



THE LEADERSHIP CHALLENGE® SUCCESS STORY

ENERGIZING THE CULTURE OF DFPS: Using The Leadership Challenge® as an Operating System

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I. EXECUTIVE SUMMARY

Vaundee Arnold and I attended The Leadership Challenge® Workshop in December of 2015 as internal training facilitators and members of the Leadership for Advanced Management Team (LAM Team) at the Texas Department of Family Protective Services (DFPS). This team had been created by legislative action with the directive to create a learning environment that would bring ongoing education to the department's mid- and upper-level management. Vaundee and Denise's goal in attending the workshop was to evaluate the experience on two criteria:

- Would The Leadership Challenge behaviors and practices help the organization improve retention, morale, and overall leadership effectiveness?
- Could The Leadership Challenge Workshop itself be expanded to create an "operating system" that would re-shape organizational culture across the board?

Coming away from the workshop with very positive impressions, the next big challenge was to find a way of bringing exemplary leadership practices, commitments, and behaviors to the agency—making the vision of using The Leadership Challenge® an operating system reality. To that end, Vaundee and I reached out to iLead Consulting & Training and Harness Leadership and, along with fellow DFPS colleague Christine Ashworth-Mazerolle, began collaborating to launch several pilot workshops between September 2016 and January 2017. Since those initial pilots, over 500 leaders throughout DFPS have now experienced the impact of The Leadership Challenge®. Indeed, the majority have been exposed multiple times to the content through the following four components:

1. Two-day The Leadership Challenge® Workshop including the LPI®360
2. One hour of one-to-one coaching conducted three-four weeks after the workshop
3. One-day Progress & Commitment Workshop, two-four months post-workshop
4. One-day Graduation Workshop, action planning and results from a second LPI®360 , four-nine months after the two-day workshop

Through passion, persistence, and teamwork, the efforts of this team of facilitators, coaches and administrators have led to a full organizational embrace of The Leadership Challenge® as an operating system for DFPS.

The results of the work have included:

- 1) Repeated stories of increased morale across departments throughout the State
- 2) A notable increase in the ability of leaders to acknowledge the good work of others
- 3) Proven increase in LPI®360 scores for those teams that focused intently on full adoption and reinforcement of The Leadership Challenge® philosophy

Following is the story of how DFPS used The Leadership Challenge® as an operating system to energize its culture and strengthen leaders at all levels.

II. DFPS FACTS & FIGURES (as of October 1, 2018)

Organizational Mission and Vision	Mission - <i>"We promote safe and healthy families and protect children and vulnerable adults from abuse, neglect, and exploitation."</i> Vision - <i>"Improving the lives of those we serve."</i>
Brief Description of the Organization	The Texas Department of Family and Protective Services (DFPS) provides protective services, regulates child care, and works to prevent abuse and neglect through five major programs: Statewide Intake, Adult Protective Services, Child Care Licensing, Child Protective Services, and Prevention and Early Intervention
Headquarters	Austin, Texas
Employees	Approximately 13,000
Key Divisions or Locations	Austin, San Antonio, El Paso, Houston, Dallas, Ft. Worth, Lubbock, Abilene, Midland, Corpus Christi, Tyler, Beaumont
Attendees of the full four-day experience	325+ in 21 separate cohorts across the State of Texas
Attendees of One-Day TLC Overview	360 participants (210 from the Records Management Group; 150 from Adult Protective Services)
LAM Team Members	<ul style="list-style-type: none"> ▪ Denise McDonald, Certified Master-in-Training ▪ Lawandra Smith, Certified Master-in-Training ▪ Christine Ashworth-Mazerolle, Certified Facilitator
iLead Team and External Consultants	<ul style="list-style-type: none"> ▪ Tom Pearce, President, iLead Consulting & Training ▪ Renee Harness, Harness Leadership ▪ Amy Dunn, Dunn Talent Consulting ▪ Amy Farrell, iLead Consulting & Training

III. ENERGIZING DFPS USING THE LEADERSHIP CHALLENGE® AS AN OPERATING SYSTEM

During our journey to bring The Leadership Challenge® to aspiring leaders throughout DFPS, we discovered that there were several key steps involved in creating enthusiasm and engagement:

1. Overcoming internal resistance to focusing on one leadership model: The Five Practices of Exemplary Leadership®
2. Creating eye-opening/leadership-growth experiences for each cohort that began The Leadership Challenge® journey
3. Moving from external to internal facilitators without a noticeable decrease in program quality
4. Fine-tuning the DFPS model from the two day workshop to a four days of workshops over time to ensure program quality
5. Accepting full responsibility for program delivery of The Leadership Challenge® for DFPS

Following is our experience of how we achieved each of these key steps.

1. OVERCOMING INTERNAL RESISTANCE TO THE FIVE PRACTICES OF EXEMPLARY LEADERSHIP® MODEL

According to the external consultants on this journey, there is always some resistance within organizations to a full embrace of any leadership model. As Tom Pearce and Renee Harness reminded us, leaders have been conditioned to endure the fashionable book-of-the-month-club approach to leadership that is present in so many organizations; a senior leader reads a leadership book that captures her eye and then sends out an edict suggesting that “everyone needs to read and have training on this amazing book.” This approach often sparks some buy-in, but it rarely drives lasting organizational change.

To overcome this resistance, DFPS adopted a very different philosophy based on their belief that in order to re-shape the culture, it was necessary to focus on the two elements essential to every thriving culture on earth: shared language and shared experience.

DFPS Facilitators and our consultants Tom and Renee intentionally and repeatedly reinforced the concept of shared language throughout each of the four days of training and the coaching sessions. As members of the various cohorts went through the process of self-reflection and introspection, they shared the collective experience of:

- Defining their personal values and comparing them to the organizational values of DFPS
- Crafting a personal philosophy of leadership
- Crafting a compelling vision message for themselves and the teams they lead
- Learning, experiencing, and building their skills with The Five Practices of Exemplary Leadership
- Receiving candid feedback about their leadership practices and behaviors through the LPI®360 twice in nine-twelve months

As we rolled out the pilots and successive programs and built trust through delivery and coaching, we overcame resistance to a shared language and shared experiences. Enthusiasm strengthened when leadership skill and knowledge grew through increased identified behaviors. Second LPI®360's reflected positively on participant's being intentional on certain behaviors focused on improving.

2 Launching the Pilot Workshops

With Tom & Renee's guidance, DFPS facilitators launched our training with a series of pilot workshops with two specific goals in mind:

- Recruit early adopters to attend these first workshops. We knew that these early adopters who had the life-changing experience for which we hoped would enthusiastically share their experience—essentially forming an internal marketing force for our future efforts.
- Commit time in the middle and at the end of each pilot workshop to ask participants for feedback: what was working and what could we do to improve the experience. These plus/delta conversations gave us valuable insight and the opportunity to fine-tune our workshop offering each time.

During Phase One of our collective efforts (September 2016 - April 2017), we conducted four pilot workshops, inviting various levels of agency leaders. In addition, we conducted identical workshops for three intact teams at their request.

With seven successful workshops completed, we felt fully confident in setting an agenda to move forward with a more formal program that would bring The Leadership Challenge® to more and more aspiring leaders at DFPS. We received support from nearly all of the thought leaders within the organization. By the time we began offering the full four-day experience to both intact teams and mixed groups from various departments in May 2017, we already had significant enthusiasm for the training. The results of this approach resulted in various teams asking for additional training based on The Leadership challenge to enhance their leadership journey.

One of the early adopters, Kimberly Gibbons, CPS Director of Field, said this about her experience with her team.

“A few years ago we had an almost entirely new group of leaders at CPS. As such, I was looking for an opportunity to enhance our leadership skills. I was looking for a program that would strengthen us as both individuals and as a team. I wanted a leadership program that would allow us to speak a common language, as well as present ideas and philosophies we could easily translate into practice. The Leadership Challenge® was exactly what I was looking for. The Leadership Challenge® helped us to focus on what was truly important to effectively lead our staff, develop strong cohesive teams and take our agency to the next level. It strengthened us not only as individuals, but as a team of leaders charged by the State of Texas to lead many staff to do great things “

Another early adopter, Sherry Gomez, Child Protective Investigations Director of Field, also shared her experience.

“The Leadership Challenge® is so much more than training. It’s a model that gives us the overarching Practices, a shared language, and the specific behaviors that help us grow and develop into the leaders we would want to follow. In over 30 years of serving as a leader, I haven’t found anything else that resonates with staff like this does.”

Kimberly and Sherry have become our biggest internal champions for The Leadership Challenge®. Both have gone through the full experience with different teams that they have led over the past two years – each time more enthusiastically than the last.

3. CREATING EYE-OPENING/LEADERSHIP-GROWTH EXPERIENCES FOR EACH COHORT THAT BEGAN THE LEADERSHIP CHALLENGE JOURNEY

As we began the planning process for our first workshops, Tom and Renee repeatedly emphasized the importance of every single event for participants ending in commitment and energy for additional leadership growth. For those invested in becoming great facilitators, each workshop had to finish strong - this had to be the best leadership experience participants had ever attended. Tom and Renee knew, and inherently understood, that the credibility of the facilitation team would have a direct impact on the enthusiasm for the work going forward after participants left the workshop. They warned that if each offering was not presented with full enthusiasm and commitment, participants would see it as “just another workshop” which, to them, was the kiss of death. To adequately prepare the DFPS facilitation team to present the most powerful and effective workshops possible, Tom and Renee conducted a series of internal trainings and coaching sessions focused on five key areas:

- a) Facilitating vs. training
- b) Storytelling
- c) Learning to Co-facilitate With a Partner
- d) Key Concepts and References to *The Leadership Challenge, Sixth Edition*
- e) Deep Understanding of the LPI®360

a) Facilitating vs. Training

Part of the methodology within DFPS was to train DFPS managers and leaders. This meant teaching key components of the work in a very traditional format. Tom and Renee demonstrated a different methodology that helped us, as the team of facilitators, shift our thinking about our relationship with our learners/leaders from being, as we say, the *sage-on-the-stage* (trainer: trainee) to becoming the *guide-on-the-side*.

We noticed early on that one of the key benefits of the guide-on-the-side approach was that much of the learning, vulnerability, and openness took place in partner and small group discussions. The

previous methodology of the sage-on-the-stage, one experienced person giving information and asking for one word responses did little for interaction or learning. This adjustment took some time as many of the internal DFPS guides struggled with the transition from training to facilitation.

As one LAM Team member and fellow Certified Master-in-Training, Lawandra Smith said,

“Although the word “facilitation” was not one I regularly used, I incorporated the skills of facilitation in any training opportunities I was given in my previous position as a Regional Administrator. I like the idea of engaging participants, asking questions, getting people to think outside of the box vs being told what and how they need to perform. Facilitation was impactful to me and my colleagues as we went through the workshops. It was a more thoughtful and intentional way of delivering information. Since incorporating The Leadership Challenge® within the agency, our facilitation skills have guided the group discussions to a much higher level of thinking and self-discovery than we have experienced in the past.”

b) Storytelling

Storytelling, as an art, requires practice to be concise, to share key points, and to tie each story to a leadership practice, commitment, or behavior related to The Five Practices of Exemplary Leadership. Through a custom-designed workshop for facilitators on storytelling, Tom and Renee helped us hone our skills and develop two to three stories per Practice for each facilitator. The workshop was designed as follows:

1. Assign a Leadership Challenge Practice or key segment of the workshop to each of the facilitators attending the workshop one week in advance.
2. Each facilitator was challenged to bring a concise yet meaningful story regarding their assignment.
3. Each facilitator presented key information through the use of storytelling in front of our consultants and other facilitators.
4. At the completion of each teach back, feedback was provided by co-facilitators first and then by our consultants, Tom and Renee. Suggestions for enhancing, connections or bringing it to a more purposeful close was shared. Our consultants provided feedback in writing to each facilitator.
5. The facilitators reported greater clarity about the use of tying stories to practices, commitments and/or behaviors that would illicit a deeper meaning for the participant.

Assigning a different practice of exemplary leadership to each DFPS facilitator one week in advance allowed time to develop connections to the material. We then practiced sharing our story in front of the other members of the facilitation team. The opportunity to receive critical feedback allowed us to truly grow our skill.

Cecilia Ojeda, CLOE (Center for Learning and Organizational Excellence within DFPS) Training Division Administrator for Child Protective Services and a facilitator for The Leadership Challenge®, shared an especially poignant story about how her father had built his business from scratch. We all knew the respect that Cecilia had for her father and were delighted to hear more about the impact he had on his employees.

“Telling the story about my father gave me a different perspective about the skills he used to build his company. I realized the things that were commonplace on weekends, like company barbecues for employees and their families at our home, demonstrated that he cared about his employees and their families as much as he cared for us.”

After sharing the story during our storytelling workshop for facilitators, Cecilia was given a newspaper article from her mother about her father. It told the story of how he built his company, leading those around him. While this was before Jim Kouzes and Barry Posner’s research, in hindsight it’s clear that Mr. Ojeda exemplified each of The Five Practices.

c) Learning to Co-facilitate With a Partner

The benefits of partnering to deliver The Leadership Challenge® Workshop cannot be understated. Two facilitators significantly increase the energy in the leadership growth experience we sought.

Co-facilitation also helps to ensure that we maintain the integrity of the material and its delivery, and that no critical events are overlooked or omitted. We have also found that the feedback we are able to give to each after the workshop is priceless. Insight into where we were strong and where we can improve is especially valuable as we are constantly looking for ways to enhance our skills. Nothing compares to having an extra set of eyes and ears watching and listening as one facilitates—another guarantee that participants are gaining the richest possible experience from the workshop. Lastly, co-facilitating promotes finishing a workshop strong, with both having a shared responsibility for bringing the workshop to a purposeful close . . . not an ending!

d) Key Concepts and References to The Leadership Challenge

Tom and Renee consistently emphasized the importance of demonstrating that the fundamental theory and leadership practices of The Leadership Challenge® is based on over 35 years of research into what exemplary leaders do to get extraordinary things done within organizations. To reinforce that notion, they suggested that we send a copy of the book in advance of the workshop and request that participants read the Introduction and What Leaders Do and What Constituents Expect. In our experience within DFPS, this was effective in that many participants came to class on the first day already having a general understanding of The Five Practices.

During the two-day workshop, we also reinforced other key concepts of the model by reviewing additional readings from the book, including:

- Characteristics of Admired Leaders (pages 28–33)
- Importance of Philosophy of Leadership (pages 49-51)
- Vision Message Example: Debbie Sharp’s vision for Houston Community College (page 133)
- Inspire a Shared Vision for Shared Aspirations (page 141)
- Strengthening Others (pages 243-244)
- Staying in Love (pages 312-313)

The benefit of getting participants to get their nose in the book repeatedly is that it further legitimizes the impact of the three decades of research that serves as the foundation for the work we are doing at DFPS. It also allows participants to recognize the powerful messages in the book and become familiar utilizing the book as an on-going resource for their leadership development.

e) Deep Understanding of the LPI®-360

One of the more difficult areas for the CLOE facilitation team was the presentation of the LPI®360. It was the challenge of presenting the LPI® set up instructions that seemed to be the largest presentation hurdle for facilitators Here Tom and Renee again were consulted. They conducted two LPI®360 coach training sessions, onsite in Austin, which really helped our facilitation team prepare for the one-to-one coaching sessions we were holding after each class.

As Certified Master-in-Training Michael Curtis said,

“The LPI is a life-changing instrument that impacts people on many levels. It requires a purposeful introduction and a careful explanation for participants to get the most benefit out of it. As a facilitator, it took me a while to determine the best way to introduce and guide a class through these 30 behaviors. Additionally, you have to prepare for new questions that might arise. However, the time spent preparing for this portion of the class is well spent as the instrument has such a considerable impact on the rest of the course work, and often the participant’s commitment to growth.”

What was once the most “negatively anticipated section” of the workshop, the facilitators with this greater understanding of the assessment look forward to this positive, interactive, exciting section of the two-day workshop.

4. MOVING FROM EXTERNAL TO INTERNAL FACILITATORS WITHOUT A NOTICEABLE DECREASE IN PROGRAM QUALITY

After we completed our fourth pilot workshop, we received very positive feedback from senior leaders. However, they also were quite vocal about two competing sentiments:

1. These external consultants are really great, but can we bring this in-house to lower the cost?
2. If you do bring it in-house, you must not let the quality drop.

This sentiment was delivered as a challenge to leadership by Tara O’Connell, CPS Regional Director, who said,

“ . . . this program is great, but we have seen this story before. We’ve identified a program for the agency, brought in external consultants and trained staff, then CLOE (Center for Learning and Organizational Excellence, agency training division) takes over responsibility and the program loses quality. New trainers try to implement a great workshop and the content is never quite the same. We need to maintain the integrity of this program from start to finish.”

After Tara challenged CLOE and the LAM team leadership, several intentional steps were taken to ensure that program quality stayed high, including:

- Team-teaching by internal facilitators with either Tom or Renee. They provided written feedback at the end of each day on the highs and lows (areas for improvement), using “green sheets” that facilitators still have as a reference today. An example of this feedback sheet is provided as Attachment A.
- Five one-to-one coaching calls with program participants after the workshop. Tom or Renee conducted the first call while internal facilitators took notes. Then gradually, over the next four calls, each of us would conduct the coaching call and receive feedback from Tom, Renee, or Amy Dunn (Certified Master). As more coaching calls were needed we added Amy Dunn to assist with the development of the facilitators.
- After team-teaching, Tom, Renee or Amy remained available to answer questions, offer clarification, or make suggestions.

5. FINE-TUNING THE OFFERING OVER TIME TO ENSURE PROGRAM QUALITY

In order to ensure quality of the workshops, LPI®360 and coaching sessions continued, Christine, Lawandra and Denise along with other DFPS Leadership Challenge® facilitators had additional sessions in Austin to continue to hone our expertise. Tom and Renee conducted a deep-dive two-day session in July 2017 focused on listening to the facilitators’ feedback and fine-tuning the master slide decks to incorporate that feedback.

Again in January 2018, we reviewed the separate slide decks one more time to add facilitator notes. At this time we had begun to provide participants of our two day workshops with a second administration of the LPI®360 to enhance the Leadership Challenge® workshops and to measure progress of increasing 10% of the behaviors over the 6 to 9 month journey. We needed additional guidance on presenting

those results to individual leaders and group reports for intact teams. To help us fine-tune the process, Tom administered a second LPI®360 to all DFPS facilitators and provided each of us with a coaching session to look at changes in our scores and where existed continued opportunities for leadership growth. He also helped us anticipate and prepare for questions and concerns leaders might have for us during the debrief sessions we would be providing. Having a clearer understanding of what our participants were experiencing and learning about themselves provided insight and additional preparation for success.

IV. UNEXPECTED CHALLENGES OF OUR LEADERSHIP CHALLENGE ROLLOUT

One of the most challenging aspects of rolling out The Leadership Challenge® has been the constant turnover of DFPS leadership. During this 24 month journey, there were four different supervisors for the Leadership for Advanced Management Team. Educating each new supervisor has been time consuming, which has caused delays in approvals, contracts, and overall management of the program. This also has caused loss of momentum and credibility of The Leadership Challenge to the agency leaders.

Additionally, the instability of financial and budgeting systems resulted in delays that slowed the momentum of the work. For example, between September 2017 and February 2018 all new workshops were put on hold.

The Leadership Challenge® Workshops have been the first leadership development training in DFPS that required more than just a single day or two of class time. With this new initiative, leaders were responsible for implementing the concepts and behaviors back on the job and then making time to have discussions with their teams. These accountability measures were unlike anything agency leaders had experienced before. In fact, this kind of time commitment and accountability made some leaders uncomfortable. As a result, we have struggled internally to achieve full implementation: getting leaders to commit to four days of workshops over a six to nine-month period, to complete two LPI®360 assessments and engage 10 to 15 observers to provide honest feedback for each assessment. This truly has been so much more intensive than what was provided leaders in the past!

Finally, DFPS has been challenged by the turnover of key leaders and champions—people who were seen as “carrying the water” for The Leadership Challenge®. We believe that in order to be truly invested in facilitating this program, there must be a mid-to-upper management leader who has dealt with the struggles of guiding a large group of people toward shared aspirations. It is probably not needed for all organizations, but after working through the challenges of this rollout at DFPS we believe it should be mandatory for facilitators and champions to have had some experience as a leader. Only then can they fully commit to and benefit from the experience and enthusiastically share their experience with others within DFPS.

V. PROVEN RESULTS

DFPS State Office and Records Management Group

Over the past two years, the facilitation team has received a great number of notes and letters of praise thanking us for bringing The Leadership Challenge® to DFPS. A couple of specific statistics demonstrate the positive impact that the approach described in this case study has had on the leaders of DFPS.

State Office – Austin, TX

The CPS State Office Team significantly raised their LPI360 scores over 10 months. They attribute this directly to their focused attention on discussing the shared language and shared experience of The Leadership Challenge. Kouzes and Posner through their research share that an increase of 1.5 or more is significant and demonstrates intentional exemplary leadership regardless of the beginning score.

Proven Results over Time: State Office

Practice	August 2017	May 2018	Change/Delta
Model the Way	51.4	53.1	+1.7
Inspire a Shared Vision	51.2	53.1	+1.9
Challenge the Process	52.1	52.6	+0.5
Enable Others to Act	52.7	54.3	+1.6
Encourage the Heart	50.8	51.8	+1.0

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Kristene Blackstone, Associate Commissioner, Child Protective Services, Department of Family Protective Services, Austin, TX said this about her experience:

“The Leadership Challenge Experience has my highest recommendation. My team got a lot out of this experience. The material really kept us interested and engaged. Thanks to the facilitation team, we continue to build on the work we did in the program. The facilitators came to each workshop well prepared, but flexible enough to meet the group’s needs when we needed to explore topics central to how our team works together. A very positive experience indeed!”

Records Management Group

The Records Management team also showed significant increases in their LPI360 scores. They attribute this to two factors: all of the group’s leaders experienced the full workshop sessions and coaching, plus all 210 staff employees attended the one-day experience. As a result, every member of the team understands the language and has at least fundamental understanding of The Five Practices model and behaviors.

Records Management Group – Austin, TX

Proven Results over Time: Records Management

Practice	February 2017	September 2017	Change/Delta
Model the Way	50.8	53.2	+2.4
Inspire a Shared Vision	48.4	52.2	+3.8
Challenge the Process	47.0	52.4	+5.4
Enable Others to Act	51.8	54.3	+2.5
Encourage the Heart	50.7	54.2	+3.5

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TJ Wasden, Director of the Records Management Group, Austin, TX said this about his team’s experience:

“Our team fully embraced and was strengthened by The Leadership Challenge® Experience. David Ortiz (Assistant Director) and I took great pleasure in co-facilitating The Leadership Challenge® one-day workshop across the state for each member of our staff. That work, coupled with the work that our leadership team did with the full four-day experience and one-on-one coaching, put all of us on the same page. We continue to use The Leadership Challenge in a variety of ways to guide and direct our team, even a year after completing the formal workshops.”

VI. LESSONS LEARNED FROM THE DFPS ROLLOUT

CLOE Leadership for Advanced Management Team learned many important lessons as we brought our Leadership Challenge® Experience to leaders within DFPS, including the following:

1. To keep the momentum going, participants should complete the full four-day experience within six to nine months. Several of the initial pilot participants were just completing the last workshop in the summer of 2018 (over a year after they began). If cohorts take too long between workshops, they lose the impact of the shared language and experience. Those completing the four-day experience within 9 months were focused on the changes wanting to be made, were intentional with their language and asked for additional coaching regarding vision statements, value activities and clarification on their LPI®'s.
2. All participants must have clear expectations and understanding of The Leadership Challenge® journey. Prior to attending the first workshop, leaders need to understand the number of training days involved, the expectations involved in completing the LPI®-360, the expectation that leaders will participate in the coaching call and that there are both pre-work and in-class assignments which must be completed. When these expectations were not made clear, participants became confused and sometimes overwhelmed. The benefits of full participation need to be made clear up front so that participants understand the commitment both in time and energy.
3. Recognize that 10 -15% of participants may choose to do nothing with the opportunity and support they have been afforded. This can be disheartening, but unfortunately, it seems to be a fact of life within our organization and perhaps for others.
4. Recognize that for many mid- to upper-level managers, this is their first leadership workshop opportunity despite many years with the agency. Many will need additional assistance bringing these tools and skills back to the teams they are on and the teams they lead. Additional coaching was often needed by the internal facilitators to get leaders to share values, discuss their philosophy of leadership, craft their vision messages, and to define specific ways they can increase the frequency of exemplary leadership behaviors.
5. We also found leaders asking for additional coaching sessions as their journey continued. This took more time than anticipated by the internal DFPS facilitation team. It was a small percentage but was not time the facilitators had planned to compete with their other duties and assignments.
6. Finding additional avenues to keep the experience alive –blogs, newsletters, book clubs, awards programs, ongoing recognition efforts, and other supporting activities—were key but also took energy and extra planning by the LAM team. We were pleasantly surprised, however, to see that many groups developed their own very creative ways to keep the language and experience alive. Various teams created awards for leaders focused on the Five Exemplary Practices. Other groups identified movies that exemplified the behaviors and encouraged teams to watch and later discuss over lunch. Many participants continue to have an Acknowledgement Table available during team meetings so that team members can creatively encourage one another for jobs well done. Just a few of the ways leaders found to keep the language alive!

7. CLOE Leadership for Advanced Management needed, and still needs, a grand plan for long-term success. In order to sustain the important work we have done as a team within the agency, we need additional trained facilitators. This will help us maintain the integrity of the experience. We also need to continue to ‘keep the language” alive along with the features and benefits of this work so that the passion stays alive within each of the cohorts and the learning trios we have set up. We are still developing our grand plan for success.

APPENDIX A

Feedback Form Used for Facilitator Training



Tom Pearce • Ph: 972-979-4100

Renee Harness • Ph: 317-489-3335

Observer Name: _____

Presenter Name: _____

Topic: _____ Date: _____

Facilitator Feedback to Enhance your *Credibility* as a TLC Trainer

Credibility as defined in *The Leadership Challenge*®: Trustworthy, Dynamism/Inspiring, and Expertise

	Masterful	Very Good	Good	Developing	Comments
Knowledge of the concepts & research					
Confidence and Command: Good in front of the room					
Presentation skills – Artful Delivery					
Relevant connection of personal stories & experience to content					
Brings energy & fun to the workshop					
Solicited Comments & Handled Challenges empathetically					

APPENDIX B

Timeline of Program Development – DFPS Leadership Challenge Rollout

Date	Event
December 2015	Vaundee Arnold & Denise McDonald attend The Leadership Challenge Open Enrollment Workshop in McKinney, TX hosted by iLead Consulting & Training
September 2016 to January 2017	Four pilot workshops conducted for approximately 85 leaders Austin, TX
January 2017	State Office Regional Directors attend the workshop and fully embrace the full experience
February 2017 to September 2018	325+ leaders attend 21+ workshops and complete the full experience: four days of training and one hour of coaching
July 2017	Adult Protective Services (APS) asks Tom & Renee to conduct a one-day experience for 150 leaders at the Menger Hotel in San Antonio, TX. Six DFPS facilitators assist with the presentation.

APPENDIX C

About the Authors



Denise McDonald

Denise McDonald, a Certified Master-in-Training of The Leadership Challenge®, is a member of the Leadership and Management Team for the Texas Department of Family Protective Services (DFPS) with over 40 years of experience helping leaders, teams, and families make better lives for themselves.

Over the past two years, Denise has led more than 20 The Leadership Challenge workshops for leaders and others within DFPS, conducted one-to-one LPI® coaching sessions with more than 50 leaders, and helped countless others become more effective in their work using the concepts presented in *The Leadership Challenge*.

Denise also has taken The Leadership Challenge experience outside of DFPS, conducting workshops for the Children’s Advocacy Centers of Houston and Austin, and assisting Certified Masters with open enrollment workshops.

Denise lives in Houston, TX and can be reached at 903-348-3160 or denise.mcdonald@dfps.state.tx.us.



Tom Pearce

Tom Pearce, a Certified Master of The Leadership Challenge® and an LPI® Certified Coach, is President of Global Training Partner iLead Consulting & Training. Tom has been working with leaders and teams around the world for the past 10 years using the life-changing lessons of The Leadership Challenge. And during that time has coached over 1000 aspiring leaders using the LPI® and trained over 2000 people in his

workshops.

A popular facilitator, speaker, and team developer, Tom’s personal mission is to “amplify the greatness of others.” He enthusiastically carries out his vision through his coaching, facilitation, and mentoring for clients across the United States, Europe and in Asia.

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