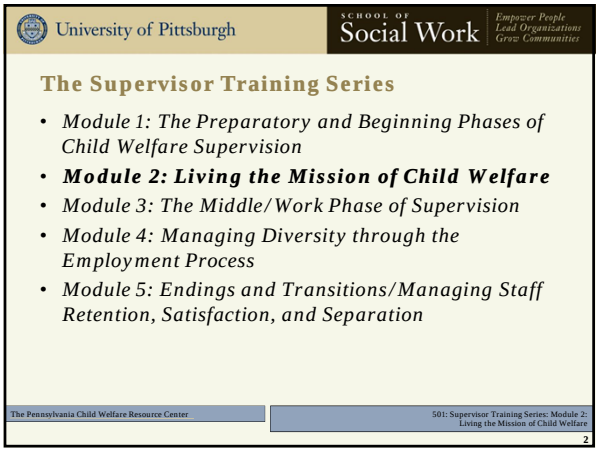
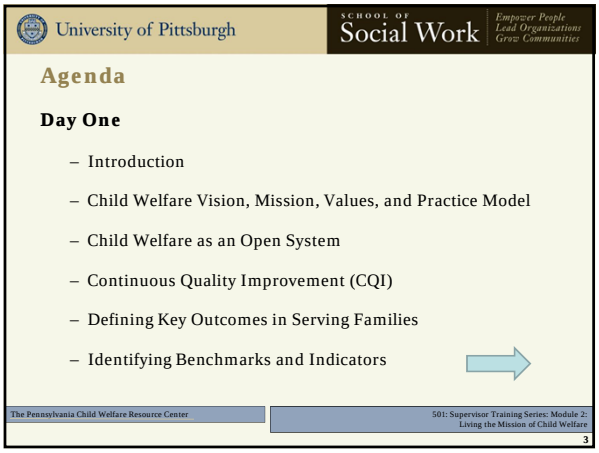
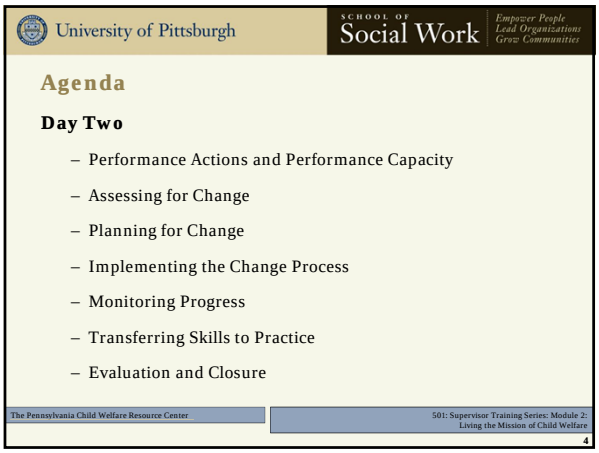
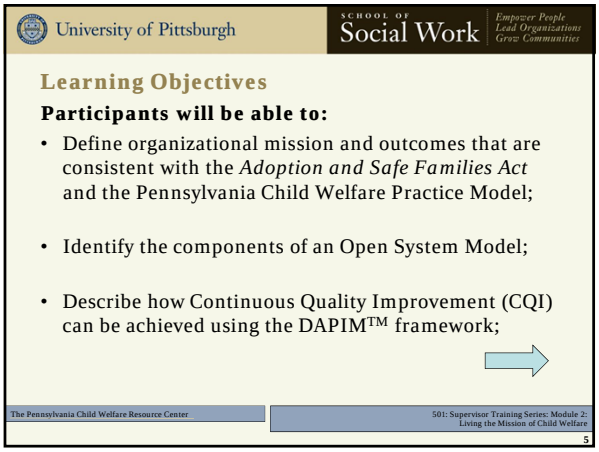
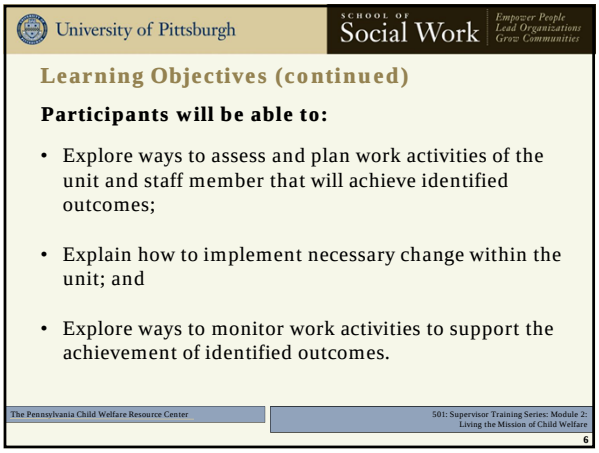
University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
PA Child Welfare Resource Center
501: Supervisor Training Series
Module 2: Living the Mission of Child Welfare


University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
The Supervisor Training Series
• Module 1: The Preparatory and Beginning Phases of Child Welfare Supervision
• Module 2: Living the Mission of Child Welfare
• Module 3: The Middle/Work Phase of Supervision
• Module 4: Managing Diversity through the Employment Process
• Module 5: Endings and Transitions/Managing Staff Retention, Satisfaction, and Separation
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
2


University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
Agenda
Day One
– Introduction
– Child Welfare Vision, Mission, Values, and Practice Model
– Child Welfare as an Open System
– Continuous Quality Improvement (CQI)
– Defining Key Outcomes in Serving Families
– Identifying Benchmarks and Indicators
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
3


University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
Agenda
Day Two
– Performance Actions and Performance Capacity
– Assessing for Change
– Planning for Change
– Implementing the Change Process
– Monitoring Progress
– Transferring Skills to Practice
– Evaluation and Closure
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
4


University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
Learning Objectives
Participants will be able to:
• Define organizational mission and outcomes that are consistent with the *Adoption and Safe Families Act* and the Pennsylvania Child Welfare Practice Model;
• Identify the components of an Open System Model;
• Describe how Continuous Quality Improvement (CQI) can be achieved using the DAPIM™ framework;
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
5


University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
Learning Objectives (continued)
Participants will be able to:
• Explore ways to assess and plan work activities of the unit and staff member that will achieve identified outcomes;
• Explain how to implement necessary change within the unit; and
• Explore ways to monitor work activities to support the achievement of identified outcomes.
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
6

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

Roles of Supervision

Administrative Supervision focuses on those areas of supervision related to the efficient and effective delivery of services. This module stresses the importance of understanding one's own management style within the context of the agency's mission and vision and administrative structure and focuses on agency goals and outcomes. It is within this role that the supervisor must always be aware of the supervisor role as an agent of the organization. It becomes the supervisor's responsibility to support cohesion among the department and collaboration between departments by leading through example.

Educational Supervision

Clinical Supervision

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

Idea Catcher

Don't let a good idea get away!

People remember:

- 20% of what they hear
- 30% of what they see
- 70% of what they say
- 90% of what they do

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

ASFA Provisions

- Ensure that child safety is the paramount concern in all child welfare decision-making
- Shorten the timeframes for making permanency planning decisions and promote the adoption of children who cannot safely return to their own homes
- Focus on the well-being of, and positive results for, children and families and strengthen partnerships between child welfare agencies and other systems to support families at the community level
  - Source: *Rethinking Child Welfare Practice Under the Adoption and Safe Families Act of 1997: A Resource Guide, by the U. S. Department of Health and Human Services*

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

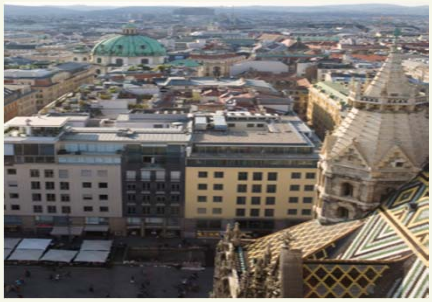
On the Floor

The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare

10

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

Let's Get on the Balcony



The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare

11

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

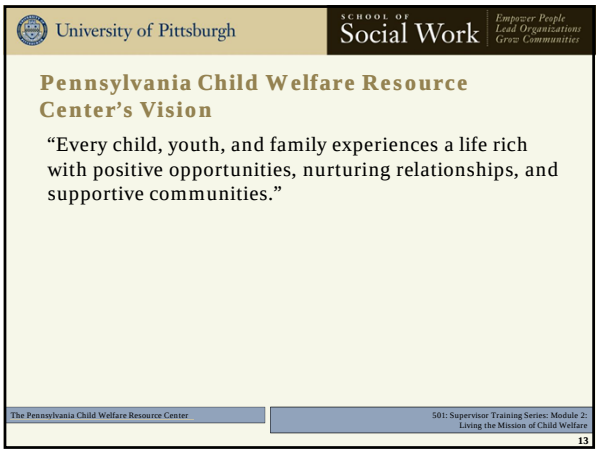
Vision

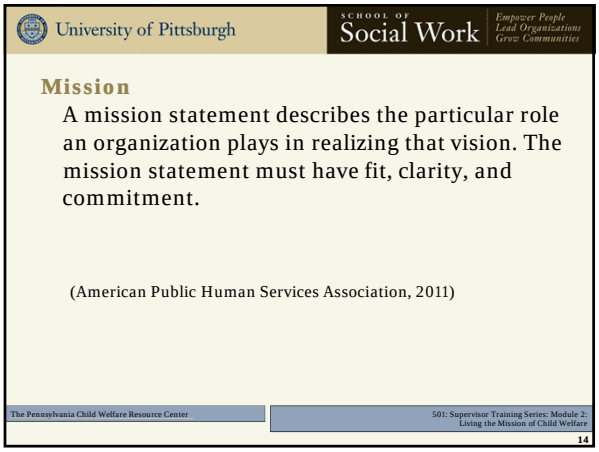
A vision statement describes how the future will look when an organization's desires and aspirations are realized.

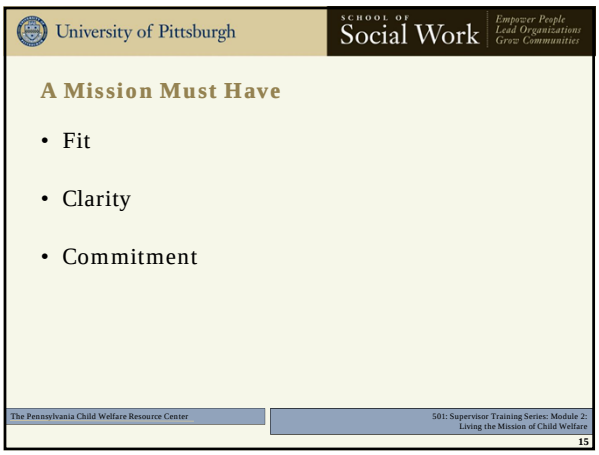
(American Public Human Services Association, 2011)

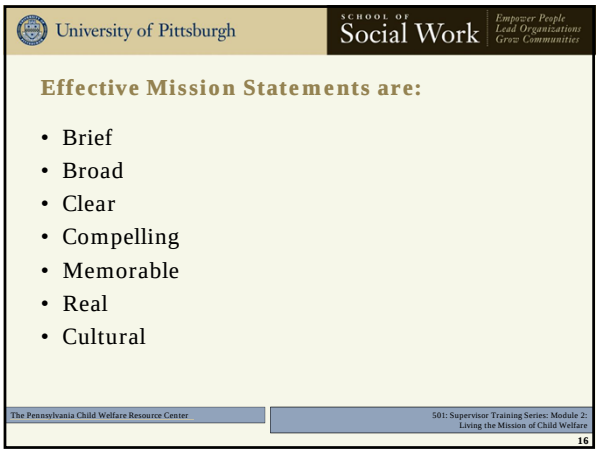
The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare

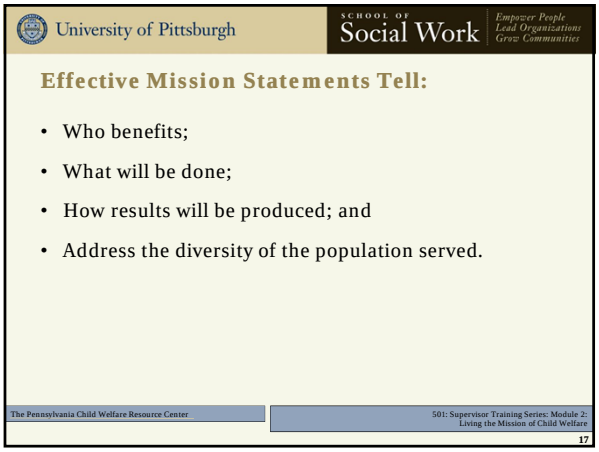
12

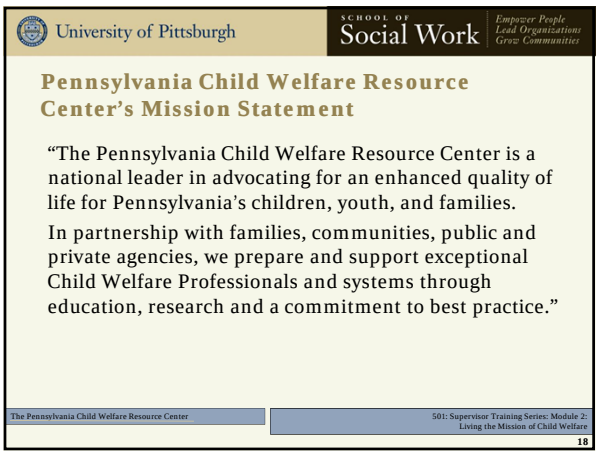

University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
Pennsylvania Child Welfare Resource Center's Vision
"Every child, youth, and family experiences a life rich with positive opportunities, nurturing relationships, and supportive communities."
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
13


University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
Mission
A mission statement describes the particular role an organization plays in realizing that vision. The mission statement must have fit, clarity, and commitment.
(American Public Human Services Association, 2011)
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
14


University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
A Mission Must Have
• Fit
• Clarity
• Commitment
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
15


University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
Effective Mission Statements are:
• Brief
• Broad
• Clear
• Compelling
• Memorable
• Real
• Cultural
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
16


University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
Effective Mission Statements Tell:
• Who benefits;
• What will be done;
• How results will be produced; and
• Address the diversity of the population served.
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
17


University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
Pennsylvania Child Welfare Resource Center's Mission Statement
"The Pennsylvania Child Welfare Resource Center is a national leader in advocating for an enhanced quality of life for Pennsylvania's children, youth, and families.
In partnership with families, communities, public and private agencies, we prepare and support exceptional Child Welfare Professionals and systems through education, research and a commitment to best practice."
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
18

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

What is the Pennsylvania's Child Welfare Practice Model?

✸ Vision & Values ✸

Linking Ideals to Practice

The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare

19

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

Pennsylvania's Child Welfare Practice Model

- **Outcomes**
- **Values and Principles**
- **Skills**

The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare

20

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

Pennsylvania's Child Welfare Practice Model: Outcomes

- Safety from abuse and neglect
- Permanence
- Wellbeing
- Support through services
- Strengthened families
- Skilled and responsive child welfare professionals

The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare

21

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

Pennsylvania's Child Welfare Practice Model : Values and Principles

- Children, Youth, Families
- Community
- Honesty
- Cultural Awareness and Responsiveness
- Respect
- Teaming
- Organizational Excellence

The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare

22

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

Pennsylvania's Child Welfare Practice Model : Skills

- Engaging
- Teaming
- Assessing and Understanding
- Planning
- Implementing
- Monitoring and Adjusting

The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare

23

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

For More Information on Pennsylvania's Child Welfare Practice Model...

http://www.pacwrc.pitt.edu/PracticeModel.htm

The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare

24

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

What is a System?

"A group of interacting, interrelated, and interdependent components that form a complex and unified whole."

(pegasus.com, 2011)

The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
25

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

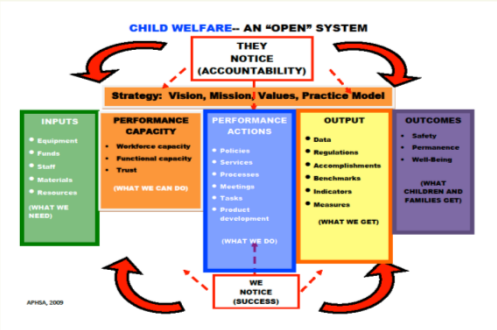
Characteristics of All Systems

- Every system has a purpose within a larger system;
- All of a system's parts must be present for the system to carry out its purpose optimally;
- A system's parts must be arranged in a specific way for the system to carry out its purpose;
- Systems change in response to feedback; and
- Systems maintain their stability by making adjustments based on feedback.

(Pegasus.com, 2011)

The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
26

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*



The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
27

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

Continuous Quality Improvement (CQI)

The ongoing process by which an agency makes decisions and evaluates its progress.

The National Resource Center for Organizational Improvement and Casey Family Programs

The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
28

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

The Purpose of Continuous Quality Improvement (CQI)

The purpose of CQI is to consistently gather information from a variety of sources that can help to evaluate the quality of services delivered, inform decision making related to program and agency improvements, and assist in the development of a plan for improvement.

The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
29

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

What Does DAPIM™ Mean?

APHSA American Public Human Services Association

D: Define

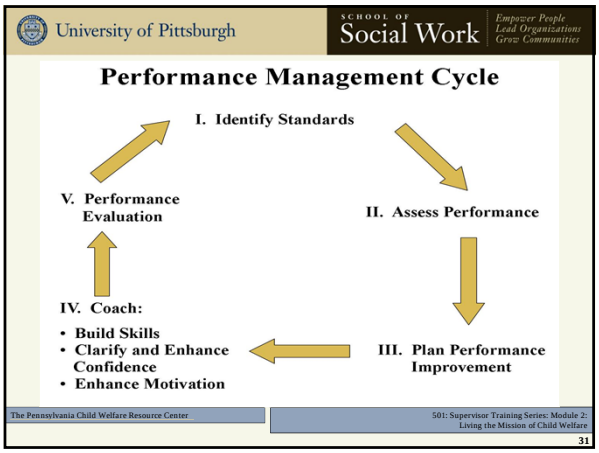
A: Assess

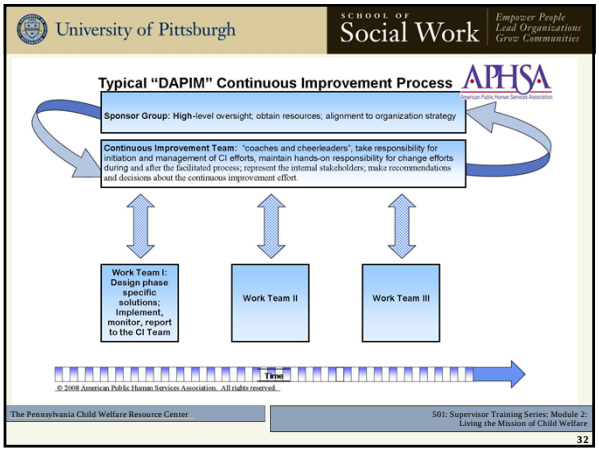
P: Plan

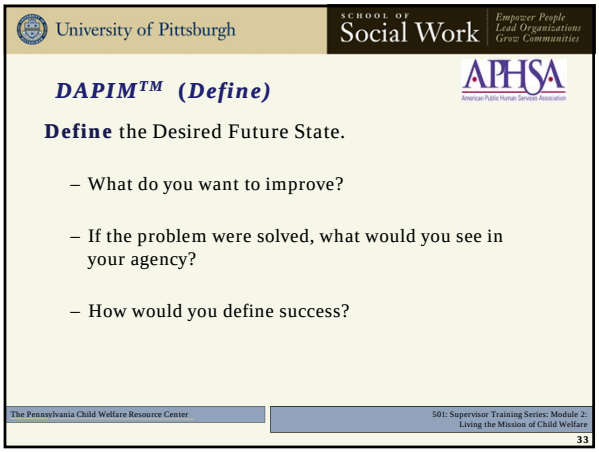
I: Implement

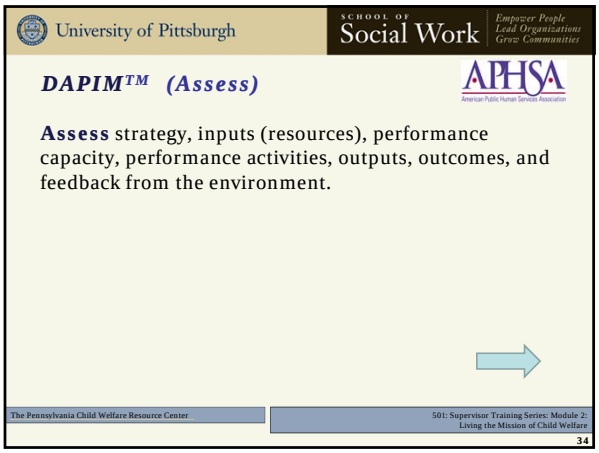
M: Monitor

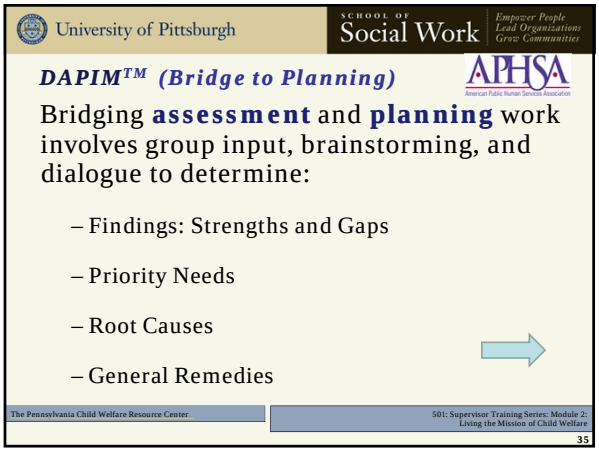
The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
30

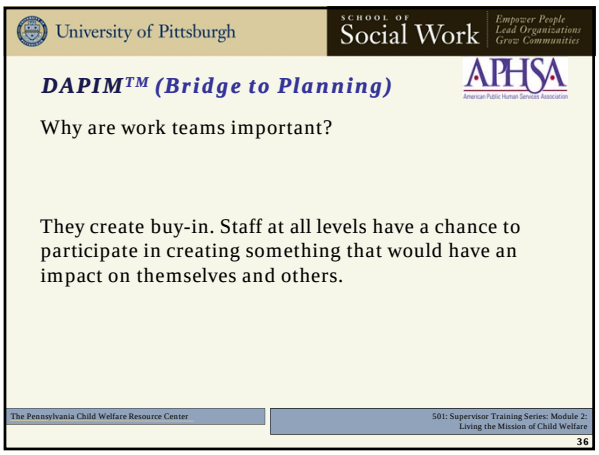

University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
Performance Management Cycle
I. Identify Standards
II. Assess Performance
III. Plan Performance Improvement
IV. Coach:
• Build Skills
• Clarify and Enhance Confidence
• Enhance Motivation
V. Performance Evaluation
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
31

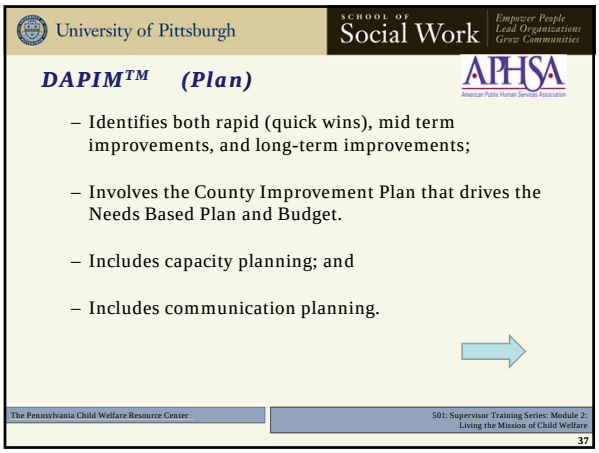

University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
Typical "DAPIM" Continuous Improvement Process
APHSA
Sponsor Group: High-level oversight; obtain resources; alignment to organization strategy
Continuous Improvement Team: "coaches and cheerleaders", take responsibility for initiation and management of CI efforts, maintain hands-on responsibility for change efforts during and after the facilitated process; represent the internal stakeholders; make recommendations and decisions about the continuous improvement effort.
Work Team I: Design phase specific solutions; Implement, monitor, report to the CI Team
Work Team II
Work Team III
Time
© 2008 American Public Human Services Association. All rights reserved.
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
32

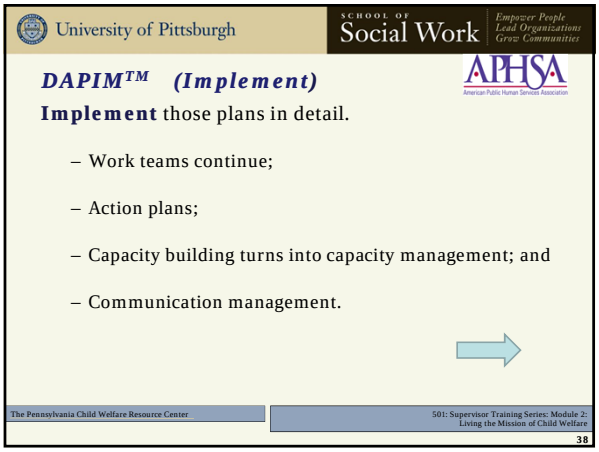

University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
APHSA
DAPIM™ (Define)
Define the Desired Future State.
– What do you want to improve?
– If the problem were solved, what would you see in your agency?
– How would you define success?
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
33

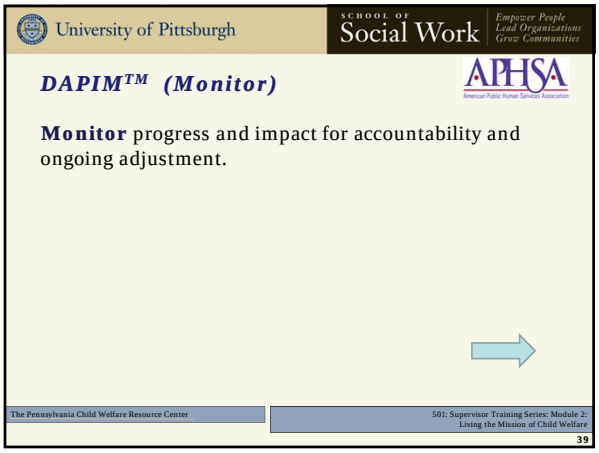

University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
DAPIM™ (Assess)
APHSA
Assess strategy, inputs (resources), performance capacity, performance activities, outputs, outcomes, and feedback from the environment.
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
34


University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
DAPIM™ (Bridge to Planning)
APHSA
Bridging assessment and planning work involves group input, brainstorming, and dialogue to determine:
– Findings: Strengths and Gaps
– Priority Needs
– Root Causes
– General Remedies
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
35


University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
DAPIM™ (Bridge to Planning)
APHSA
Why are work teams important?
They create buy-in. Staff at all levels have a chance to participate in creating something that would have an impact on themselves and others.
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
36


University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
DAPIM™ (Plan)
APHSA
– Identifies both rapid (quick wins), mid term improvements, and long-term improvements;
– Involves the County Improvement Plan that drives the Needs Based Plan and Budget.
– Includes capacity planning; and
– Includes communication planning.
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
37


University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
DAPIM™ (Implement)
APHSA
Implement those plans in detail.
– Work teams continue;
– Action plans;
– Capacity building turns into capacity management; and
– Communication management.
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
38

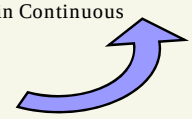

University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
DAPIM™ (Monitor)
APHSA
Monitor progress and impact for accountability and ongoing adjustment.
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
39

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

DAPIM™ (Monitor) (continued)

APHSA American Public Human Services Association

- Monitoring completes the flywheel.
- Monitoring uncovers new areas for continuous improvement.
- The flywheel starts again resulting in Continuous Quality Improvement.



The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
40

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

"We must become the change we want to see"

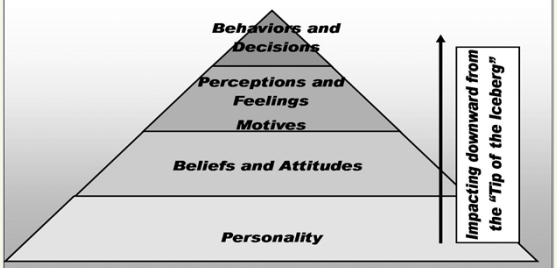
Mahatma Ghandi

The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
41

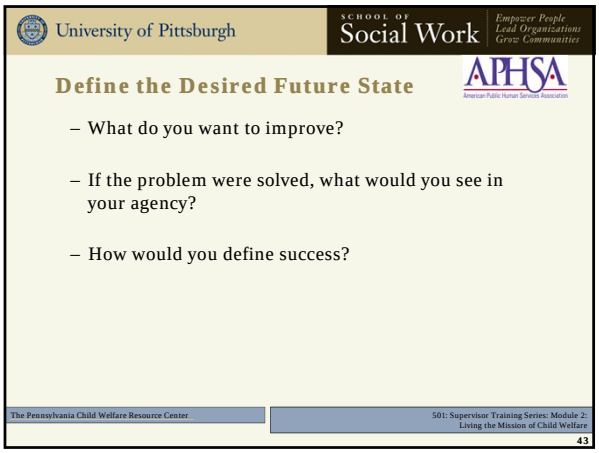
University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

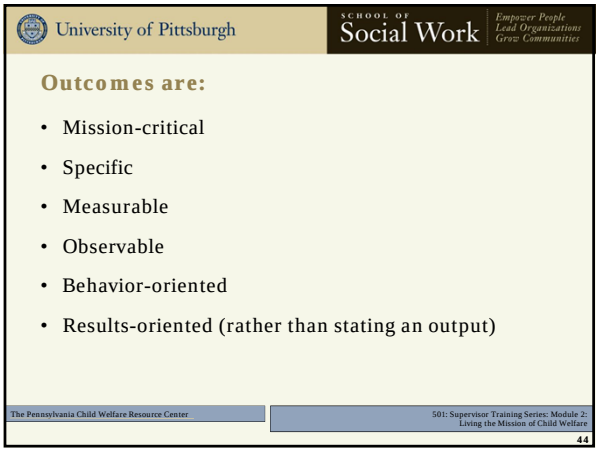
APHSA Models and Tools
What Supervisors Can Impact

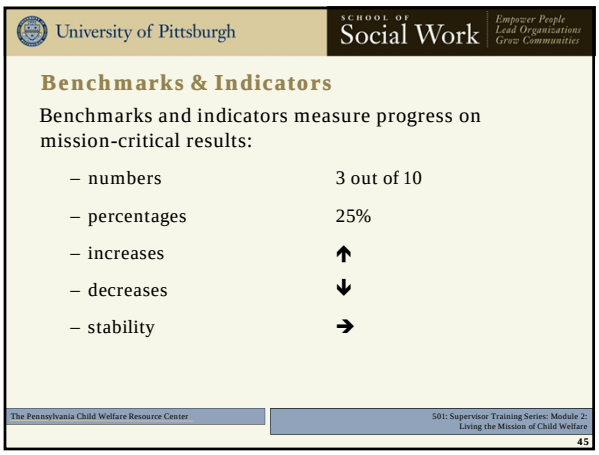
APHSA American Public Human Services Association



The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
42


University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
Define the Desired Future State
APHSA
American Public Human Services Association
– What do you want to improve?
– If the problem were solved, what would you see in your agency?
– How would you define success?
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
43


University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
Outcomes are:
• Mission-critical
• Specific
• Measurable
• Observable
• Behavior-oriented
• Results-oriented (rather than stating an output)
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
44


University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
Benchmarks & Indicators
Benchmarks and indicators measure progress on mission-critical results:
– numbers 3 out of 10
– percentages 25%
– increases ↑
– decreases ↓
– stability →
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
45

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

What's the Difference?

- *Benchmarks* are the measured goals for which we aim.
- *Indicators* are the specific measurements used to gauge performance or progress toward the benchmarks.

The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
46

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

Baseline

1st measurement of the indicator

The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
47

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

Effective Benchmarks and Indicators are:

- Specific
- Observable
- Measurable
- Mission-Critical
- Culturally Competent
- Clear and Reasonable

The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
48

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

Agenda

Day One

- Introduction
- Child Welfare Vision, Mission, Values, and Practice Model
- Child Welfare As An Open System
- Continuous Quality Improvement (CQI)
- Defining Key Outcomes In Serving Families
- Identifying Benchmarks And Indicators

The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
49

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

Agenda

Day Two

- Performance Actions And Performance Capacity
- Assessing For Change
- Planning For Change
- Implementing The Change Process
- Monitoring Progress
- Transferring Skills To Practice
- Evaluation And Closure

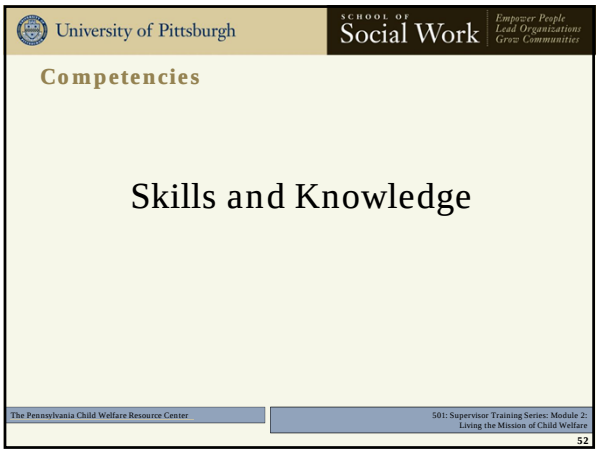
The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
50

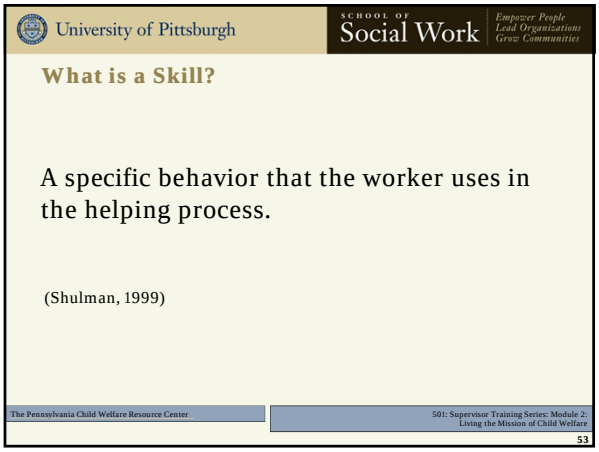
University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

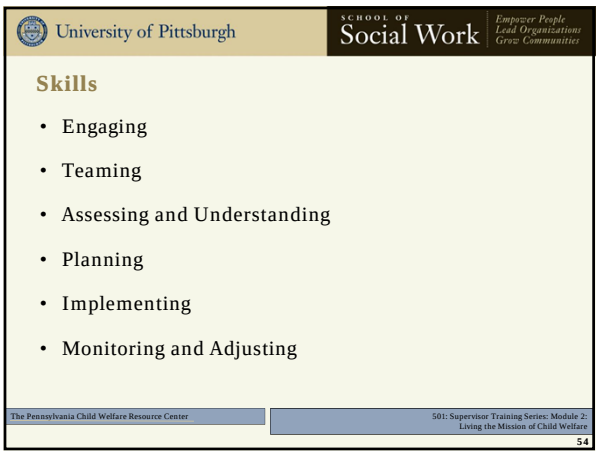
Performance Capacity

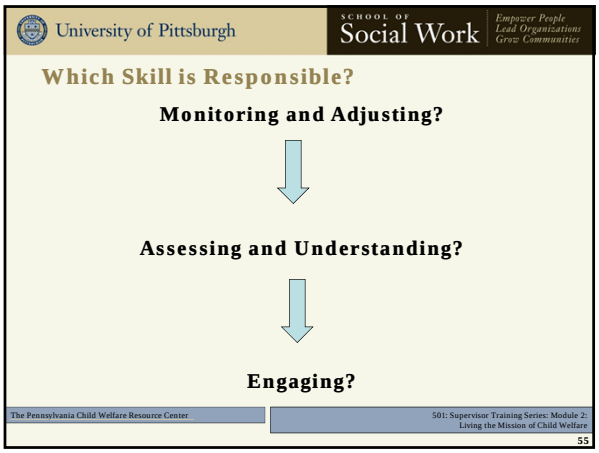
- Workforce capacity- a unit or department's combined knowledge and skills.
- Functional capacity- Use of strategic support functions
- Trust-
  - Perceived level of physical and emotional safety within the work place.
  - Partnerships, cliques, or subcultures

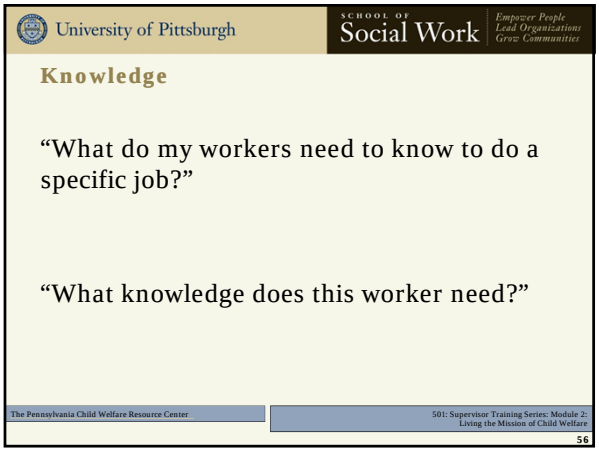
The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
51

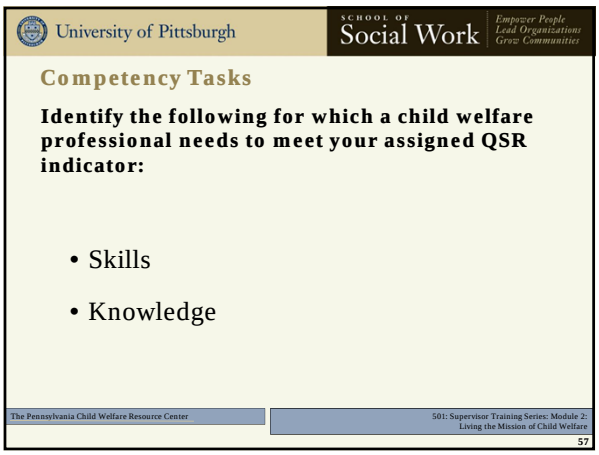

University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
Competencies
Skills and Knowledge
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
52


University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
What is a Skill?
A specific behavior that the worker uses in the helping process.
(Shulman, 1999)
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
53


University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
Skills
• Engaging
• Teaming
• Assessing and Understanding
• Planning
• Implementing
• Monitoring and Adjusting
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
54


University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
Which Skill is Responsible?
Monitoring and Adjusting?
Assessing and Understanding?
Engaging?
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
55


University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
Knowledge
"What do my workers need to know to do a specific job?"
"What knowledge does this worker need?"
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
56


University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
Competency Tasks
Identify the following for which a child welfare professional needs to meet your assigned QSR indicator:
• Skills
• Knowledge
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
57

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

Bridge to Planning

- Prioritizing gaps
- Root cause analysis

APHSA, 2009

The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
58

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

Root Cause Analysis

What isn't working and why specifically is that?

APHSA, 2009

The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
59

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

Three Types of Remedies

- Recommendations;
- Decisions or commitments; or
- Team activities.

APHSA, 2009

The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
60

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

Remedies for My Unit

Remedy:	Is the remedy in my control? Yes? No? → ↓ Does the remedy require new processes or tools? Yes? No? → ↓	Recommendation: Make it to person or group that has control. Decision/ Commitment: Move to planning.
Quick Win? Mid-Term Improvement? Long-Term Improvement?	Create workgroup to design new product or process →	Team Activity: Move to planning.

Source: APHSA 2009

The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
61

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

Planning

- Organizing the change plan;
- Capacity building; and
- Communication planning.

The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
62

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

Capacity Building Questions

- What do we need to execute our initiatives and hit output goals?
- What inputs do we have? (resources, staff, materials, space, money)
- What state or condition are our resources in now?
- How adaptable/flexible are our resources?
- What staff developmental needs do we have?

APHSA, 2009

The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
63

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

The Purposes of Communication Planning

- Demonstrate explicitly a commitment to improving client outcomes and services over time;
- Build unit credibility with outside staff;
- Remind the work team of commitments made;

The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
64

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

The Purposes of Communication Planning (cont'd)

- Get everyone on the same page about improvement work to be done, how it will be rolled out over time, how different initiatives are connected, and why they matter;
- Track accountability and monitor progress while reinforcing a culture of accountability, data-driven assessment, follow-through, and ongoing adjustment;

AND

The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
65

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

The Most Important Purpose of Communication Planning is to:

Minimize rumors, fear, and resistance of the change process that inevitably will surface.

The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
66

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

Principles of Effective Feedback

Feedback should be:

- Balanced
- Specific
- Objective
- Appropriate
- Understandable
- Participative
- Comparable
- Actionable
- Sufficient
- Hierarchical

The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
67

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

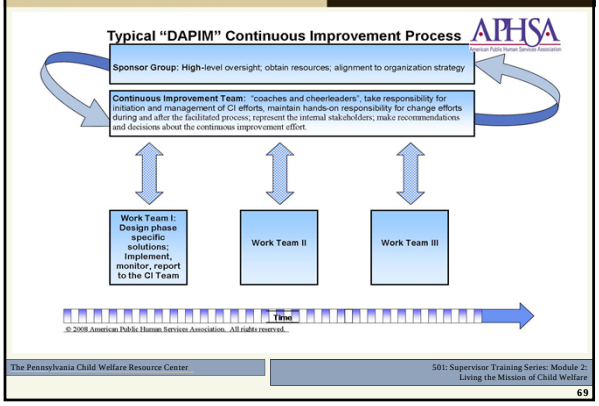
Tasks of Implementation

- Chartering work teams
- Capacity management
- Communication management

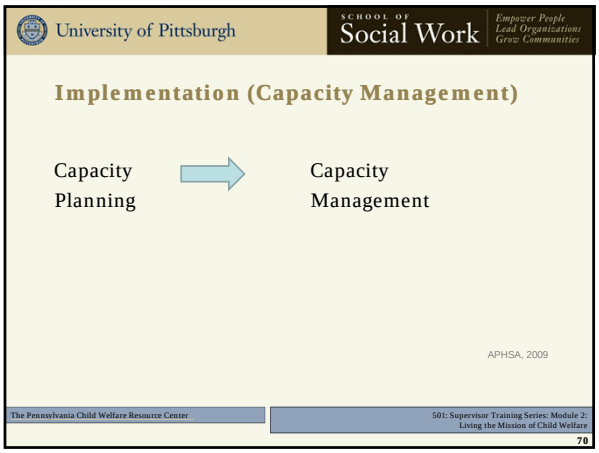
APHSA, 2009

The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
68

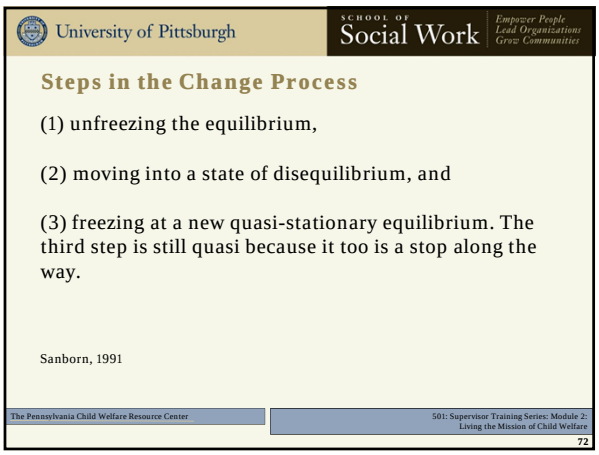
University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*



The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
69


University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
Implementation (Capacity Management)
Capacity Planning
Capacity Management
APHSA, 2009
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
70

University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
Implementation: Communication Management
Communication Planning
Communication Management
APHSA, 2009
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
71


University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
Steps in the Change Process
(1) unfreezing the equilibrium,
(2) moving into a state of disequilibrium, and
(3) freezing at a new quasi-stationary equilibrium. The third step is still quasi because it too is a stop along the way.
Sanborn, 1991
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
72

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

Implications of Change

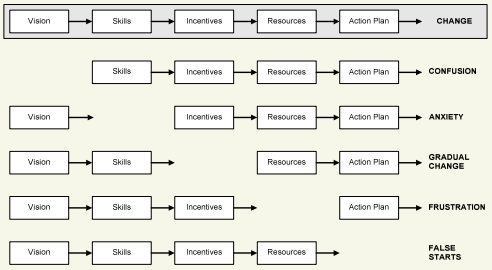
- Expressions of ambivalence, defensiveness, and resistance are normal.
- Persons must feel safe and supported throughout the change process.
- Ambivalence about change may make it necessary for the supervisor to exercise more power to facilitate the process of growth.

Shulman, 2011

The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
73

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

A Simple Model for Managing Change
(American Productivity and Quality Center, 1993)



The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
74

University of Pittsburgh | SCHOOL OF Social Work | *Empower People Lead Organizations Grow Communities*

Managing Change

- What was the vision?
- Who was impacted?
- What skills were needed by staff ?
- What were the benefits to staff, clients, and the community for supporting and implementing the improvement?
- What resources were needed?
- Who was involved in developing the action plan?

The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
75

University of Pittsburgh | SCHOOL OF Social Work | Empower People Lead Organizations Grow Communities

Who Moved My Cheese?

- How could each of the character's behavior be explained?
  - Hem
  - Haw
  - Scurry
  - Sniff
- Imagine you were the leader in charge of the cheese. What feedback are the characters giving you through their behaviors?

The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
76

University of Pittsburgh | SCHOOL OF Social Work | Empower People Lead Organizations Grow Communities

The Purposes of Monitoring

- Holds those accountable for creating the necessary change.
- Measures success.
- Gathers data needed to keep the DAPIM™ flywheel in motion.

The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
77

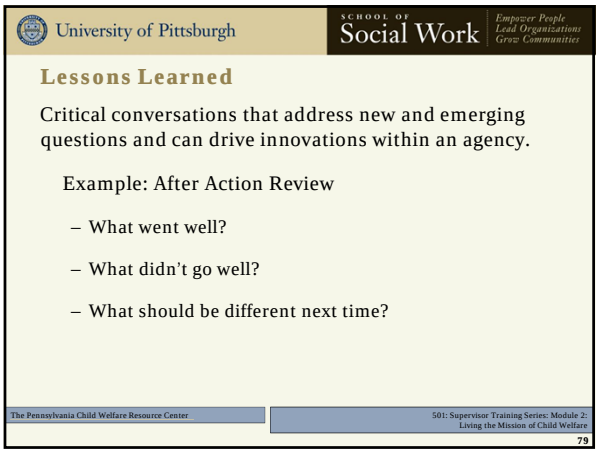
University of Pittsburgh | SCHOOL OF Social Work | Empower People Lead Organizations Grow Communities

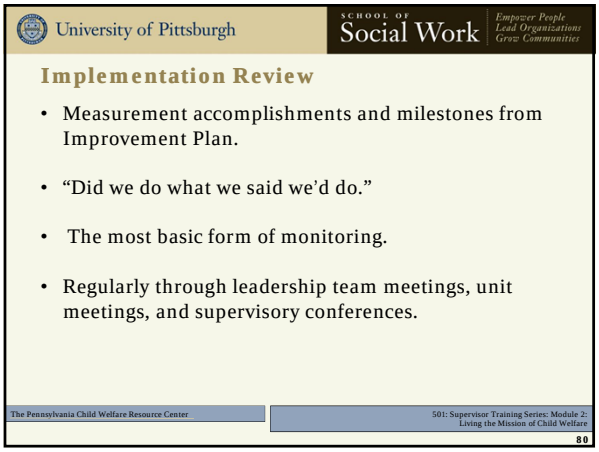
Three Types of Monitoring Activities

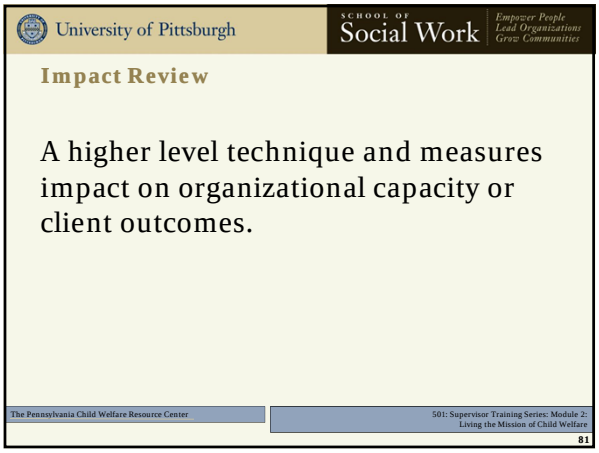
- Lessons Learned
- Implementation Review
- Impact Review

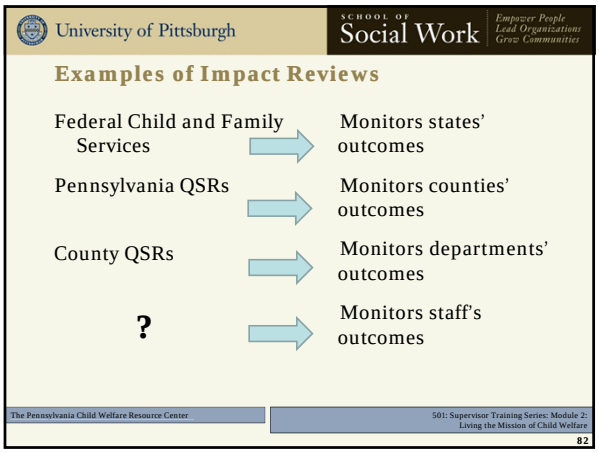
APHSA, 2009

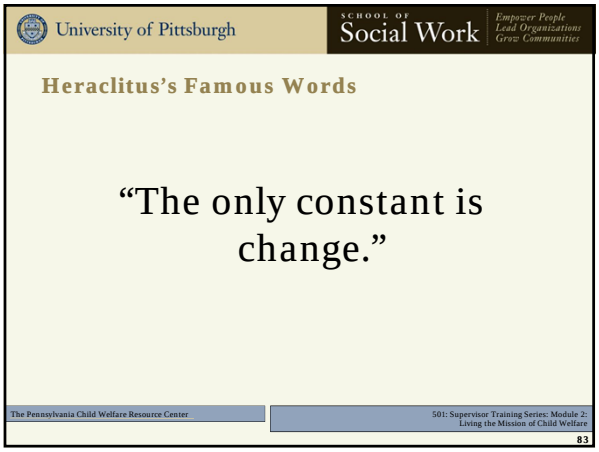
The Pennsylvania Child Welfare Resource Center | 501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
78


University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
Lessons Learned
Critical conversations that address new and emerging questions and can drive innovations within an agency.
Example: After Action Review
– What went well?
– What didn't go well?
– What should be different next time?
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
79


University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
Implementation Review
• Measurement accomplishments and milestones from Improvement Plan.
• "Did we do what we said we'd do."
• The most basic form of monitoring.
• Regularly through leadership team meetings, unit meetings, and supervisory conferences.
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
80


University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
Impact Review
A higher level technique and measures impact on organizational capacity or client outcomes.
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
81


University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
Examples of Impact Reviews
Federal Child and Family Services
Monitors states' outcomes
Pennsylvania QSRs
Monitors counties' outcomes
County QSRs
Monitors departments' outcomes
?
Monitors staff's outcomes
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
82


University of Pittsburgh
SCHOOL OF Social Work
Empower People Lead Organizations Grow Communities
Heraclitus's Famous Words
"The only constant is change."
The Pennsylvania Child Welfare Resource Center
501: Supervisor Training Series: Module 2: Living the Mission of Child Welfare
83