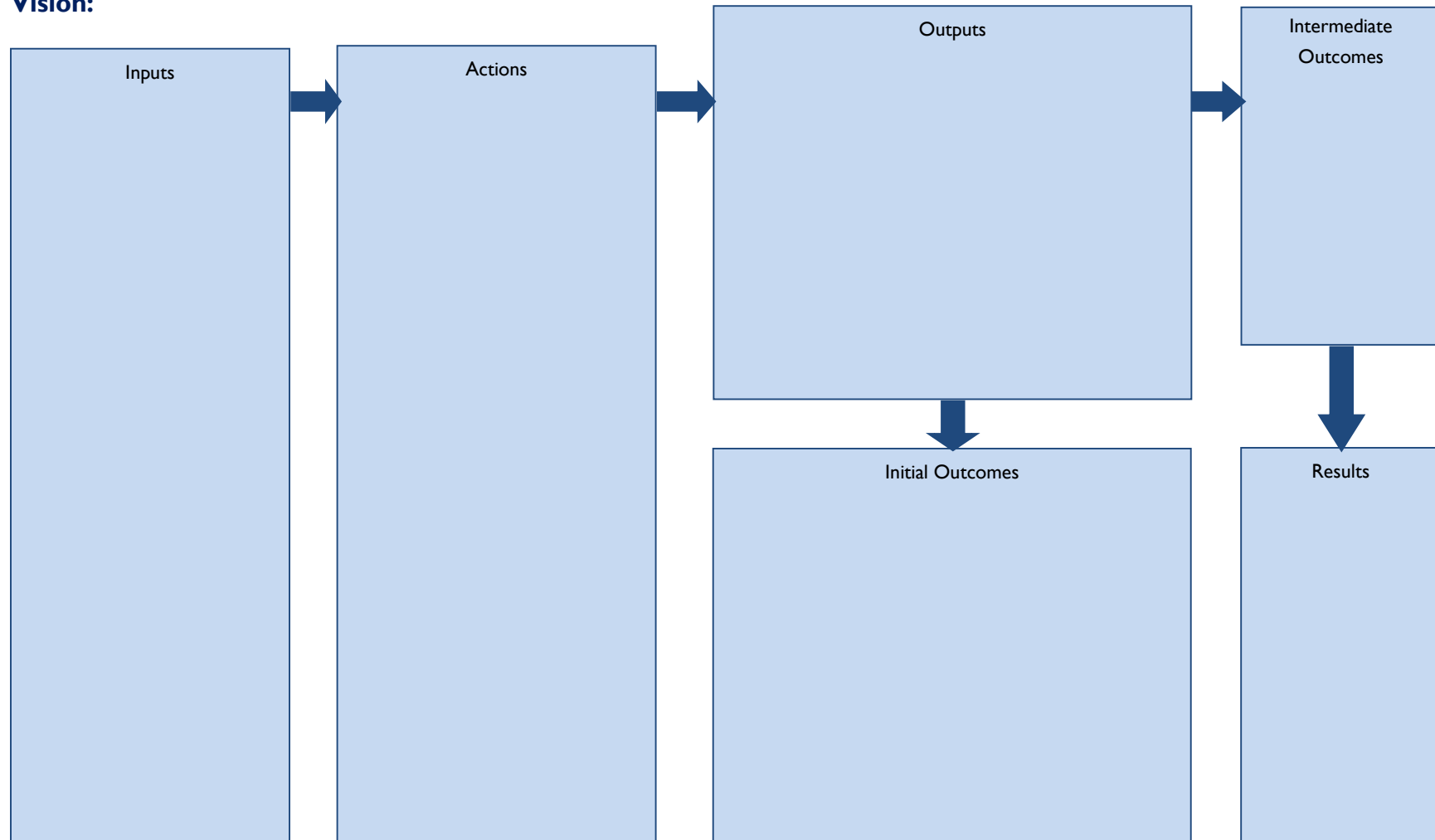
Competency: Strategic Thinking—Logic Modeling

Example: Fatherhood Logic Model

Vision: Engaging Families Means Engaging Fathers



Vision:



Reference

National Child Welfare Workforce Institute. (2012). *Leadership Academy for Middle Managers (LAMM): Module I—Foundations of leadership*. Albany, NY: Author.





Worksheet Id.A3

Competency: Strategic Thinking—Strategic Action Plan

Strategic Planning Process



Table of
Contents

Preparation	Plan	Implement	Revise
Envision Develop a vision, charter, guiding principles, and expectations	Develop Plan Review assessment	Communicate Plan Distribute plan, provide updates on plan progress	Review Progress on Plan Review progress toward goals and implementation of plan activities

Preparation	Plan	Implement	Revise
Assess Gather data, analyze data and other information, draw conclusions	Prioritize Consider needs, strengths, and resources; screen against purpose	Manage Plan Assign responsibilities, check in with progress	Reconvene Planning Process and Revise Plan Reconvene planning groups, periodically assess, draft revised plan, circulate revised plan for input, finalize revised plan, communicate revised plan, implement and monitor revised plan

Preparation	Plan	Implement	Revise
Develop and Implement Planning Process Be inclusive, establish planning structure, define roles and responsibilities, prepare planning members	Develop Goals, Strategies, and Action Steps Write goal statements, develop strategies, develop action steps, determine benchmarks, prioritize goals and strategies	Monitor and Report Progress Develop a system for reporting, monitor progress, disseminate information	
	Draft Plan Circulate draft for input, align all workgroup plans		
	Finalize Plan Share with all stakeholders, obtain official approval		

Strategic Planning Meeting

During a strategic planning meeting, participants should consider the following questions:

- What is the mission?
- What is the current state and context of the following?
- Internal strengths
- Weaknesses: data, facts, trends
- External opportunities
- Threats: data, facts, trends
- What is the vision for the future?
- What are the key goals?
- How do you get there?

Reference

Adapted from Frizsell, E., O'Brien, M., & Arnold, L. (2004). *Strategic planning for child welfare agencies*. Portland, ME: National Child Welfare Resource Center for Organizational Improvement.

For the full document, go to <http://muskie.usm.maine.edu/helpkids/rcpdfs/strat.plan.pdf>





Worksheet 1e.A1

Competency: Vision—My Vision Statement

Vision Statements

A vision statement:

- Evokes universal values and principles that guide behavior
- Provides a sense of the future
- Appeals to the deepest desires of individuals
- Speaks the language of optimism and hope
- Inspires self and others

The most effective vision statements blend cognitive abilities—the rational with the imaginative, the concrete with the creative. Sometimes, vision statements speak the language of imagination, using metaphors and colorful language.

Successful vision statements are clear, compelling, and resonant.

Think about what has brought you to the work you do now. How does that link with your sense of who you are and what you are here to do? Do not worry about eloquence or detail at this point: Just take a moment to write down the thoughts and feelings you have as you consider this set of questions. Write down your first ideas about your **purpose** by completing this sentence:

1. My purpose/my reason for being is:

Now begin to wordsmith to the verbiage exactly right. Think about the words that matter most to you. What intentions did not get into your first statement? What is missing from that statement? Now try again, this time paying attention to language.

2. My purpose/reason for being is:

Walk away and contemplate your statement. When you come back, finalize your vision statement.

3. Final version:



Worksheet 1e.A2

Competency: Vision— Purposeful Vision and Mission Integration

1. What is your agency's vision?
2. What is your agency's mission?
3. What is your project or initiative?
4. Currently, how does your project connect with and reinforce your agency's vision and mission?
5. In what ways could that connection between your project and the agency's vision and mission be strengthened?





Domain 2:

Leading People

Domain 2: Leading People

Definition

This domain will help child welfare workers gain the ability to lead people toward meeting the organization's vision, mission, and goals. Workers will master the key ability of providing an inclusive workplace that fosters the development of others, facilitates cooperation and teamwork, and supports constructive resolution of conflicts.

Domain 2 Competencies:

- **Conflict Management**
- **Developing Others**
- **Team Building**
- **Cultural Responsiveness**
- **Leveraging Diversity**



2-a. Competency: Conflict Management

Conflict Management: *Encourages creative tension and differences of opinions; anticipates and takes steps to prevent counter-productive confrontations; manages and resolves conflicts and disagreements in a constructive manner.*

Activity 1

Relevant for:

- Middle Manager
- Supervisor
- Caseworker

Regulate the Conflict Temperature

Conflict can be constructive if the “temperature” is controlled. You don’t want the conflict to become too heated but rather warm enough to spark discussion and change. You should be aware and have knowledge of the group as community. Your personal experience will influence “temperature.”

Review Part 1 of **Worksheet 2a.A1** on regulating the temperature. Then, using the questions in Part 2, discuss this approach at an internal meeting. How your group can encourage creative tension?



To encourage creative tension by implementing strategies to bring differences of opinion to the surface.

APPROVAL OR SUPPORT NEEDED



Activity 2

Relevant for:

- Executive
- Middle Manager
- Supervisor
- Caseworker

What’s My Conflict Style

Assess your own conflict style.

Complete **Worksheet 2a.A2** and respond to the questions. How might your style affect conflict situations in which you have been involved?



To become aware of your conflict management style and how it potentially influences conflict situations.



Activity 3

Relevant for:

- Executive
- Middle Manager
- Supervisor
- Caseworker

Conflict Postmortem

Think about a conflict situation you have experienced that did not go well. Analyze the conflict and how it was handled. What role did you play? How did that relate to your conflict management style? What would you do differently today?

Complete **Worksheet 2a.A3**.



To dissect a conflict situation and determine strengths and areas for improvement. This activity will help inform you on potential resolutions for future conflict situations.



2-b. Competency: Developing Others

Developing Others: *Develops the ability of others to perform and contribute to the organization by providing ongoing feedback, and by providing opportunities to learn through formal and informal methods; gives timely, specific feedback and helpful coaching; adapts approach to each individual; ensures that employees are appropriately recruited, selected, appraised, and rewarded; takes action to address performance problems.*

Activity I

Relevant for:

- Executive
- Middle Manager
- Supervisor
- Caseworker

Creating a Learning Organization

Look at your programmatic area and consider what you can do to promote a culture that encourages learning for all staff. For example, do you:

Recognize and allow for different learning styles, including cultural differences?

Allow staff to bring mistakes to your attention and use them as learning opportunities (rather than as punishment)?

Mentor new staff in needed aspects of their work?

Serve as a mentor to incoming new staff?

Bring new resources and articles in for discussion and learning?

Support staff in training session attendance?

Ask staff to present what they learned from training to you and others in the unit or program area you supervise?

Offer a “book club” or “article swap” or otherwise encourage ongoing learning?

Assess your agency’s learning organization culture by completing **Worksheet 2b.A1**.



To build an organizational culture in your sphere of influence that promotes learning and development.

APPROVAL OR SUPPORT NEEDED



Table of Contents

Activity 2

Relevant for:

- Executive
- Middle Manager
- Supervisor
- Caseworker

“Why People Stay” Interviews

Find out why people stay with the agency. Interview multiple people to learn what keeps them at your agency. Such information will lead to a strengths-based approach to promoting a positive organizational climate. Compile the information to inform strategies for maintaining a culture where staff want to stay.

See **Worksheet 2b.A2** for potential questions.



To understand why people stay within the agency, especially how they overcame obstacles.

APPROVAL OR SUPPORT NEEDED



Activity 3

Relevant for:

- Executive
- Middle Manager
- Supervisor
- Caseworker

Be a Mentor

Find the opportunity to mentor an employee, either through a formal or informal program. Do you have child welfare trainees in your agency (NCWWI or Children’s Bureau Traineeships, IV-E Partnership)? If so, you may want to seek out a trainee for mentoring. Journal your mentoring experience through the process.

Complete **Worksheet 2b.A3**.



To mentor an employee and provide ongoing feedback and modeling to improve performance through professional and skill development.

APPROVAL OR SUPPORT NEEDED



2-c. Competency: Team Building

Team Building: *Inspires and fosters team commitment, spirit, pride, and trust; facilitates cooperation and motivates team members to accomplish group goals.*

Activity 1

Relevant for:

- Executive
- Middle Manager
- Supervisor
- Caseworker

Team Building/Team Unifying

Conduct team-building activities at a team meeting to facilitate communication and problem solving.

Determine the goals for the team-building activities. Seek out potential activities from a variety of resources, including the Internet, books, and colleagues. Conduct the activity(ies) and assess their effectiveness.

Websites with team-building activities include:

- [Team Building Exercises & Websites](#)
- [Education Games from University of North Carolina](#)

GOAL



To apply competencies in fostering team cohesion and motivation.

APPROVAL OR SUPPORT NEEDED



Activity 2

Relevant for:

- Executive
- Middle Manager
- Supervisor

Team Scorecard

Analyze your team's strengths and challenges. (Consider doing this in a process with your team.)

Complete **Worksheet 2c.A2** by listing your team's strengths and areas for improvement. What are some strategies for improving your team?

GOAL



To apply competencies in facilitating improved cooperation and goal orientation.

APPROVAL OR SUPPORT NEEDED



Table of Contents

Activity 3

Relevant for:

- Executive
- Middle Manager
- Supervisor

Team Crest

Create a crest with your work team. Together, determine the values that the crest will communicate. Then creatively develop a visual way to express those values. Promote the crest in your office.

See Worksheet 2c.A3.



To apply competencies in inspiring team members to act collaboratively for a common goal.

APPROVAL OR SUPPORT NEEDED



2-d. Competency: Cultural Responsiveness

Cultural Responsiveness: *Respects and relates well to people from varied backgrounds; open to understanding diverse worldviews; sees diversity as an opportunity to learn about cultural groups while appreciating the complexity of individual differences; challenges bias and intolerance; seeks ongoing learning on cultural issues.*

Activity 1

Relevant for:

- Executive
- Middle Manager
- Supervisor
- Caseworker

Identity Pie

Who are you? Besides the obvious, what are the parts that make up the whole you? Using **Worksheet 2d.A1**, designate your various social identities. Then reflect on how your unique identity makeup may affect your interactions with others.



To appreciate the complexity of individual differences and the effect they might have on interactions.

Activity 2

Relevant for:

- Executive
- Middle Manager
- Supervisor
- Caseworker

Cultural Field Trip

Attend a meeting or event sponsored by a non-majority group your agency serves. After the meeting, seek out a person from the group. Find out more about his/her culture, worldview, and experience with your agency. Consider inviting that person to your agency to speak to staff about his/ her experience.

For individuals working in a tribal child welfare agency, consider attending a meeting or event that creates the opportunity to share worldviews. Discuss the implications for effectively achieving positive outcomes for families in a government-to-government relationship.



To experience and understand diverse worldviews of people from a different cultural group.

APPROVAL OR SUPPORT NEEDED



Table of
Contents

Activity 3

Relevant for:

- Executive
- Middle Manager
- Supervisor
- Caseworker

Disproportionality: Fact or Fiction?

Review the available data on disproportionality (race, ethnicity, or other disproportionality) for your unit, division, and/or agency. What do the data mean?

Compare these data across units, divisions, offices, or counties. How does your unit, office, county, or program fare in comparison? Where could you get help in addressing disparities and improving the equity of your program delivery? Are there efforts already underway to address this?

Tribal child welfare agencies may review the available data on disproportionate numbers of Indian children in public child welfare. Compare these data across states or regions and other cultural groups. Where could you get help in addressing disparities and improving equitable services? What efforts are already underway?



To heighten awareness about how to address racial and ethnic or other disproportionality at your agency.

APPROVAL OR SUPPORT NEEDED



2-e. Competency: Leveraging Diversity

Leveraging Diversity: *Fosters an inclusive workplace, where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization.*

Activity I

Relevant for:

- Executive
- Middle Manager
- Supervisor

Diversity Assessment

Assess diversity on your team, division, and/or agency. In what areas could diversity be improved? If you work for a tribal child welfare agency, how do you view diversity?

Look at the census data for the area your program serves to assess the percentage of various racial and ethnic groups in the general population. Compare with the diversity of your agency staff and management team.

Which groups have greater access to power and decision making? What could you do in your role to build greater diversity in decision making? Seek out a manager of a program or unit who has been successful in attracting diverse staff. Find out what that person did that worked.

Complete **Worksheet 2e.A1** to help guide your assessment.



To become aware of strategies to diversify your program, unit, division, or agency.

APPROVAL OR SUPPORT NEEDED



Activity 2

Relevant for:

- Executive
- Middle Manager
- Supervisor

Jump-Start Diversity Initiative

Develop and implement a plan to welcome and honor a diverse workforce. Diversity could include race, gender, and ethnicity. Yet also consider other differences, including generation, religion, sexual orientation, educational background, and lifestyle.

What can you and your agency do to maintain a place where all diversity is honored? Consider starting with an assessment (see Activity 1, above) to determine your own and your agency's starting place.



To foster a more diverse workplace.

APPROVAL OR SUPPORT NEEDED



Activity 3

Relevant for:

- Middle Manager
- Supervisor
- Caseworker

Cultural Heritage Lunch & Learns

Promote diversity by spotlighting diverse groups in a series of learning opportunities during lunch or other planned events. Solicit volunteers to present on their own cultural heritage, the history of this culture in the geographic area your program serves, and how this culture and history informs their work. Make logistical arrangements and act as a leader for the lunch series.

Extra Credit: Provide resources on the history of child welfare services with this particular population.



To honor and leverage diverse cultural backgrounds within the agency's staff and service user groups.

APPROVAL OR SUPPORT NEEDED



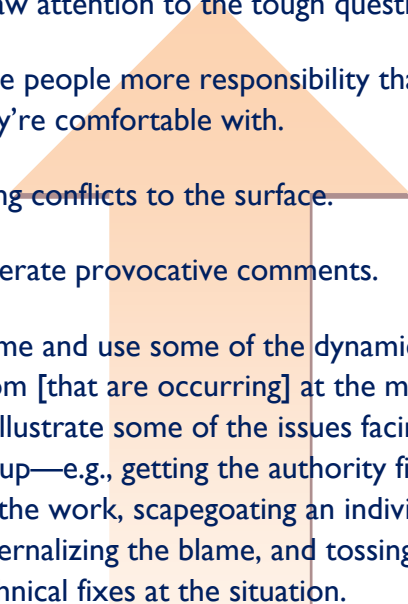


Worksheet 2a.A1

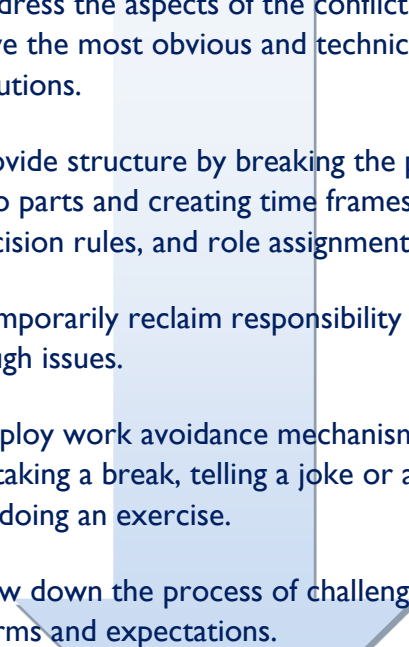
Competency: Conflict Management— Regulate the Conflict Temperature

Part I: Information on Regulating the Conflict Temperature

To Raise the Temperature ...

- 
- Draw attention to the tough questions.
 - Give people more responsibility than they're comfortable with.
 - Bring conflicts to the surface.
 - Tolerate provocative comments.
 - Name and use some of the dynamics in the room [that are occurring] at the moment to illustrate some of the issues facing the group—e.g., getting the authority figure to do the work, scapegoating an individual, externalizing the blame, and tossing technical fixes at the situation.

To Lower the Temperature ...

- 
- Address the aspects of the conflict that have the most obvious and technical solutions.
 - Provide structure by breaking the problem into parts and creating time frames, decision rules, and role assignments.
 - Temporarily reclaim responsibility for the tough issues.
 - Employ work avoidance mechanisms such as taking a break, telling a joke or a story, or doing an exercise.
 - Slow down the process of challenging norms and expectations.

Reference

Heifetz, R., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership*. Boston, MA: Harvard Business School Press.



Part 2: Application Questions

Apply the concept of regulating the temperature to a situation relevant to you. Respond to the questions below.

1. In what situations could you/your group raise or lower the temperature?
2. What strategies could you use to raise or lower the temperature? (Consider strategies listed above or other strategies.)
3. How will you determine when you raise the temperature? Lower the temperature?



Worksheet 2a.A2

Competency: Conflict Management— What's My Conflict Style?

Conflict Management Styles Quiz

Each person has his or her own way of dealing with conflict. The techniques each person uses are based on many variables, such as basic underlying temperament, personality, environment, and where the individual is in his or her professional career. However, by and large there are five major styles of conflict management techniques: collaborating, competing, avoiding, harmonizing, and compromising styles of management.

None of these strategies is superior in and of itself. How effective they are depends on the context in which they are used.

Each statement below provides a strategy for dealing with a conflict. Rate each statement on a scale of 1 to 4 indicating how likely you are to use this strategy.

1 = Rarely 2 = Sometimes 3 = Often 4 = Always

Be sure to answer the questions indicating how you would behave rather than how you think you should behave.

1. I explore issues with others so as to find solutions that meet everyone's needs. _____
2. I try to negotiate and adopt a give-and-take approach to problem situations. _____
3. I try to meet the expectations of others. _____
4. I would argue my case and insist on the merits of my point of view. _____
5. When there is a disagreement, I gather as much information as I can and keep the lines of communication open. _____
6. When I find myself in an argument, I usually say very little and try to leave as soon as possible. _____
7. I try to see conflicts from both sides. What do I need? What does the other person need? What are the issues involved? _____
8. I prefer to compromise when solving problems and just move on. _____
9. I find conflicts challenging and exhilarating; I enjoy the battle of wits that usually follows. _____
10. I feel uncomfortable and anxious when I am at odds with other people. _____
11. I try to accomplish the wishes of my friends and family. _____
12. I can figure out what needs to be done and I am usually right. _____
13. To break deadlocks, I meet people halfway. _____
14. I may not get what I want but it's a small price to pay for keeping the peace. _____
15. I avoid hard feelings by keeping my disagreements with others to myself. _____



How to Score the Conflict Management Quiz

As stated, the 15 statements correspond to the five conflict resolution styles. To find your most preferred style, total the points in the respective categories. The one with the highest score indicates your most commonly used strategy. The one with the lowest score indicates your least preferred strategy. However, if you are a leader who must deal with conflict on a regular basis, you may find your style to be a blend of styles.

Style	Corresponding Statements	Total
Collaborating	1, 5, 7	
Competing	4, 9, 12	
Avoiding	6, 10, 15	
Harmonizing	3, 11, 14	
Compromising	2, 8, 13	

Brief Descriptions of the Five Conflict Management Styles

Collaborating Style: Problem solving occurs in ways that provide an optimum result for all involved. Both sides get what they want and negative feelings are minimized.

Pros: Creates mutual trust; maintains positive relationships; builds commitments.

Cons: Consumes time, energy.

Competing Style: Authoritarian approach.

Pros: Goal oriented; quick.

Cons: May breed hostility.

Avoiding Style: The non-confrontational approach.

Pros: Does not escalate conflict; postpones difficulty.

Cons: Leaves unaddressed problems, unresolved problems.

Harmonizing Style: Giving in to maintain relationships.

Pros: Minimizes injury when we are outmatched; relationships are maintained.

Cons: Breeds resentment; exploits the weak.

Compromising Style: The middle ground approach.

Pros: Useful in complex issues without simple solutions; all parties are equal in power.


Cons: No one is ever really satisfied; implementation of less-than-optimal solutions.

Reference

Adapted from: Adkins, R. (2006). *Elemental Truths*. Retrieved from

<http://elementaltruths.blogspot.com/2006/11/conflict-management-quiz.html>





Worksheet 2a.A3

Competency: Conflict Management— Conflict Postmortem

Seek to understand the conflict situation by carefully thinking through the questions below.

1. What was the conflict?
2. What was the position of each party involved? What was the underlying interest? Were they the same? Were they different?
 - a. Party 1
 - i. Position
 - ii. Underlying interest
 - b. Party 2
 - i. Position
 - ii. Underlying interest
 - c. Party 3
 - i. Position
 - ii. Underlying interest
 - d. Party 4
 - i. Position
 - ii. Underlying interest
3. What are the values and motivations driving each of the parties?
 - a. Party 1
 - b. Party 2
 - c. Party 3
 - d. Party 4



4. What did the parties involved in the conflict have in common? Were there underlying interests the parties had in common?
5. How did cultural experiences influence the situation? People's behavior?
6. Did anything happen to escalate the conflict? Was that escalation helpful? If not, how could it have been managed in ways that are more helpful?
7. What was your role in the conflict situation?
8. How did your conflict management style affect the situation?
9. What actions could you have taken to manage the conflict in ways that are more helpful?
10. What lessons did you learn from this situation?





Worksheet 2b.A1

Competency: Developing Others— Creating a Learning Organization

Definition of a Learning Organization

“A learning organization is an organization skilled at creating, acquiring, interpreting, transferring, and retaining knowledge, and at purposefully modifying its behavior to reflect new knowledge and insights.”
(Garvin, 2000, p. 11)

Four Necessary Conditions of a Learning Organization

1. Pursuing new ways of thinking and untapped sources of information;
2. Providing timely, clear feedback;
3. Recognizing and accepting differences; and
4. Accepting errors, mistakes, and occasional failures as the price of improvement.

(Garvin, 2000)



Learning Culture Assessment

Review each of the following statements, and check the column that most closely describes your organization.

PRO-LEARNING CULTURE	✓	ANTI-LEARNING CULTURE	✓
1. People at all levels ask questions and share stories about successes, failures, and what they have learned.		1. Managers share information on a need-to-know basis. People keep secrets and don't describe how events really happened.	
2. Everyone creates, keeps, and propagates stories of individuals who have improved their own processes.		2. Everyone believes they know what to do, and they proceed on that assumption.	
3. People take at least some time to reflect on what has happened and what may happen.		3. Little time or attention is given to understanding lessons learned from projects.	
4. People are treated as complex individuals.		4. People are treated like objects or resources without attention to their individuality.	
5. Managers encourage continuous experimentation.		5. Employees proceed with work only when they feel certain of the outcome.	
6. People are hired and promoted on the basis of their capacity for learning and adapting to new situations.		6. People are hired and promoted on the basis of their technical expertise as demonstrated by credentials.	
7. Performance reviews include and pay attention to what people have learned.		7. Performance reviews focus almost exclusively on what people have done.	
8. Senior managers participate in training programs designed for new or high-potential employees.		8. Senior managers appear only to "kick off" management training programs.	
9. Senior managers are willing to explore their underlying values, assumptions, beliefs, and expectations.		9. Senior managers are defensive and unwilling to explore their underlying values, assumptions, beliefs, and expectations.	



PRO-LEARNING CULTURE	✓	ANTI-LEARNING CULTURE	✓
10. Conversations in management meetings constantly explore the values, assumptions, beliefs, and expectations underlying proposals and problems.		10. Conversations tend to move quickly to blaming and scapegoating with little attention to the process that led to a problem or how to avoid it in the future.	
11. Customer feedback is solicited, actively examined, and included in the next operational or planning cycle.		11. Customer feedback is not solicited and is often ignored when it comes in over the transom.	
12. Managers presume that energy comes in large part from learning and growing.		12. Managers presume that energy comes from “making the numbers,” meaning meeting numerical targets.	
13. Managers think about their learning quotient, that is, their interest in and capacity for learning new things, and the learning quotient of their employees.		13. Managers think that they know all they need to know and that their employees do not have the capacity to learn much.	
Total for pro-learning culture		Total for anti-learning culture	

Reference

Conner, M. L., & Clawson, J. G. (Eds.). (2004). *Creating a learning culture: Strategy, technology, and practice*. Cambridge, UK: Cambridge University Press.
Retrieved from <http://marciaconner.com/books/creating-learning-culture/>





Worksheet 2b.A2

Competency: Developing Others— “Why People Stay” Interviews

Why do people stay? Conduct an interview with a staff member using the following questions as a guide:

- What will keep you here? What will cause you to stay? What might entice you to leave?
- Are we fully using your talents and skills?
- Looking at your total compensation package, do you think that you receive fair compensation for the work you do? Why/why not?
- What would you like to be doing a year from now?
- Give an example of one or two specific incidents that make you want to stay at this job.
- What about this job makes you jump out of bed in the morning? What makes you hit the snooze button?
- If you were to win the lottery and resign, what would you miss the most about this job?
- If you had a magic wand, what one thing would you change about this team?
- What would be the one thing about working here that would cause you to leave if it changed?
- What are you overdue for?
- If you were the boss/supervisor, what would you do differently?
- How does this job fit for you?

Agency Qualities

- What most attracted you to work in your current agency?
- Describe the experiences you have with your agency that reinforce your sense that this is a good place to work.
- Please give some concrete examples of how your agency supports you.



- Please explain the role that your work group plays in how well you feel supported in your work.

Retention of Others

- In your opinion, what are the primary reasons that employees leave your agency?
- What might improve retention of staff in your agency?

Individual Experiences of the Agency

- Do you feel emotionally and physically safe at work?
- What are your job's top stressors?
- Do you feel you are able to maintain a balance between your work and personal life?
- Do you experience a sense of connection and belonging at work?

References

Adapted from the following sources:

- Eaton, M., Anderson, G., & Whalen, P. (2006). *Resilient child welfare worker interviews*. East Lansing, MI: Michigan State University School of Social Work, Child Welfare Worker Recruitment and Retention Project.
- Kaye, B., & Jordan-Evans, S. (2002). *Love 'em or lose 'em: Getting good people to stay*. San Francisco, CA: Berrett-Koehler.
- Williams, E. S., Ryals, D. G., & Dickinson, N. S. (2009). *Staying power! A supervisor's guide to child welfare staff retention*. Chapel Hill, NC: University of North Carolina, School of Social Work, Jordan Institute for Families.





Worksheet 2b.A3

Competency: Developing Others—Be a Mentor

Mentoring can take place on a formal or informal basis. For more information about creating a formal mentoring program, see the following:

Mentoring Program Manual (Connecticut Department of Children & Families, 2008).

This link takes you to a guide the Connecticut Department of Children and Families developed. It offers comprehensive information for developing a formal mentoring program.

After you have served as a mentor on either a formal or informal basis, reflect on the experience by responding to the following questions.

1. How did you establish a relationship with your mentee?
2. How did you decide on the goals for the mentoring relationship?
3. During your meetings, what did you tend to talk about?
4. How did your mentee do in terms of achieving his/her goals?
5. What do you think went well in this mentoring relationship?
6. What was the most significant challenge of the mentoring partnership?
7. What could you have done differently in this mentoring relationship?
8. How could the mentoring relationship be improved?
9. What did you learn about yourself in this mentoring relationship?
10. What do you think your mentee learned in this mentoring relationship?





Worksheet 2c.A2

Competency: Team Building—Team Scorecard

Reflect on your team's strengths and areas for improvement. Then respond to the following questions:

Productivity

1. Does the team have a clear goal?
2. Does the team's output (e.g., decisions, services) meet the standards of policy and best practice?

Cohesion

3. Do the team members enjoy working together?
4. What conditions could lead to feelings of resentment?
5. What conditions could prevent team members from working together in the future?
6. How are team members expected to accommodate changes, such as additions to the team, growth, and turnover?

Diversity

7. What are the different strengths within your team?
8. Is your team diverse enough to bring a wide range of viewpoints and experiences to the table?



9. How is your team diverse?
10. Do you have ways to capitalize creatively on diversity?
11. Do you have a track record for working through differences?

Learning

12. How do team members best learn from one another?
13. Do the individual team members grow and develop as a result of the team experience?
14. Do team members have a chance to improve their skills or affirm themselves?
15. What factors and conditions could block personal growth?
16. Do group members understand and share individuals' growth needs?

Integration

17. How does the team benefit the larger organization?
18. What other groups and units does the team affect, both inside and outside the organization?
19. What steps has the team taken to integrate the activities with those of others?



Overall Strengths of Your Team

Overall Needs of Your Team





Worksheet 2c.A3

Competency: Team Building—Team Crest

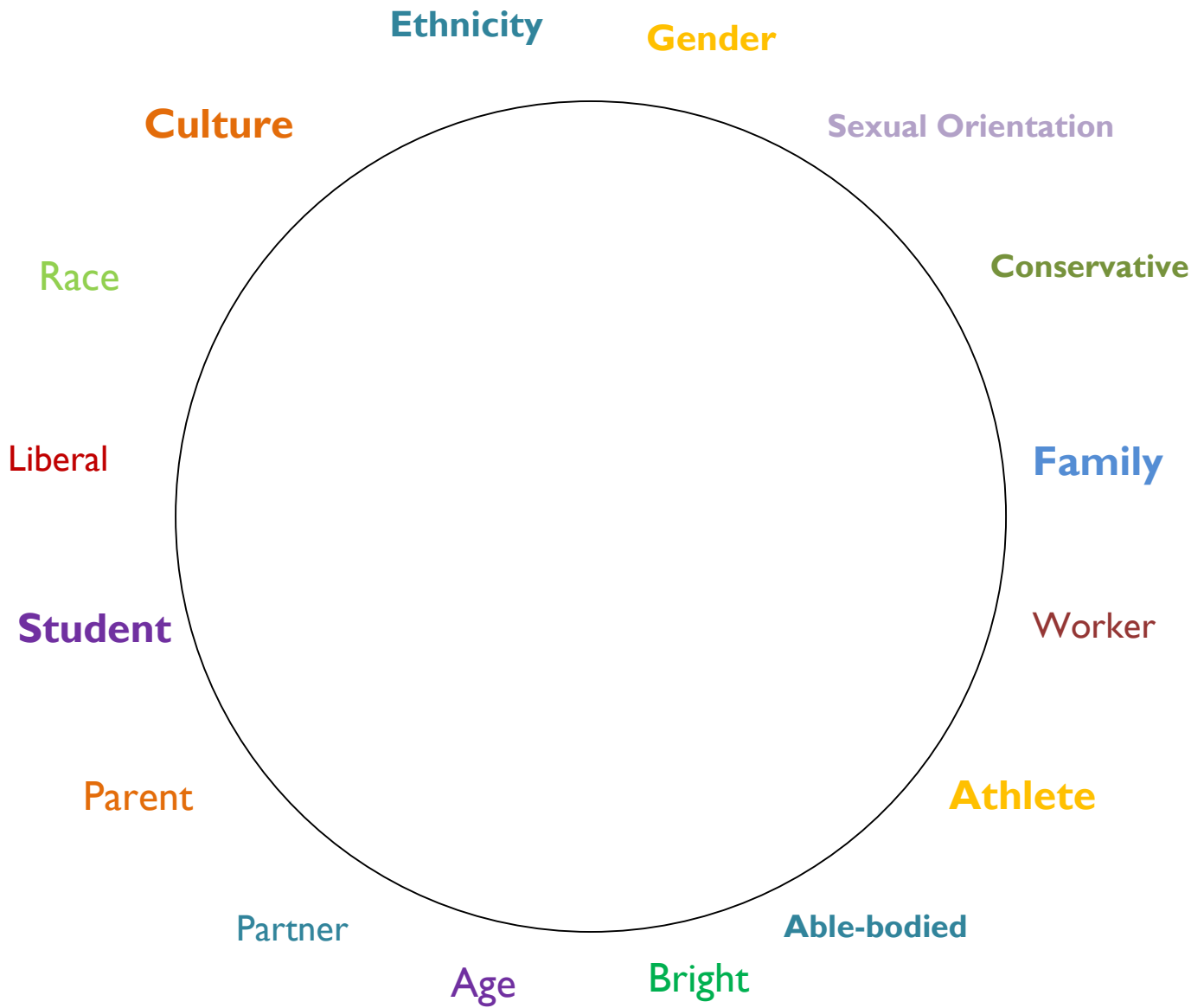
1. What values are important to your team?
2. What messages are important to your team?
3. What symbols could represent these values and messages?

Draw your team's crest in the box below:

How will you display and communicate your team's crest to the team?



Worksheet 2d.A1
Competency: Cultural Responsiveness—Identity Pie



Other:



Instructions:

In the empty pie on the previous page, name and draw **social identity slices**. The size of each slice should correspond with the importance of those identities in defining yourself (i.e., a big slice represents an important identity; a small slice represents an identity that is less prominent but important to how you view yourself). Examples of social identities are provided, but we encourage you to use any self-description that comes to mind.

This exercise is not meant to measure exactly how you describe yourself at all times. In fact, you should view the pie as a reflection of how you think of yourself at this time and in this particular room. This reflects how social identities depend on contexts and time.

Consider doing this activity with your team as a team-building activity.

Once completed, reflect on these questions:

- How do these identities affect your interactions with your work environment?
- How does your “pie” compare with those of your team members?
- How might these differences in how we see ourselves affect our interactions?





Worksheet 2e.A1

Competency: Leveraging Diversity—Diversity Assessment

Go to the [2010 U.S Census website](#), and obtain the statistical census data about your community. Compare this against the diversity represented in your agency. How do they compare?

For example, construct a table with the following information (shown for Denver, CO):

Census Item	Denver	Agency-Wide	Management
Population, 2011 estimate	619,968		
Female persons, percent, 2011	49.9%		
White persons, percent, 2011)	80.8%		
Black persons, percent, 2011 (a)	10.3%		
American Indian and Alaska Native persons, percent, 2011 (a)	2.1%		
Asian persons, percent, 2011 (a)	3.6%		
Native Hawaiian and Other Pacific Islander persons, percent, 2011 (a)	0.2%		
Persons reporting two or more races, percent, 2011	3.0%		
Persons of Hispanic or Latino Origin, percent, 2011	31.8%		
White persons not Hispanic, percent, 2011	52.6%		
Foreign-born persons, percent, 2007–2011	16.4%		

Go to the [NCWWI e-Resource List on Cultural Responsiveness](#)





Domain 3:

Leading for Results

Domain 3: Leading for Results

Definition

This domain involves the ability to meet organizational goals and service expectations. Workers will be able to make decisions that produce high-quality results by applying technical knowledge, analyzing problems, and calculating risks.

Domain 3 Competencies:

- **Accountability**
- **Capacity Building**
- **Service Orientation**
- **Decisiveness**
- **Entrepreneurship**
- **Financial Management**
- **Planning and Organizing**
- **Problem Solving**
- **Technical Credibility**



3-a. Competency: Accountability

Accountability: Holds self and others accountable for measurable high-quality, timely, and cost-effective results; determines objectives, sets priorities, and delegates work; accepts responsibility for mistakes; complies with established control systems and rules.

Activity 1

Relevant for:

- Middle Manager
- Supervisor
- Caseworker

Dig Deeper in Data

Review a data report you already use and look a little more closely at the data. What do the data tell you? What additional information do you need to better understand the data?

Complete **Worksheet 3a.A1**.



To understand the significance of agency data for improving outcomes.

Activity 2

Relevant for:

- Middle Manager
- Supervisor
- Caseworker

Data Comparison

Compare your regularly reviewed data reports with equivalent data from another program, unit, office, or county.

How does it compare? Better? Worse?

What contextual factors should you consider when comparing these data?

Remember that data tell “a” story, not “the” story. Based on this information, develop strategies to address performance areas that the data reflects.

Complete **Worksheet 3a.A2**.



To understand data more holistically by comparing differences among unit, office, or county, and then contextualizing the information to improve accountability.

APPROVAL OR SUPPORT NEEDED



Table of Contents

Activity 3

Relevant for:

- Executive
- Middle Manager
- Supervisor

ROC It!

Does your agency ROC it? Use a checklist to assess your organizational climate related to using results. Develop a plan to improve the organizational climate around promoting a Results-Oriented Culture (ROC) and implement the plan.

Complete **Worksheet 3a.A3**.



To influence the organizational culture to become more data-driven, thus improving accountability.

APPROVAL OR SUPPORT NEEDED



3-b. Competency: Capacity Building

Capacity Building: *Identifies, designs, implements, and improves infrastructure-related innovations and practices; plans, implements, and improves training, learning, and networking systems; facilitates the collection and dissemination of knowledge to respect the importance of historic information while being open to new research and practices that will keep and expand the collective agency knowledge base.*

Activity I

Relevant for:

- **Middle Manager**
- **Supervisor**

Amping Up Transfer of Learning

Review your agency's strategies to transfer knowledge from the classroom to agency practice. Assess strategies from the perspectives of timeframe and agency role: before, during, and after training, as well as supervisor, trainee, and trainer. Identify strengths to sustain and celebrate. With larger agencies, it may not be possible to assess or conduct interventions to remedy insufficient transfer of learning strategies. In that case, review the strategies from the perspective of your span of influence. For any deficits, develop strategies to strengthen and improve the transfer of learning.

See **Worksheet 3b.A1** for a more detailed explanation of driving and restraining forces related to transfer of learning.



To understand the infrastructure supporting the transfer of learning for the agency's professional development program.

APPROVAL OR SUPPORT NEEDED



Activity 2

Relevant for:

- Executive
- Middle Manager
- Supervisor
- Caseworker

The Sunny Side: Strengths Assessment

Consider your strengths and what you bring to your team, division, and/or agency. Perhaps even consider assessing strengths for your entire team. Consider taking a formal strengths assessment, such as **StrengthsFinder**. What are your strengths? In what areas could you improve your skills?

Devise a plan to build upon your strengths and build your own capacity, and implement the plan. For team assessments, consider the following: What are the strengths of your team? What strengths could your team add to balance the team? Work with the team to develop and implement a plan to build capacity.



To assess strengths within your agency so that you can understand areas that are lacking, and/or build capacity in the long term.

APPROVAL OR SUPPORT NEEDED



Activity 3

Relevant for:

- Middle Manager
- Supervisor

What's Old is New: Agency History Project

Create a project to tell the story of the agency's history. It could be in pictures, PowerPoint, or a document. What does the next generation of leaders need to know about your agency? In what ways does history impact and inform your agency (tribal or state)? In what ways does history impact and inform work between tribal agencies and state and federal agencies?



To understand the history behind the agency and how it informs the future.



3-c. Competency: Service Orientation

Service Orientation: *Anticipates and is responsive to the needs of clients and constituents; delivers high-quality products and services; is committed to continuous improvement.*

Activity I

Relevant for:

- Executive
- Middle Manager

May We Serve You? Customer Service Review

Assess your agency's customer service orientation. How is your agency doing regarding customer service? Talk with clients, foster parents, and community service providers. Consider a formal survey.

Review the materials you provide to clients for readability and helpfulness. Check the readability of your documents using the **Readability Index Calculator** or simply use Microsoft Word's built-in functions that appear after you spell-check a document.

What aspects of your customer service could your agency improve? Develop and implement a plan to improve your agency's customer service.



To assess your agency's customer service, and then develop and implement a plan for continuous improvement.

APPROVAL OR SUPPORT NEEDED



Activity 2

Relevant for:

- **Executive**
- **Middle Manager**

Youth Panel

Organize a panel of youths to speak about their experiences with your agency. Invite all agency staff members to hear what these young people have to say, which will inspire and illuminate their work. Consider hosting the panel as part of the events surrounding National Foster Care Month or National Adoption Month.

Later, lead a discussion about the implications this feedback could have for service delivery.



To understand the youth perspective on the agency's programs and services and improve the agency's responsiveness to children and youth.

APPROVAL OR SUPPORT NEEDED



Activity 3

Relevant for:

- **Executive**
- **Middle Manager**

Stakeholder Advisory Group

Convene a group of stakeholders to provide guidance on sustaining positive relationships between the agency and the community and informing agency policy decisions and assessments. Develop funding for items such as mileage reimbursement and stipends for involved family and youth. (With funding, the group could meet on an ongoing basis to provide the agency with guidance and support.) Invite participants to recommend meaningful agendas and facilitate the events, and help them invite decision-making agency staff so all participants engage in substantive dialogue.



To understand the perspectives of key stakeholders and gain advice and expertise to continuously improve agency relationships.

APPROVAL OR SUPPORT NEEDED



3-d. Competency: Decisiveness

Decisiveness: *Makes well-informed, effective, and timely decisions, even when data are limited or solutions produce unpleasant consequences; perceives the impact and implications of decisions.*

Activity I

Relevant for:

- Middle Manager
- Supervisor
- Caseworker

Dissecting a Decision

Think about a significant recent decision (made by yourself or by your agency) and dissect that decision. What factors did you (or your agency) consider in that decision? What quantitative or qualitative data informed the decision or was disregarded? What alternative consequences could have resulted from the decision? Who was involved with the decision? After the decision was made, did events unfold as anticipated? If not, what did happen, and why do you think it happened the way it did?

Complete **Worksheet 3d.A1**.

GOAL



To improve decision making by studying a previously made decision, the decision-making process, and the impact and implications of that decision.

Activity 2

Relevant for:

- **Middle Manager**
- **Supervisor**
- **Caseworker**

Meeting Methods

Analyze how one of your standing meetings functions currently. What is working well, and what can be done to improve the structure? Implement any of the following options:

Give all meeting attendees ample advance notice.

Use a standardized agenda with a stated outcome/purpose for the meeting, as well as discussion items.

Use a systematic approach to making decisions—e.g., voting, or use a consensus model of decision making.

Assign a note taker and post meeting notes.

How to Facilitate Effective Meetings

See **Worksheet 3d.A2**.



To improve group decision making at meetings through a structured approach.

Activity 3

Relevant for:

- **Executive**
- **Middle Manager**
- **Supervisor**
- **Caseworker**

What's My Decision-Making Style?

Everyone, whether they know it or not, has an approach to making decisions. Your approach is informed by cultural norms as well as your personality. Assess your decision-making style by completing **Worksheet 3d.A3**. After assessing your style, respond to the reflective questions on **Worksheet 3d.A3**.



To understand one's own decision-making style to make more informed, effective, and timely decisions.

3-e. Competency: Entrepreneurship

Entrepreneurship: Positions the organization for future success by identifying new opportunities; builds the organization by developing or improving products or services; takes calculated risks to accomplish organizational objectives.

Activity 1

Relevant for:

- Executive
- Middle Manager
- Supervisor

The Sky's the Limit—Visioning

Imagine that someone waved a magic wand, and you can develop any program you want to improve outcomes for children and families. What is the program? What is different from the way you currently provide services? Conduct some research on the **Child Welfare Information Gateway** to determine if a similar program might exist elsewhere.

Complete **Worksheet 3e.A1**.



To inspire an innovative approach to accomplishing organizational objectives.

Activity 2

Relevant for:

- Middle Manager
- Supervisor
- Caseworker

Green It Up! Recycle/Sustainability Program

Develop and implement a project to improve recycling and reduce your program, unit, division, or agency's carbon footprint.



To implement an innovative program to raise staff awareness of community/environmental stewardship.

APPROVAL OR SUPPORT NEEDED



Activity 3

Relevant for:

- Executive
- Middle Manager
- Supervisor

Risky Business

Seek to understand your own risk-taking style. Complete an assessment to understand your risk-taking preferences.

Find Internet sources for risk-taking assessments and respond to questions on **Worksheet 3e.A3**.



To understand your risk-taking preferences so you can improve your ability to take calculated risks.

3-f. Competency: Financial Management

Financial Management: *Understands the organization's financial processes; prepares, justifies, and administers the program budget; oversees procurement and contracting to achieve desired results; monitors expenditures and uses cost/benefit thinking to set priorities.*

Activity 1

Relevant for:

- Middle Manager
- Supervisor

Funding Stream Investigation

Interview a budget or finance director or manager and map your program area's primary funding streams to understand how staff and services are funded.

Find questions for the interview on **Worksheet 3f.A1**.



To understand the fiscal supports for your program area and requirements regarding drawing down funding.

Activity 2

Relevant for:

- Executive
- Middle Manager

Budget Microscope

Review your unit, division, or agency budget and put it under the proverbial microscope. How could you reduce the budget while still maintaining service delivery? Are there ways to expand funding? For executives, consider reviewing the budget with staff.



To think critically about agency budgets to assess efficiencies and expansion possibilities.

Activity 3

Relevant for:

- Executive
- Middle Manager
- Supervisor

Costing Out Turnover

Programs to retain employees cost money, but so does losing an employee to turnover. In fact, how much does turnover cost?

Complete **Worksheet 3f.A3** to understand the cost of turnover. Once you have this information, what can you do with it? With whom could you talk about developing retention programs to avoid incurring the cost of turnover (perhaps HR or management)? Remember that what you do with information is what matters.



To assess the justification for a retention program by evaluating the costs of turnover.

3-g. Competency: Planning and Organizing

Planning and Organizing: *Organizes work, sets priorities, and determines resources requirements; determines necessary sequence of activities needed to achieve goals; handles multiple demands and competing priorities; sets high performance expectations for team members; sets clear performance expectations and objectives; holds others accountable for achieving results; successfully finds resources, training, tools, etc. to support staff needs.*

Activity I

Relevant for:

- **Executive**
- **Middle Manager**
- **Supervisor**

Implementation Science Applied

In order to improve a new initiative's sustainability, it's important to understand how a new initiative, program, policy, or practice is implemented. Using the concepts of implementation science, assess your agency's progress with implementation science and your current implementation stage.

Complete **Worksheet 3g.A1** to assess using the components of implementation science.



To apply implementation science to a current initiative, program, policy, or practice to more appropriate plan and organize for maximum results.

Activity 2

Relevant for:

- **Middle Manager**
- **Supervisor**

Professional Development Plan

Construct a professional development plan for an individual employee, unit, or program. Carefully consider organizational goals as well as individual needs. Assess practice strengths as well as challenge areas to construct a plan most relevant to the individual, unit, or program. Structure the plan to designate goals and activities over a 12-month period.

Respond to the reflection questions in **Worksheet 3g.A2**, and then use the plan template to construct your plan based upon an analysis of the individual, unit, or program area's professional development needs. As appropriate, involve others in the discussion of professional development needs.

This worksheet can also be used to construct a personal development plan (see the competency: Continuous Learning, Activity 1).



To develop a professional development plan that sets clear performance expectations and objectives in alignment with the agency's goals.

APPROVAL OR SUPPORT NEEDED



Activity 3

Relevant for:

- **Middle Manager**
- **Supervisor**
- **Caseworker**

Cleanup Day

Organize a cleanup day for your office, division, or team. Tackle long-neglected cleaning projects such as cleaning out office supplies or the foster care resource closet. Engage staff in the organization and implementation of the event.



To provide an opportunity to fully plan, organize, and execute a specific event relevant to the agency.

APPROVAL OR SUPPORT NEEDED



3-h. Competency: Problem Solving

Problem Solving: *Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations.*

Activity 1

Relevant for:

- Executive
- Middle Manager
- Supervisor

Through an Adaptive Lens

Some problems are technical, while others are adaptive in nature. Consider an issue currently being dealt with at your agency and look at it through an adaptive lens.

Complete **Worksheet 3h.A1**.



To analyze an issue through an adaptive lens to more thoroughly understand a situation and generate alternative solutions and recommendations.

Activity 2

Relevant for:

- Executive
- Middle Manager
- Supervisor
- Caseworker

Problem Dissection Through a Fishbone Diagram

Try understanding an issue or problem differently by constructing a *fishbone* diagram, a graphic representation of various dimensions of an issue or problem. You can do this individually, but it can be more effective to work in a group, which provides the opportunity to discuss many perspectives.

Find more complete instructions and an example on **Worksheet 3h.A2**.



To fully understand an issue or problem through the construction of a fishbone diagram that graphically represents multiple dimensions.



Activity 3

Relevant for:

- **Middle Manager**
- **Supervisor**

Solutions in Rounds: Learning Circles

Conduct a learning circle to solve a problem or an issue of concern to the agency. The learning circle could be part of a larger effort to develop a learning organization, or it might be a one-time event that addresses a particular issue. Bring a group of people together to participate in the learning circle, and facilitate a discussion about the issue.

Use the resources provided on **Worksheet 3h.A3** to find out more information on learning circles.



To engage in a dialogue to identify and analyze relevant unit or agency issues and then identify strategies to resolve them.

APPROVAL OR SUPPORT NEEDED



3-i. Competency: Technical Credibility

Technical Credibility: *Understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise.*

Activity 1

Relevant for:

- Executive
- Middle Manager

The Technical Perspective

Identify components that relate to a specific area like risk assessment, safety planning, differential response, diligent search, adoption, or father engagement. Seek to understand the technical nature of your selected area.

What are the principles?

What policies and procedures guide it? What are the requirements?

Use **Worksheet 3i.A1** to guide the process.



To understand the technical nature of your selected area.

Activity 2

Relevant for:

- Middle Manager
- Supervisor
- Caseworker

Your Technical Expertise—Lunch & Learn Presentation

Choose a topic in which you are an expert (e.g., family group conferencing, fatherhood engagement, central intake). Arrange for and provide a Lunch & Learn session to present information on that topic.

Complete **Worksheet 3i.A2** to help guide the arrangements and presentation.



To disseminate knowledge of the principles, procedures, requirements, regulations, policies, and practices for a specialized area of expertise.

APPROVAL OR SUPPORT NEEDED



Activity 3

Relevant for:

- **Executive**
- **Middle Manager**

Who's the Expert?

What do you want to learn more about? Perhaps differential response, fatherhood programs, learning organizations, or even funding streams? Make a concerted effort to elevate your own knowledge by seeking out and interviewing the technical expert for a topic meaningful to you.

Use **Worksheet 3i.A3** to think through questions to ask your technical expert.



To explore a person's technical credibility on a topic and understand the principles, practices, procedures, requirements, regulations, and policies relevant to the person's expertise on that topic.



Worksheet 3a.A | Competency: Accountability—Dig Deeper in Data

1. What story does the report tell?
2. What strengths does the report illuminate?
3. What contextual factors should you consider when reviewing this report?
4. What concerns do you have about the data's reliability (i.e., its accuracy or its age)?
5. What concerns do you have about the data's validity (i.e., that the data represents the concept you are trying to measure—safety, for example)?
6. What concerns do you have after reviewing this report?
7. What additional information do you desire after reviewing this report?





Worksheet 3a.A2

Competency: Accountability—Data Comparison

1. Compare a data report from your office with equivalent data from another unit, office, or county. How does the data compare?
2. In what areas is the data from your agency more positive? Less positive?
3. What contextual factors should be considered when comparing these data?
4. Based upon this information, what strategies could your office employ to address the issues these data raise?



Worksheet 3a.A3

Competency: Accountability—ROC It!

Creating a Results-Oriented Culture (ROC)

1. How is an outcome orientation reinforced in your agency?

	Yes	No	Somewhat
(a) Is outcome language included in your agency's mission or vision statement?			
(b) Following the latest round of the CFSR and PIP process, would most agency employees be able to describe the agency's performance improvement goals?			
(c) Is a results orientation reflected in your employee performance management system?			
(d) Is a results orientation reflected in your recruitment and selection process?			
(e) Is agency performance or outcome data routinely discussed at management, unit, and other meetings at all levels of the organization?			
(f) Are supervisors encouraged to set unit and worker performance goals and to monitor progress?			
(g) Is good performance rewarded?			
(h) Is meeting performance goals celebrated?			
(i) Is your agency continually improving its internal capacity to produce and report data?			
(j) Does your agency know how to turn data into action? For example, can you think of three examples of how the use of data has turned into significant action in the last two years (i.e., changes in policy, practice, distribution of resources, etc.)?			

2. How have you contributed to an outcome-oriented organizational culture?



3. What are the three most important actions you've taken in the last year to "lead for results"?

(a)

(b)

(c)

4. What are the three most important actions you WILL take in the next year to "lead for results"?

(a)

(b)

(c)

Reference

From: Results oriented management in child welfare. Lawrence, KS: University of Kansas School of Social Welfare. (2011). Retrieved April 27, 2013, from <https://rom.socwel.ku.edu/ROMTraining/>





Worksheet 3b.A1

Competency: Capacity Building— Amping Up Transfer of Learning

Restraining Forces Before Training

- Trainee hears negative messages about the training before attending (e.g., the training is terrible; you won't be able to use it on the job).
- Trainee thinks training is a vacation away from the job. Trainee does not come prepared to learn.
- Trainee does not have a choice in attending the training session; the training department has signed up the trainee. The supervisor is not involved in the decision, either.
- Trainee does not see the connection between training and increasing work effectiveness with clients.
- Trainee is the only one from his/her unit sent for training.
- No one from the supervisory or administrative level has ever attended the training.
- Supervisor notifies trainee about workshop one hour before the training begins.
- The training department develops the training without involvement from line or supervisory staff. The training is of special interest to the administrator.

Driving Forces Before Training

- All levels of staff (line, supervisory, administrative, etc.) provide input on training development.
- Accurate needs assessment takes place (right trainee to the right training at the right time).
- Supervisor meets with trainee before the workshop to discuss training expectations.
- Supervisor engages the trainee before the workshop to think about the level of self-competence pertaining to upcoming training.
- Trainee makes a plan with supervisor and coworkers to cover cases while in training.
- Managers/supervisors convey importance of training to job effectiveness and subsequent promotions to all newly hired staff.
- Work unit goes as a team to training and is prepared to bring back new ideas to the unit.



- Trainer meets before training with line workers, supervisors, and administrators to help make the training as relevant as possible.

Restraining Forces During Training

- Due to “emergencies,” the supervisor interrupts the training session to conference with workers.
- Trainer inflexibly adheres to the workshop agenda without adjusting to specific case examples that trainees generate.
- Several workers are disruptive during the training.
- Trainer is not able to relate personal expertise to child welfare practice.

Driving Forces During Training

- Trainer points out the relationship of training to the agency mission.
- Trainees come to the workshop with specific cases/situations in mind.
- Trainer uses techniques that facilitate retention (relating information to what the workers already know, multimedia, observation, practice, attention-getting techniques, etc.).
- Trainer stresses the importance of transfer at the beginning, middle, and end of the training.
- Trainer involves the workers and their supervisors in the action planning process.
- Trainer engages trainees to set three action plan objectives to apply new ideas on the job.
- Trainer helps trainees identify barriers and facilitative forces to their action plans.
- Trainer provides tools (handouts, visual aids, reminder cards) that trainees can take with them to the job (office, car, home).
- Trainer brings the work environment into the training (e.g., uses actual cases of workers, uses agency and state forms, and brings in a client willing to be interviewed).
- Trainer periodically stops the training and asks trainees to think about how they will use the information discussed up to that point. Trainer asks trainees to “cognitively rehearse” the application of new skills in the work environment.

Restraining Forces After Training

- Trainees try out new ideas but are not very successful with the first two clients (e.g., one client curses at the trainee and calls the agency administrator to complain).



- After the workshop, other workers convey to the trainee, “If you want to survive in this business, you had better forget about what you just learned; there is no time for it.”
- After the training, the worker is reassigned to a position where the training is not emphasized.

Driving Forces After Training

- Training personnel send a reminder notice about action plans to trainees one week after the training.
- Training personnel send a transfer summary to trainees after the workshop to assess their transfer efforts.
- Supervisor meets with worker within a week after the training to review their action plan.
- Supervisor and worker make a plan of implementation for the action plan, which includes ongoing review of the action plan by the worker and supervisor.
- Worker formally provides an overview of the training for other staff during the next unit meeting.
- Supervisor arranges for worker to shadow another worker who has previously attended the training in an effort to observe implementation of workshop ideas.
- Trainee attends a “booster shot” review session of the training workshop one month after the workshop.
- Worker attends an alumni meeting of previous workshop graduates who discuss application of the training.
- Agency provides a small bonus to workers who successfully complete the training and attend a “booster shot” review and application session.
- Training personnel publish the names and stories of trainees who apply the training to the job.
- Supervisor provides immediate and intermittent reinforcement, and supports worker transfer efforts after the workshop.

Reference

Based upon: Curry, D. H., Caplan, P., & Knuppel, J. (1994). Transfer of training and adult learning (TOTAL). *Journal of Continuing Social Work Education*, 6(1), 8–14.





Worksheet 3d.A1

Competency: Decisiveness—Dissecting a Decision

The steps in the decision-making process are:

1. Define the problem.
2. Identify limiting factors.
3. Develop potential alternatives.
4. Analyze the alternatives.
5. Select the best alternative.
6. Implement the decision.
7. Establish a monitoring system.

Think about a significant recent decision and dissect that decision. Respond to the following questions (*note, this is a reflective exercise, not an opportunity to change the decision*):

1. What did you (or your agency) consider in that decision?
2. What quantitative or qualitative data informed the decision or was disregarded?
3. Who was involved with the decision?
4. What alternative consequences could have resulted from the decision?
5. After the decision was made, did events unfold as anticipated? If not, what did happen, and why do you think it happened the way it did?



Worksheet 3d.A2

Competency: Decisiveness—Meeting Methods

Effective meetings have an agenda with purposes and methods. See below for a sample agenda.

Meeting: Coordinating Child Welfare and Court Services September 15, 2015		
Objective: To develop a plan for implementing the Standing Committee on Child Welfare and Court Services		
Facilitators: Jill Hatch, Child Welfare Supervisor, OCFS Robyn Powell, Court Administrator		
Key Topics		
8:00—8:15	<i>Welcome and Purpose</i>	
8:15—8:45	Finalize: <i>Charge of Standing Committee</i>	Small groups review draft; large group finalizes
8:45—9:00	Decision: <i>Representation on SC</i>	Brainstorm and poll
9:00—9:30	Decision: <i>Membership roles and responsibilities</i>	Group discussion
9:30—10:00	Decision: <i>What we are looking for in knowledge and skills</i>	Group discussion
10:00—10:45	Draft: <i>Recruitment Plan</i>	Group discussion

Worksheet 3d.A3

Competency: Decisiveness— What's My Decision-Making Style?

Please answer questions as you actually are (rather than how you think you should be). Do not worry if some questions seem to score in the “wrong direction.”

Statement	Not at All	Rarely	Sometimes	Often	Very Often
I evaluate the risks associated with each alternative before making a decision.					
After I make a decision, it's final—because I know my process is strong.					
I try to determine the real issue before starting a decision-making process.					
I rely on my own experience to find potential solutions to a problem.					
I tend to have a strong “gut instinct” about problems, and I rely on it in decision making.					
I am sometimes surprised by the actual consequences of my decisions.					
I use a well-defined process to structure my decisions.					
I think that involving many stakeholders to generate solutions can make the process more complicated than it needs to be.					
If I have doubts about my decision, I go back and recheck my assumptions and my process.					



Statement	Not at All	Rarely	Sometimes	Often	Very Often
I take the time needed to choose the best decision-making tool for each specific decision.					
I consider a variety of potential solutions before I make my decision.					
Before I communicate my decision, I create an implementation plan.					
In a group decision-making process, I tend to support my friends' proposals and try to find ways to make them work.					
When communicating my decision, I include my rationale and justification.					
Some of the options I've chosen have been much more difficult to implement than I had expected.					
I prefer to make decisions on my own, and then let other people know what I've decided.					
I determine the factors that are most important to the decision, and then use those factors to evaluate my choices.					
I emphasize how confident I am in my decision as a way to gain support for my plans.					

Reflection Questions

1. What does this tell you about your decision-making style?
2. What are your strengths related to decision making?
3. What are your challenges related to decision making?
4. Based upon this assessment, what will you do differently?

Reference

From: “How good is your decision-making?” Retrieved April 27, 2013, from
http://www.mindtools.com/pages/article/newTED_79.htm





Worksheet 3e.A1

Competency: Entrepreneurship— The Sky's the Limit Visioning

- What program would you like to develop?
- How might it improve outcomes for children and families?
- Where can you find information about this program?
- What is unique about this program?
- How might this program fit into your agency?
- What are the pros and cons of this program?
- What are the contextual factors that should be considered about this program?
- Whom could you talk to about starting this program at your agency?





Worksheet 3e.A3

Competency: Entrepreneurship—Risky Business

Find an assessment to complete in order to understand your risk-taking preferences. The websites below offer a free assessment, although they charge a nominal fee for a more detailed report.

- **HumanMetrics - Risk Attitude Profiler**
- **Psychtests - Test Yourself**

If these assessments do not meet your needs, seek another one by searching on the Internet. After you've completed the assessment, reflect on these questions:

- How does your personal risk taking match with your professional risk taking preferences?
- How does your culture view risk taking?
- Did the assessment results match your own self-perceptions? Were there any surprises?
- How do these results inform your efforts to build your leadership skills?
- How might you approach risk taking differently to be a better leader?





Worksheet 3f.A1

Competency: Financial Management— Funding Stream Investigation

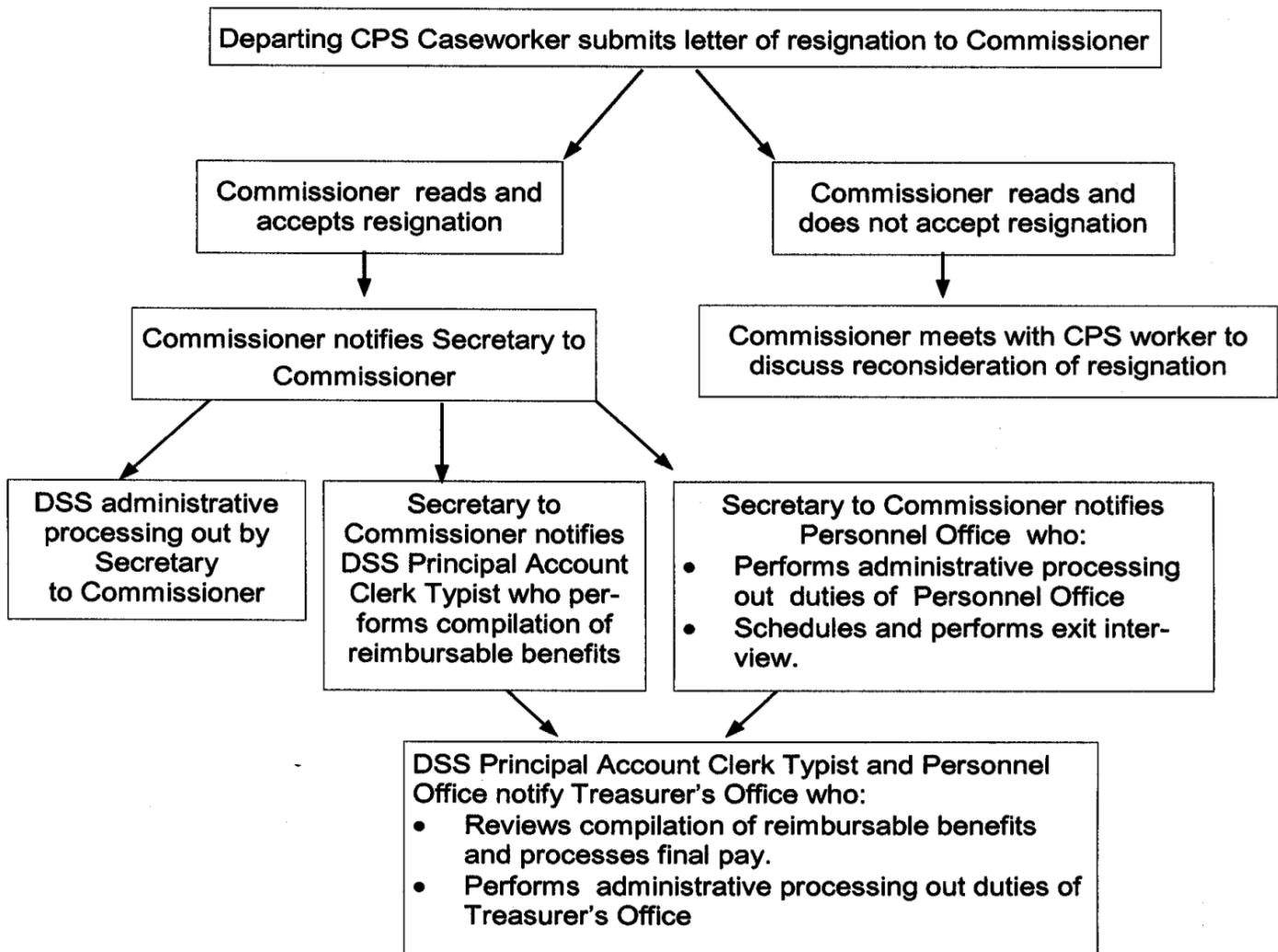
- Conduct an interview to investigate your program area's primary funding streams. Ask questions such as:
 - How is your program area supported? What financial support comes from the federal government? State government? County/local government? Tribal council? Foundations? Others?
 - What percentage of a worker's salary is funded by each of these sources?
 - What is the purpose of each of these funding streams?
 - What are the requirements for each funding stream?
 - Are there any restrictions for the use of this support?
 - What is the most important aspect of this funding stream for a manager to understand?
 - How are these dollars authorized?
 - Is it possible to leverage funds from one system to another?
 - What are the implications for you, in your role as a leader?



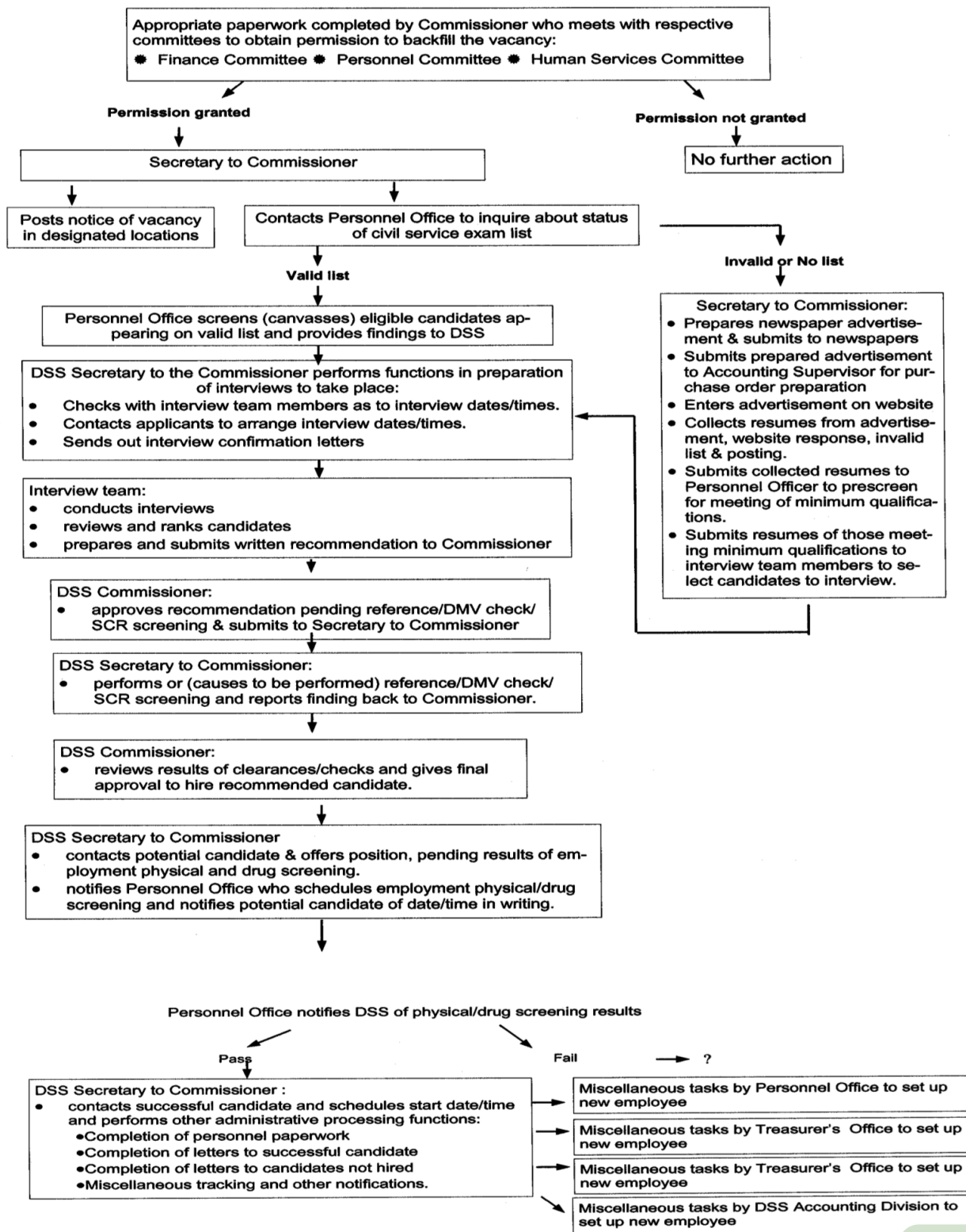
Worksheet 3f.A3

Competency: Financial Management— Costing Out Turnover

Separation of Caseworker – Cost Elements



Replacement of Caseworker – Cost Elements



Maine Cost of Child Welfare Caseworker Turnover: Breakdown of Costs Associated with Child Welfare Caseworker Turnover in OCFS

Table I: Example Separation Cost

Task	Personnel	Time/Fee	Cost
Exit Interview	Worker	Worker time	\$17.97
Exit Interview	Supervisor	Supervisor time	\$25.74
Exit Paperwork	Administrative Paperwork	Staff time	\$22.88
Exit Paperwork	Worker	Worker time	\$17.97
Exit Paperwork	Benefits/HR	Staff time	\$20.50
Exit Paperwork	Tech Support	Staff time	\$15.25
Exit Paperwork	Payroll	Staff time	\$38.01
Exit Paperwork	District Support	Staff time	\$25.34
Total Separation Cost:			\$183.66

Reference

From: Cowperthwaite, A. (2006). *Cost of child welfare caseworker turnover*.
 Portland, ME: Child Welfare Training Institute, Muskie School of Public Service.

Table 2: Example Replacement Cost

Task	Personnel	Time/Fee	Cost
Recruitment			
Ads		Newspaper/Internet Fee	\$25.42
Ads	Support Staff	Staff time	\$12.67
Job Fair	Workers	Staff time	\$22.01
Job Fair		Registration Fee	\$6.70
College Classes	Workers	Staff Time	\$11.34
Job Posting	Supervisors	Supervisor Time	\$25.74
Job Posting	HR Staff	HR Staff Time	\$10.25
Interviews			
Panel Interviews	Supervisor	Supervisor Time	\$308.88
Panel Interviews	District Support Staff	Support Staff Time	\$61.50
Second Interview	Supervisor	Supervisor Time	\$154.44
Reference Check	Supervisor	Supervisor Time	\$77.22
Hiring			
Administrative Tasks	DHHS Office Services	Staff Time	\$22.88
Administrative Tasks	Worker	Worker Time	\$15.40
Administrative Tasks	Benefits/HR	Staff Time	\$20.50
Administrative Tasks	Payroll	Staff Time	\$38.01
Administrative Tasks	OCFS District Support	Staff Time	\$12.67
Administrative Tasks	Tech Support	Staff Time	\$15.25
Workstation Adjustment	Staff	Staff Time	\$100.00
Total Replacement Cost:			\$940.88

Table 3: Example Orientation and Training Cost

Task	Personnel	Time/Fee	Cost
Pre-Pre Service			
Job Shadowing	Worker	Worker Time	\$1,232.00
Job Shadowing Supervision	Supervisor	Supervisor Time	\$128.70
Pre-Training Meeting	Supervisor	Supervisor Time	\$25.74
Pre-Training Meeting	Trainer	Trainer Time	\$18.00
Pre- Service			
Training	Worker	Worker Time	\$3,080.00
Hotel/Travel, Meals, Trainer Salary, etc. ¹		Training Fees	\$5,152.00
Post-Meeting	Worker	Worker Time	\$15.40
Post-Meeting	Supervisor	Supervisor Time	\$25.74
Post-Meeting	Trainer	Trainer Time	\$18.00
Post-Pre-Service Trainings			
Additional required trainings	Worker	Worker Time	\$2,368.24
Additional required trainings	Trainer	Trainer Time	\$1,008.00
First-year core trainings	Worker	Worker Time	\$1,225.80
First-year core trainings	Trainer	Trainer Time	\$864.00
Total Orientation and Training Cost:			\$15,161.62

¹ Figure includes all expenses related to pre-service training: hotel/travel, meals, trainer salary, training room, materials, guest speakers, etc.



Worksheet 3g.A1

Competency: Planning and Organizing— Implementation Science Applied

Implementation Drivers

Shared Vision, Values, and Mission

- A shared understanding of vision, mission, and values exists among leaders and stakeholders. This shared understanding will promote change and provide a framework for the project.

Leadership

- Buy-in, leadership, and champions for change exist at all levels of the organization and system.
- Clear and frequent communication channels exist among leadership, staff, and stakeholders.

Staff Selection

- Job descriptions, recruitment strategies, and hiring procedures are aligned to identify and hire staff with the knowledge, skills, and abilities to support the new model.
- Agency selects new or existing staff to carry out the design and/or implementation of the project/intervention.

Training

- Staff at all levels receive training on the intervention. The agency allocates appropriate resources to support the training, technical assistance, and expertise necessary for implementation.

Supervision/Coaching

- The agency develops and implements supervision and coaching plans for staff at all levels to support the integration of new skills that related to the intervention.

Performance Assessment

- A mechanism is in place and is being used to assess the performance of staff carrying out the intervention.



Facilitative Administration

- Staff has added or changed practices, policies, and procedures as needed to support and align with implementation of the project/intervention.
- Staff has changed organizational structures and roles as needed to support implementation.

Systems Intervention

- Staff has added or adapted system wide structures as needed to support implementation and shared accountability

Decision-Support Data Systems

- Staff uses data to inform the development and design of the intervention.
- Data collection and reporting systems are in place and being used to monitor fidelity and outcomes of the project/intervention.
- Quality assurance/improvement mechanisms are in place and being used to assess and improve the functioning of the organization as it relates to the intervention.

Stakeholder Engagement

- Internal and external stakeholders including caregivers, families, and youth are actively and consistently involved in planning, implementation, evaluation, and decision making, ensuring the system change meets their needs.

Cultural Responsiveness

- Selected interventions are culturally sensitive and appropriate for the target population. Interventions emphasize cultural sensitivity/competency of staff at all levels and use of culturally appropriate services.

Implementation Stages

Exploration Stage

- Actively considering a systems change; engaged in identifying the need for the change, the nature and scope of the intervention components of the change, the degree of awareness and support for the change, and the overall approach for designing the systems change.

Design & Installation Stage

- Actively preparing to implement the systems change project. Including detailed design of both the intervention components and plans for their implementation; including



structural and functional systems changes; assembling the resources necessary to launch the program.

- Adapting tasks to support the new practice or innovation; direct resources for the active preparation for actually doing things differently in keeping with the principles of the new practice, program, or policy.
- Structural supports necessary to initiate the new practice, innovation, or policy are put in place. These include ensuring the availability of funding streams, human resource strategies, and policy or procedure development, as well as creating referral mechanisms, reporting frameworks, and outcome expectations. These activities and their associated “startup costs” are necessary first steps to begin any new human service endeavor, including the implementation of a new practice or innovation in a county or any community setting.

Initial Implementation Stage

- Actively engaged in learning how to do the systems change project interventions, and how to support its ongoing activities. First steps toward monitoring and supporting the use of new skills, practices, tools, and strategies necessary to sustain the systems change.
- During the initial implementation stage, the compelling forces of fear of change, inertia, and investment in the status quo combine with the difficult and complex work of implementing something new. The overarching goal is to survive this awkward stage of high expectations and a very bumpy highway. Hand in hand with survival is the ability to learn from mistakes and develop system solutions when appropriate, rather than allowing problems to re-emerge and reoccur.

Full Implementation Stage

- Actively working to make full use of the systems change interventions as part of typical functioning. New learning integrates into practitioner, organizational, and community practices, policies, and procedures. Staff members become skillful, and the procedures and processes normalize.

Innovation

- Each attempted implementation of evidence-based practices and programs presents an opportunity to learn more about the program itself and the conditions under which it can be used with fidelity and good effect. New staff members working within uniquely configured community circumstances present implementation challenges. They also present opportunities to refine and expand both the treatment practices and programs and the implementation practices and programs.



Sustainability

- New practices and innovations need to be sustained in subsequent years. Practitioners, leaders, funding streams, and program requirements change. New social problems arise; partners come and go. External systems change with some frequency, political alliances are only temporary, and champions move on to other causes. Through it all, the implementation leaders must be aware of the shifting ecology of influence factors and adjust without losing the functional components of the change initiative. The goal during this stage is the long-term survival and continued effectiveness of the new practice or system improvement in the context of a changing world.



Implementation Science Applied

Driver	What are we doing well in terms of this driver?	What do we need to pay more attention to in terms of this driver?	Other thoughts or comments
Competency Drivers			
Shared Vision, Values, and Mission			
Recruitment & Selection			
Training			
Coaching			
Staff Performance Assessment			

Driver	What are we doing well in terms of this driver?	What do we need to pay more attention to in terms of this driver?	Other thoughts or comments
Organizational Drivers			
Systems Intervention			
Facilitative Administration			
Stakeholder Engagement			
Data Driven Decision Making			
Cultural Responsiveness			

Driver	What are we doing well in terms of this driver?	What do we need to pay more attention to in terms of this driver?	Other thoughts or comments
Leadership Drivers			
Technical			
Adaptive			
What is your current implementation stage? Exploration; Design & Installation; Initial Implementation; Full Implementation; Innovation; Sustainability			

Reference

Adapted from: Fixsen, D. L., Naoom, S. F., Blase, K.A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. Tampa, FL: University of South Florida, The Louis de la Parte Florida Mental Health Institute, Department of Child & Family Studies.



Worksheet 3g.A2

Competency: Planning and Organizing— Professional Development Plan

The plan may be completed for an individual, unit, or program. The intent of this worksheet is to help you think through the process in order to develop the most meaningful plan based on performance, goals, strengths, interests, and agency requirements.

Reflection Questions

- What are the individual or unit's areas of strength?
- What would the individual (or unit) like to know more about or develop more skills in?
- What are the new approaches to practice? What is the skill level of the individual (or unit) related to these practices?
- What areas of practice could be improved?
- After reviewing data reports for the individual's or unit's caseload, do any patterns indicate an area for potential development?
- What are the individual's (or unit's) goals for the next year?
- Do the individual or unit members possess the knowledge and skills to achieve these goals?
- What performance issues (if any) could professional development opportunities address?
- How many training hours is the individual (or unit) required to take in the next year?
- What formal trainings or other learning opportunities have been identified to fulfill the individual (or unit's) training needs? Who is responsible for exploring other resources?
- What informal learning opportunities could address the individual's (or unit's) professional development needs?
- What is the individual's (or unit's) plan for the next 12 months? (Complete the Professional Development Plan on the next page.)
- With whom will you share the plan?



Professional Development Plan

Name:

Date:

Goals:

- 1.
- 2.
- 3.

Month	Learning Opportunity	Goal Addresses
January		
February		
March		
April		
May		
June		
July		
August		



Month	Learning Opportunity	Goal Addresses
September		
October		
November		
December		

Worksheet 3h.A1

Competency: Problem Solving— Through an Adaptive Lens

Adaptive and technical challenges are quite different. See below for an explanation of the distinctions between adaptive and technical challenges, then move to the questions to analyze your issue through an adaptive lens.

Technical Challenge	Adaptive Challenge
Perspectives of major stakeholders are aligned	Because families often have multiple risks or co-occurring needs, child welfare agencies must cooperate and collaborate with other entities. At times, this can mean working with others who have different perspectives or services. For instance, a mental health agency may propose a wraparound solution that a child welfare agency does not believe will be effective in a case of maltreatment; a substance abuse program may not focus on the impact of abuse on parenting; a mental health perspective might focus on treatment and medication; a juvenile justice agency focuses on community accountability and safety. As a result, leadership is not as easy, because legitimate perspectives must all be considered.
Definition of problem is clear	Because each agency has different perspectives about what the problem is, each agency must be at the table to define the challenges.
Solution and implementation of the solution is clear; knowledge for how to solve the problem exists	Find new ways of looking at and implementing a solution by exploring and understanding the various perspectives represented at a collaborative table. Find ways to maximize all available resources from various agencies, determine where the gaps are, and then identify other needed resources.
Primary locus of responsibility for organizing the work is leadership	In technical solutions, the leader proposes the answer. In adaptive work, the leader cannot solve the problem alone. Moving forward to develop and provide individualized responses to families and children requires a shift in the values, attitudes, and behaviors of those around the table. It is not enough to have all parties at the table. The child welfare leader has to create the environment for new learning to occur.



Examples of Technical and Adaptive Challenges

(1) Improving productivity through distribution of better technology.

- Provide new laptops to all casework staff (Technical)
- Help new users understand the value of technology in social work; overcome their uncertainties (Adaptive)
- Foster openness to changing how work is done (Adaptive)
- Train staff in using new software and hardware (Technical)

(2) Implementing strengths-based assessments.

- Change values to focus on the strength of families rather than their challenges (Adaptive)
- Create a new intake form (Technical)
- Use strength-based language on the form (Technical)

(3) Increasing parent/family involvement.

- Make sure families receive notice of meetings (Technical)
- Recognize that families drive the decision process (Adaptive)
- Make child care available so parents can attend (Technical)
- Foster values and attitudes that are inclusive of families (Adaptive)

(4) Promoting cultural responsiveness.

- Value each other's point of view (Adaptive)
- Demonstrate acceptance of diverse cultural beliefs (Adaptive)
- Translate brochures and other materials (Technical)
- Make interpreters available at all times (Technical)


Questions for Looking Through an Adaptive Lens

1. Whose values, beliefs, attitudes, or behaviors have to change in order for progress to take place?
2. In what ways might those changes be difficult or painful to those involved?
3. What shifts in priorities, resources, and power are necessary?
4. What sacrifices need to be made, and by whom?
5. What adaptive work must take place to lay the foundation for reaching a shared vision (e.g., learning a common language of change, building trust, creating an environment for open sharing, etc.)?

Reference

Based upon: Heifetz, R., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership*. Boston, MA: Harvard Business Press.





Worksheet 3h.A2

Competency: Problem Solving— Problem Dissection Through a Fishbone Diagram

A fishbone diagram can be used to:

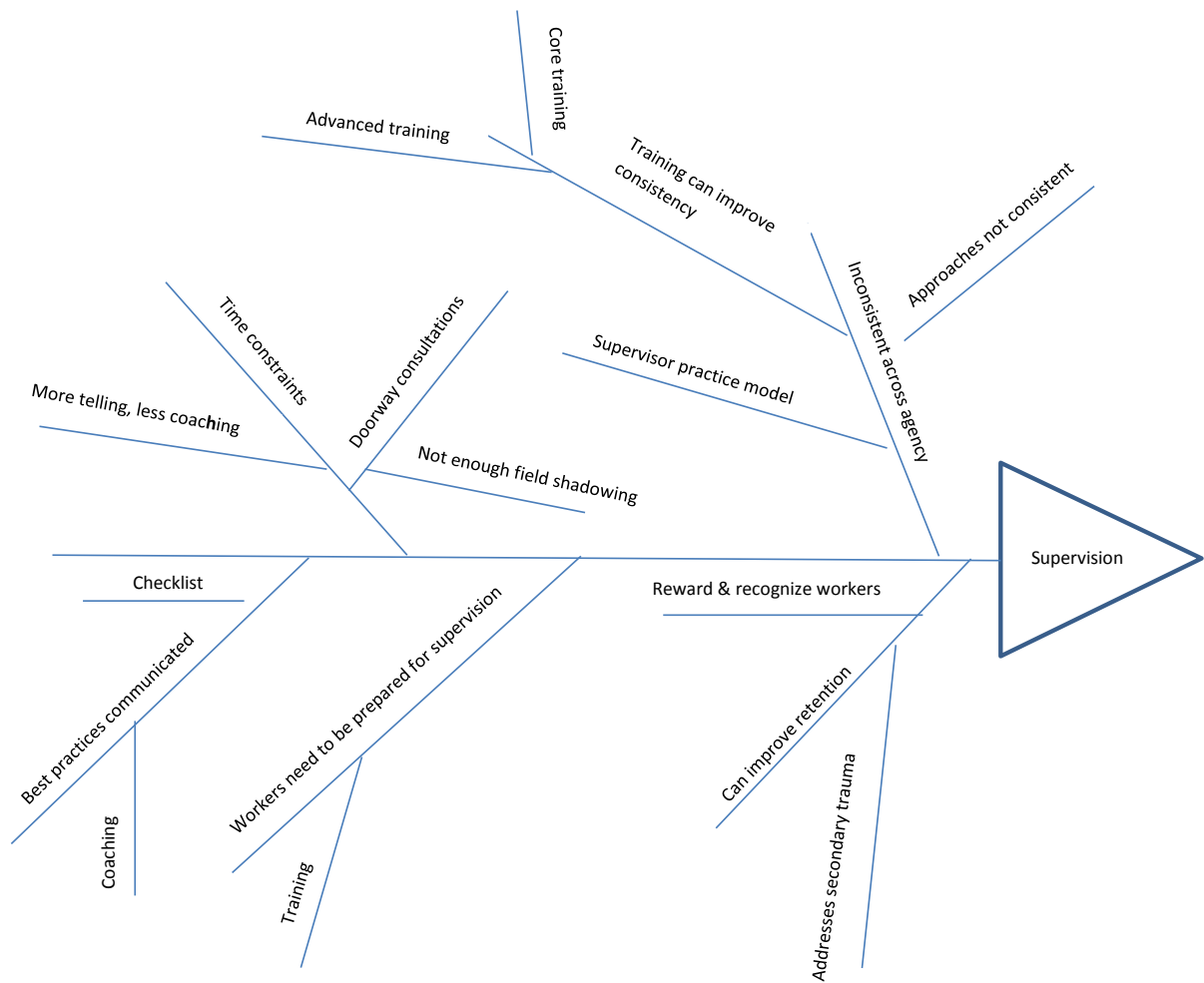
- Break a problem or issue into small parts.
- Identify the relationships between parts.
- Follow the logic of an action.
- Understand consequences both intended and unintended.

Directions for constructing a fishbone diagram:

1. On the right side of your work space (board or paper), draw a triangle, similar to a fish head. Write the problem or issue inside.
2. Draw a horizontal line from the fish head to the other edge, like a fish backbone.
3. Consider, or request from others, ideas of different causes or consequences. Write these on distinct lines extending from the backbone, like ribs.
4. Further refine the ideas by adding more causes or consequences to the appropriate ribs.
5. Step back and ask, “What are the implications?”
6. Figure out a plan of action to address the identified problem or issue.




Sample Fishbone Diagram



Reference

Adapted from: Kelsey, D., & Plumb, P. (2004). *Great meetings! Great results*. Portland, ME: Hanson Park Press.



Worksheet 3h.A3

Competency: Problem Solving— Solutions in Rounds: Learning Circles

Learning Circles Concept and Goals

Ever since people began to work together, they have gathered to talk and figure out better ways of achieving their common goals. This concept gets a new life with the advent of Learning Circles (LC) to solve problems and make decisions in organizations. Within a Learning Circle, members collaborate to pursue new ways of addressing common issues affecting their team, their agency, and their practice with clients. Learning Circles can be an effective technique for building organizational capacity in the child welfare workforce. Learning Circles help to promote the use of critical thinking skills in making the tough decisions that define child welfare work.

Learning Circles are a form of community of practice. Supervisors and their workers explore the challenges of their work, create and implement innovative ways to meet those challenges, and engage in self-reflection about their own practice. In short, supervisors and workers come together to learn how to do their work better.

Circle Composition

Learning Circles can be configured for a given agency. Typically, they consist of the supervisor and his or her unit, but they also might exist across functional areas (e.g., youth, foster care, geographical areas, or all investigative units in county offices).

Circle Facilitation and Leadership

Initially, an LC coach and LC facilitator co-facilitate LCs. Both individuals have received training in group facilitation skills and the Learning Circle approach.

Roles of LC Facilitators

- Facilitate group meetings using the PLAN, ACT, REFLECT, and ADAPT (PARA) process (defined on the next page).
- Provide direction and leadership for their group.
- Generate excitement and keep momentum within the Learning Circle.

Roles of the LC Coach

- Link individual circles with the larger organization.
- Serve as a resource for information, best practices, topical expertise, and facilitation.



- Provide leadership around group process.
- Prepare LC Facilitator and circle members for sustainability.

LC Coaches remain “hands on” with LCs for a limited period of time. Coaches withdraw from the group as the LC Facilitator grows more confident in his/her ability to facilitate the group. Coaches may continue to serve as resources for facilitation, best practice, and topical expertise as needed.

Circle Structure and Activities

Circles are expected to hold regular meetings, approximately once per month. Each circle will determine the specifics of its meeting schedule, time, and location.

During the LC, group members focus on a topic in a semi-structured format to develop a plan to address that issue. LCs use the PLAN, ACT, REFLECT, and ADAPT (PARA) approach that mirrors most strategic planning or even problem-solving processes; that is, they plan, implement, reassess, and then begin the cycle anew. A loose structure maximizes meeting time while ensuring fidelity to the LC model.

Cumulative in nature, LCs may explore one topic while acting on another, and discussion of a topic may span several meetings. LC members may choose their own topics to discuss in their LCs, though some agencies may encourage or designate a topic that requires immediate attention. However topics are chosen, groups develop their own plan to resolve those issues. Topics explored by LCs have included secondary trauma, team cohesion, use of data, job satisfaction, and performance monitoring.

LCs allow the problem-solving process to occur at the level of the agency where the issue is the most meaningful to staff. Empowerment comes from how members resolve the issues, the recommendations they make, and the changes they are able to implement for the benefit of their colleagues and clients.

General Guidelines for Learning Circle Structure and Activities

- Meet once per month for at least two hours.
- Establish clear norms for LC interactions.
- Develop methods for researching best practices for the topics and interventions.
- Ensure that plans of action developed within the circle are actionable at the unit level (i.e., within the unit’s control or sphere of influence).
- Focus on critical thinking, problem solving, and performance improvement.
- Keep the LC size to 4-10 people (the unit).



Learning Circle Principles

- Create organizational change through solution focused discussions and subsequent actions at the team level.
- Inspire a learning organization committed to improved practices and functioning.
- Address challenges or practice issues relevant to and actionable by the LC team.
- Connect practice change to the agency's mission, values, and practice model.
- Employ interventions based upon careful assessment of the current situation.
- Empower team level staff to improve practice for more positive organizational climate.
- Use strengths-focused interventions.
- Embody a culturally responsive approach.
- Use comprehensive, incremental interventions for long-term sustainability.
- Expect full, open, and unbiased participation that encourages communication by the team.
- Empower team members to engage in collaborative, balanced, and supportive behavior.
- Interact with other agency staff to determine appropriate topics, gather information, and implement interventions.
- Emphasize ongoing evaluation to improve effectiveness and achieve desired outcomes.

For more information, go to:

NCWWI Design Teams & Learning Circles Webinar PowerPoint & Handouts

Learning Circles: A Peer-to-Peer Learning Tool





Worksheet 3i.A1

Competency: Technical Credibility— The Technical Perspective

1. What issue are you analyzing?
2. What are the principles guiding this issue?
3. What policies are related to this issue?
4. What are the procedures?
5. Where can the written policy and procedures be found?
6. Are there any supporting materials associated with this issue (e.g., brochures, worksheets, etc.)? Where can you find them?
7. Who has the most expertise in this issue at your agency?
8. What have you learned in this search?
9. What will you do differently because of this new information?






Worksheet 3i.A2

Competency: Technical Credibility— Your Technical Expertise: Lunch & Learn Presentation

- What area of your expertise will you present at a Lunch & Learn?
- Who needs to be contacted about offering the Lunch & Learn?
- Where will it take place? What arrangements are necessary to reserve the room?
- How will you invite staff to the Lunch & Learn?
- Will you use a PowerPoint presentation?
- Will you provide handouts?
- What material will you present?
- How will you generate discussion about your area of expertise?





Worksheet 3i.A3

Competency: Technical Credibility— Who's the Expert?

Questions to reflect on **before** the meeting:

- What are you interested in knowing more about?
- Who is the expert on this topic?
- How can you connect with him/her?
- What questions do you want to ask this person?

Questions to reflect on **during** the meeting):

- How did this expert become interested in this topic?
- How did this person become an expert?
- What relevant policies and procedures are related to this topic?
- What principles are relevant to this topic?
- What good practices are relevant to this topic?
- What does this expert do to advocate for this topic?
- What have been the most important learning points for this expert?

Questions to reflect on **after** the meeting:

- How did your interview cause you to think differently about this topic?
- How does this expert's journey inform your own?
- What will you do differently after having talked to this expert and learned more about this issue?
- What does this experience tell you about technical credibility?





Domain 4:

Leading in Context

Domain 4: Leading in Context

Definition

This domain involves the ability to build collaboratives internally and with other federal agencies, state and local governments, tribal organizations, and nonprofit and private sector organizations to achieve common goals.

Domain 4 Competencies:

- **Partnering**
- **Political Savvy**
- **Influencing/Negotiating**



4-a. Competency: Partnering

Partnering: *Develops networks and builds alliances; collaborates across boundaries to build strategic relationships and achieve common goals.*

Activity 1

Relevant for:

- Middle Manager
- Supervisor
- Caseworker

Agency Eco Map

Consider all of your agency's community partners and develop an Eco Map depiction of your agency's network. At a team or unit meeting, review the Eco Map and identify hot spots, bright spots, and missing relationships. With the team or unit, brainstorm ways to address the hot spots, continue the bright spots, and develop the missing relationships.

Complete **Worksheet 4a.A1**.



To assess the status of the current network of community partners and make a plan for building strategic relationships to achieve common goals.

APPROVAL OR SUPPORT NEEDED



Activity 2

Relevant for:

- Middle Manager
- Supervisor
- Caseworker

Agency Field Trips

Select three community agencies your agency frequently works with in the course of service provision. For a richer experience, target unfamiliar agencies (or agencies identified as "hot spots" in your Eco Map). Arrange for a field trip to tour the agency and meet with key staff.



To forge improved relationships by becoming more acquainted with key community partnerships.

APPROVAL OR SUPPORT NEEDED



Activity 3

Relevant for:

- Middle Manager
- Supervisor

Community Resource Fair

Hold a resource fair with all the community providers that work with the agency. Make all arrangements, including inviting participants and taking care of logistical issues.



To facilitate improved relationships and stronger partnerships with community partners across the spectrum.

APPROVAL OR SUPPORT NEEDED



4-b. Competency: Political Savvy

Political Savvy: *Identifies the internal and external politics that impact the work of the organization; perceives organizational and political reality and acts accordingly.*

Activity 1

Relevant for:

- Executive
- Middle Manager

Town Hall Meeting

Host a town hall meeting with all stakeholders of your program area to discuss relevant issues and concerns of stakeholders.

Guide the process by responding to the questions in **Worksheet 4b.A1**.



To improve understanding of the political situation as it relates to the agency by bringing together community stakeholders and understanding their viewpoints.

APPROVAL OR SUPPORT NEEDED



Activity 2

Relevant for:

- Executive
- Middle Manager
- Supervisor
- Caseworker

Applying a Political Perspective

Consider a political perspective to understand your agency. According to Bolman and Deal (1984), a political perspective views organizations as political arenas that include a complex variety of individuals and interest groups. Try taking a political perspective on your organization, office, workplace, or relationship with another agency.

Respond to the questions in **Worksheet 4b.A2**.



To understand how political perspectives affect the agency's functioning and reality.



Activity 3

Relevant for:

- **Middle Manager**
- **Supervisor**
- **Caseworker**

Seeking to Understand

Set up a face-to-face meeting with someone whose perspective typically differs from yours. Treat this as a journalistic endeavor where you are seeking to understand the basis for his/her opinions and positions. Use the questions on **Worksheet 4b.A3** to guide the process.

GOAL



To gain a more thorough understanding of alternative viewpoints and the rationale behind them.

4-c. Competency: Influencing/Negotiating

Influencing/Negotiating: Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals.

Activity I

Relevant for:

- Middle Manager
- Supervisor
- Caseworker

Structured Sharing

What does a leader do when people have very different opinions about a topic? How does a leader influence and negotiate through seemingly intractable positions? One way is called “Structured Sharing of Conflicting Opinions.” (Cultural norms may suggest selecting an alternative approach.) Engage in a structured sharing discussion to give full voice to conflicting opinions in order to make sure everyone feels heard.

Respond to the questions in **Worksheet 4c.A1**.



To build consensus by influencing and negotiating through use of structured sharing of conflicting opinions.

APPROVAL OR SUPPORT NEEDED



Activity 2

Relevant for:

- **Middle Manager**

“We Make A Difference” Media Campaign

Develop a news media campaign to spotlight success stories and the benefits the agency provides to the community. Determine agency policy and protocol regarding the media, and enlist other agency support such as human resources representatives or a designated media spokesperson. Consider multiple media outlets including television, radio, newspaper, and social media to convey positive messages about your



To improve public perceptions of the agency and build deeper consensus with the public by developing a media campaign.

APPROVAL OR SUPPORT NEEDED



Activity 3

Relevant for:

- **Middle Manager**
- **Supervisor**
- **Caseworker**

Project Champion

Target a project or initiative you are passionate about and champion the project with staff and community. How can you get others to believe in it as ardently as you do? Remember, this is a personal learning experience to improve your leadership skills, not a full-scale, agency change initiative.



To provide an opportunity to persuade others about a personally important initiative or issue.

APPROVAL OR SUPPORT NEEDED



Table of
Contents



Worksheet 4a.A | Competency: Partnering—Agency Eco Map

Identify your agency's community partners and the relationships with each. Note hot spots, bright spots, and missing relationships.

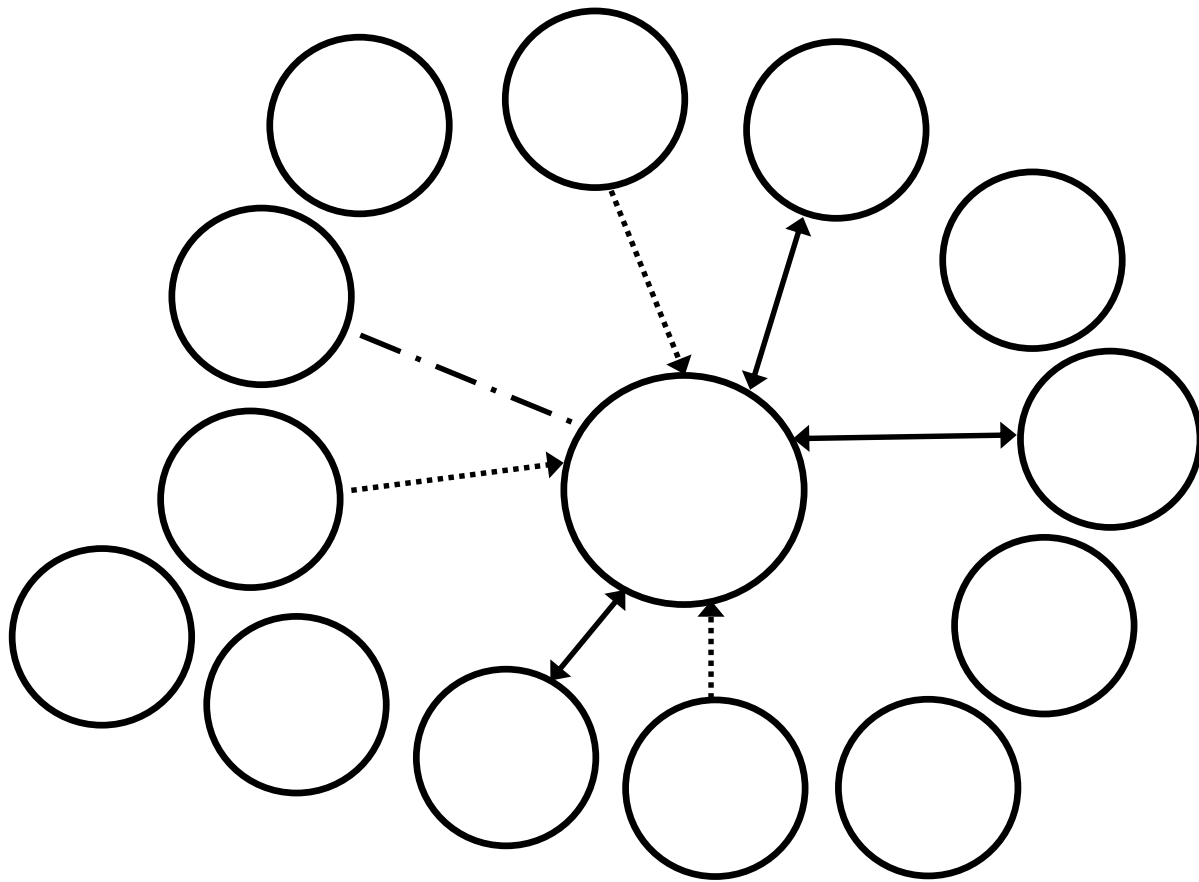
Hot spots are the sources of pressure that take up much of your time and energy. These may be sources of needed pressure to change, e.g., advocacy groups and spokespeople. The goal here is to figure out how to mobilize that pressure for change. Or the hot spots may be relationships requiring a great deal of work.

Bright spots are sources of positive energy where things work, people talk to each other, and services and programs are coordinated in a way that makes a difference to clients or colleagues.

Missing relationships simply are not there; that is, they are neither positive nor negative, but just do not exist.



Eco Map



LEGEND	
	Strong relationships, funds, energy, goodwill flow here (arrows show whether one-way or reciprocal).
	Weak relationship, characterized by no or low communication.
	Stressful relationship, characterized by conflict.
(No line at all)	Relationship missing, no communication at all.



Worksheet 4b.A | Competency: Political Savvy— Town Hall Meeting

- What primary areas do you want to address at the town hall meeting?
- When will you hold your town hall meeting?
- Approximately how many people do you expect?
- Who will you invite? Who will assemble the list?
- By what other ways could you publicize the event?
- Where could you hold your town hall meeting? Who will reserve the room space?
- Will parking or childcare be an issue for attendees? If so, how will you address these issues?
- When and how will invitations go out?
- How will you follow up with invitees to make sure they attend?
- How will you decide the agenda for the meeting?
- Who will speak at the town hall meeting?



- How will questions be answered at the meeting?
- How will the room be set up? Will there be any audio-visual needs?
- Will you serve refreshments? If so, who will pay for them, and who will make the arrangements?
- Will you distribute any materials at the meeting? Who will gather the materials? How will you distribute the materials at the meeting?
- Who will make introductions at the meeting?
- How will you prepare your staff to listen in an appreciative, non-defensive manner?
- Will any materials go out in advance?
- How will you assure that new voices come to the table (for example, family voices, faith community)?
- How will you follow up on any unanswered questions from the meeting?

Worksheet 4b.A2

Competency: Political Savvy— Applying a Political Perspective

Reflection question	Response	How does this affect your agency's functioning?
How does the presence of scarce resources impact decision making?		
What coalitions or interest groups are represented (for example, hierarchal levels, program areas, professional groups, ethnic groups)?		
How do the individuals and interest groups differ in their values, preferences, beliefs, information, and perceptions of reality?		
What power differentials exist or are perceived between these groups?		



Reflection question	Response	How does this affect your agency's functioning?
How are goals and decisions made?		
What are the ongoing processes of bargaining, negotiation, and jockeying for position among the individuals and interest groups?		
Are issues of power and conflict central features in your organization, office, or relationship?		



Worksheet 4b.A3

Competency: Political Savvy—Seeking to Understand

Identify a person with a different perspective than your own and set up a meeting with the explicit purpose of understanding his/her worldview. Ask questions such as:

- What values inform your thoughts on...?
- What are your most important interests related to this issue?
- When did you become passionate about this issue?
- How do you think your opinions were formed?
- What interests do we agree on? How are our strategies different?

Make a plan for integrating this new information and possibly changing the way you interact.

Spend some time reflecting on the interaction. Ask yourself the following questions:

- What did you learn from hearing the other person's perspective?
- What aspects of the person's thinking can you integrate?
- Will you interact differently as a result of this conversation? How?





Worksheet 4c.A1

Competency: Influencing/Negotiating— Structured Sharing

Engage in structured sharing of conflicting opinions through a defined process. This technique is particularly effective when people dig into their positions by crossing their arms, either figuratively or literally. Follow the steps below to build understanding between two people. As appropriate, adapt for more than one person. Consider establishing ground rules prior to the discussion, such as no interruptions and no raised voices.

- Step 1:** Person A states her/his option without interruption.
- Step 2:** Person B restates what she/he has heard Person A say, without adding anything.
- Step 3:** Person B asks Person A questions to encourage her/him to explain why she/he has that particular opinion.
- Step 4:** Switch roles. Person B states her/his opinion without interruption.
- Step 5:** Person A restates what she/he has heard Person B say, without adding anything.
- Step 6:** Person A asks Person B questions to encourage her/him to explain why she/he has that particular opinion.
- Step 7:** Begin interactive discussion around the topic.
- Step 8:** Figure out a plan for moving forward.

Reference

Adapted from: The National Coalition Building Institute.





Domain 5:

Fundamental Competencies

Domain 5: Fundamental Competencies



Definition

These competencies are foundational for success in each of the domains.



Domain 5 Competencies:

- Continuous Learning
- Effective Communication
- Initiative
- Interpersonal Relations
- Integrity/Honesty
- Resilience
- Personal Leadership
- Socially Responsible

5-a. Competency: Continuous Learning

Continuous Learning: *Assesses and recognizes own strengths and weaknesses; pursues self-development.*

Activity 1

Relevant for:

- **Executive**
- **Middle Manager**
- **Supervisor**
- **Caseworker**

Personal Professional Development

Examine your strengths and challenges and develop a professional plan for yourself. Consider areas you are interested in but may not have a strong foundation in, and figure out ways to improve your knowledge and skills. Note that you can complete this activity in tandem with the activity for 3-g. Competency: Planning and Organizing, Activity 2: Professional Development Plan.

Complete **Worksheet 5a.A1**. Be sure to share your plan with your manager/supervisor. Consider sharing the plan or parts of the plan with your team.



To analyze your strengths and weaknesses related to ongoing professional development.

APPROVAL OR SUPPORT NEEDED



Activity 2

Relevant for:

- **Executive**
- **Middle Manager**
- **Supervisor**
- **Caseworker**

Expanding Your World Through Professional Reading

Many journals, newsletters, and websites are available to help expand your knowledge base. Websites often offer full journals or magazines in PDF format. Commit to read three new journal articles or Web resources each month.

For information related to workforce topics, check **NCWWI's Online Resources Library**.

Record your professional reading on **Worksheet 5a.A2**.



To keep abreast of the latest information in the field.



Activity 3

Relevant for:

- **Middle Manager**
- **Supervisor**

Book Club

Start a book club to read professional books at your agency. All book club members read the same book. Members then discuss the book and its potential personal and agency-wide implications. A suggested list of books might include:

Leadership on the Line by Ronald Heifetz and Marty Linsky

Signs of Safety by Andrew Turnell and Steve Edwards

StrengthsFinder 2.0 by Tom Rath

The Fifth Discipline by Peter Senge

Primal Leadership: Learning to Lead with Emotional Intelligence by Daniel Goleman, Richard Boyatzis, and Annie McKee

Reuben Snake, Your Humble Serpent: Indian Visionary and Activist as told to Jay C. Fikes

Shattered Bonds: The Color of Child Welfare by Dorothy Roberts

Leading Change by John Kotter

The Seven Habits of Highly Effective People by Stephen Covey

Challenging Racial Disproportionality in Child Welfare by Deborah Green, Kathleen Belanger, and Ruth McRoy

Develop discussion questions to spark dialogue within the group. If reading a full book isn't feasible between meetings, consider assigning multiple chapters of one book for a series of book group meetings.



To create a culture of continuous learning.

APPROVAL OR SUPPORT NEEDED



Table of
Contents

5-b. Competency: Effective Communication

Effective Communication: *Communicates effectively in a variety of ways, including oral and written mechanisms; listens effectively, probes for new ideas, and invites responses; creates open channels of communication; keeps others well informed; listens carefully to input and feedback; encourages others to express contrary views.*

Activity 1

Relevant for:

- Executive
- Middle Manager
- Supervisor
- Caseworker

Present!

Once again, determine a topic you are passionate about and submit a proposal to present on this topic. Watch for conference “Call for Papers” announcements in your area and nationally. If no such conference opportunity presents itself, consider presenting to your agency or to a community group to inform, educate, and inspire people about your topic. Presentations to small, local groups also can offer a trial run when you are preparing a conference presentation for a



audience.

To improve public speaking ability through a conference presentation.

APPROVAL OR SUPPORT NEEDED



Activity 2

Relevant for:

- Executive
- Middle Manager
- Supervisor

Policy Brief It!

Explain an agency, state, or federal policy and its practical implications in a written policy brief. In the brief, explain the rationale for the policy and the implications for practice. Present the policy impartially, without revealing your personal point of view. Use technical writing skills to clearly describe the policy and its corresponding ramifications.



To synthesize information and effectively communicate in a written format.

APPROVAL OR SUPPORT NEEDED



Activity 3

Relevant for:

- **Executive**
- **Middle Manager**
- **Supervisor**

Publish!

To share your passion and knowledge, write an article for a journal, newsletter, or website about a subject that is meaningful to you (for example, perhaps you are interested in diligent search or engaging fathers in the casework process). Note that submissions to a peer-reviewed journal have a very rigorous and time-consuming process. Consider coauthoring with another individual, perhaps a university partner, who can help to strengthen the article and assist with the creative process. To write an article:

Select a topic.

Research or contact potential publications and obtain publishing guidelines.

Write draft and revise as appropriate.

Submit article.



To hone written communication skills through the organization and writing of a publishable article.

APPROVAL OR SUPPORT NEEDED



Table of
Contents

5-c. Competency: Initiative

Initiative: *Drives for results and success; sets high standards of performance; pursues aggressive goals and works hard to achieve them; displays a high level of effort and commitment to performing the work.*

Activity 1

Relevant for:

- Middle Manager
- Supervisor

Giving Back: Volunteer Program

Coordinate with existing volunteer programs or develop a new volunteer program to enhance the work of the agency and engage the wider community. Consider partnering with a faith or cultural community to develop and implement the program. Another option may be to partner with a community service program offered by a high school or community college.

Check out [Idealist](#) or the [Child Welfare Information Gateway](#) for ideas.



To demonstrate initiative by developing a new program to increase visibility about the agency among community citizens.

APPROVAL OR SUPPORT NEEDED



Activity 2

Relevant for:

- Middle Manager
- Supervisor

Good News Campaign

Many heart-warming, positive things happen at child welfare agencies. Get the word out through a comprehensive good-news campaign using multiple sources, including broadcast, print, and social media venues. Develop and implement a plan, involving other people in your agency as appropriate.



To demonstrate initiative to achieve goals by improving public perception about child welfare.

APPROVAL OR SUPPORT NEEDED



Table of Contents

Activity 3

Relevant for:

- **Middle Manager**
- **Supervisor**

Employee of the Month

Develop an employee-of-the-month program to recognize the outstanding work of individuals in your agency.

Design the program by responding to the questions on **Worksheet 5c.A3**.



To set a high performance standard by developing a program to recognize outstanding employee achievement.

APPROVAL OR SUPPORT NEEDED



Table of
Contents

5-d. Competency: Interpersonal Relations

Interpersonal Relations: *Treats others with courtesy, sensitivity, and respect; considers and responds appropriately to the needs and feelings of different people in different situations.*

Activity 1

Relevant for:

- Middle Manager
- Supervisor

Welcome Wagon

Devise a fun, warm way to welcome new employees to the agency. Implement the idea and assess results.

Complete **Worksheet 5d.A1.**



To model interpersonal relations by developing a program exhibiting a hospitable and friendly environment.

APPROVAL OR SUPPORT NEEDED



Activity 2

Relevant for:

- Middle Manager
- Supervisor
- Caseworker

Agency Shadow Tour

Find out about areas of your agency with which you are least familiar. If you are a manager or supervisor, spend time with frontline staff. Shadow employees in the chosen area to get to know them, as well as to find out more about their specific work areas. Consider coordinating with the agency's training department.

Complete **Worksheet 5d.A2.**



To increase sensitivity and respect to others by becoming better acquainted with people at the agency and their work.

APPROVAL OR SUPPORT NEEDED



Table of
Contents

Activity 3

Relevant for:

- **Middle Manager**
- **Supervisor**
- **Caseworker**

Easing Compassion Fatigue

Sponsor a Lunch & Learn series on compassion fatigue to help staff cope with the challenges and stressors of their jobs. Determine specific topics and make arrangements for the events.

Just how stressed are you and your staff? One way of finding out is to take the Professional Quality of Life assessment at **ProQuol**. This free assessment measures the negative and positive effects of helping others who experience suffering and trauma. The ProQoL has subscales for compassion satisfaction, burnout, and compassion fatigue.

Consider resources in **Worksheet 5d.A3**.



To demonstrate concern for the feelings of others by increasing awareness of compassion fatigue and its effect on agency employees.

APPROVAL OR SUPPORT NEEDED



Table of
Contents

5-e. Competency: Integrity/Honesty

Integrity/Honesty: Behaves in an honest, fair, and ethical manner; shows consistency in words and actions; models high standards of ethics.

Activity 1

Relevant for:

- Executive
- Middle Manager
- Supervisor
- Caseworker

Values Assessment

Examine the alignment of your personal values with your agency's values. How do they fit together? In what areas do you feel dynamic tension? Are there any challenges for you in implementing the agency values? How do you resolve these?

Complete **Worksheet 5e.A1**.

GOAL



To compare personal and agency values to better understand and align values.

Activity 2

Relevant for:

- Middle Manager
- Supervisor

Ethical Dilemma

Consider and explore an ethical dilemma you or someone else at your agency has experienced.

Complete **Worksheet 5e.A2** to analyze that dilemma.

GOAL



To analyze an ethical dilemma and the choices made in the situation.



Table of
Contents

Activity 3

Relevant for:

- Executive
- Middle Manager
- Supervisor
- Caseworker

Living by the Code: NASW Code of Ethics

Review the National Association of Social Workers (NASW) Social Work Code of Ethics. How does your agency model these ethics?

Complete **Worksheet 5e.A3**.



To understand how the **Social Work Code of Ethics** manifests in agency behavior.



5-f. Competency: Resilience

Resilience: *Deals effectively with pressure; remains optimistic and persistent, even under adversity; stays calm and clear-headed under high stress or during a crisis; recovers quickly from setbacks.*

Activity I

Relevant for:

- Executive
- Middle Manager
- Supervisor
- Caseworker

Resilience on Record

Analyze your own resilience when you faced a stressful situation.

Complete **Worksheet 5f.A1**. The intent of this worksheet is to have you reflect on previous crisis situations and how you were able to muster the courage and resources to address them.



To understand one's personal reaction to crisis and ways to emerge from the crisis.



Activity 2

Relevant for:

- Executive
- Middle Manager
- Supervisor

Got Change?

Change happens in child welfare. The question is, are you and your staff ready and able to cope with it?

Individually or collectively, complete the Readiness for Change Questions found on **Worksheet 5f.A2**. Respond to the questions broadly, rather than applying them to a specific change. Staff can complete the assessment in a team meeting or other gathering. In a group format, individuals may respond to the questions first on paper and then compare responses by posting their individual responses on a flip chart. This provides a picture of the variety of opinions people might have about change. The point of this activity is to first become aware of your reaction and others' reactions to change so that you can plan to address areas where you are resistant to change. As an outcome, you will be able to build your resiliency and openness to change.



To understand an individual's or team's readiness for change, to bring awareness to the process, to promote easier adaptation, and to strengthen resiliency.

APPROVAL OR SUPPORT NEEDED



Activity 3

Relevant for:

- **Executive**
- **Middle Manager**
- **Supervisor**

Taking It Higher: Elevating Morale

Find a way to improve morale in your unit, division, or agency. It could be something as simple as holding an ice cream social or sending a monthly email to acknowledge success on specific cases, or it could be more extensive, such as developing a formal reward and recognition program.

Check out the following websites for ideas:

10 Tips for Boosting Employee Morale (Inc. Magazine)

25 Great Tips for Employee Engagement Morale Boosters (RapidBi)

Ideas for Low-Cost Morale Boosters (Ezine@rticles)

Morale Boosters / Team Builders / Reward & Recognition

Complete **Worksheet 5f.A3**.



To applaud resilience within the unit, division, or agency through a strategic approach to improving morale.

APPROVAL OR SUPPORT NEEDED



Table of
Contents

5-g. Competency: Personal Leadership

Personal Leadership: *Has a sense of presence and self-assurance; recognizes how his/her emotions and moods affect the organization and adapts accordingly; sets a personal example of what he/she expects from others; readily shares credit and gives opportunities for visibility of others.*

Activity 1

Relevant for:

- Middle Manager
- Supervisor

Way to Go!

Develop a rewards and recognition plan to recognize staff for their efforts and achievements. Consider a variety of ways to attend to differing personalities, tenure with the agency, events, and accomplishments.

Complete **Worksheet 5g.A1** detailing the plan.



To validate] employees' efforts through a formal reward and recognition program.

APPROVAL OR SUPPORT NEEDED



Activity 2

Relevant for:

- Executive
- Middle Manager
- Supervisor
- Caseworker

My Vision

What is my ideal self as a leader? Develop a personal vision statement about your intentions as a leader.

Complete **Worksheet 5g.A2**.



To understand your personal leadership vision so that you can manifest it more intentionally through leadership activities.



Table of
Contents

Activity 3

Relevant for:

- **Middle Manager**
- **Supervisor**
- **Caseworker**

Madam or Sir Chairperson

Volunteer to chair a committee or lead a workgroup. Facilitate meetings, secure members' commitment, organize activities, and lead efforts. Lead the group from the inception of the group to the final activities. As appropriate, seek mentoring from colleagues to provide support during your tenure as chair.

GOAL



To develop personal leadership abilities by chairing a workgroup or committee.

APPROVAL OR SUPPORT NEEDED



Table of
Contents

5-h. Competency: Socially Responsible

Socially Responsible: *Shows a commitment to serve the public; has ability to weave social/moral discourse into aspects of the system and the agency's work; displays attention to ethical principles and moral imperatives.*

Activity I

Relevant for:

- Executive
- Middle Manager
- Supervisor

Community Service Workday

Organize and participate in a community service day to give back to the community.

Consider a project on either of two nationally sponsored days to engage in community service: September 11, the National Day of Service and Remembrance, or Martin Luther King Jr. Day, held the third Monday of January every year.

Advertise the event, recruit volunteers, and lead the service day.



To demonstrate commitment to the larger community through a community service workday.

APPROVAL OR SUPPORT NEEDED



Table of
Contents

Activity 2

Relevant for:

- **Middle Manager**
- **Supervisor**
- **Caseworker**

Social and Moral Discourse Circle

How often does your unit talk about the social and moral issues of our time in a calm and thoughtful manner? For most units or teams, the answer is probably, “not lately.” Devote a periodic meeting (perhaps once per month or every other month), or a portion of one, to discussing current social and moral issues facing your community, state, or the nation. Topics may include racism, sexism, marriage equality, or gun violence. How do these issues affect your clients? Your state or tribal agency? Your unit? Your agency?



To encourage discourse on social/moral issues and understand their relationship to the agency's mission.

APPROVAL OR SUPPORT NEEDED



Activity 3

Relevant for:

- **Middle Manager**
- **Supervisor**
- **Caseworker**

Invest in a Child Through Reading

Volunteer weekly to read to a child in a low-performing local school or after-school program. Many school districts, schools, and/or libraries offer such programs in areas where children are at risk for decreased literacy.

Investigate the availability of such programs in your area, and then make a commitment to spend time with a child weekly.



To commit to improving the lives of children, one child at a time, through volunteer service.

APPROVAL OR SUPPORT NEEDED



Table of
Contents



Worksheet 5a.A | Competency: Continuous Learning— Personal Professional Development

When developing your plan, consider formal classroom training, conferences, webinars, Lunch & Learns, and other learning opportunities.

Reflection Questions

- What are your areas of strength?
- What would you like to know more about or become more skilled in?
- What are the new approaches to practice? What is your skill level related to these practices?
- What areas of practice could you improve?
- What are your goals for the next year?
- Do you possess the knowledge and skills to achieve these goals?
- How many training hours are you required to take in the next year?
- What formal trainings or other learning opportunities are available to fulfill your training needs?
- What informal learning opportunities could address your professional development needs?
- What is your plan for the next 12 months? (Complete the Professional Development Plan on the next page.)
- With whom will you share the plan?



Professional Development Plan

Name:

Date:

Goals:

- 1.
- 2.
- 3.

Month	Learning Opportunity	Goal Addresses
January		
February		
March		
April		
May		
June		

Month	Learning Opportunity	Goal Addresses
July		
August		
September		
October		
November		
December		



Table of
Contents



Worksheet 5a.A2

Competency: Continuous Learning— Expanding Your World Through Professional Reading

Topics I Am Interested In	Sources for Information	Goal for Date to Read	Actual Date Read





Worksheet 5c.A3

Competency: Initiative—Employee of the Month

Determine the structure of the Employee of the Month program by responding to the following questions:

- How are employees of the month selected? If a committee takes on this role, who are the committee members, and how are they chosen? How are employees of the month chosen (e.g., consensus, voting)?
- What are the criteria for a nomination?
- How will you communicate these criteria communicated to all staff?
- How are employees nominated?
- How will you recognize the employee of the month (e.g., a certificate, prime parking space, name on a plaque)?
- How will you communicate the selection of the employee of the month to all staff (e.g., all-staff email, poster in agency office, blurb in agency newsletter, update on agency website)?





Worksheet 5d.A1

Competency: Interpersonal Relations— Welcome Wagon

- How does your agency currently welcome new employees?
- How did your agency welcome you?
- How does your agency notify other staff about new employees (for example, an email describing the qualifications they bring to the agency)?
- What was the best way you ever heard to welcome a new employee into a new job?
- What would make a new employee feel welcome at your agency/unit?
- What will you do differently to welcome new employees?





Worksheet 5d.A2

Competency: Interpersonal Relations— Agency Shadow Tour

Planning

What are the different departments/divisions at your agency?

What is your familiarity with each department/division?

With whom could you talk to learn more about a different department/division?

OR

Shadow a direct line staff member.

Implementing

Whom will you shadow or talk to?

When?

Reflecting

What did you learn on your shadow tour?

What surprised you?

How will you interact differently after this experience?





Worksheet 5d.A3

Competency: Interpersonal Relations— Compassion Fatigue

Resources

Assessment: Professional Quality of Life Assessment at
http://proqol.org/ProQol_Test.html.

Websites with links to other information:

National Child Welfare Workforce Institute (NCWWI) Online Resource Library
<http://www.ncwwi.org/resources/library/library.html?viewtype=record&pubid=154>

U.S. Department of Health and Human Services—Child Welfare Information Gateway:
Trauma
<https://www.childwelfare.gov/systemwide/mentalhealth/common/trauma.cfm>

Trauma Informed Webliography
<http://www.sdcadre.org/trauma-informed-webliography.aspx>



Worksheet 5e.A1

Competency: Integrity/Honesty— Values Assessment

What values are most important to you? Rank your top five. (P = Personal Value)
What about your agency's values? (A = Agency Value) How do they compare?

P	Value	A	P	Value	A	P	Value	A
___	Achievement	___	___	Freedom	___	___	Physical Challenge	___
___	Advancement & promotion	___	___	Friendships	___	___	Pleasure	___
___	Affection (love & caring)	___	___	Growth	___	___	Privacy	___
___	Arts	___	___	Helping other people	___	___	Public service	___
___	Challenging problems	___	___	Helping society	___	___	Purity	___
___	Change & variety	___	___	Honesty	___	___	Quality of what I take part in	___
___	Close relationships	___	___	Independence	___	___	Quality relationships	___
___	Community	___	___	Influencing others	___	___	Recognition (respect from others, status)	___
___	Competence	___	___	Inner harmony	___	___	Religion	___
___	Competition	___	___	Integrity	___	___	Reputation	___
___	Cooperation	___	___	Intellectual status	___	___	Responsibility & accountability	___
___	Country	___	___	Involvement	___	___	Security	___
___	Creativity	___	___	Job tranquility	___	___		
			___	Knowledge	___			
			___	Leadership	___			



Table of Contents

P	Value	A	P	Value	A	P	Value	A
___	Decisiveness	___	___	Location	___	___	Self-respect	___
___	Democracy	___	___	Loyalty	___	___	Serenity	___
___	Ecological awareness	___	___	Market position	___	___	Sophistication	___
___	Economic security	___	___	Meaningful work	___	___	Stability	___
___	Effectiveness	___	___	Merit	___	___	Status	___
___	Efficiency	___	___	Money	___	___	Supervising others	___
___	Ethical practice	___	___	Nature	___	___	Time freedom	___
___	Excellence	___	___	Openness (being around people who are open and honest)	___	___	Truth	___
___	Excitement	___	___		___	___	Wealth	___
___	Expertise	___	___	Order (tranquility, stability, conformity)	___	___	Wisdom	___
___	Fame	___	___		___	___	Work under pressure	___
___	Fast living	___	___	Personal development (living up to the fullest use of my potential)	___	___	Work with others	___
___	Fast-paced work	___	___		___	___	Working alone	___
___	Financial gain	___	___		___	___		___

Resource

Senge, P. (1990). *The fifth discipline. The art and practice of the learning organization*. New York, NY: Currency Doubleday.





Worksheet 5e.A2

Competency: Integrity/Honesty —Ethical Dilemma

The following approach comes from Murphy's (1997) work on resolving ethical dilemmas.

Note: Since child welfare is within the realm of social work, child welfare typically abides by the ethics code established by the National Association of Social Workers.

When thinking about how to resolve a particular ethical dilemma, it is helpful to ask and formally answer the following questions. This can be done individually or in a group process such as a multidisciplinary team or a department meeting. The steps represent a modification of those found in K. Lowe-Phelps (1988) and Reamer (1990):

1. Who are the key players? Who is involved? Who is/will be affected?
2. What is the proposed action that needs to be evaluated as ethical or unethical? Are there relevant legal issues to consider? Are there other standards that apply?
3. What is the context of the proposed action?
4. What is the purpose of the proposed action? What is expected to be achieved by either taking or not taking a certain action?
5. What are the alternative actions? What are the consequences of each alternative?
6. What are the social work values that are in conflict? Is there any way to rank order the values (i.e., the prevention of harm takes precedence over enhancing self-esteem)?
7. What other values and/or moral philosophy pertains to the dilemma? (Be sure to include the personal values of the client and the professional values of other involved parties.)
8. Who has the responsibility to make the decision? Who has the right to make the decision? Who should participate in the decision? Why?
9. What are the possible resolutions (include at least two)?
10. Resolution of choice: Specify the moral reasoning behind the resolution of choice regarding how and why any given action contends with the conflict of values.

References

- Lowe-Phelps, K. (1988). Truth-telling: An ethical dilemma. *Caring*, 7(1), 4–12.
- Murphy, K. E. (1997). Resolving ethical dilemmas. *FOCUS Newsletter*. Retrieved from <http://www.naswma.org/displaycommon.cfm?an=1&subarticlenbr=114>
- Reamer, F. G. (1990). *Ethical dilemmas in social service: A guide for social workers*. (2nd ed.) New York, NY: Columbia University Press.





Worksheet 5e.A3

Competency: Integrity/Honesty— Living by the Code: NASW Code of Ethics

The NASW's Code of Ethics, approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly, expresses the core values that drive the social work profession:

- Service;
- Social justice;
- Dignity and worth of the person;
- Importance of human relationships;
- Integrity; and
- Competence.

These values then translate into ethical principles that inform the conduct of the social work field as a whole.

The *NASW Code of Ethics* serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards to guide social work practice.
3. The Code helps social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field on social work's mission, values, ethical principles, and ethical standards.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct.

Reference

Code of Ethics of the National Association of Social Workers. Retrieved July 15, 2011, from <http://www.socialworkers.org/pubs/code/code.asp>





Worksheet 5f.A1

Competency: Resilience—Resilience on Record

Think about a stressful situation you successfully navigated. Respond to the questions below.

1. What was your situation?
2. What was your initial reaction (emotionally, physically, socially)?
3. Where did you go to find information about your situation?
4. With whom did you talk?
5. What coping strategies did you employ to deal with the situation?
6. What helped the most?
7. What were the phases of dealing with your situation?
8. What personal strengths did you draw upon to help you with the situation?
9. Ultimately, how did your situation turn out?
10. Looking back, would you do anything differently?
11. What are you proudest about when you look back at how you handled the situation?
12. What were your most significant learning points from handling the situation?



Worksheet 5f.A2

Competency: Resilience—Got Change?

Directions: Think about your own and your agency's attitudes towards change. Spend a few minutes reviewing these statements and record your responses to them on a 1 to 5 scale, with 5 representing strongly agree and 1 representing strongly disagree. Combined, the questions assess your opinion of your agency's (or unit's, program's, or division's) readiness for change.

Readiness for Change Questions

1. Staff members understand specific changes may improve outcomes for the children and families.

Response:	1	2	3	4	5
	Strongly Disagree			Strongly Agree	

2. Some staff members resist any type of change.

Response:	1	2	3	4	5
	Strongly Disagree			Strongly Agree	

3. Most staff members are willing to try new ideas.

Response:	1	2	3	4	5
	Strongly Disagree			Strongly Agree	

4. It is easy to change procedures to meet new conditions.

Response:	1	2	3	4	5
	Strongly Disagree			Strongly Agree	

5. Some staff members are too cautious or slow to make changes.

Response:	1	2	3	4	5
	Strongly Disagree			Strongly Agree	



6. Staff members ask questions and express concerns about changes.


Response:	1	2	3	4	5
	Strongly Disagree			Strongly Agree	

7. Staff members are encouraged to discuss and explore evidence-based practice techniques.

Response:	1	2	3	4	5
	Strongly Disagree			Strongly Agree	

8. Staff members adapt quickly when they have to shift focus to accommodate program changes.

Response:	1	2	3	4	5
	Strongly Disagree			Strongly Agree	



Worksheet 5f.A3

Competency: Resilience— Taking It Higher: Elevating Morale

Reflection Questions: Consider the following questions to develop a plan for elevating morale. These questions use the agency as the point of reference, but you may substitute your team, unit, program, or division as appropriate. These questions may be especially helpful in times of stress or when morale is low.

- What does your agency do now to elevate morale?
- What has your agency done in the past that has worked well, but has been discontinued? Could you revive these strategies?
- What staff members could you talk to about ways to elevate morale at your agency? Should you conduct a formal assessment to discover people's opinions and ideas, or should the assessment be more informal?
- Where will you go to find strategies for elevating morale?
- In what ways could morale be elevated?
- As the leader of this effort, what is your plan to make these strategies a reality?
- Whom could you enlist to help carry out the plans?
- What resources will you need to carry out the strategies?
- What other support will you need to enlist (e.g., permissions, room rentals, email blasts, etc.)?
- How will you evaluate the morale elevation efforts?



Worksheet 5g.A1

Competency: Personal Leadership—Way to Go!

Rewards and Recognition Plan

Part I:

Think through each step for your employees and record information in the table.

Steps	Employee 1	Employee 2	Employee 3
Step One: <i>Figure out what outcomes each employee values</i>			
Step Two: <i>Determine what kinds of behavior you want</i>			
Step Three: <i>Make sure desired levels of performance are achievable</i>			
Step Four: <i>Link desired outcomes to desired performance</i>			
Step Five: <i>Analyze the situation for conflicting expectations/reward</i>			
Step Six: <i>Make sure changes in outcomes are large enough</i>			
Step Seven: <i>Check the system for equity</i>			

Resource:

Nadler, D., & Lawler, E. (1970). Motivation: A diagnostic approach. *Perspectives on Organizational Behavior*. New York, NY: McGraw-Hill.



Part 2:

What informal and formal rewards will you apply with each employee?

[illegible]

Worksheet 5g.A2

Competency: Personal Leadership—My Vision

What is your vision as a leader? What do you want as your legacy? In a few sentences, write down your personal vision statement.



Table of
Contents



Appendix A

The National Child Welfare Workforce Institute

Funded through a cooperative agreement with the Children's Bureau, the National Child Welfare Workforce Institute (NCWWI) is a collaborative among nine schools of social work. Serving as a national learning and capacity-building resource, NCWWI spearheads strategies to build the leadership capacity of the national child welfare workforce and implement meaningful change in child welfare. To this end, NCWWI uses four main components:

1. **Cultivating middle managers' leadership capacity for systems change**

The **Leadership Academy for Middle Managers (LAMM)** is a weeklong residential program—followed by peer networking and coaching—whose goal is to enable middle managers in public and tribal child welfare to lead sustainable systems change. A team of training consultants present a written curriculum in the residential program and provide opportunities for self-assessment, peer learning, and coaching prior to, during, and after the residential program. LAMM participants identify and develop change initiatives that are part of efforts in states and tribes to improve outcomes for children, youth, and families. NCWWI provides resources and support to strengthen the implementation of these projects. Evaluation findings show significant gains in all competency areas from pre- to post-training, and participants indicate they are using LAMM leadership skills in their work. Since 2009, 15 LAMM trainings have been held regionally for more than 400 state and tribal middle managers, as well as a LAMM tribal coaching event for graduates from tribal agencies.

2. **Advancing supervisory leadership skills and competencies**

Many states and counties are prioritizing leadership development for frontline supervisors, using a developmental approach with multiple strategies designed to strengthen key competencies. Since 2009, NCWWI's **Leadership Academy for Supervisors (LAS)**, which includes a **core curriculum**, four stand-alone modules of the **Take the Lead** series, and facilitated peer networking, has provided free online leadership training to more than 1,600 experienced child welfare supervisors. The core curriculum includes six modules comprising 21 hours of online learning. Each module is followed by a synchronous session that can be delivered either remotely or in face-to-face sessions. More than 10 state and county training departments are implementing LAS, using a more coordinated approach and facilitating their own state/county cohorts, learning networks, and individual or group coaching.



3. **Building an effective child welfare pipeline**

Traineeship projects are building a more diverse and culturally responsive group of trained child welfare professionals for the 21st-century workforce. NCWWI **Traineeship Projects** involve 12 schools of social work and are promoting evidence-informed curricula, **innovations in course work/field units**, and co-curricular learning and competency development. These programs are preparing more than 300 social work trainees in Bachelor of Social Work and Master of Social Work programs for child welfare practice and leadership roles. Faculty experts bring their research and innovations to the cross-university learning community. Special focus is placed on trauma-informed practice, cultural humility, and racial disproportionality, as well as educational strategies to support the American Indian child welfare workforce.

4. **Sharing information for effective transfer of learning and workforce/leadership development**

To address challenges associated with accessing, understanding, and applying new knowledge and information, NCWWI has developed a **dissemination framework** and is implementing a range of approaches to effectively share resources with more than 16,000 subscribers. Timely resources on workforce and leadership topics are housed in the **Online Resource Library** and summarized in **overviews and one-page summaries**. NCWWI has developed a **master packet** of online resources for **105 different child welfare hot topics** to support participants' implementation of change projects, as well as 31 **comprehensive resource packets**. Finally, NCWWI offers **webinars and teleconferences for peer network program participants**, distributes quarterly updates to the field, and hosts a popular national webinar series, **What Works for the Workforce: Leadership Competencies in Action**, showcasing workforce innovations and the skills and action steps necessary to support, implement, and sustain them.

Leadership Development Plan

Construct a leadership development plan from the activities presented in this tool kit and using this worksheet. First, identify the competencies you want to more fully develop, and then select the activities to help you achieve each competency and record them on the worksheet. After you complete each activity, reflect on your experiences using the *Reflection Questions Journal*. Such reflection helps you to make sense of your experience and further integrate your learning.

Name:

Date:

Plan Period:

Will share plan with (insert names):

Competencies to Develop

- 1.
- 2.
- 3.
- 4.
- 5.

Activities for Each Competency

Competency	Activity	Resources Needed	Completed by:



Reflection Questions

(To be completed after each activity has concluded. Use the Post-Activity Journal as needed.)

1. What important things did you learn by completing this activity?
2. Could you have done anything differently?
3. How did this activity increase your skills related to this competency?
4. How did this activity improve your overall leadership skills?



Post-Activity Reflection Journal

After the completion of each leadership development activity, complete this journal (reproduce pages as appropriate).

Competency:

Activity:

Reflection Questions:

1. What important things did you learn by completing this activity?
2. Could you have done anything differently?
3. How did this activity increase your skills related to this competency?
4. How did this activity improve your overall leadership skills?





Appendix B

Domain I: Leading Change

Definition: *This domain involves the ability to bring about strategic change, both within and outside the organization, to meet organizational goals. Inherent to this domain is the ability to establish an organizational vision and to implement it in a continuously changing environment.*

Competency Definitions

I-a. Creativity and Innovation: *Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations; designs and implements new or cutting edge programs/processes.*

Corresponding “Pillar(s)”: Adaptive

I-b. External Awareness: *Understands and keeps up to date on local and national policies and trends that affect the organization and shape stakeholders’ views; is aware of the organization’s impact on the external environment.*

Corresponding “Pillar(s)”: Collaborative

I-c. Flexibility: *Is open to change and new information; rapidly adapts to new information, changing conditions, or unexpected obstacles.*

Corresponding “Pillar(s)”: Adaptive, Distributive

I-d. Strategic Thinking: *Formulates objectives and priorities, and implements plans consistent with the long-term interests of the organization in a global environment; capitalizes on opportunities and manages risks.*

Corresponding “Pillar(s)”: Adaptive, Distributive

I-e. Vision: *Takes a long-term view and builds a shared vision with others; acts as a catalyst for organizational change; influences others to translate vision into action.*

Corresponding “Pillar(s)”: Adaptive, Distributive



Domain 2: Leading People

Definition: *This domain involves the ability to lead people toward meeting the organization’s vision, mission, and goals. Inherent to this domain is the ability to provide an inclusive workplace that fosters the development of others, facilitates cooperation and teamwork, and supports constructive resolution of conflicts.*

Competency Definitions

2-a. Conflict Management: *Encourages creative tension and differences of opinions; anticipates and takes steps to prevent counter-productive confrontations; manages and resolves conflicts and disagreements in a constructive manner.*

Corresponding “Pillar(s)”: Adaptive, Distributive, Inclusive

2-b. Developing Others: *Develops the ability of others to perform and contribute to the organization by providing ongoing feedback, and by providing opportunities to learn through formal and informal methods; gives timely, specific feedback and helpful coaching; adapts approach to each individual; ensures that employees are appropriately recruited, selected, appraised, and rewarded; takes action to address performance problems.*

Corresponding “Pillar(s)”: Distributive, Outcome Focused

2-c. Team Building: *Inspires and fosters team commitment, spirit, pride, and trust; facilitates cooperation and motivates team members to accomplish group goals.*

Corresponding “Pillar(s)”: Adaptive, Collaborative

2-d. Cultural Responsiveness: *Respects and relates well to people from varied backgrounds; open to understanding diverse worldviews; sees diversity as an opportunity to learn about cultural groups while appreciating the complexity of individual differences; challenges bias and intolerance; seeks ongoing learning on cultural issues.*

Corresponding “Pillar(s)”: Inclusive

2-e. Leveraging Diversity: *Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization.*

Corresponding “Pillar(s)”: Inclusive



Domain 3: Leading for Results

Definition: *This domain involves the ability to meet organizational goals and service expectations. Inherent to this domain is the ability to make decisions that produce high-quality results by applying technical knowledge, analyzing problems, and calculating risks.*

Competency Definitions

3-a. Accountability: *Holds self and others accountable for measurable high-quality, timely, and cost-effective results; determines objectives, sets priorities, and delegates work; accepts responsibility for mistakes; complies with established control systems and rules.*

Corresponding “Pillar(s)”: Outcome Focused

3-b. Capacity Building: *Identifies, designs, implements, and improves infrastructure-related innovations and practices; plans, implements, and improves training, learning, and networking systems; facilitates the collection and dissemination of knowledge to respect the importance of historic information while being open to new research and practices that will keep and expand the collective agency knowledge base.*

Corresponding “Pillar(s)”: Adaptive, Distributive, Inclusive

3-c. Service Orientation: *Anticipates and is responsive to the needs of clients and constituents; delivers high-quality products and services; is committed to continuous improvement.*

Corresponding “Pillar(s)”: Inclusive, Collaborative

3-d. Decisiveness: *Makes well-informed, effective, and timely decisions, even when data are limited or solutions produce unpleasant consequences; perceives the impact and implications of decisions.*

Corresponding “Pillar(s)”: Adaptive

3-e. Entrepreneurship: *Positions the organization for future success by identifying new opportunities; builds the organization by developing or improving products or services; takes calculated risks to accomplish organizational objectives.*

Corresponding “Pillar(s)”: Adaptive

3-f. Financial Management: *Understands the organization’s financial processes; prepares, justifies, and administers the program budget; oversees procurement and contracting to achieve desired results; monitors expenditures and uses cost/benefit thinking to set priorities.*

Corresponding “Pillar(s)”: Outcome Focused

3-g. Planning and Organizing: *Organizes work, sets priorities, and determines resources requirements; determines necessary sequence of activities needed to achieve goals; handles multiple demands and competing priorities; sets high performance expectations for team members; sets clear performance expectations and objectives; holds others accountable for achieving results; successfully finds resources, training, tools, etc. to support staff needs.*

Corresponding “Pillar(s)”: Adaptive, Outcome Focused



3-h. Problem Solving: *Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations.*

Corresponding “Pillar(s)”: Adaptive, Distributive

3-i. Technical Credibility: *Understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise.*

Corresponding “Pillar(s)”: Adaptive, Distributive



Domain 4: Leading in Context

Definition: *This domain involves the ability to build collaboratives internally and with other federal agencies, state and local governments, tribal organizations, and nonprofit and private sector organizations to achieve common goals.*

Competency Definitions

4-a. Partnering: *Develops networks and builds alliances; collaborates across boundaries to build strategic relationships and achieve common goals.*

Corresponding “Pillar(s)”: Distributive, Collaborative, Inclusive

4-b. Political Savvy: *Identifies the internal and external politics that impact the work of the organization; perceives organizational and political reality and acts accordingly.*

Corresponding “Pillar(s)”: Distributive, Collaborative, Inclusive

4-c. Influencing/Negotiating: *Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals.*

Corresponding “Pillar(s)”: Distributive, Collaborative, Inclusive



Domain 5: Fundamental Competencies

Definition: *These competencies are foundational for success in each of the domains.*

Competency Definitions

5-a. Continuous Learning: *Assesses and recognizes own strengths and weaknesses; pursues self-development.*

Corresponding “Pillar(s)”: Adaptive

5-b. Effective Communication: *Communicates effectively in a variety of ways, including oral and written mechanisms; listens effectively, probes for new ideas, and invites responses; creates open channels of communication; keeps others well informed; listens carefully to input and feedback; encourages others to express contrary views.*

Corresponding “Pillar(s)”: Adaptive, Distributive, Inclusive

5-c. Initiative: *Drives for results and success; sets high standards of performance; pursues aggressive goals and works hard to achieve them; displays a high level of effort and commitment to performing the work.*

Corresponding “Pillar(s)”: Outcome Focused

5-d. Interpersonal Relations: *Treats others with courtesy, sensitivity, and respect; considers and responds appropriately to the needs and feelings of different people in different situations.*

Corresponding “Pillar(s)”: Adaptive, Distributive, Collaborative

5-e. Integrity/Honesty: *Behaves in an honest, fair, and ethical manner; shows consistency in words and actions; models high standards of ethics.*

Corresponding “Pillar(s)”: Inclusive, Collaborative

5-f. Resilience: *Deals effectively with pressure; remains optimistic and persistent, even under adversity; stays calm and clear-headed under high stress or during a crisis; recovers quickly from setbacks.*

Corresponding “Pillar(s)”: Adaptive

5-g. Personal Leadership: *Has a sense of presence and self-assurance; recognizes how his/her emotions and moods affect the organization and adapts accordingly; sets a personal example of what he/she expects from others; readily shares credit and gives opportunities for visibility of others.*

Corresponding “Pillar(s)”: Distributive, Inclusive

5-h. Socially Responsible: *Shows a commitment to serve the public; has ability to weave social/moral discourse into aspects of the system and the agency’s work; displays attention to ethical principles and moral imperatives.*

Corresponding “Pillar(s)”: Inclusive





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