

LINKAGES:

Collaborative Roles In Reunification & Economic Stability

An interactive workshop designed to promote teambuilding among respective LINKAGES staff members in the Counties of Orange, Imperial and San Bernardino



Sponsored by the Public Child Welfare Training Academy
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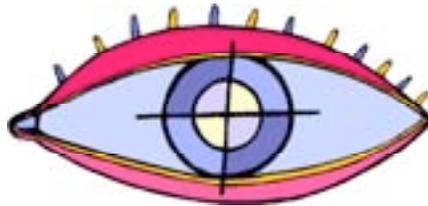
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Welcome & Introductions
Setting the Learning Stage
Why Team?



Impact of Organizational & Cultural Identity
Teaming Principles & Models
"Getting to Yes!"
Seven Keys to Effective Teamwork
Tips From A Little Girl in Kansas
Team Problem-Solving
Summary & Closing

Learning Objectives



As a result of the training, participants will

1. Identify the challenges of collaboration & teaming
2. List the stages of interdisciplinary team development
3. Assess the current stage of this teaming relationship
4. Understand the benefits of teaming as examples to reach best practice
5. List steps of a teaming model
6. Develop steps to transfer learning in order to practice collaboration
7. Identify specific individual skills and resources needed to support teaming efforts
8. Learn new skills to improve collaboration & teaming
9. Consider the impact of individual cultural identity on collaboration
10. Practice using a collaboration model for problem-solving

Core Principles: Strength-Based Family-Centered Practice

Adapted from :Wentz, R. & Gerber, N. (2004). Curriculum: Strength-based family centered practice for CSWs: Everyone can make a difference. Prepared for the Inter-University Consortium, Los Angeles County.



- All families have strengths

- Families are the experts on themselves and their own family history

- Families deserve to be treated with dignity & respect



- Families can make well-informed decisions about keeping their children safe when supported

• When families and resources are involved in decision-making, outcomes can improve

• A team is often more capable of creative and high-quality decision-making than an individual



• The family's culture is a source of strength, and culturally responsive practices honor the family's customs, values and preferences



COLLABORATION



Collaboration is defined as the act of working together. Collaboration is an essential element of strengths-based family-centered social work practice. Most workers are familiar with their role in collaboration when

There are many types of collaboration which can be employed in the service of a client. A worker might collaborate with the client to impart knowledge about more resources and interventions. A case manager might collaborate with a teacher or mental health provider to ensure all of the needs of a client are being met. Service provision is strengthened through collaboration.

Collaboration is effective because it recognizes the value of the client. Other types of casework is more one sided with information being provided to the family instead of engaging in a shared problem-solving process. Strengths-based family-centered practice places a value on what a family member and their community supporters have to offer in providing solutions for safety, permanence and well-being within the family, and assumes the worker can only help as much as he/she is willing to value what the client brings to the process.

Collaboration's **goal** is to strengthen service provision. Collaboration involves the following:

- active listening
- asking informed questions
- mutual respect
- two-way communication
- plan of action
- task assignment
- accountability.

Task assignment and accountability are important aspects of collaboration. When two individuals are working together, it is important to agree to tasks assigned to specific service providers in order to avoid overlap and maximize efficiency. However, without the team members being accountable to each other, the collaboration will be ineffective. Very simply, when tasks are assigned and agreed upon, individuals must follow through and complete the assignment within the agreed-upon time frames. Frequently, one aspect of the case hinges on another aspect being completed-- by someone else! Without that direct work being done by that other person, the family's progress may be temporarily halted.

Community teams support the family by becoming responsible for one focus of the array of services needed to bring the family to a level of safety for the child(ren). The most effective teams represent extended family members, representatives from the family's identified community (tribal, religious, ethnic, geographic), and other service providers with whom the family might already have familiarity. There is a higher level of trust from the family toward these team members than with "County" workers who are probably unknown to the family. The workers can help identify resources within the family's community, and facilitate that the team members are clear about the expectations, steps needed to move forward, and responsibility/division of tasks. None of this is done "to" a family. All of these collaborative services are identified and activated "with" a family.



TEAM DEVELOPMENT MODELS



Shutz, 1958	Inclusion		Control		Openness		
Bion, 1961	Flight		Fight		Unite		
Tuckman, 1965	Forming	Storming	Norming		Performing		
Francis & Young, 1979	Testing	Infighting	Getting Organized		Mature Closeness		
Woodcock & Francis, 1980	Ritual Sniffing	Infighting	Experimentation		Effectiveness & Maturity		
Jones & Bearley, 1986	Immature Group	Fractionated Group	Sharing Group		Effective Team		
Moosbruker, 1988	Orientation to Group & to Task	Conflict over control	Group Formation & Solidarity		Differentiation & Productivity		
Wellins, Byham & Wilson, 1989	Getting started	Going In Circles	Getting On Course		Full Speed Ahead		
Bradshaw, 1990	Orientation	Dis-satisfaction	Resolution		Production		
Osburn, Moran, Musselwhite & Zenger, 1990	State of Confusion	Leader Centered	Tightly Formed		Self-Directed		
Varney, 1991	Formation	Building	Working		Maturity		
Drexler/Sibbert, 1994	Orientation	Trust-building	Goal & Role Clarification	Commitment	Implementation	High Performance	Renewal

*“To acquire knowledge, one must study; but to acquire wisdom, one must observe.”
--Marilyn Vos Savant, Writer*

Where's MY Team?

Part I

Directions: Think of a team on which you are currently a member or leader. Check all the statements below that most accurately describe that team.

- _____ 1. We all do what it takes to get the job done.
- _____ 2. As we get to know each other better, we are working more smoothly.
- _____ 3. We disagree about how to proceed.
- _____ 4. We keep asking what we are doing and why.
- _____ 5. We're really working well together.
- _____ 6. Team members are open and honest in asking questions and giving feedback.
- _____ 7. Members are jockeying for power within the group.
- _____ 8. Team members really don't know each other.
- _____ 9. We're seeing the progress of our work together.
- _____ 10. We're unclear about what we're supposed to do.
- _____ 11. We're having trouble getting along.
- _____ 12. We feel pride in our accomplishments.

Adapted from: *Biech, E. & Jones, J.E., Eds. (1996) The HR Handbook, Volume I. Amherst, MA: HRD Press.*

WHERE'S MY TEAM?
Stages of TEAM Development
Task & Maintenance Behaviors



Tentative

At this stage, the team is newly formed. Members jockey for position and work to create their own niche. Often a tone of confusion or a “Why are we here?” exists. Reliance of members based on past behavior. Team leader role high for guidance. Controversy avoided. Safety important. Output low.

Leader role: formation of team, clarifying direction, getting members to know each other, creating atmosphere, helps set goals, responsible for performance, helps team focus.

<i>Task Behaviors</i>	<i>Maintenance Behaviors</i>
The team is trying to get started and needs some very basic and clear information in order to move forward. Fundamental questions are: Why are we here? Are we really functioning interdependently? What is our mission? What are our goals? What kind of resources and timeframes exist?	The group decides how it will work together. It establishes ground rules that it believes will create a productive, supportive, harmonious environment in the service of accomplishing performance objectives. Team members need to get to know each other and share expectations.

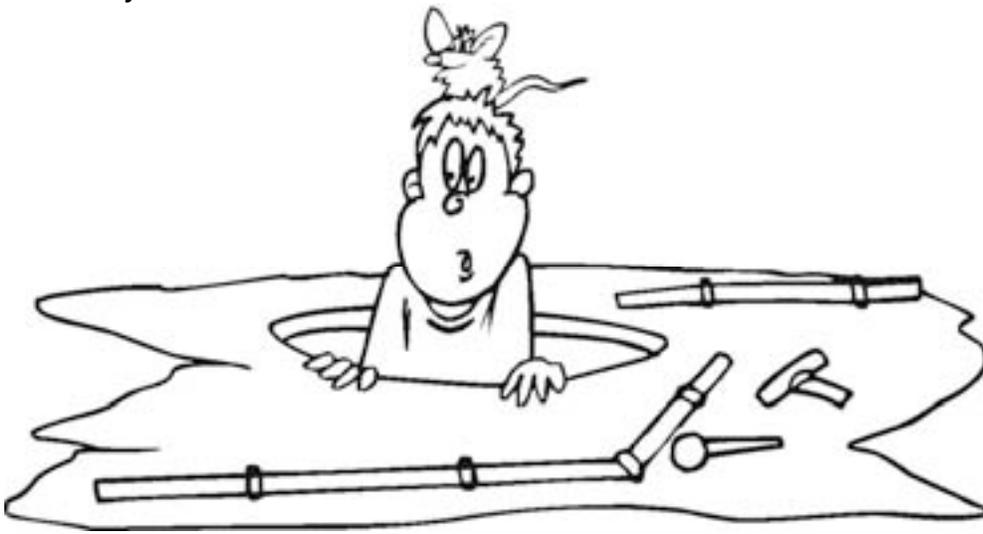
WHERE'S MY TEAM?
Stages of TEAM Development
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Emerging

There is a beginning sense of connectedness and being a team, but also a challenging of norms, a sense of rebellion against authority. Effort to exert one's will emerges in this stage. The struggle can be between team members or against the formal powers that be.

Conflict and competition surface. Possible hostility or defensiveness. Goal is to determine how to achieve task – although there may be disagreement on goals and objectives. Dominating members and passive members emerge. In order to get to next stage, problem-solving must be identified as an overriding purpose. Output still low.

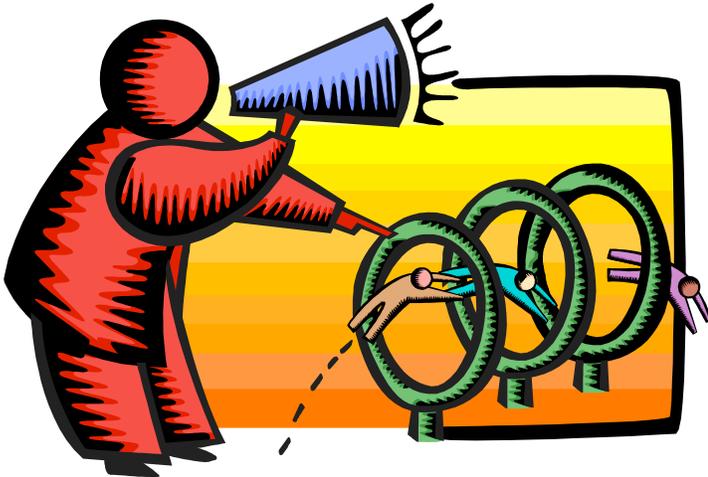
Leader role: open up conflict, move to negotiation & consensus, get members to assume more responsibilities, negotiating ground rules, ensure that learning occurs, ensure that members USE what they learn.



<i>Task Behaviors</i>	<i>Maintenance Behaviors</i>
Disagreement exists about goals and how to accomplish them; members challenge the leader; intergroup conflict blocks clear definition of goals and objectives; some members press for their own viewpoints without being open to others. This stage is short on negotiation, long on willpower.	The norms that were agreed upon at the beginning are sometimes violated. Not everyone participates. Some people appear to be closed-minded, and there is not necessarily much support for good ideas if they come from someone else. The leader continues to work on ego/affiliation needs and gives people room to disagree. Ample opportunity exists for rapport building and clarifying work content. Bridge-building interventions can be helpful.

WHERE'S MY TEAM?
Stages of TEAM Development
Task & Maintenance Behaviors

Advanced



The group is more settled and humane in its interpersonal relationships. There is a sense of confidence in its ability to perform and accomplish its stated objectives. It can also change course without derailing. There is enough history together to breed a sense of confidence. Team comes together. Goals and objectives owned by members. Acknowledgement of individual members' contributions, cohesion, community building. Members give feedback, share feelings, and maintain safe atmosphere. Team competence and pride develop. Major task is data flow between members and exploration of possible solutions. Output is moderate to high.

Leader role: less directive, encourages team to provide its own task direction, helps build trust, encourages self-evaluation, shares expertise.

<i>Task Behaviors</i>	<i>Maintenance Behaviors</i>
By this stage, the group is seeing progress. Goals are being achieved and people are asking good, hard questions; gathering important information; and reality-testing solutions.	The group members know each other well enough to capitalize on strengths and weaknesses. They encourage and support the strengths and cover for each other when they need to. They can laugh and have fun together. There is a general acceptance of team members for who they are.

WHERE'S MY TEAM?
Stages of TEAM Development
Task & Maintenance Behaviors

Maturity

The team has a track record. It has proven itself. It functions well together, with each person making his/her contribution. Team identity is complete and member morale high. Task AND people oriented. Members are organized in flexible ways, and experiment with innovative solutions. If teams reach this stage, their capacity, range, depth of personal interactions make the individuals truly independent. Output is very high.

Leader role: consults & mediates, participates equally with team members, inspires higher levels of productivity or experimentation.

<i>Task Behaviors</i>	<i>Maintenance Behaviors</i>
The team has been to the wars and back again. At midcourse, they have corrected, implemented, followed up, evaluated, and revised. They continue to monitor and change as necessary.	Roles change, expertise is shared, and not much grandstanding is seen. A lot of joint pride in tasks accomplished and a willingness to do what it takes to keep doing the job is evident.

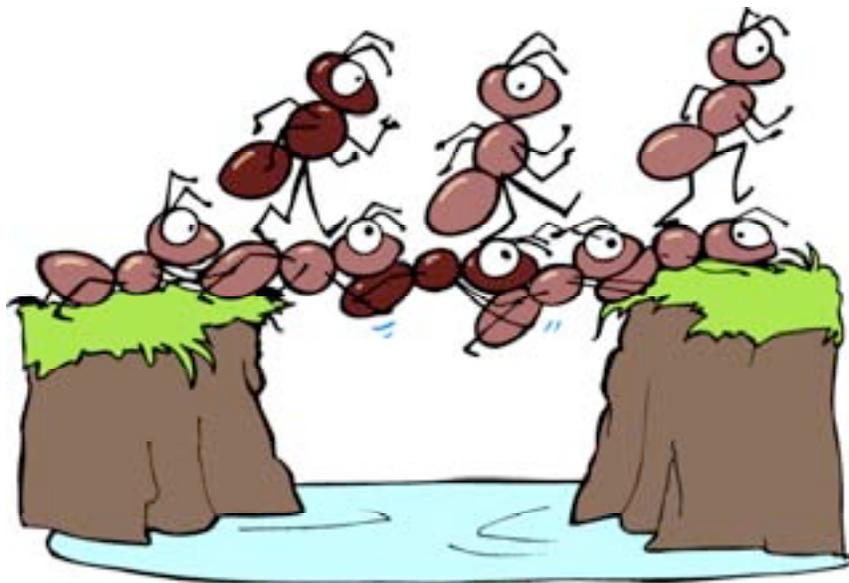


Adjourning

Once goal is achieved, team recognizes its own accomplishment—may be rewarded by others, and disband

Leader role: celebrates performances of team, provides new vision or task for team or disbands.

Five Steps to Interdisciplinary Collaboration*



1. *“Leave us alone”*
2. *“Getting Ready: So, what do YOU do?”*
3. *“Okay, let’s work together.”*
4. *Camera! Lights! Action!*
5. *De-integration*

* Material adapted with permission from Ron Zuskin's research on interdisciplinary collaboration at University of Maryland, School of Social Work, Baltimore, Maryland.

1. Closed Systems: Leave us alone!



Closed systems are characterized by independent operations of agencies, group and organizations. The degree of separation depends upon community factors that affect the public and private funding streams. Groups in closed systems usually don't need each other to achieve their goals or mission, so they work to protect their resources and their niche in the community. Since groups are often competing for some of the same limited resources, their efforts to achieve their goals may be at the expense of others.

Strategy:

Get the groups in the same room! Beginning the Journey to Interdisciplinary Collaboration means starting where agencies or groups are at, not where you want them to be. Recognize the cultural and historical differences between groups and begin with minimal interaction and limited expectations. Invite groups to a lunch meeting that features a content expert that would appeal to all service agencies. Get people in the same room mingling with each other and experiencing a common interest. This is the beginning of familiarity and commonality, ingredients for collaboration.

2. Getting Ready: So, what do you do?

Opening the system and getting ready for future collaboration involves getting people together. Efforts must be made to have groups practice communicating with each other in a non-threatening context. Groups begin to practice decision making, how goals get established, how communication is handled, and how to appreciate the group differences and similarities. Each group has its own role, but begins to work together, sharing experiences, materials and division of tasks and sees a picture of what may work in the future.

Getting ready creates activities that allow groups to work toward similar goals that don't conflict. Agencies with the least resources often are the best at networking and their skills can be valuable in working out ways for smooth interactions.



Strategy:

Enhance what groups already know and guide interactions that produce a tangible result from the work of the groups. Assessing a community's needs, for instance, produces information that is useful to all parties. Groups could be invited to participate in a comprehensive community needs assessment project, an information sharing day or a training day that would have mutual appeal.

Initial steps include:

- a.) getting groups to share minimal information about parallel activities (e.g. how each group handles confidentiality, policies and procedures on worker safety, etc.);*
- b.) bringing the groups together with a consultant on a topic of mutual interest (e.g. child safety, parenting skills);*
- c.) establishing a community task force and having a role clarification day where each group can select a contributing role.*

3. Implementing: OK, let's work together!

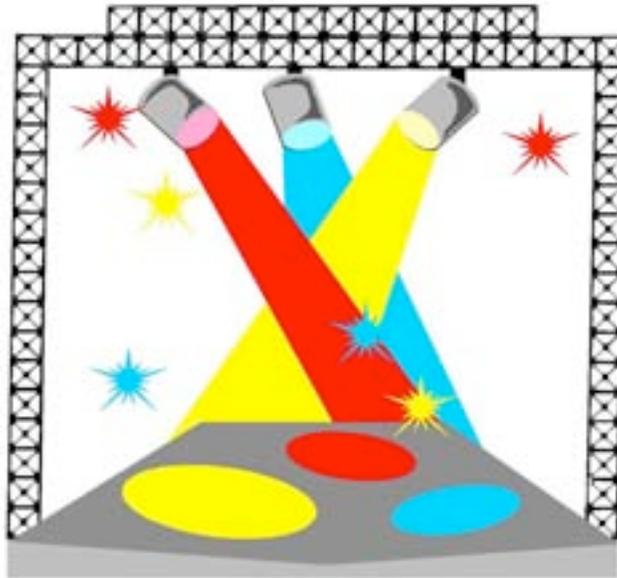
After groups have discovered that they have some common interests, and can benefit from common experiences, it is possible to create ad hoc teams. Team members begin to experience the Cultural Blindness stage, recognizing that other agencies have distinct professional cultures that affects the protocols of the agency. Team members may also experience the Cultural Pre-competence stage, accepting professional differences: "we both have professional standards and they are different!" Difference is recognized as difference and not considered "wrong" or "less professional."

Strategy:

To implement a service delivery team, protocols must be established for working together. Initially, a team should be organized around achieving a limited objective, for instance working jointly on a case. Team members identify the beginning, middle and end of their work. The focus of the team is issue specific. Team members provide a single program or service to the joint project. Team members maintain their own group or agency identity. Team members operate within their agency's mission while sharing a common vision for the team. Team members begin to share resources and services for the benefit of the team objective. For instance, one agency may offer an interview or meeting room that the team members can use for this service project. Identify joint skills and opportunities for cross training. Provide opportunities for team members can ask questions about other disciplines and can tell team members about their own agency group.



4. Performance: Camera, lights, action!



The hallmark of interdisciplinary collaboration is the trust in the process. Trust is consistent behavior over time. As teams consistently work well together, they create a joint identity and members are seen as part of the team. Collaborative teams have a decision making process that works within the context of their needs. The process can vary from consensus to individual chains of command. There are set mechanisms to surface conflict issues and resolve them. Collaborative team members can agree to disagree. Team members constantly work to increase honesty and cooperation in their interactions. Collaborative team functioning is seen as everybody's responsibility with different team members "stepping up" when it is their time. The team achieves synergy when their collective efforts benefit a customer more than their individual contributions would.

Strategy:

Find opportunities to gain recognition of the benefits of collaboration. Make group presentations of collaborative efforts at community, state or national forums. Work together with experts to increase mutual professional respect. Cross-train team members to increase versatility and appreciation for professional culture.

5. De-Integration: Nothing last forever!

De-integration is a natural by-product of high functioning, collaborative teams. It doesn't happen if teams don't reach the collaborative functioning level and sustain it for a period of time. De-integration is not disintegration. The collaborative team is not flying apart, it is gradually reestablishing its identity. Collaboration requires considerable closeness and proximity to each team member. Over time, individuals need to reestablish their professional identities separate from each other and the team. Team members identities may have become blurred in the course of shared efforts for a common outcome. Some team members may feel that they have been swallowed by the collaborative whale or that they have been morphed into some other identity too distinct from their former colleagues. Team members may decrease their efforts to maintain the dynamic tension of being part of a unit and a unit apart. Team members slip into a "getting along" mode of maintaining cooperation but becoming less honest in their feedback: "OK, whatever you want" or "I don't care" replaces "Let's talk about this some more to see if we need to agree or disagree." Or team members may maintain a level of honesty without the cooperative feedback loops: "Let's face it...that stinks!" or "OK, so you are right again...so what!"



De-integration is akin to the honeymoon being over. Team members are acting out a need for distance, not disengagement. Just as relationships for couples go through stages of distance and proximity, so do teams. De-integration is more a rebelling than an unplugging and can be seen as a temporary phenomena.

Failure to recognize de-integration as a byproduct of the collaboration may lead to failure of the team. However, even if the team disassembles and does not continue collaborative functioning, each team member has experienced significant change in their professional careers. Both team members and their agencies are changed by the process and do not return totally to the "closed" system model. Team members continue to be more likely to reform the collaborative team or carry over learned skills to new ventures.

Strategy:

Back to basics! Recharge batteries by returning to some familiar activities, limited issues or scope of operation with time frames for beginning, middle and end. Set up processes to rotate other professionals through the team too increase the exercise of appreciating different perspectives. Validate the disciplines on team historical recognition days. Find opportunities for team members to stretch behaviors and redirect strengths to maintain interest in the activities of the team.

Four Step Conflict Resolution Model



“Getting to Yes!”

by Roger Fisher & William Ury

1. Separate the “people” from the “problem”
2. Interests vs Positions
3. Generating Options
4. Results are based on Objective Criteria

STEP ONE

Separate the “People” from the “Problems”

1. Differences of perception
 - Different interpretation of facts
 - Requires understanding of other viewpoints
 - Worst fears won't become other's actions
 - Don't blame “other” for problem
 - Offer other “appealing” proposals
2. Emotionally-based
 - Negotiation is frustrating process
 - Fear/anger reaction when interests threatened
 - A. Acknowledge emotions & understand source
 - B. Don't dismiss feelings as unreasonable
 - C. Allow for expression of emotions (no outbursts)
 - D. Symbolic gestures can defuse
3. Communication
 - Speaking or grandstanding?
 - Listening or planning a response?
 - Active listening helps to clarify, summarize
 - Understanding doesn't necessarily mean agreeing!
 - Avoid blaming or attacking



STEP TWO

Interests vs. Positions

“Your position is something that you have decided upon. Your interests are **what caused you to so decide.**”

The most powerful interests are basic human needs!

A. Focus of Interests

- Identify each person’s interest regarding issue
 - “Why this and not that?”
 - Usually more than one

B. Discuss together

- “If you want me to take your interests into account, be sure to explain them clearly”

C. Pay attention to other’s interests!

- “I’ll be more motivated to take your interests into account if I feel like you are paying attention to mine.”

D. Focus discussions on solutions not a focusing on past events

E. Keep a clear focus on interests, and remain open on different proposals and positions

“Hard on the problem...
soft on the people.”



STEP THREE

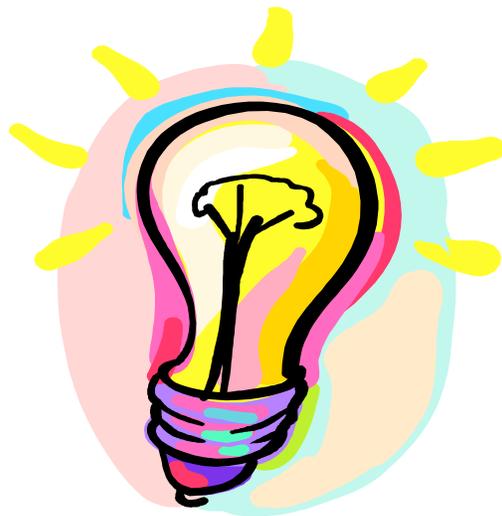
Generating Options

Four obstacles to creative options

1. Prematurely deciding on option or to not consider alternatives
2. Narrowing options to find single answer
3. Thinking WIN-LOSE is only option
4. "It's up to the other one to figure it out!"

Four Strategies to creative options

1. Separate invention from evaluation
 - a. Brainstorm!!!!
 - b. Wild & creative & never thought of before is good!
2. After proposals, then evaluation
 - a. Start with most promising
 - b. Refine & improve each proposal
3. Focus on shared interests
 - a. If interests differ, any options compatible or complementary?
 - b. Reconciling different interests: "low cost & high benefit"
4. Appeal to both sides
 - Target to decision-makers
 - Proposals should be legitimate, or be supported by precedent
 - Threats are usually less effective at motivating agreement vs. beneficial offers



STEP FOUR

Insist that results are based on Objective Criteria

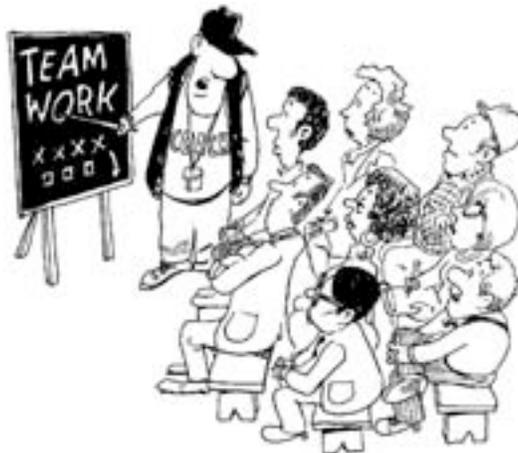
1. Have fair standards
 - a. Legitimate & practical
 - b. Agreement to those standards
2. Have a fair procedure
3. Frame each issue as a joint search for objective criteria



Ken Blanchard's
SEVEN KEYS
TO EFFECTIVE TEAMWORK



1. TEAMS MUST HAVE A CLEARLY STATED OBJECTIVE.
2. SMALL SUCCESSES REINFORCE THE COMMITMENT OF TEAM MEMBERS.
3. DIVERSE OBJECTIVES MUST BE LINKED BY A COMMON PURPOSE.
4. TEAMS MUST FIND A COMMON GOAL THAT BENEFITS ALL MEMBERS.
5. SUCCESSFUL TEAMS ARE MUTUALLY SUPPORTIVE.
6. ADVERSITY STRENGTHENS THE BONDS OF THE TEAM.
7. LEADERS MUST RECOGNIZE A TEAM'S REAL AND SYMBOLIC NEEDS.



Elements of Team Problem-Solving

- Communication
- Relationship
- Leadership
- Follow-through
- Direct feedback
- Mutual respect
- Problem identification
- Forward momentum
- Plan of action



Advantages to Working Together: What's Most Important?

Adapted from Garner, H. (2002). Helping Others through Teamwork. CWLA Press.

INSTRUCTIONS, Part I: *Listed below are some advantages of working as a team in social services. In the "Your Rank Column" place the number "1" next to those items you feel are **most important**, the number "2" next to those you feel are **somewhat important**, and the number "3" next to those you feel are **least important**. NOTE: You may only use "1" a maximum of three times!*

Advantages	Your Value	Group Ranking
1. Access to a broad base and a variety of expertise		
2. Efficiency in use of time		
3. Opportunities for learning from each other		
4. Improved communication between organizations		
5. Improved communication between people		
6. High level of performance by team members		
7. Optimal use of individual's expertise		
8. Decreased redundancy		
9. Improved decision-making		
10. Consistent implementation of individual case plans		
11. Improved service coordination		
12. Improved quality of client services		
13. Professional development of team members		
14. Reduction of stress in the workplace		
15. Additional perspectives on case direction		



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Jackie and Joshua

Mother:	Jackie age 26, Latino and African-American
Father:	Unknown
Child:	Joshua age 3 months, Latino and African-American
Foster Parents:	Maria and Roberto Rodriguez, Latino

History:

Jackie grew up in Kentucky with both her parents. During her early years she had an ideal family life. As she grew up her parents were involved in domestic violence that was primarily verbal abuse. She also began to be sexually abused by a number of her uncles. At one point in her childhood she quit talking and was wetting her bed due to the abuse. She did not report the abuse to anyone when she was a child.

Jackie has been diagnosed with post traumatic stress disorder (PTSD) and bi-polar disorder, due to sexual abuse, and parental violence. She is on numerous medications for these mental health problems. She is also participating in therapy. Her mental health problems, delusions, and other problems lead her to self medicate with alcohol. She is currently clean and sober from alcohol since she started drug treatment 6 weeks ago. One of her behaviors that has caused her problems is that she tends to act on impulse. Examples include: Leaving the hospital with Joshua without medical consent, losing her CalWORKS check and not being able to say how, and walking away from the woman's shelter where she and Joshua lived and could have stayed.

Jackie had a son three months ago. Joshua was not born with any effects from pre-natal alcohol exposure and he appears to be developing normally. The medical exam, at the time of placement, found him to be low on the weight chart which may be due to Jackie's life style. He has been gaining weight since placement in foster care. A CPS referral was made because she was spending so much time on the streets. She had a one room apartment in a part of the city known for high drug usage. Street Outreach workers noticed that she was having trouble caring for her son when she did not take her medications. The most serious allegation is that Jackie would spank Joshua to stop him from crying. At the time of the referral Joshua had several bruises on his arms and legs that did not appear to be consistent with bruises that are normal for infants. Jackie denies that she hit or spanked Joshua. When Jackie takes her medication she reportedly is a good mother and places Joshua's needs and safety first. The Outreach workers reported in the allegation that Jackie is probably addicted to alcohol but there is no evidence she is using other drugs not prescribed by her psychologist.

Jackie lives in LA and does not have many friends, and no family in the city. She is able to use the government and private agency resources to help support herself and her son. She has also recently made a connection with a local church. She credits the church members with helping her make the decision to begin drug treatment.

Joshua was placed in foster care two months ago. Jackie has no contact with her family due to the history of abuse. Joshua is in a non-related foster home. The foster parents are willing to help with visits. Mrs. Rodriguez has been helping on visits to model parenting skills to Jackie. After a few visits the two women have developed a respectful relationship. Jackie is doing a *good job* at visits with Joshua; she meets his physical and emotional needs, and appears to be bonding with her son. This is what Mrs. Rodriguez, the foster parent, has reported to the worker, although, two visits had to be cancelled when Jackie was acting strange. This was before she started her drug treatment program.

Jackie is currently living at the drug treatment facility. The drug evaluation determined that she was addicted to alcohol. She has been cooperating with treatment and has no incidents of alcohol use since she started the program. Jackie has decided she is ready to move into a church friend's apartment. She wants Joshua returned to her as soon as she moves in with her friend. The friend is not a drug user and wants to help Jackie regain custody of Joshua. The staff of the facility does not believe Jackie is ready as she has not completed the program and has many mental health issues that she has not resolved. Her friend lives in Section 8 housing and cannot legally have Jackie and Joshua live there. Jackie has been told that she may jeopardize her own progress and her friend's housing situation if she moves in, but she still wants to move in anyway.

There is no information on the father of Joshua. Jackie says she was prostituting to earn money at the time she got pregnant. She says she is not prostituting or involved in any illegal activities at this time. She has no criminal arrests on her record.

WHERE'S MY TEAM? Scoring Instructions

Directions: *Using the statements checked in Part I, circle the statement numbers below that you previously checked to identify your team's development phase.*

The Intentive Team

- 8. Team members really don't know each other.*
- 4. We keep asking what we are doing and why.*
- 10. We're unclear about what we're supposed to do.*

The Emerging Team

- 7. Members are jockeying for power within the group.*
- 11. We're having trouble getting along.*
- 3. We disagree about how to proceed.*

The Advanced Team

- 9. We're seeing the progress of our work together.*
- 6. Team members are open and honest in asking questions and giving feedback.*
- 2. As we get to know each other better, we are working more smoothly.*

The Mature Team

- 1. We all do what it takes to get the job done.*
- 5. We're really working well together.*
- 12. We feel pride in our accomplishments.*

About the Trainer.....



Peter Dahlin, MS, is a private consultant, based out of Northern California, providing organizational development, training, and curriculum development services to a variety of organizations throughout the country. He is passionate about integrating creativity and fun in solving organizational challenges. He has created and taught social worker, supervisor, manager, executive and trainer courses and is a regularly invited presenter to regional and national conferences. Most recently, he has served as the Chair for the West Coast Child Welfare Trainer's Conference for the past several years and continues as the 2010 Chair of the 20th Annual Event.

His clients include:

- *the States of Washington, New Mexico, Texas, Alaska & Florida and the Province of Quebec*
- *the California Counties of San Francisco, Ventura, Alameda, Tulare, Orange, San Luis Obispo, Merced, Fresno, Imperial, San Bernardino & San Diego*
- *the University of Washington, UCLA, New Mexico State University, Cal Berkeley & several campuses of the California State University system*
- *San Francisco Municipal Railway, East Bay Municipal Utilities District, Alameda County Superior Court, Turner Construction, the Port of Oakland, Frontiers Health System & the California Democratic Party*
- *Casey Family Programs and the National Child Welfare Resource Center on Adoption.*

Peter has also helped to develop employee mentoring programs in the State of Washington as well as for the National Child Welfare Resource Center on Adoption. As a consultant with Casey Family Programs, he has developed and presented trainer curricula for cultural diversity and collaboration programs throughout the country in child welfare services.

His style is energetic and engaging and he infuses appropriate issues of cultural diversity and strong "transfer of learning" opportunities throughout all of his programs. He regularly works with a select group of associates who maintain expertise in mental health, child welfare, training, diversity and administration.

Peter is the former Director of a twelve-county regional training Academy providing training, consultation, and organizational development services in the San Francisco Bay Area. He worked for San Francisco County for nearly ten years, in roles as a social worker, supervisor and manager. In his last County position, he managed \$25 million of contracts with community providers. He has nearly 20 years of direct service, supervision, training and management experience in human services. Within his community, he served on the Board of Directors for the Pacific Center for Human Growth for six years, as treasurer and then as President.

He can be reached directly at DahlinPM@aol.com or at 510.507.3056.

Samples of Trainings Developed & Presented

Supervisory & Management

“Essentials for Strategic Planning”
“Supervising a Multigenerational Workforce”
“Supervisor Strategies: Teaching Time Management Skills”
“Decision-Making Strategies, Tools, & Applications”
“One Step Away: The Role of the Manager”
“Beyond the Golden Rule: Essential Cultural Diversity Issues for Managers”
“Making Meetings Work”
“Problem-Solving Models for Managers & Executives”
“Leadership & Team Development”
“Creating a High-Performance Organization”
“Supporting & Maintaining A Coaching Culture”
“Foundations of Child Welfare Supervision: A 5-part Series for New Supervisors”
“Strength-Based Supervision”
“Conflict Resolution Strategies for Managers & Executives”
“Supervision as a Retention Tool”
“Three Essential Elements of Supervision: Negotiation, Mediation, and Collaboration.”
“Initiatives 101: The Challenge to Redesign California’s Child Welfare System”
“Motivational Supervision Strategies”
“Demystifying CQI: Continuous Quality Improvement”
“Maximizing the Supervisor’s Role in On-the-Job-Training”

Professional Development

“Effective Time Management Skills for the 21st Century”
“Wearing Multiple Hats: A Primer for Leaders in Community-Based Organizations”
“Oh! So? Understanding the Importance of the Transfer of Learning”
“Growing A Team”
“The Makeup of Meetings: How to Effectively Run & Facilitate Meetings”
“Mentoring Strategies”
“Stress Management: Self Responsibility and Shared Responsibility”
“The Role of Cultural Identity in the Workplace”
“Foundations of Leadership”
“Integrating Cultural Identity with Good Customer Service”
“Beyond the Golden Rule: Identifying My Culture”

Trainer Development

“The Art of Co-Training”
“Integrating Movement into Training”
“Writing and Developing Curriculum”
“Presenter vs Trainer: What’s Different? What’s the Same”
“Training Strategies A-Z”
“The Essential Ingredient: Transfer of Learning”
“Transforming Subject Matter Experts into Engaging Training Experts”
“The Trainer as an Agent of Change”

Advanced Skills

“Engaging Communication Strategies”
“Successful Partnership Beyond the Classroom: The Role of the Training Unit Supervisor”
“Anger Management: Dealing With Hostile Clients”
“Strength-Based Family Centered Practice”
“Interdisciplinary Teambuilding”
“Stages of Team Development”
“The Leader in You! Assessing & Identifying Your Leadership Skills”
“Essential Elements of Teaming”
“Working With Teenagers: Effective Engagement Strategies”

CULTURAL IDENTITY PROFILE

The way we view the world is shaped by our individual cultural identity. This cultural identity is influenced by many factors in our current lives as well as in our lives growing up. The following table identifies a sample of factors that may have influenced your specific cultural identity.

INSTRUCTIONS: In each cell, please circle the item or items that most accurately describe(s) each factor in your life. In some cells, you may need to circle more than one. In some cells, you may decide to circle “other”. Please make a note next to “other” to fully describe it. This will not be collected, or shared with anyone without your permission. Be prepared to describe your own cultural identity-- in your own words.

<u>Ethnicity</u>	<u>Gender</u>	<u>Marital Status</u>	<u>Learning/Communication Style</u>	<u>Birth Order</u>	<u>Geographic Origins</u>
Native American African Latin Asian Eastern European Other	Female Male Transgender Other	Never Married Partnered Divorced Widowed Single Other	See Hear Touch Combination Computer (Email) Memos Meetings Other	Only Child Youngest Middle In-Between Other	Outside USA Northeast US Northwest US East Coast US Mid-West US Western US Southeast US Other
<u>Economic Status: Growing Up</u>	<u>Formal Religion: Growing Up</u>	<u>Formal Religion: Now</u>	<u>Languages: Growing Up</u>	<u>Languages: Now</u>	<u>Home: Growing Up</u>
Poor Working Class Middle Class Upper Class “Blue Collar” “White Collar” Other	Pagan Atheist Muslim Jewish Catholic AME Other	Protestant Atheist Muslim Jewish Catholic Christian Russian Orthodox Other	English Spanish Bi-Lingual Chinese Japanese Russian Portuguese Tagalog Other	English Spanish Bi-Lingual Chinese Japanese Russian Portuguese Tagalog Other	Apartment House Shared Country Suburbs City Yard No Yard Other

<u>Home: Now</u> Apartment House Shared Country Suburbs City Yard No Yard Garden Other	<u>Social Activities</u> Family Friends Acquaintances Co-Workers Church Members Neighbors Business Associates Going out Inviting to Home Other	<u>Family Roles: Now</u> Parent Aunt/Uncle Grandparent Godparent Elder Caretaker Other	<u>Schooling</u> Private Public H.S. Diploma GED Home-Schooled Public College Private College Technical/Trade Pre-School Graduate Adult School Extension Other	<u>Rituals & Celebrations</u> Always Rarely Big Groups Small Groups Music Dance Alcohol or Drug use Gifts/Presents Other	<u>Family Constellation: Growing Up</u> Step-siblings Foster siblings Foster Parents Half-siblings “Cousins” Blended Adopted 2-Parent 1-Parent Other
<u>Family Constellation: Now</u> 1-Parent Grandparents Adopted Step-siblings Adoptive Parent Foster siblings Foster Parents Half-siblings “Cousins” Blended Other	<u>Community Involvement: Now</u> Sports Team PTA Member Church Community Neighborhood Assoc Political Volunteer Other	<u>Generation:</u> Veteran/WW2 Baby Boomer Generation X Millennial Other	<u>Orientation:</u> Heterosexual Lesbian Gay Queer Bisexual Other	<u>Other Important Factors for You:</u>	<u>Other Important Factors for You:</u>