California Social Work Education Center

CALSWEC

Child Welfare Management Modules

Developed and Presented by

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California State University, Long Beach
Department of Social Work

1994
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PROJECT DESCRIPTION

California State University, Long Beach, Department of Social Work, received a curriculum grant from the California Social Work Education Center, to produce teaching materials that would help to facilitate the implementation of competency-based curriculum in child welfare social work.


The modules were developed and presented by Alex Norman, DSW (Professor Emeritus, University of California, Los Angeles, School of Social Welfare). Dr. Norman has taught classes in social work management and administration and provided consultation and training to public social services agencies, non-profit organizations, and private corporations.

This project also involved collaboration with Los Angeles County Department of Family and Children Services, Orange County Social Services, and private nonprofit agencies.

The enclosed teaching materials are intended for use directly by field instructors and child welfare students to gain knowledge relevant to management skills.
MODULE I
CHILD WELFARE STAFF RELATIONS
MODULE I
CHILD WELFARE STAFF RELATIONS

PURPOSE

This module provides second-year students with an understanding of the changing nature of professional and interdisciplinary relations in the field of child welfare and the role of the social work manager as a leader in the change process.

OBJECTIVES

At the completion of this module participants should have an understanding and knowledge of the leadership responsibilities of the manager in (a) employee motivation, (b) building effective work teams, and (c) supervision and training. Specifically, there will be an increased understanding in:

- how the manager created and maintains an effective and supportive working environment,
- how the manager facilitates teamwork by staff,
- the role of the manager in leading organizational change, and
- how the manager provides effective on-going staff training.

REFERENCED READINGS


PRESENTATION

8:00 a.m. Welcome and Introductions

Overview of Environmental Changes and Their Impact on Staff Relations in Child Welfare Bureaucracies

- Paradigmatic (revolutionary) shifts
- Value changes in managing organizations
- Changes in knowledge worker (staff) relationships

9:00 a.m. Implications for Management in Child Welfare

(Groups discuss their perceptions of the impact of changes and report out to a general discussion.)

9:30 a.m. The Role of the Manager as a Leader in the Organization

- Leading in a strategic direction/sharing vision
- Leading change/modeling behavior
- Learning from experiences/facilitating experimentation
- Developing others/counseling, coaching, and training

10:15 a.m. BREAK

10:45 a.m. Factors in Creating a Supportive and Effective Working Environment

- Safe harbors for open communication
- Ability and willingness to manage conflict
- Commitment to action planning as a team

11:45 a.m. Summary and Adjournment
### TYPES OF BEHAVIOR

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Assertive behavior is the direct, honest, and appropriate expression of your opinions, feelings, attitudes, preferences, and ideas.
CHANGE MODEL

<table>
<thead>
<tr>
<th>Present</th>
<th>Transition</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase I</td>
<td>Phase II</td>
<td>Phase III</td>
</tr>
<tr>
<td>Endings</td>
<td>Transitions</td>
<td>New Beginnings</td>
</tr>
</tbody>
</table>

SHIFT IN VALUES

<table>
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<tr>
<th>MANAGEMENT SKILLS IN THE PAST</th>
<th>MANAGEMENT SKILLS NOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independence</td>
<td>Team Building</td>
</tr>
<tr>
<td></td>
<td>Interdependence</td>
</tr>
<tr>
<td>Directive</td>
<td>Influencing</td>
</tr>
<tr>
<td></td>
<td>Creating Mutual</td>
</tr>
<tr>
<td></td>
<td>Understanding</td>
</tr>
<tr>
<td></td>
<td>Trust</td>
</tr>
<tr>
<td></td>
<td>Involving Others</td>
</tr>
</tbody>
</table>

## REVOLUTIONARY CHANGE IN THE STRUCTURE OF OUR RELATIONSHIPS

<table>
<thead>
<tr>
<th>What Bureaucracy Is</th>
<th>Why It Once Triumphed</th>
<th>Why It Fails Now</th>
<th>What Replaces It</th>
</tr>
</thead>
</table>
| Hierarchical chain of command | Brought simple large-scale order  
Bosses brought order by dominating subordinates | Cannot handle complexity  
Domination not best way to get organization intelligence | Visions and values, Teams (self-managing), Lateral coordination, Informal networks, Choice, Free enterprise |
| Specialization Organization by function | Produced efficiency through division of labor  
Focused intelligence | Does not provide intensive cross-functional communication and continual peer-level coordination | Multiskilling specialists and intrapreneuring  
Organization in market-mediated networks |
| Uniform rules | Created a sense of fairness  
Clearly established power of bosses | Still need rules, but need different rules | Guaranteed rights  
Institutions of freedom and community |
| Standard procedures | Provided crude organizational memory  
Able to use unskilled workers  
Overcame old ways | Responds slowly to change  
Does not deal well with complexity  
Does not foster interconnection | Self-direction and self-management  
Force of the market and ethical community |
| A career of advancing up the ladder | Bought loyalty  
Furnished continuity of elite class of managers and professionals | Fewer managers needed and more educated workforce expects promotions; therefore, not enough room for advancement | A career of growing competence  
A growing network to get more done  
More pay for more capabilities |
| Impersonal relations | Reduced force of nepotism  
Helped leaders enforce tough discipline and make tough decisions | Information-intensive jobs require in-depth relationships | Strong whole-person relationships  
Options and alternatives  
Strong drive for results |
| Coordination from above | Provided direction for unskilled workers  
Furnished strong supervision required by rapid turnover in boring jobs | Educated employees are ready for self-management | Self-managing teams  
Lateral communications and collaboration |

ORIENTATION TO CHANGE

Moving Toward Functional

Proactive Positive

Assertive Productive

Moving Against Dysfunctional

Reactive Negative

Aggressive Counterproductive

Moving Away Nonfunctional

Inactive Neutral

Submissive Nonproductive

WORKFORCE EXPECTATIONS

- Involvement in decision-making that affects their job or the nature of their work
- Opportunity to exercise and express their creativity and apply it to business situations
- The ability to exercise influence in the design of their jobs
- To be asked for ideas and opinions and to see these opinions reflected on the job
- To be treated as colleagues with superiors instead of the traditional boss/subordinate relationships of the past
- To negotiate direction and their own involvement
- To be given information; know why things are being done

## Changing Role of the Modern Manager

<table>
<thead>
<tr>
<th>FROM:</th>
<th>TO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provider Oriented</td>
<td>Customer Oriented</td>
</tr>
<tr>
<td>Getting by</td>
<td>Raising Standards</td>
</tr>
<tr>
<td>Directing Staff</td>
<td>Empowering Staff</td>
</tr>
<tr>
<td>Employee as Expendable</td>
<td>Employee as Customer</td>
</tr>
<tr>
<td>Reactive;</td>
<td>Proactive;</td>
</tr>
<tr>
<td>Problem Oriented</td>
<td>Opportunity Driven</td>
</tr>
<tr>
<td>Tradition &amp; Safety</td>
<td>Experiment &amp; Risk</td>
</tr>
<tr>
<td>Busyness</td>
<td>Results</td>
</tr>
<tr>
<td>Turf Protection</td>
<td>Teamwork Across Lines</td>
</tr>
<tr>
<td>“We-They” Thinking</td>
<td>System Perspective</td>
</tr>
<tr>
<td>Cynicism</td>
<td>Optimism</td>
</tr>
</tbody>
</table>

### THE MANAGER’S MIND SET

<table>
<thead>
<tr>
<th>RED MODE</th>
<th>GREEN MODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Action oriented”</td>
<td>“Receptive”</td>
</tr>
<tr>
<td>Criticize</td>
<td>Appreciate</td>
</tr>
<tr>
<td>Converge</td>
<td>Diverge</td>
</tr>
<tr>
<td>Break apart</td>
<td>Build on</td>
</tr>
<tr>
<td>Tense up</td>
<td>Let go</td>
</tr>
<tr>
<td>React</td>
<td>Empathize</td>
</tr>
<tr>
<td>Choose</td>
<td>Imagine</td>
</tr>
</tbody>
</table>

**Good for:**

- Judging
- Setting Priorities
- Deciding

**Good for:**

- New Ideas
- Seeking Consensus
- Visioning

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IMPORTANT LEADERSHIP SKILLS

Leading Change
Learning From Experience
Developing Others

Leading in a Strategic Direction

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FIGURE 1

SAFE ENVIRONMENT/OPEN COMMUNICATIONS

FAMILIARITY WITH CONFLICT MANAGEMENT TECHNIQUES

JOINT ACTION PLANNING

THE NATURE OF COMMUNICATION

THE INTERPERSONAL TRANSACTION

Alex J. Norman & Associates. 17350 Sunset Boulevard, #701C Pacific Palisades, CA 90272-4109

CONFRONTIVE ASSERTION

<table>
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<tr>
<th>Components</th>
<th>Examples</th>
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<tbody>
<tr>
<td>1. State the behavior of the other person clearly. “When you…”</td>
<td>When you interrupt me and criticize my idea in a put-down manner…; when you don’t get your work done by the deadline…</td>
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<td>2. State the consequences to you.</td>
<td>I don’t enjoy discussing things with you…; get reprimanded by my own boss and I don’t meet my own deadlines…</td>
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<td>3. Express how you feel.</td>
<td>…and that’s frustrating; …and I’m seriously concerned about this.</td>
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There is no put-down, although you are criticizing the person.

There is no immediate solution suggested. Remember: **Always leave a rat one way out.** If the person does not respond cooperatively **then** it is suggested that you either ask for, or tell the person the particular change you want, depending upon whom you are addressing and the situation.
READINGS


MODULE II
SOCIAL ADVOCACY IN CHILD WELFARE

PURPOSE

This module provides second-year students an experiential learning designed to increase their knowledge and understanding of the role of the manager as an advocate for social and legislative change in policies and programs in the field of social welfare.

OBJECTIVES

At the completion of this module, participants should have an understanding of how to initiate actions, as an advocate, with professional and community groups, and how to follow through effectively on behalf of diverse client populations at community and institutional levels. Increased knowledge and understanding will be related to:

- how the manager communicates and collaborates effectively with other work units, related agencies, and regulatory bodies;
- how the manager influences the legislative and broader political process in order to improve policy for client populations, and has active connections with staff, other professionals, and community networks; and
- how the manager works with culturally diverse communities in order to involve them in collaborative advocacy efforts in legislative and political processes seeking improvement and changes in policies and programs.

REFERENCED READINGS


PRESENTATION

8:00 a.m. Welcome and Introductions

Overview of Sociodemographic Changes and Some Implications for Managing Social Advocacy in Child Welfare Bureaucracies

- Defining social advocacy in the profession (group discussion and reports out to newsprint)
- Dimensions of social advocacy
  - Personal and professional philosophy
  - Personal and professional ethics
  - Social action orientation
- Opportunities for social advocacy in child welfare (group brainstorms various ways of advocating)
  - Social/Legislative policy advocacy
  - Social services advocacy
  - Inter-agency collaboration

9:00 a.m. Social Advocacy Within a Cultural Context: A Personal Perspective

- Individual assessment exercise and group discussion (individuals conduct 15-minute interviews of each other)
- Toward becoming culturally aware/sensitive/competent
  - Understanding one’s own culture and cultural symbols
  - Understanding others’ culture and cultural symbols
  - Managing conflicts in cross-cultural relations

10:30 a.m. BREAK

10:45 a.m. Planning for Social Advocacy: A Problem-Solving Approach (Group Walk Through an Actual or Contrived Situation)

- Defining the problem
- Determining who/what are involved
- Confirming/Rechecking the problem
- Mapping a strategy
- Taking the first step

11:45 a.m. Summary and Adjournment

FIGURE 1

SAFE ENVIRONMENT/ OPEN COMMUNICATIONS

FAMILIARITY WITH CONFLICT MANAGEMENT TECHNIQUES

JOINT ACTION PLANNING

CULTURE

The thoughts, ideas, behavior patterns, customs, beliefs, values, skills, arts, religions, and prejudices of a particular people at a given point in time.

CULTURAL DIVERSITY

The rich mixture of ethnic, racial, religious, national, and individual characteristics that colors the landscape of the world in which we live.

CULTURAL AWARENESS

Having knowledge and consciousness of a particular culture and the differences that are attendant to it.

CULTURAL SENSITIVITY

Demonstrated ability of individuals and systems to integrate the knowledge and consciousness of a particular culture and its variations so that actions and reactions reflect understanding and acceptance of differences among people.

CULTURAL COMPETENCE

The ability of individuals and systems to respond respectfully and effectively to people of different cultures, classes, races, ethnic backgrounds, and religions in a manner that recognizes, affirms, and values the worth of individuals, families, and communities, while protecting and preserving the dignity of each.
INDIVIDUAL ASSESSMENTS ON ISSUES RELATED TO DIVERSITY

Name ______________________________

Colleague’s Name ____________________________

How does your colleague prefer to be identified (culturally/racially/ethnically)?

List two advantages based on this status

1. _____________________________
2. _____________________________

List two disadvantages

1. _____________________________
2. _____________________________

What is your colleague’s gender? _____ Female _____ Male

List two advantages based on gender

1. _____________________________
2. _____________________________

List two disadvantages

1. _____________________________
2. _____________________________
What messages did he/she receive as a child from his/her family about cultural/racial differences? Discuss both overt and covert messages.

______________________________________________

______________________________________________

______________________________________________

What messages were retained as a part of his/her own value system—which messages were discarded? Explain.

______________________________________________

______________________________________________

______________________________________________

What does your colleague do on a personal level to bridge cultural/racial gaps?

______________________________________________

______________________________________________

______________________________________________

What does your colleague do on a professional level to bridge cultural/racial gaps?

______________________________________________

______________________________________________

______________________________________________

What are your colleague’s suggestions for ways that your profession can better address issues related to racial/cultural diversity?

______________________________________________

______________________________________________

______________________________________________

THE NATURE OF COMMUNICATION

THE INTERPERSONAL TRANSACTION

Alex J. Norman & Associates - 17350 Sunset Boulevard, #701C - Pacific Palisades, CA 90272-4109

The Thomas-Kilmann Conflict Mode Instrument

The Thomas-Kilmann Conflict Mode Instrument is designed to assess an individual's behavior in "conflict situations". Conflict situations occur when the concerns of two people appear to be incompatible. In such situations, we can describe a person's behavior along two basic dimensions: (1) assertiveness, the extent to which the individual attempts to satisfy his own concerns, and (2) cooperativeness, the extent to which the individual attempts to satisfy the other person's concerns. These two basic dimensions of behavior can be used to define five specific methods of dealing with conflicts. These five "conflict-handling modes" are shown below:

This two-dimensional model of conflict handling behavior is adapted from:


DYNAMIC THEORY OF RELATIONSHIPS

1. SHARING INFORMATION & NEGOTIATING EXPECTATIONS

2. COMMITMENT (ROLE DEFINITION)

3. STABILITY & PRODUCTIVITY
   “HONEYMOON PERIOD”

4. DISRUPTION OF SHARED EXPECTATIONS

5. UNCERTAINTY

6. EXPLOSION
   requires two times as much energy to repress negative feelings before proceeding

   PACIFICATION
   unsatisfactory… waiting for other shoe to drop

   return to the way it is

   RENEGOTIATION

   PLANNED RENEGOTIATION

   prime time to nip it in the bud, renegotiate

   point where renegotiation must occur

   INCREASED ANXIETY
   “free floating” starts generalized negative feelings negative expectations

   TERMINATION

   HAVE TO COMMUNICATE FEELINGS…MAKE FEELINGS BECOME DATA
   MAKE QUESTIONS INTO PERIODS IN YOUR RELATIONSHIP
   RENEGOTIATE HOW TO BE ENEMIES

<table>
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<th>STEPS</th>
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<tr>
<td>Setting the Stage</td>
<td>Getting agreement that something must be done/setting ground rules</td>
</tr>
<tr>
<td>Imaging the Conflict</td>
<td>Identifying conflict issues by seeing how each party views the conflict</td>
</tr>
<tr>
<td>Clarifying Issue(s)</td>
<td>Gaining agreement on valid issues to process the data</td>
</tr>
<tr>
<td>Developing a Strategy</td>
<td>Determining each party's role in processing data and helping to end the conflict</td>
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<tr>
<td>Projecting a Plan</td>
<td>Developing a shared approach toward maintaining a stabilized relationship</td>
</tr>
<tr>
<td>Planned Renegotiation</td>
<td>Building a mechanism for detecting conflict areas in advance</td>
</tr>
<tr>
<td>John Sherwood</td>
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## TYPES OF BEHAVIOR

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READINGS


Rice, F. (1994). While many companies dawdle, smart ones are betting a diversified work force will prove vital in the 21st century. *Fortune*, August 8, 79-86.


MODULE III
PROGRAM DEVELOPMENT
IN CHILD WELFARE

MODULE III
PROGRAM DEVELOPMENT IN CHILD WELFARE

PURPOSE

This module provides second-year students with a knowledge and understanding of the impact of policy on needs assessment and program design, the leadership role of the manager, and the place of program development in the planning process.

OBJECTIVES

At the completion of this module, the participants will have an increased understanding of the leadership role that management plays in translating policy into an effective program development process at institutional and community levels. Specifically, increased knowledge and understanding will be related to:

- how the manager provides the leadership to effectively and efficiently assess the needs of the service population;
- how the manager develops programs that translate policy into effective practice;
- how the manager devises, implements, and utilizes a realistic and effective evaluation process that provides feedback into the program for purposes of modification and revision; and
- how the manager uses internal and external resources in developing and managing a budget.

REFERENCED READINGS


PRESENTATION

8:00 a.m. Welcome and Introductions

Overview of Sociodemographic Changes and Some Implications for Program Development in Child Welfare Bureaucracies

- Social policy as a driving force in program development
  - Federal legislation
  - State statutes
  - Organizational mission
- Defining program development
  (Group discussion and reports out to newsprint)

9:00 a.m. Program Development and the Planning Process

- A basic planning model
  - The manager as leader and facilitator
  - Managing the process—not the content
- A basic program development model
  - Researching the problem/literature search/extant studies
  - Conducting the needs assessment/selecting strategies
    * Assessing what is, what might be, what ought to be
  - Identifying resources in the task environment
    * Suppliers and auspice providers
    * Collaborators and competitors
    * Recipients and consumers
    * Organizational capabilities
  - Setting goals and objectives
    * Assigning tasks and roles
    * Developing evaluation strategy
  - Developing the budget

10:30 a.m. BREAK

10:45 a.m. A Case Study for Applying the Model
(Group participates in walk-through based on actual case)

- Group discussion and analysis

11:45 a.m. Summary and Adjournment

A BASIC PLANNING MODEL

ELEMENTS OF THE PLANNING PROCESS

NEEDS ASSESSMENT

Results in analysis of human services demand and existing delivery capability

RESOURCE INVENTORY IDENTIFICATION

PRIORITY SETTING

Results in program goals and objectives

RESOURCE ALLOCATION PLAN

Results in projections for resource commitment

PLAN/PROGRAM IMPLEMENTATION

PROGRAM EVALUATION

Results in feedback on play program performance

ONGOING PLANNING TASKS

CITIZEN PARTICIPATION AND COMMUNITY-BASED INPUT

PROGRAM COORDINATION

READINGS
