

Learning, Leading, Changing

Leadership Academy for Middle Managers (LAMM)

Module VI: Leading for Sustainable Systems Change



National Child Welfare Workforce Institute
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Acknowledgments

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For more information

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Day Five at a Glance

I.	Opening and Review of Day’s Activities	8:30–8:40 a.m.
II.	Unit 20: Change Initiative Presentations	8:40–9:55 a.m.
	Break	9:55–10:10 a.m.
	Unit 20: Change Initiative Presentations continued	10:10–10:50 a.m.
III.	Small-Group Discussion	10:50–11:20 a.m.
	Reconvene.....	11:20–11:25 a.m.
IV	Unit 21: Leadership Resilience and Continuous Learning	
	a. Understanding Resilience	11:25–11:40 a.m.
	b. Revise Personal Development Plan	11:40–12:00 a.m.
V.	Online Evaluation.....	12:00–12:30 p.m.
	Lunch.....	12:30–1:30 p.m.
VI.	Unit 22: Leadership Academy	
	a. Introduction to Peer Networks, LAS and NCWWI	1:30–1:40 p.m.
	b. Closing Event	1:40–2:20 p.m.
	c. Closing Comments from the Training Team	2:20–2:30 p.m.

Module VI Overview

Materials

- Module VI PowerPoint presentation
- LCD projector, laptop, speakers, and microphones
- Flip chart and easel for each room
- Markers for each room
- Tape
- Sticky notes (large size, one pad for each participant)
- Clock for each room
- Name tags and table name cards
- Trainers presentation packets

Training Pre-Work

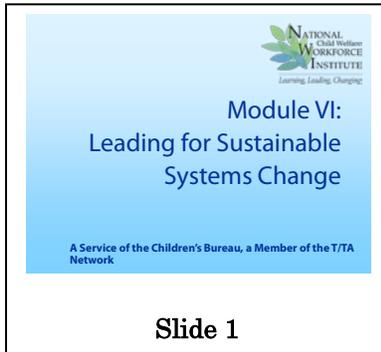
- Prepare participant certificates

Handouts

- *Handout 5:1 Change Initiative Presentation*
- *Handout 5:2 Change Initiative Stakeholders*
- *Handout 5:3 Change Initiative Feedback Form*
- *Handout 5:4 Evaluation Link*

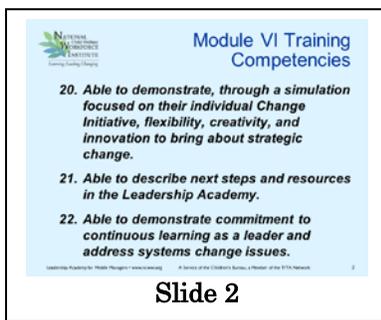
8:30–8:40 a.m.—Opening and review of day’s activities

Display PowerPoint slide 1: *Module VI: Leading for Sustainable Systems Change.*



Recall the main points from yesterday’s training and any “aha” moments participants may have had during the day. Ask for questions as appropriate.

Display PowerPoint slide 2: *Module VI Training Competencies.*



Introduce today’s training and review training competencies for the day.

Explain that today’s training will be quite different. It will be an opportunity to present individual Change Initiatives to colleagues in order to test proposals, practice presentation skills, and receive feedback from peers. It’s also a chance to apply this week’s learning to one presentation. Remind them that yesterday they were assigned groups and a time slot for their presentations.

Refer participants to *Handout 5:1 Change Initiative Presentation* that they were introduced to earlier in the week. Review the components that their presentation should be covering (these are from the handout).

- What is your vision for the Change Initiative?
- What is the rationale for embarking on this Change Initiative? What supporting data can you provide verifying the need for it?
- What is the research or evidence behind your Change Initiative?
- What key stakeholders must you engage? (Attend to diversity and family and youth voice.)
- How will you engage the people and constituencies whose support the initiative requires?

- How will you ensure that the infrastructure supports are in place?
- What is your plan for moving through the implementation stages?
- What adaptive and technical challenges will you face? What strategies will you use to address them?
- How will you know you've succeeded? How will you use data to monitor your Change Initiative on an ongoing basis?

Say,

Your presentation is an opportunity to use your strengths and show your understanding of the leadership quadrants, pillars, and competencies. Your presentation should be clear, compelling, and engaging. It should define the components of the change clearly so that people know what you are proposing to do and the difference the change will make.

Assign areas of the room for each of the groups and review the following instructions for the activity:

1. Move to your group's area and ready your supporting materials (e.g., laptop, flip charts, handouts). Remember you will have approximately 10 minutes to make the presentation. Afterward, we will have time for immediate questions/feedback from peers, and coaching from the trainers. We will provide more feedback during the debriefing time at the conclusion of all the presentations.
2. At the beginning of each presentation, the presenter distributes his/her stakeholder assignments using *Handout 5:2 Change Initiative Stakeholders*. It's important that the voice of each stakeholder be represented for feedback, so please stay in your role.
3. During each presentation, observe/interact from the perspective of your assigned role. As appropriate, ask questions from your stakeholder's perspective. Write feedback on the feedback form that you will turn in to each presenter.
4. After 10 minutes, briefly provide feedback to each person, noting strengths and areas for improvement.
5. By 10:50, conclude the presentations and engage in a dialogue about the activity.

Refer participants to *Handout 5:3 Change Initiative Feedback Form*. Review the presentation feedback forms and their major components. Remind participants that they will give these feedback forms to each presenter for their review.

Unit 20: Change Initiative Presentations

Training Competency

20: Able to demonstrate, through a simulation focused on their Individual Change Initiative, flexibility, creativity, and innovation to bring about strategic change.

Objectives

20a. Applies leadership skills to own Change Initiative in light of whole learning experience.

20b. Presents vision, strategy, and plan for implementing own Change Initiative.

8:40–10:50 a.m.—Change Initiative Presentations

Trainers should move to their assigned groups and quickly organize materials and participants. Trainers should individually monitor the presentation times to keep groups on track to finish presentations and wrap-up discussion by 11:20 a.m. We have scheduled a break in the middle of the presentations, after which participants will return to their Change Initiative presentation groups to finish.

Here is the schedule for this time period:

Trainer Note: Adjust these times to reflect the number of participants.

8:45–8:55 a.m.	Move to groups, get materials lined up (presentations on individual laptops, assigning stakeholder roles, clarify approach and feedback, etc.)
8:55–9:15 a.m.	Presentation / Feedback #1
9:15–9:35 a.m.	Presentation / Feedback #2
9:35–9:55 a.m.	Presentation / Feedback #3
9:55–10:10 a.m.	Break
10:10–10:30 a.m.	Presentation / Feedback #4
10:30–10:50 a.m.	Presentation / Feedback #5

Feedback from stakeholders (assigned roles):

Ask,

What worked for you about this presentation?

For example, listeners might say whether they were engaged, whether it was clear what the change leader was committed to as an outcome, or how a stakeholder could participate and/or would benefit from implementation of the proposed Change Initiative.

Make sure that the stakeholders focus on what worked.

Trainer Note: Was the presentation compelling?

- 1) Did listeners find themselves emotionally engaged, enrolled in the project (did people start imagining “how I want to help?”).
- 2) Did the vision touch on core values, connect with what is important to the listeners? (You can tell by your own response as well as the listeners’).
- 3) Did the presenter answer the “what’s in it for me?” question for each stakeholder?

Acknowledge the presenter for what worked in this area in the presentation.

Give the presenter some suggestions (or get input from the group) on how to make the message simpler and bolder, and to touch on core values. Usually the use of short, clear, “plain English” words will be helpful. Short sentences work better than long sentences.

Give them a chance to practice again if there is time.

Acknowledge the presenter for the clarity and underscore what worked in his/her presentation.

Trainer Notes—Coaching: Time will not allow exhaustive coaching (coaching until each presenter has a “perfect” presentation, for example), and that is not the point of your coaching. The point is to make sure that each presenter completes his or her session with the experience of being successful and effective, and with insight into how to make a Change Initiative presentation as effective as it can be. Learning to present effectively takes practice. This session will give participants the basics to start with and the ability to keep working on it.

Because watching a role model is the most powerful kind of learning, acknowledging what works will be very helpful to all participants in your group. Every presenter will be nervous, and so it is especially important to make sure each presenter has the experience of success, not just an experience of being corrected. That makes the simulation safe enough for the next participant to be as effective as he or she can be.

Draw on your own knowledge of the curriculum and of presenter skills to offer coaching. Here are some places to start:

1. Do I know the vision/difference it will make?
2. Do I know what the speaker wants me to do?
3. Do I know what steps the speaker will be taking?

10:50–11:20 a.m.—Small-Group Discussion

Process the activity in each small group. The trainer assigned to each small group will discuss themes from presentations and highlight effective communication strategies. Each trainer should ask the following questions in the small group:

- What were the themes of these Change Initiatives?
- Overall, what are the challenges these initiatives will face as they are implemented?
- What communication strategies did presenters use? Which were particularly effective?
- Thinking back to the topics covered this week, how did presenters illustrate these topics in the presentations? For example, one person effectively used data to make

her point about the need for her Change Initiative, while another person discussed his plan for guiding his constituency through an implementation stage.

- How did the presentations illustrate the leadership pillars?

11:20–11:25 a.m.—Transition Into Large Group

Reconvene and transition to Leader Resilience and Continuous Learning.

Unit 2I: Leader Resilience and Continuous Learning

Training Competency

21: Able to demonstrate commitment to continuous learning as a leader and address systems change issues.

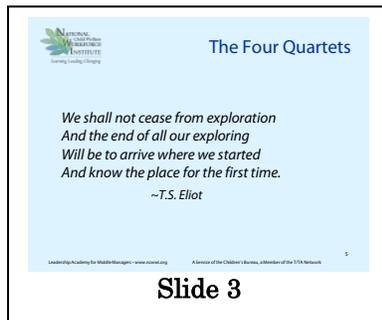
Objectives

21a. Describes strategies for sustaining self and other champions in Change Initiative.

21b. Reviews and modifies personal development plan in light of whole learning experience.

11:25–11:40 p.m.—Understanding Resilience

Provide an overview of the value of resilience. Display *PowerPoint slide 3: The Four Quartets*.



Say,

We shall not cease from exploration
And the end of all our exploring
Will be to arrive where we started
And know the place for the first time.

And say:

We started the week talking about the condition of “permanent whitewater.” Over the week we’ve covered a lot of material directed at the skills and values of leadership. You have what it takes to beach your kayak safely at the end of the day. But, just to stretch the metaphor, that doesn’t mean the journey isn’t battering and difficult along the way. How will you keep yourself present, resilient, strong, and safe through the journey? To go back to the center of the model, how will you be self-managing and regenerative?

Without paying specific attention to yourself and your own needs as a person, you will not do your best work. The tumult might even pull you out of the boat entirely.

So we are going to close by circling back to the center of the model to focus on you personally, as a leader. In this we are drawing on Chapter 23 of the book *The Practice of Adaptive Leadership*. The authors did research with thousands of managers and

leaders, and they based these recommendations on the experiences of those who stayed in the game over the long term. Every single one of you has been “experimenting” with this for a long time, and you are experts too.

Conduct a brief individual activity. Provide the instructions below and say:

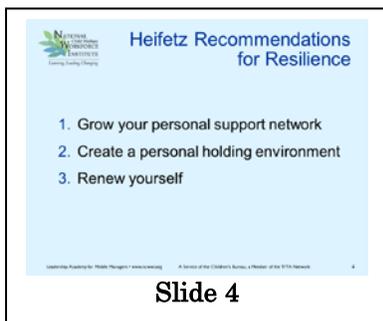
Before I go any further,

1. Take a minute to write down the three things you do that “work” for resilience, for renewal. Maybe you don’t do them all the time, but when you do them, or have done these things, they work to give you some perspective, to keep you creative, to avoid getting thrown into the tumult, so to speak.
2. Then write down your personal resilience pitfalls. You know what they are. And don’t worry; no one will see this but you.

Allow a few minutes to complete this activity. Say,

Now I want to share with you what Heifetz found, and then you’ll get a chance to review and update your personal practices. You will actually schedule into your calendar the activities and promises you’ll make. Making these promises to yourself will not just make sure you stay afloat and in the boat; the promises will assure that you can thrive along the way. In the end, your passion, your creativity, and the intelligence you bring to this work are all a function of who you are “being.” The work of change leadership can be extraordinarily nurturing, and it all relates back to effectiveness. When you keep your passion alive, others will want to join you!

Discuss Heifetz’s recommendations for achieving resilience. Display the corresponding *PowerPoint slide 4: Heifetz’s Recommendations for Resilience*.



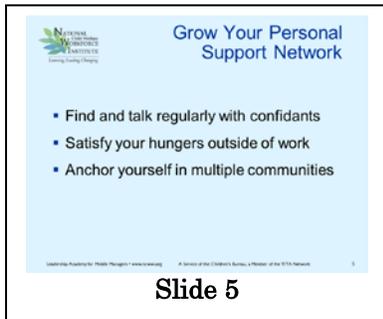
Cover the information below:

Heifetz recommends the following three sets of practices:

1. Grow your personal support network.
2. Create a personal holding environment.
3. Renew yourself.

As we look at each of these more closely, think about where you can build on and strengthen your own personal practices in each area.

Display PowerPoint slide 5: *Grow Your Personal Support Network*.



Cover the following points (also on the slide):

- Grow your personal support network.
- Find and talk regularly with confidants.
- Satisfy your hungers outside of work.
- Anchor yourself in multiple communities.

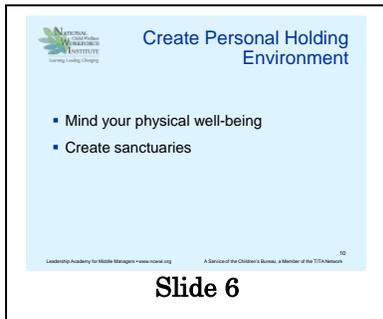
Elaborate on the slide with the following information:

Resilience comes not only from your own inner “shock absorbers” and from the work itself, but also from sustaining relationships with people who know you, who know your vulnerabilities, who can help you separate your “self” from your “role.”

- “Confidant” can be a coach, a partner or spouse, a friend, a consultant, a family member, or even a therapist. This is someone who knows where your pitfalls are and can help you stand on the balcony to see when you’ve fallen into one. Who are the confidants in your life?
- Especially in our line of work, we can lean too heavily on work relationships to satisfy the hunger to “be liked,” to “belong,” to “be important.” Think about what you hunger for. Find ways that other support systems (sports clubs, hobbies, family) can meet these needs, and you will be freer to be the leader the system and children need you to be.
- A big problem in child welfare is that it can absorb every bit of our time and energy if we let it. The work is heroic work, but playing hero 24/7 is not a good long term strategy. As Heifetz says, “The environment you are in will not set boundaries for you.” You are a passionate person; sometimes the only way to keep child welfare from consuming all your energy is to have a full-on passionate investment in another community or set of activities as well. And getting involved in these communities or activities gives you fresh energies and ideas to bring back into work. Is there a place where you anchor yourself in another community? Is this an area you could deepen? Think about family, hobbies, faith community, and sports.

Trainer Note: Share an example from your own life, mention one you’ve heard in the room, or ask for an example.

Display PowerPoint slide 6: *Create Personal Holding Environment.*



Note the following points:

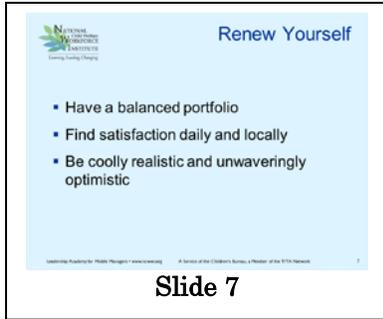
- Mind your physical well-being.
- Create sanctuaries.

Elaborate on these points with the following information:

You have all read and heard a lot about the value of physical exercise, healthy diet, and sleep. These may seem like personal indulgences, but neuroscience shows that these three items are essential to full intellectual functioning. Being a hero (or being a martyr) is not going to get you or the agency where it needs to go. Adaptive leadership calls for you to be fully present and at your best. What is your pitfall in this area? Where could you get back in the boat? Could you go to bed just half an hour earlier? Or increase your exercise?

A “sanctuary” is a time in your schedule where you stop and reflect—“reset the clock,” so to speak. This is a place where you can calm yourself from being reactive, to re-center on what your intentions and goals are and what your accomplishments have been. It’s also a time when you can notice if you’ve gotten off course without realizing it in the tumult of the day or week. Look at your life and see: Is there a place where you have this kind of reflection? This could be a couple of hours on Sunday night to set priorities for the week, or a time at the end of the day Friday where you close out the week and line up your work for the next so you transition into the weekend with a clear mind. For some people it’s a half-hour of meditation in the morning. Others find this kind of renewal in a spiritual or religious setting. Think about it: Have you created sanctuaries for yourself? Where? Could you add 10 minutes to the morning just to review the day and set a goal? Could you build in a walk—even for 10 minutes—after meetings simply to clear your head?

Display PowerPoint slide 7: *Renew Yourself.*



Cover the following:

- Have a balanced portfolio,
- Find satisfaction daily and locally, and
- Be coolly realistic and unwaveringly optimistic.

Say more about these points with the following information:

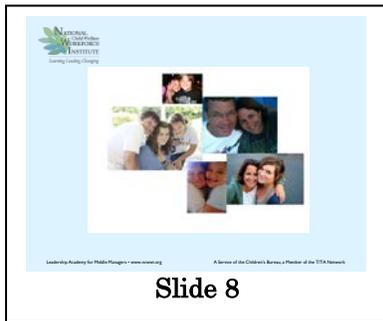
- We want you not just to survive the journey of leadership, but to thrive. How do you renew yourself? How do you keep a future before you that is inspiring and beckoning? How do you take pleasure in the journey and have a sense of accomplishment? These are the final areas of renewal and resilience.
- Having a “balanced portfolio” is a term from business, but it applies personally as well. Narrowing all your focus to one area makes you vulnerable to shifts in that environment. Look at all quadrants of your life wheel. Recall the relational worldview we discussed earlier in the week. Are there areas where you can take satisfaction or build wealth that will balance you out? Balance is the key here.

We’ve talked about the tension between vision and reality and the importance of staying strong in the face of that tension. You are a person with big dreams and visions for child welfare. Some of the hopes you have for child welfare will not be accomplished in your professional lifetime. It’s inspiring to have a big vision, and we recommend it. At the same time, can you find moments along the way of seeing that vision fulfilled—find glimpses of that future? Can you find moments where you are of service to someone right now, where you have complete integrity to your personal vision in the moment? Managing the quality and satisfaction of the day-to-day is a way to live the future now. For example, do you stop at the beginning of a meeting to acknowledge someone’s personal accomplishment? Is there a way you can get a “quick win” for a team member or community partner?

- Practice both optimism and realism. Again, using Senge’s rubber band metaphor (stretching a rubber band between the two hands, one holding vision and one holding reality/the way things are), you need to cultivate both “hands.” The most inspiring leaders in child welfare renew their own optimism and inspire hope in others. Looking at the small victories and our history of big victories tells us that child welfare does evolve and even transforms. Remind yourself and others of this

along the way. At the same time, maintain honesty with yourself and others. You will make mistakes. Things sometimes do go three steps backward after only two forward. Budget cutbacks happen, and they do matter. Key people move to other projects or lose faith in the project. Reality does not always align with the vision, but that does not invalidate the vision itself.

Display *PowerPoint slide 8: Tricia family photo.*



11:40 a.m.–12:00 p.m.—Revise Learning and Action Plan Journal

Conduct an individual activity for participants to review their Personal Development Plan in their Learning and Action Plan Journal. Say:

Now that you’ve had a chance to reflect on this plan, take a few minutes to upgrade and see where you can “tune it up.” Take notes on that.

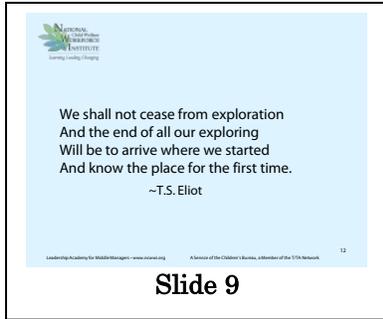
Ask participants to get into pairs and share their plans. Say,

When you are ready, find a partner and share your plans. Which plans are just interesting, and which are you committed to as new or ongoing practices?

After allowing few minutes for conversation, interrupt participants and ask them to commit to putting an action on their calendar. Then let them finish their conversations. Say:

I’m going to interrupt you for a minute and make this conversation very real. Please pull out your calendars. Now I’d like you to put at least one of the actions and activities you’ve committed to into your calendar. If it’s a 10-minute walk or reflection each day, put that in. If it’s a hobby or a group you’re going to become more involved in, put that in. If it’s finding a Weight Watchers group, put that in. If it is finding a coach, put in when you will call. Take a minute now to do that and support your partner.

Display *PowerPoint slide 9.*



Say,

You are returning back to the whitewater.

Thoughtfully read the quote:

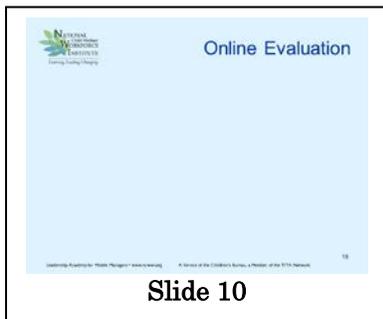
We shall not cease from exploration
And the end of all our exploring
Will be to arrive where we started
And know the place for the first time.

--T.S. Eliot

12:00–12:30 p.m.—Online Evaluation

Introduce the evaluation:

Display *PowerPoint slide 10: Online Evaluation Link*.



As with any competency-based training, the LAMM training has a rigorous training evaluation, conducted by the Butler Institute for Families at the University of Denver Graduate School of Social Work. The purpose of the evaluation is to learn:

- 1) How effectively does the LAMM work? (This the formative part of the evaluation.)
- 2) Does participating in the LAMM lead to improvement in your leadership skills and your ability to implement systems change? (The outcome evaluation.)

The evaluation uses a pre/post/follow-up design. You all completed a survey before coming to the training that asked you to rate your skills on the training competencies. This was the pre-assessment. Now that the training is almost complete, we are asking you to complete the post-assessment. The post-assessment survey has three parts:

- 1) Competency self-rating (just like the pre-assessment),
- 2) Overall satisfaction with the training, and
- 3) Learning Transfer Systems Inventory. This standardized measure looks at the different factors that relate to transfer of learning, including your own motivation and readiness, the quality of the training, and agency supports for using your learning once you get back to the job.

The evaluators at the Butler Institute for Families will send you a link to complete brief online assessments 3, 6, and 12 months from now. These should take about 10-15 minutes each. We also might ask some of you to participate in a telephone interview after 6 months. The purpose of the follow-up surveys is to learn more about your successes and barriers implementing your Change Initiatives and how you have used the learning from this training in your work as middle managers.

The evaluation is completely voluntary (as described in the consent form), and you can choose not to participate. However, we rely on your feedback for a number of reasons. First, it helps us continually improve the training and make changes to each delivery so that it better meets the needs of child welfare managers. Second, it helps us demonstrate the need for more funding for training to develop the skills of our child welfare leaders. We are grateful for your feedback and hope that you will take the time to complete all of the surveys.

You will have 30 minutes to complete the survey. If you finish early, you are free to go; lunch will be available at 12:30. Please be back by 1:30. You can find the links to all evaluation materials on *Handout 5:4 Evaluation Link*.

Trainer Note: Staff should make sure that everyone can open the link. If someone cannot open the link, staff can give them a paper copy to fill out. It would be best if trainers leave the room while participants complete the survey.

12:30–1:30 p.m.—LUNCH

Trainer Note: Logistics team will toggle to “National Geographic” PowerPoint presentation for break.

Unit 22: Leadership Academy

Training Competency

22: Able to describe next steps and resources in the Leadership Academy.

Objectives

22a. Describes LAMM peer networking and makes a commitment to participate.

22b. Describes Leadership Academy for Supervisors (LAS) and makes a commitment to encourage participation.

22c. Describes resources of NCWWI website.

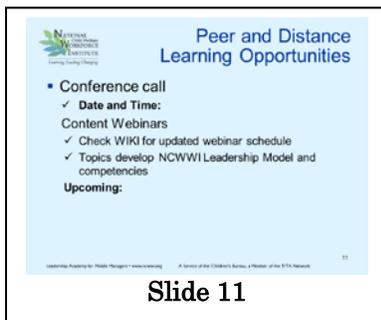
1:30–1:40 p.m.—Introduction to Peer Networks and LAS

Provide the following information about how the peer network will function:

Throughout this week, we all have shared experiences, given and received coaching, and learned new ideas and skills. Peer networks are learning communities where you can continue to interact around your Change Initiatives. You also will have opportunities to delve deeper into some of the training content, as well as enhance your skills through new ideas and innovations in leadership and workforce development.

Now that the residential training is coming to a close, we expect that you will continue learning and supporting your peers. Maybe you already have exchanged email addresses or phone numbers with your colleagues. That is wonderful! As you graduate from this residential experience, you will be joining others who have gone before you and who will be learning with you. We have created two main mechanisms involving peer network goals: scheduled webinars and teleconferences.

Show *PowerPoint slides 11-13: Peer and Distance Learning Opportunities.*



The image shows a PowerPoint slide with a light blue background. At the top left is the NCWWI logo. The title is 'Peer and Distance Learning Opportunities'. Below the title is a bulleted list: 'Conference call', 'Date and Time:', 'Content Webinars', 'Check WIKI for updated webinar schedule', 'Topics develop NCWWI Leadership Model and competencies', and 'Upcoming:'. At the bottom, it says 'Slide 11'.

Peer and Distance Learning Opportunities

- One-one-one coaching
 - ✓ Individual training with LAMM coaches via phone
 - ✓ Schedule determined by participant and coach
 - ✓ Topics determined by the participant
 - ✓ Sign-up sheet available
- Small group coaching
 - ✓ Groups of 6-8 participants (first come/first served)
 - ✓ General topic and discussion questions

Slide 12

Peer and Distance Learning Opportunities

- Online Learning Circles
 - ✓ lamm.wikispaces.com
 - ✓ Website open to all participants
 - ✓ Discussion threads, resources, materials, useful links, archived webinars
 - ✓ Find peers with similar change initiatives and connect
- Facebook Page
 - ✓ Like Us!
 - ✓ Visit Facebook Page for updates on LAMM events

Details will be emailed to all participants.

Slide 13

Say,

Our plan for peer networks and distance learning opportunities includes conference calls and content webinars. We have scheduled an opportunity for all of you to talk again soon with a teleconference/webinar we have scheduled for **[Insert Date and Time]**. During this teleconference/webinar, we will bring you back together to discuss steps you have taken to implement your Change Initiatives and any barriers/successes you have addressed in the time between now and then.

We will email you instructions for joining the call. This will be an opportunity for all of us to touch base with one another and hear how you have been progressing with your Change Initiatives.

We will plan content webinars every other month and will send you topics and instructions for joining these webinars. Webinar topics may include:

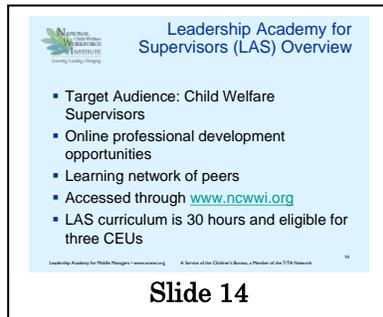
- Cultural humility
- Adaptive leadership
- Understanding change implementation in child welfare
- Fairness and equality in child welfare

We look forward to ongoing connections with you through peer network activities. We will provide small-group coaching once a month for general topic and discussion questions, as well as online Learning Circles, which are on a website open to all participants with posted

discussion threads, resource materials, useful links, and archived webinars. We will email you the information you will need to participate.

The Children's Bureau's comprehensive system reform efforts include the National Child Welfare Workforce Institute, whose purpose is to build the capacity of the nation's child welfare workforce through activities that support the development of skilled child welfare leaders.

Display *PowerPoint slide 14: Leadership Academy for Supervisors (LAS) Overview*.



Say,

Within the National Child Welfare Workforce Institute, child welfare supervisors also have an opportunity to participate in a leadership academy. The Leadership Academy for Supervisors, or LAS, provides professional development opportunities that include skill development courses and participation in a learning network of their peers. All aspects of LAS are delivered online. The Orientation Module, accessed through the NCWWI website www.ncwwi.org (which you reviewed as you “surf” the web), is the way supervisors learn more about the program and register to participate. People can participate in as much or as little of the training as they wish. Continuing Education Units (CEU's) through the University of Southern Maine are available for those who complete the core leadership program and who wish to apply for CEUs.

The core curriculum consists of an Introductory Module, very similar to the one that you took prior to this workshop. The curriculum's five core courses present skill-based information, learning activities, and an opportunity to work on a Change Initiative. The Leadership Model that guided your work this week is the same one used in the LAS curriculum. Participants can stop and start again at any place during or between courses. Upon completion of each course, participants are expected to take part in interactive peer learning networks (LASLNs) to enhance their leadership skills and engage with other supervisors.

This training is available at no cost to participants and is a wonderful opportunity for leadership development in your agency.

Transition to the closing activity.

1:40–2:20 p.m.—Closing Event

Trainer Note: Acknowledge and thank the contributions and efforts of the group during this intense week-long training. Highlight the qualities this group has had (for example, you were so very thoughtful and innovative, etc.). Let the group know that we are optimistic for the future of child welfare, knowing it is in their hands. We are proud to be in partnership with them and look forward to learning together as the work unfolds.

Say,

It is nearly the end of our time together, and we're going to close with a simple, powerful leadership exercise in the art of acknowledgment.

Through the week of Learning Circles and small groups and collaborative work done both formally and informally, you have proven and lived what we were hoping for when we began: You have become one another's most important faculty in many ways. You have worked together to link the concepts and examples from the front of the room (the metaphorical balcony) to your work with the agencies and states and families you serve. You have done a lot of work on the dance floor, and also on the stairways between floor and balcony. For that we thank you all. Because of that we thought that you would be the appropriate people to celebrate and acknowledge each person's journey this week.

Acknowledgment and appreciation are very powerful, and we get precious little of it in child welfare. Acknowledgment costs nothing, survives the worst budget cut, and is a powerful tonic for the blues. Acknowledging someone or appreciating them returns them to the best version of themselves. It helps each of us remember our strengths and go from there. No one likes insincere flattery, but you know one another well enough to offer authentic and personal acknowledgment.

Remember your last graduation when you marched across the stage and got your degree from an official person? We are going to do a different certificate presentation in today's program. At each table, in an envelope/folder in the middle, you will find the certificates for your table's participants. We would like one of you to pick up the envelope/folder and pull out a certificate. If you get your own, please put it back and try again.

Once you have a colleague's certificate, with all of the pomp and circumstance and gratitude you deem appropriate, please honor him or her with a few words.

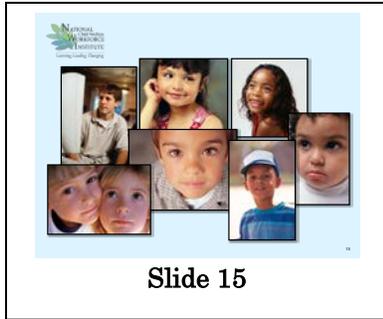
Then present her or him with the certificate.

The person who just received the certificate then takes the envelope and pulls the next certificate, acknowledging the person on that certificate. Repeat until all in your group are acknowledged. We have allowed 20–30 minutes to complete our "graduation."

Once your table is done with graduation, you can let us know, and we will continue to close out our week together.

Display *PowerPoint slide 15*.

Keep the slide running during the exercise.



2:20–2:30—Closing Comments From Training Team

Trainer Note: When the certificate exercise has concluded, take the opportunity to thank the team for their contributions to the training.

Team can share any closing comments or logistics concerns at this time.

Trainer Note: Logistics team will toggle to “Week at LAMM” PowerPoint presentation.