

APS Leadership Development Framework

RESEARCH REPORT

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Introduction

In early 2019, the Adult Protective Services Workforce Innovations (APSWI), a program of the Academy for Professional Excellence, San Diego State University School of Social Work, commissioned work on a two-phase leadership development project. The goal of the project is to develop a statewide Adult Protective Services Leadership Development Framework for managers which includes a research report and leadership workforce development plan.

This report encompasses the first phase or research portion of the project and includes an extensive examination of leadership theories, models, and literature. Program best practices and cross discipline leadership development programs are analyzed. It also includes focus group data from sessions conducted with statewide and national leadership in the field of aging and adult services examining the leadership training needs, current gaps, and suggested next steps in the process.

Information will be presented in three sections covering:

- Literature Review: theories, models, research, tools;
- National and state leadership programs for aging and beyond including a summary of structure, content and competencies, and best practices;
- Leadership development training needs, gaps and next steps.

Literature Review: Theories, Models, Research & Tools

Leadership is an art, something to be teamed overtime, not simply by reading books. Leadership is more tribal than scientific; more weaving of relationships than an amassing of information, and, in that sense, don't know how to pin it down in every detail (DePree, 1989).

Over the years, researchers and practitioners have come to agree that leadership is a flexible developmental process with each new piece of research or theory building on the last. The concept of leadership is impacted by situations, contexts, culture, working environment, new laws and regulations, information overload, organizational complexities and psycho-socio developments (Ahmed & Nawaz, 2016).

Transformational Leadership Theory and Style

Transformational leaders build motivation and morale of staff and themselves. Their engagement with staff is based on shared values, beliefs and goals and this impacts performance in attainment of the shared goals. Transformational leaders identify the need for change, gain consensus, create a roadmap that guides the change, and then embark on the change. These are visionary leaders who appeal to subordinates “better nature and move them toward higher and more universal needs and purposes” (Ahmed & Nawaz, 2016).

Transformational leadership tends to produce positive outcomes on both the individual and organizational levels. These leaders rate their relationships with staff as a high priority and treat staff with individualized attention to cultivate achievement and growth. As per Cummings et al., relational and transformational leadership styles produce better quality outcomes than more autocratic leadership styles (Ahmed & Nawaz, 2016).

Strengths-Based Leadership

Rath and Conchie (2008) examined Gallup data on leadership including studying over a million work teams and interviewing tens of thousands of leaders and followers. Three key findings related to effective leadership and high performing teams were discovered.

The researchers found the following:

The most effective leaders are always investing in strengths. The strength domains included executing, influencing, relationship building, and strategic thinking. Effective leaders also surround themselves with the right people and then maximize the team. A well-rounded team has representation from all strength domains preferably. Lastly, the most effective leaders understand the needs of their followers. These basic needs were identified as trust, compassion, stability and hope (Rath & Conchie, 2008).

The researchers also found some commonalities in high-performing teams to note. High-performing teams don't let conflict hijack the process because they are focused on results. What is best for the organization is a priority and identified before they move forward. These teams have work-life balance, they embrace diversity and attract talent (Rath & Conchie, 2008).

Appreciative Inquiry

One strengths-based leadership approach, Appreciative Inquiry, is a philosophy and a methodology for positive change that is rooted in positive psychology and positive organizational scholarship. Developed by David Cooperrider and colleagues at Case Western Reserve, this model is rooted in three concepts – appreciation, inquiry and wholeness (n.d., What is Appreciative Inquiry? A Short Guide to the Appreciative Inquiry Model & Process, 2017).

What differentiates this model is it begins with strengths and successes that already exist and builds from there. Related outcomes include reinforcement of culture and relationships, creation of a common vision, promotion of learning, and movement towards collective action.

Appreciative Inquiry also includes a process component which is divided into four phases – *Discovery*, *Dream*, *Design* and *Deploy* which is illustrated in the Figure 1 below (n.d., What is Appreciative Inquiry? A Short Guide to the Appreciative Inquiry Model & Process, 2017). This process is flexible enough to use individually or with groups, in-person or online and the length will vary depending on goals.

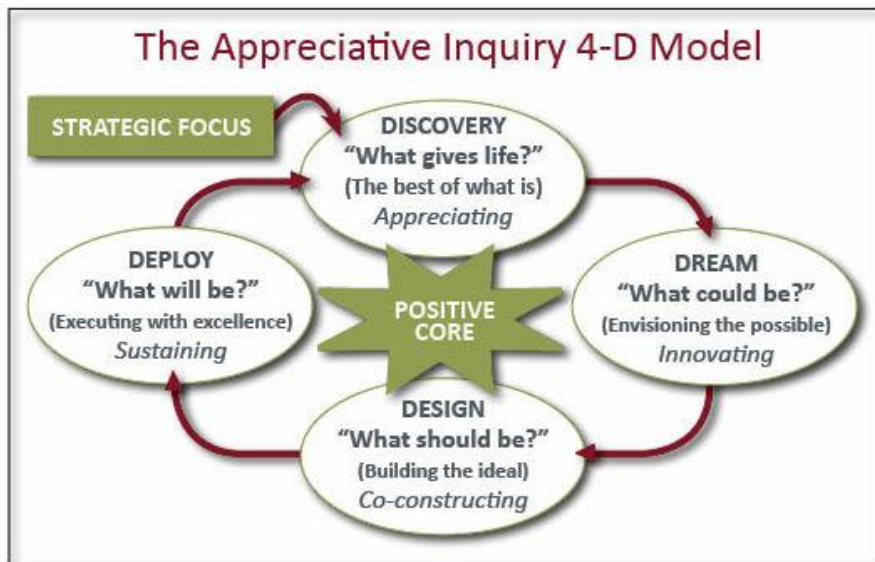


Figure 1 - The Appreciative Inquiry 4-D Model (Source: <https://cvdl.ben.edu/blog/what-is-appreciative-inquiry/>)

Through their research on Appreciative Leadership and positive power, the Corporation for Positive Change identified "Five Strategies of Appreciative Leadership". They include:

- Inquiry* which values people and their contributions;
- Illumination* which allows understanding of how people can contribute, find strengths;

Inclusion creates a sense of belonging;
Inspiration provides a sense of direction;
Integrity sets expectations for everyone.

Each core strategy meets a different need for people which helps drive performance and build a healthy organization (n.d., Five Strategies of Appreciative Leadership, 2019).

Collaborative Leadership

Over eight years, the Research Center for Leadership in Action at NYU Wagner studied social change leaders in 90 organizations across the United States. The goal was to find out how leadership manifests to produce change in a collective way within organizational environments with extremely scarce resources.

The researchers found that social change leaders viewed leadership more as “work” rather than personal attributes and they were able to identify three areas of practice that leaders within the organizations engaged in to produce “leadership capital” (n.d., How Social Change Organizations Create Leadership Capital and Realize Abundance Amidst Scarcity, 2011). They define this type of capital as built on human capacity and being actively engaged in leadership not based on monetary means.

The three leadership practices the researchers identified include:

Reframing discourse – These leaders work to disrupt established frames, while proposing others more congruent with their vision for the future. This reframing creates cognitive shifts, in targeted audiences that in turn, produce changes in power relations.

Bridging difference – These leaders create the conditions to bring diverse groups together and facilitate joint work while maintaining, appreciating and drawing on differences. This can also happen at the inter-organizational level to leverage different types of resources and advance nonprofit missions. Bridging highlights interdependencies and nurtures diversity so that collective action becomes obvious and collective achievements natural.

Unleashing Human Energies - Knowledge is power and the fundamental source of power comes from within the community, despite its apparent material scarcity. The point of departure for this work is the belief that people already come with a deep knowledge of the problem, which is derived from their own lived experience.

These practices are most effective when woven together and consistently used. They energize and sustain mission-related organizational work, including managerial activities like strategic visioning and fundraising, as well as political activities like advocacy and organizing (n.d., How Social Change Organizations Create Leadership Capital and Realize Abundance Amidst Scarcity, 2011).

The practices also allow people to take up their own leadership, they create the conditions where everyone, despite their position, understands their unique leadership role. The researchers state, “to

create “leaderful” organizations and systems there must be an understanding that leadership is not only something that belongs to each individual, but it also becomes collectively shared when each member takes up his/her leadership within a mutually agreed framework” (n.d., How Social Change Organizations Create Leadership Capital and Realize Abundance Amidst Scarcity, 2011).

The researchers highlight the importance of this type of leadership work giving life to management choices and the importance of leaders to understand and utilize the multiple dimensions of the work — rational and emotional, individual and collective. To close, they recommend leaders consider the following, “If this type of work generates needed leadership capital to address the scarcity of other resources that can sustain the work, then leaders in nonprofits must prioritize this work as much as they do efforts to bring in financial resources” (n.d., How Social Change Organizations Create Leadership Capital and Realize Abundance Amidst Scarcity, 2011).

Collaborative Leadership Model – Quantum Leadership

Related to the work cited above is the collaborative leadership model called Quantum Leadership which arises from the work of Leadership for a Changing World program and partners including The Advocacy Institute, The Research Center for Leadership in Action at NYU Wagner, and The Ford Foundation. Quantum Leadership states that leadership arises from community and active interrelationships and connections thus an individual leader thinks less about “how can I move this mountain” but instead thinks “how do we move this mountain” essentially building the community capacity for action (Milewski, 2006).

To help shift thinking from the individual leadership paradigm to a successful collaborative leadership approach, the authors developed a tool called the Seven Drivers of Quantum Leadership. The drivers are broken into two parts – Transforming the Community and Transforming the Community’s Environment – with action steps within each part.

Transforming the Community - Quantum leadership transforms the group into a synergistic generator of leadership, where everyone’s actions contribute to keep the system going. In such an environment, leaders seem to arise organically.

1. *Build Strong Community Relationships* - This requires building and strengthening channels of communication, obligation, and interdependence. This is the foundation of quantum leadership.

2. *Open the Space for Community Initiative* - Listening and dialogue begin to create the conditions under which community members first speak of and listen to the issues they share, then imagine new ways to deal with such issues, and then finally rise to act towards the new possibilities they see.

3. *Find the Deep Sources of Strength* - Part of quantum leadership's power comes from connecting a community's sense of its own power to existing forces that are deeply anchored within the community.

Transforming the Community's Environment - This part of the process takes place outside the safe space where the community has undergone its change and involves bringing that change into a reality that may at first hold no place for the community.

4. *Face the Wind and Bend Without Breaking* - At this point in its transformation from a collection of individuals to a generator of leadership, the community must face the world's challenges while maintaining its vision, its structures, the integrity in its actions, and the connection to its humanity.

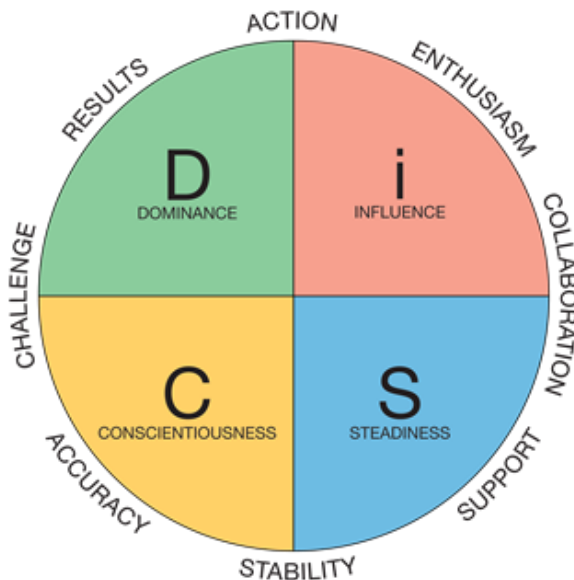
5. *Stretch and Build the Relationships Outward* - In expanding the community connections outward, leaders may need to determine whether potential new partners share enough common goals for their journeys together.

6. *Encourage Purposeful Learning* - In the world of working for change, constant shifts demand that changemakers remain open-minded and flexible, re-examining their methods and even their missions as they constantly steer towards the changes they wish to see.

7. *Bring the Future into the Present* - Creating and enacting a well-thought-out strategy must be part of this process, but this driver of quantum leadership does not really refer to that aspect of moving towards the overall goal. This is both a methodology and a state of mind: a constant and ongoing recognition of the contributions of each success, each small gain that may accompany failure, each lesson, and each team member, toward the ultimate goals of the organization, the coalition, or the movement.

(Milewski, 2006)

Everything DiSC® Model



Everything DiSC® is comprised of a theory and psychometric tools that have a 40 year plus history of research and testing. Assessments and training are based on dimensions of human behavior (axes) and styles of behavior (quadrants) with the notion that most everyone is a blend of all four styles, but one or more style tends to be dominant (see Figure 2). These tools help leaders understand their own behavioral style and how it interacts with others. These tools can be paired with other assessments such as Myers Briggs or can be used as a stand-alone.

Figure 2 - Everything DiSC® Model (Source: <http://www.everythingdisc.com/About.aspx>)

Wiley, the company who owns Everything DiSC®, offers many fee-based products including:

Everything DiSC® Workplace - classroom training that uses online pre-work, facilitation with video, and online follow-up to create a personalized learning experience. Participants understand and appreciate their styles and the styles of the people they work with. The training covers: Discovering Your DiSC Style; Understanding Other Styles; Building More Effective Relationships; Optional People-Reading and Comparison Report activities

Everything DiSC® Management - classroom training that uses online pre-work, facilitation video, and online follow-up to create a personalized learning experience. Participants learn how to read the styles of the people they manage. The result is managers who adapt their styles to manage more effectively. Focus one-to-one relationships. The training covers: Your DiSC Management Style; Directing and Delegating; Improving Employee Motivation; Employee Development; Working with Your Manager

Everything DiSC Work of Leaders® - classroom training that uses online pre-work, facilitation with video, and online follow-up to create a personalized learning experience. Focus one-to-many relationship and on tangible steps directed at leading a group or organization toward desired outcomes. Uses the framework of Vision, Alignment, and Execution and how individual leadership styles impact effectiveness. Based on research-based leadership best practices.

(Wiley, 2019)

National and State Leadership Programs for Aging and Beyond

Managing your problems can only make you good, whereas building your opportunities is the only way to become great (Collins, 2001).

In 2010, the American Society on Aging (ASA) recognized the need for leadership development for the aging field and conducted a comprehensive needs assessment utilizing their national, multi-disciplinary leadership and membership of professionals in aging. A component of the full needs assessment included a profile summary of several national leadership development training programs. For the current research report, the 2010 information was adapted and used as a launching point to update and expand on the original summary. In Appendix A, the nine program summaries include: program overview, program objectives, tuition/application process, program structure, content and competencies, and any other relevant information.

Summary of Structure, Content & Competencies and Best Practices

Though each of the nine leadership development programs were unique, there were themes, topic areas and best practices that emerged:

Structure – Programs varied in length from short-term intensive in-person (4 to 10 days) to year-long programs with a mixture of in-person and online interaction. Most programs had smaller cohorts (15-30 participants) with a few indicating larger cohorts were dependent on enrollment. Costs varied among the programs with some being funded by participant registration fees, foundations/contracts/grants, or association membership fees.

Content & Competencies – All programs, regardless of program length, bring participants together to share their experiences and learn from each other either through conference, retreat or class settings. Many programs involve a mentorship or some sort of coaching component during the program and a alumni/networking group thereafter. Some programs require a team or individual project as a capstone.

Common program competencies include:

- Individual and team leadership including some sort of self-assessment or self-exploration
- Collaboration, relationship-building and networking
- Visioning, critical thinking, problem-solving
- Creating and handling systems or policy change
- Managerial and/or financial skills
- Diversity, inclusion, cultural awareness/competence
- Communication – individual, team, presentation skills and conflict resolution

Best Practices – Most if not all programs identified as strengths-based focusing on building or strengthening leadership skills and capacities of emerging or existing professionals and their communities of practice. Additionally, a collaborative or team-based approach or philosophy was utilized in many programs highlighting the power of growing and leveraging a more inclusive leadership style. Many programs offered mixed modalities for learning and connection including some sort of face-to-face session, homework and/or action learning activity, mentoring and/or coaching, and ongoing group/networking opportunity. The programs to note as best practice examples include: Center for Health Leadership and Practice, Executive Leadership Academy, Leaders in Action, and LeadingAge’s Larry Minnix Leadership Academy.

Leadership Development Training: Needs, Gaps & Next Steps

A leader is someone who holds her- or himself accountable for finding the potential in people and processes (Brown, 2019).

With a few exceptions, there is a dearth of leadership training opportunities and formal leadership training programs for professionals in Aging. Most learning and development occurs on the job with multiple competing tasks and priorities, often not prioritized as a worthwhile use of time or energy. In reality, just the opposite is true, leadership training can benefit organizations on multiple levels and in a multitude of ways. Preparing leaders to lead is one of the best investments an organization can make.

The National Adult Protective Services Association (NAPSA) Recommended Minimum Program Standards Strategic Goal 5 states, “(NAPSA) supports the development of increased skills, knowledge, and abilities of APS professionals throughout the country by developing and providing high quality training materials and training opportunities” (NAPSA, 2013). Towards this goal, NAPSA, The Academy for Professional Excellence/APS Workforce Innovations (formerly MASTER) developed four core competency trainings for supervisors including: *Supervisor as Trainer, Working with Less, Understanding Self as Supervisor, and Foundations of Effective Supervision*. Additionally, the *Field Guide for APS*, was developed to provide agencies an “organized system to ensure that the new APS worker gains the experiences and formal training needed to be an effective professional” (The Academy for Professional Excellence, 2015) . The guide highlights nineteen Knowledge Areas identified as comprehensive for APS field work.

The following information comes from needs assessments, focus groups, and surveys conducted with leaders in the aging field on leadership programs.

American Society on Aging

In 2010, the American Society on Aging (ASA) recognized the need for leadership development for the aging field and conducted a comprehensive needs assessment utilizing their national, multi-disciplinary leadership and membership of professionals in aging. The goal of the assessment was to get emerging leaders and veteran leaders’ feedback on the following: global needs and solutions in the field of Aging; what qualities contribute to a successful leader; what is missing in current leadership development opportunities; what topics should be covered; and what structure would be most effective.

The research included a total of 62 interviews with emerging and veteran leaders. Approximately half of the respondents had previous experience with a leadership development program. The following is an outline of the most salient findings.

As per respondents, the leadership training should be comprised of two tracks – leadership development and management training with a robust alumni group or network for continued collaboration and networking. A summary of track topics includes:

Management Training	Leadership Development
Basic management skills: time management; finance/budgeting; grant writing, how to develop a business meeting/use IT; strategic planning; and supervision.	Finding your leadership voice: leader as visionary, awareness of macro/big picture and trends, policy development.
Motivating others: team building, trust, empowerment; consensus building; facilitation; motivational theory; conflict management.	Understanding your personal leadership philosophy, values, vision and style for optimal collaboration; personal strengths/challenges; embracing diversity.
Communication and networking: written/oral communication skills; negotiation skills; building your network; public speaking/presenting; art of persuasion; marketing; and community, political, funder relations.	Leader as educator/role model/mentor; continuous education and development; informed decision-making.
Clinical and gerontology: quality management; history and evolution of the aging field; understanding the aging process; person-centered care; aging in place; technologies that enhance independence.	Leader interacts well with diversity – within and outside organization (race, ethnicity, age, gender, title).

(Holleran, 2010)

Many interview questions were on the topic of program structure, interest in participation, and willingness to commit. In summary there was the most interest in an experience-based leadership program that has a length of 3-6 months with monthly in-person contact and other weekly communication. Program components were scored on a Likert Scale from 1-5:

Activity	Willingness/Availability to complete
Readings	3.86
Independent assignments	3.64
Work with a mentor	4.03
Complete a long-term research project	3.14
Complete a community service project	3.56

(Holleran, 2010)

Other program components noted include: self-assessment and 360-degree evaluation. From this research, ASA developed their Leadership Institute which has graduated close to 250 leaders across the aging field (See Appendix A for additional program information).

CCASTA Supervisor Focus Groups

In 2018, the Central California Adult Services Training Academy (CCASTA) held three focus groups across the state with Adult Protective Services (APS) Supervisors representing 14 counties and a cross-section of county demographics (size, region, localities, etc.). “The purpose of the groups was to identify skill

sets, behaviors and best practices for county APS Social Workers as well as determining what coaching/transfer of learning tools or training is still needed for Supervisors” (CCASTA, 2018).

The groups reviewed the learning objectives from the National Adult Protective Services (NAPSA) Social Worker Core e-learning. It was agreed that supervisors play an integral role in transfer of learning and reinforcement of knowledge and skills learned in training but communication between supervisor and worker is not always happening. Barriers identified include large worker case loads and lack of time for supervisors to review or participate in the trainings themselves. Additional challenges reside in county differences in “regulations, policies, resources and processes” which may not be reflected in APS Core trainings (CCASTA, 2018).

There was consensus that supervisors need to be supported to participate in core trainings on critical topics, be provided transfer of learning tools for each Core course, be encouraged to use these tools with staff, and utilize the *APS Guidelines to Supplement Regulations* developed by the APS Consistency Workgroup and coordinated by the California Welfare Directors Association.

The following skills sets, knowledge and behaviors were identified as needing additional emphasis and/or reinforcement within the current core trainings and transfer of learning activities:

- Interviewing and developing rapport;
- Self-awareness and self-reflection;
- Critical thinking/analysis;
- Financial exploitation
- Client capacity

(CCASTA, 2018)

There was also consensus that advanced training for experienced caseworkers and supervisors is needed.

Adult Protective Services Leaders Institute Initial Survey

In January 2019, the California Department of Social Services (CDSS) Adult Protective Services (APS) Program Liaison administered a brief survey to county upper management regarding top training topics and “big picture” outcomes the forthcoming APS Leaders Institute should prioritize. Preliminary data from 54 responses was shared for research and planning purposes.

The three most important training topics for the APS Leaders Institute to address according to survey respondents (n=54) includes: How APS organizational structure drives processes; Using data for program improvement; and Fiscal-understanding of funding streams.

The three most important “Big Picture” outcomes include (n=52): Developing case management services for high-need APS clients; Decrease abuse and self-neglect reoccurrences; and Develop a state level quality assurance standard.

In a subsequent meeting in February 2019 to discuss the survey data, the Protective Services Operations Committee (PSOC) endorsed the ranking of the training topics and endorsed the “Big Picture” outcome be focused on case management services for high-need APS clients. Subsequent discussions around liability with on-going case management and APS client right to self-determination will need to be addressed.

Next Steps

This concludes the first phase or research portion of the Adult Protective Services Leadership Development Framework for managers. The research found in this report will be used to inform the development of a comprehensive leadership workforce development plan, which is the second phase of the two-part Framework project. The plan will include recommended foundational and advanced topics, sequencing, training modalities, use of emerging technologies and practices, and next steps. Projected completion of workforce development plan is March 31, 2019.

Appendix A – Leadership Program Matrix

American Society on Aging’s Leadership Institute

Overview

The ASA Leadership Institute is a five-day leadership development intensive that offers self-assessments of communication and leadership styles, presentations by recognized leaders in the field of aging, facilitated dialogue, networking opportunities, leadership literature and online learning. Program components are carefully designed to prepare the next generation of leaders in the field of aging.

It is open to all professionals in the field of aging who have at least three to five years’ experience and a strong interest in building personal leadership skills and capabilities, including effectiveness in current or future professional positions.

<https://www.asaging.org/leader>

Program Objectives

- Identify major shifts in the field of aging, including the impact of changing demographics, culture, policy, technological and other factors on leaders and diverse communities;
- Describe the importance of leading a multicultural, inclusive team of professionals who reflect diverse views and opinions;
- Learn from successful leaders who have worked across boundaries, silos, and have surmounted barriers to solve small and big issues, creating sustained improvement;
- Identify resources to serve the growing cohort of diverse older people facing a spectrum of health, racial, economic and other disparities;
- Build a more expansive and robust professional peer network with which you will share resources, ideas, helpful information in future years.

Application Process & Tuition

- Online registration - \$1295 ASA Member / \$1495 Non-ASA Member. Lodging, travel expenses and meals are also paid by the participant or their organization.
- Submission of a headshot and brief bio which includes a summary of experience in aging services and current position, educational background, and other pertinent information.

Program Structure

The program is 5 day in-person intensive held during the Aging in America Conference. Two online individualized assessment tools based on the Everything DiSC Management®, pre-reading assignments, and participation in an online web seminar take place prior to the in-person intensive. The class size is varies depending on enrollment, but average size is 40-50 participants (program max is 60). Participants who successfully complete the program receive an ASA Leadership Institute Program Certificate.

Content & Competencies

Benefits to participants and organizations:

- An increased self-awareness of your leadership style, a keen understanding of how your style can complement or clash with others' styles, and an understanding of how to adjust to fit the needs of the people you manage.
- Mastery of approaches to working effectively in multicultural and ethnically diverse organizations and communities to influence positive change.
- Substantive insights into the leadership styles and experiences of visionaries, policy makers, change agents and influencers who have had significant impact in the aging field—a professional network of colleagues.
- Participants can earn CE credits from participation in Aging in America Conference programs.

2019 Program and Faculty: https://www.asaging.org/sites/default/files/2018-12/2019%20Leadership%20Institute%20Program%20Final_v1.pdf

Bush Foundation Change Networks

Overview

Change Networks are unique learning experiences for people who want to build the skills and connections that will help them become more effective leaders. They are designed for people who have the desire and potential to make positive changes where they work.

As the region, Minnesota, North Dakota and South Dakota, becomes more diverse, people who want to make their communities better for everyone need to be able to work with folks from all walks of life. That is why our Change Network offerings are focused on providing a unique opportunity to learn how to work effectively with people from diverse backgrounds.

Through partners, cohort-style programs are offered that equip participants to lead change in a more equitable and inclusive manner. Participants not only learn new skills, but also gain new allies who will support them in their work during the program and beyond.

There are three Change Network programs, one each in Minnesota, North Dakota and South Dakota. The 2018 cohorts will run from Fall 2018 to Summer 2019.

<https://www.bushfoundation.org/fellowships/change-networks>

Program objectives

Change Network: Minnesota - The Cultural Wellness Center and the Public and Nonprofit Leadership Center at the University of Minnesota's Humphrey School of Public Affairs, in partnership with the Bush Foundation, present a leadership program that will challenge and inspire you to grow and make change

for a more equitable and inclusive Minnesota. This program is designed for anyone in communities, organizations, and systems that are positioned to be change makers.

<http://www.changenetworkminnesota.com/program.html>

Application Process & Tuition

Anyone positioned to be change makers within their organizations. The application is open to people of all cultural communities. They prioritize people who express their pursuit of a future where *all* Minnesotans can live harmonious, fulfilling lives. They want people who want to lead in a way that is transformative, inclusive, and equitable, and will bring the best of themselves to this program.

They look for interested individuals from many sectors including government, nonprofit, business, politics, education, community activism, medicine and healthcare, from all over Minnesota.

Throughout the course, participants will work with their champions to develop an action plan to embed their learnings in their own organization. As part of this program, participants implement their action plan in their organization with a financial support of up to \$5,000.

- Online application opens May 1, 2018.
- Applications close June 15, 2018.
- Interviews to be conducted August 15 - 17, 2018, and you will hear from us on August 27, 2018.
- Our leadership program participants for the second cohort will be announced publicly on August 31, 2018.

Program Structure

The participants of the program meet monthly. There are readings and materials assigned for times between meetings, and there is an online portal to support continuous learning. The 2018 cohorts will run from Fall 2018 to Summer 2019.

Program Components:

- Cultural Self-Study - Cultural Self-Study is a method created by the Cultural Wellness Center to study culture in the context of equity and inclusion. Participants explore their own selves - their thinking, assumptions, values, lineage, training and education, and identities that make up who they are. This understanding serves as their cultural foundation that brings awareness of self and their spheres of influence for change.
- Courage to Act Differently - Through the combination of activities, mentorship, and being in a leadership cohort, inspires courage in the participants to act differently. This includes speaking their truth and living and working to their principles and beliefs. By having this sense of themselves and their inner courage, participants see how that aligns with their context to make change happen.

- Organizational & Institutional Analysis - Knowing your context is necessary for you to be an effective changemaker. Participants will learn about the essence of organizations, institutions and systems, especially:
 - What are the organizational practices, beliefs, and cultures that come out of cultural foundations or system of thought?
 - What is the language and terms that come out of particular cultural foundations?
 - How do we work and lead equitably and inclusively with the knowledge of our organizations, institutions and systems?
- Monthly In-Person Sessions
- Elder Coaching - Cultural and community elders are a key component of the mentorship. Elders are members of participant’s identified cultural community who will share their wisdom and reinforce the concept that leadership development is not just an individual professional change, but mirrors back to the community that you are from. Everyone is matched to an elder coach - participants can either identify an Elder from their own community or work with us to be matched with an Elder.
- Mentoring by Champions - To effectively create change, champions are essential to support work and growth. Identified from within participant’s organization as part of the application, they provide support, access, and influence. These are the closest allies in implementing projects, providing wisdom in navigating specific contexts to create a more equitable and inclusive space. Champions are not *just* mentors. Champions actively and vocally support the participants and seek to remove obstacles that might stand in their way.

Center for Health Leadership and Practice

Overview

The Center for Health Leadership and Practice began in 1991 with their first program, the National Public Health Leadership Institute, which trained senior health officers for over twenty years. Since then, they have expanded and diversified to stay on the cutting edge of public health and leadership trends. Since 2011, the Center has been under the direction of Carmen R. Nevarez, MD, MPH, vice president of external relations for the Public Health Institute and past president of the American Public Health Association. The Center is funded by the Centers for Disease Control and Prevention, Association of State and Territorial Health Officials, National Association of City and County Health Officials, Robert Wood Johnson Foundation, The California Endowment, Kaiser, and Y-USA.

Current projects include team-based leadership academies, consulting, and the leadership learning network. <https://www.healthleadership.org/>

Program objectives

Today's public health challenges are complex, rapidly evolving, and call for a new approach to leadership development. Their strategy moves leadership training towards strengthening the capacity of individuals and groups to work together and transform their communities into healthier environments. Including:

- Meeting people where they are and leveraging existing strengths
- Ensuring communities have an authentic voice in shaping their health and well-being
- Cultivating networks between public health leaders and other fields of expertise like urban planning, education, and transportation
- Strengthening coalitions to address the root causes of health inequities in their communities
- Building the capacity for policies that support healthy communities

Application Process & Tuition

National Leadership Academy for the Public's Health - Online application, application process opens in Fall. Program Year: January - December 2019. Eligibility: Teams of four individuals coming from intact coalitions/working groups already working across sectors to problem solve are eligible to apply. Cost: NLAPH is free for all teams, including cost of roundtrip transportation and lodging, access to program materials, and enrollment in the Leadership Learning Network.

Program Structure

National Leadership Academy for the Public's Health -

https://www.healthleadership.org/program_nlaph

The National Leadership Academy for the Public's Health (NLAPH) began in 2011 to provide training to four-person multi-sector teams from across the country to advance their leadership skills and achieve health equity in their community. Funded by the Centers for Disease Control and Prevention, the one-year program uses an experiential learning process that includes webinars, a multi-day retreat, coaching support, peer networking, and an applied population health project.

California Leadership Academy for the Public's Health -

https://www.healthleadership.org/program_calaph

The California Leadership Academy for the Public's Health (CaLAPH) works with multi-sector teams across the state of California to advance their leadership practice and address social determinants of health. CaLAPH provides teams with leadership training via coaching, webinars and retreats to achieve improvements in population health in their community. *Many of the four-person multi-sector teams are from The California Endowment Building Healthy Communities sites.* Each team works on an applied health leadership project.

Content & Competencies

National Leadership Academy for the Public's Health

5- Multi-Sector Competencies:

- Individual and Team Leadership
- Ability to Work Across Sectors
- Systems and Policy Changes

- Using Data to Plan, Deliver, Evaluate and Monitor
- Continuous Quality Improvement

Notes: Excellent model for website and program infographic

Executive Leadership Academy (ELA)

Overview

A yearlong program cosponsored by the Council of Independent Colleges (CIC), the American Association of State Colleges and Universities (AASCU), and the American Academic Leadership Institute (AALI) to prepare experienced provosts and vice presidents to become successful presidents or move up to positions of greater responsibility. By completing the program, participants will have acquired considerable knowledge, skills, and experiences that are germane to the portfolio of responsibilities and activities central to the work of a president or other senior leader. Participants remain in their current positions during the program.

Program Structure

Approximately 35 cabinet officers, drawn from all divisions of the institution, will be selected for the 2019–2020 program—half from CIC member institutions and half from AASCU institutions. Individuals who currently serve in cabinet-level positions are eligible.

The program consists of:

- Two seminars in Washington, DC, (July 15–17, 2019, and June 17–19, 2020) led by current and former presidents and vice presidents as well as experts in key areas;
- Readings concerning presidential responsibilities;
- Professional Experience Plan (PEP), a highly individualized plan of activities developed by the participant and his or her president;
- Mentorship by both the participant’s president and the program director designed to fill the gaps in the participant’s expertise and experience;
- Webinars, regional gatherings, and activities developed by participants; and
- Structured conference calls among the participants, mentors, and program director.

2019-2020 Brochure: <https://www.cic.edu/p/Executive-Leadership-Academy/Documents/CIC-ELA2019-2020-brochure.pdf>

Application Process & Tuition

The president to whom the cabinet officer reports must nominate the candidate. Presidents complete the nomination form and commit to serve during 2019–2020 as a mentor and to work with him or her on experiential opportunities consistent with the program’s content and intent. Individuals who wish to participate should ask the president of their current institution to submit the nomination. The nomination packet should consist of the following items:

- A nomination form, completed by the president of the institution, that includes the nominator’s agreement to serve as the nominee’s mentor during the ELA year. The nomination form is available at www.cic.edu/ExecutiveLeadershipAcademy for candidates from CIC member institutions and www.aascu.org/LD/ELA for candidates from AASCU member institutions.
- The nominee’s curriculum vitae.
- A letter of nomination that emphasizes the nominee’s qualifications for the program and potential for assuming a presidency, citing the candidate’s specific strengths, accomplishments, and probable career path.
- A statement by the candidate explaining his or her interest in and potential for a presidency or other senior position in higher education. The statement should address the candidate’s strengths, accomplishments, and career plans. It also should address what the candidate has learned thus far about leadership and his or her suitability for a leadership position. What gaps exist in the individual’s preparation for a presidency? What talents and skills need further development?

The program fee for the 2019–2020 academic year is \$2,650. The fee includes all program costs as well as most meals during the two seminars. The participant or his or her institution is responsible for travel and lodging expenses. Support to offset some of these costs is available to a small number of participants at institutions with limited funding for professional development.

Ladder to Leadership – Community Memorial Foundation

Overview

Ladder to Leadership is an in-depth capacity building program aimed at strengthening the leadership skills of mid-career professionals. Through an innovative, 16-month curriculum, the program dually enhances the leadership capacity of the nonprofit organizations supported by the Foundation.

Community Memorial Foundation partners with the [Center for Creative Leadership](#) to sponsor the Ladder to Leadership program. Initially developed with funding from the Robert Wood Johnson Foundation, the program focuses on cultivating the leadership potential of emerging leaders by training them in skills related to:

- influencing systems
- bringing about organizational change
- adapting innovations from other fields
- creating more client-focused services

- working across traditional organizational boundaries

Participants receive support to enhance their skills through a series of courses, mentoring, action learning projects and individual professional coaching.

<http://cmfdn.org/ladder-to-leadership/>

Leaders in Action (LIA)

Overview

Leaders in Action (LIA) was established in 2004 and is an executive development training program for current executive and upper-level managers employed by the Southern California human service agencies aspiring to executive and director-level positions. The program is a collaborative partnership between the Southern Area Consortium of Human Services (SACHS), San Diego State University, and the Academy for Professional Excellence. This training program originated out of an interest from human services directors for an executive talent pipeline to fill high-level positions in human services.

<https://theacademy.sdsu.edu/programs/lia/>

Program objectives

The program's goal is to create a critical mass of highly competent executives in the southern region ready for tomorrow's county leadership opportunities and challenges.

Application Process & Tuition

Most candidates have at least 3-5 years of mid- to upper-level management upon application to the program. The number of training slots allocated to each county varies according to county size and agency need, but the range is from 2–5 candidates per county for each LIA training, and the total classroom size is typically 24-26 participants.

Program Structure

LIA is a five-month program that incorporates evidence-based approaches to succession planning and executive development in a way that is tailored to the needs of the Southern California SACHS counties. As of 2018, there have been a total of 14 annual cohorts of LIA participants. Additionally,

Program components:

- 15 days of executive training delivered by current and past agency directors and executives, professional trainers, university faculty, and program alumni.
- Feedback from colleagues on job performance via a 360 assessment.
- A leadership temperament survey to enhance leadership style.

- An Individual Development Plan (IDP) identifying concrete, measurable steps to achieve career goals.
- One-on-one leadership coaching provided throughout the training program.
- An Online Learning Community where LIA participants can discuss issues facing today's leaders as expressed in current leadership literature. In 2018, a Facebook Workplace group was instituted to promote connectivity and resource sharing.
- Regular cross-county networking opportunities to exchange ideas and develop professional relationships with peers in other agencies.

Content & Competencies

As per 2018 training schedule, topics included:

- Navigating personality styles
- Social and emotional intelligence
- Strengths-based leadership
- Art of coaching
- Diversity in workforce and self-awareness
- Organizational and culture change
- Strategic management
- Critical thinking
- Political savvy
- Presentation skills
- Legal issues
- Professional quality of life
- Media relations
- Art of facilitation
- Fiscal essentials

LeadingAge's Larry Minnix Leadership Academy

Overview

The Larry Minnix Leadership Academy is a year-long leadership development program designed to enhance the leadership skills and core competencies of nonprofit leaders within the LeadingAge membership.

Launched in 2006, the Academy has helped propel its over 400 alumni to advance the field of aging services by serving on state and national boards, presenting at conferences across the country and stepping into a high-profile leadership role.

<http://leadingage.org/education-1/leadership-programs/leadership-academy>

Program objectives

The Leadership Academy is designed to develop the leadership capacities and core competencies of aging services professionals across the continuum of care and services. The program emphasizes self-awareness and relationship-building to tap into an individual's natural talents and uncover their authentic leadership style, irrespective of their professional experience, job title or type of position within an organization.

Application Process & Tuition

LeadingAge seeks inclusive participation within the field of aging services, representative of its diverse workforce. Any individual who works for a LeadingAge provider member organization is eligible to apply, irrespective of professional experience, type or level of position.

A fee of \$5,800 is required upon selection. Participants are responsible for their own hotel and travel costs/arrangements. LeadingAge offers financial support (up to \$5,800 to cover program fee) to organizations with limited financial resources. Interested individuals will be asked to provide a statement of need as part of their application.

Evaluation Criteria:

A committee of LeadingAge members and association staff will evaluate applications using the following criteria:

- How well does the applicant demonstrate a personal commitment to the field of aging services?
- How well does the applicant demonstrate a dedication to lifelong learning?
- To what extent does the applicant possess the leadership capacity needed to be a transformational leader?
- How well defined, insightful and introspective are the leadership essays?

Program Structure

The Academy's year-long, graduate-level curriculum unfolds over five in-person experiences and monthly virtual gatherings. It provides a broad understanding of leadership theory and practice through multiple program components, including exposure to:

- A foundation of leadership knowledge that Fellows can draw from to identify, grow and have the confidence to leverage their own leadership abilities.
- Innovative organizations and the people responsible for transforming care and service delivery in our field.
- Diverse perspectives from seasoned leaders and colleagues in the field to foster a deeper understanding of issues facing aging services providers.

In addition, during the program year, Fellows begin working toward the implementation of a program or practice that will help advance an innovation or improvement within their organizations (or the aging services field).

Alumni Network - As an outgrowth of the Leadership Academy, the Alumni Network exists to advance the field of aging services through leadership, service, innovation, shared learning, and fellowship.

Content & Competencies

The Leadership Academy program is developed around specific outcome measures that relate to the leadership skills and core competencies each component is designed to achieve.

- Foundations of Leadership - Develop a discipline of inquiry-driven leadership anchored in life-long individual learning and team growth.
- Graduate Level Curriculum- Immerse in the science, theory and practice of leadership from a wide-range of authors and experts.
- Diverse Network of Peers - Build meaningful lasting relationships that will provide guidance and support over a lifetime of leadership.
- Member Site Visits -Witness inspiring, thought-provoking innovations shaping the future of aging services, across the continuum of care.
- Leaders in Residence - Participate intimate conversations with seasoned leaders in our field about the leadership capacities that enable transformation.
- Self-Evaluation Exercises - Engage introspective reflections of personal leadership and learning styles that heighten self-awareness.
- Mentors and Facilitators - Obtain the tools, experiences and connections needed to become change agents and inclusive leaders.
- Action Learning Project - Actively influence change, support person-directed care and foster innovation in not-for-profit organizations.
- Study Circle - Collectively examine a timely issue relevant to not-for-profit aging services providers.

Continuing Education Credits

As part of the Academy program, Fellows will have the opportunity to attend and earn credit for the General Sessions and some education sessions held during the LeadingAge Annual Meeting and PEAK Leadership Summit. Continuing education credits are not offered for the Leadership Academy program.

n4a Leadership Institute

Overview

The Leadership Institute Started in 2007 and is for members of n4a only.

<https://www.n4a.org/leadershipinstitute>

Program objectives

Leaders know that in order to be successful they need to adopt new ways of thinking, new skills and new tools. Leaders in the Aging Network are no different—the growth in the number of older adults presents

us with unprecedented opportunities and challenges. The Aging Network must tap into the full potential of its diverse and passionate leaders to navigate the changing landscape.

Attendees are challenged and energized in a supportive environment with peers from across the country. They will develop new skills to:

- Increase effectiveness when working with teams and partners
- Bring intention and commitment to addressing challenges
- Act strategically and with confidence
- Stay refreshed and energized for the long-haul

Application Process & Tuition

Online application. Applicants must be an n4a member and work in AAA or Title VI organizations as director or senior staff to be eligible. Tuition for the Leadership Institute is \$1,300, which covers the cost of all sessions, materials, three nights lodging at the conference center, most meals during the Institute and follow-up activities.

Program Structure

Attendees of the Leadership Institute are invited to participate in special events, including alumni network activities throughout the year as well as a special follow-up session at the n4a Annual Conference in July.

At the intensive 2.5 day session in February, you will:

- Complete a leadership self-assessment
- Learn new ways to communicate effectively
- Develop your toolbox for creative problem-solving and planning
- Network with peers and leaders from the Aging Network

After the session, continue to develop leadership with the support of:

- A small peer learning group
- Alumni webinars on critical leadership topics
- A special workshop at the n4a Annual Conference in July
- A luncheon and panel discussion for all alumni of the Leadership Institute

Rockwood Leadership Institute – Art of Leadership

Overview

Since 2000, Rockwood Leadership Institute has provided thousands of leaders with multi-day, transformative leadership trainings for social change nonprofit and philanthropic organizations.

Program Objectives

To provide individuals, organizations, and networks in the social benefit sector with powerful and effective training in leadership and collaboration. Focus on concrete skills, space to slow down and a supportive community.

Application Process & Tuition

Open to anyone who's interested in deepening and strengthening their leadership skills. Candidates apply online. Leaders working on national, state-based, regional and local progressive social change initiatives are encouraged to apply. National leaders working in important grassroots and policy reform sectors. Community based nonprofit and foundation leaders represent Rockwood's core alumni base. Rockwood has been increasingly serving progressive labor, governmental, and private sector leaders across the country. Fees range from \$6,000-\$1,750 depending on organizational budgets.

Program Structure

Each section of the training focuses on one of Rockwood's 6 core practices. Through guided meditation, small group exercises, games, and deep reflection, participants are introduced to each, and learn ways to bring them into to your daily life:

- Purpose
- Vision
- Partnership
- Resilience
- Performance
- Personal Ecology

Agenda: <https://rockwoodleadership.org/rwl/wp-content/uploads/2017/02/rockwood-aol-agenda.pdf>

Content & Competencies

The Art of Leadership: Five-day intensive program. Each participant receives a "360-degree" performance evaluation to clarify areas for their individual leadership development. Professional trainers deliver a curriculum that provides (a) clarity of vision in their work; (b) partnership skills, including listening, speaking, conflict resolution and negotiation;(c) "personal mastery" and emotional intelligence skills; (d) teamwork development skills; and (e) performance skills.

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