

**Child Intervention Practice Framework Implementation:
Executive Leadership Needs Assessment**

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EXECUTIVE SUMMARY

INTRODUCTION

The development of the Child Intervention Practice Framework (CIPF) over the past four years has been an intentional, robust process led by the Child and Family Services Division (CFSD) to engage Child Intervention (CI) staff in the development of organizational principles. The goal of the CIPF is to support CI staff in balancing the difficult work they have of ensuring children's safety with building relationships and partnerships with families, agencies and communities to support the long term changes needed for children to be safe being cared for by their families. Using organization principles in critical thinking is a key aspect of the implementation of the CIPF.

The CIPF represents four years of CI staff engagement and participation in the creation of 6 principles to anchor the CI organization. A significant portion of a Practice Framework is the principle based tools that are developed to support the principles being used in action (behaviorally). Their success is crucial to embedding the principles in further aspects of CI such as training and policies. Organizational alignment of CFSD to the CIPF is a significant portion of the implementation plan of the CIPF remaining. This involves embedding the principles in key areas of the organization to support the shift to principle based practice throughout the organization. Literature highlights executive leadership as a critical factor in ensuring this alignment is successful. Staff need to understand the principles, how they can be used to inform their decision

making and have trust in leadership to support them in this work. CFSD needs to evaluate if the supports, leadership and readiness of the organization to implement the changes are sufficient and what additional supports are needed.

The core of this report is a needs assessment of CFSD executive leaders' perception of their investment, understanding, support and readiness to guide the further implementation of the CIPF. Executive leaders for the purpose of this report were defined as organizational leaders within the positions of Senior Manager and Director within CFSD. The needs assessment was conducted for Elden Block, Statutory Director, CFSD, Ministry of Human Services, Government of Alberta.

METHODS

This project employs four different research methods to inform the recommendations to the client and CFSD Executive Leadership Team:

- 1. A literature review of prominent leadership theories focusing on the role of leadership in supporting organizational change;*
- 2. An international jurisdictional scan of the core elements of executive leaders role in the implementation of Practice Frameworks in child intervention systems;*
- 3. A web-based survey of CI senior managers in Alberta to explore their understanding, investment and perceived support both from their Director and the organization of the CIPF.*
- 4. Semi-structured, qualitative interviews with CFSD Directors and senior managers in Alberta to explore what is working well, potential barriers and challenges and next steps to consider in the further implementation of the CIPF from their perspectives.*

FINDINGS

The findings present a needs assessment of perceived readiness of the CFSD Executive Leadership team, comprised of Senior Managers and Directors, to guide the further implementation of the CIPF within CI in Alberta.

The survey questions focused on four key areas to provide information:

- The respondent's level of understanding of the vision of the organization.

- Perceived level of support the respondent has provided their staff in implementing the CIPF.
- Perceived level of support they have been provided by their Director to guide implementation with their staff.
- Perceived level of support they have been provided by the organization to guide implementation with their staff.

The survey findings highlight the resource and commitments of CFSD to the development and implementation of the CIPF. The four key areas scored an average of very good in terms of staff understanding the strategic direction, investment in the principles and use and support of the aligned approaches and tools implemented with the CIPF.

The survey results reflect the significant provincial leadership support of the implementation of the CIPF through senior managers feeling supported both by their Director as well as by the organization. The investment of senior managers in the approaches and tools reflects the organizations efforts to involve staff in the development of each step of the CIPF.

The semi-structured interview questions were quite broad allowing for participants to provide their thoughts in three key areas:

- What's working well within their leadership to support organizational change (CIPF)
- What are they worried about - challenges & barriers
- What do they see as next steps options

The data collected through the interviews highlights the level of commitment to the CIPF and the overall belief by leaders that the implementation has been successful in many areas to date through 45% of the comments collected being focused on what leaders see as working well. Participants were able to outline both what they were concerned about (worries, challenges and perceived barriers) and also recommendations for what they perceived as important next steps as well.

Participants noted the following areas were working well in the implementation of the CIPF:

1. *Staff involvement and investment;*
2. *Informed by practice, research and data;*
3. *Communication;*
4. *Invested and supportive leadership;*
5. *Common vision.*

Participants noted the following areas of worry in the implementation of the CIPF:

1. *Organizational alignment;*
2. *Executive Leadership needs;*
3. *DFNA Challenges*
4. *Lack of strategy for supports for staff;*
5. *Lack of a strong communication strategy.*

Participants noted the following suggestions for next steps to consider in the implementation of the CIPF:

1. *Strategy to provide supports for staff;*
2. *Strategy to provide supports for leaders;*
3. *Develop an Organizational Alignment Strategy;*
4. *Develop a Common Communications Strategy;*
5. *Develop a Learning Organization Strategy*

RECOMMENDATIONS

The six recommendations to consider in the further implementation of the CIPF reflect the considerable investment of the CFSD executive leadership team in the CIPF. These formal leaders within the organization suggested strategies be created or strengthened in the areas of communicating a clear vision, ensuring staff are involved, supporting the use of tools in their areas (pi-

lots), strengthening strategies to support formal leaders modeling the way and creating strategies to ensure stakeholder involvement. A key element of the leadership team member's feedback is at the executive level, formal leaders need to be informed and invested in these strategies. The following overarching recommendations are based on the findings of the literature review, jurisdictional scan of comparable implementations, the survey and the interviews:

1. Reviewing existing strategies developed to support organizational change throughout CFSD.
2. Develop strategies to support non-invested staff to shift their practice to align with the CIPF.
3. Executive leaders need to continue to be intentional of the need to support staff, as the organizational change inherent in the CIPF requires staff to have the skills, tools and supports to be successful.
4. Executive leaders need to take a guiding role in ensuring robust communication strategies are in place.
5. Executive leaders need to lead the way in supporting CFSD in moving to a learning organization.
6. Executive leadership review current strategies to ensure support the DFNAs through the organizational change that the CIPF requires.

CONCLUSION

This report demonstrated the high level of commitment and investment of executive leaders in the successful implementation of the CIPF. The research notes that CFSD is well positioned for success in terms of the implementation of the CIPF. The next steps identified clearly outline that implementation is not at risk and provided an opportunity for the executive leadership team to reflect on their success to date and consider smaller adjustments to refine the implementation process looking forward. The report provides recommendations to the client and larger CFSD executive leadership team to consider as conclusions of a leadership needs assessment.

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1.0 INTRODUCTION

1.1 DEFINING THE PROBLEM

The development of the Child Intervention Practice Framework (CIPF) over the past two years has been an intentional, robust process led by the Child and Family Services Division (CFSD) to engage Child Intervention (CI) staff in the development of organizational principles. The goal of the CIPF is to support CI staff in balancing the difficult work they have of ensuring children's safety with building relationships and partnerships with families, agencies and communities to support the long term changes needed for children to be safe being cared for by their families. Using organization principles in critical thinking is a key aspect of the implementation of the CIPF. CI is an organization that has become risk adverse due to the turbulent political climate that CI is a part of. Tragic events such as deaths or injuries for children involved in the CI system have resulted in numerous inquiries, expert panel reviews and recommendations to the CI system that are reactive and often focus on short term solutions such as increased policies and procedures. The result is an anxious workforce that is characterized by significant process and policy with a focus on child safety. CI staff struggle to engage in authentic partnerships as they are focused on their perceived sole responsibility for the safety of children and lack the support to share this work with family or agency and community partners (Turnell, Munro & Murphy, 2013, pp. 213).

The Alberta CI system continues to see an over proportion of children being served within the Child Protection Program (78%) which includes court orders to enforce planning and most children have in care statuses when compared to the percentage of files that should require this level of response on the when considering the type of concerns that bring children to the attention of the CI system. This overrepresentation is quite significant for Aboriginal children within CI which comprise about 10% of the population in Alberta and 69% of children in care (CI Stats, 2014).

Data collected from the Alberta Incident Study of Reported Child Abuse and Neglect in 2008 (AIS-2008) noted that 85% of assessments CI staff are completing are for chronic issues such as neglect and emotional injury (exposure to domestic violence or substance abuse). Acute safety concerns such as physical abuse, sexual abuse or neglected children under the age of 3 represent

15% of CI work (MacLaurin, 2013, pg. 16). The AIS-2008 information provides CI with crucial data in regards to the anxiety staff face in assessing potential risk of harm for children.

The information noted highlights the significant overuse of court orders to attempt to support families to change rather than using the Family Enhancement Program which would utilize relationship building and agreements (typically with children remaining at home) to support families to make necessary changes. Literature highlights that chronic issues are best shifted working collaboratively with families and their supports to create lasting changes. If 85% of CI work in Alberta is of a chronic nature, our percentage of Family Enhancement Program supports should be significantly higher than the current 22% (CI Stats, 2014).

The CIPF represents two years of CI staff engagement and participation in the creation of 6 principles to anchor the CI organization. A significant portion of a Practice Framework is the principle based tools that are developed to support the principles being used in action (behaviourally). Their success is crucial to embedding the principles in further aspects of CI such as training and policies. Organizational alignment of CFSD to the CIPF is a significant portion of the implementation plan of the CIPF remaining. This involves embedding the principles in key areas of the organization to support the shift to principle based practice throughout the organization. Literature highlights executive leadership as a critical factor in ensuring this alignment is successful. Staff need to understand the principles, how they can be used to inform their decision making and have trust in leadership to support them in this work. CFSD needs to evaluate if the supports, leadership and readiness of the organization to implement the changes are sufficient and what additional supports are needed.

1.2 PROJECT CLIENT

Elden Block, Statutory Director, Child and Family Services Division, Ministry of Human Services, Government of Alberta has been identified as the project client. As the CIPF Project advisor, Elden Block provides advice on the development and implementation of the project to the researcher, within my role as the CIPF Project Lead. In addition, within the role of the CIPF Project Advisor, Elden Block updates CFSD Directors on the project and will include the progress on the needs assessment.

1.3 PROJECT OBJECTIVES

The purpose of this project is to provide CFSD recommendations for consideration in setting strategic direction for executive leadership guidance of the organizational change inherent in the implementation of the CIPF. Specifically, a robust needs assessment will be completed highlighting areas of success, challenges and barriers for CFSD executive leadership (Senior Managers and Directors) and next steps outlined to address gaps and set strategic direction for the operationalization of the CIPF and aligned practice approaches and tools.

Thus, the primary question for the needs assessment is as follows:

What are the successful elements, challenges and barriers and potential next steps for CFSD executive leadership in supporting the organizational changes inherent in the implementation of the CIPF in CFSD?

1.4 BACKGROUND

The Child and Family Services Division (CFSD), within the Ministry of Human Services (HS) in Alberta, is focused on the well-being of children, supporting families to be healthy, and ensuring children grow up in safe and nurturing homes. Child Intervention (CI) services are provided due to concerns of neglect or abuse of a child by their parent or guardian. The Child, Youth and Family Enhancement Act guides the day to day work of CI staff in the areas of child intervention, foster care and adoption services (GOA, 2014).

CI practice in Alberta has evolved over the past fourteen years towards principle-based practice in several progressive steps. Initiatives focused on building partnerships with contracted agencies and community, supporting CI staff to utilize various approaches in working with families, consistent processes, robust assessments and building empowering relationships with children, youth and families. Each of these initiatives has highlighted the importance of having clear principles to apply this work to support consistency in CI staff's day to day decisions and behaviors (GOA, 2014).

CI work is complex and difficult work. CI staff work within a mandate to provide services to families that often are not receptive of the work. CI staff face difficult situations with angry clients, the constant risk of children and youth being harmed, high caseloads, little time for skills and knowledge development through training and little support from the larger GOA or public for the work that they do. These challenges are faced by CI staff worldwide and create a work culture that is anxiety filled and leads to decisions that are risk adverse in nature. Alberta faces an additional challenge due to the significant economic opportunities within the province. Recruiting staff is difficult as prospective employees, such as new graduates have multiple options for employment. As such Alberta is one of the few provinces in Canada that hires staff from a variety of backgrounds rather than exclusively social workers (Cooper, Hetherington & Katz, 2003, pp. 9-15). This provides CI the opportunity for diversity in backgrounds and education, however also creates the challenge of staff working from many different foundations of practice. The development of a Child Intervention Practice Framework (CIPF) is a natural and evolutionary step that will help child intervention workers connect philosophy and legislation with consistent day-to-day practice.

1.5 ORGANIZATION OF REPORT

This report is organized into eight sections, including this introduction and background section. Section two presents a literature review of prominent leadership theories of the role of leaders in guiding organizational change and international jurisdictional scan of the elements of successful implementations of organizational change. Section three provides a description of the research methodology and methods used to collect data. Section four presents the findings of the survey and semi-structured interviews conducted with CI senior managers and Directors. Section five provided a discussion of the findings and links the results of the survey and interviews with the background, literature review, and jurisdictional scan. Section seven offers recommendations to the client and Executive Leadership Team on how to proceed with leadership guidance with the implementation of the CIPF. Section eight provides a conclusion to this report.

2.0 LITERATURE REVIEW

Literature Review Purpose and Overview

The following literature review explores research regarding the role of leadership in supporting organizational change. The information highlighted guided the development of survey and interview questions posed to Child and Family Services Senior Managers and Directors. The input from leadership will inform the primary question of the researcher's needs assessment;

“What are the successful elements, challenges and barriers and potential next steps for CFSD executive leadership in supporting the organizational changes inherent in the implementation of the CIPF in CFSD?”

In order to provide a thorough understanding of the role of leadership, this literature review considers literature on the importance of leadership in organizational change, prominent leadership theories and key elements of leadership qualities. Research and literature related to leadership is extensive. This literature review includes foundational theories and related studies on leadership with a focus on leadership research conducted within the last ten years. Older studies and theories were included if they were considered to have made lasting contributions to the field and/or have formed the basis of other research, or specifically related to the key elements of leadership. There is a limited amount of research focused specifically on leadership in Child Intervention, however there is an extensive amount of literature that speaks to the role of leadership and key elements of leadership regarding organizational change (Glisson, Dukes & Green, 2006, pg. 859). Research specifically focused on leadership in Child Intervention was searched for and included in the literature review to enhance the information collected for this specific area of work.

Literature was identified by searching various keywords in databases such as Research on Social Work Practice, Child Abuse and Neglect, Children and Youth Review, Children and Youth Services and Harvard Business Review; a search of the World Wide Web and various research articles and leadership theories for foundational concepts and literature were used to identify relevant sources for the literature review.

Key words searched included; organizational change, transformational change, role of leaders in supporting change, and essential elements of leaders. All of the key words were searched generally as well as with a Child Intervention focus. A number of books were also included in the literature review due to their foundational value to the theory of leadership research or current contribution to the literature. The researcher was able to access literature primarily through the University of Victoria and Government of Alberta library data bases. Although the literature regarding leadership is extensive and would take considerable time to exhaust, the research began to highlight a clear pattern. As such, the decision to end the search for literature was guided by Leedy and Ormand's guideline of searching until "one discovers that new articles only introduce familiar arguments, methodologies, findings, authors and studies" (Levy & Ellis, 2006, pg. 192).

A mixture of published, peer reviewed research and journal articles and grey literature including articles and books was utilized in the literature review. The literature collected is focused on organizational change and the role of leadership in supporting the implementation and operationalization of change. As such research and literature regarding other aspects of leadership such strategic planning focused on the technical aspects of change or the role of supervisors in the day to day work with staff was not included in this review.

The focus of the literature review occurred in two key areas of research; a critical review of relevant current models of leadership for organizational change and the key elements of successful leaders in implementing organizational change. The elements that comprise quality leadership models and leadership behaviours will inform the survey and semi structured interview questions with Alberta's Child Intervention (CI) executive leadership. As a result a robust needs assessment can be completed highlighting areas of success, challenges and barriers for Child and Family Services Division (CFSD) executive leadership and next steps outlined to address gaps and set strategic direction for the operationalization of the Child Intervention Practice Framework (CIPF) and aligned practice approaches and tools.

Role of Leadership in Organizational Change

There is increasing evidence that the quality of leadership has a great effect on Child Intervention staff and the services that they provide to clients (U.S. Department of Health and Human Services, 2011, pg. 166). There is significant literature regarding organizational change and the crucial role of leadership (Kezar, 2001, pp. 53-57). In the last 15 years there has been a significant increase in the literature regarding leadership's role in guiding organizational change in Child Intervention (Maksymyk & Caslor, 2014, pg. 1). This area faces significant challenges due to the complex nature of Child Intervention organizations. Child Intervention is a complex system which often has additional challenges including bureaucracy, high staff turnover and communication challenges. Child Intervention also faces external pressures including shifts in political governance and funding as well as media scrutiny and negative community perceptions (Salveron, Bromfield, Kirika, Simmons, Murphy & Turnell, 2014, pg. 128).

Prominent Theories of Leadership:

Leadership theory literature is extensive and can be traced back to the 1900s. For the purposes of this literature review, the focus will be on theories of leadership dating from the 1970s as these are the most relevant to the role of leadership in organizational change being explored. Earlier theories focused on a single, great person who has a significant effect on society (Great Man Era), individual natural traits and skills of a leader (Traits Era), and the specific behaviors utilized by leaders in different situations (Contingency Era).

In the 1970s the Transformational Era began with theories focused on leaders creating significant change in structures, processes and the culture of an organization. Several theories from this area will be further explored in this literature review, such as Kouzes and Posner's.

At the same time, the Servant Era outlined models focused on responsibilities to staff, stakeholders and the public with theories such as Burns noted. In the 1990s the Multifaceted Approaches Era began with a focus on integrated models and distributed leadership of which several will be explored (Van Wort, 2011, pg. 19).

As the literature on leadership is extensive, theories noted are but a few of the many variations on the theories and approaches that are available for consideration.

These were highlighted as they noted the foundational elements of the era, focused on the critical role of leadership as well as were applicable to the complex system of Child Intervention.

TABLE 1: FOUNDATIONAL ELEMENTS OF LEADERSHIP THEORIES

Theory	Foundational Elements of Approach
Co-innovation	Leaders create meaningful value for all involved, coordinate stakeholder's ideas and approaches to realize shared organizational values that all aspire to (Lee, Olsen & Trimi, 2012, pg. 817).
Emotional Intelligence	<p>Leaders use emotional connection, trust and commonalities to inspire others to be their best through positive emotional impact. Resonant leaders are innovative, values-driven, connected to others and the systems they interact in (Goleman, Boyatzis & McKee, 2002, pp. 38-29). Emotionally intelligent competencies are the building blocks of the key areas of leadership. Highly effective leaders have strength in about six competencies, although there are no patterns within these that determine great leadership.</p> <p>The competencies can be grouped in domains: -self-awareness, self-management, social awareness and relationship management (Goleman, Boyatzis & McKee, 2013, pg. 248).</p>
Distributed Leadership	Uses a systemic perspective where leadership is considered as a result of a group of people interacting collectively. Three premises anchor the theory: Leadership is a result of a group of people interacting. The boundaries of leadership are open. Expertise is varied and distributed across the group (Bolden, 2011, pp. 251-257).

<p>Continuous Quality Improvement (CQI) Model</p>	<p>Goal is to improve organizational performance through empowering front-line staff. Model has clearly defined steps and procedures for training staff and service delivery. Leaders set goals and support staff within their work. Training and support are seen to enhance staff performance and retention within the organization (McBeath, Briggs & Aisenberg, 2009, pg. 114).</p>
<p>Learning Organization Model</p>	<p>Utilizes a framework supporting leadership to use critical thinking, self -motivated problem solving, and skepticism and questioning to improve the performance of staff. Power differences between leadership and staff are reduced to encourage shared responsibility for decisions (McBeath, Briggs & Aisenberg, 2009, pg. 114).</p>
<p>Sociotechnical Model</p>	<p>Success of organization depends on how well the social context (norms) fits its core technology (practice models, tools, training). The social context can be shifted through addressing culture and climate of an organization. This requires a planned organizational interventions lead by leadership (Glisson, 2007, pg. 738).</p>
<p>Availability, Responsiveness and Continuity (ARC) Model</p>	<p>Incorporates components from organizational development, inter-organizational domain development, diffusion of innovation and technology transfer that target social, strategic, and technological factors in effective children’s services.</p> <p>Target is to improve organizational climate through leadership addressing needs of staff and involving them in policy decisions and organizational process design (Glisson & Schoenwald, 2005, pp. 243-246).</p>

<p>Competing Values Framework</p>	<p>A meta-theory developed to explain differences in the values underlying organizational effectiveness models. The focus is on the competing tensions and conflicts inherent in any human system. The primary emphasis is on conflict between stability and change and the internal organization and external environment. The secondary emphasis is on flexibility & spontaneity and stability, control and order. Can be used to model organizational forms, culture, life cycles and leadership roles (Denison & Spreitzer, 1991, pp. 2-3). Four areas of focus in Child Intervention align with the models within the framework.</p> <p>Measurement and accountability in Child Intervention reflects the elements of the internal process and rational goals models of the framework. The human resource management area of focus within Child Intervention aligns with the human relations model in the framework. The focus on leadership utilizing change management and networking within Child Intervention reflect the elements of the open system model within the framework (Wells, 2006, pg. 1185).</p>
<p>The Leadership Challenge</p>	<p>Leaders utilize five practices to build relationships and inspire staff. Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart support leaders in building commitment from staff (Kouzes & Posner, 2012, pp. 14-16).</p>
<p>Action-Learning Team (ALT)</p>	<p>Leaders support staff to develop community of practices to support learning, innovation, integration and alignment as a group. Leaders use an inquiry process to distribute power and support staff learning in action (Courtney, Navarro & O’Hare, 2007, pg. 36).</p>

<p>Dynamic Organic Transformational Model (D.O.T.)</p>	<p>Leaders utilize five key elements: partnerships, purpose, process, people and a holistic performance perspective to build effective teams to support organizational change (Courtney, Navarro & O’Hare, 2007, pg. 35).</p>
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<p>Transformational Leadership Theory</p>	<p>Transformational leaders inspire and motivate staff to succeed. Leaders empower staff to encourage commitment, innovation and develop ownership of the changes (Courtney, Navarro & O’Hare, 2007, pg. 37).</p>
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<p>Transformational and Transactional Leadership</p>	<p>First outlined by Burns in 1978, transactional leaders work to meet their interests as well as their staffs. It is based on the assumption that if a staff produces the desired behavior, than they will get the agreed upon award. Transformational leaders engage staff to support them in achieving a goal as well as to provide a vision to change staff into leaders as well (Avolio, 2004, pg. 1558).</p>
<p>Complexity Leadership Theory (CLT)</p>	<p>CLT is a change model of leadership in complex adaptive systems. Leadership is seen as multi-level, processual, contextual and interactive (Uhl-Bien & Marion, 2009, pp. 631-632). CLT supports leaders in understanding the intertwined nature of administrative and adaptive dynamics in organizations to support change in the organization without drifting into chaos (Uhl-Bien & Marion, 2009, pg. 646).</p>
<p>Collaborative Leadership</p>	<p>Leaders play a key role in supporting collaboration including facilitating, encouraging and enabling people to work together. Three facilitative roles are identified in the model: stewards which convene the collaboration and maintain its integrity, mediators which manage conflict and arbitrate discussions and catalysts which identify value-creating opportunities (Ansell & Gash, 2012, pg. 8).</p>

<p>Leading Change Model: 8 Step Process</p>	<p>Successful change processes go through a series of phases that require time to complete. Mistakes in any of the phases cause delays to the change. The phases are: <i>Establishing a sense of urgency</i> -identifying issues or opportunities;</p> <p><i>Forming a Powerful Guiding Coalition</i> -a group must be developed with enough power to lead the change effort together; <i>Creating a Vision</i> -strategies to achieve the vision; <i>Communicating the Vision</i> -use all tools available to communicate vision and strategies, coalition models new behaviors; <i>Empowering Others to Act on the Vision</i> - remove barriers, change systems, structures, encourage risk taking, innovation, new ideas; <i>Planning for and Creating Short – Term Wins</i> - recognize and create visible performance improvements, reward employees involved; <i>Consolidating Improvements and Producing Still More Change</i> - use credibility to change systems, structure & policies that don't fit vision, reward employees who can implement the vision, reinvigorate the process with new projects, themes and change agents; <i>Institutionalizing the New Approaches</i> - draw connections between new behaviors & corporate success, ensure leadership development & succession (Kotter, 1995, pg. 61).</p>
<p>Authentic Leadership</p>	<p>A strengths based leadership approach developed in 2003. Distinguishes between three levels of authenticity: individuals' personal authenticity, a leader's authenticity as a leader and authentic leadership as a phenomenon. These can be viewed as hierarchical; you must be authentic as an individual to be as a leader. Authenticity is defined as having clear knowledge about oneself in all regards and behaving consistently with this knowledge (Jackson & Parry, 2012, pp. 117-118).</p>

Common Elements of Quality Leadership Models that Support Organizational Change:

The identified elements of prominent leadership theories have more similarities than differences. Throughout time theories have been developed, tested and utilized to create new theories with different foundational premises, as is highlighted through the review of several different models. However, in the role of organizational executive leadership throughout the models noted, the similarities can be seen. All of the models highlighted the critical role that leadership plays in leading organizational change. Most noted the importance of leadership needing to create meaning for staff in the change and to set a clear vision, strategies and goals in order for the change to be embraced by staff (Courtney, Navarro & O'Hare, 2007, pg. 36). Several theories discussed the need for leadership to support the creation of organizational values that resonate with staff and their work including Co-Innovation (Courtney, Navarro & O'Hare, 2007, pg. 36), Sociotechnical (Glisson, 2007, pg. 738) and The Leadership Challenge (Kouzes & Posner, 2012, pp. 14-16).

The importance of leaders building strong relationships with staff that are founded on trust and respect was highlighted in several theories including Emotional Intelligence (Goleman, Boyatzis & McKee, 2002, pp. 38-29), The Leadership Challenge (Kouzes & Posner, 2012, pp. 14-16), Dynamic Organic Transformational Model (Courtney, Navarro & O'Hare, 2007, pg. 35) and Authentic Leadership (Jackson & Parry, 2012, pp. 117-118).

A significant commonality noted in reviewing the literature was the need for leadership to empower staff through sharing power, decision making and collaboration. This was noted in theories such as Distributed Leadership (Bolden, 2011, pp. 251-257), Continuous Quality Improvement (McBeath, Briggs & Aisenberg, 2009, pg. 114) (McBeath, Briggs & Aisenberg, 2009, pg. 114), Learning Organization (McBeath, Briggs & Aisenberg, 2009, pg. 114), Availability, Responsiveness and Continuity Availability (Glisson & Schoenwald, 2005, pp. 243-246), The Leadership Challenge (Kouzes & Posner, 2012, pp. 14-16), Action-Learning Team (ALT), Dynamic Organic Transformational, Transformational Leadership Theory (Courtney, Navarro & O'Hare, 2007, pp. 35-37), Collaborative Leadership (Ansell & Gash, 2012, pg. 8) and Leading Change (Kotter, 1995, pg. 61).

The most substantive difference within the theories highlighted lies in which of the four prominent common elements: vision, strategy and goals; organizational values; relationship; and empowering and collaborating with staff, is the most critical. Depending on the foundation of the theory, one of the common elements is highlighted as critical although the others are represented within the theory.

As each theory has merit as well as areas of weakness, there is really no clear path to which theory is the best to utilize. Instead, perhaps leaders need to consider which model resonates with them, where they see their strengths being an asset and the work they have ahead in supporting organizational change. This idea is echoed in the Emotionally Intelligent Model which notes that outlined emotionally intelligent competencies are the building blocks of the key areas of leadership. The model suggests that highly effective leaders have strength in about six competencies which can be grouped in domains: -self-awareness, self-management, social awareness and relationship management. The model indicates that there are no patterns within these that determine great leadership (Goleman, Boyatzis & McKee, 2013, pg. 248).

Common Elements of Leadership That Support Organizational Change:

As with the literature regarding leadership models, the literature regarding competencies and behaviors that leaders require to successfully lead organizational change is extensive. For the purpose of this review literature was included that highlighted behaviors required for leading change. Behaviors that supported quality day to day leadership such as supervision and administrative tasks were excluded from the review. As with the literature included for leadership models, material was included that highlighted the elements of leadership required for change in child intervention systems as well as similar complex organizations. The literature regarding leadership theory highlighted no consensus on which of the five prominent elements identified (vision, strategy and goals, organizational values, relationship and empowering and collaborating with staff) is the most critical to guiding organizational change. As such the behaviors reviewed in literature have been organized using these four prominent common elements.

In using this method to organize the literature, patterns can be determined of which behaviors are more prominently highlighted as required in the literature and which may be needed but perhaps less critical.

Vision, Strategy and Goals

Setting a clear direction as a leader is the first step noted in literature to begin leading an organization through change (Kotter, 2001, pg. 86). Leaders need to ensure their daily actions are aligned with the vision to highlight their commitment and model the way for staff (Kouzes & Posner, 2012, pg. 96). Leaders need to breathe life into the vision, to inspire staff to see the possibilities the vision presents (Kouzes & Posner, 2012, pg. 100). Leaders then find a common purpose that supports staff to want to make the vision a reality (Kouzes & Posner, 2012, pg. 104). A common purpose is noted as critical to developing understanding of the importance of specific practices which are key factors of organizational change (Aaron, Hurlburt & Horwitz, 2011, pp. 13-14). Throughout the organizational change process the importance of leaders ensuring staff has a clear understanding of the goals and expectations align with the objectives and values of the organization is highlighted in the literature (Futris, Schramm, Richardson & Lee, 2015, pg. 41). Literature notes that leaders must do more than explain a vision to staff, leaders must display the vision in their actions and set the tone for the organization (Palinkas, Fuentes, Finno, Garcia, Holloway, & Chamberlain, 2014, pg. 81).

Organizational Values

Leaders share their values and highlight commonalities their staff's values as well as the values, principles and standards of the organization to build consensus (Kouzes & Posner, 2012, pg. 69). Leaders support the creation of an organization anchored with common principles through focusing, financing, rewarding and measuring behavior, tasks and goals that align with the principles.

Leaders align processes, policies and the organizational philosophy with the organizational principles and use consistent language to describe the values to all staff (Aaron, Hurlburt & Horwitz, 2011, pg. 16). The literature consistently describes leaders using values to drive their vision of the future for all aspects of the organization (Pless, 2007, pg. 450).

Relationship

Kouzes and Posner note that relationships are key for leaders and highlight building trust with staff as critical. Leaders can share information about themselves including strengths, challenges, hopes and need to listen and spend time with staff to build a connection (2012, pg. 240).

Literature notes that the relationship staff have with leadership is equally important to staff understanding the vision of the organization. Staff that have positive relationships with leadership and feel supported, encouraged and understood are more effective (Acikgoz & Günsel, 2011, pg. 926).

Leadership traits such as; clarity, nurturing of staff, supporting risk taking and sharing decision making all support the development of strong relationships with staff (Palinkas, Fuentes, Finno, Garcia, Holloway, & Chamberlain, 2014, pg. 81). Literature indicates one way leaders can build relationships with staff is through story telling. Stories are a significant tool for disclosing traits, teaching leadership skills and building trust within relationships (Lawler, 2012, pp. 23-24).

Within the public sector literature there are some conclusions that suggest that relationship and shared decision making are best supported with transactional leaders. Transformational leaders may intimidate staff and fail to build a trusting relationship which decreases a staff's comfort in taking risks and innovative thinking (Vigoda-Gadot & Beerli, 2011, pg. 592).

These concerns can be minimized through the leader sharing information on the vision, having staff participate in decision making, keeping the changes to a minimum, ensuring enough training is provided and rewarding staff for the work involved in changing (Tsai, 2012, pg. 81).

Empowering and Collaborating with Staff

Kouzes and Posner noted leadership behaviors such as getting people together face to face and supporting staff to understand how they are interdependent with each other as ways to empower and collaborate with staff (2012, pg. 240). Leaders need to support staff to be able to make choices about how they do their work, use their judgement in decisions and support their decision-making. Share the big picture with staff so they have the context needed to feel confident in decision making (Kouzes & Posner, 2012, pg. 268).

Leaders that encourage open, flexible learning environments and that have a higher risk tolerance support staff to embrace change and innovation (Mitchell, 2011, pg. 211). Literature notes that leaders that share decision making, ask staff for their opinion of the work and make changes based on their expertise support staff to remain committed to the changes underway (Salveron, Bromfield, Kirika, Simmons, Murphy & Turnell, 2015, pg. 132).

In fact, literature notes healthy organizations as being places where staff feel valued for their work, have access to information that supports them in making decisions and feel comfortable in discussing their opinions and perspectives (Braxton, 2009, pg. 90). Literature notes leadership behaviors that foster connection and collaborative decision making with staff supports creative and innovative workers (Lindstrom, 2014, pg. 51). Fostering connections or networks throughout the organization supports coordination of leadership activities and is considered critical in changing an organization (Kotter, 2001, pg. 93).

Conclusions:

This review considered leadership theories dating from the 1970s as these were the most relevant to the role of leadership in organizational change being explored. As leadership theory is extensive the theories discussed highlighted the foundational elements of the era, focused on the critical role of leadership as well as were applicable to the complex system of Child Intervention. The literature considered highlighted that the theories reviewed had more elements in common than differences.

Four prominent common elements: vision, strategy and goals; organizational values; relationship; and empowering and collaborating with staff were noted within the theories reviewed. The substantive difference noted in the literature is which of the four, is considered the most critical. Depending on the foundation of the theory, one of the common elements is highlighted as critical although the others are represented within the theory.

A similar finding was noted in reviewing behaviors leaders utilized in leading organizational change in the literature. Leadership is complex and in the research the definition of leadership utilized set the direction of the collection of behaviors thought to be critical.

It is repeated in literature that although leadership has been studied for over fifty years, it remains unclear what is needed to be an effective leader guiding organizational change. Successful leaders of organizational change are highlighted in the literature who are outgoing and charismatic as well as leaders who are reserved and humble (Higgs, 2006, pg. 1).

In reviewing the literature for both theory and critical behaviors for leaders to be successful in guiding organizational change the conclusion that leaders need to reflect on which model resonates with them, where they see their strengths being an asset and the work they have ahead in supporting organizational change. By focusing on their strengths and considering how to mitigate their areas of challenge within the four prominent common elements noted leaders can build sufficient skills in each area to succeed.

Supporting leadership to leverage their strengths and consider their areas of growth in the four common elements highlighted is critical to supporting organizational change. In conclusion, leaders can guide organizational change through leveraging their leadership strengths in the four areas prominent common elements that were identified. Leaders that reflect on their level of expertise in the areas of: vision, strategy and goals; organizational values; relationship; and empowering and collaborating with staff, will create a roadmap of how they can increase the readiness for the organizational change envisioned.

Conceptual Framework:

The conclusion of the literature review highlighted that there is no consensus on which common elements of successful leaders are the most crucial for organizational change. Instead the literature spoke to differing focuses of leaders, some emphasized relationship, such as the Leadership Challenge (Kouzes & Posner, 2012, pp. 14-16) and others elements such as collaboration such as the Collaborative Leadership Theory, (Ansell & Gash, 2012, pg. 8). The common elements highlighted in the literature review are consistently noted throughout the leadership theories as critical in differing combinations. This finding is reflected in the Emotionally Intelligent Model which notes that outlined emotionally intelligent competencies are the building blocks of the key areas of leadership.

The model suggests that highly effective leaders have strength in about six competencies which can be grouped (see Appendix A: Emotional Intelligence Theory Domains and Attributes) in the domains of self-awareness, self-management, social awareness and relationship management (Goleman, Boyatzis & McKee, 2013, pg. 248). The model indicates that there are no patterns within these that determine great leadership (Goleman, Boyatzis & McKee, 2013, pg. 248). The

literature review findings align with this theory and resonate with Child Intervention leadership in Alberta. The leadership group within CFSD is quite large with members bringing different education and experience to their role leading staff in unique communities across Alberta. As such the literature review has provided some context regarding the common challenges related to leading organizational change. Different leaders bring different strengths to the role and as such how they will lead staff in implementing organizational change will vary.

This alignment supports the Emotional Intelligence Model acting as a foundation for considering the data collected from leaders within the research project and compliments the concept of leading from strengths for leaders. The Emotional Intelligence Model provides a lens through which organizations can assess individual and collective leadership strengths and areas of challenge or barriers and supports identifying next steps to address gaps while honoring the unique combination of elements that comprise any one leader.

2.1 International Jurisdictional Scan: Leadership Role in Implementing CI Practice Frameworks

This scan provides an overview of core elements of executive leader's role in the Implementation of Practice Frameworks in other jurisdictions. The jurisdictions reviewed include the United States of America, Australia, New Zealand and Scotland. The implementations reviewed specifically focused on Child Intervention (CI) Practice Frameworks. Worldwide, other Child Intervention jurisdictions have implemented Practice Frameworks that have not been included due to a lack of information that is publically available regarding their implementation strategies as well as the role of leaders in guiding the organizational changes.

This section, organized by jurisdiction, provides an overview of the core elements of each jurisdiction's use of executive leadership in the implementation strategy for their Practice Framework. The most common elements have been summarized in a table (see Appendix A) by jurisdiction to highlight the specific implementation focused used in each area.

2.2 United States

Many states in the US have implemented Practice Frameworks over the past ten years. In completing the review, several states that had implemented years prior did not have the implementa-

tion details of their Practice Frameworks on their public websites and therefore have not been included in this jurisdictional review. In completing the review it was noticed that several states that have implemented Practice Frameworks worked closely with the Annie E. Casey Foundation. This organization has supported many states with their Practice Framework implementations plans. As such many states mirrored each other in their strategic involvement of executive leadership in implementation and therefore have not been included in the review as their implementation plans offered nothing additional to the scan.

2.3 Alabama

In creating a plan to shift Child Welfare practice Alabama leadership recognized the ineffectiveness of past practice and highlighted their vision of focusing on the future and supporting a change in practice. The principles developed provided a roadmap for the approach to practice and creating the practice model.

Leadership guided a phased in implementation approach for the state and provided intensive hands on assistance to sites implementing. This supported an increase in staff investment in the practice model, deepened the change process for each site and allowed leadership to assess what was the most effective implementation strategies and repeat the strategy in later phases of implementation (CWPPG, 2008,pg. 14-15).

Alabama leadership sponsored a redesign of all Child Welfare training to align with the practice principles and ensured that the training supported developing concrete skills. Trainers were hired that had the skills to model the behaviors desired and coach staff to integrate the knowledge into their daily work. The training was designed so staff attended the training as a cohort which supported attendees to network and build supportive colleague relationships. Leadership supported all staff to attend the updated training as this supported the development of a more unified vision of practice and deeper integration of the principles (CWPPG, 2008, pg. 15-16).

The culture shift leadership envisioned was supported through training, coaching and mentoring provided to staff which empowered workers to internalize the principles and shift their thinking to supporting children and their families first. External consultants were provided by leadership to support building facilitation skills for staff and the opportunity to learn from experts in the

field was embraced by staff. As staff mastered facilitation skills they were able to support family meetings themselves and experienced newfound satisfaction in supporting families in addressing issues and planning (CWPPG, 2008, pg. 15-16).

Alabama leadership championed sites having flexible funding for their work and smaller case-loads for staff to assist in making high quality work achievable. In reflecting on the implementation leadership noted that sites with strong local leadership shifted their practice in less time and were able to sustain the change. The state developed quality assurance staff that supported the good work being completed, provided feedback to sites and added an accountability function for the practice behaviors desired by leadership.

Consistent leadership for the first six years of implementation supported the practice changes in the field as well as the development of executive leaders who balanced their roles of administrator and supporter of practice for sites across the state (CWPPG, 2008, pg. 15-16).

2.4 Indiana

The Annie E. Casey Foundation completed a case study on the Child Welfare organizational change that was implemented in Indiana in 2012.

The case study outlined that in Indiana the Child Welfare reform was a success as the organization had a leader who was able to recognize the need for change and who had the political will to make this happen. Indiana noted that their leader made an explicit commitment to the change ahead (ICW, 2014, pg. 4).

This leader utilized the role to support the creation of an organizational culture that would focus on children and families which was one of the key levers of change.

The executive leadership led the transformation to principle-based practice and outlined using strategies including: setting clear expectations, supporting staff to be able to do the work through hiring additional staff and holding staff accountable for the behaviors, actions and decisions that reflected the principles (ICW, 2012, pp. 4-5).

Executive leaders decided to create a central office to support the organizational change by having statewide services to provide support to the field staff. The central office offered internal

legal supports for staff consultation and an increased capacity for administrative needs. The central office also assisted the state in reducing field office sizes so regional managers could have a closer line of sight to office staff & managers (ICW, 2012, pg. 6). The leadership in Indiana acknowledged that to create organizational change, they needed to create a vision and a strategy to support a practice shift. As a first step leaders considered what the principles of their practice framework would look like, using the organization's vision as an anchor. Leaders reviewed the process other areas used to develop and implement a practice framework for ideas and decided to use another state's as a model¹.

Executive leadership showcased their investment in the practice framework, identified principles and practice approaches and tools that the state decided they would use in the work.

They began teaching staff about the benefits of using tools such as family meetings (engaging and involving families in planning). Executive leadership led paradigm changes with the organization's philosophy, for example shifting the organization to consider foster care (foster parents are trained, paid and licensed caregivers)– stranger care, as foster parents do not know the children that they are paid to care for, kids experience being left with strangers when placed in these facilities. This is a shift from the organization presenting foster parents as substitute parents for children that cannot remain with their families. This shift supported leadership to guide front line workers to begin to model behaviors that reflected the principles and vision of the organization, such as staff focusing on how to keep kids with family as better for children rather than focusing just on the concerns workers had with the family (ICW, 2012, pp. 7-8).

Leaders aligned the organization to support the organizational vision. They secured additional funding to increase staff and resources at intake and assessment phases of the work.

This reinforced thorough assessment and provided more time to build relationships and collaborate with families to keep kids home or get them home quickly if they needed to come into care. As this shift would be significant for many staff, leaders guided pilot sites with the new staffing model. This allowed staff to be active participants in the change and to see the benefits of shifting their work and invest in the practice framework. While the pilots were underway, leaders

¹ Indiana chose to mirror Utah's strategic plan to develop and implement their practice framework.

were closely involved to support staff to take risks and ensure staffing was sufficient in the new model. Leadership ensured that workers in rural areas were involved and saw themselves as part of the state team. This supported Indiana's goal of all staff statewide working from a shared vision and strategy as a unified workforce (ICW, 2012, pp. 7- 10).

Executive leadership invested in their staff through increasing the knowledge and training required to work within the state. This included new staffing requirements that all staff hired had a Bachelor degree and received 12 weeks of training upon hire. Leadership sought out and supported staff with a Bachelor or Masters in Social Work to become new leaders as this background supported understanding principle-based work. Staff working for the state could attend school to obtain a Bachelor or Masters in Social Work, funded by the state to increase their skills and knowledge (ICW, 2012, pp. 9-10).

Leaders guided organizational changes to ensure staff consistently provided a high level of service to families.

They explained the organization change to stakeholders such as foster parents, judges and other partners and supported them to align their work with the practice framework. Executive leadership supported the development of field reviews of practice which are utilized yearly to provide a snapshot of the work in the field and fidelity to the approaches and tools staff have been asked to use in their work.

Executive leadership supported the development and implementation of a new data system. This system supported the collection of data that would highlight practice trends such as more children supported to reside at home while child protection issues were addressed.

Executive leadership created a clear communication plan to provide information and rationale that was important to staff. This communication plan highlighted initiatives and how the data collected informed the work by acting as an anchor for the outcomes the State is striving for.

The communication strategy also focused on staff receiving clear messages about their work, accomplishments and the strategic direction of the state (ICW, 2012, pp. 9-12).

Communicating the vision, strategy and ongoing work to embed the principles throughout the organization supported staff to have a clear picture of the strategic direction of the state. Leaders

also underscored that the practice shifts were there to stay to staff through supporting the work on practice approaches, tools, training, data collection and performance measures. Executive leadership acknowledged that embedding the practice framework in all policies, training, processes and quality assurance supported staff to shift their thinking but that full implementation would take time and ongoing leadership efforts (ICW, 2012, pp. 12-13).

2.5 Minnesota:

The primary goal for the development of the Practice Model was to align policy and resource development with the mission of the organization. One intention was that the state's training system would be updated to ensure that staff were provided the knowledge to carry out the mission. As part of the readiness for implementation, clear standards were developed to assess the implementation of the practice model and accountability for the outcomes sought. Minnesota leadership launched this initiative through the development of a well-thought-out strategic plan. They then invited key stakeholders to participate in the development of the practice model.

Stakeholders included leadership across child services, county administrators, tribal social services directors, academic administration, ombudspersons for marginalized cultures and past clients. Participants understood that once the practice model was drafted, other stakeholders such as youth would be able to provide input.

Minnesota leadership presented a draft of practice values, principles and skills representing practice that had been developed over the past 10 years to launch the discussion with stakeholders. The stakeholder group developed four key elements of the practice model (MDHS, 2009, pg. 5).

Minnesota leadership also drafted a section on the skills needed for implementation of the practice model at the field level that was refined by the stakeholder group. This involvement supported staff and stakeholders to buy in to the model and the process. Leadership clearly communicated with staff and stakeholders regarding the model and ensured that the implementation plans were transparent.

Staff knew that the planning, implementation and organizational change inherent with the practice model would require years of thorough and complex change planning. Leadership in Minnesota chose to bring in a facilitator from the Annie. E. Casey Foundation to lead work in developing a practice model. This allowed Minnesota leadership to participate actively in the discus-

sions (rather than taking a lead role), model the behavioral changes required of all staff and underscore leadership investment in the organizational changes required such as aligning training, policy and processes with the practice framework.(MDHS, 2009, pp. 8-9).

2.6 New Jersey:

New Jersey implemented a practice model in 2007 and highlighted the role of leadership as critical in the strategic development of the model, implementation and ongoing support of the organizational transformation. In reflecting on the implementation of their practice model, New Jersey noted that the role of leadership in implementing the practice model was critical. Leaders in New Jersey noted that leaders at all level of the organization were essential to the success of the practice model. Leadership noted an essential component to their successful implementation was the acknowledgement and support of leadership in the field. Field staff leaders guide the office culture changes required as part of the transformation (NJDCF, 2007, pg. 1).

To ensure field leadership was ready to support the implementation of the practice model, New Jersey executive leadership developed an eighteen month plan to recognize and strengthen the capacity of leadership in the field.

The strategy focused on the fundamentals of leadership and engaging field leaders in developing an implementation strategy and plan for the case practice model. Once New Jersey's leadership developed the implementation plan, executive leadership held a leadership summit for a broad base of leaders within New Jersey. New Jersey coordinated the summit with the assistance of the Child Welfare Policy and Practice Group (CWPPG), which led Alabama's practice model and evaluated Utah's implementation of the practice model over a seven year period of time (NJDCF, 2007, pp.1-2).

The summit launched the implementation of the case practice model and began to embed common language and principles across the state with a sense of shared values. New Jersey utilized the practice model developed in Utah as a launch and engaged facilitators from Utah to support engaging staff and stakeholders in the process.

As part of the implementation, leadership outlined a number of supports to assist staff with the work required as part of the transformation.

This included providing extensive training for all staff, lower caseloads during the pilot and implementation phases which were phased in across the state using a cascade process (NJDCF, 2007, pp. 2-3).

2.7 Tennessee

In 2006 Tennessee centralized Child Welfare services in the state in an effort to shift practice and ensure more consistency in the delivery of services. Several initiatives were attempted by leadership, with success in some areas and others noting the continued lack of consistency of service provision. Tennessee leadership determined that a reform plan was needed that built on the successes to date. The Child Welfare League of America (CWLA) was engaged to assist in developing a three-year reform plan that would act as the foundation for planning and implementation of significant practice changes (TDCs, 2003, pg.6).

At this time the state went through a systems review with recommendations made including the completion of a needs assessment. The findings of the assessment highlighted the need for a clear model of practice to guide staff in their relationships with families and community partners and to clarify agency expectations for case management. The state contracted with M&B Consulting to work with the staff, and appointed an oversight committee as well as community stakeholders to oversee the development of the practice model. The review outlined an aggressive timeline for the state to complete the practice model. As a first step the consultants, oversight committee and state executive leadership strategized how to include stakeholder input within the timelines required. Once executive leadership approved the format to develop the practice model three community stakeholder advisory groups were developed.

The groups were invited by the state Commissioner and included stakeholders such as field service workers; private provider caseworkers, managers and administrators, legislators; birth/legal, resource and adoptive parents; youth in foster care and the juvenile justice system; young adults who spent their youth in foster care; DCS attorneys; guardians ad litem; parent attorney; public interest attorneys; and health professionals (TDCS, 2003, pp.7-8).

The consultants met with staff to develop the initial drafts of the practice model, which was reviewed by the internal governance teams and then reviewed with the community stakeholder groups for their feedback. The working draft was presented to the Tennessee leadership team, the oversight committee and the system reform leads. All feedback was integrated that was consistent with the guiding principles. Tennessee executive management completed the final edits and approved the practice model (TDCS, 2003, pg. 8).

2.8 Virginia:

The launch of the development of a Practice Framework in Virginia began with a strong collaboration forged with the governor's office, state and local agencies, and The Annie E. Casey Foundation. This collaboration included judicial officials, birth and foster parents, extended families, young people, providers, and community advocates. All of these stakeholders were invested in developing a long term plan that improved the lives of children. Virginia noted that in order to effectively change a complex system such as Child Welfare strong and consistent leadership with a collective vision and the will to guide the change was key. Executive leaders in Virginia involved legislators and ensured that managers, supervisors and practitioners were involved in the change. Leaders mobilized teamwork and collaboration with state, local and cross-system staff and leadership.

Leaders focused on addressing fundamental systemic weaknesses as the approach to change and to build investment in the practice framework. Leadership provided the vision of the practice framework to this large group, through infusing best practice knowledge through the practice framework and on the ground innovation (AECF, 2010, pg. 5).

The leadership in Virginia strategically used the involvement of staff and stakeholders in the development of a practice model as the anchor to ensure a successful transformation as their involvement built investment in the practice model. The opportunity to work together also provided local leadership time to build collaborative relationships and trust, which was critical to supporting the transformation. Leadership then acknowledged that the hard work is in ensuring the transformation, embedding the principles in everything the agency does.

Leadership providing guidance for this work is the most effective change management tool of modeling the way (AECF, 2010, pp. 6- 7). Virginia followed a two track transformation plan.

The first track focused on the state level, reviewing how state policies and practices affected local systems, including stakeholders such as agencies and court representatives.

The second track involved engaging the local level by identifying a core group of cities and counties to pilot some of the strategies and tactics that the Annie E. Casey Foundation had found to be successful elsewhere. Leaders from Virginia met with other areas the Annie E. Casey Foundation had supported to develop a practice model to discuss their experiences. The combination of the two tracks was a leadership strategy to engage local leadership, align state policies and leverage an invested political leadership to support the transformational change inherent in the practice model (AECF, 2010, pp. 8-15).

2.9 Other Countries

Many different jurisdictions worldwide have implemented Practice Frameworks over the past ten years. In completing the review, several jurisdictions that had implemented years prior did not have the implementation details of their Practice Frameworks on their public websites and therefore have not been included in this jurisdictional review. This section includes a review of areas in Australia, New Zealand and Scotland.

2.10 New South Wales, Australia

Although the practice framework was implemented as a result of a Child Welfare review by New South Wales and resulting need for an action plan, executive leadership guided the development of the principle based plan to be completed with significant engagement of staff, stakeholders and agencies (New South Wales, 2009, pg.1). The principles for the plan were outlined by the judge leading the review and were accepted as foundational by Child Intervention.

New South Wales Child Intervention leadership acknowledged that leadership investment and support would be needed at all levels to ensure the practice model was adapted. Leaders outlined the strategy for the development of the practice framework in a manner that supported the views of children and young people to be incorporated and for partners to be involved.

Leaders also acknowledged the changes to legislation, services and culture would need time to be established. Child Intervention in New South Wales were asked to increase the role of agency partners in service delivery and the early intervention sector was provided additional funding in

anticipation of the pending shifts in practice. A strategy was developed to support leaders in guiding the development and implementation of the practice model through the use of clear, consistent communication of the vision, outcomes and goals of the practice framework.

Best practice would be highlighted through implementing tools that supported the principles such as family group conferencing (New South Wales, 2009, pp. 35-42).

Leadership acknowledged that the desired organizational change required the leadership, commitment and accountability of managers and supervisors. The vision also included a more robust role for early intervention services.

Executive leadership launched the development of the practice model through demonstrating their collective commitment with agency partners through redefining the values which shape services. Through affirming that government and agencies would work together to deliver services that engage with the specific needs of individuals and communities leadership strategized they could shift the culture of mistrust to one of shared responsibility (New South Wales, 2009, pg. 43).

Leadership supported the development of a robust governance structure to ensure stakeholders and agency partners were able to actively participate in the development and implementation of the practice model. The Child Protection Advisory group, chaired by the Minister for Community Services was established to address high level policy and implementation issues. Two further groups, chaired by the Director General, Department of Community Services, represented families, youth and children and caregivers and non-government services which will assist in providing advice to the Child Protection Advisory Group (New South Wales, 2009, pg. 49).

Leadership acknowledged that developing and implementing the practice model would take time. They committed to creating a collective five year plan with the agency sector with a focus on workforce development and shifting the organizational culture. Each service delivery area would be responsible to develop a local plan to drive these changes in their areas. Each local plan was reviewed by the Child Protection Advisory Group prior to sign off. As areas implemented their plans, they were monitored by the Child Protection Senior Officers Group (New South Wales, 2009, pp. 43-46).

2.11 Western Australia

Western Australia executive leadership describes the implementation strategy for the Signs of Safety Practice Framework as practitioner and organizationally led. Leadership in Australia noted the importance of investment by staff in the framework and engaged the natural champions within the organization to lead the work on in the field. Leaders ensured that their implementation plan focused on leadership, learning and developing, communication, continuous improvement processes, and ensuring that staff had opportunities to provide feedback.

Leadership in Western Australia acknowledged that the implementation of Signs of Safety required a shift in their organizational culture to align with the principles of the framework. Leaders determined that a critical element required for organizational change was shifting to a learning organization. As part of this shift, case practice implementation teams were utilized to support staff through the different stages of implementation (Salveron, Bromfield, Kirika, Simmons, Murphy & Turnell, 2015, pg. 126).

Executive leaders in Western Australia communicated that their organization would systematically support and motivate staff to shift their practice. They recognized that Child Intervention is a complex system and as a result the strategy for implementation needed to build both organizational and human capacity. Leadership outlined a five year commitment and implementation plan focused on aligning organizational structures with the Signs of Safety practice framework principles and developing local champions at worksites to lead implementation (Salveron, Bromfield, Kirika, Simmons, Murphy & Turnell, 2015, pg. 128). Leadership guided the development of steering and sponsorship committees, ensured messaging was consistent and provided training and coaching support for staff to support implementation. Leaders supported the development of Community of Practice events for all levels of staff to showcase successes, network and affirm their commitment to Signs of Safety. Western Australia highlights the significant role that the Director General and executive leadership played in implementation. Leadership modelled the way for implementation through an unwavering commitment to the model, and connected with front line staff twice a year in their offices during implementation to highlight the use of Signs of Safety and address any problems staff were experiencing. Leadership promoted distributed leadership through encouraging staff to become local leaders and support learning at worksites.

Executive leadership aligned system responses to fatalities so as to support staff and focus on learning instead of blame, which reinforced to staff that the organization would support their work even when pressured to blame (Salveron, Bromfield, Kirika, Simmons, Murphy & Turnell, 2015, pg. 130).

2.12 New Zealand

A Practice Framework was developed in New Zealand as a strategic response to the need for a system reform. The Practice Framework was developed through a balance of managerial discipline and professional leadership. Executive leadership guided the managerial elements through providing a strong vision, supporting a culture of high performance, and creating increased organizational stability and confidence in the system. This anchored the organization so staff could focus on practice including the development of a knowledge framework, service model, practice package and support to frontline staff (Connolly, 2007, pg. 9)

New Zealand leadership acknowledged the pivotal role of leadership in clearly articulating the four interrelated elements (knowledge framework, service model, practice package, support of staff) at the core of their strategic approach to implement the Practice Framework. Leadership championed the Child Welfare system to acknowledge that staff with strong professional values who adopted best practices based on evidence were most effective.

Leadership noted that the combination of professional and managerial leadership would result in reforms that resonated with the people, and would support changes in practice. The strategy outlined the benefit of a clear vision and alignment across the key elements of the service system.

Leadership noted the strong and clear commitment to the Practice Framework would decrease the system's vulnerability to the ideological shifts and changes that typically undermine Child Welfare service delivery. New Zealand executive leadership noted the clear messaging that the full implementation of the Practice Framework would take time and that the integrated approach used would result in creating a positive system over time (Connolly, 2007, pp.10-12).

Leadership noted that the desire to change the system emerged from an internal belief in the need for change, leaders guiding an analysis of the issues the organization faced and the development of an integrated plan to address them. Leaders noted that leading the change internally allowed for a more reflexive and flexible responses as they worked through the challenges that presented themselves over the years of change since 2006.

Leadership noted that the significant staff engagement throughout the process ensured that their knowledge of the work and feedback influenced the change strategy. Senior leaders visited all the staff offices throughout the implementation, listened to staff, told stories to underscore where the organization was and where they collectively wanted to be. Leaders noted that providing a clear strategic vision and the key priorities was a critical step in addressing the organization's complex issues (Connolly, 2006, pp. 12-13).

A strategic document, *Leading for Outcomes* was developed and shared with staff to provide a clear message of leadership vision, outline the key priorities and highlight the importance of leading front line practice as keys to success.

Managers from across the country were brought together twice a year for leadership discussions where the strategy of a cohesive leadership team with a common vision and key priorities was reinforced. New Zealand's implementation strategy focused on the belief that the reform would only be successful if local leadership modelled the way and were supported by an aligned system.

As such, early implementation focused on creating a culture of high performance through developing defined measures of success including monthly regional performance reports. Leadership noted that responding to key performance measure in a transparent manner supported both external and internal confidence in the system.

This confidence supported staff and enabled them to implement the practice approaches that supported increases in the quality of the work (Connolly, 2006, pp.13-14).

Leadership worked with their communications teams to increase their efforts to shift public perception and create more balanced media reporting.

Senior management reinforced this through engaging with stakeholders and community partners and using storytelling to inspire people and emphasize how the child welfare system makes a difference to children, families and communities. Building relationships and a common understanding of child welfare work with partners and community supported a different collective response to negative media attention. As part of this work leadership considered the impact child death reporting has on staff morale and more broadly on the provision of services for children. Leadership shifted the response to child deaths to focus on the complex factors and multiple relationships that surround children involved with the system. The strategy for this shift was that child death reviews would become important resources for practice discussions and shared learning across the country (Connolly, 2006, pp. 14-16).

2.13 Scotland:

Leadership engaged staff in the early planning work for the development of a practice model in Scotland to build investment in the belief that change was necessary in the organization. Staff involvement throughout the planning, engagement and implementation phases of the practice model supported staff developing a sense of ownership to the process. Looking back, leadership noted that this strategy was a significant factor in local leadership investing in the practice model. These leaders modelled the changes for staff and encouraged them to shift their practice (The Scottish Government, 2009, pg. 14).

A strong communications strategy was developed highlighting the clear vision behind the practice model and informing stakeholders about the specific changes to the system as well as Child Welfare Practice that were planned with a clear roadmap of when each would be implemented. As the practice model would shift the work in many areas and impact a significant number of stakeholders it was essential that this communication was clear, detailed and timely.

Stakeholders working alongside the Child Welfare system in significant ways were involved in the development and implementation of the practice model (The Scottish Government, 2009, pg. 16).

Leadership established a practice model development team and realigned a number of existing internal committees as governance tables to support the development and implementation of the practice model. This included the development of reference groups in each service and sector.

Each group was comprised of a local area manager and senior practitioners that acted as mediators between the development team and the operational staff in each service and sector.

Multi-agency strategic planning groups were developed from key themes such as mental health issues and local service managers groups were developed to support staff when a child's needs could not be met within an areas resources or when disagreements existed between professionals or agencies regarding planning for a child. Leadership also supported the development of integrated service officers who provided oversight regarding the connections between targeted and overall services to children and families as well as playing a quality assurance role to ensure consistent standards of support for children and youth (The Scottish Government, 2009, pg. 17).

Starting early in the implementation of the practice model, leadership organized ongoing seminars for children's services staff, law enforcement and the voluntary sector. The discussions highlighted the vision of building on the collective best practices in working with children and families. Leaders shared the key objectives of the practice model such as supporting strong partnerships with central and local government with the service and agency sector. Cross sector champions were developed to model working in partnership and showcase the vision of the practice model with strategic, governance and local service delivery staff throughout the organization. Executive leaders highlighted the importance of the chief officers in the key service areas understanding the vision of the practice model and sharing this with their senior managers. This ensured that front line managers and other professionals were more likely to understand the rationale behind the changes in practice that were being introduced. Executive leadership reinforced the practice models vision through the use of strong, consistent communication through using a newsletter and webpages (The Scottish Government, 2009, pp. 28- 31). Executive leadership committed to a significant governance structure for the development, implementation and ongoing support of the practice model. A Joint Committee was launched to coordinate policy and strategy alignment as well as to oversee quality assurance and performance management during the implementation. The head of Children's Services and the project manager leading the development team updated the Joint Committee regularly and this communication was an important mechanism in keeping Scotland's elected members connected and supportive of the practice model.

A Project Board was struck with membership from the Chief Officers, Scottish Government and practice model development team. The Board's role was to provide a work plan for the development and implementation of the practice model, monitor its implementation, report on delivery and address any issues relating to the governance, management and resourcing of the project. During the first two years of implementation, the Project Board met regularly and modeled action-based thinking with the goals and principles of the practice model as well as local policy priorities for children's services.

As the practice model was implemented the Project Board was replaced by a strategic committee with representation from the Scottish Government, the project team leader, Directors from early intervention, social work, health and children's services, senior representation from the voluntary sector and trade unions. The strategic committee was a strong coalition to review strategic decisions and steer strategic and operational managers regarding supporting the implementation process (The Scottish Government, 2009, pp. 32-33).

Executive leadership resourced the development of the practice model through providing a full time resource to guide the development as well as supporting the establishment of a number of multi-agency strategic planning groups for priority themes including early years and childcare, child and adolescent mental health, children and young people with disabilities, looked after children, youth justice, youth participation, fostering and adoption, domestic abuse and substance misuse. Forums were created to lead local planning and decision-making processes that were devolved on to them by the Joint Committee. These forums were seen by practitioners as a primary force behind the integration of the practice model (The Scottish Government, 2009, pp. 34-35). Leadership focused on ensuring all staff felt supported to actively participate in developmental working groups and pilot opportunities for new procedures and tools. Providing staff permission to participate in the creation of the model was a key catalyst in staff investing in the model and supporting each other to shift their collective practice (The Scottish Government, 2009, pg. 41).

Executive leadership understood that developing and implementing the practice model required the critical element of credibility to ensure its success. Leadership outlined the credibility of the practice model and envisioned organizational change through highlighting that the model was

anchored in 20 years of research evidence of best practices when working with children in need. The tools within the practice model have been widely used within Scotland and elsewhere. The model was shaped through the feedback of front line staff engaged in piloting the tools.

The project and development teams were comprised of highly experienced and senior practitioners. This front line expertise assisted the teams in quickly establishing credibility with internal and external staff participating in the development of the practice model (The Scottish Government, 2009, pp. 43-44).

2.14 Common Elements:

The international jurisdictional scan highlights a number of common elements across the jurisdictions reviewed. The chart (see Appendix B) provides a visual of where specific jurisdictions focused their implementation strategies.

The common elements noted across the ten jurisdictions reviewed, included leadership focused elements of having leadership model the way towards organizational change (8 jurisdictions), a clear vision and communication strategy (7 jurisdictions), engaging external consultants to guide the process (6 jurisdictions), leadership developing the practice framework and informing staff (5 jurisdictions), an invested, charismatic leader (2 jurisdictions), and having, involved political leaders (2 jurisdictions). Staff and stakeholder focused elements included involving stakeholders in the process (8 jurisdictions), involving staff in the development of the practice framework (5 jurisdictions), implementing new strategies through supporting staff to pilot the changes (4 jurisdictions) and increased staffing to decrease pressure on the front line as they attempted to implement new strategies and tools (2 jurisdictions).

The scan highlights that different focuses that fit within the unique area can be used within the implementation strategy to successfully support the organizational change. The areas reviewed highlighted significant differences in some ways, several came about from public inquiries, with determined principles and direction to implement changes to shift the organization. Some areas chose to have leadership develop the framework and inform staff and stakeholders of the details while others involved staff and stakeholders in the development. These differences are significant, yet with other common elements highlighted as drivers, the jurisdictions still felt the implementation was successful.

Elements such as a clear vision, communications plan, leadership modeling the way and supporting implementation through the use of pilot sites were noted as strategies that support the success of an implementation plan.

This finding aligns with the conceptual framework anchoring this research project as the Emotionally Intelligent Model notes that a unique combination of six emotionally intelligent competencies are the building blocks of the key areas of leadership. The model suggests that highly effective leaders have strength in about six competencies which can be grouped in the domains of self-awareness, self-management, social awareness and relationship management (Goleman, Boyatzis & McKee, 2013, pg. 248). The model indicates that there are no patterns within these that determine great leadership (Goleman, Boyatzis & McKee, 2013, pg. 248). Different leaders bring different strengths to the role and as such how they will lead staff in implementing organizational change will vary. The Emotional Intelligence Model provides a lens through which organizations can assess individual and collective leadership strengths and areas of challenge or barriers and supports identifying next steps to address gaps while honoring the unique combination of elements that comprise any one leader.

3.0 METHODOLOGY AND METHODS

Methodology, Methods and Analytical/Conceptual Framework

3.1 Methodology

To address the research question, this project will use a mixed method research methodology, specifically a concurrent triangulation approach will be utilized to complete the needs assessment (McDavid, Huse & Hawthorne, 2013, pg. 205-207). This project will include a qualitative review of relevant literature focusing on current models of leadership for organizational change; a jurisdictional scan of current methods utilized by other jurisdictions implementing similar changes; a survey consisting of both closed and open ended questions; and qualitative, semi-structured interviews. The concurrent triangulation approach in this project will begin with the collection and analysis of the quantitative data collected through the survey and concurrently the qualitative data collection will begin through semi-structured interviews. These data sets will be compared to determine the degree of convergence. The quantitative and qualitative lines of evidence that will be collected are complimentary and strengthen the projects overall evaluation design when used together (McDavid, Huse & Hawthorn, 2013, pg. 207).

3.2 Methods and Tasks

Elements of leadership including best practices (i.e. structures, traits, skills, knowledge) required for executive success in guiding organizational change was gathered through a comprehensive literature review. The models of leadership and highlighted elements were utilized to guide questions and areas of focus for the needs assessment. An international jurisdictional scan was completed to review other areas that have implemented similar organizational changes to principle based practice. The scan focused on the leadership models, successful tools, structures and best practices utilized to support organizational change. Jurisdictions researched included Western Australia as Alberta CI has a current Memorandum of Understanding with this jurisdiction to share information.

Sixty six senior managers within CFSD were emailed an online survey utilizing a non- identifying program to collect quantitative data. Thirty three surveys were completed by this group, for a response rate of fifty percent. The survey invited individuals to complete open and closed ended questions that focused on the level of understanding of the vision of the organization. As well the individual's knowledge of the strategy for implementation of the CIPF and their opinion of the level of support they have been provided to guide implementation with their staff was explored. The survey questions were focused in four key areas, the participants own understanding of the CIPF, strategic direction and implementation plan, their level of support to their staff to understand the CIPF, strategic direction and implementation plan, their perceived support from their direct leader to guide the implementation of the CIPF and the participants perceived level of support they have been provided by the organization to guide implementation with their staff. The survey was comprised of thirty four questions, including thirty three closed ended questions that participants answered using a response scale. The response scale contained the options of *always, very often, sometimes, rarely and never.*

The survey questions were sorted into the four key areas to provide for further analysis and discussion. To provide quantitative data from the survey results participant responses were coded with a numerical value for each focus area:

Always = 5

Very Often = 4

Sometimes = 3

Rarely = 2

Never = 1

The survey included an open ended question for additional feedback (written) and invited participants to consider further discussion through a semi-structured interview. Interested participants provided contact information (name, email or phone) on the survey form for further follow up (See Appendix C: Email Invite to Senior Managers) for a copy of the survey instrument. Con-

currently, an invitation was extended to thirty two CFSD Directors to participate in semi-structured interviews with the twelve self-identified senior managers from the survey to collect qualitative data (See Appendix E: Email Invite to Directors). Twelve Directors volunteered to participate in the semi-structured interviews.

In keeping with the CI practice approaches and tools being embedded throughout the organization, an appreciative inquiry approach was utilized to focus the interview questions on these key areas:

- a . What's working well within their leadership to support organizational change (CIPF)
- b . what are they worried about - challenges & barriers
- c . what do they see as next steps and/or options

3.3 Analytical Framework

This project is a formative needs assessment as the results will be utilized to identify gaps and potential suggestions to inform the strategic direction for executive leadership guidance of the organizational change inherent in the implementation of the CIPF.

Executive leadership provided the data utilized to inform the needs assessment. This provided an opportunity for executive leadership to be involved in identifying and prioritizing these needs. As well the needs assessment provided opportunities to strengthen relationships, support enhanced collaboration and a holistic approach to supporting organizational change within executive leadership (McDavid, Huse, Hawthorn, 2013, pp. 228).

4.0 LIMITATIONS AND DELIMITATIONS

My dual role, as researcher and project lead within my role as a Senior Manager in CFSD, could have been a challenge in this project as the staff that received the survey, and may subsequently agree to be interviewed are my peers. The Directors that received an invitation to be interviewed are aware of my involvement in the implementation of the CIPF and are invested in the project. The validity risk of respondents having a social desirability response bias (McDavid, Huse & Hawthorn, 2013, pg. 174) was mitigated through ensuring the surveys were completed anonymously, ensuring that my peers were able to respond candidly. The Directors interviewed are my leaders on many projects and will have had less concern responding in a manner that they may perceive I would prefer. The clear investment of formal leaders in the development and implementation of the CIPF supports executive leadership overall to be candid in what they see is working, potential barriers and what the next steps will be to ensure their commendations this project will provide support the creation of a strong strategic direction.

A potential limitation of the project considered in the design phase was the response rate to the survey and semi-structured interview questions. Although the invitation to participate outlined the value to the CIPF project to executive leadership in terms of support for their role and included reminders to complete within the timeline, responding was each individual's choice. Surveys often do not receive more than a fifty percent return rate. As such, all senior managers within CFSD were invited to participate providing the project a sample size of 66 staff.

Thirty two Directors received an invitation to complete a semi-structured interview. Survey results were analysed and a thematic analysis was utilized for the narrative interview data, the sample sizes provided more than adequate data for the project. The surveys and semi-structured interview questions as well as the thematic analysis categories required utilization of the literature review findings to ensure potential validity and reliability issues of bias are mitigated.

5.0 DELIVERABLES

The intent of the needs assessment was to provide the client with information that can be utilized to inform the strategic direction and next steps for guiding the implementation of the CIPF and

inherent organizational change. The project provided the client with a literature review of current organizational change theories as well as an international jurisdictional scan of the methods utilized in leading similar organizational change. The survey data and the raw data from the thematic analysis (non-identifying) will be provided to the client. The end project will include a report as well as an accompanying power point presentation which highlights the major findings. The report and presentation will be provided by the researcher at the discretion of the client.

6.0 FINDINGS

The purpose of this section is to report the survey and semi-structured interview findings. Both methods were used to collect data from executive leaders (Senior Managers and Directors) regarding their views regarding CFSD setting the strategic direction of the implementation of the CIPF. The information collected included senior managers understanding of the strategic direction of CFSD, the essential components of the CIPF, the use of the CIPF principles in supporting staff and how supported they are within their leadership teams.

6.1 Survey Findings

An invitation to complete the survey was sent to sixty six senior managers within CFSD (See Appendix C for a copy of the invitation to participate sent to senior managers). Weekly reminders were sent through Survey Monkey to those that had not completed the survey over a month period. At the time the reminder resulted in no further surveys being completed, the survey was closed. Thirty three surveys were completed by this group, for a response rate of fifty percent. A graphic representation of the results of each survey question, organized by percentage of response rate to each question has been included in the appendix section (See Appendix D for the Survey Results per Question).

The survey questions focused on four key areas to inform the needs assessment.

- The respondent's level of understanding of the vision of the organization.
- Level of support the respondent has provided their staff in implementing the CIPF.

- Perceived level of support they have been provided by their Director to guide implementation with their staff.
- Perceived level of support they have been provided by the organization to guide implementation with their staff.

These four key areas are critical for senior managers to be successful in their role in supporting the implementation of the CIPF. As essential formal leaders in the implementation of the CIPF, senior managers require a high level of understanding of the vision of the organization and strategy for implementation in order to support their staff to successfully implement the CIPF and aligned approaches and tools in their work. Senior managers were provided an opportunity to reflect on their support to staff in critical areas of implementation as well as their perception of the support they receive from their leaders. The four areas of focus were informed by the literature review findings (four prominent common elements: vision, strategy and goals; organizational values; relationship; and empowering and collaborating with staff) and International Jurisdictional Scan (See Appendix B for a copy of the Appendix B: Summary of Common Strategic Elements Utilized for Implementation by Executive Leadership) completed as part of the project.

Specifically survey questions focus on the understanding that senior managers have of the vision, strategy and goals of CI as well as what the organizational goals are. As these are essential components of the CIPF, being able to determine the level of understanding senior managers have supports an assessment of the implementation work done to date. In order for senior managers to have an understanding of these areas, they would have needed consistent and clear communication both from the organization and their Director. As well the survey questions focus on the support that senior managers provide to their staff in implementing the CIPF through, asking questions regarding sharing information, modeling the change desired and supporting the use of the approaches and tools within their worksites. Finally the questions focus on the level of support and guidance they perceive they receive from their Director and the organization to guide this work with their staff. These questions are focused on the common elements of relationship, empowerment and collaboration noted in the literature review.

The conceptual framework for the project, the Emotional Intelligence leadership model, highlighted that highly effective leaders have strengths in about six competencies which can be grouped in the domains of self-awareness, self-management, social awareness and relationship management. The survey questions are anchored in the conceptual framework as they focus on personal and social competence. Staff were asked focused questions about their own understanding of the CIPF, approaches and tools (personal) as well as about their level of relationship and support to their staff (social). Finally senior managers were asked about their perception of the level of relationship and support from the organization (social). The answers to these questions provide insight into the success of the implementation of the CIPF and can be considered utilizing the information gathered in the international jurisdictional scan of elements of successful organizational change implementation as well as the Emotional Intelligence leadership theory.

To justify the classification of the survey questions into the four key areas the researcher took the raw survey questions and highlighted where each question fit into one of the four key areas. The project supervisor independently sorted the questions into categories and the level of agreement was 82%, which is acceptable for two independent sets of judgement. The results show significant consistency and support the reliability of how the questions were classified.

The project supervisor also found the reliabilities of respondents' answers in the four key question areas using Cronbach's alpha, a statistic based on the extent to which the responses to closed-ended survey questions correlate with each other, taking into account the number of questions being assessed for their collective reliability (McDavid, Huse & Hawthorn, 2013, pg. 482). Alpha can range from 0 (indicating no reliability) to 1 (perfect reliability) and a value of .7 or greater is the typical standard employed. For the project survey questions, the values were 0.93 for own understanding, 0.47 for supports to staff, 0.96 for support from leader and 0.78 from support from organization leadership, so all but one met the standard.

The implementation of the CIPF requires a significant understanding and investment in the framework, principles and tools. As such the first area of focus, participants own understanding, awareness and comfort with the principles, practice approaches and tools had the most questions in the survey. Sixteen of the thirty three questions provided input in this category with an overall average over 4.33 which was the second highest overall average of the four areas of focus (See

Appendix I: Survey Average Results for Participants Own Understanding of the CIPF). This finding indicates that the participants felt they had a very good understanding of the CIPF including the strategic vision, principles, and aligned approaches and tools. As leaders understanding of these critical elements of the CIPF are crucial to the success of the implementation, this finding is significant.

The second area of focus asked participants questions in regards to their perception of the level of support that they have provided to their staff in the implementation of the CIPF. This included questions regarding the participant supporting staff to use tools in their work as well as the participant using tools themselves. Five of the thirty three questions provided input in this category with an overall average of 4.15 (See Appendix J: Survey Average Results for Participants Support to Staff to use CIPF). This average is the third highest of the four areas of focus. As CI is an anxious organization in terms of managing risk in working with families, having an average of very good for leaders in terms of using and supporting the CIPF (walking the talk) is an important and significant finding.

The third area of focus asked participant questions in regards to their perception of the level of support they have been provided by their Director to guide implementation of the CIPF with their staff. The results of the literature and international jurisdictional scan reinforce the significance of Executive leadership support being a crucial element of successful organizational change. Seven of the thirty three questions provided input in this category with an overall average of 4.14 (See Appendix K: Survey Average Results for Participants Perceptions of Support from their Direct Leader). This average is the lowest of the four key areas of focus and although continues to outline an overall score of Very Good in this area, is an key finding to consider in terms of next steps. The semi-structured interview questions provide further insight into this finding.

The fourth area of focus asked participants questions in regards to their perception of the level of support they have been provided by the organization to guide implementation with their staff. The results of the literature and international jurisdictional scan outline the importance of organizational support in implementing a successful organizational change. Five of the thirty three questions provided input in this category with an overall average of 4.5 (See Appendix L: Survey Average Results for Participants Perception of Support from Organizational Leaders). This av-

erage is the highest of the four key areas and reinforces that leadership supports this change and has committed significant resources to support, communicate and guide implementation.

A key limitation of the survey finding is the fifty percent response rate. It could be that those who chose to participate in the survey are staff within CFSD that are invested and involved in the development and implementation of the CIPF. These leaders may have more committed area Directors and a closer connection to the provincial leaders than those that chose not to participate. As the survey was sent out as an invitation to participate those that felt less connected to the work may have chosen not to complete the survey. As the literature highlights that organizational change needs to focus on leaders that are invested and committed to the strategic direction and vision of the organization it is a significant finding that half of senior managers in CI note significant commitment to the CIPF. The finding provides evidence that the CIPF has sufficient commitment by leadership to be successful.

6.2 Interview Findings

The interviews were conducted to supplement the survey findings and explore certain areas in greater detail. Through the interviews, the researcher intended to get a sense of executive leader's perspectives of how the implementation of the CIPF was proceeding, with a focus on executive leadership's role in guiding implementation, what supports they felt were required to ensure successful implementation and what challenges they felt needed to be addressed. In keeping with the CI practice approaches and tools being embedded throughout the organization, the following questions were utilized to focus the interviews on these key areas:

- What's working well within their leadership to support organizational change (CIPF)
- What are they worried about - challenges & barriers
- What do they see as next steps options

The researcher opted to interview as many executive leaders within CFSD as possible to ensure the information collected was representative of a wide range of leaders understanding of the CIPF and their role in guiding the implementation. From the conception of the CIPF through the launch and implementation, ensuring staff involvement and investment, especially for formal leaders has been a crucial aspect of the intended organizational change. Therefore, offering all formal leaders the chance to participate in the interviews reflected the organizations intentional focus on staff involvement. Invitations were extended to thirty two Directors within CFSD representing the three different streams of CI delivery comprised of six Ministries, eight CFS and eighteen DFNA leaders.

The researcher was successful in securing interviews, either in person or via video or telephone with twelve Directors. Six of the Directors interviewed lead staff in CFS areas, two lead program areas within the Ministry and four lead staff in DFNAs.

As a significant factor in the success of the implementation of the CIPF is the involvement of staff that understand the common vision the CIPF provides, senior managers that participated in the online survey were invited to also complete an interview. The survey questions focused on the respondent's level of understanding of the vision of the organization, knowledge of the strategy for implementation of the CIPF and opinion of the level of support they have been provided to guide implementation with their staff. The semi-structured interview provided an opportunity for participants to expand their feedback with regards to the implementation of the CIPF and what was needed to ensure its success. Sixty six senior managers from the CFS and Ministry delivery areas (as DFNAs are quite a bit smaller in terms of office size they do not have staff with this classification) were invited to complete the anonymous survey online. Thirty three senior managers completed the survey and twelve also completed the semi-structured interview.

The semi-structured interviews resulted in 1349 comments that were themed using thematic analysis. Thematic analysis is a method for identifying, analyzing and reporting patterns within data (Braun & Clarke, 2006, pg. 79). The researcher focused the analysis using the three questions asked of participants. *What's working well within their leadership to support organizational change (CIPF)*, which generated 611 comments, *What are they worried about - challenges*

& barriers, which generated 400 comments and *What do they see as next steps, options*, which generated 338 comments. The comments were coded using an inductive analysis, where the data was coded without attempting to fit the data into a pre-existing coding frame. The themes identified were driven by the data provided using a realist approach. The themes generated were identified at a semantic level using the explicit meaning of the data. The data was first organized to show patterns in semantic content and summarized to interpretation where the researcher theorized the significance of the patterns and their broader meaning (Braun & Clarke, 2006, pp. 83-85).

6.3 Themes: What is Working Well Within Their Leadership to Support Organizational Change (CIPF)?

The following are five themes that emerged from the comments received on the question, *What is working well within leadership to support organizational change (CIPF)?* The themes have been organized from those with the most comments to the least comments from the participants.

1. Staff Involvement and Investment:

The CIPF development and implementation has staff investment and involvement at all levels of the organization.

The first theme had the most participant comments with 32% of the data collected represented.

“I like the opportunity to try things, work them through, offer feedback and that feedback gets incorporated.”

“Training for the CIPF was done by pilot site staff, well done to support new onboarding, learning and investment.”

“Learning and building as we implement with staff assisting in shaping the vision.”

2. Informed by Practice, Research and Data:

The development and implementation of the CIPF is evidence based. The work underway connects research to leading practice, includes high quality training & the use of internal data.

The second theme represents 24% of comments collected.

“CIPF is not an off the shelf or out of the box solution from elsewhere but instead its Child Intervention created to work for Child Intervention in Alberta.”

“Using data to reinforce the learnings and the good work staff are doing.”

“Utilizing the outcomes to show provincially things are going well.”

3. Communication:

CFSD has consistent and clear communication about the CIPF, aligned practice approaches and tools and commitment to organizational change.

The third theme represents 19 % of the comments collected.

“The rollout of the Practice Strategies and Signs of Safety as one connected initiative worked and highlighted how they fit together.”

“CFS and CFSD have good communication, are supportive and helpful, connected work and trust each other.”

“Communication has been clear as to what CI work is. Staff that cannot align with CIPF, even with supports can then be supported to connect with right work for them and leave.”

4. Invested and Supportive Leadership:

CFSD has aligned leadership support to staff through championing and supporting principle based practice.

The fourth theme represents 19 % of the comments collected.

“I am enjoying the work more than in my whole career, I don’t want to retire! I see the best work underway of my career across my region”.

“I feel having leadership that has done the work both regionally and provincially creates a genuine understanding of the work of the CIPF, supports investment of the leadership and staff”.

“Communication has been clear, understandable, connected to other work and resonates with practitioners which is very important.

5. Common Vision:

CFSD has set a clear strategic direction and ensured significant projects & committees are aligned to the CIPF and focused in a common direction.

The final theme represents 6% of the comments collected.

“This is one area we are all aligned in within CI, the CIPF provides consistent organizational direction”

“Everyone agrees with the CIPF principles they resonate with CI staff at all levels.”

“The approaches and tools in the field are anchored and aligned to the CIPF. This strategic direction supports the work being more than the sum of its parts.”

6.4 Themes: What Are They Worried About - Challenges & Barriers

The following are five themes that emerged from the comments received on the question, *What are they worried about – challenges and barriers?* The themes have been organized from those with the most comments to the least comments from the participants.

1. Organizational alignment to the CIPF:

Implementation has been at areas individual pace leading to inconsistent implementation of the practice approaches and tools. Significant time to align organization is needed and there is a lack of clarity in how to support staff in the grey period where practice and training, policy, process and human resources are not aligned.

Currently there is a lack of consistent access to training and supports for Signs of Safety across the province that intensifies the lack of cohesion in provincial implementation. There is a lack of

clarify of the role of the Child and Family Services Division and the CIPF in the larger Human Services strategy.

The first theme had the most participant comments with 38% of the data collected represented.

“It is hard to tell staff things are mandatory when everything is still in process such as the tools, policies, IT, human resources, training, everything still needs to be aligned”.

“Staff need two years to learn practice approaches and we will need two years to update policies, competencies, IT, processes and forms. We don’t have a strategy to support staff in this two year pinch.”

“The urban areas appear to get more time with the SoS consultants, there is a lack of understanding of how the contract works and what is available to the sites for support.”

2.Executive leadership needs:

Leaders indicated strategies are needed to support staff struggling with the changes, ensure that leaders guiding implementation of the CIPF have practice experience and credibility with staff. Executive leadership needs additional ADM support to enhance the cohesion of the CFS Leadership team.

The second theme represents 30% of the comments collected.

“Those leading the CIPF implementation need to have practice understanding to be credible in articulating our practice.”

“Our Assistant Deputy Minister (ADM) has intimate knowledge of our work and vision which is necessary to support the CFSD leadership team through implementation. If we had a different ADM we could lose this vision and understanding.”

“Executive Leaders connect on issues and strategy within CFS leadership and work as a team but need consistent communication, a common strategy and increased ADM support to build on this.”

3. DFNA challenges:

Capacity and funding challenges, political complexities, philosophy differences with CFS (example: permanency), lack of clear expectations from leadership regarding implementing approaches and tools, and practice differences.

The third theme represented 21% of the comments collected

“DFNAs want to be part of the CIPF but need support to address the barriers of funding and staff training and capacity building.”

“Worry about the lack of clear direction and expectations for DFNAs regarding implementing the CIPF.”

“DFNAs lack support to build capacity and manage the complexities of working on reserve.

Ministry supports available to DFNAs lack the needed depth of understanding of leading CI work within these dynamics.”

4. CFSD lacks a strategy for supports for staff:

Perceived increasing complexity in work (files that open), need clarity regarding what is core to CI work, lack supports for staff to deal with burnout, trauma and tragic events.

The fourth theme represents 7 % of the comments collected.

“As we close files and refer to prevention or early intervention services we have less ‘easy’ files for staff to balance with difficult files.”

“A crisis can happen anywhere and bad things can happen regardless of good practice. CFSD lacks a strategy to support staff through the impact of trauma and stress.”

“Staff have high caseloads and the stress of expectations of great practice as well as administrative requirements. We lack clarity of what is core to CI work.”

5. CFSD lacks a strong communication strategy overall:

Signs of Safety lacks connection to larger CIPF implementation, provincial implementation expectations of the approaches and tools is lacking, it is unclear if all areas in the province are on board with the approaches and tools and provincially there is a lack of strategy regarding how we inform partners and the public.

The fifth theme represents 4% of the comments collected.

“Communication with stakeholders and community not as robust as it needs to be.”

“Provincially the leadership of SoS lacks clarity in which sites are online, what is the provincial direction, bottom lines and connection to the CIPF.”

“Need to set clear expectations and hold people accountable for implementing the CIPF.”

6.5 Themes: What Do They See As Next Steps/Options?

The following are five themes that emerged from the comments received on the question, *What do they see as the next steps/options?* The themes have been organized from those with the most comments to the least comments from the participants.

1. Support Staff:

Support staff through updating workload standards, supports for trauma, burnout, celebrate practice, support approaches and tools, focus on invested staff and connect staff across areas. Shift DFNA supports build capacity and alignment with CIPF principles and aligned practice approaches and tools.

The first theme had the most participant comments with 36% of the data collected represented.

“Finalize the workload standards so staff expectations are clearly laid out so we can determine who needs to support and who cannot do this work.”

“Support staff to accept approaches and processes (forms) with less structure and to use critical thinking more in their work.”

“Need to expand connection and interaction opportunities for staff through supporting ongoing provincial Community of Practice events for CFS and DFNA staff.”

2.Support Leaders:

Develop strategies to support leaders in motivating non-invested staff, in supporting staff through tragic events and to build further trust and credibility with staff. Develop strategies to enhance executive team support and cohesion.

The second theme represents 35% of the comments collected.

“Support leaders to develop trust and relationships with staff so they can share ideas and be creative at all levels.”

“Leaders at all levels need to understand the CIPF, be invested and champion the work to align with the CIPF.”

“Leverage the Service Delivery Directors table to solve collective problems and brainstorm the work together (CFS, DFNA, Ministry Leaders).”

3.Organizational Alignment Strategy:

Develop strategies to support alignment of the organization (policy, training, human resources, IT, processes, governance) to the CIPF.

The third theme represented 15% of the comments collected.

“Increase opportunities to attend CIPF aligned training including, advanced training sessions for SoS, train the trainer opportunities for both practice supervision and SoS training.”

“Ministry leads need to reset multiple committees to align with the CIPF with one meeting focused on practice with all connected information provided.”

“CFS leaders are all in different places with different pressures. The group needs a collective prioritized strategy to move the CIPF implementation forward.”

4. Communication Strategy:

Strengthen communication strategies of where we are and where we are going. Be clear and consistent, engage partners, tell the public about the good work we are doing.

The fourth themes represent 11% of the comments collected.

“The Ministry needs a strategy to align stakeholder discussions to ensure using consistent language to highlight the practice changes, research utilized & data to show evidence of our work for the CFS Leadership group to action.”

“Increase regional work connecting with stakeholders and community to explain our CIPF work and what they may see as different in our practice. Ensure connected to research and data that aligns with the practice changes.”

“Need to strengthen communication of CIPF as the anchor for all strategies and highlight alignment to SoS, Practice Strategies and caregiver supports as all connected.”

5. Become a Learning Organization:

Focus on becoming learning organization, build partnerships with academic institutions and support staff to attend learning events.

The fifth theme represents 3% of the comments collected.

“Increase clarity with academic partners about what we need new hires to know, including knowledge of Aboriginal communities, knowledge of our work, what we do or not do.”

“Increase supports to staff when they attend training, have offices cover each other.”

“Staff need to be provided time to attend training, support to learn skills like facilitation and connecting with families and communities in a more meaningful way.”

The data collected through the interviews highlights the level of commitment to the CIPF and the overall belief by formal leaders that the implementation has been successful in many areas to date through 45% of the comments collected being focused on what formal leaders see as working well. This question generated comments about participants own understanding, leadership and investment in the CIPF as well as positives regarding their direct supervisor and the organizations support of the CIPF. Organizational alignment work, communication of the CIPF and support for staff at all levels of the organization were also highlighted as the themes resulting from this question.

Specifically the themes generated from *What’s working well within their leadership to support organizational change (CIPF)* align with the four areas of focus of the survey questions.

- The respondent’s level of understanding of the vision of the organization.
- Perceived level of support the respondent has provided their staff in implementing the CIPF.
- Perceived level of support they have been provided by their Director to guide implementation with their staff.
- Perceived level of support they have been provided by the organization to guide implementation with their staff.

Participants spoke about their commitment and understanding of the CIPF and investment in the six principles and aligned practice approaches and tools. Participants spoke about the appreciation they had to be involved in the development of the CIPF, to have the opportunity to supports sites in piloting tools and approaches and the satisfaction they felt in seeing their comments reflected in the revisions to the pilots and the final result.

The participants noted the significant clear and consistent communication that has been a part of the development and implementation of the CIPF. Executive leaders also noted that they could

see the commitment to the CIPF in their leader and the organization and felt they could trust leadership to support them in their guidance of the CIPF with their staff. As well leaders noted that the organizational alignment of the governance structures to the CIPF reinforced the commitment to the strategic direction. Participants also noted the investment in using research and evidence to guide the implementation of the CIPF and aligned practice approaches and tools highlighted the intentional movement towards a common vision and supported building trust within CI at all levels that the strategic direction was a well thought out and solid plan that aligned with what CI staff wanted for their work.

These comments align with the findings of the international jurisdictional scan (See Appendix B: Summary of Common Strategic Elements Utilized for Implementation by Executive Leadership). Leaders interviewed noted successful elements of implementation including a clear vision and communication, staff involvement and investment, use of pilots to launch tools, leaders modeling the way and involving stakeholders. Some spoke about their specific formal leader as a charismatic champion of the CIPF and others mentioned CFSD Ministry formal leaders as their champions. Many noted that leaders with a practice background in their area were the identified credible leader of the CIPF, rather than always the formal leader. The findings highlight the significant investment in the CIPF, like the survey findings, the comments noted reinforce the work done to invest in the CIPF and to support organizational change. As well the comments support the conceptual framework, specifically the Emotional Intelligence Models premise that leaders can have a combination of strengths and this unique combination can support effective leadership in organizational change. Of interest are the comments regarding leaders with practice experience being the local identified credible leader of the CIPF, these comments highlight the success of ensuring that leaders that are credible and have the relationship with staff lead the work, and that the organizational leaders role in areas may be to support this staff, rather than lead this aspect of the work.

The comments generated with the, *What are they worried about - challenges & barriers* question highlighted the participants significant investment and consideration of the implementation of the CIPF and their role in the work. Many of the participants mentioned that they had been thinking about what was needed to continue to support implementation and had a number of perceived barriers and challenges identified to share with the researcher. As well the comments generated highlighted the significant relationship and trust that the participants had of the researcher and CFSD overall. The participants were very candid in their responses, noting that they knew that barriers needed to be outlined so strategies could be developed to address them.

Participants noted they were worried about how CFSD could clearly communicate the strategic direction of the CIPF to stakeholders as well as ensure all staff had a clear understanding. CFSD has about 3000 staff across the province making it difficult to ensure consistent communication is occurring. Participants felt that the communication strategies lacked consistency leading to confusion in some areas. Participants expressed concern regarding the time needed to align the organization with the CIPF and noted that policy, training and IT would take several years to refresh leaving staff working in a system where the processes didn't quite fit the practice. Concerns were expressed as well in the lack of consistency of implementation of the approaches and tools across the province. Although areas were able to implement at their own pace, it left some places much behind others in terms of understanding and use of leading practice approaches and tools.

Participants also expressed concern that the executive leadership team had moved from very distinct areas to a larger team which needed to strengthen its cohesion so they could support each other in this work. Participants noted a need for executive leaders with a practice background needed to lead the implementation of the CIPF with leaders with strengths in different areas focusing on other aspects of the work. Concerns were expressed with the larger vision of Human Services and integrated service delivery and how CFSD could ensure the CIPF did not get lost in this larger vision. Leaders spoke about how the CIPF and practice approaches and tools have supported shifting the work CI staff do. As staff support families to build capacity with extended family and community, the files that they open to complete ongoing work with have become more complex.

Participants were worried about staff supports to ensure they are equipped to meet client needs and have appropriate work/life balance. They felt additional supports were needed for staff in times of tragic events were needed and that as executive leaders they lacked a strategy to support staff that struggled to make the shifts inherent in the CIPF.

Executive leadership noted worries with the Delegated First Nations (DFNA) in terms of funding challenges (DFNAs are federally funded) ongoing supports needed to deliver delegated services on reserve (Field Support provides significant ongoing support to DFNAs) and capacity building (ongoing challenges with maintaining stable staffing, funding shifts were noted) . Executive leaders expressed worries regarding the political complexities faced by DFNAs, as well as the lack of clear expectations provided to DFNA leaders by CFSD regarding implementing the CIPF and aligned practice approaches and tools. Leaders also expressed concern with the differences in philosophy between DFNA and CFS areas in key areas of practice such as permanency.

The worries outlined by executive leadership reinforce the importance of formal leadership investment and commitment to the CIPF and organizational change inherent in the strategic direction of CFSD. Invested staff were most likely to participate in the interview and express their views and concerns to the researcher. As such most of their concerns have been addressed in the CFSD strategic plan to support the implementation of the CIPF throughout the organization. As this is a five to seven year plan, anxiety with regards to the plan and identification of potential barriers and challenges are quite reasonable for leaders to consider as CFSD has not attempted this type of change before. Staff that remain uncertain of the change as well as the DFNAs that face unique challenges in implementing the practice approaches and tools weigh heavily on invested leadership. These staff may make up a smaller proportion of the work in CI in Alberta but concern leadership to the point of noting their worries about this portion of the work moving forward.

Executive leadership concerns highlight several key elements that are essential to organizational change. Although the themes are leaders perceptions of the current state of the implementation of the CIPF they should be considered as significant feedback in determining the next steps of supporting the integration of the CIPF in CI.

The worries expressed by executive leaders fall into four categories of the strategic elements noted in the international jurisdictional scan (See Appendix B: Summary of Common Strategic Elements Utilized for Implementation by Executive Leadership). The first area that leaders expressed worry in was communication regarding the vision of CFSD which they felt was unclear to some CI staff. Leaders were concerned with the scope of communication required to ensure a large staff complement was clear in the vision and intent of the CIPF. Leaders expressed worry that investment and communication of some of the approaches and tools seemed to be unbalanced, leaving staff to be confused regarding how things fit together. Leaders noted the implementation of the Signs of Safety practice approach as an example of the significant investment and communication of this approach without a clear connection to the CIPF as creating confusion for staff in terms of how things fit together.

The second area that leaders noted concerns was in regarding to leaders modelling the way for staff. Specifically leaders outlined concerns that some areas lacked organizational leaders with a practice experience and background. Concerns were expressed regarding the lack of intentional planning to support staff in understanding and implementing the CIPF and aligned practice approaches and tools for these areas. Leaders felt without a clear understanding of CI work, it would be hard to articulate the organizational change desired and genuinely model the way for staff. Participants also expressed concern for leaders that had not invested in the CIPF and were not actively modelling the way for staff and the perceived lack of a clear plan to address these leadership gaps.

Concerns were also expressed regarding the use of pilots to introduce the approaches and tools aligned with the CIPF principles. Participants noted two significant worries in this area, the first being the lack of consistency in practice as some areas were significantly further ahead in implementation through concentrated involvement in the pilot opportunities provided through the implementation of the CIPF. Areas that lacked involvement were perceived to be lagging behind resulting in significantly different practice and delivery of services to clients. These differences worried the participants and they expressed considerable concern for areas with a lack of invested leadership as well as involvement in the CIPF pilots in terms of how they could be successful.

The fourth area of concern noted was in regards to involvement of staff in the development and implementation of the CIPF. Participants noted the efforts to ensure staff were involved in all

aspects of the creation and implementation of the CIPF across the province. However, significant concerns were noted in the area of supporting DFNA involvement. Leaders expressed their worries that the unique challenges of the DFNAs such as funding, capacity and political complexity made it difficult to support these areas to implement the CIPF. Leaders felt current supports needed to be reviewed and a strategy specific to supporting practice and the implementation of the CIPF was required in this area.

The worries expressed by executive leaders that participated in the interviews can be considered within the conceptual framework of the project. The Emotional Intelligence Leadership Model noted that successful leaders have strengths in six competencies rather than specific common strengths. This allows for leaders with different education, experience and personalities to find unique ways to guide organizational change. The model is based on understanding your strengths and leveraging them to build relationship within your work. Some of the concerns leaders expressed in the interviews highlight the worry that without a clearly articulated strategy for supporting implementation, leaders remain concerned that some areas may be lacking the supports needed to implement. Participants expressed a lack of awareness of the strategy to support staff in areas where leaders may not have a practice background. As the organizational change inherent in the CIPF requires a strong focus on CI practice, rather than on the administrative elements of prior strategies implemented, the importance of practice understanding is elevated.

This finding when considered with the results of the surveys which highlighted the level of support senior managers felt they had received from their Director to implement the CIPF suggests that perhaps leaders lacking a practice background have found a way to leverage their skills and area practice leaders to build relationship and model the way with their staff. Perhaps the gap identified in this area is the lack of a clear strategy and communication within the executive leadership team to ensure all are aware of how leaders are ensuring staff are being supported in different areas.

As part of the interviews, executive leaders were asked what they saw as the next steps needed to ensure the CIPF was successfully implemented. The themed comments form the basis of the

suggested options and recommendations which are then anchored within the literature and inter-ventional jurisdictional scan. Utilizing feedback from the participants ensures that the options and recommendations continue to be informed by staff. Ensuing that the development and implementation of the CIPF is driven by staff is an essential element of the strategic vision of CI. As such, each step of the CIPF from conception to implementation has been informed in this manner. Executive leaders noted five key areas to consider in developing next steps. These areas all speak to a focus on strengthening relationships both with staff as well as CI stakeholders. A key finding of the research is the significant work done to date to develop and guide the implementation of the CIPF. The data collected and reviewed as part of this project clearly reflects CFSDs investment in the CIPF and the incredible journey undertaken to date to reach this phase of implementation. The research notes that CFSD is well positioned for success in terms of the implementation of the CIPF. The next steps identified clearly outline that implementation is not at risk but instead there is room for the executive leadership team to reflect on their success and consider smaller adjustments to refine the implementation process.

In terms of focusing on strengthening relationships with staff, leaders noted benefit in strengthening existing strategies and crafting additional strategies as needed to support the alignment of the organization to the CIPF. Leaders highlighted that CFSD should ensure strategies are explicit so all staff have an understanding of the work underway and the vision for the future. Leaders felt this would reduce anxiety for leaders in supporting staff to shift their practice during the “grey” period while alignment was occurring. This speaks to leaders concerns about the current culture of staff adhering to policies and procedures and how they can articulate their support for staff deviating from these during the time that policy and process will be in transition to reflect the organizational change. Requesting staff shift their practice without the corresponding policies and processes takes considerable trust in their leaders, both direct and organizational leaders. The focus on strengthening relationship and trust with staff continues in three other recommendations for next steps that executive leadership provided. Focusing on supporting staff to ensure their workload is balanced and that they have the approaches, tools and supports needed to work through complex issues with clients notes a clear understanding that through providing staff the right tools and supports, the organizational shift desired can be obtained. Leaders noted that celebrating successes through events like community of practice gatherings and focusing on sup-

porting invested staff were critical elements of the next steps needed to ensure the success of the CIPF.

Leaders also noted a need to ensure that staff were supported by leadership when tragic events occurred as the internal and external responses to these events often colored the culture of the organization. Leaders felt a clear strategy was needed to motivate non-invested staff at all levels of the organization to shift to the new cultural expectations. Leaders highlighted a need for a strong, consistent communication strategy to ensure internally and externally CI was able to articulate the work done to develop and implement the CIPF and the next steps in organizational alignment. Finally leaders noted a need to invest in the relationships with academic partners and work towards CI becoming a learning organization.

A limitation of the interview findings is the percentage of DFNA leaders that participated. Although the interviews were comprised of a significant portion the CFS and CFSD Directors, twenty two percent of the DFNA Directors participated. As such the strengths, challenges and worries and next steps suggested may lack some understanding of the work in these areas. Most of the concerns noted with DFNA implementation was expressed by Directors not working directly on First Nations and are their perceptions of the challenges leaders face in this area.

7.0 DISCUSSION AND ANALYSIS

The research findings present CFSD executive leader's perceptions of the successes, challenges and barriers as well as suggested needs and next steps of the implementation of the CIPF. The research had an intentional focus on the role of formal leadership in guiding the implementation efforts as reflected in the literature review and international jurisdictional scan, invested formal leadership guiding implementation is a critical element of successful organizational change (Kezar, 2001, pp.53-57). The survey and semi-structured interview results were collected concurrently and an analysis completed to determine the degree of convergence using the conceptual framework as an anchor.

The survey results highlight the resource and commitments of CFSD to the development and implementation of the CIPF. The four key areas scored an average of very good in terms of staff understanding the strategic direction, investment in the principles and use and support of the aligned approaches and tools implemented with the CIPF. The results also reflect the use of key strategic elements that the international jurisdictional scan highlighted as key to successful implementation (See Appendix B: Summary of Common Strategic Elements Utilized for Implementation by Executive Leadership). The survey results reflect the significant provincial leadership support of the implementation of the CIPF through senior managers feeling supported both by their Director as well as by the organization. The investment of senior managers in the approaches and tools reflects the organizations efforts to involve staff in the development of each step of the CIPF.

The results also align with the conceptual framework of the project. The Emotional Intelligence Leadership Model noted that successful leaders have strengths in six competencies rather than specific common strengths. This allows for leaders with different education, experience and personalities to find unique ways to guide organizational change. The model is based on understanding your strengths and leveraging them to build relationship within your work. The survey highlights the level of relationship and trust the senior managers have for their Director as well as the organizations leaders. The overall average of very good for all four areas of the survey suggests that staff have significant trust of their leaders within CI in Alberta. As the organizational change inherent in the implementation of the CIPF will require a significant shift in how staff do their work, trust is an essential component to facilitate change in a complex and risk adverse culture.

The semi-structured interviews were conducted with Directors as well as senior managers that volunteered to complete this portion of the research and expand on their information provided in the survey. The interview comments and resulting themes highlight the significant investment leaders have in the CIPF and the impact of the implementation strategy to date. Leaders interviewed consistently noted that the CIPF principles anchored their work and that the CIPF set the right strategic direction for CI. The interviews highlighted that leaders worked from their strengths to guide the implementation of the CIPF.

The information gathered by the participants can be analyzed in similar ways to the survey questions. Participants provided insights into their understanding of the CIPF, how they support staff, the support they perceive they receive from their leader (Director or Assistant Deputy Minister depending on the participant interviewed) and the support they perceive they have from the organization overall. Data was also collected that outlines the elements of implementation that the participants found useful, challenging or that they perceived as missing from the implementation plan. This data aligns with the elements highlighted in the international jurisdictional scan and can be used to assess areas of success, challenge and need to inform the next steps in supporting the CIPF implementation. Finally the data collected can be anchored in the emotional intelligence leadership theory to determine where leaders see their overall leadership strengths and challenges as well as suggestions for next steps. The themed comments provide the outline of the perceptions the executive leadership team has of the current CIPF implementation strategy and can be utilized to strategize how to leverage successes to address identified gaps.

Significant strengths were noted in the survey and interview findings that align with the required elements of successful implementation found in the international jurisdictional scan and literature review of leadership theory. Executive leaders spoke of their crucial role in modeling the organizational change desired, having a clear mission and vision for CFSD, the involvement of staff and stakeholders in development and implementation of the CIPF and supporting pilots to implement new. These comments directly align with the common elements highlighted in the international jurisdictional scan strategies (See Appendix B: Summary of Common Strategic Elements Utilized for Implementation by Executive Leaders). The guidance of executive leaders in developing and implementing the CIPF using an approach that invites staff to participate and become invested and allows them to test ideas out throughout the process has supported the results of senior managers having a high level of trust in their leaders, understanding of the strategic direction and investment in the CIPF to date. These results also demonstrate that the strategy utilized to develop and implement the CIPF includes the elements required to position the project for success.

The results of the interviews support the literature review findings that the role of leadership in successful organizational change is crucial (Kezar, 2001, pp. 53-57). Senior Managers and Directors interviewed noted the importance of their formal leader being invested in the CIPF, mod-

eling the way for staff and supporting them in their work as a leader within the organization. The findings of the interviews reinforce the investment of Executive Leaders in Alberta in developing and implementing the CIPF through engagement and involvement of staff and formal leaders throughout the organization. The results of the interviews are in alignment with the four prominent common elements of the leadership models that support organizational change identified through the literature review: vision, strategy and goals; organizational values; relationship; and empowering and collaborating with staff.

The interview results highlight a high level of investment and satisfaction for leaders with the vision, strategy and goals as well as the principles (organizational values) of the CIPF. Leaders spoke of the strong relationships they had with their staff and the opportunity to be involved in pilot projects within their areas. The areas of worry noted spoke to pockets of leaders and staff that remained disconnected and the potential ways to strengthen relationships and investment in the CIPF in these areas. Leaders provided insight as to how communication, expectations and relationship could be enhanced utilizing the executive leadership team's strengths (practice experience and credibility) as leverage to support addressing disconnected staff and leaders and supporting them to invest in the CIPF and the strategic direction the framework sets for CFSD.

These findings resonate with the conceptual framework of the project. The Emotionally Intelligent Model suggests that highly effective leaders have strength in about six competencies which can be grouped (see Appendix A: Emotional Intelligence Theory Domains and Attributes) in the domains of self-awareness, self-management, social awareness and relationship management (Goleman, Boyatzis & McKee, 2013, pg. 248). The model identifies there is no pattern within these competencies and instead that leaders will bring their unique strengths to the role and how they support implementation. This model supports the suggestion that executive leaders within CFSD consider what their strengths are and find ways to leverage this across the leadership team. The Emotional Intelligence Model provides an opportunity for executive leaders within CFSD to consider the recommendations in this report while honoring the unique combination of elements that comprise any one leader.

8.0 OPTIONS TO CONSIDER AND RECOMMENDATIONS

The six key themes of next steps to consider in the further implementation of the CIPF reflect the considerable investment of the CFSD executive leadership team in the CIPF as well as many of the strategic elements noted in the international jurisdictional scan (See Appendix B: Summary of Common Strategic Elements Utilized for Implementation by Executive Leadership).

Executive leaders suggested strategies be created or strengthened in the areas of communicating a clear vision, ensuring staff are involved, supporting the use of tools in their areas (pilots), strengthening strategies to support formal leaders modeling the way and creating strategies to ensure stakeholder involvement. A key element of the leadership feedback is at the executive level, leaders need to be informed and invested in these strategies.

The Emotional Intelligence leadership model focuses on leaders determining where their strengths are in supporting these strategies. As leaders develop key strategies specific to how executive leadership can support the five areas noted as essential next steps a recommendation of this research is for the Service Delivery Directors, comprised of CFS, DFNA and Ministry Directors to determine how they can work as a large team to ensure all areas throughout the province are supported using each members strengths. A facilitated day session with this group would support continuing to strengthen relationships between members as well as strengthening existing strategies and developing further key strategies as required.

Specific strategy recommendations include:

1. Reviewing existing strategies developed to support organizational change throughout CFSD.

- Specially the review focus is on the role of executive leadership knowledge, support and guidance of the planned updates to areas such as training, human resources, IT, processes and policies to ensure executive leaders and informed as well as invested in the strategy.

- The strategy should consider ensuring identified formal credible leaders from each area are connected to the work underway to align the organization to the CIPF. This supports building increased investment and understanding across CI staff as well as strengthens consistent communication across the province.

2. Develop strategies to support non-invested staff to shift their practice to align with the CIPF.

- These strategies should anchor the work with executive leaders who have a practice background and credibility with staff.

The strategy should clearly outline how area leaders are providing this guidance to ensure a consistent vision and strategy within CFSD. Leaders without a practice background should build an internal strategy that anchors this work with area leaders that have credibility as well as drawing on their CFSD colleagues to assist, especially in areas where internal capacity may be an issue. These strategies should draw on key invested staff to model the way to ensure invested, credible and successful staff are acknowledged in this phase of implementation.

- Leaders should consider what has worked within CFSD to date in strengthening this strategy. Participants in the research highlighted the significant contributions and support of key Ministry staff such as the Practice Unit and specific Directors who have provided exceptional communication, investment and support in the development and implementation of the CIPF. Staff mentioned that the key factors of these supports has been persistent and consistent messaging, walking the talk of the changes and building relationships with staff.

3. Executive leaders need to continue to be intentional of the need to support staff, as the organizational change inherent in the CIPF requires staff to have the skills, tools and supports to be successful.

- This is achieved through ensuring staff have a balanced workload that reflects current practice and access to the training, tools and approaches required to do their work as well as taking the time to celebrate leading practice.

- Participants spoke about the significant investment in the CIPF and aligned practice approaches and tools by executive leadership and how critical this support is to the success of the CIPF.

4.Executive leaders need to take a guiding role in ensuring robust communication strategies are in place.

- Communication should be consistent across CFSD as well as clearly outlining to staff, partners and the public what CI practice looks like today and where the organization is moving to as part of the organizational change. This involves all of CFSD communication leads working together to ensure one consistent message is provided to staff and public as the organization change continues.

Executive leaders need to guide communications to shift to being more transparent about the transformation underway, to share stories of success, highlight the intentional work of combining leading practice, evidence and research together in CI.

5.Executive leaders need to lead the way in supporting CFSD in moving to a learning organization.

- A focused strategy is required to strengthen existing partnerships with academic institutions and researchers. This strategy should consider options to actively involve academic partners in the plans to become a learning organization.
- Executive leaders need to commit to staff attending training, conferences and gathering as part of their ongoing professional development.

6.Executive leadership review current strategies to ensure support the DFNAs through the organizational change that the CIPF requires.

- Current strategies, supports and tools should be reviewed in terms of the organizational vision and updated as required.
- Agreements with DFNAs should be reviewed and updated as required to ensure that the practice, policy and legislative requirements of delivering on reserve services align with the strategic vision of CI.

9.0 CONCLUSION

This report demonstrated the high level of commitment and investment of executive leaders in the successful implementation of the CIPF. The research notes that CFSD is well positioned for success in terms of the implementation of the CIPF. The next steps identified clearly outline that implementation is not at risk and provided an opportunity for the executive leadership team to reflect on their success to date and consider smaller adjustments to refine the implementation process looking forward. The report provides recommendations to the client and larger CFSD executive leadership team to consider as conclusions of a leadership needs assessment. The recommendations stem from feedback provided by the executive leadership team and focused on building on the strengths identified within CFSD in terms of strengthening the CIPF implementation strategy and leadership guidance.

The literature review outlined leadership theories that focused on the critical role of leaders that were applicable to the complex system of CI. The review highlighted four prominent common elements of leaders of successful organizational change: vision, strategy and goals; organizational values; relationship; and empowering and collaborating with staff. The review noted there is not one type of successful leader but instead leaders need to focus on their strengths and consider how to mitigate their areas of challenge within these four areas to build sufficient skills in each area to succeed. The international jurisdictional scan of the implementation of Practice Frameworks in different jurisdictions noted ten common elements of successful implementations. The scan noted that different areas placed more or less focus on some of the elements based on their unique area needs and were still successful in implementing organizational change.

These findings resonated with the conceptual framework that anchors the report. The Emotional Intelligence Leadership Model suggests that a unique combination of six emotionally intelligent competencies are the building blocks of the keys areas of leadership. These competencies can be grouped in the domains of self-awareness, self-management, social awareness and relationship management. The model indicates that there are no patterns within these that determine great leadership. Instead different leaders bring different strengths to the role and as such how they

lead staff in implementing organizational change will vary (Goleman, Boyatzis & McKee, 2013, pg. 248).

The findings of the survey and qualitative interviews exemplify the significant investment and support of the executive leadership team in the CIPF and its successful implementation. Building on these findings, this report makes several recommendations that have been informed by participant feedback and suggestions. The recommendations focus on the collective executive leadership team (CFS, DFNA and Ministry Directors) strengthening the implementation strategy in several key areas: organizational alignment (training, IT, process, policy for example); leadership supports to assist non-invested staff; supporting staff; communications, vision to be a learning organization and DFNA supports.

While this report demonstrates the strengths, challenges and recommendations for next steps based on literature, other jurisdictions experiences and learnings and executive leaderships feedback and suggestions, it offers limited guidance in terms of implementation. Executive leaders as a team need to consider the findings and what makes sense as a large team to consider in terms of strengthening or building strategies in the key areas outlined in the report. The implementation of the CIPF is well underway and progressing successfully at this time. The recommendations are but small adjustments to a solid and functional implementation plan for the CIPF. Executive leadership should review the findings and strategize as to what elements make sense to address and what may be part of the “messiness” of implementation. CFSD has found that allowing elements of the organizational change to unfold without a rigid plan has been the most successful as creative and new ideas are developed along the way. This report provides executive leadership with an outline of the readiness of the team in leading organizational change and is in the position of seeing years of hard work and strategy unfolding well in CI in Alberta. The report provides suggestions for the executive leadership team to leverage its strengths in the next phase of implementation.

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11. APPENDICES

Appendix A: Emotional Intelligence Theory Domains and Attributes:

	Recognition	Regulation
Personal Competence	<p>Self-Awareness</p> <ul style="list-style-type: none"> ✓ Self-confidence ✓ Awareness of your emotional state ✓ Recognizing how your behavior impacts others ✓ Paying attention to how others influence your emotional state 	<p>Self-Management</p> <ul style="list-style-type: none"> ✓ Getting along well with others ✓ Handling conflict effectively ✓ Clearly expressing ideas and information ✓ Using sensitivity to another person's feelings (empathy) to manage interactions successfully
Social Competence	<p>Social Awareness</p> <ul style="list-style-type: none"> ✓ Picking up on the mood in the room ✓ Caring what others are going through ✓ Hearing what the other person is "really" saying 	<p>Relationship Management</p> <ul style="list-style-type: none"> ✓ Getting along well with others ✓ Handling conflict effectively ✓ Clearly expressing ideas/information ✓ Using sensitivity to another person's feelings (empathy) to manage interactions successfully

Appendix B: Summary of Common Strategic Elements Utilized for Implementation by Executive Leadership

Jurisdiction	Indiana	Minnesota	Virginia	New Jersey	Alabama	Tennessee	WA	New Zealand	Scotland	NSW
Charismatic leader	x						x			
Clear vision communication	x	x	x				x	x	x	x
Additional staff				x	x					
Staff involvement		x	x			x	x		x	
Staff Informed	x			x	x			x		x

Political leaders involved			x			x				
Consultants involved	x	x	x	x	x	x				
Pilots used to launch tools	x		x	x	x					
Leaders model the way		x	x	x	x		x	x	x	x
Stakeholder involvement	x	x	x	x		x		x	x	x

Appendix C: Email Invite to Senior Managers

The Child Intervention Practice Framework represents two years of staff engagement and participation in the creation of 6 principles to anchor our organization. A significant portion of a Practice Framework is the principle based tools that have been developed to support the principles being used in action. Their success is crucial to embedding the principles in further aspects of Child Intervention such as our training and policies. Organizational alignment of Child Intervention to the Practice Framework is a significant portion of the implementation plan remaining. This involves embedding the principles in key areas of the organization to support the shift to principle based practice throughout the organization. Leaders are a critical factor in ensuring this alignment is successful.

The CIPF engagement sessions completed in 2013 provided an assessment of the needs of front line staff and leaders. The feedback gathered has informed the development of the CIPF to date to ensure the principles, approaches and tools reflect front line staff needs. At this point in the implementation of the CIPF a leadership needs assessment is critical. Guiding the implementation of the organizational transformation inherent in adopting a practice framework requires significant leadership at an executive level. As the research is focused on the needs of executive leadership, participants with the job classification of senior manager and director within CFSD have been selected to receive an invitation to participate.

The purpose of this research project is to provide CFSD recommendations for consideration in setting strategic direction for executive leadership guidance of the organizational change inherent in the implementation of the CIPF. Specifically, a robust needs assessment will be completed highlighting areas of success, challenges and barriers for CFSD executive leadership. Potential next steps will be outlined to address gaps and set the direction for the operationalization of the CIPF and aligned practice approaches and tools.

The link to the online survey below will connect you to a non-identifying survey with questions focused on your level of understanding of the vision of the organization. As well your knowledge of the strategy for implementation of the CIPF and your thoughts on the level of support you have been provided to guide implementation with your staff will be explored. The survey includes a section for additional feedback (written) as well as a section to agree to participate in a further discussion through a semi-structured interview. Interested participants can provide contact information (name, email or phone) on the survey form for further follow up or connect with the researcher directly at Kimberly.spicer@gov.ab.ca . The semi-structured interview requires a maximum of an hour of a participant's time (additional consent information will be provided to senior managers that volunteer to complete an interview).

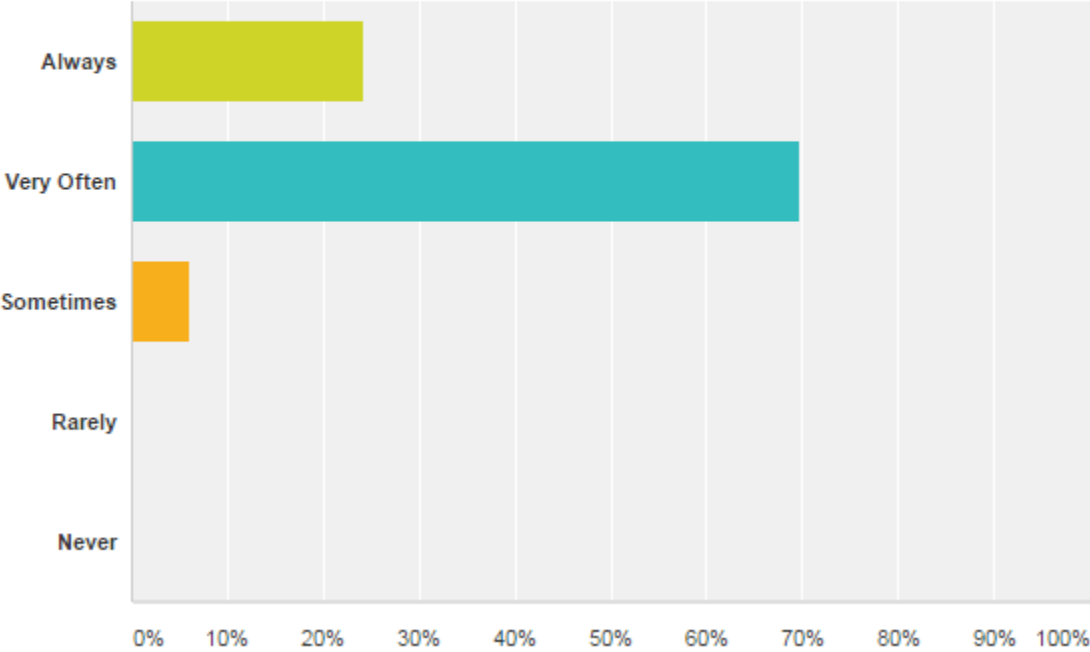
Over the period of a month, you will receive a reminder to consider participating weekly if you haven't completed the survey. The web based survey will require approximately twenty minutes of your time and can be completed anywhere you have internet access.

The attached letter of implied consent provides further information on the survey and needs assessment. If you have any questions in regards to the survey please contact Kim Spicer at 780-643-9429 or kimberly.spicer@gov.ab.ca for more information.

Appendix D: Survey Results per Question

I apply continuous improvement (research, CI Data) to my ongoing professional development.

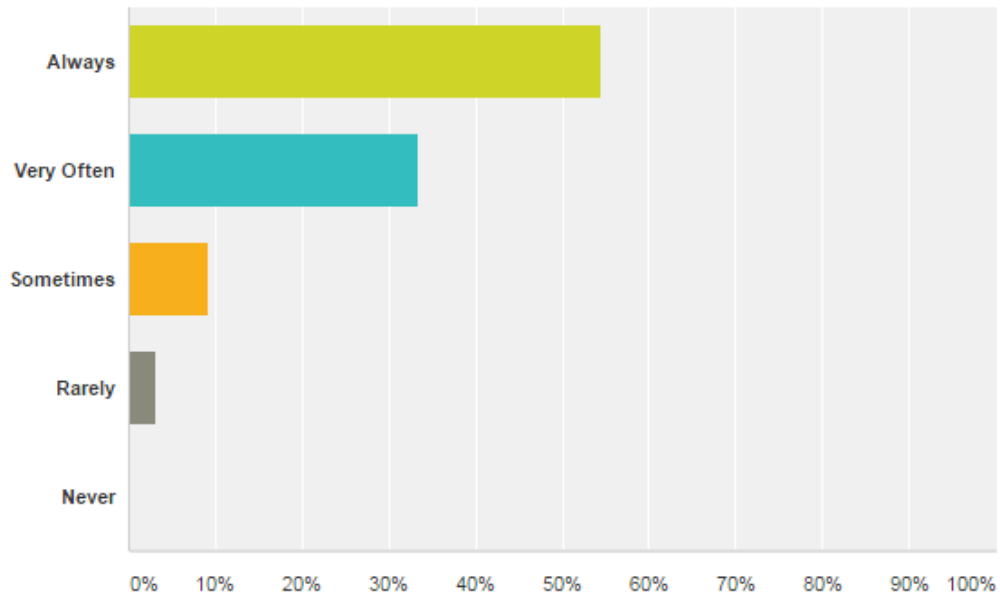
Answered: 33 Skipped: 0



Answer Choices	Responses
Always	24.24% 8
Very Often	69.70% 23
Sometimes	6.06% 2
Rarely	0.00% 0
Never	0.00% 0
Total	33

I use the CIPF principle of Preserving Families to guide my decision making.

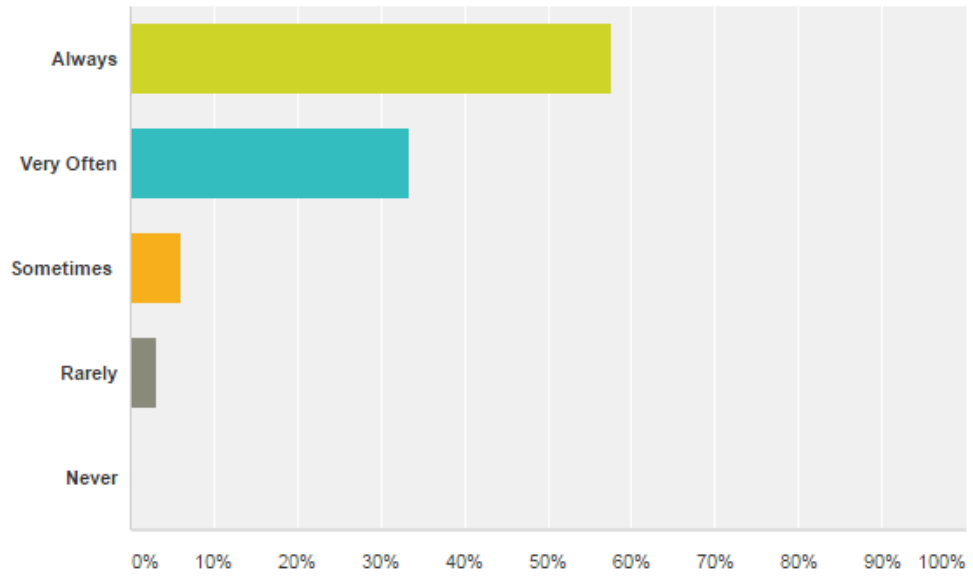
Answered: 33 Skipped: 0



Answer Choices	Responses
Always	54.55% 18
Very Often	33.33% 11
Sometimes	9.09% 3
Rarely	3.03% 1
Never	0.00% 0
Total	33

I use the CIPF principle of Strengths Based to guide my decision making.

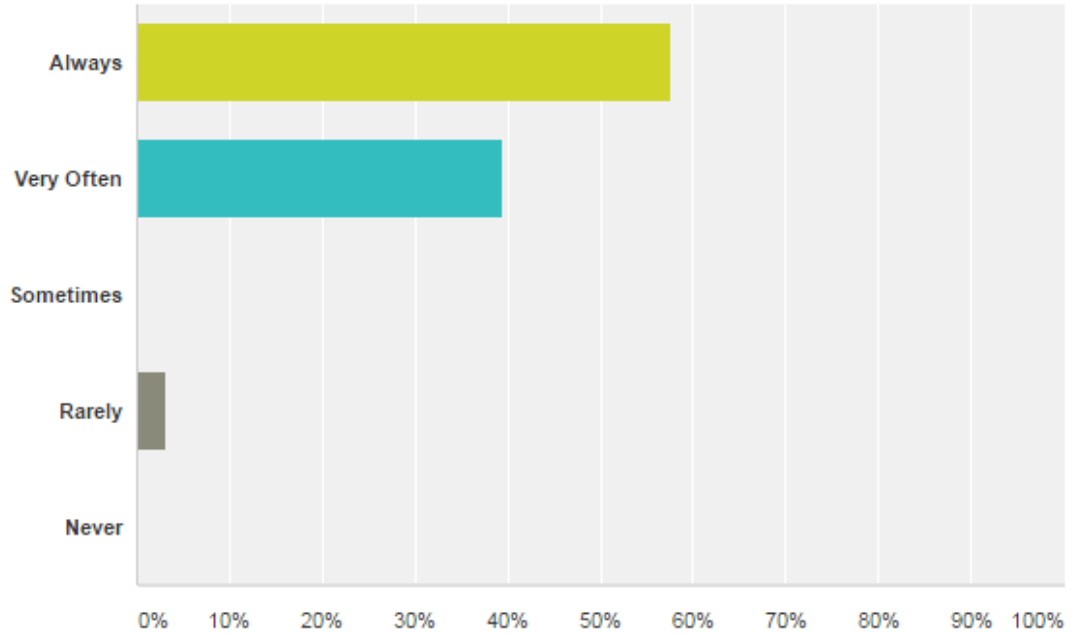
Answered: 33 Skipped: 0



Answer Choices	Responses
Always	57.58% 19
Very Often	33.33% 11
Sometimes	6.06% 2
Rarely	3.03% 1
Never	0.00% 0
Total	33

I use the CIPF principle of Collaboration to guide my decision making.

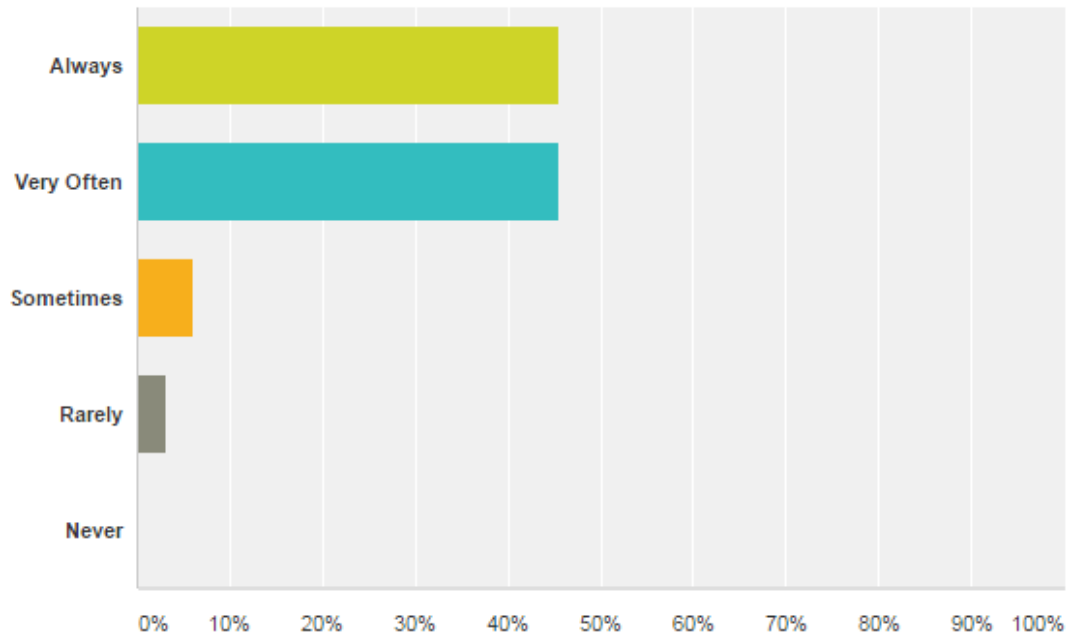
Answered: 33 Skipped: 0



Answer Choices	Responses
Always	57.58% 19
Very Often	39.39% 13
Sometimes	0.00% 0
Rarely	3.03% 1
Never	0.00% 0
Total	33

I use the CIPF principle of Connection to guide my decision making.

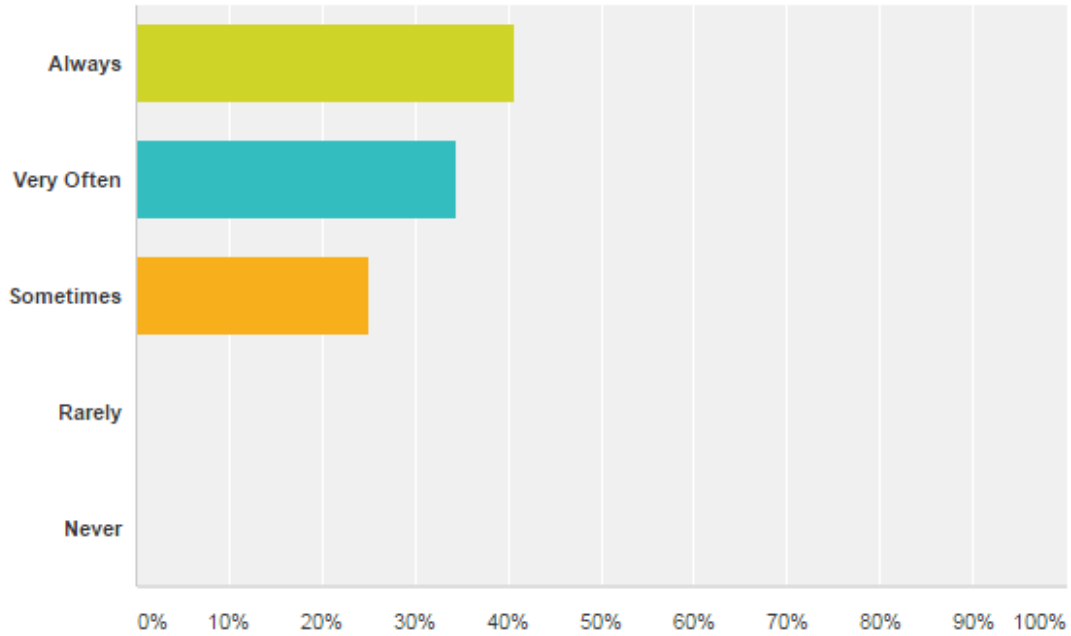
Answered: 33 Skipped: 0



Answer Choices	Responses
Always	45.45% 15
Very Often	45.45% 15
Sometimes	6.06% 2
Rarely	3.03% 1
Never	0.00% 0
Total	33

I use the CIPF principle of Aboriginal Experience to guide my decision making.

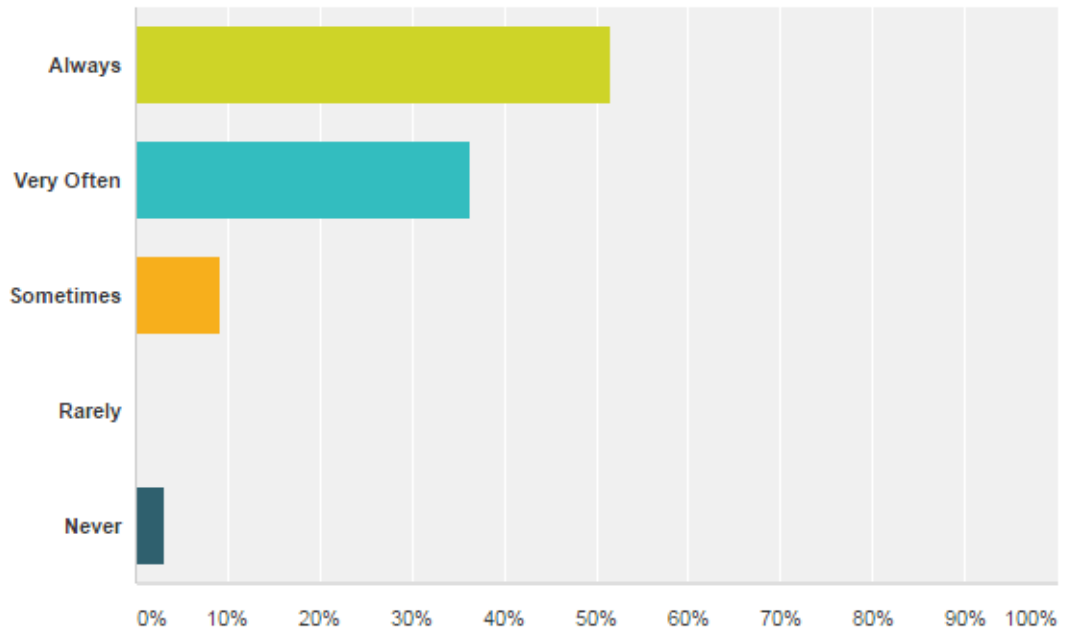
Answered: 32 Skipped: 1



Answer Choices	Responses
Always	40.63% 13
Very Often	34.38% 11
Sometimes	25.00% 8
Rarely	0.00% 0
Never	0.00% 0
Total	32

The Child Intervention Practice Framework (CIPF) anchors my work.

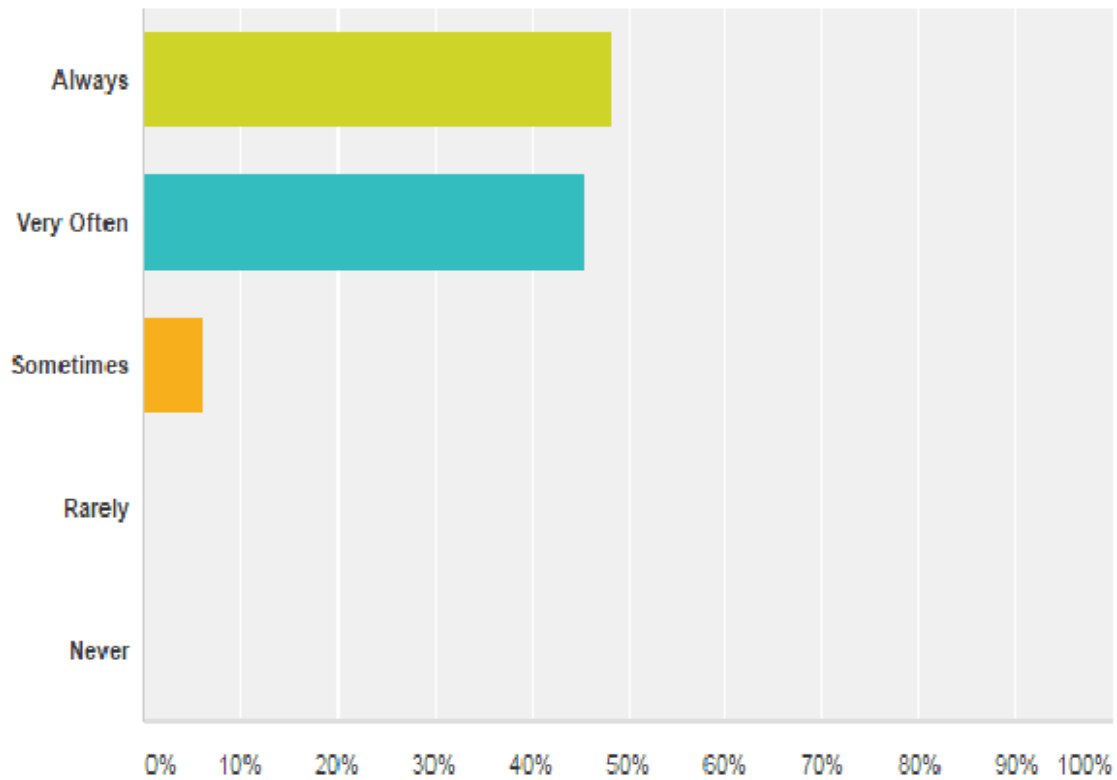
Answered: 33 Skipped: 0



Answer Choices	Responses
Always	51.52% 17
Very Often	36.36% 12
Sometimes	9.09% 3
Rarely	0.00% 0
Never	3.03% 1
Total	33

I am able to integrate the six principles into my daily work.

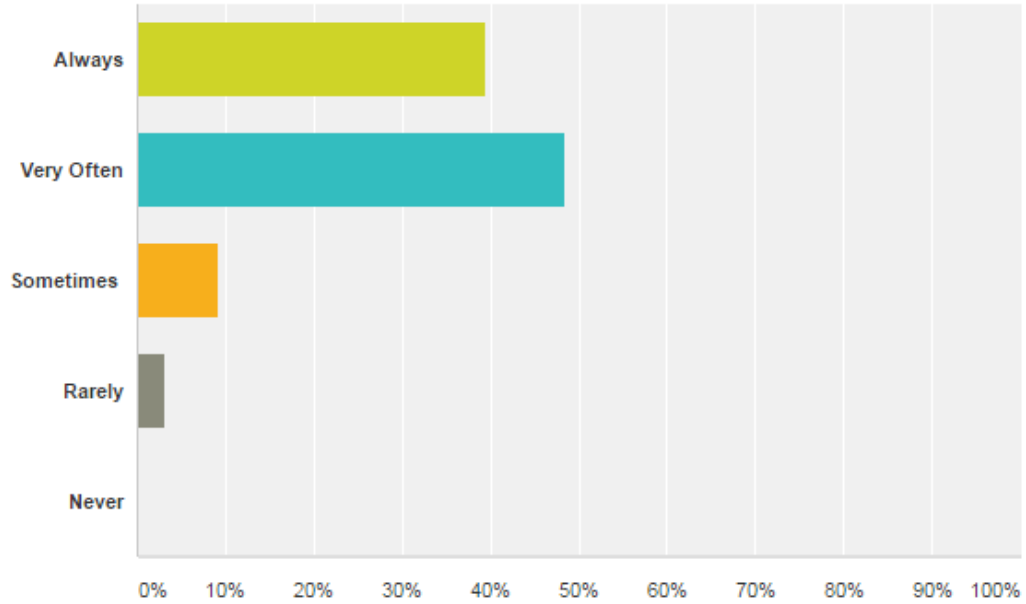
Answered: 33 Skipped: 0



Answer Choices	Responses
Always	48.48% 16
Very Often	45.45% 15
Sometimes	6.06% 2
Rarely	0.00% 0
Never	0.00% 0
Total	33

I use the CIPF principle of Continuous Improvement to guide my decision making.

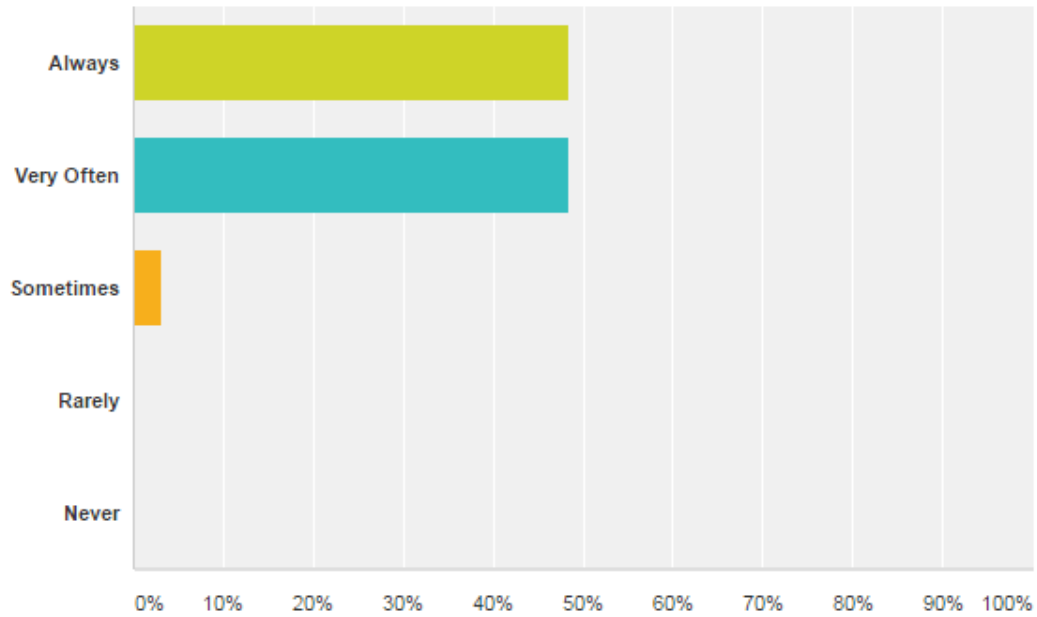
Answered: 33 Skipped: 0



Answer Choices	Responses
Always	39.39% 13
Very Often	48.48% 16
Sometimes	9.09% 3
Rarely	3.03% 1
Never	0.00% 0
Total	33

I support my staff to use the CIPF principles in their decision making.

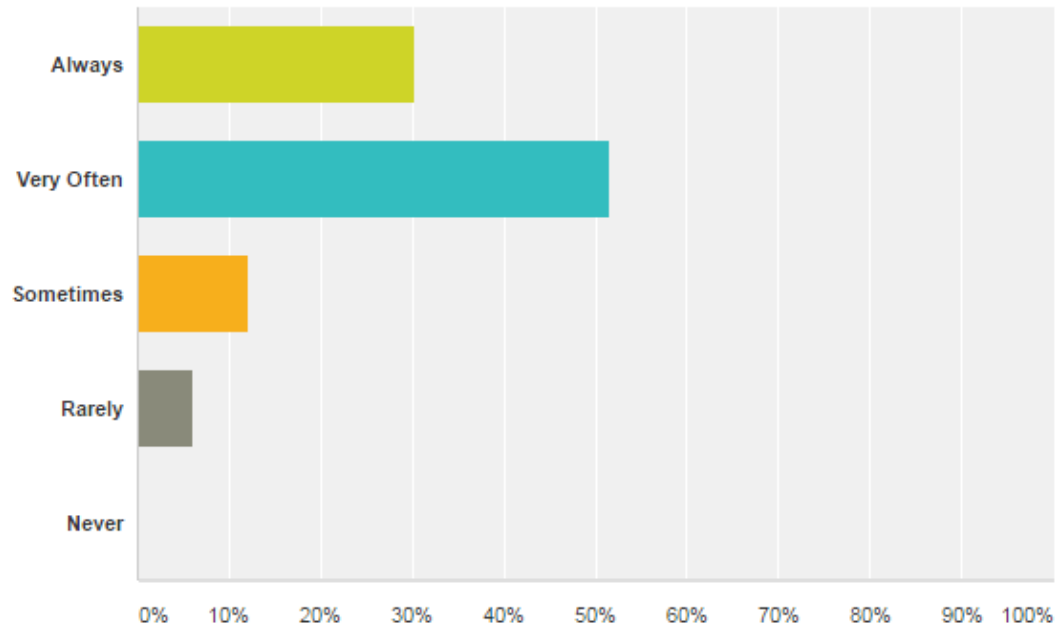
Answered: 33 Skipped: 0



Answer Choices	Responses
Always	48.48% 16
Very Often	48.48% 16
Sometimes	3.03% 1
Rarely	0.00% 0
Never	0.00% 0
Total	33

I use the Practice Strategy tools in consultation with my staff.

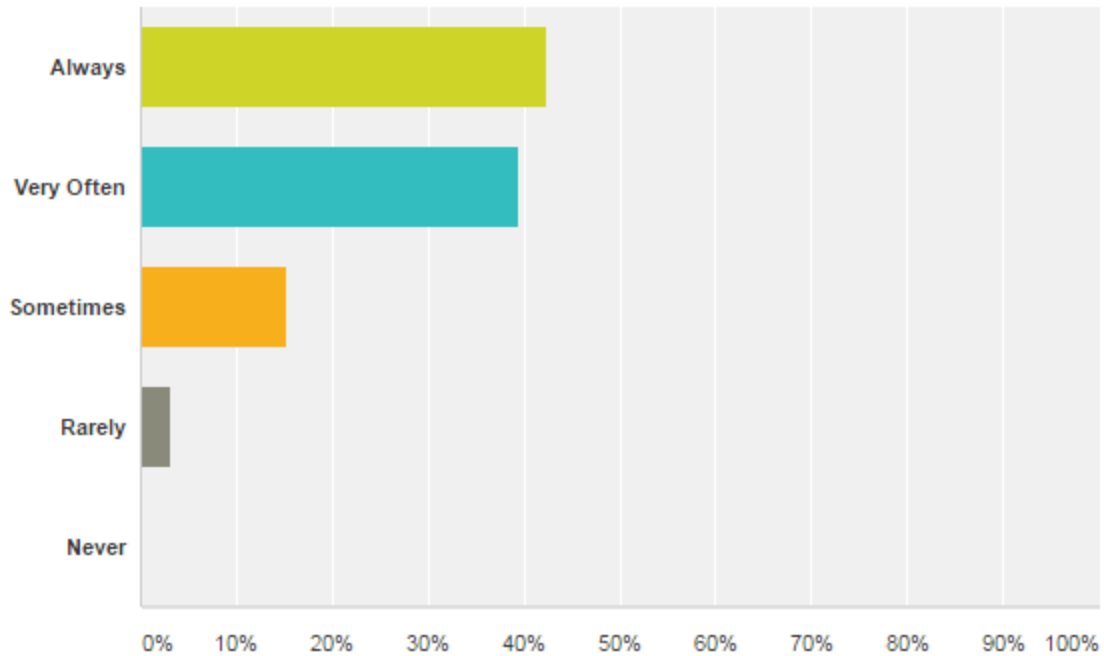
Answered: 33 Skipped: 0



Answer Choices	Responses	Count
Always	30.30%	10
Very Often	51.52%	17
Sometimes	12.12%	4
Rarely	6.06%	2
Never	0.00%	0
Total		33

I am comfortable with the CIPF practice approaches (i.e. strength based) staff are utilizing in their work.

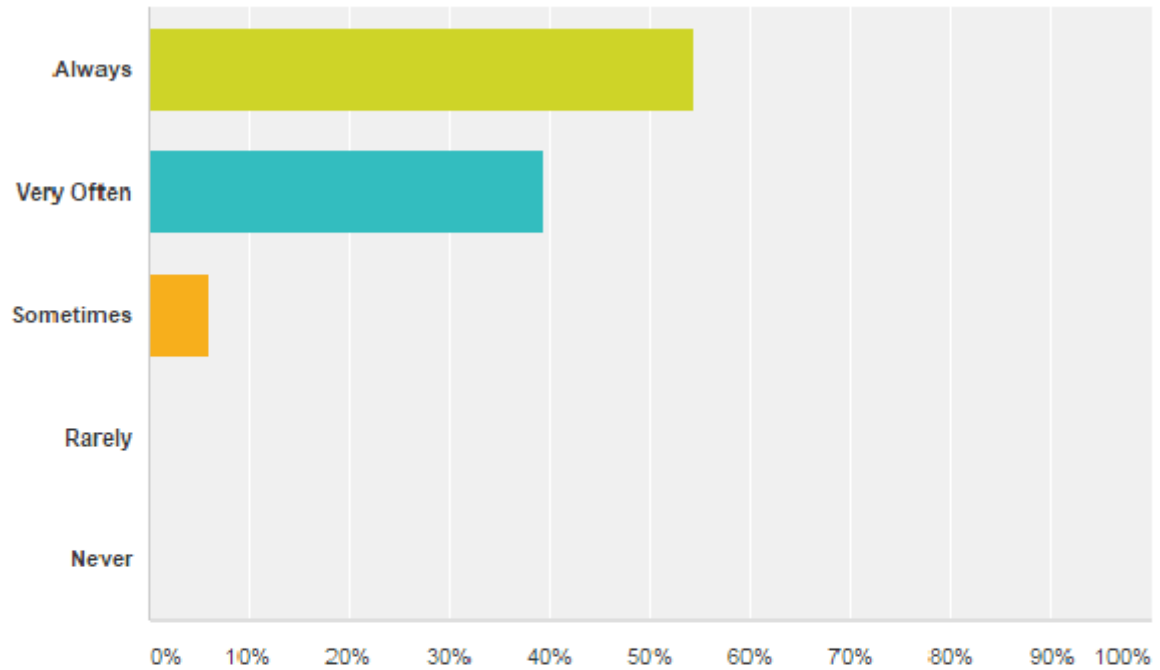
Answered: 33 Skipped: 0



Answer Choices	Responses
Always	42.42% 14
Very Often	39.39% 13
Sometimes	15.15% 5
Rarely	3.03% 1
Never	0.00% 0
Total	33

I have discussions that support critical thinking in decision making.

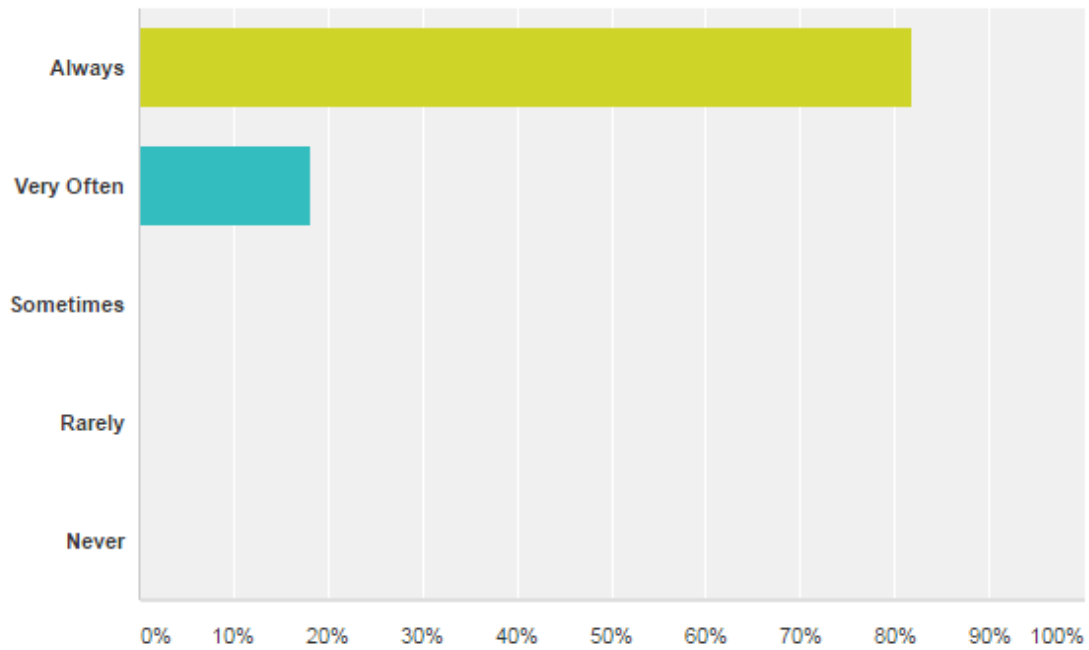
Answered: 33 Skipped: 0



Answer Choices	Responses
Always	54.55% 18
Very Often	39.39% 13
Sometimes	6.06% 2
Rarely	0.00% 0
Never	0.00% 0
Total	33

I feel critical thinking supports solid decision making.

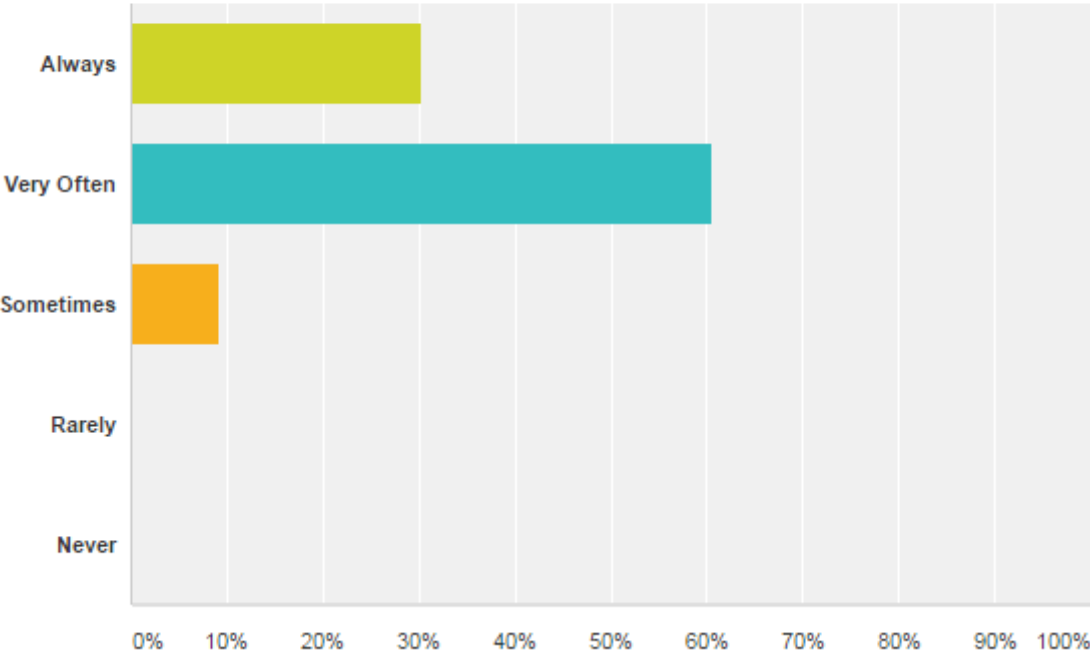
Answered: 33 Skipped: 0



Answer Choices	Responses
Always	81.82% 27
Very Often	18.18% 6
Sometimes	0.00% 0
Rarely	0.00% 0
Never	0.00% 0
Total	33

I support staff in applying continuous improvement (research, Alberta Child Intervention Data) to their ongoing work.

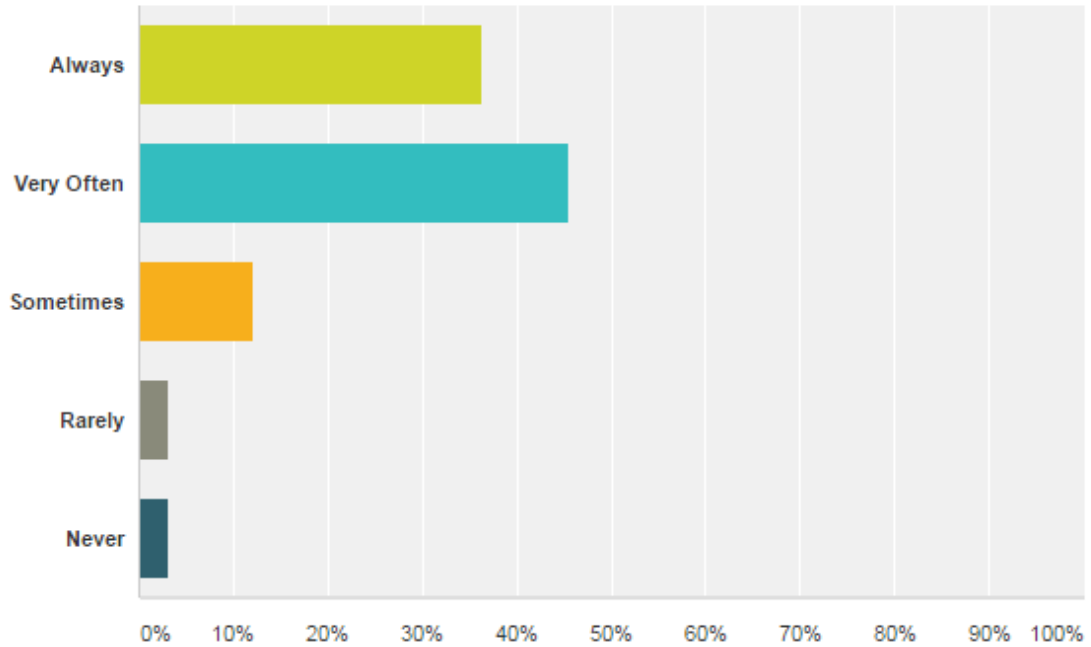
Answered: 33 Skipped: 0



Answer Choices	Responses
Always	30.30% 10
Very Often	60.61% 20
Sometimes	9.09% 3
Rarely	0.00% 0
Never	0.00% 0
Total	33

I understand the strategic direction of the Child and Family Services Division.

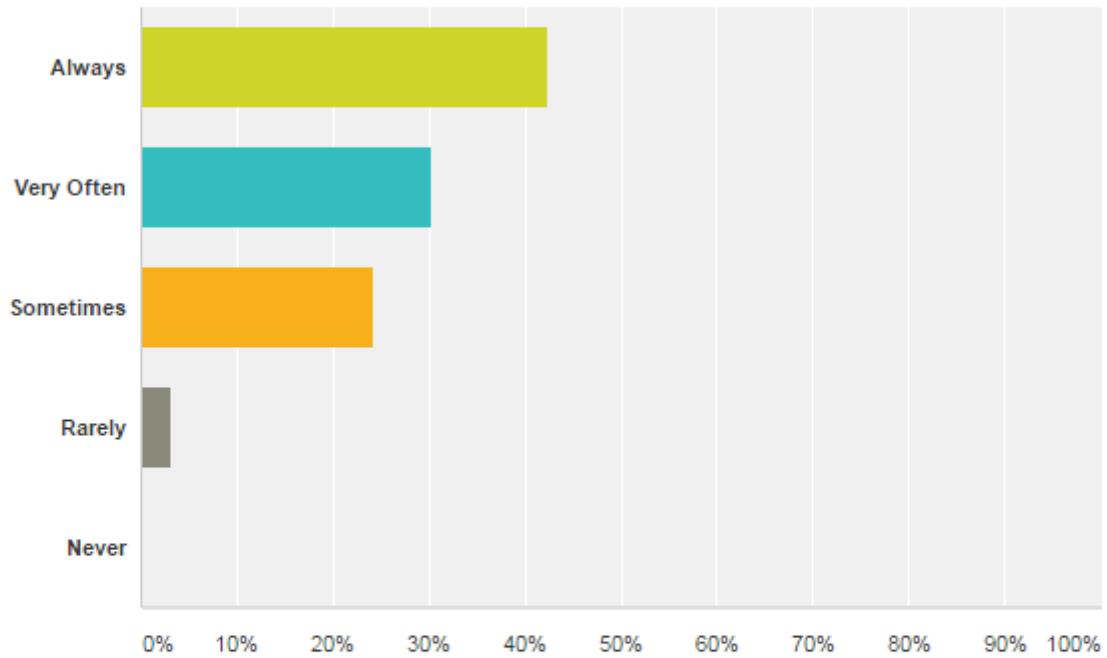
Answered: 33 Skipped: 0



Answer Choices	Responses
Always	36.36% 12
Very Often	45.45% 15
Sometimes	12.12% 4
Rarely	3.03% 1
Never	3.03% 1
Total	33

I feel supported by the CFSD Directors to use the CIPF principles in my decision making.

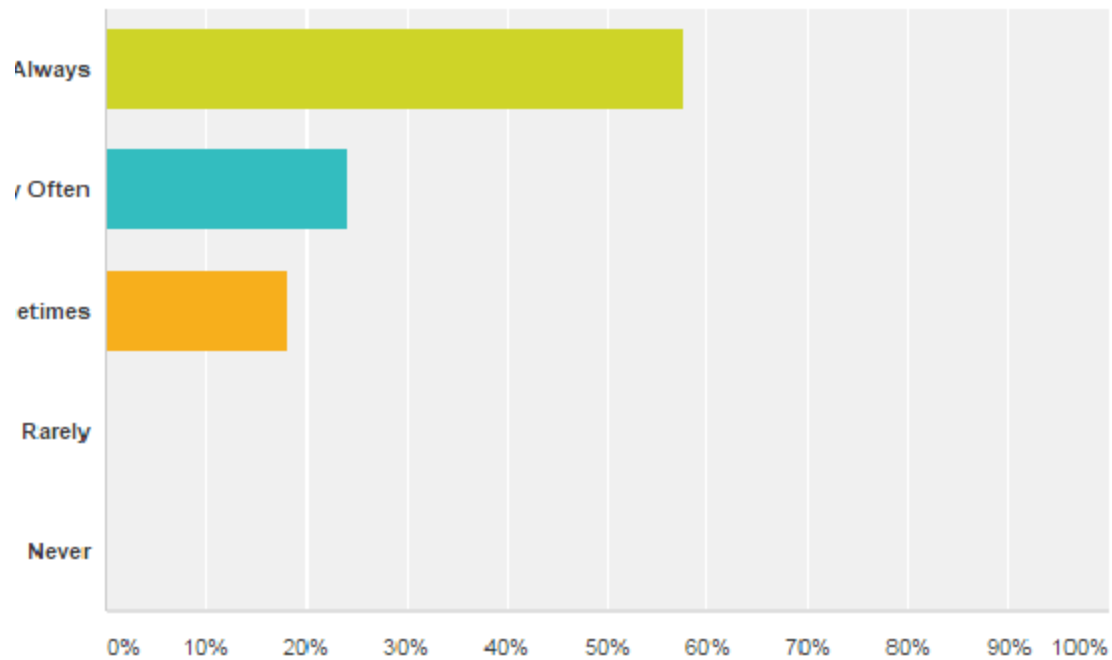
Answered: 33 Skipped: 0



Answer Choices	Responses
Always	42.42% 14
Very Often	30.30% 10
Sometimes	24.24% 8
Rarely	3.03% 1
Never	0.00% 0
Total	33

I feel supported by my Director in leading the implementation and ongoing use of the CIPF in my work.

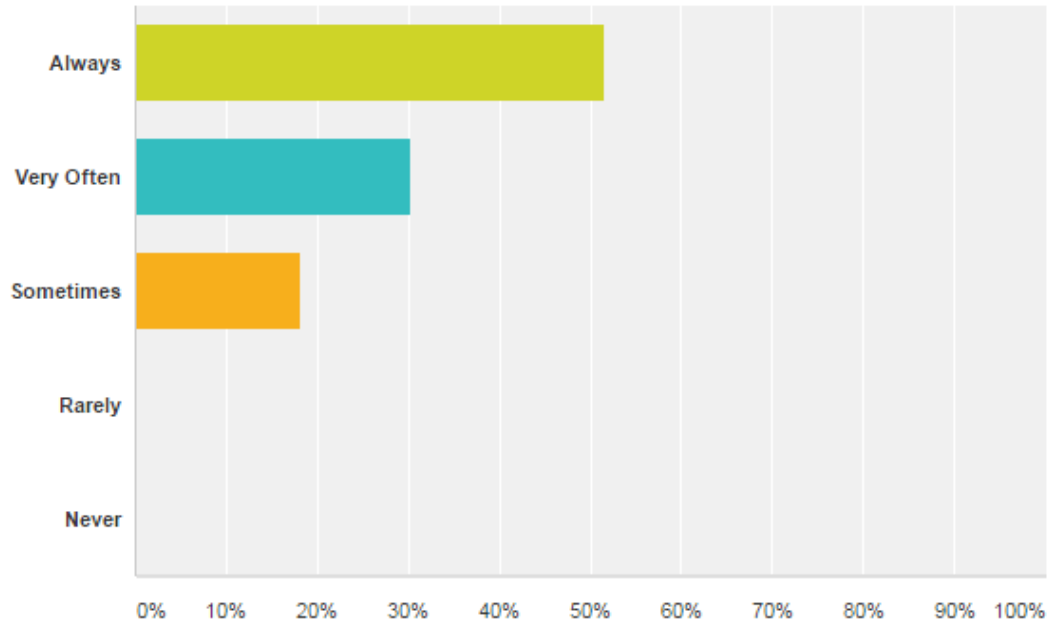
Answered: 33 Skipped: 0



Answer Choices	Responses
Always	57.58% 19
Very Often	24.24% 8
Sometimes	18.18% 6
Rarely	0.00% 0
Never	0.00% 0
Total	33

I feel supported by my Director to lead staff in their integration of the CIPF approaches and tools in their work.

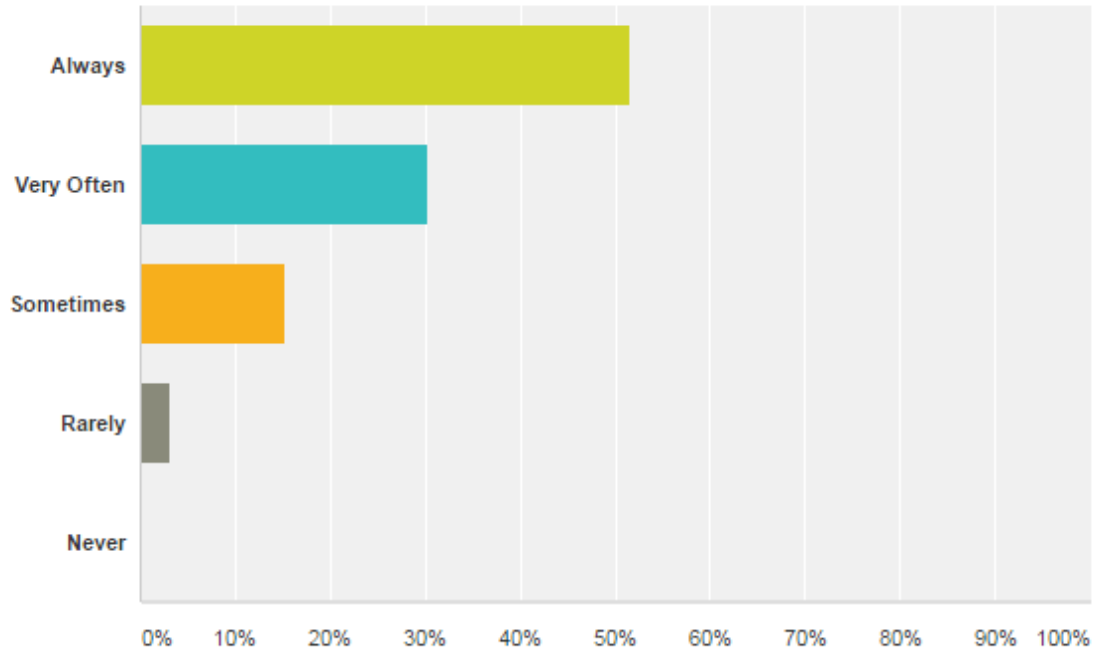
Answered: 33 Skipped: 0



Answer Choices	Responses
Always	51.52% 17
Very Often	30.30% 10
Sometimes	18.18% 6
Rarely	0.00% 0
Never	0.00% 0
Total	33

I understand what the vision of CFSD being a principle based organization will mean for Child Intervention.

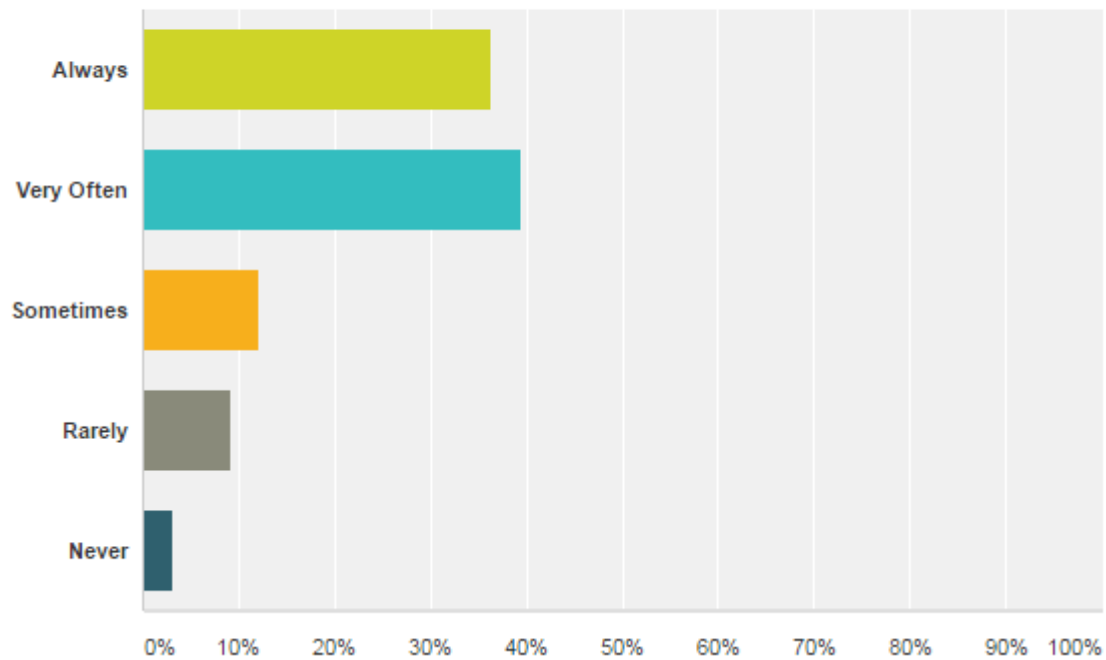
Answered: 33 Skipped: 0



Answer Choices	Responses
Always	51.52% 17
Very Often	30.30% 10
Sometimes	15.15% 5
Rarely	3.03% 1
Never	0.00% 0
Total	33

My Director provides a clear understanding of the vision of the organization.

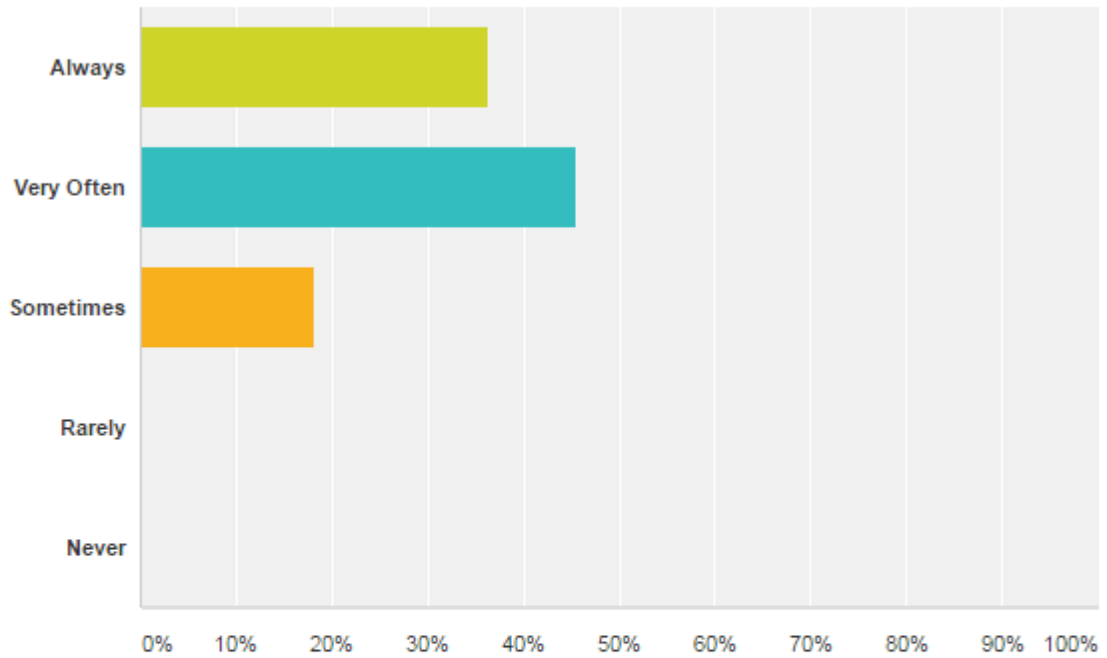
Answered: 33 Skipped: 0



Answer Choices	Responses
Always	36.36% 12
Very Often	39.39% 13
Sometimes	12.12% 4
Rarely	9.09% 3
Never	3.03% 1
Total	33

I have an understanding of CFSD strategic priorities.

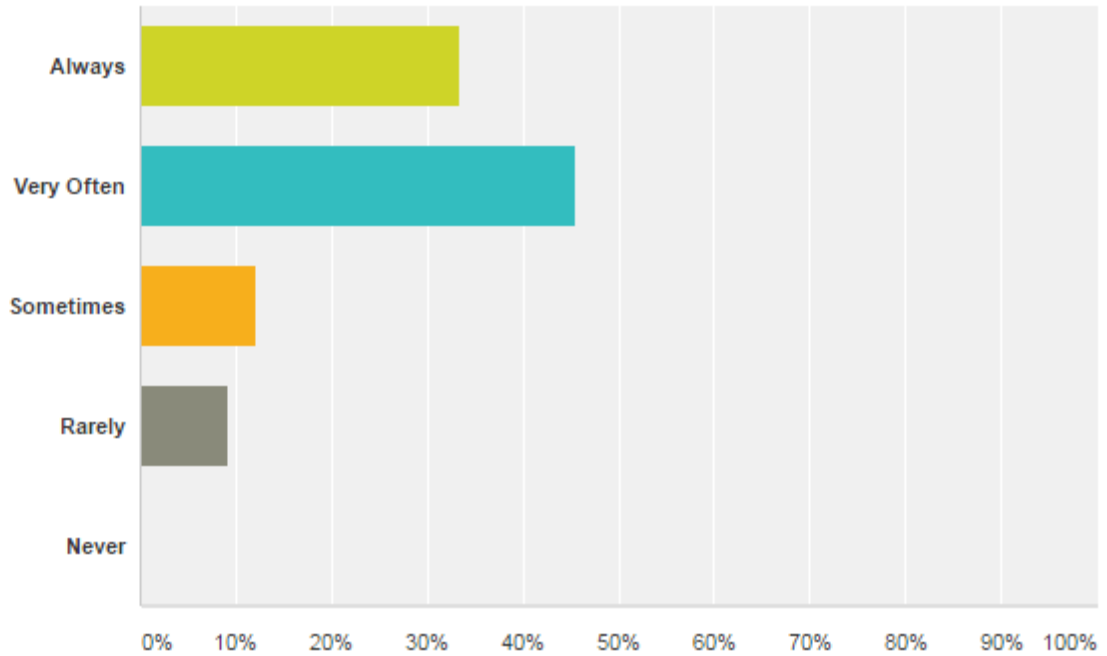
Answered: 33 Skipped: 0



Answer Choices	Responses
Always	36.36% 12
Very Often	45.45% 15
Sometimes	18.18% 6
Rarely	0.00% 0
Never	0.00% 0
Total	33

My Director provides a clear understanding of how the strategic priorities connect to my work.

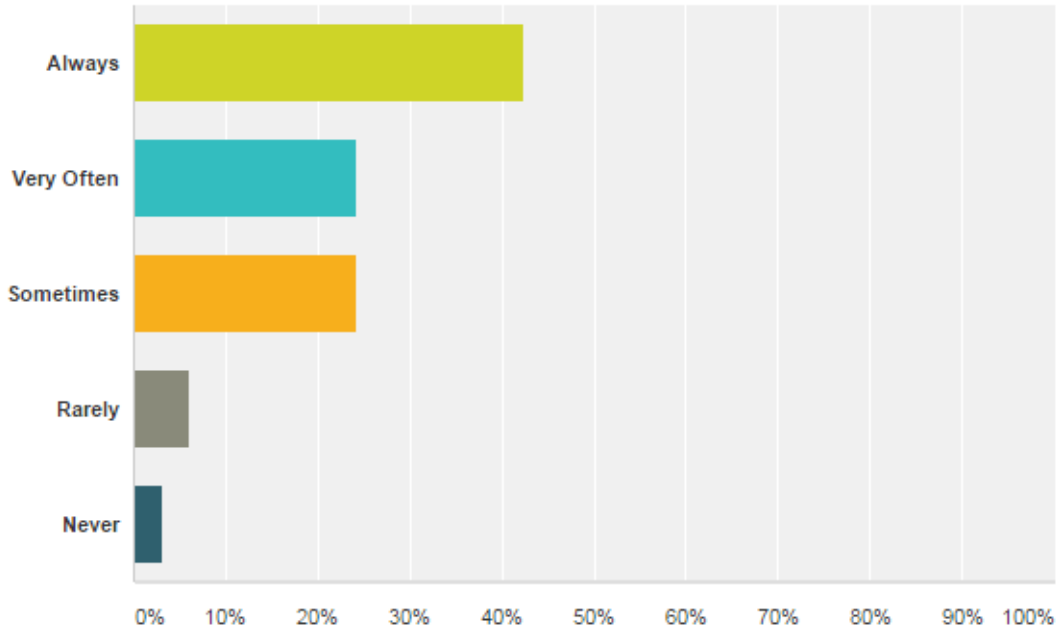
Answered: 33 Skipped: 0



Answer Choices	Responses
Always	33.33% 11
Very Often	45.45% 15
Sometimes	12.12% 4
Rarely	9.09% 3
Never	0.00% 0
Total	33

My Director communicates a clear picture of how the CIPF anchors my work.

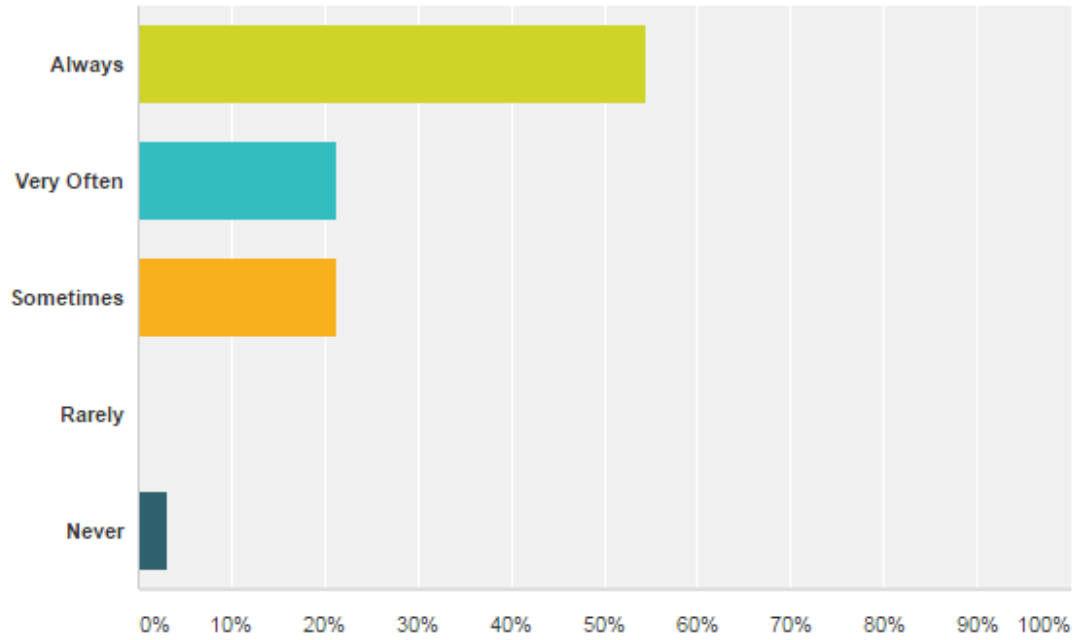
Answered: 33 Skipped: 0



Answer Choices	Responses	
Always	42.42%	14
Very Often	24.24%	8
Sometimes	24.24%	8
Rarely	6.06%	2
Never	3.03%	1
Total		33

My Director communicates commitment to implementing the CIPF.

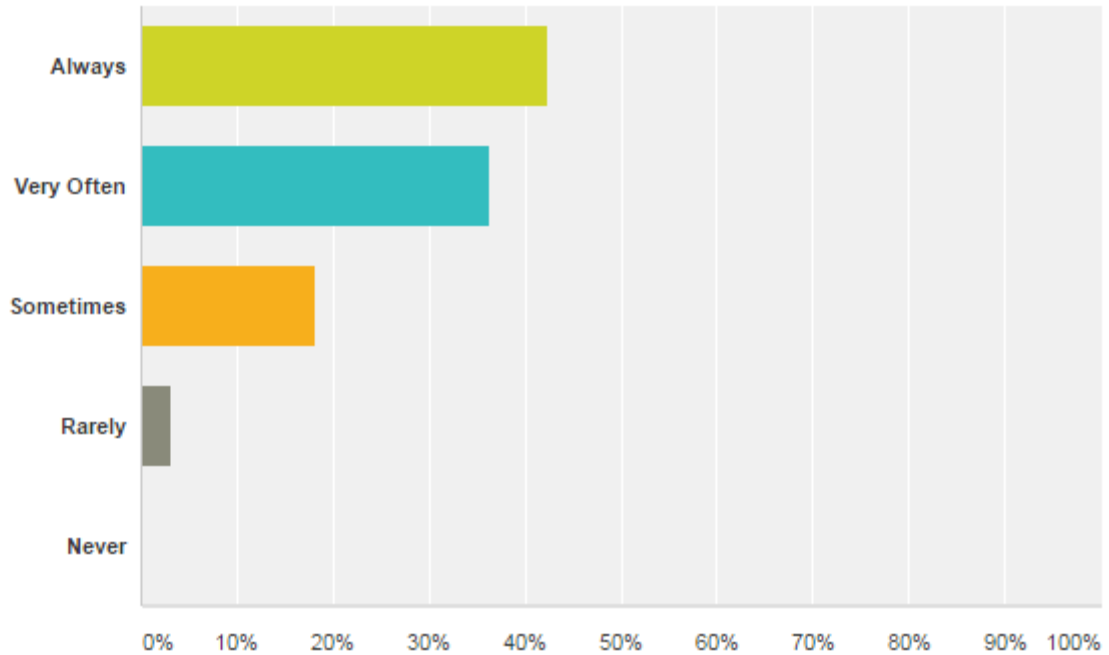
Answered: 33 Skipped: 0



Answer Choices	Responses
Always	54.55% 18
Very Often	21.21% 7
Sometimes	21.21% 7
Rarely	0.00% 0
Never	3.03% 1
Total	33

I understand how the CIPF will be implemented within CFSD.

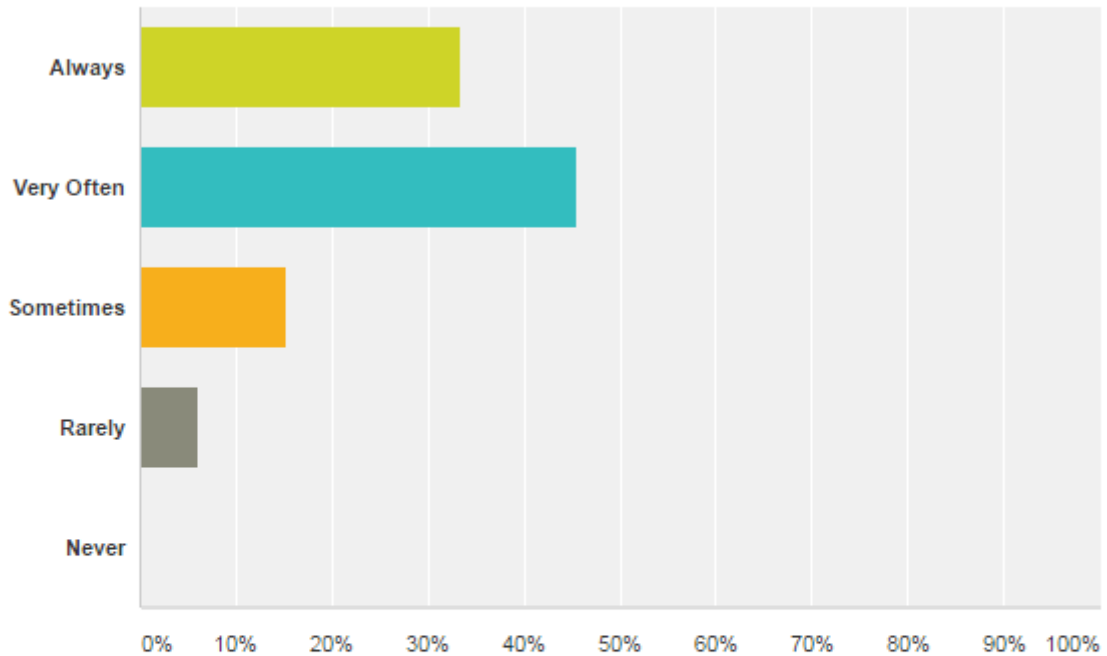
Answered: 33 Skipped: 0



Answer Choices	Responses
Always	42.42% 14
Very Often	36.36% 12
Sometimes	18.18% 6
Rarely	3.03% 1
Never	0.00% 0
Total	33

I feel supported by the organization to implement the CIPF in my work.

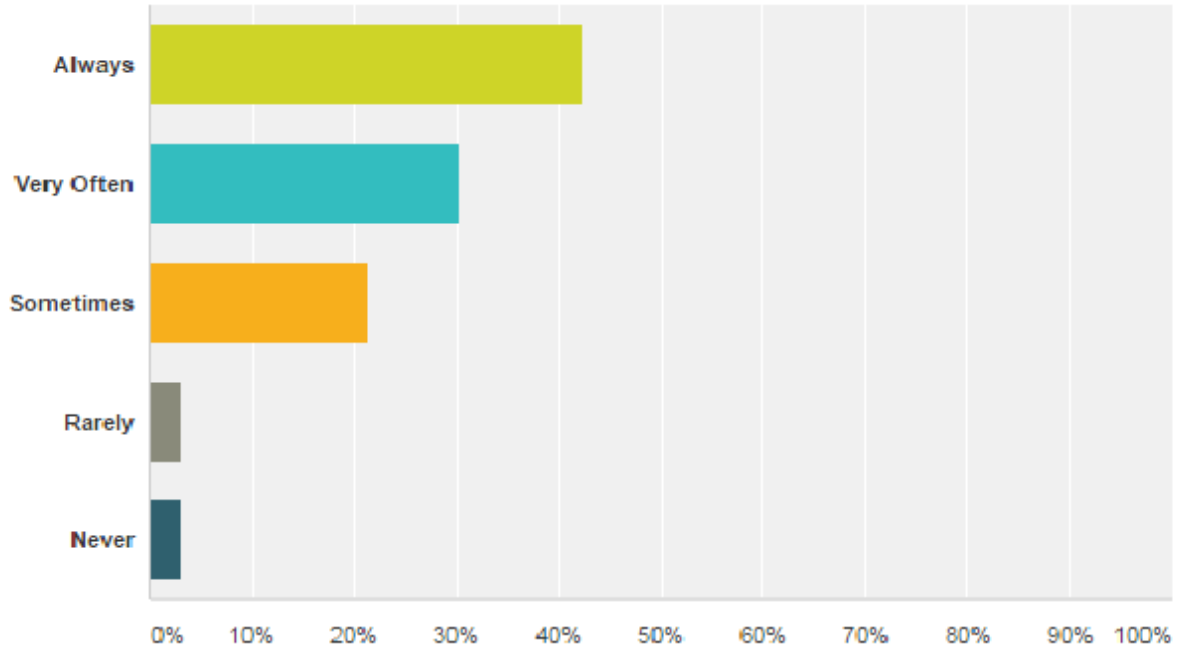
Answered: 33 Skipped: 0



Answer Choices	Responses
Always	33.33% 11
Very Often	45.45% 15
Sometimes	15.15% 5
Rarely	6.06% 2
Never	0.00% 0
Total	33

I feel I have an understanding of how the CIPF will change my work.

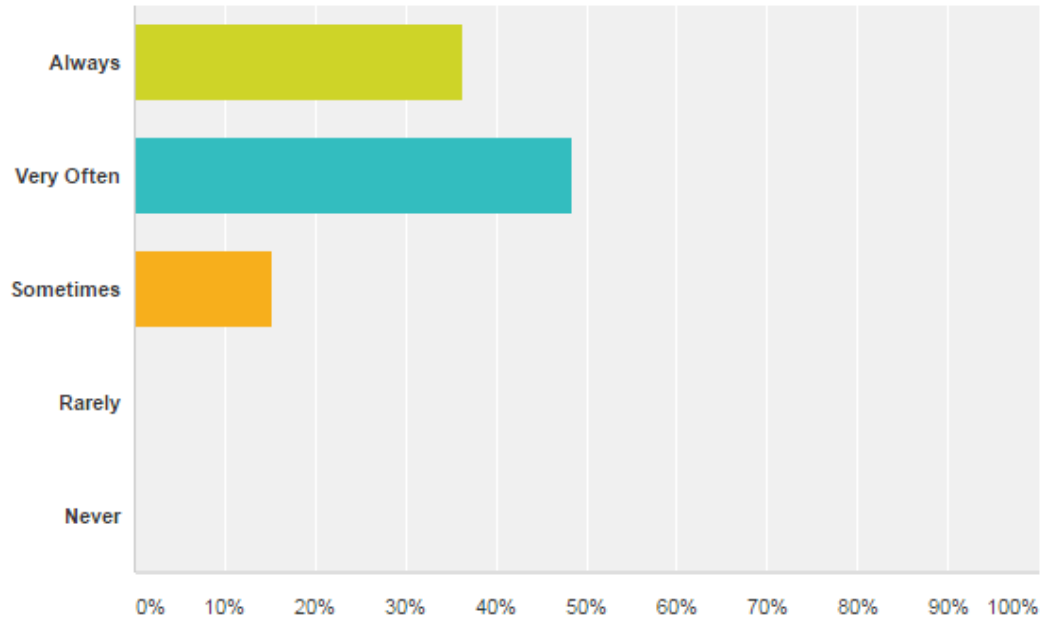
Answered: 33 Skipped: 0



Response Choices	Responses
Always	42.42% 14
Very Often	30.30% 10
Sometimes	21.21% 7
Rarely	3.03% 1
Never	3.03% 1
	33

I feel my direct reports work as a team in supporting the implementation of the CIPF.

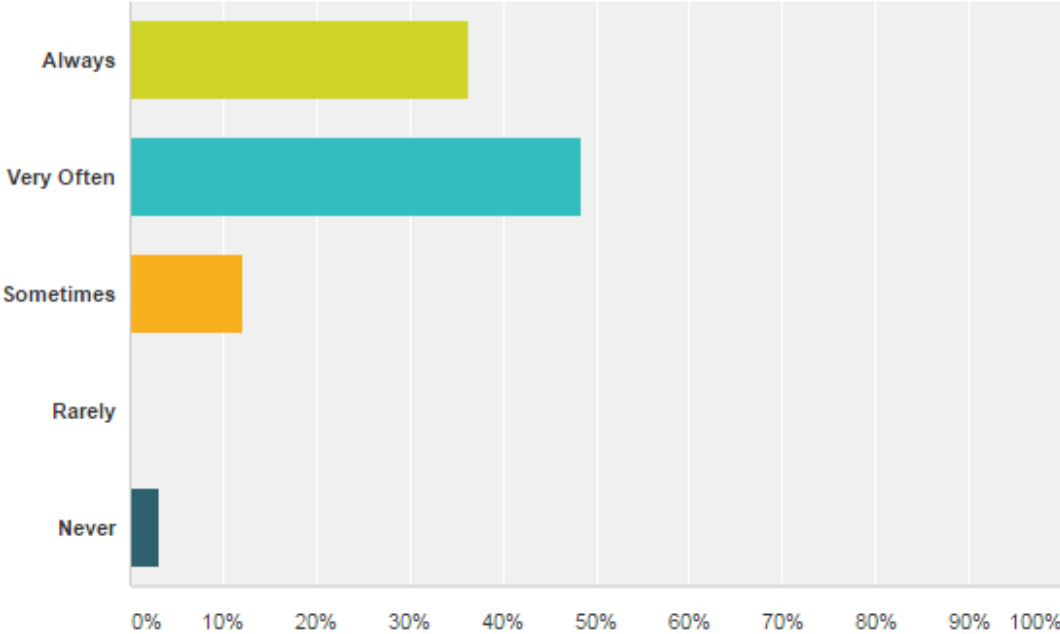
Answered: 33 Skipped: 0



Answer Choices	Responses
Always	36.36% 12
Very Often	48.48% 16
Sometimes	15.15% 5
Rarely	0.00% 0
Never	0.00% 0
Total	33

I feel my colleagues work as a team to support the implementation of the CIPF.

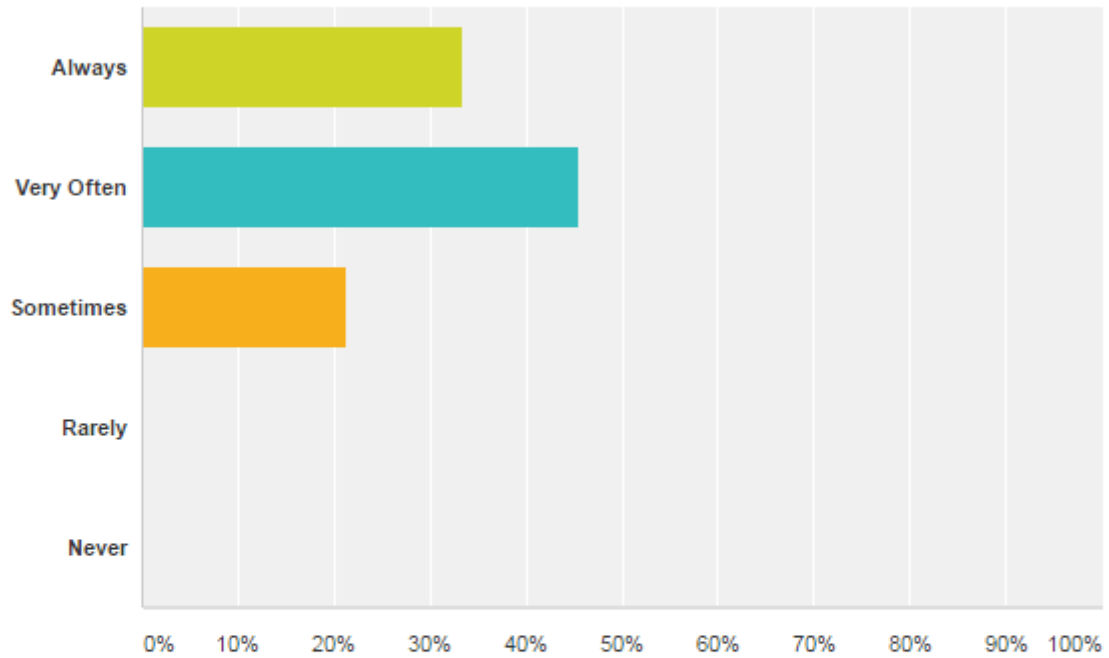
Answered: 33 Skipped: 0



Answer Choices	Responses
Always	36.36% 12
Very Often	48.48% 16
Sometimes	12.12% 4
Rarely	0.00% 0
Never	3.03% 1
Total	33

I feel I can rely on my colleagues to support me in the implementation of the CIPF.

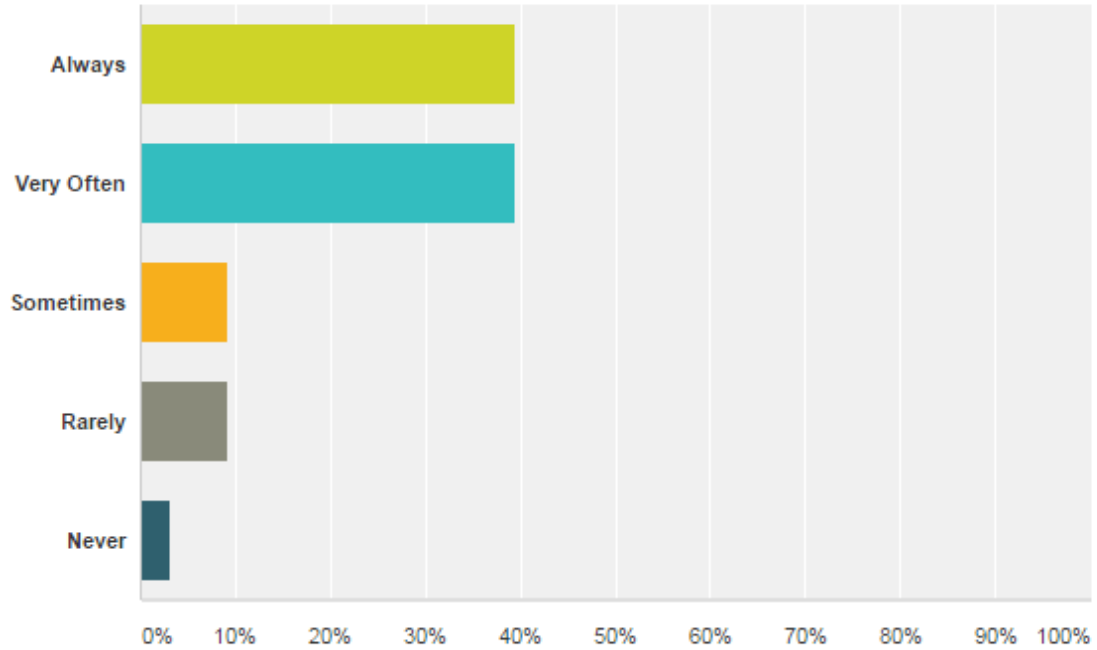
Answered: 33 Skipped: 0



Answer Choices	Responses
Always	33.33% 11
Very Often	45.45% 15
Sometimes	21.21% 7
Rarely	0.00% 0
Never	0.00% 0
Total	33

My Director demonstrates the needed skills to support the implementation of the CIPF.

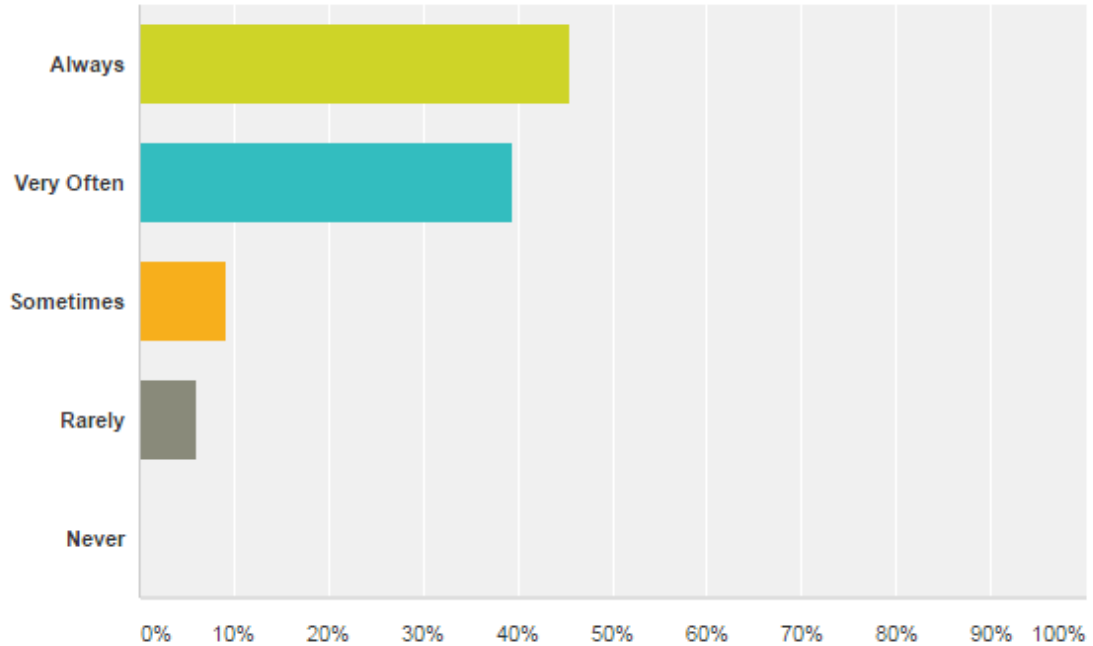
Answered: 33 Skipped: 0



Answer Choices	Responses
Always	39.39% 13
Very Often	39.39% 13
Sometimes	9.09% 3
Rarely	9.09% 3
Never	3.03% 1
Total	33

I feel supported by the organization to use critical thinking in my decision making.

Answered: 33 Skipped: 0



Answer Choices	Responses
Always	45.45% 15
Very Often	39.39% 13
Sometimes	9.09% 3
Rarely	6.06% 2
Never	0.00% 0
Total	33

Appendix E: Email Invite to Directors

The Child Intervention Practice Framework represents two years of staff engagement and participation in the creation of 6 principles to anchor our organization. A significant portion of a Practice Framework is the principle based tools that have been developed to support the principles being used in action. Their success is crucial to embedding the principles in further aspects of Child Intervention such as our training and policies. Organizational alignment of Child Intervention to the Practice Framework is a significant portion of the implementation plan remaining. This involves embedding the principles in key areas of the organization to support the shift to principle based practice throughout the organization. Leaders are a critical factor in ensuring this alignment is successful.

The CIPF engagement sessions completed in 2013 provided an assessment of the needs of front line staff and leaders. The feedback gathered has informed the development of the CIPF to date to ensure the principles, approaches and tools reflect front line staff needs. At this point in the implementation of the CIPF a leadership needs assessment is critical. Guiding the implementation of the organizational transformation inherent in adopting a practice framework requires significant leadership at an executive level. As the research is focused on the needs of executive leadership, participants with the job classification of senior manager and director within CFSD have been selected to receive an invitation to participate.

The purpose of this research project is to provide CFSD recommendations for consideration in setting strategic direction for executive leadership guidance of the organizational change inherent in the implementation of the CIPF. Specifically, a robust needs assessment will be completed highlighting areas of success, challenges and barriers for CFSD executive leadership. Potential next steps will be outlined to address gaps and set the direction for the operationalization of the CIPF and aligned practice approaches and tools.

Directors are invited to participate in a semi-structured interview with Kim Spicer as part of this research. Interview questions will focus on your level of understanding of the vision of the organization, your knowledge of the strategy for implementation of the CIPF and your thoughts on the level of support you have been provided to guide implementation with your staff will be explored. The semi-structured interview will require a maximum of an hour of a participant's time and can be completed in person or by telephone. Reminder emails inviting participants to complete the survey or semi-structured interviews will be sent over a four week period.

The attached letter of consent provides further information on the interview and needs assessment. If you have any questions in regards to the interview please contact Kim Spicer at 780-643-9429 or kimberly.spicer@gov.ab.ca for more information.

Appendix F: Semi-structured Interview Consent Form

PARTICIPANT CONSENT FORM

[YOUR DEPARTMENT
LETTERHEAD]

Child Intervention Practice Framework Implementation: Executive Leadership Needs Assessment

You are invited to participate in the Child Intervention Practice Framework (CIPF): Executive Leadership Needs Assessment that is being conducted by Kim Spicer.

In addition to working within the Child and Family Services Division (CFSD), as a Senior Manager in the Outcomes and Practice Support Unit, I am a Masters student in the Department of Public Administration at the University of Victoria.

As a graduate student, I am required to conduct research as part of the requirements for a Master of Public Administration degree. It is being conducted under the supervision of Dr. MacGregor. You may contact Dr. MacGregor at 250-721-6435. Elden Block, Statutory Director, Child, Youth and Family Enhancement Act, is the client for this research. I can be contacted at any time if you have further questions at Kimberly.spicer@gov.ab.ca or 780-643-8946.

Purpose and Objectives

The purpose of this research project is to provide CFSD recommendations for consideration in setting strategic direction for executive leadership guidance of the organizational change inherent in the implementation of the CIPF. Specifically, a robust needs assessment will be completed highlighting areas of success, challenges and barriers for CFSD executive leadership. Potential next steps will be outlined to address gaps and set the direction for the operationalization of the CIPF and aligned practice approaches and tools.

Importance of this Research

The CIPF represents two years of CI staff engagement and participation in the creation of 6 principles to anchor the CI organization. A significant portion of a Practice Framework is the principle based tools that are developed to support the principles being used in action (behaviourally). Their success is crucial to embedding the principles in further aspects of CI such as training and policies. Organizational alignment of CFSD to the CIPF is a significant portion of the implementation plan of the CIPF remaining.

This involves embedding the principles in key areas of the organization to support the shift to principle based practice throughout the organization.

Literature highlights executive leadership as a critical factor in ensuring this alignment is successful. Child Intervention staff need to understand the principles, how they can be used to inform their decision making and have trust in leadership to support them in this work. CFSD needs to evaluate if the supports, leadership and readiness of the organization to implement the changes are sufficient and what additional supports are needed.

Participants Selection

The CIPF engagement sessions completed in 2013 provided an assessment of the needs of front line staff and leaders. The feedback gathered has informed the development of the CIPF to date to ensure the principles, approaches and tools reflect front line staff needs. At this point in the implementation of the CIPF a leadership needs assessment is critical. Guiding the implementation of the organizational transformation inherent in adopting a practice framework requires significant leadership at an executive level. As the research is focused on the needs of executive leadership, participants with the job classification of senior manager and director within CFSD have been selected to receive an invitation to participate.

What is involved?

If you consent to voluntarily participate in this research, your participation will include:

An email invitation will be sent to CFSD Directors professional/business email account inviting participation in a semi-structured interview with the researcher. Interview questions will focus on your level of understanding of the vision of the organization, your knowledge of the strategy for implementation of the CIPF and your thoughts on the level of support you have been provided to guide implementation with your staff will be explored. The semi-structured interview will require a maximum of an hour of a participant's time and can be completed in person or by telephone. Reminder emails inviting participants to complete the survey or semi-structured interviews will be sent over a four week period.

Handwritten notes will be taken during the interview and a coding system will be utilized to track participants. Any identifying information will be shredded when the coding of the data is complete. All the information collected during the interviews will be themed and no individual participant or individual comments will be shared. **Inconvenience**

Participation in this study may cause some inconvenience to you as will take approximately an hour to complete the semi-structured interview.

Risks

There are no known or anticipated risks to you by participating in this research. Although in this research, I have a dual role of both colleague and researcher as a participant your information will be safeguarded until coded when any identifying information will be destroyed. All data will be utilized anonymously throughout the research project and no participants or individual comments will be identified. This will ensure participation is voluntary and mitigate any poten-

tial concerns of influence. No identifying information will be contained or shared in the themed raw data or final report which will be provided to the client.

Benefits

The potential benefits of your participation in this research include supporting the successful implementation of the CIPF and resulting organizational transformation for CFSD. This will result in increased support of children, youth and families resulting in more children remaining in their family homes and families with increased capacity to effectively care for their children. Principle based organizations also have increased staff satisfaction and staff retention. As such ensuring that the executive leadership has the elements that are required to successfully guide the organizational changes will support CFSD setting clear strategic direction. This will support CFSD in terms of strategic planning over time, staff retention and satisfaction. An increase in the effectiveness of CI services in Alberta benefits society through the increased capacity of Alberta's families to reach their full potential over time .

Voluntary Participation

Your participation in this research must be completely voluntary. If you do decide to participate, you may withdraw at any time without any consequences or any explanation. If you do withdraw from the study your data will be removed from the data base and destroyed.

Anonymity

Participates in the semi-structured interviews will be noted using a coding sheet to ensure confidentiality. All data from the interviews will be themed using thematic analysis. Researcher's notes from the semi-structured interviews will be shredded as soon as coding is complete.

Confidentiality

Your confidentiality and the confidentiality of the data is protected as the data collected will not include identifying information. As such, no electronic data can identify any individual responses. Any identifying documentation the researcher has will be stored in a locked cabinet in the researcher's office until the material can be coded. Once complete all identifying documentation will be shredded. All electronic data (non-identifying) will be kept on the researcher's password protected laptop.

Dissemination of Results

It is anticipated that the results of this study will be shared with others in the following ways: A report of the study findings, executive summary and power point presentation will be provided by the researcher to

executive leadership. A final research report will be submitted to the University of Victoria as the researcher's capstone project as a confidential document at the request of CFSD.

Disposal of Data

Raw data (non-identifying) will be saved in PDF form, with final version and date noted and shared with the client. Final thematic analysis, survey results and final needs assessment will be shared with the client in PDF, with final version and date noted. All documents will be stored electronically on the CIPF project sharepoint site. Any identifying information collected in the semi-structured interviews will be stored in a locked cabinet and destroyed when the interview notes are coded electronically.

Contacts

Individuals that may be contacted regarding this study include the researcher, Kim Spicer and University of Victoria Master of Public Administration Capstone Project Supervisor, Dr. MacGregor. Contact information for both is noted at the beginning of the consent form.

In addition, you may verify the ethical approval of this study, or raise any concerns you might have, by contacting the Human Research Ethics Office at the University of Victoria (250-472-4545 or ethics@uvic.ca).

Your signature below indicates that you understand the above conditions of participation in this study, that you have had the opportunity to have your questions answered by the researchers, and that you consent to participate in this research project.

Name of Participant

Signature

Date

A copy of this consent will be left with you, and a copy will be taken by the researcher.

Appendix G: Semi-structured Interview Questions

Child Intervention Practice Framework Implementation: Executive Leadership Needs Assessment

Semi-structured Interview Questions with Directors:

(Questions use Appreciate Inquiry Approach; prompts are for interviewer to use if required)

What's working well?

- *To support leading the implementation of the CIPF*
 - *Knowledge that you have*
 - *Understanding*
 - *Of the CIPF*
 - *Of the strategic direction of CFSD*
 - *Of the priorities of CFSD*
 - *Goals & Objectives of CFSD*
 - *Of guiding implementation*
 - *Of communication with staff*
 - *Behaviors that you demonstrate*
 - *Clear vision/direction*
 - *Relationship with management team*
 - *Relationship with staff*
 - *Commitment to using principles in my work*

- *Building trust with staff*
- *Communicating strategic direction to staff*
-
- *Supports that you have within the organization*
 - *Leadership from ADM/Ministry*
 - *Colleagues support*
 - *Strategic Communication*
 - *Other*

What are you worried about?

In implementing the CIPF

Risks that could derail the implementation

Tragic event & reaction from political leaders

Budget restraints leading to:

Lack of staff to implement

Lack of ability to sustain implementation

- *Implementation of the process, loss of internalizing the principles, critical thinking*
- *Buy in from leadership*
 - *Support/guidance from your leaders to implement*
 - *Understanding of the CIPF*
 - *Understanding of the Practice Strategies & tools*

- *Credibility to support the work*
- *Trust that principle based work will be supported*

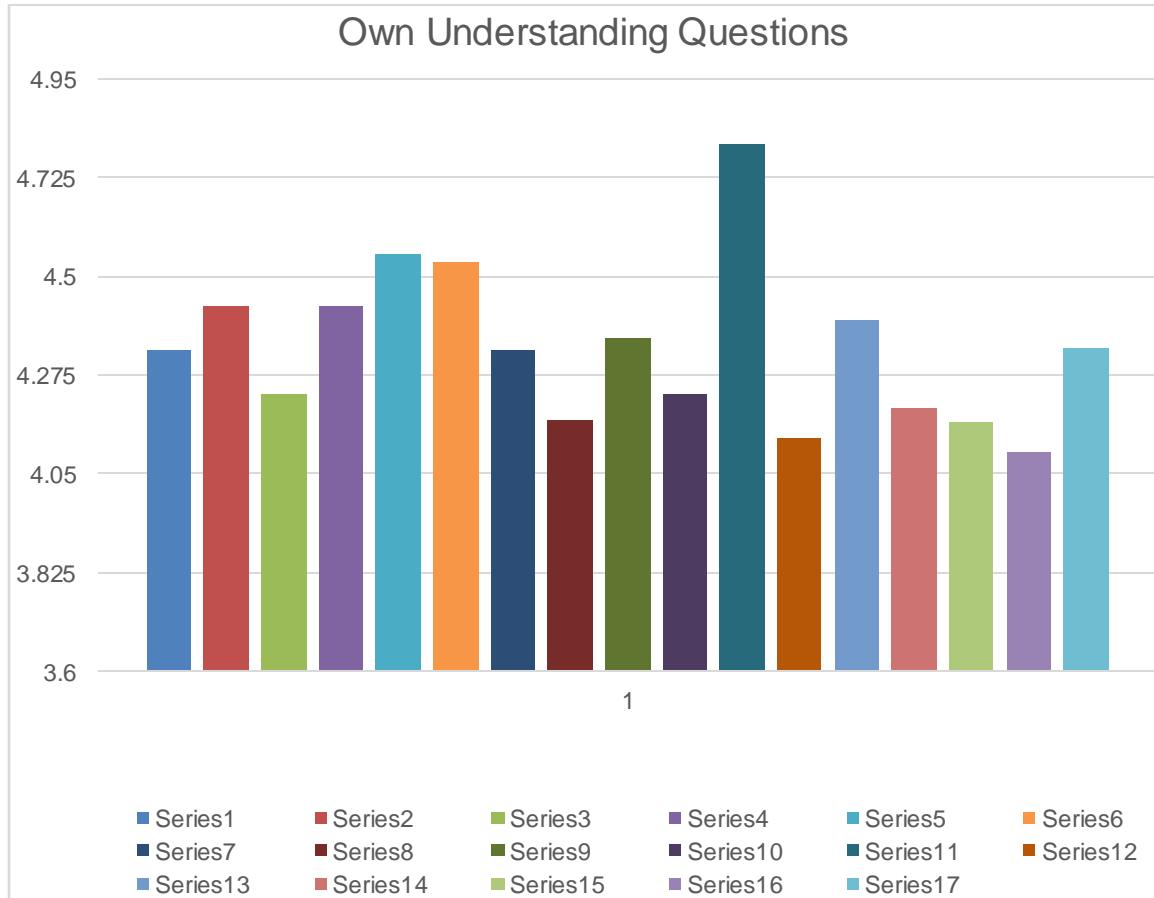
- *Staff*

- *Knowledge & skill to work from principles*
- *Training to succeed*
- *Coaching and mentoring to succeed*
- *Hiring right people*
- *Retention*
- *Clear understanding of strategic objectives, goals and direction of CFSD*

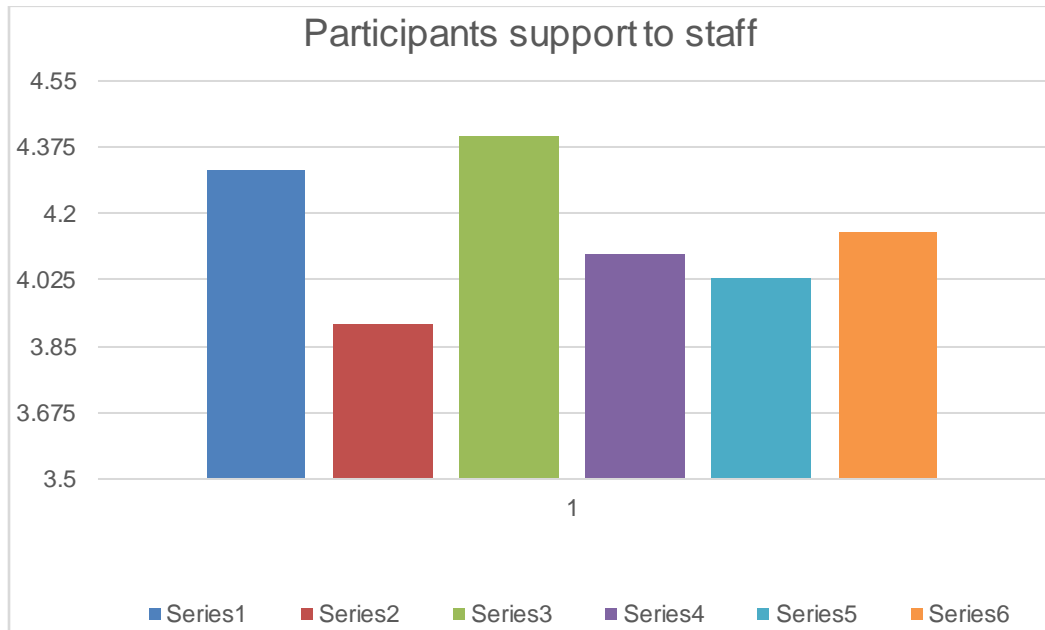
Appendix H: Survey Results Comparison

		my categories									
		Use of principles	Attitudes tow	Big Picture	Understand Impl	InvolveStaff	SupportImplemn	SupportRl	Clarity		
	Understanding	9	2	3	2						16
	StaffSupport					4	1				5
Kims	DirectorSupport						1	2	4		7
categories:	OrgSupport						3	2			5
		9	2	3	2	4	5	4	4		33
	agree	16	4	4	3	27					
	disagree	0	1	3	2	6					
						82%					

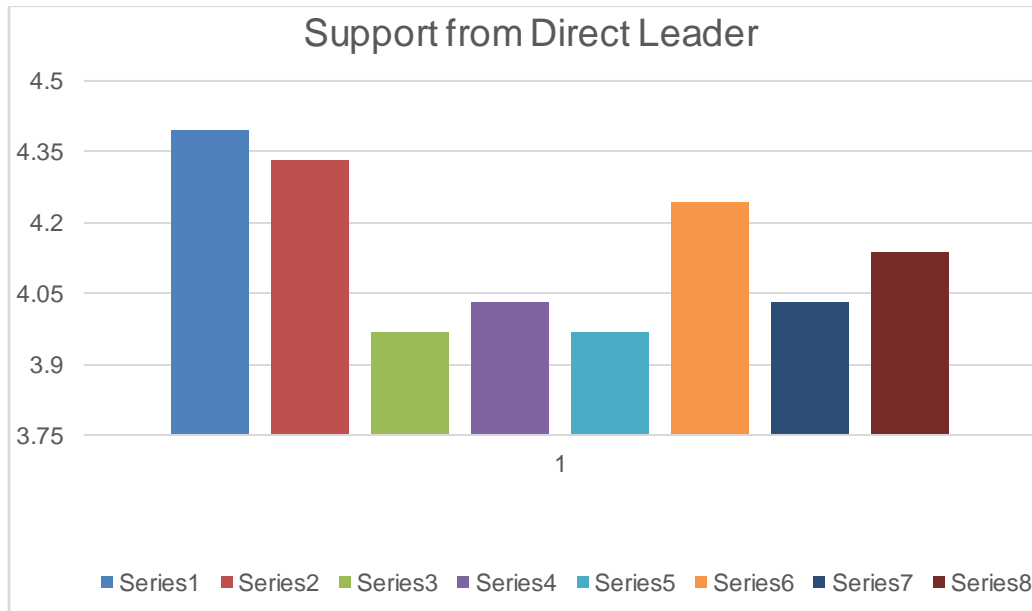
APPENDIX I: Survey Question Average Results For Participants Own Understanding of the CIPF



APPENDIX J: Survey Question Average Results Participants Support to Staff to Utilize CIPF.



APPENDIX K: Survey Average Results for Participants Perception of Support from Direct Leader



APPENDIX L: Survey Average Results for Participants Perception of Organizational Leadership Support

