• Participants: Recruitment

• Instructors: Interdisciplinary pool of experienced and knowledgeable experts in specific areas

• Schedule
  • Starts in September and ends in April or May
  • 12 sessions

• Curriculum development: National Child Welfare Workforce Institute’s (NCWWI) Leadership Competency Framework as the basic framework for the development of the leadership curriculum for Academy
### Leadership Model

**Domain #1: Leading Change**

This domain 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.

**Domain #2: Leading in Context**

This domain involves the ability to build collaborative internally and with other federal agencies, state and local governments, tribal organizations, and nonprofit and private sector organizations to achieve common goals.

**Domain #3: Leading People**

This domain 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.

**Domain #4: Leading for Results**

This domain involves the ability to meet organizational goals that produce high-quality results by applying technical knowledge, analyzing problems, and calculating risks.

**Domain #5: Fundamental Competencies**

Competencies are foundational for success in each of the domains.

### Definitions:

**Lists of Competencies:**

1. Creativity and Innovation
2. External Awareness
3. Flexibility
4. Strategic Thinking
5. Vision

1. Partnering
2. Political Savvy
3. Influencing/Negotiating

1. Conflict Management
2. Developing Others
3. Team Building
4. Cultural Responsiveness
5. Leveraging Diversity

1. Accountability
2. Capacity Building
3. Service Orientation
4. Decision/Leadership
5. Entrepreneurship
6. Financial Management
7. Planning and Organizing
8. Problem Solving
9. Technical Credibility

1. Continuous Learning
2. Effective Communication
3. Initiative
4. Interpersonal Relations
5. Integrity/Honesty
SECTION 2
CURRICULUM
• Topics
  • Reflection papers after each session
  • Individual projects
  • Annual child welfare leadership conference
SECTION 3
EVALUATION PROCESS
Pre survey competence and demographics

Monthly satisfaction surveys and submission of Reflection

Post survey competence

Completion of Individual Project
SECTION 4

FINDINGS
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<th>Variables</th>
<th>Frequency</th>
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<td>Gender</td>
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<td>Female</td>
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1. **Instrument**
   - Module satisfaction (12 items, 5 point Likert scale)
     - Example item: The training goals and objectives were clear.
   - Satisfaction with activities (2 items, 5 point Likert scale)
     - Example item: The activities in the module were appropriate and useful.

2. **Conduct at the end of each seminar**

3. **Descriptive statistics**
<table>
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<tr>
<th>Topics</th>
<th>Module Satisfaction</th>
<th>Activities</th>
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<td>Project Planning</td>
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<td>Tools of Engagement</td>
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<td>Skylight Leadership, &amp; Conflict Resolution</td>
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<td>4.80 (0.37)</td>
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<td>Financial Management</td>
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<td>Leading Multiple Generations</td>
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<td>System Changes of Leaders</td>
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<tr>
<td>Trauma Informed Leadership and Supervision</td>
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<td>5 (0)</td>
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<tr>
<td>Servant Leadership</td>
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<td>5 (0)</td>
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1. **Instrument:** Developed by National Child Welfare Workforce Institute (NCWWI)

2. **5 domains**
   - **Domain 1: “Leading Change”** with 5 sub-constructs
     - creativity and innovation; external awareness; flexibility; strategic thinking; and vision.
   - **Domain 2: “Leading in Context”** with 3 sub-constructs
     - partnering; political savvy; and influencing and negotiating.
   - **Domain 3: “Leading People”** with 5 sub-constructs
     - conflict management; developing other; team building; cultural responsiveness; and leveraging diversity.
   - **Domain 4: “Leading for Results”** with 9 sub-constructs
     - accountability; capacity building; service orientation; decisiveness; entrepreneurship; financial management; planning and organizing; problem solving; and technical credibility.
   - **Domain 5: “Fundamental Competencies”** with 8 sub-constructs
     - continuous learning; effective communication; initiative; interpersonal relations; integrity/honesty; reliance; personal leadership; and social responsibility.
1. Descriptive analyses due to the extremely small sample sizes

2. Conducting at the beginning and at the end of training

3. Considerable improvement in the trainee’s competency level

4. At post-test, the mean scores in every domain were very high, close to perfect scores

5. The most improved domain: Domain 2, Leading in Context, with mean difference of 0.92 followed by Domain 4, Leading for Results (mean difference: 0.75), Domain 1, Leading Change (mean difference: 0.56), and Domain 3 Leading People (mean difference: 0.47).

6. The least improved area: Domain 5, Fundamental Competencies, with mean difference of 0.19. However, Domain 5 was scored highest at pre-test (M = 4.36).
Steps of thematic analysis

1. Reviewing the data
2. Finding codes line by line
3. Classifying codes under common themes
4. Matching with seminar topics
5. Interpreting findings
1. Proof of quantitative analysis: Overall, the findings from reflection paper analyses well support the findings of satisfaction with seminar modules and the tests of competency level, particularly when we compare those with the previous years.

- For example, the last two cohorts reported financial management as the least satisfied seminar, but the score was much higher than the previous years this year. The reflection papers prove that the high score in financial management was not biased but trainees were less reluctant to the topic with the different module implemented than the previous years.

- The high module satisfaction, especially the two sessions scored perfect, goes with trainee’s positive responses in reflection papers.
2. 3 common themes amongst all of the trainees over the course

- Integrating each seminar topic to child welfare practices
  - Ultimate goals of leadership: Better performance outcomes and serving children and families

“Competent DCS leadership will produce positive outcomes for children of Indiana. Leadership starts at every job level in DCS. Each level implements skills which are used to impact the outcomes for children.”

“This leadership program is not only foundational but it will become a part of our thought processes from here forward. The leadership concepts that we will learn will be our opportunity and catalyst for change, with an overarching goal of making the children and families we serve, healthier, stronger and more self-sufficient.”
2. 3 common themes amongst all of the trainees over the course

   - Implementing and sharing the activities, tools, skills and knowledge with their staff

   “Now that I understand managing multiple priorities, I think it’s important to implement the tools that I have obtained. I have encouraged my team to complete the “what’s on my plate” activity.”

   “At the end of the month I will have a debriefing to check in and see how we thought the month went and ask them for feedback to add to the next wave of events or work assignments that are brewing. Lastly I will be talking with my team about the balance of spirit, body and mind.”
2. 3 common themes amongst all of the trainees over the course

– Understanding the connection among leadership, workforce issues and child welfare outcomes

“What really stood out to me about this seminar were the different approaches that can be used when trying to retain employees as well as keeping them happy. I am a fan of the boss who wants to motivate his/her employee. This will make them want to come to work and feel appreciated.”

“Understanding Workforce Engagement was well delivered during this seminar. As a leader, I strive to recruit, retrain, reward, and retain the talented employees in my office.”

“When we got to cost accounting and cost management, the illustration of staff turnover was used. Hard costs to the agencies for staff turnover would be advertising and the selection probes with the review and screening of applicants. Soft costs were measured by the selection process with managers, loss of service productivity, training of a new employee and loss of relationships to the caseload.”

“I was particularly pleased with the opportunity to speak one-on-one with Paul Lang. Our discussion made me realize the potential long term impact a successfully executed plan may have not only on the bottom line, but on the service outcomes for children and families.”
SECTION 5
DISCUSSION
1. Limitations
   - Extremely small sample size
   - Descriptive statistics

2. Strengthens
   - Using mixed method
   - Applicability to child welfare
   - Contributing factors for effective training
thank you