

Leadership Academy for Middle Managers (LAMM)

Welcome, Introductions and Overview: (Sunday Session)



National Child Welfare Workforce Institute

A Service of the Children's Bureau, a member of the T/TA Network

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Acknowledgments

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For more information

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Sunday Evening at a Glance

- I. Hotel Check-In..... 11:00 a.m.–4:30 p.m.
- II. Group Dinner..... 5:30–6:30 p.m.
- III. Welcome, Introductions, and Overview of the Week
 - a. Welcome and Introductions 6:30–7:35 p.m.
 - b. Description of the Training..... 7:35–8:00 p.m.
- IV. Evening Trainer Activities..... Until complete

Sunday Session Overview

Materials

- Welcome materials:
 - Participant PowerPoint slides
 - StrengthsFinder Assessment (confirm assessment has been completed and results printed)
 - Name tag and table name card
 - Meal information
 - Logistics information
 - Participant Change Initiatives and LAMM Participant Contact List
 - “Getting Started” index cards
- Basket for “Getting Started” cards (collect at end of program)
- Resources for a resource table
- Change Initiative Presentation Instructions on resource table
- Coaching Group Designations on dinner tables
- Sunday PowerPoint presentation
- LCD projector, laptop, speakers, and microphones (for presenter and participant tables)
- Flip chart and easels (three easels)
- Markers

Training Pre-Work (for Module I)

- Participant Change Initiatives list for display
- Review “Getting Started” cards
- Flip chart: Learning Circle groups
- Display Leadership Model Posters (two) on each side of the screen
- Handout 1:12: Day 1 Learning Circle Discussion Guide
- LAMM Participant Contact List (includes name, contact information, and CI titles for each participant; also includes contact information for training staff and observers)

I. Hotel Check-In and Group Dinner

11:00–4:30 p.m.—Check in at the Hotel

- Hotel/Room check-in.
- LAMM check-in. Welcome materials for each Participant: Confirm materials are loaded on participant laptop including handouts, PowerPoints, reference page, and Learning and Action Plan Journals. Logistics information includes: name tag, meal information, and Change Initiative and contact participant information sheet.

5:30–6:30 p.m.—Light Buffet Dinner

Coaches/Trainers will eat with their coaching groups

Trainer Note: Be prepared with the “Meet and Greet” materials, which are:

- “Getting Started” index cards and name table card.
- Basket to hold the “Getting Started” cards.

Greet participants when they arrive at the dinner. Invite participants to sit in their coaching groups for dinner (tables marked).

Distribute and explain the “Getting Started” cards. Participants need to complete the cards tonight and place in basket at the back of the room.

Have participant materials, including information about breakfast, at front desk for late-arriving participants.

Encourage participants to move into training room.

Create a *Resource Table*: Near or at the back of the training room, create a change leadership resource table for books, articles, brochures, and other resources. Be sure to include information on the Children’s Bureau’s T/TA Network and Leadership Academy for Supervisors (LAS) materials.

Distribute two pre-printed “Getting Started” cards (see below) as participants come into the classroom.

Question 1

This will be worth my time if . . .

- 1.
- 2.
- 3.

Question 2

Thinking about this five-day experience, I'm most curious about . . .

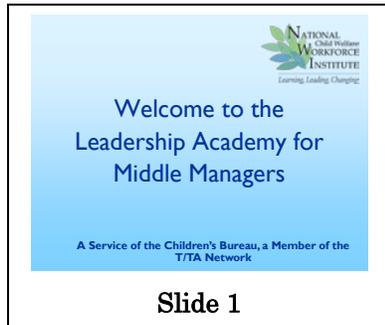
- 1.
- 2.
- 3.

Explain that the cards' purpose is to inspire participants to think about their expectations and to inform us as facilitators.

II. Welcome, Introductions, and Overview of the Week

6:30–7:35 p.m.—Welcome and Introductions

Display PowerPoint Slide 1: *Welcome to the Leadership Academy for Middle Managers.*



Welcome participants to the training with the following introduction:

Congratulations and welcome! You are here because you are among a select group of middle managers chosen to participate in this Leadership Academy. Your agency selected you because you are a proven leader who has shown commitment to innovation, collaboration, and youth and family involvement.

The Children's Bureau recognizes the pivotal role you play as a middle manager and leader in transforming child welfare. Each of you has a Change Initiative that you currently face. Successfully implementing these and other change initiatives will be key to the success of child welfare nationally.

The Children's Bureau has invested in this training to promote positive change within your organization and within child welfare across the country.

This training will support you with new information and hands-on opportunities to practice key concepts that will enhance your ability to promote positive change. We intend the training to build learning networks among child welfare managers nationally. We are confident that your leadership in the child welfare community will contribute to meaningful change in our nation's ability to serve our most vulnerable children, youth, and families.

Briefly introduce yourselves and other guests in the room. Introduce Trainers and all Coaches. A Trainers/Coaches Bio sheet is available for participants in the downloadable materials.

Say to participants:

We are excited to have this opportunity to learn together. In just a few minutes we will review what we have planned for the week.

However, first we would like for all of us to get to know each other.

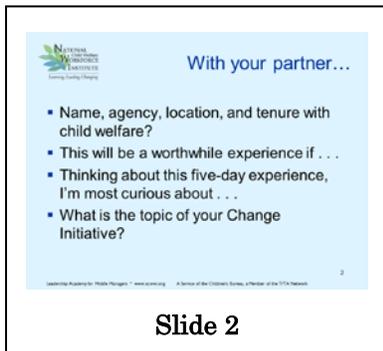
Please choose a partner at your table whom you do not know well or someone you would like to know better.

Trainer Note: If the number of participants is uneven, one pair can accept a third member—or a trainer may choose to pair with someone.

As a pair, your task is to briefly get to know each other and discuss your individual written responses to the “getting to know you” questions. Please ask each other the basic get-to-know-each other questions, including where each of you is from, position, tenure at your agencies, and years working in child welfare. Share with each other the topic of your Change Initiative.

Tell participants they will have six minutes for this activity, and so each participant should spend three minutes talking about him- or herself. Ask them to be mindful of the time so everyone has equal-opportunity for sharing. At three minutes, let the participants know it’s time to change speakers.

Display *PowerPoint Slide 2: With your partner . . .*



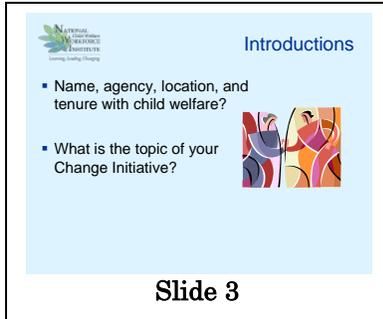
Ask,

- What are your name, agency, location, and tenure with child welfare?
- This experience will be worth my time if . . .
- Thinking about this five-day experience, I’m most curious about . . .
- What is the topic of your Change Initiative?

Leave the slide up as participants engage in this activity. When they are finished, say:

You now know your neighbor a little bit better, and we would ask you to please stand and introduce yourself to the rest of the group. End each introduction with the topic of your Change Initiative.

Display *PowerPoint Slide 3: Introductions.*



We will collect the “Getting Started” cards at the end of Sunday evening.

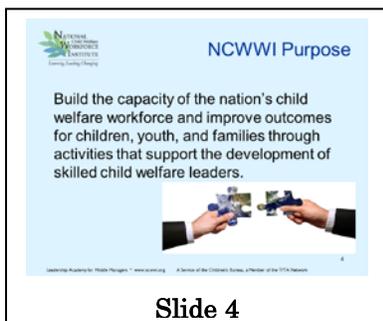
Trainer Note: Trainers should review these cards later and, over the course of the week, refer back to the content on those cards as appropriate.

Allow participants to introduce themselves. As they are talking, surreptitiously tally the number of years of experience in the room. When everyone has introduced themselves, acknowledge the diversity of positions and the amount of experience in the room by announcing the total years of experience (expect more than 500 years).

7:35– 8:00 p.m.—Description of the Training

Explain that you are now going to provide some background about the training and an overview of the week.

Display *PowerPoint Slide 4: NCWWI Purpose*.



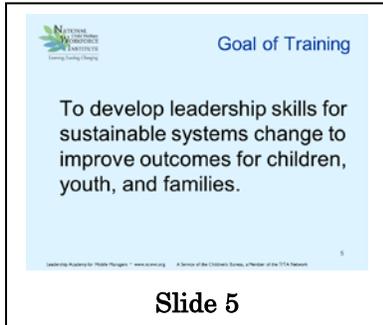
Say:

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.

As you learned from the online Introductory Module, the NCWWI Leadership Academy makes a significant contribution to that purpose through online supervisory training (Leadership Academy for Supervisors) and this Leadership Academy for Middle Managers (LAMM). We will speak more about the NCWWI, its relationship to the

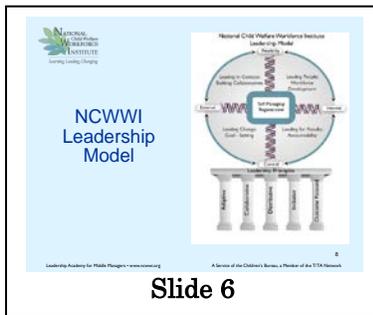
Children’s Bureau, its T/TA network, and the LAS (Leadership Academy for Supervisors) later in the week.

Display PowerPoint Slide 5: Goal of Training.



Slide 5

Display PowerPoint Slide 6: NCWWI Leadership Model.



Slide 6

Review model.

Remind participants what they learned about NCWWI’s Leadership Model during the online Introductory Module.

Explain that we will discuss this model in more detail tomorrow.

Transition to Activity:

The LAMM curriculum is a competency-based model. In order to have a better understanding about what that means, we have a fun activity before we talk more specifically about the week ahead.

Activity: Competency-Based Curriculum

Trainer Note: Before activity, prepare two flip chart posters. One flip chart should be headed COMPETENCIES, and should have three columns with the following headings: Tasks (Column 1), Context (Column 2), and Characteristics (Column 3). One flip chart should have an inverted triangle with job/person/organization on each of the corners and competencies in the center of the triangle. This activity will take about 20 minutes.

Say:

Being effective in any job, in any organization, requires constantly juggling a number of different competencies. You are here because your organization has identified you as an effective leader with responsibility for designing and leading the implementation of change.

During the week and throughout the work within NCWWI, LAMM, and LAS, we are building on your existing strengths and competencies to help you develop as a leader. We are using the Leadership Model and Competencies as the framework for the curriculum and the work we will be doing together.

For a good example of how competencies, individual characteristics, and organization context all intertwine, let's do an activity that builds on something familiar to us all.

Provide an introduction to the "Waiter Game."

Say:

Let's look at the job of the waiter or waitress and think about the competencies needed to do that job.

Ask,

How many of you have worked in a restaurant as a waiter or waitress, or as a dishwasher?

Ask for show of hands, then say:

How many of you have eaten in a restaurant or purchased food from a vendor? Good, then all of you can "play."

Trainer Note: Have ready a flip chart headed COMPETENCIES with three columns with the following headings: Tasks (Column 1), Context (Column 2), and Characteristics (Column 3).

Say:

First, let's look at the tasks that a waitperson must do.

Trainer Note: Examples: Take orders, convey orders to food prep area, get food, give food to customer, clear tables, and so forth.

Ask, What are the competencies needed to do these tasks?

Help participants generate ideas and give prompts, noting responses in the first column of the poster page.

Trainer Note: Examples: listening skills, communication skills, ability to lift and carry trays.

Say:

Now let's think about the context or place where the person does the job. Think about different kinds of restaurants you know or have worked in—from a fast-food restaurant like McDonald's to a four-star restaurant.

Have the group shout out the fanciest restaurants in their town, or use the host town for an example, or use an example of a formal restaurant that some may have experienced, such as Ruth's Chris Steak House, Morton's the Steakhouse, or The Capital Grille. Some themed restaurants prize rudeness or attitude (e.g., Durgin Park in Boston). Wait until you have a few contrasting examples that illustrate the difference between fast food and four-star restaurants.

Say:

The context of the restaurant impacts performance by requiring specialized skills related to that context.

Ask and note in the second column on the flip chart, under context (for both styles—noting the style of restaurant, underlined, and followed by features identified):

What is the context, or the restaurant style and goal, in a fast-food restaurant?

Trainer Note: Examples: Get the food out fast, make sure it is consistent and the same across multiple locations, work in multiple stations, work at all times of day and night, get people in and out as quickly and efficiently as possible, and so forth.

Ask: What is the context, or the restaurant style, in a four-star restaurant?

Trainer Note: Examples: Create a memorable experience, offer a range of options and make each person feel special, create a relaxed and often intimate setting.

Say,

As you know, the technical skills we listed to do the tasks in column one, or the knowledge, skills, and abilities to do the job, are sometimes not enough. Based on the context of the restaurant, a person may need very different knowledge, skills, and abilities to succeed at our two examples.

The mission or philosophy of the restaurant, the specific procedures or how things get done, and the customers or clientele, all have an impact on the competencies needed to be successful.

Think about:

- The mission or philosophy of the restaurant—to provide food fast, as opposed to providing a fine dining experience.
- The specific procedures. Do you yell your order to the kitchen staff or put your written order on a clip in the kitchen?
- The clientele. What do they prefer, and why are they coming in—to provide a cheap meal for the whole family? to have an experience (like Benihana)? to have a romantic night out?

Say:

In short, someone who is very effective at Morton's the Steakhouse may not do so well at McDonald's, and vice versa. What does it take to be effective in a four-star formal restaurant?

In the second column, note what it takes to be effective at our fast-food example?

Trainer Note: Examples: fast, technical input skills, make change, work various stations, deal with children and a wide range of people, keep it moving.

Ask,

Now, what about the four-star restaurant?

Trainer Note: Examples: formal manner, discretion, know how to set the table properly, know how to serve, know wine list, remember orders rather than writing them down, may prepare some parts of the meal tableside.

Say,

Now think about the best waitperson you have ever known in either a fancy restaurant or your local fast-food place. What competencies did that person have to make them so effective? Some common characteristics may span more than one type of restaurant, or line of business.

Trainer Note: Examples; being good with people, anticipated needs, responsive, went above and beyond, stayed calm in crisis, sets appropriate boundaries between being friendly and professional.

Write examples in column three.

Say,

To be effective in any job, in any organization, you need a mixture of three types of competencies: The knowledge, skills, and abilities (or KSAs) to do the tasks of the job; the knowledge and skills to do the job in that specific organizational context; and the underlying personal characteristics to put it all together.

This graphic represents the coming together of all of these areas to show how effectiveness in a given position, in a given field, by a given person represents the interplay between our knowledge/skills/abilities and our personal characteristics.

Provide information on the Leadership Model and Competencies:

Say,

As you have heard, this curriculum is based on a Leadership Model and Competencies for each of the components of the model. In the center of the model, the Self-Managing/Regenerative category contains the list of *fundamental* competencies that are essential for effective leadership.

Provide information about fundamental competencies that are essential to effective leadership. Display *PowerPoint Slide 7: Fundamental Competencies*.



Say,

The Fundamental Competencies are: Continuous Learning, Effective Communication, Initiative, Interpersonal Relations, Integrity/Honesty, Resilience, Personal Leadership, and Social Responsibility.

As we will discuss in the coming week, some of the leadership competencies are technical skills and some of them are adaptive skills. Both are essential. The research we will use this week will get at all three areas of leadership: the core skills are covered, and the contextual skills for managing in child welfare are identified. Through your applied work on your Change Initiative, you will further develop your understanding of your context (or, to use an example from the activity we just did, your “restaurant”) to help you best use your competencies to move your agency forward.

In addition, in this leadership series, we focus on research and practices that we know are effective, specifically in child welfare leadership. These competencies match with the jobs you are doing now and will do in your developing career in child welfare. They also match the context of our field and will build upon your personal qualities that have led to your success to date.

Say:

We will now look at the week ahead.

Trainer Note: The NCWWI Leadership Competency Framework is included in the NCWWI curriculum resources, and a copy for review is available on the resource table. The Leadership Model is taped up in several places in the room.

Briefly present the following slides as you explain the layout and overview of each day.

Display *PowerPoint Slide 8: The Five Days*.



Briefly talk through the general content of each day and connect the content to the appropriate quadrants of the Leadership Model (portrayed on the poster on the wall of the training room).

Say,

- Monday – *Foundations of Leadership*

On Monday, we will focus on the center of the model, looking at how to apply the Leadership Model and the StrengthsFinder Assessment you did before coming here. Monday evening we will have a reception so that we can all get to know each other better. Remember to bring your StrengthsFinder Assessment report for Monday!

- Tuesday – *Leading Change*

On Tuesday, you will apply a systems perspective to the concepts of implementing change, develop skills in communicating your vision for change, and explain the stages in the implementation process and the drivers or organizational supports needed to promote sustainable change.

- Wednesday – *Leading in Context*

On Wednesday, we will look at the importance of developing internal and external partnerships. In the afternoon we will have a presentation on partnering with families from guest trainers who will be available for coaching at the end of the day.

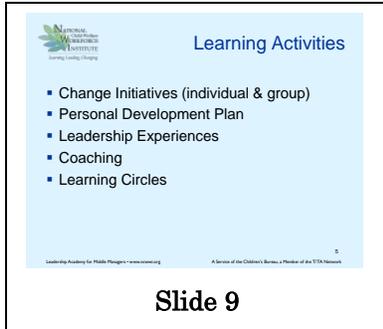
- Thursday – *Leading for Results and Leading People*

On Thursday, we will be covering two of the quadrants: *Leading for Results* and *Leading People*. On Thursday evening, we scheduled an opportunity for you to work on your Change Initiatives with support from the LAMM team. We'll also provide additional resources regarding promising strategies for workforce development. And you'll have more opportunities for coaching.

- Friday – *Leading for Sustainable Systems Change*

Throughout the week you will be applying the concepts and skills to your own Change Initiative. By Friday you will be ready to present your Initiative to fellow participants who will play the role of stakeholders. You will get feedback on your presentation and tips on ways to sustain your Change Initiative.

Display *PowerPoint Slide 9: Learning Activities*.



Say,

Several activities will run through the week and continue after the workshop is over to help enhance your learning. These are: Change Initiatives, Learning and Action Plan Journal, Leadership Experiences, coaching, implementation practices, and evaluation.

Change Initiatives will be an important part of this week, as we will work with an example of a Change Initiative in order to illustrate and apply the learning points. The example is about enhancing family engagement by involving fathers. You saw this before you came to the Academy—you received it as an example to help you address the issues impacting your own Change Initiative.

You also have your current Change Initiative that you submitted as part of your pre-work (and which you already have refined). You will have many opportunities to work on both the group example and your own Change Initiative. These will include group and individual work where you will have opportunities to get ideas and coaching from other participants and the trainers. On Friday you will be ready to present your Change Initiative to your fellow participants.

Describe the Change Initiative Presentation Process (refer to handout on resource table that they can use as a guide.)

Throughout the week, you've been exploring the NCWWI Leadership Model and Competencies and considering the various aspects of your Change Initiative. Now it is time to put this all together into one presentation that communicates your initiative to a group of stakeholders. Your assignment is to develop a 10-minute presentation on your Change Initiative that reflects the content from this week. Your audience will be your peers, to whom you will assign stakeholder roles. During the presentation, they will interact as those stakeholders would. Some stakeholders you might consider include family representatives, legislators, judges/magistrates, foster parent association members, community assistance representatives, law enforcement officials, or community foundation representatives.

Your presentation should address the following questions. You will not have time to address all questions thoroughly. Emphasize the ones that are most central to engaging others in your Change Initiative.

- What is your *Vision* for your 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 level of evidence exists that this intervention will meet the need?
- What key stakeholders must you engage (attend to diversity and family and youth voice)?
- How will you engage other key stakeholders and constituencies whose support the initiative requires?
- What “drivers” will you emphasize to move the intervention forward?
- 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?

The ultimate goal of this presentation is to convince your stakeholders of the worthiness of your Change Initiative and get their ongoing support. Your presentation should demonstrate an understanding of the NCWWI Leadership Model and Competencies and a focus on exhibiting the leadership pillars of Adaptive, Distributive, Inclusive, Collaborative, and Outcomes-Focused Leadership. Be sure to specifically address cultural issues as well. Let your strengths shine in your presentation!

You will have approximately 10 minutes to convey all of this information and then another 10 minutes for questions/feedback. Be creative about how you will approach this presentation. Use visuals, PowerPoint, supporting documents, and so forth, to present your Change Initiative to your group of stakeholders. During your final five minutes, field questions from your “stakeholders” and solicit feedback as well. Following everyone’s presentation, you will continue in your small groups for more discussion.

You will have time throughout the week to develop your presentation. You may use the Learning Circles to discuss and develop content related to each day’s focus.

Next, discuss the Learning and Action Plan Journal for each training participant.

Say,

In addition to your Change Initiative, you will be able to work on your Learning and Action Plan Journal as a leader. We recognize that we won’t be able to cover all of the concepts in sufficient depth or give you enough time to develop all the skills you need. We also recognize that most, if not all, of you will have participated in a variety of other leadership and management learning experiences, and each of you will be in your own unique place in the leadership development path. This Plan will help you map your own leadership learning course for the continual learning needed to stay afloat and reach your destination in these times of whitewater.

Discuss other Leadership Experiences they will bring into the training.

Say,

Many of you have prior experience implementing change initiatives, and we hope you will draw from your past experiences while at the Leadership Academy. The leadership experiences you bring will help us to illustrate the concepts and skills we focus on throughout the training.

Discuss the personal coaching they will have access to this week.

Say,

Our expectation is that you will take advantage of at least one of the coaching opportunities that are available through direct arrangement with individual trainer/coach and at prescheduled times for sign-up. All coaches are available to all participants. We believe that coaching matters, and we expect you will find the coaching helpful. We also believe in the great benefits of offering and seeking peer coaching. We define coaching as “a process of enabling personal and professional growth leading to service improvement” (Driscoll & Cooper, 2005, p. 19). Essentially, it is customizing the training experience to meet your needs and situation so that you can apply the Academy concepts to your Change Initiative. Coaching is a “learner-driven process” that is facilitated by a knowledgeable coach’s encouragement to promote a deeper understanding. During the coaching sessions, we won’t “give” you the answers; rather, we will help you find them within yourself by asking questions and probing deeper regarding your individual situation. The benefits of coaching are increased knowledge and skills, better confidence, and strengthened peer relationships. Secondary benefits involve your sharing improved skills with staff and peers at your agencies.

Trainer Note: Coaching is one of the core drivers in the National Implementation Research Network (NIRN) approach to implementation and is a key learning strategy throughout the LAMM. A brief review of recent literature is available on the Northeast and Caribbean Implementation Center at <http://muskie.usm.maine.edu/ncic/>

Discuss the Learning Circles that will be part of the week.

Say,

Following each module, we have built in time for you to meet in a Learning Circle with your peers. These are self-guided meetings in small groups where you can apply what you have learned to your Change Initiative, share ideas with others, and go deeper into the covered material. Questions are provided as a guide. The purpose of the Learning Circles is to discuss how the day’s content reflects on you as a leader and informs your Change Initiative. Coaches will be available for consult during the Learning Circles.

Display *PowerPoint Slide 10: NCWWI Approach: Peer-to-Peer Networks*.

Slide 10

Provide the following introduction to NCWWI LAMM Peer Network:

The training doesn't end on Friday afternoon. The LAMM Peer Network is a way to stay connected, share learning, assist each other toward the accomplishment of your Change Initiatives, and disseminate best practices. We will be talking in more detail about your Peer Network on Friday.

Discuss the LAMM Training Evaluation, an important component of the entire project. Show the corresponding *PowerPoint Slide 11: Training Evaluation*.

Slide 11

Tell participants:

Training is helpful in developing leadership skills for sustainable systems change at this critical time in child welfare. The evaluation plan is therefore very comprehensive and dependent on your active participation. It includes:

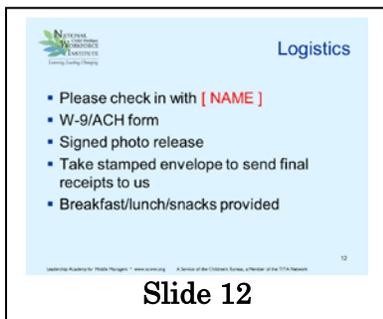
1. Participant Reaction: We will ask you to complete an online survey on the last day of training and brief web-based surveys at three-, six-, and 12-month intervals.
2. Pre- and post-training competency self-assessment: You were e-mailed a link a couple of weeks ago and asked to rate your current leadership skills. You are part of a very select group, and we need to know whether this training is helpful in developing the leadership skills for sustainable systems change. During the training, we will ask you to rate yourself on a number of leadership competencies that we are addressing. We'll ask you to rate yourself again on these same competencies at the end of the training, and in the follow-up assessments.
3. Daily feedback: We'll ask you to complete evaluations with your daily feedback.

All responses will be completely confidential.

You or we have already loaded all of the week's worksheets and handouts to your laptop (from a link or flash drive). You will have a chance to enter relevant material (including your Change Initiative, your Learning and Action Plan Journal, and some evaluation reaction) on the templates. As you know from your pre-work materials, you may use your own laptop for this.

Provide guidance on toggling among slides, handouts, and resources.

Display *PowerPoint Slide 12: Logistics*.



Review the pertinent information.

Trainer Note: “Other Activities” will change for each event, depending on location, space, and so forth.

Tell participants about the expectations and hopes for the week:

We have designed this training event to encourage self-exploration and open discussion.

Our intention is to provide many opportunities to be engaged in your own learning while sharing your knowledge and expertise with others.

Our desire is for this group to become a learning community. If we can do specific things to foster the development of this learning community for you, please let us know.

Many times during the week we will ask that you think about and share personal thoughts, feelings, and/or reflections about yourself. Please know that we want you to share only what you are comfortable sharing. We want to make sure that this is a safe environment.

Please keep in mind that group learning is at its best when everyone shares their own strengths, challenges, and expertise. We know that leading in child welfare presents challenges when working with our peers, with our colleagues, and in our communities. We ask that each of you also respect everyone's candor in sharing—what's said at the Academy stays at the Academy!

Trainer Note: Let participants know that we will be in the room early if they are concerned or anticipate difficulty getting set up with their laptops. Remind them that we will be using the Terry Jackson Change Initiative as an example through the week, and it will be helpful if they have read it through before tomorrow morning.

Follow-Up Trainer Activities

Read the “Getting Started” cards and incorporate a review of themes early on Monday morning. Some participants may not submit their cards until Monday, and the group also will need to discuss themes Tuesday morning.

Record on flip chart paper and post in the back of the room the Learning Circle groups.