

OBSD UPDATE — AASCF News

***"Example is not the main thing in influencing others.
It is the only thing. "***

Albert Schweitzer



Leadership

by Sandra Maygard

With the implementation of Outcome Based Service Delivery (OBSD) the need for excellent leadership becomes critical and a cornerstone for its success. Strong leadership is, and always has been, a prerequisite for a well functioning program and organization. We all know people within the sector who are outstanding leaders – people who have clear vision, integrity, lead by example and demonstrate all of the other characteristics we have come to associate with inspiring leaders.



Unfortunately, most of us have come into contact with people who may think that they are leaders, but are, in reality, not. At best, they may be adequate managers ensuring that tasks are being done in a timely way and the business of the agency is meeting administra-

tive requirements. At worst, they are the bullies who are convinced of the "rightness" of their approach, are unwilling to hear alternative perspectives and while speaking the rhetoric, are not providing the space for innovation, creativity and/or positive change.

From my experience, the reading that I have done and from speaking to people in the field, it is clear that while some people are natural leaders, leadership is something that needs to be understood, nurtured and developed.

There are many models of leadership and many approaches to creating leaders who have the ability to move an idea forward and are able to hold accountable the people working with them for the outcomes of the work being asked of them. There are many places to go to access resources, courses and opportunities to learn. (1)

One of the approaches that has grabbed my attention was put

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Leadership - continued

forward by Bruce Armson, Co-Executive Director of Bosco Homes. As part of his master's thesis, he examined the qualities required of leaders; the skills needed to be developed and proposed a leadership training model based upon the apprenticeship model used within the trades.(2) At an intuitive level, this makes sense to me. People learn the theoretical and then practice what they have learned.

The most important factor related to staff retention and job satisfaction is the relationship established between front-line staff and their immediate supervisor.(3) The role of the supervisor as an effective and responsive leader is enhanced when the process of supervision includes a conscious focus upon the development of leadership skills. As such, the process of supervision needs to address not only the administrative and clinical aspects of the role but be reflective and an opportunity to think about the meaning, assumptions and underlying issues affecting and impacting the nature of the relationships involved (supervisor to staff and staff to client (s)). Dr. William Madsen in his book entitled *Collaborative Therapy with Multi-stressed Families, 2nd edition* speaks to the "relational stance" between staff and their clients and is clear that it is this "stance is the foundation for all subsequent work". (4)

Examining and understanding the relationships involved is an important part of the training needed by the leaders implementing OBSD. OBSD requires thinking, acting and reacting to situations from a different perspective while engaging families in meaningful ways to address the issues of safety, well-being, permanence and family and community support. (National Outcomes Matrix and OBSD Outcomes Measurement Framework). Supervision

that includes a focus on administrative tasks, clinical practice and reflection is one of the means being used to develop the skills of our current and future leaders.

Within this sector, we have been fortunate to have leaders who are visionary and pro-active. In 2007, the AASCF in partnership with the Government of Alberta established the **Leadership Bursary** to "foster future leadership capacity by enabling senior organizational leaders to participate in formal education and professional development programs that enhance their ability to lead their organization and the field. The focus (is) to develop or enhance leadership skills and innovation in service delivery and development, human resource management, organizational excellence and fiscal management"(5)

95% of the 92 people who have accessed the bursary are continuing to work within the sector and 93% are still within the same agency. (6)

The bursary amounts range up to \$10,000 per year for a maximum of two years and \$10,000 of the fund has been allocated for non-accredited programs. The applications, for this year's bursary has been extended to October 15, 2011.

[Click Here For More Information](#)

1. [AASCF Management Resource Listings](#)
2. [Enhancing the Leadership Capacity of Managers and Shift Leaders in Bosco Homes: A Society for Children and Families. A major project report submitted in partial fulfillment of the requirements for the degree of Master of Arts in Leadership by Bruce Armson, June 2010 p. 77-87](#)
3. [Collaborative Therapy with Multi-stressed Families, 2nd edition, William C. Madsen, Guilford Press, 2007 p.9](#)
4. [AASCF Leadership Bursary Report 2007-2011 p.3 & p.7](#)

"Much of what is mysterious about leadership becomes clearer if we separate leadership from management and link leadership specifically to creating and changing [organizational] culture...the unique and essential function of leadership is the manipulation of culture." Edgar H. Shein, Organizational Culture and Leadership

An OBSD Case Example from the Region 4 Phase-In Site

Submitted by: Morgan Laurin,
McMan Youth, Family & Community Service, Family Intervention Worker, Stettler

A referral, under OBSD, was made for W and her granddaughter, a youth named S. There were concerns with the inappropriateness and lack of supervision being provided for S. She was immediately apprehended and placed in to foster care, when an appropriate caregiver was unable to be identified. There are also concerns with W's mental and physical health and her ability to properly care for S.

Included in the goals for this family were:

- for W to seek mental health support for herself, and
- a family search be conducted to seek out family members as permanency options for S.

W did receive mental health support for approximately six weeks before Christmas. W expressed that she needed further mental health support and is considering the possibilities of returning to the Centre.

During a case conference between the Family Intervention Worker, the caseworker and W, clear expectations were discussed and it was agreed that W needed to accomplish a number of things included on her service plan before S could return to her care. After this meeting, W disclosed that she was feeling too much pressure, felt she was unable to meet the expectations put forth on the service plan and decided it would be in S's best interest to live with an alternative relative. W said she would like to continue to being involved in S's life, but only as a grandmother. S's biological mother was not in a position to resume guardianship at this time.

A family search was conducted, resulting in the identification of an appropriate caregiver willing to pursue guardianship of S - a maternal aunt, N, currently residing in the United States with her husband, M, and their three children. N and M have been very proactive and realistic about the entire process, considering

many factors and barriers to having full guardianship of S.

S has had an ongoing positive relationship with her aunt and has spent time in her home visiting in the past. N is a positive support to W and has had a number of discussions about S moving to the United States. W has expressed that she is happy her daughter is willing to take on a decision of this magnitude, but is concerned about what will happen to S in the interim.

At this time:

- W has completed and submitted a passport application for S.;
- A formal request for a home study to be completed has been approved by the OBSD team;
- McMan staff will look after this process;
- McMan's Family Search and Re-engagement worker will complete the home study and meet with the family while they are on holidays in Alberta, to conduct the preliminary interviews and gather information;
- The McMan/CFSA team have met with N and M and discussed the kinds of support S will need, including an academic tutor and on-going therapeutic support;
- N and M have been encouraged to complete the necessary guardianship paperwork while in Canada and
- As N and M will be in Alberta for a number of weeks, they have requested weekend visits with S. These have been scheduled.

While this has been a lengthy process and learning experience for the McMan/CFSA team involved, we are very hopeful.

“Learning Our Way” Symposium and Agency Workshops

“**Learning Our Way**” symposium, a joint initiative between the AASCF, the Alberta Children and Youth Services (Ministry) and Alberta Centre for Child, Family and Community Research (ACCFRC) is an opportunity for the staff of the Ministry and agencies to work/learn together.

It is designed to look at how we learn our way through our current transition of reforming the child protection system here in Alberta using an Outcome Based Service Delivery Model (OBSD). As this model is transformative and has really been iterative in development, we will use pieces of OBSD activity as ‘case examples’ to illuminate the practical application in each learning session. It is expected that there will be 300 people in attendance - a mix of Ministry and agency staff from all levels within the organizations.

This one-day symposium, including a keynote address and five complementary sessions, will be live-cast and also available later on the web-site.

Keynote:

Dr. Bob Lonne, the keynote speaker, will address

the issues outlined in his book - as it offers lots of ideas about what needs to change and why, and is a good place to anchor our thinking.



Sessions

The afternoon sessions will be co-facilitated by an expert in the field, accompanied by someone currently working from an OBSD perspective.

Transitional/Organizational Change : Process of change and transition, the cycle, barriers and impact.

Community Capacity Building: Community capacity

building develops potential and enhances community support for vulnerable families.

Collaborative Process: Collaboration involves people or organizations with diverse interests working together to achieve mutually satisfying outcomes.

Supervision and Shared Leadership– Specifically shared leadership and reflective supervision.

Practice – Focus on the area of ethical decision making and evidence based practice.

Edmonton and Calgary Agency Workshops

Bob Lonne will be offering workshops open to agency/CFSA personnel in **Edmonton - Monday, November 14** at Bosco Homes and in **Calgary - Friday, November 18, 2011** at Woods Homes. The intent is to ensure that everyone who wishes to hear and learn will have the opportunity to be involved. .

Based upon our conversations to date the workshops will focus upon the broader context of OBSD, key features/requirements and have people workshop these through for implementation issues, limitations and possibilities - including participatory action research approaches.



Professor Bob Lonne
President of the Australian Association of Social
Workers (AASW)

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Bob Lonne is a social worker, and has 20 years practice experience in the frontline and in management and support roles in statutory child protection and juvenile justice in rural Queensland and Western Australia. He was appointed as the inaugural Professor of Social Work at Queensland University of Technology. He has researched, written and presented widely on contemporary workforce issues in the human services, including work stress and staff turnover, the nature of child protection practice and the systemic issues which are present, and rural social work practice. His longitudinal doctoral research examined how burnout and other organisational factors affect staff retention for rural social workers. Along with Nigel Parton, Jane Thomson and Maria Harries he has written the successful book **"Reforming Child Protection"** published by Routledge in 2009.

He was selected to participate in Prime Minister Kevin Rudd's 2020 Future Summit in Canberra in April in the rural stream. Professor Lonne has been the National President of the Australian Association of Social Workers, which has over 6000 members, since 2005.

Reforming Child Protection

[Bob Lonne](#) , [Nigel Parton](#) , [Jane Thomson](#) , [Maria Harries](#)

available on Amazon.com

An excellent resource and an easy read.

[Register Now!!!](#)

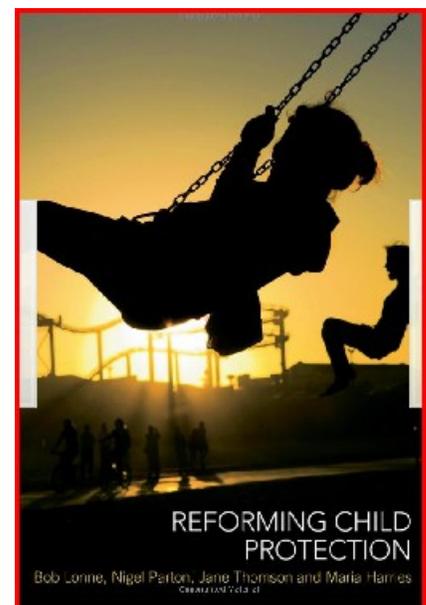
Dr. Bob Lonne will be in Alberta:

Keynote speaker for the
"Learning Our Way" Symposium
November 16, 2011

[Agency Workshops](#)

- Edmonton - November 14, 2011
Bosco Homes
- Calgary - November 18, 2011
Woods Homes

It is anticipated that there will be room for all who wish to participate



Upcoming Events

Registration forms available on the web-site: www.aascf.com

Charmaine Hammond: Building Teams From Good To Great: How to Create Teamwork by Design, not by Default

[Edmonton October 18, 2011](#)

[Calgary October 25, 2011,](#)

Cost: \$100.00 + GST \$5.00 = \$105.00 (lunch is included)

Samantha Foley, Children's Bureau: Family Assessment Form (FAF) Trainings

Edmonton October 25	Introduction/Clinical
Slave Lake October 26	Introduction/ Clinical
Edmonton October 27	Clinical/Software
Red Deer October 28	Introduction/Clinical

[One Registration For All](#)

Cost: \$ 175+GST per day (lunch is included)

Maximum of 40 people per session

Learning Our Way Symposium

Crowne Plaza Hotel Edmonton - Wednesday, November 16, 2011

Free registration limited to 150 agency and 150 CFSA representatives

Workshops with Bob Lonne

Edmonton Monday, November 14 Bosco Homes

Calgary Friday, November 18 Woods Homes

Cost: \$50 +GST (lunch included)

Contact Information

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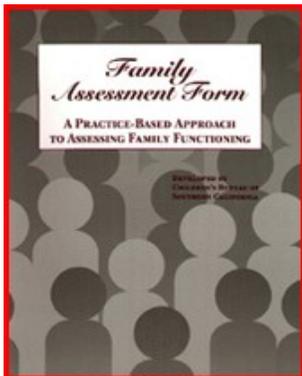
Tools to Assist with Implementation of OBSD

[The Family Assessment Form](#)

The Family Assessment Form (FAF) is a tool that is being used by over 30% of the agencies that responded to the March 2011 AASCF survey of tools to measure outcomes. Within the survey, it was the tool most consistently cited, followed by Ages and Stages (25% of respondents).

There will be [FAF training sessions](#) sponsored by the AASCF in Edmonton and Slave Lake the week of October 24-28, 2011.

The Family Assessment Form (FAF) is a practitioner developed, user-friendly tool designed to help child welfare and family support workers assess family functioning, develop meaningful service plans, monitor progress, and to assist in measuring outcomes.



The FAF has been used in formal research studies using experimental design, and has demonstrated validity, inter-rater reliability, construct validity, and inter-item reliability. It is a useful tool for program evaluation, as assessments performed at the beginning and terminations of service provide evidence of programmatic outcomes.

Developed by Children's Bureau between 1985 and 1987, validated through research, and used in hundreds of agencies across the country, the FAF is available in both paper and software versions. A newer, web-based version will be launched in October

To download the free trial, click on [Download Demo](#) link.

Once the FAF is downloaded/installed, please use the following information to log in:

Username: Admin

Password: (leave this blank)

The trial will allow you to walk through the assessment and become familiar with the interface. You can input data and access the many forms and reports used in conjunction with the assessment.

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[Ages and Stages Questionnaires](#)

The Ages and Stages Questionnaires were the second most cited tool used to measure outcomes, in the AASCF survey.

According to the [Ages and Stages web-site](#): , it is a tool "for the best developmental and social-emotional screening for children from one month to 5 ½ years. Highly reliable and valid, ASQ looks at strengths and trouble spots, educates parents about developmental milestones, and incorporates parents' expert knowledge about their children".

[Readiness Assessment Tool](#)

The Readiness Assessment Tool has been developed to assist agencies and CFSA units to prepare for and implement an OBSD model of working.

The tool has been designed to raise questions, provide direction and outline the issues that staff working in lead agencies and CFSA units have encountered as they have moved forward with the implementation of OBSD. The tool is now in the final draft stages and will be finalized within the next few weeks. It will be available on the AASCF website and **or** may be assessed by e-mailing Sandra: smyagard@aascf.com

[OBSD Update](#)

To date, approximately 15% of all open child welfare cases,
within the province of Alberta ,
are being handled from an OBSD perspective.

It is anticipated that the numbers will grow over the next few months - with the new phase-in sites in Region 8 (North West Alberta) now operational and the Aboriginal site in Region 6 (Edmonton and Area) currently being tendered and expected to be operational early in 2012.

Resources - OBSD

[Leadership](#)

The AASCF ensures you have easy to access, up to date resources to assist you in furthering your leadership development. Find an extensive listing of resources, news & professional development opportunities.

[Leadership & Management Tools & Resources](#)

[Governance Tools & Resources](#)

[Leadership Reports](#)

[Leadership Ongoing Professional Development](#)

[Leadership Scheduled Training Open for Registration](#)

[AASCF Leadership Bursary Report 2007 – 2011 and Application](#)

[Supervision](#)

[Best Practice Guidelines For Reflective Supervision/Consultation, Kansas Association of Infant and Early Childhood Mental Health \(KAIMH\), 2002 revised 2/15/11](#)

Resources - OBSD continued

[Clinical Supervision in Child Welfare Practice—Moving Beyond the Symposium, Katharine Dill, Doctoral Student, Faculty of Social Work University of Toronto, 2007 \(Powerpoint presentation\)](#)

[Collaborative Therapy with Multi-Stressed Families, 2nd edition, William C. Madsen, The Guilford Press, 2007 Available on Amazon.com](#)

[Reflective Supervision, Cheryl Williams- Hecksel, LMSW, School of Social Work, Michigan State University March 2010 \(Powerpoint presentation\)](#)

[Supervision: Now or Never: Reclaiming Reflective Supervision in Social Work , Tony Morrison and Jane Wonnacott, 2010 - In-Trac Training & Consultancy](#)

[Three Building Blocks of Reflective Supervision, Zero to Three, National Centre for Infants, toddlers and Families Excerpted from Parlakian, R. \(2001\). Look, listen, and learn: Reflective supervision and relationship-based work. Washington, D.C: ZERO TO THREE.](#)

Symposium

[Protecting Children is Everyone's Business: National Framework for Protecting Australia's Children 2009-2020, an Initiative of the Council of Australian Governments](#)

[National Framework for Protecting Australia's Children Three-year Action Plan 2009-2011—Progress Update May 2011](#)

Tools:

[Ages and Stages](#)

[Family Assessment Form](#)

[Providing Effective Supervision: A workforce development tool including a unit of competence and supporting guidance. Includes examples for organizations and managers to adapt for the development of their supervisory practice, Skills for Care and Children's Workforce Development Council, UK, 2007](#)

Readiness Assessment Tool: email requesting a copy from smaygard@aascf.com