Acknowledgements

This publication represents a collaborative effort by the partners of the National Child Welfare Workforce Institute (NCWWI): University at Albany/SUNY, University of Denver, Fordham University, University of Iowa, University of Maryland, Michigan State University, University of Michigan, Portland State University, and University of Southern Maine. Thanks to Nichole Culley and Michelle Zhao for their editorial support. Special thanks to Mary Wolf, MSW, for her guidance and edits.

NCWWI is funded through a cooperative agreement with U.S. Department of Health and Human Services, Administration for Children and Families, Children’s Bureau, Award No. 90CT0145. Special thanks to Randi Walters, Children’s Bureau Project Officer, and Robert Lindecamp, Child Welfare Program Specialist (CB/ICF), for their support.

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Recommended Citation


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Schedule

Facilitators and Coaches Prework (3:00 p.m. – 7:30 p.m.)

Facilitators and Coaches Meeting: Review Agenda, Discuss Roles and Responsibilities; Talking Circle ................................................................. 3:00 – 5:30 p.m.
Welcome Participants, Introductions, and Dinner ........................................ 6:00 – 7:30 p.m.

Day 1 (8:30 a.m. – 5:00 p.m.)

Breakfast ........................................................................................................... 7:30 – 8:30 a.m.
Welcome and Overview of Training ................................................................. 8:30 – 9:00 a.m.
Personal Story of Leading a Change Initiative, Part 1 ................. 9:00 – 10:00 a.m.
Break .............................................................................................................. 10:00 – 10:15 a.m.
Personal Story of Leading a Change Initiative, Part 2 .......... 10:15 – 11:00 a.m.
Review of NCWWI Leadership Model and Tribal Perspective to Create Change ......................................................................................................... 11:00 a.m. – noon
Lunch ................................................................................................................ noon – 1:00 p.m.
World Café Discussion ....................................................................................... 1:00 – 2:30 p.m.
Break ................................................................................................................. 2:45 – 3:00 p.m.
Ice Breaker ........................................................................................................ 3:00 – 3:05 p.m.
World Café Discussion (continued) ................................................................. 3:05 – 4:00 p.m.
Large-Group Discussion .................................................................................... 4:00 – 4:15 p.m.
Personal Journals .............................................................................................. 4:15 – 4:45 p.m.
One-Word Debrief and Adjourn ........................................................................ 4:45 – 5:00 p.m.

Day 2 (8:30 a.m. – 5:00 p.m.)

Breakfast ........................................................................................................... 7:30 – 8:30 a.m.
Reflections and Review of the Day ................................................................. 8:30 – 8:45 a.m.
Adaptive Leadership in Tribal Child Welfare ................................................. 8:45 – 9:15 a.m.
Adaptive Leadership: Small-Group Coaching ............................................... 9:15 – 10:15 a.m.
Break .............................................................................................................. 10:15 – 10:30 a.m.
Addressing Challenges .................................................................................. 10:30 – 11:45 a.m.
Lunch ..................................................................................................... 11:45 a.m. – 12:45 p.m.
Trauma and Leadership ............................................................................. 12:45 – 1:30 p.m.
Strategies for Change ................................................................................. 1:30 – 1:45 p.m.
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<td>Breakfast</td>
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<td>Adjourn</td>
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Facilitators and Coaches Prework

Agenda

- Facilitators and coaches meeting
  - Review LAMM tribal coaching agenda
  - Discuss roles and responsibilities
  - Talking circle
- Welcome participants
  - Introductions
  - Dinner

Preparation

- Slide 1
- Equipment
  - Computer/projector for slides
  - Screen and LCD projector with sound system to attach to laptop
  - Microphone/PA system
  - Power/extension cords

3:00 – 5:30 p.m.
Facilitators and Coaches Meeting (2.5 hours)

Facilitators and coaches meet to review LAMM Tribal Coaching agenda and discuss roles and responsibilities.

Conduct a talking circle to facilitate centering by the facilitators and coaches. Describe the process as a culturally-responsive format for check-ins. The intent of this exercise is to help facilitators and coaches focus on LAMM Tribal Coaching while putting personal, work, and travel issues aside.

Ask facilitators and coaches to sit in a circle. No one should be outside of the circle—it is vital that everyone participates.

Explain that the circle is sacred. Everyone in the circle has the right to be there, and everyone has the right to express how they feel and think. What is said in the circle stays in the circle. The circle is created as a place where everyone can feel safe. The purpose of this circle is to give everyone an opportunity to talk about the identified topic. In this instance, it is used as a way of beginning to know each other, acknowledging what is going on in each other’s lives, helping others understand what they are dealing with outside of the training, and beginning to unify the cohort as a sacred circle.

Explain that an eagle feather will be passed around (when tribal participants facilitate a talking circle in their communities, they may choose to use another object specific to their
community). Only the individual who has the eagle feather has the opportunity to speak, while others listen. Ask for clarifying questions before you begin.

Begin the talking circle by sharing what is relevant in your life that will help others understand who you are and what stressors may hinder the focus on the training. Then pass the eagle feather to the individual on your left. After each person has had an opportunity to speak, thank everyone for their openness—this will help set the foundation of trust and teamwork in the work ahead.

Close the talking circle with a prayer or meditation.

**6:00 – 7:30 p.m.**  
**Welcome Participants, Introductions, and Dinner (1.5 hours)**

Welcome participants and show slide 1: Participant Introductions.

Ask each participant to introduce themselves to the group by providing the information on the slide.
Ask for a show of hands of those who attended the LAMM Training:

- More than one year ago
- One year ago or less
- Six months ago or less

Ask for a show of hands of those who have implemented a portion of their tribal child welfare agency’s change initiative.

Tell participants there is a richness of expertise within the room.

Encourage participants to use each other as resources throughout the next three days, and when they go back home to their tribal communities.
Day 1

Agenda

- Opening
  - Housekeeping
  - Working agreements
  - Personal journals
- Overview of LAMM Tribal Coaching
- Personal story of leading a change initiative
- Break
- Personal story of leading a change initiative (continued)
- Review of NCWWI Leadership Model and tribal perspective to create change
- Lunch
- World Café discussion
- Break
- World Café discussion
- Personal journals
- One-word debrief and adjourn

Preparation

- Slides 2 – 28
- Materials
  - Nametags
  - Nameplates for tables with preassigned partners
  - Personal journals
  - Notepads
  - Pens
  - World Café materials
  - Four tables
  - Markers and sticky flipchart paper for each table
  - Flipchart paper on each table with a keyword and questions
- Equipment
  - Computer/projector for slides
  - Screen and LCD projector with sound system to attach to laptop
Facilitator/Coach Prework

- Make nametags and nameplates for the tables in advance of the training. Pair up participants with differing backgrounds by placing the same colored dot on the back of each pair’s nameplates. For example, pair up people from different states, or pair someone who has been working on their change initiative for a year with someone who recently finished the LAMM. Place the nameplates on the tables before participants arrive.
- Each nametag should include tribal affiliation and name of the tribal child welfare agency.
- Before the training begins, identify someone in the cohort and privately ask if she or he would offer an opening prayer, meditation, or song.
- Display the preselected quote from an American Indian/Alaska Native leader on the projector before participants arrive.

World Café Prework (After-Lunch Session)

- Set up enough tables to accommodate 7 to 8 participants per table.
- Place the name of the quadrant and center of the model and questions on each table.
- Place markers and sticky pad flipchart paper on each table.
- Write the quadrant and center of model and related questions on flipchart paper on each table.
8:30 – 9:00 a.m.  
**Welcome and Overview of Training (30 minutes)**

Show slide 2: Leadership Academy for Middle Managers Tribal Coaching.

Greet and welcome tribal child welfare managers to the LAMM Tribal Coaching.

To build the capacity of the nation’s child welfare workforce and improve outcomes for children, youth, and families through activities that support the development of skilled child welfare leaders.

Briefly review the purpose of NCWWI.
Briefly review the goal of the Leadership Academy for Middle Managers.

To develop leadership skills for sustainable systems change to improve outcomes for children, youth, and families.
Show slide 5: Goal of LAMM Tribal Coaching.

Review the goal of LAMM Tribal Coaching.

Tell participants that the next few days are built on the LAMM curriculum and are provided in a coaching format to support their ability to apply what they learned in the LAMM back at their agencies and continue to build their capacity for systems change.
Show slide 6: Tribal Coaching Participant Objectives.

Remind participants that they have this list of objectives in their handouts.
Show slides 7 and 8: Agenda: Day 1.

**Agenda: Day 1**

- Welcome and training overview
- Personal story of leading a change initiative (part 1)
- Break
- Personal story of leading a change initiative (part 2)
- Review of NCWWI Leadership Model and tribal perspective to create change

**Agenda: Day 1**

- Lunch
- World Café discussion
- Break
- World Café discussion
- Personal journals
- One-word debrief and adjourn
Show slide 9.

The Circle is the sacred symbol of life…individual parts within the Circle connect with every other; and what happens to one, or what one part does, affects all within the Circle.

—Virginia Driving Hawk Sneeve
Sicangu Oyate Lakota

Read the quote as you transition to the Opening.

Opening

The individual you selected in advance offers a prayer, meditation, or song.

Housekeeping

Give directions to the restrooms and rooms where breakfasts and lunches will occur, including the mealtimes and break times. Point out that participants may take care of their personal needs at any time.

Inform participants that lunch and snacks are provided but dinners are not. Direct people to the papers or brochures that identify local restaurants and nearby shopping and attractions.
Working Agreements

Show slide 10: Working Agreements.

Tell participants that the group will come up with basic ground rules they will agree to keep during the training.
Show slide 11: Four Agreements.

These could be the first ground rules participants agree to. Explain:

**Be impeccable with your word.** Speak with integrity. Say only what you mean. Avoid using the word to speak against yourself or to gossip about others. Use the power of your word in the direction of truth and love.

**Don’t take anything personally.** Nothing others do is because of you. What others say and do is a projection of their own reality, their own dream. When you are immune to the opinions and actions of others, you won’t be the victim of needless suffering.

**Don’t make assumptions.** Find the courage to ask questions and to express what you really want. Communicate with others as clearly as you can to avoid misunderstandings, sadness, and drama. With just this one agreement, you can completely transform your life.

**Always do your best.** Your best is going to change from moment to moment; it will be different when you are healthy as opposed to sick.
Under any circumstance, simply do your best and you will avoid self-judgment, self-abuse, and regret.

Ask participants for additional working agreements they want observed during the training. If no one suggests them, add:

1. Put mobile phones on vibrate
2. Carry out texting and emailing only during breaks
3. Decide how time will be handled (start and end on time, honor breaks, etc.)

Personal Journals

Tell participants they will be given time each day to write down ways they can enhance their tribal agencies’ change initiatives, based upon their learning of the day. It can include ideas generated by the information presented as well as lessons learned in coaching and successful strategies shared by their colleagues.

Remind participants that individual coaching will also be available throughout the LAMM Tribal Coaching.

Show slide 12: Day 1 Participant Objectives.

Briefly review the objectives.
9:00 – 10:00 a.m.
Personal Story of Leading a Change Initiative, Part 1 (1 hour)

Show slide 13: Personal Story of Leading a Change Initiative.

For this small-group exercise, everyone is seated next to their preassigned partner. Each set of partners has the same color dot on the back of their nameplate.

Ask participants to share with their partners their leadership story as it pertains to their tribal child welfare agency’s change initiative. Use the five items on slide 13 as a guide.

Each partner will have 25 minutes to share, for a total of 50 minutes.

Inform participants that you will let them know when:

- The first person has 1 minute left
- It’s time to switch so the other partner can share their story
- The second person has 1 minute left
10:00 – 10:15 a.m.
Break (15 minutes)

Show slide 14: Break.
10:15 – 11:00 a.m.
Personal Story of Leading a Change Initiative, Part 2 (45 minutes)

Show slide 15: Personal Story of Leading a Change Initiative (Part 2).

Provide directions for the small-group activity:

Each set of partners will have 10 minutes to share their change initiative leadership stories within their small groups.

Each partner takes turns responding to the three questions on slide 15.

As time permits within the 10-minute period, others in the small group may ask clarifying questions.

This process is repeated until all sets of partners have had an opportunity to share.

At the end of the activity, bring participants’ attention back to the larger group. Ask for themes heard during this exercise. Depending on time remaining, call on up to three participants to share.
11:00 – 12:00 p.m.
Review of the NCWWI Leadership Model Quadrants and Pillars and a Look at the Leadership Model from a Tribal Perspective (1 hour)

11:00 – 11:10 a.m.—NCWWI Leadership Model (10 minutes)

Show slide 16: NCWWI Leadership Model.

Briefly review Leadership Model quadrants and pillars, asking managers to think back to their experience with LAMM residential training. In each quadrant, ask for “ahas” from prior training. Explain:

**Leading Change** 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.

**Leading in Context** 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.
Leading People 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.

Leading for Results 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.

Self-managing and regenerative fundamental competencies are foundational for success in each of the domains.

Leadership pillars:

- **Adaptive**—Learning new ways for dealing with challenges
- **Collaborative**—Community engagement
- **Distributive**—Leadership encouraged and enacted at all organizational levels
- **Inclusive**—Collective process to promote inclusion
- **Outcome-Focused**—Meeting organizational and professional goals

Balance is external and internal, flexibility and control.

11:10 – 11:50 a.m.—Small-Group Coaching Activity on Tribal Perspective to Create Change (40 minutes)

Introduce the small-group coaching activity:

Over the next 40 minutes, coaches will be leading a discussion with their small groups.
Show slide 17: Leading Change Questions.

At each table, coaches ask the whole group—not each individual—to respond to the coaching questions on slide 17.

11:50 – noon—Debrief of Small-Group Coaching Activity (10 minutes)

After 40 minutes, bring the participants’ attention back to the larger group. Ask coaches to briefly report on themes.
Noon – 1:00 p.m.
Lunch (1 hour)

Show slide 18: Lunch.
1:00 – 2:30 p.m.
World Café Discussion (1.5 hours)

Show slide 19: Welcome to the World Café.

The World Café helps participants define priorities for their tribal child welfare agency’s change initiative goals. Describe the World Café method.

**Facilitator note**: Drawing on integrated design principles, the World Café methodology is a simple, effective, and flexible format for hosting a large-group dialogue.

Five components comprise the basic model:

**Setting.** Creates a “special” environment, most often modeled after a café.

**Welcome and introduction.** Begin with a warm welcome and an introduction to the World Café process, setting the context, sharing the café etiquette, and putting participants at ease.

**Small-group rounds.** The process includes three 20-minute rounds of conversation for the small group seated around a table. At the end of each round, each member of the group moves to a different table. Coaches remain at their tables as Wisdom Keepers who welcome the next group and briefly fill them in on what happened in the previous round.

**Questions.** Each round starts with one or more questions related to the NCWWI Leadership Model’s four quadrants.

**Harvest.** After or between the small-group rounds, invite participants to share insights or other results from their conversations with the rest of the group. These results are reflected visually on flipcharts, as recorded by coaches.
Initial Instructions

Ask participants to count off from 1 to 5 and repeat until everyone has a number. All the number ones should go to table 1, all the number twos to table 2, etc., for all five tables. Tell participants they will not be able to participate at every table.

Show slide 21: World Café Guidelines.

Explain the guidelines shown on slide 21.

**Facilitator note:** The coach’s role is to reinforce instructions, guide discussion (as needed) to document insights and themes on a flipchart, and be the Wisdom Keeper.

Explain that this round-robin activity includes coaching questions related to the NCWWI Leadership Model quadrants and that it provides an opportunity for all voices to be heard.

Use this timing:

- 1:10—First discussion
- 1:30—Transition to a new table
- 1:35—Second discussion
- 1:55—Transition to a new table
World Café Table 1—Quadrant: Leading Change

The role of the leader in this quadrant is to bring about strategic change, both within and outside the organization, to meet organizational goals. This involves the competencies of creativity and innovation, flexibility, external awareness, the ability to build a shared vision, and the ability to implement the vision in a continuously changing environment.

- What competencies of leading change are most important to the success of the tribal child welfare agency’s change initiative?
- How do you gain and hold a vision for the change initiative that will lead to a better future?
- What challenges does your agency face related to leading change?
- What solutions for leading change have you used successfully?

World Café Table 2—Quadrant: Leading in Context

The role of the leader in this quadrant is to build collaborative relationships internally and externally to achieve common goals. This involves the competencies of being politically savvy, advocacy, partnering with the community, and using influence and negotiating skills to build consensus to accomplish goals.

- What competencies of leading in context are most important to the success of the tribal child welfare agency’s change initiative?
- How does leadership in this quadrant contribute to sustainability of the work of tribal child welfare agencies and sustainability in American Indian/Alaska Native tribes in general?
- What alliances will you need to develop (or have developed) to move this new work forward?
- Which relationships do you need to strengthen to implement and sustain this change initiative?

World Café Table 3—Quadrant: Leading People

The role of the leader in this quadrant is to lead staff toward meeting the organization’s vision, mission, and goals. Competency includes the ability to provide an inclusive workplace that fosters the development of others, facilitates cooperation and teamwork, and supports constructive conflict resolution.

- What competencies of leading people are most important to the success of a tribal child welfare agency’s change initiative?
- What are your strengths in leading people that enable implementation of this change initiative?
- How will your agency’s initiative contribute to a tribal environment in which cultural and other differences are appreciated?
- What challenges does your agency face related to leading people?
• What solutions have you used to successfully lead people?

**World Café Table 4—Quadrant: Leading for Results**

The role of the leader in this quadrant is to meet organizational goals and service expectations. Competencies involve the ability to make decisions that produce high-quality results by applying technical knowledge, analyzing problems, and calculating risks.

- What competencies of leading for results are most important to the success of the tribal child welfare agency’s change initiative?
- How does leadership in leading for results contribute to sustainability of the work of the tribal child welfare agency’s change initiative?
- How do you make outcomes a priority in your tribal child welfare agency?
- What challenges does your agency face related to leading for results?

**World Café Table 5—Center: Self Managing/Regenerative (Fundamental Competencies)**

The role of the leader in this core is to be aware of and develop self. In the permanent whitewater of child welfare, leaders need to understand and manage their own behavior. Successful leaders engage in ongoing reflection and growth, focusing on developing themselves and modeling learning at all levels.

- How does a self-managing and regenerative center contribute to sustainability of the tribal child welfare agency’s change initiative?
- What challenges do you face related to being self-managing and regenerative?
- What solutions have you employed that have been successful in being self-managing and regenerative?

**2:30 – 2:45 p.m.**

**Transition to Large Group (15 minutes)**

Bring participants back to the large group. Ask for comments from participants. Ask what themes they identified. Coaches should be prepared to stimulate, report back, and augment as needed.
2:45 – 3:00 p.m.
Break (15 minutes)

Show slide 22: Break.

The conversation will continue in the large group after the break.
3:00 – 3:05 p.m.
Ice Breaker (5 minutes)

Show slide 23: Ice Breaker.

Facilitator note: Before moving on, lead the ice breaker. Have participants do “the wave;” the second time around, participants point with their lips, the “Indian way.”
3:05 – 4:00 p.m.
World Café Discussion (55 minutes)

3:05 – 3:10 p.m.—NCWWI Leadership Model (5 minutes)
Show slide 24: NCWWI Leadership Model.

**Talking Points**
- Use the model intentionally to seek balance.
- Demonstrate how one might use the model to think critically about leveraging change in a tribal child welfare agency context.

**Facilitator note:** Set a tone for open inquiry. Engage participants in the large-group discussion to energize them for the small-group activity.

3:10 – 4:00 p.m.—Coaching in Small Groups (50 minutes)
Instruct participants to move into small groups of 4 to 5 people.
Show slide 25: Small-Group Coaching.

**Facilitator note:** Instruct participants to keep the Leadership Model in mind as well as their discussions in the World Café during the next small-group coaching. During this small group, coaches will be available as indicated or requested.

Use the NCWWI Leadership Model and coaching questions to address the items on slide 25.
4:00 – 4:15 p.m.
Large-Group Discussion (15 minutes)

Show slide 26: Large-Group Discussion.

Engage participants using the questions on slide 26. Facilitator should summarize the discussion.
4:15 – 4:45 p.m.
Personal Journals (30 minutes)

Show slide 27: Personal Journals.

Ask participants to use their personal journal to write ways they can enhance their tribal child welfare agency’s change initiative, based upon their learning of the day. It can include ideas that were generated by the information presented, as well as lessons learned and successful strategies shared by their colleagues.

Coaches are available during this time for one-on-one coaching.
4:45 – 5:00 p.m.
One-Word Debrief and Adjourn (15 minutes)

Show slide 28: One-Word Debrief and Adjourn.

Ask each participant to shout out one word that captures the day. Record on a flipchart.

5:00 p.m.
Adjourn
Day 2

Agenda

- Reflections and review of the day
- Adaptive leadership in tribal child welfare
- Adaptive leadership in small-group coaching
- Break
- Addressing challenges
- Lunch
- Trauma and leadership
- Strategies for change: Small-group coaching
- Talking circle
- Break
- Ice breaker
- NCWWI leadership principles
- Personal journals
- One-word debrief and adjourn

Preparation

- Slides 29 – 52
- Materials
  - Notepads
  - Pens
  - Flip chart and stand (front of room)
  - Markers
  - Nametags
  - Prompt cards
  - Personal journals
- Equipment
  - Computer/projector for slides
  - Screen and LCD projector with sound system to attach to laptop
  - Microphone/PA system
  - Power/extension cords
Facilitator/Coach Prework

- Before the training begins, identify someone in the cohort and privately ask them if they would offer an opening prayer, meditation, or song.
- Display the preselected quote from an American Indian/Alaska Native leader on the projector before participants arrive.

8:30 – 8:45 a.m.
Reflections and Review of the Day (15 minutes)

Show slide 29: Good Morning and Welcome to Day 2!
Show slide 30.

Let us put our minds together and see what life we can make for our children

—Sitting Bull
Hunkpapa Lakota

Read the quote aloud.

Invite the individual you preselected to come forward to offer an opening prayer, meditation, or song.

Ask participants for reflections, insights, and key learning they had from yesterday’s training.
Show slides 31 & 32: Agenda: Day 2.

Agenda: Day 2

- Reflections and review of the day
- Adaptive leadership in tribal child welfare
- Adaptive leadership in small-group coaching
- Break
- Addressing challenges
- Lunch

Agenda: Day 2

- Trauma and leadership
- Strategies for change
- Talking circle
- Break
- NCWWI leadership principles
- Personal journals
- One-word debrief and adjourn
Day 2 Participant Objectives

- Understand leadership successes and challenges within cultural and historical context
- Apply adaptive leadership behaviors to tribal child welfare agency’s change initiative
- Dialogue with individuals with differing opinions while leading tribal child welfare agency’s change initiative
- Recognize lateral violence in team members and identify strategies to address it

Review the four objectives.
8:45 – 9:15 a.m.
Adaptive Leadership in Tribal Child Welfare (30 minutes)

Show slide 34: Adaptive Leadership.

Reference the earlier LAMM training, reminding participants of the whitewater discussion and learning about adaptive leadership. Explain:

The adaptive leadership approach focuses on improving the ability of a leader to understand and lead the natural process of change and adaptation so that tribes can thrive as they meet changing challenges and barriers. Adaptive leaders work to create the opportunity to bring important perspectives to the table.
Leadership is a skill that can be learned, practiced, and shared. Some of the skillful behaviors of adaptive leaders are:

**Get on the balcony.** Leadership requires not only understanding the individual tasks of team members and regulating their performance, but also stepping back to view the patterns, relationships, context, and implications of leadership. In this sense, leadership is both active and reflective.

**Think politically.** Understand the relationships and concerns among people in the organization. Discern the formal and informal exercise of power and influence among individuals and groups. Know that relationships count.

**Be open to all voices.** Some of the best solutions may come from diverse voices or voices that differ from others.

**Regulate distress.** A certain level of distress is necessary for change to occur. Leadership is about finding the right balance.
Give the work back to the people. The adaptive leader encourages team members to assert themselves and show their skills at appropriate times. Success is far more likely when everyone involved carries responsibilities for both the problem and the solution.

Orchestrate conflict. Being open to all voices increases the potential for disagreement. People come with different points of view and disagreements can escalate into conflict. Successful leaders manage conflict; they don’t shy away from it or suppress it, but see it as an engine of creativity and innovation.

Hold steady. Managing the conflict, dealing with the politics involved, and making people accountable requires an ability to hold steady in the heat of action.

9:15 – 10:15 a.m.
Adaptive Leadership Small-Group Coaching (1 hour)

Transition to small-group coaching at participant tables.
Engage tables in small-group coaching regarding adaptive leadership challenges in implementing their tribal child welfare agency’s change initiatives.
Inform participants that they have 10 to 15 minutes per discussion question, so everyone at the table will have an opportunity to speak.

**Facilitator note:** Have pads and pencils on the tables so participants can take notes.
Show slide 36: Adaptive Leadership Small-Group Coaching.

Coaches ask the five relevant questions on slide 36.

Record at least one challenge per person of using adaptive leadership to implement a tribal child welfare agency’s change initiative, and generate a list of adaptive leadership strategies for addressing the issues discussed.
10:15 – 10:30 a.m.  
Break (15 minutes)

Show slide 37: Break.

10:30 – 11:45 a.m.  
Addressing Challenges (75 minutes)

**Facilitator note:** The following exercise will enable participants to practice having a dialogue with individuals with differing viewpoints. This is to give the Storyteller (Mover) the skill to think of how to fully engage in dialogue and to value opposing viewpoints. The Storyteller’s job is to learn as much as possible about their interactions with others, including honoring other individuals’ opinions, while staying true to the tribal child welfare agency’s change initiative.

**Small-Group Exercise**

Ask participants to count off from 1 to 4 until everyone is assigned a number. Have participants move into groups of four participants with different numbers. Explain that
each participant will be using the change initiative challenges identified in the previous coaching session to conduct an in-depth dialogue about their adaptive leadership challenges in implementing a tribal child welfare agency’s change initiative.

Show slide 38: Leadership Challenges

Describe the four roles:

The *Storyteller (Mover)* presents a challenge and talks about the issues—previously generated in the small group—of using adaptive leadership in implementing a tribal child welfare agency’s change initiative.

The *Follower (Champion)* supports and clarifies. The Follower is a booster of change at any level of the tribal child welfare agency.

The *Opposer (Resistor)* consistently puts up barriers and delays the process, saying, “It’ll never work, we tried this before, we can’t do this because of workload,” etc.

The *Wisdom Keeper (Holder of Knowledge)* serves as an active observer of the talk and then says what he or she sees. The Wisdom Keeper comments on feeling states and behavior and summarizes learning.
Tell participants that although it may be difficult to play the role of Opposer, the feedback will benefit the individual acting in the role of Storyteller.

Participants have 15 minutes to play each role. The facilitator will give the room notice when 5 minutes remain in each role and then when time is up for each role, until each participant has had an opportunity to be all four roles.

After 60 minutes, bring the participants’ attention back to the larger group. For the next 15 minutes, ask the participants to comment on the various roles.

As time allows, ask the following:

- How will you bring forward dissenting voices to explore all aspects of the change initiative and its implementation?
- How will you apply adaptive leadership behaviors to implement a change initiative?
- How will you use different worldviews to influence the development and implementation of the change initiative?

11:45 a.m. – 12:45 p.m.
Lunch (1 hour)

Show slide 39: Lunch.
12:45 – 1:30 p.m.
Trauma and Leadership (45 minutes)

Show slide 40: Trauma and Leadership.

Transition to discussing the impact of history: trauma and lateral violence.

Tell participants that trauma (personal, secondary, and historic) affects all child welfare workplaces and is very present in our tribal agencies. One way trauma impacts the workplace is through lateral violence. As leaders, it is helpful to identify it, understand the effects, and know how to address it, so it doesn’t negatively affect the tribal child welfare agency’s change initiative.
Show slide 41: Lateral Violence in Tribal Child Welfare Agencies.

Discuss the continuum of cultural oppression and internalized oppression, leading to lateral violence.
Show slide 42: Definition of Lateral Violence.

Definition of Lateral Violence

Lateral violence is the expression of repressed anger, fear, and terror that can only be safely vented upon those closest to it as when they are being oppressed. People who are victims of a situation of dominance turn on each other instead of confronting the system that opposes them.

—Mick Gooda

We have met the enemy and it is us.

—Pogo

Explain:

Lateral violence is the hostile and aggressive behavior by individuals or group members towards another member or groups of members of the larger group. This is also described as intergroup conflict.
Show slide 43: Examples of Lateral Violence.

Examples of Lateral Violence

- Tribal members vs. non-tribal members
- Mixed-blood vs. full-blood
- State vs. tribe
- Urban vs. reservation
- Youth vs. elders
- Men vs. women
- Formally educated vs. grassroots

Provide examples of lateral violence.
Show slide 44: Effects of Lateral Violence in the Workplace.

Effects of Lateral Violence in the Workplace

- Sleep disorders
- Poor self esteem
- Hypertension
- Low morale
- Apathy
- Disconnectedness
- Removal of self from workplace, psychologically or physically (sick leave, stress leave, resignation)

Discuss how some of the effects of lateral violence show up in the workplace.
Show slide 45: Systemic Issues.

Provide examples of how lateral violence manifests itself in systemic issues.
1:30 – 1:45 p.m.
Strategies for Change: Small Group Coaching (15 minutes)

Show slide 46: Strategies for Change.

Facilitate a large-group discussion on the six strategies.

Ask participants to talk about ways they have used specific strategies for change related to lateral violence while implementing their tribal child welfare agency’s change initiatives.
1:45 – 2:45 p.m.
Talking Circle about Lateral Violence Issues (1 hour)

Show slide 47: Talking Circle.

Explain how a *talking circle* works as a culturally-responsive format for check-ins.

Tell participants that the intent of this exercise is to give them an opportunity to share how historical trauma affects them. Although a talking typically gives people as much time as they need to share, due to time constraints, each person will have only 3 to 4 minutes. Depending on the size of the group, participants may be divided into two talking circles.

Tell participants that they can use a talking circle to have periodic check-ins with their staff and constituents of their tribal agency’s change initiative to see how the process is going.

*Talking Circle*

Ask participants to sit in a circle. No one should be outside of the circle. Everyone in the room must participate in the talking circle. Explain:
The circle is sacred. Everyone in the circle has the right to be there. Everyone has the right to express how they feel or how they think about something. What is said in the circle stays in the circle. The circle is a place where everyone can feel safe. The focus of this circle is to give everyone an opportunity to talk about lateral violence and how it impacted their change initiatives. It is used as a way of beginning to know each other, acknowledging what is going on in people’s lives, helping others to understand what they are dealing with outside of the training, and beginning to unify the cohort as a sacred circle.

Explain that an eagle feather will be passed around (when tribal participants facilitate a talking circle in their communities, they may choose to use another object specific to their community). Only the individual who has the eagle feather has the opportunity to speak, while others listen. Ask for clarifying questions before you begin.

Begin the talking circle by sharing what is relevant in your life that will help others understand who you are and what stressors may hinder the focus on the training. When finished, pass the eagle feather to the individual on your left. After each participant has had an opportunity to speak, thank everyone for their openness, as it will help set the foundation of trust and teamwork for the work ahead.

Close the talking circle with a prayer.

**2:45 – 3:00 p.m.**
**Break (15 minutes)**

Show slide 48: Break.
BREAK
3:00 – 3:05 p.m.
Ice Breaker (5 minutes)

Show slide 49: Ice Breaker.

**Facilitator note:** Before moving on, lead the ice breaker. Have participants partner with one other person to play “Rock, Paper, Scissors.” Instruct participants to play five rounds. Ask participants for insights on this activity. Make the analogy that after they identify, address, and begin to heal from trauma, their instincts will become clearer, and they are more apt to be in sync with others.
3:05 – 4:15 p.m.
NCWWI Leadership Principles (70 minutes)

Show slide 50: NCWWI Leadership Principles.

**Facilitator note:** Tell participants they will have an opportunity to gain a more comprehensive understanding of the five NCWWI Leadership Principles and the chance to apply them to the tribal child welfare agency’s change initiatives.

**Small-Group Coaching Directions**

Tell participants that coaches will be leading a discussion with their small groups. You will announce when each 15-minute interval is over so people can switch to the next leadership principle until all five principles have been discussed.

3:05 p.m.—Adaptive Leadership

- When you think about getting tribal organizations to change, what adaptive leadership behaviors have worked best for you?
• How have you been able to lead a change initiative by “regulating the temperature” (raising or lowering the temperature)?
• How have things changed for this change initiative since the LAMM Training? What has surprised you?

3:15 p.m.—Collaborative Leadership
• With whom are you already collaborating outside your tribal child welfare agency?
• How are those collaborations helping you move this tribal child welfare agency’s change initiative forward?
• Thinking back to the conversation about power over, power for, and power with, is there anyone that you are exercising power for who might be better involved if you were able to turn that relationship to power with?

3:30 p.m.—Distributive Leadership
• How could you use this tribal child welfare agency’s change initiative to share or distribute power?
• What are some empowering practices that you can use to increase ownership of the process?
• What are the aspects of this change initiative that require the most thought? Who is paying attention to these factors?

3:45 p.m.—Inclusive Leadership
• What could you do (or are you doing) to gain needed voices, perspectives, and support as you move forward?
• Have you been able to get the right people around the table and involved in this tribal child welfare agency’s change initiative work? What barriers have you encountered?
• Who is missing from the table who will be challenging to engage? What strategies might you use to overcome the barriers?

4:00 p.m.—Outcome-Focused Leadership
• What are the results that matter in this tribal child welfare agency’s change initiative?
• How will you move people past processes to focus on results?
• How will you find (or how did you find) the right data to help you with the decisions you need to make to move this change initiative forward?

At the end of the activity, bring participants’ attention back to the larger group. Call on two participants to share what they learned from this activity.
4:15 – 4:45 p.m.
Personal Journals (30 minutes)

Show slide 51: Personal Journals.

Ask participants to use their personal journal to write ways they can enhance their tribal child welfare agency’s change initiative, based upon their learning of the day. It can include ideas that were generated by the information presented, as well as lessons learned and successful strategies shared by their colleagues.

Coaches are available for consultation.

4:45 – 5:00 p.m.
One-Word Debrief and Adjourn (15 minutes)

Show slide 52: One-Word Debrief and Adjourn.
ONE-WORD DEBRIEF AND ADJOURN

Ask each participant to shout out one word that captures the day. Record on a flip chart.
Ask participants to either read or review the article, “Walk Softly and Listen Softly.”

5:00 p.m.
Adjourn
Day 3

Agenda

- Reflections and review of the day
- Leading for sustainable systems change
- Break
- Change initiative revisions
- Culturally responsive logic model
- Lunch
- Change initiative action plans
- Parking lot
- Evaluation
- Closing circle and reflections
- Adjourn

Preparation

- Slides 53 – 70
- Materials
  - Notepads
  - Pens
  - Flip chart and stand (front of room)
  - Markers
  - Personal journals
  - Copies of “Native American Worldview and Development of a Culturally Relevant Logic Model”

- Equipment
  - Computer/projector for slides
  - Screen and LCD projector with sound system to attach to laptop
  - Microphone/PA system
  - Power/extension cords

Facilitator/Coach Prework

- Before the training begins, identify someone in the cohort and privately ask them if they would offer an opening prayer, meditation, or song.
- Before the training begins, print copies of “Native American Worldview and Development of a Culturally Relevant Logic Model” (one copy per participant; link available under “Resources” in Participant Handouts).

**Welcome**

Show slide 53: Good Morning and Welcome to Day 3!
Show slide 54.

People say that crisis changes people and turns ordinary people into wiser or more responsible ones.

—Wilma Mankiller
Cherokee

Read the quote from an American Indian/Alaska Native leader aloud.

8:30 – 8:45 a.m.
Reflections and Review of the Day (15 minutes)

Invite the individual you preselected to come forward to offer an opening prayer, meditation, or song.

Ask participants for reflections, insights, and key learning concepts they had from yesterday’s training.
Show slides 55 & 56: Agenda Day 3.

Agenda: Day 3

- Reflections and review of the day
- Leading for sustainable systems change
- Break
- Change initiative revisions
- Culturally responsive logic model
- Lunch

Agenda: Day 3

- Change initiative action plans
- Parking lot
- Evaluation
- Closing circle and reflections
- Adjourn
Show slide 57: Day 3 Participant Training Objectives.

Review the objectives shown on slide 57.
8:45 – 10:00 a.m.
Leading for Sustainable Systems Change (75 minutes)

Show slide 58: Continuum of Power.

Part of systems-level change deals with power. Review the concepts of power over, power for, and power with from the LAMM training. Explain:

Historically, tribal communities have had reason not to trust that child welfare will use the power of the state in ways that help their communities. In addition, one of the major issues many tribal child welfare programs struggle with is power over, which can be by an individual or a group such as the tribal council.
Show slide 59: Leading for Sustainable Systems Change.

Small-Group Coaching Directions

Tell participants that coaches will be leading a discussion with their small groups.

Ask participants to think of the continuum of power and respond to the questions on slide 59 within their small groups.

After 55 minutes, bring the participants’ attention back to the larger group. Ask participants to share examples with the larger group for the next 10 minutes.
10:00 – 10:15 a.m.
Break (15 minutes)

Show slide 60: Break.
10:15 – 11:00 a.m.
Change Initiative Revisions (45 minutes)

Show slide 61: Change Initiative Revisions.

Ask participants to take out their tribal child welfare change initiative. Based upon their personal journals and other notes, participants should make notes for revisions directly on the change initiative. The notes should be high-level placeholders for revisions that will be made when they return to their tribal child welfare agencies.

Tell participants they will have 30 minutes to start this task. Explain that this is merely the first step in enhancing their change initiative, as there is not sufficient time to make all the revisions.

If there is more than one participant from the same tribal child welfare agency, ask them to work together (moving to the same table, if necessary) and put their notes on one document.

After 30 minutes, ask participants to bring their focus back to the larger group. Going around each table, ask each participant to share with the larger group one major revision they are going to make to their change initiative. If there is more than one individual from the same tribal child welfare agency, allow each individual to share one revision.
11:00 a.m. – 12:00 p.m.
Logic Model (1 hour)

Show slide 62: Logic Model.

Walk through the steps of developing a logic model, as previously discussed at residential LAMM.
11:10 – 11:20 a.m.
Culturally Responsive Logic Model (10 minutes)

Show slide 63: Culturally Responsive Logic Model.

Walk through the elements of the Indian Health Care Resource Center of Tulsa, as one example of a culturally responsive logic model.
11:20 – 11:50 a.m.
Development of Tribal Agency’s Logic Model (30 minutes)

Show slide 64: Logic Model Template.

Distribute the Logic Model Template handout.

If there is more than one individual from the same tribal agency, have them work together. Otherwise, instruct participants to begin developing a logic model. Tell them there won’t be enough time to finish, but it will give them a good understanding of how to create one.

Remind participants that the coaches and facilitators are available to assist them.

11:50 – 12:00 p.m.
Large-Group Debrief (10 minutes)

At the end of the activity, bring participants’ attention back to the larger group. Ask for participants who are willing to share what they have developed so far.
12:00 – 1:00 p.m.
Lunch (1 hour)

Show slide 65: Lunch.
1:00 – 2:15 p.m.  
**Change Initiative Action Plans (75 minutes)**

Show slide 66: Change Initiative Action Plans.

*Small-Group Coaching Directions*

Tell participants that the coaches will be leading an activity and coaching with their small groups.

If there is more than one participant from the same tribal child welfare agency, ask them to work together (moving to the same table, if necessary), and to put their notes on one document.

Tell participants they will have 45 minutes to develop action plans for moving their tribal child welfare agency’s change initiatives forward. They will then have 25 minutes to share with the members of their small group.

Ask participants to write down answers to the questions on slide 66 in their personal journals.
Give participants a 5-minute warning and a final announcement when 40 minutes have gone by. Tell participants they have 25 minutes to share some of their responses with their small group.

After 25 minutes, bring the participants’ attention back to the larger group. Ask coaches to briefly report on themes for the next 5 minutes.

### 2:15 – 2:20 p.m.
**Parking Lot (5 minutes)**

Show slide 67: Parking Lot.

![Parking Lot Image](image)

Review the parking lot. On the poster, write who will complete the task. Include the anticipated date of completion.
2:20 – 2:30 p.m.
Evaluation (10 minutes)

Show slide 68: Evaluation.

Ask participants to fill out the evaluations. When they are finished, thank them and remind them that they will be contacted for a future evaluation.
2:30 – 3:30 p.m.
Closing Circle and Reflections (1 hour)

Show slide 69: Closing Circle.

Ask everyone in the room to stand in a circle. Read the following:

From the Elders of the Hopi Nation
Oraibi, Arizona
June 8, 2000

To My Fellow Swimmers:

Here is a river flowing now very fast. It is so great and swift that there are those who will be afraid, who will try to hold on to the shore. They are being torn apart and will suffer greatly.

Know that the river has its destination. The elders say we must let go of the shore. Push off into the middle of the river, and keep our heads above water.

And I say see who is there with you and celebrate. At this time in history, we are to take nothing personally, least of all ourselves, for the moment we do, our spiritual growth and journey come to a halt.
The time of the lone wolf is over. Gather yourselves. Banish the word struggle from your attitude and vocabulary.

All that we do now must be done in a sacred manner and in celebration. For we are the ones we have been waiting for.

While in the circle, ask each participant to think about the past four days and to respond to the following three questions:

1) What did you see?
2) What did you hear?
3) What did you feel?

A facilitator will begin the closing circle by providing responses to all three questions. When the facilitator is finished, have the individual to the left go next. Continue until each participant has had an opportunity to speak.

Thank everyone for their participation during the training, as it was helpful for everyone to learn from each other. Remind participants that their tribal cohort’s contact information is included in their materials. Encourage participants that along with the facilitators and coaches, they should use each other as resources as they continue with the tribal child welfare agency change initiative.
3:30 p.m.

Adjourn

Show slide 70: Adjourn.

ADJOURN:
THANK YOU AND
SAFE TRAVELS

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