What data points stand out to you as you think about FFPSA implementation in Iowa?

What trend line can you imagine bending through the implementation of FFPSA in Iowa?

What do you think about the Vision Councils’ Reflections on the data from the Kickoff Meeting?
DATA REVIEW, WELCOME & CHECK-IN
MEETING PURPOSE
Draft a “From-To” Culture Shift and organize to support prioritized FFPSA implementation opportunities.
MEETING RESULTS

1. A “From-To” Culture Shift is drafted by the Vision Council.
2. The Vision Council has steps planned for testing the framework for the Ideal Culture (”From-To” Shift).
3. Opportunities to support successful implementation of the FFPSA in Iowa are listed.
4. The Vision Council has identified ways it will be engaged in support of FFPSA implementation.
VISION COUNCIL 2ND MEETING

10:00 AM
Data Review, Welcome & Check In

11:00 AM
Culture Inventory Results & Analysis

11:15 AM
Reflection on the Culture Inventory and Interpretation

12:30 PM
Building Consensus for the “From-To” Culture Shift

1:00 PM
Lunch Break

1:30 PM
Identify Essential Work for FFPSA Implementation by July 2020

2:10 PM
Small Group Work in Support of FFPSA implementation & Culture Development

2:50 PM
Check Out / Adjourn
What data point stood out to you as you think about the implementation of FFPSA in Iowa?

What trend line can you imagine bending through the implementation of FFPSA in Iowa?
REFLECTION ON CULTURE INVENTORY AND INTERPRETATION
BUILDING CONSENSUS ON "FROM-TO" CULTURE SHIFT
VISION COUNCIL
SUPPORT OF FFPMA
IMPLEMENTATION
IDENTIFY ESSENTIAL WORK FOR FFFPSA IMPLEMENTATION
VISION COUNCIL SUPPORT FOR FFP$A IMPLEMENTATION & CULTURE DEVELOPMENT
1  PREPARE YOUR ANSWER
What is one step you will take to test the draft From-To Culture Shift? (from list)

2  WRITE DOWN
Your name and the item number you choose (or your “Other”)

Customize your answer, as indicated for each item.
OPTIONS TO TEST FROM-TO CULTURE SHIFT

1. Update and brief a VC member who isn’t here today (name)
2. Practice an element of the ideal culture in an upcoming situation (which one(s))
3. Present the From-To shift to a key group (name, e.g. Board, Work Group, staff, etc.)
4. Observe for a specific behavior pattern in an upcoming setting (which behavior / which setting)
5. Talk to someone about what the from-to shift means to you personally and how you want to practice it (name accountability partner)
6. Other?
RESOURCES
If you have questions, please contact:

**Kelli Soyer, MSW, LMSW | Associate Director**  
[ksoyer@iachild.org](mailto:ksoyer@iachild.org) | cell 515.971.9230

**Marlo Nash | National Director of Partnerships and Policy**  
[mnash@st-francis.org](mailto:mnash@st-francis.org) | main/cell 202.431.3532
THANK YOU
See you on Dec. 4!
Theory of Aligned Contributions

- Measurable Population Level Improvement on a Condition of Well-Being for Children and Families
- Aligned Contributions: Leaders from Across Sectors Take Aligned Action at a Specified Scope and Scale

- A Sense of Urgency
  - Public Accountability
- Focus on a Measurable Result
- Leaders Collaborate and Take a Skilled Approach
  - Make Decisions Together
  - Move From Talk to Action
  - Do Adaptive Work
  - Be Accountable for Making Measurable Difference
Population level changes cannot be made by a single agency or organization; must be multi-sector, public-private.

Outcomes for children, families and communities are not what they could be in part because key stakeholders are not yet fully aligned.

Seemingly intractable nature of problems, social conditions, systems and challenges sap energy and sense of urgency.

Public accountability can increase urgency and create a personal sense of accountability for taking aligned action and making an aligned contribution.

*Shorr, Lisbeth, Common Purpose, 1997*
Assumptions of Theory of Aligned Contributions

Actions to “tip” the odds that good things will happen can be generated by a small group of people with a common purpose, connected relationships and a sense of urgency*

Leaders given “permission” to engage in action learning ** with a sense of urgency can use the depth of their experience and wisdom to galvanize change and forward movement

Leaders can achieve progress through their commitment to taking aligned actions and leveraging current relationships, resources and opportunities ***

Focus of Adaptive Leadership

- Go to the Balcony
  - I.D. the Adaptive Challenge

- Adapt Values and Behaviors to Take Aligned Action

- Surface the Conflict
  - Regulate Distress

- Give the Work Back to the Group
The Person Role System Framework

2Kathleen Pogue White, Person Role System Framework Briefing Note
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<th>LOW</th>
<th>HIGH</th>
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</table>
Boundary, Authority, Role & Task (BART)

Boundary: (time, territory and task)

Authority: (the right to do work)

Role: (function of the person/ entity)

Task: (the work of the group)

Resources, roles, and responsibilities

Primary task: (group mission)

Process tasks: (draw attention to work avoidance)

Formal

Personal

Formal Role

Informal Role
PROJECT GOAL
To engage the public and private sectors to collaborate and be solution-focused to create a child welfare system to meet the needs of Iowa’s children and families at risk.
PROJECT RESULT

Iowa has a child and family driven, culturally competent, trauma informed and responsive system to best meet the needs of children and families.
What Is Culture?

**ACCOMPLISHED**
Culture is the spoken and unspoken ways things are accomplished in a group.

**ACTION**
Vision and mission in action.

**BEHAVIORS**
Group and individual behaviors that facilitate or restrict progress towards a goal.
HOW the work is ACCOMPLISHED
Why Measure Culture?

Determine blind spots in group behaviors. What behavioral expectations are getting in our way of success?

Drive overall group effectiveness and goal accomplishments.

Set a road map for how the work gets accomplished with increased effectiveness.
The Circumplex

Highly visual and consistent throughout the Integrated Diagnostic System.

It breaks the factors underlying performance down into 12 ways or “styles” of thinking, behaving, and interacting.
The General Clusters of Behavior

Constructive
Cultures promote effective goal setting and achievement, growth and learning, and teamwork and collaboration.

Aggressive/Defensive
Cultures lead to internal competition, management by exception, and short-term emphasis as opposed to long-term effectiveness.

Passive/Defensive
Cultures lead to conformity, rigidity, and lack of team member accountability and initiative.
Constructive Styles

Interacting with others and approaching tasks in ways that will help them to meet their higher-order satisfaction needs

11 Achievement
Stakeholders are expected to set realistic goals and solve problems effectively

12 Self-Actualizing
Stakeholders are expected to gain enjoyment from their work and produce high-quality products/services

1 Humanistic-Encouraging
Stakeholders are expected to be supportive, constructive, and open to influence in dealing with others

2 Affiliative
Stakeholders are expected to be friendly, open, and sensitive to the satisfaction of the work group
Passive / Defensive Styles

Interacting with people in ways that will not threaten their own security

3 Approval
Stakeholders are expected to agree with, gain the approval of, and be liked by others

4 Conventional
Stakeholders are expected to conform, follow the rules, and make a good impression

5 Dependent
Stakeholders are expected to do what they are told and clear all decisions with supervisors

6 Avoidance
Stakeholders are expected to shift responsibilities to others and avoid being blamed for mistakes

Effective organizations show **WEAKER** tendencies along Passive/Defensive styles

Organizational **Vulnerability** through Members “Being Good”
Aggressive / Defensive Styles

Interacting with people in ways that will not threaten their own security

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Effective organizations show weaker tendencies along Aggressive/Defensive styles

Organizational Volatility through Members “Looking Good”
The Culture Balancing Act

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<th>Constructive</th>
<th>Passive/Defensive</th>
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<tbody>
<tr>
<td>Micro-managing and management by exception</td>
<td>Setting Expectations and Holding Accountable</td>
<td>Not addressing poor performance</td>
</tr>
<tr>
<td>Always disagreeing to avoid changing practices or appear incompetent</td>
<td>Debating ideas to arrive at a visionary solution</td>
<td>Agreeing with the first idea/avoiding debate</td>
</tr>
<tr>
<td>Not communicating anything to stay 'in power'</td>
<td>Communicating ‘why’, what you know, and what you don’t know</td>
<td>“I’m just the messenger!” or “this came down from leadership...”</td>
</tr>
<tr>
<td>“I don’t agree so I’m not doing it.”, “You don’t understand what it is I do.”</td>
<td>Seeking clarification from your boss and constructively discussing disagreements</td>
<td>“Okay Boss” “Pocket-veto (Saying yes, and purposely doing nothing)”</td>
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To engage the public and private sectors to collaborate and be solution-focused to create a child welfare system to meet the needs of Iowa’s children and families at risk.
How Does the Circumplex and this Project Intersect?

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<th>IOWA PROJECT GOAL</th>
<th>CONSTRUCTIVE CULTURE STYLE</th>
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<tr>
<td>Engage</td>
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</tr>
<tr>
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<tr>
<td>Solution-Focused</td>
<td>Achievement</td>
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<tr>
<td>Meet the needs . . .</td>
<td>Self-Actualizing</td>
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By establishing a language for our desired culture, we can put the goal of the project into action.