

MODULE 2

Skill Sets and Competencies

TOPIC: 512

FUNDAMENTALS OF LEADERSHIP IN CHILD WELFARE

Skill Sets

- 512-01 Ability to create a work environment that supports achievement of the agency's mission and promotes excellence in direct practice
- 512-02 Ability to use a variety of leadership skills to maximize staff and unit performance.

<i>Skill Set 512-01: Ability to create a work environment that supports achievement of the agency's mission and promotes excellence in direct practice.</i>	
512-01-001	Knows the importance of a shared vision, mission, and values in motivating staff to excel in their work.
512-01-002	Understands the relationships among agency purpose or mission, unit goals and objectives, policies, procedures, work activities, and outcomes.
512-01-003	Understands the supervisor's role as a leader in creating and sustaining a vision-oriented, mission-focused, and outcome-driven unit.
512-01-004	Understands the relationship between continual learning, formal staff development, and staff's confidence and ability to do their jobs.
512-01-005	Understands the necessity of a supportive and caring work environment to keep staff engaged and involved, and to promote high levels of investment in their work.
512-01-006	Knows how to involve unit staff in creating and articulating a shared vision, values, and purpose that underpin and give meaning to their daily work.
512-01-007	Can clearly articulate a collective vision, mission, and fundamental values to staff and can help them understand how to integrate these into their daily work.

512-01-008	Can recognize when poor unit or individual performance results from failure to integrate values, standards, and vision into the work, and can help staff to reaffirm and rely on these to guide their daily activities.
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<i>Skill Set 512-02: Ability to use a variety of leadership skills to maximize staff and unit performance.</i>	
512-02-001	Knows the definitions and characteristics of transactional, transformational, participatory, and strengths-based leadership.
512-02-002	Knows the core leadership behaviors necessary for transactional, transformational, participatory, and strengths-based leadership.
512-02-003	Knows the nature, characteristics, strengths, and limitations of a variety of supervisory and leadership styles.
512-02-004	Knows the various types of power, authority, and influence available to supervisors, and their potential effect in leading the unit and individual staff.
512-02-005	Understands the importance of supervisors developing and enhancing their personal leadership skills.
512-02-006	Understands the nature, characteristics, strengths, and limitations of the supervisor's own preferred leadership style(s).
512-02-007	Understands how effective leadership can enhance staff performance and successful achievement of agency and unit objectives.
512-02-008	Knows how to assess a situation and select a leadership style best suited to the task, environment, and developmental level of staff.
512-02-009	Knows how to "style flex" in response to changing environmental and interpersonal dynamics.
512-02-010	Can use a variety of leadership skills to motivate staff to achieve high levels of performance excellence.

Leadership Self-Assessment

Instructions: For each bulleted sub-competency, rate your own strength by marking **H** (high), **M** (medium), or **L** (low). After you have rated each of the bulleted items, return to the competency and give yourself an overall rating (high, medium, or low).

Inner Work: Self-Awareness	Rating:
▪ Develop clarity of personal values, purpose, and vision.	
▪ Demonstrate authenticity through behavioral alignment with values and vision.	
▪ Take accountability for personal and leadership actions.	
▪ Know and trust your own intuition.	
▪ Learn to learn: new technology.	
Inner Work: Resiliency	Rating:
▪ Be willing to jump in and get things started.	
▪ Seek opportunities for performance improvement and development.	
▪ Build on others' ideas for the benefit of the decision.	
▪ Maintain an appropriate, empowered attitude.	
▪ Persist in managing and overcoming adversity.	
▪ Act proactively in seeking new opportunities.	
▪ Prioritize tasks and manage time.	
Working with Others (Managers, Subordinates, Peers): Interpersonal and Relationship Skills	Rating:
▪ Understand and appreciate diversity of perspective and style.	
▪ Participate and contribute fully as a team member.	
▪ Demonstrate empathy and understanding.	
▪ Build trust and demonstrate trustworthiness.	

Working with Others (Managers, Subordinates, Peers): Communication Skills	Rating:
▪ Understand and adapt to your audience, helping others to learn.	
▪ Express intention clearly and concisely in written communications.	
▪ Build collaboration and clearly articulate intention in verbal communications.	
▪ Use formal presentation skills.	
▪ Listen for understanding.	
▪ Manage flow of communication/information.	
Working with Others (Managers, Subordinates, Peers): Employee Development (Coach and Motivate)	Rating:
▪ Motivate employees to high performance.	
▪ Coach for development and improved performance.	
▪ Manage with appreciation and respect for diversity of individual values and needs.	
▪ Delegate tasks as needed and with awareness of employee development opportunities.	
▪ Select appropriate staff to fulfill specific project needs and responsibilities.	
Working with Others (External): Client and Community Orientation	Rating:
▪ Understand and apply client and community needs and expectations.	
▪ Gather community input.	
▪ Partner with community in gathering requirements, maintaining communication flow, and managing work.	
▪ Set and monitor performance standards.	
▪ Demonstrate ability to ethically build support for a perspective about which you feel strongly.	
▪ Think holistically in terms of the entire system and the effects and consequences of actions and decisions.	

Working with Others: Project Leadership	Rating:
▪ Build cohesive teams with shared purpose and high performance.	
▪ Set, communicate, and monitor milestones and objectives.	
▪ Prioritize and allocate resources.	
▪ Manage multiple, potentially conflicting priorities across various/diverse issues.	
▪ Create and define systems and processes to translate vision into action.	
▪ Maintain an effective, interactive, and productive team culture.	
▪ Gather and analyze appropriate data and input.	
▪ Balance established standards with need for exceptions in decision making.	
▪ Align decisions with needs of clients and organization with team values.	
▪ Make timely decisions in alignment with organization and system mandates.	
Working with Others: Creating and Actualizing Vision	Rating:
▪ Create a clear and inspirational vision of the desired outcome.	
▪ Align the vision with broader organizational strategies.	
▪ Translate the vision into manageable action steps.	
▪ Communicate vision to enroll and enlist staff and community.	
▪ Gather appropriate input.	
▪ Understand individual motivators and decision-making styles and use them to enroll others.	
▪ Facilitate win-win solutions.	
The Challenge of Change: Create, Support, and Manage Change	Rating:
▪ Understand improvement initiatives (three levels: managing your own transition/transformation, managing a change initiative, coaching others through transition).	

▪ Identify and implement appropriate change initiatives/efforts.	
▪ Promote and build support for change initiatives.	
▪ Understand “cost/benefit” and “return on investment” of change initiatives.	
▪ Manage transition with employees, guiding and supporting the change process.	
▪ Support staff in navigating transitional process and challenges through organizational change.	
▪ Demonstrate and build resilience in the face of change.	
▪	
▪	

Adapted and used with permission from *Leadership Training* by Lou Russell (2005). Alexandria, VA: ASTD Press.

Identify the areas in which you are the strongest. Also identify any particular areas in which you desire further development. When everyone in the small group has completed the assessment and analysis, discuss the results with one another.

Leadership/Management

Instructions: Differentiate the roles and responsibilities of managers from those of leaders.

Managers	Leaders

Levels of Knowledge

Rate your level of knowledge in each of the categories using the following scale:

1. I have no knowledge about this
2. I have some knowledge about this, but I would like or need some more.
3. I have enough knowledge about this to adequately meet my responsibilities.

Knowledge of self

- ___ Self-awareness
- ___ Knowledge of personal strengths and limitations
- ___ Clarity of personal values as they relate to the job

Knowledge of others

- ___ Understanding human behavior in organizational settings
- ___ Understanding staff members' career aspirations
- ___ Knowing the learning styles, personality styles, personal motivation and values of those being supervised

Knowledge of the agency

- ___ Understanding the agency's mission/goal, values, cultures and norms; and authority and decision-making processes
- ___ Understanding how the unit fits within the agency structure and how various units within the agency relate to each other
- ___ Knowing of the world and community as it relates to the agency

Knowledge of community

- ___ Knowing of the community and neighborhoods
- ___ Knowing of community agencies
- ___ Knowing of state child welfare requirements
- ___ Knowing of agency policies
- ___ Knowledge of emerging trends

Strategies to Increase Knowledge

Review your scores for each item. For any items on which you scored a 2 or below, you need further improvement. Below are strategies for increasing knowledge in each category.

Levels of Knowledge	Increase Knowledge and Skills
Knowledge of Self	<p>Keep an inventory of strengths and areas of growth.</p> <p>Attend personal-growth workshops.</p> <p>Use coaches and mentors.</p> <p>Use personal inventories (i.e., Myers-Briggs Type Indicator, Enneagram, and Learning Style Inventories).</p> <p>Set aside 10 minutes each week to reflect.</p>
Knowledge of Others	<p>Get to know each staff member individually and build upon his or her strengths.</p> <p>Develop a professional development career plan for each staff member.</p> <p>Plan for casual team-building time.</p> <p>Take an interest in cases and join staff members on occasional home visits.</p>
Knowledge of Agency	<p>Seek out opportunities to work on agency committees.</p> <p>Convene informal meetings with other supervisors.</p> <p>Ask for consumer input</p>
Knowledge of Community	<p>Attend conferences to find new ideas.</p> <p>Network with the community.</p> <p>Visit other child welfare agencies and interview key people.</p> <p>Create a vision for the future.</p>

Sources: Myers-Briggs Type Indicator®: Published by CPP, Inc. See also Aspell & Aspell 1997; Keirsey 1998.

*Ways to Increase Levels of Knowledge table taken from East and Hanna, 2009.

The Types of Leadership Power

Instructions: Reflect on each type of power and think of people you have known (whether inside or outside your employment experience) who operated primarily using each of type of power.

Legitimate Power

Referent Power

Expert Power

Reward Power

Coercive Power

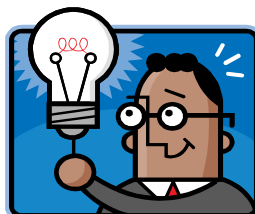
Informational Power

Transfer of Learning

To develop my leadership style(s), my plan is to do the following:

To help me in this endeavor, I will:

As I attempt to grow in my leadership capabilities, I will seek the assistance and support of the following people:



Mission/Goal Statement Template

We (use action verb, e.g., support, help, empower, assist, collaborate)

Who (clients/customers)

To achieve what (the outcomes you hope they achieve as a result of unit services or support)

We accomplish this by (how) (methods you use to support their success in achieving identified outcomes)

Avoid use of jargon. Use language that all can understand.

Guide for Developing Mission Statements

The Mission/Goal Statement – Why It Is Important

- Assists unit staff in understanding the contribution it makes to the children, families, communities
- Assists unit staff in understanding their connection to the broader agency purpose
- Assists agency families in understanding what they can expect from the unit providing the services
- Assists the community in understanding the service menu available in the unit/agency
- Assists agency staff outside of the unit in understanding the program services in the organization

Mission/Goal Statements – Basic Construction

- Are normally no more than 3–5 sentences
- Respond to:
 - ✓ Who the customer is (population served)
 - ✓ What the OUTCOMES are to be achieved as a result of working with the department
 - ✓ What the METHODS are used to assist the population in achieving the identified outcomes
- Avoid jargon – use language all can understand

Mission/Goal Statements – Leading the Staff Discussion

- Share with staff the importance of explicitly defining purpose of the department. Use the information under Why It Is Important (above) as a guide.
- Divide staff into groups of three

- Give each group one of the three components (Who, Outcomes, Methods)
- Give each group 20 minutes to draft a response to the component assigned to them, and have them post their response on flip-chart paper
- Lead a discussion to “knit” the stand-alone statements together for consistency, clarity of language, etc.
- When responses are “knitted” together and all appear in agreement, test their explicit agreement by conducting a mission/goal check
- Thank staff for their participation and direction
- Distribute to staff

Learning Environments: The Five Disciplines

1. **Personal Mastery** – Each staff member is encouraged by the supervisor to develop skills, knowledge, and abilities. Staff are committed to their own personal and professional development. Learning is ongoing and desired.
2. **Team Learning** – The supervisor, as a leader, actively helps to ensure there is a collaborative effort of ongoing learning. As individuals learn, collective thinking and commitment to sharing talents for the benefit of the system become the norm. “Team learning involves looking outward to develop knowledge of, and alignment with, others on the team.” (Senge et al. 1994, 355)
3. **Systems Thinking** – The supervisor, as a leader, understands that every action impacts the system. As leaders, supervisors take responsibility for their individual contribution to the system, seek to understand how actions impact the system, and demonstrate commitment to change for the good of the system.
4. **Shared Vision** – The learning environment is future oriented. Values are discussed openly and leadership monitors how the actions of today align with the vision of tomorrow. There is an open forum for conversations about the agency and unit mission/goal, and staff know what they are doing, why they are doing it, and how it relates to their future.
5. **Mental Models** – Mental models are “deeply ingrained assumptions, generalizations, or even pictures or images that influence how we understand the world and how we take action.” (Senge 1990, 8) Every person and every organization has mental models. “Differences between mental models explain why two people can observe the same event and describe it differently; they are paying attention to different details.” (Senge et al. 1994, 236)

Create a Learning Environment

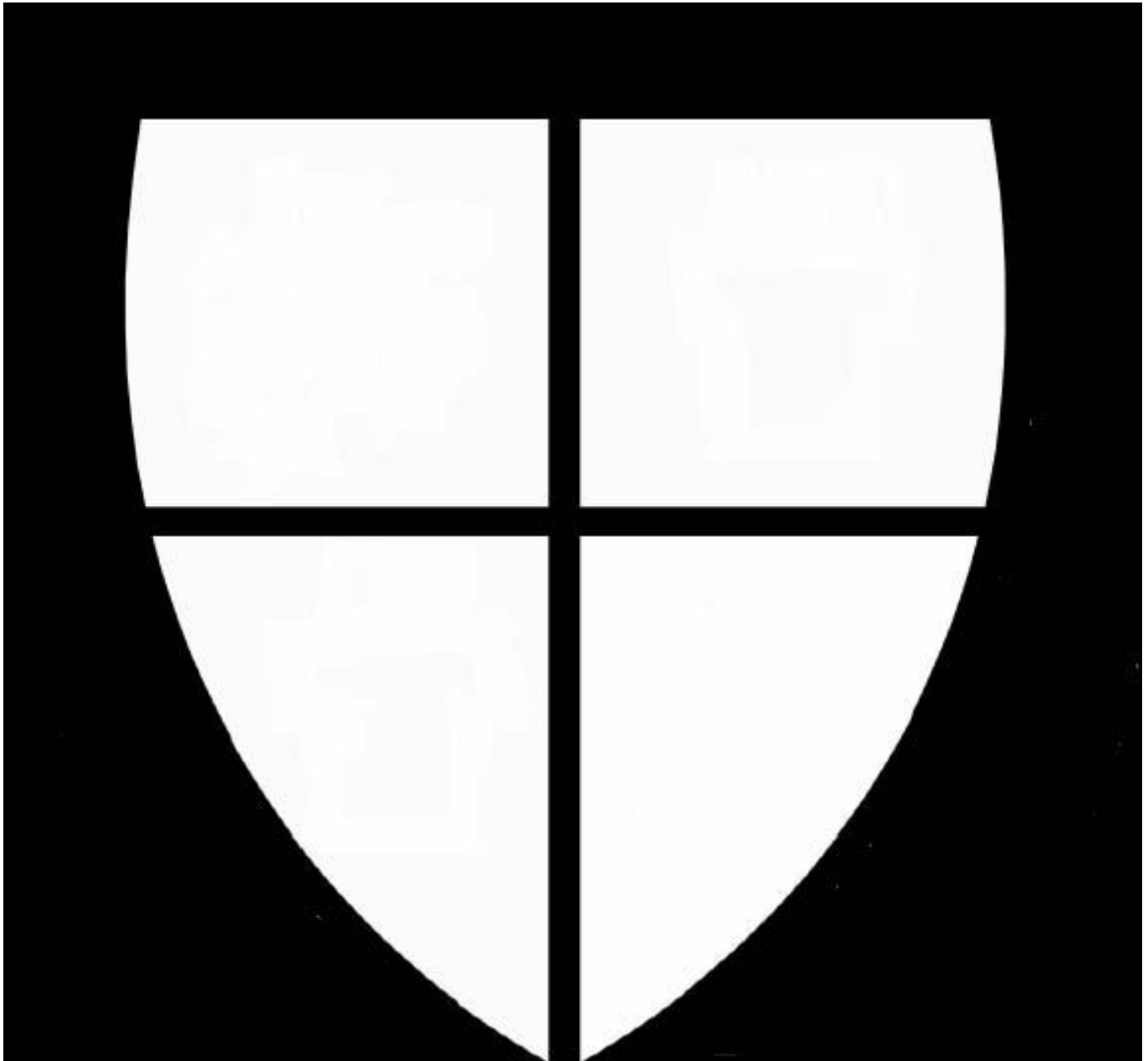
Instructions: In the right-hand column, list ways to accomplish the following steps in your unit.

1.	Commit to becoming a learning environment.	
2.	Engage unit staff in the effort.	
3.	Connect learning with unit operations.	
4.	Communicate the vision of a learning environment.	
5.	Demonstrate and model a commitment to learning.	
6.	Transform the culture of the unit to one of continuous learning and improvement.	

7.	Establish strategies for learning.	
8.	Reduce bureaucracy and streamline the structure as much as possible. Examples include: simplifying procedures and eliminating unnecessary duplication of effort.	
9.	Apply the best technology to the best learning.	
10.	Create short-term wins; celebrate successes.	
11.	Measure and demonstrate learning.	
12.	Adapt, improve, and learn continuously.	

(Marquardt 2002, 211)

Leadership Coat of Arms



ACTION PLANNING

Personal Goal:

<u>Activities</u>	<u>Time Frame</u>	<u>Progress</u>