



A LEADERSHIP CHALLENGE® SUCCESS STORY

**AFTER THE WORKSHOP:
EIGHT PROVEN WAYS TO ENSURE THE FULL IMPACT OF
THE LEADERSHIP CHALLENGE®**

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**Texas Department of
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I. EXECUTIVE SUMMARY

Over the past two years, over 500 Department of Family Protective Services (DFPS) leaders have experienced the impact of The Leadership Challenge® message. The majority of these five hundred leaders have had multiple exposures to the content through what has become known at DFPS as The Leadership Challenge experience. This experience includes four days of training as described below:

- Two-day The Leadership Challenge® Workshop
- One hour of one-to-one coaching delivered 3-4 weeks after the workshop
- One-day Progress & Commitment Workshop, held 3-4 months after the workshop
- One-day graduation, skill-building and LPI® Reassessment session, 6-9 months after the initial workshop

Leaders often walked away from their two-day workshop experience feeling inspired, enlightened, energized and, at times, overwhelmed. Nevertheless, most were reflective of their personal journeys and were eager to put identified behaviors into action to further their leadership growth.

Although these four days of training have proven to be quite powerful on their own, we learned that it is the combination of this in-class training and the internal follow-up work that creates true culture change.

The DFPS Leadership and Management (LAM) Team, along with iLead Consulting and Harness Leadership, designed the following eight strategies to support the leadership language of The Five Practices of Exemplary Leadership® model and the 30 behaviors of the LPI® within DFPS.

1. Create cohorts to establish an identity for the complete nine-month experience
2. Recruit internal Ambassadors
3. Build follow-up coaching into your model
4. Collect stories, quotes, and anecdotes
5. Provide a Progress and Commitment Workshop
6. Take intentional steps to keep the language alive
7. Provide a Graduation and Skill-building Workshop
8. Pause occasionally to refocus efforts

Using the collective experience within DFPS over the past two years, this case study shares the lessons learned about driving culture change by using these eight proven methods to ensure the full impact of The Leadership Challenge. Increases in both the LPI®-Self scores and in the overall scores of the 224 leaders who took the LPI®360 (twice) show just how powerful this approach has been—and will continue to be—in advancing the development of leaders within DFPS.

II. DFPS Facts & Figures (As of December 30, 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) works with communities to promote safe and healthy families and protect children and vulnerable adults from abuse, neglect, and exploitation. We do this through investigations, services and referrals, and prevention programs.
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 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 ▪ Christy Ashworth-Mazzerole ▪ Lawandra Smith
Internal Certified Facilitators	<ul style="list-style-type: none"> ▪ Jerre Wortham ▪ Michael Curtis ▪ Cecilia Ojeda ▪ Crystal Phalen ▪ TJ Wasden
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. EIGHT PROVEN WAYS TO ENSURE THE FULL IMPACT OF THE LEADERSHIP CHALLENGE

The Leadership Challenge has been central to DFPS' initiative to promote an organizational cultural change and provide leadership development to agency leaders since it was first introduced by the LAM Team in two pilot sessions in September 2016 and January 2017. These initial two-day workshops brought together a mix of front-line supervisors, and middle- and executive-leaders to reflect on their personal leadership journeys, establish clear values, and share insights with others as they learned The Five Practice of Exemplary Leadership and the 30 specific behaviors of the LPI®.

As noted by Ramona Black, Adult Protective Services District Director, "Before The Leadership Challenge, I never considered my values in relation to work. After taking the two-day workshop, however, I returned to the office full of insight. I shared my values with my team. Then each team member identified and shared their values with me and other members of the team. This has helped us connect more effectively and work much better together because we now understand where each of us is coming from."

Leadership development is a continuing process. As such, it is imperative to strategically implement additional events, processes, and resources—beyond the initial two-day workshop—to support leaders in their leadership growth. As authors Jim Kouzes and Barry Posner note, "Keeping leadership alive and moving it from 'common sense to common practice' requires that we keep The Five Practices in front of participants until it is ingrained." So heeding that advice, at DFPS we developed and incorporated the following eight components into our overall program which has helped to ensure that the full impact of The Leadership Challenge® experience continues to grow.

1. CREATE COHORTS TO ESTABLISH AN IDENTITY FOR THE COMPLETE NINE-MONTH EXPERIENCE

This initial step was foundational to ensuring the success of our initiative to thoroughly embed The Leadership Challenge into the culture of DFPS. With 13,000 employees, creating cohorts allowed us to more efficiently organize each session within the overall experience and was critical to building accountability partnerships among the participants.

In the past two years, 20 cohorts (comprised of approximately 16-25 people each) have participated in the four-day process. This small group design provided an intimate setting where participants felt safe to interact and share their stories, experiences, and LPI 360 feedback. It also created an environment where leaders empowered each other in their leadership journeys.

DFPS also found that organizing our training into cohorts helped us plan workshop schedules and maintain records of participation more efficiently, taking the following steps:

1. Identify workshop participants with nominations from supervisors and managers
2. Send prospective participants a calendar invitation informing them of their workshop nomination. Participants were able to accept or decline the invitation.
3. Create an Excel document with the final class list capturing first names, last names, and email addresses. This is a vital step, as this document can be uploaded into the LPI platform when it is time to set up the LPIs.

4. Send a customized Workshop Welcome Letter, along with the pre-work assignments, from the program facilitators.

For our purposes at DFPS, a cohort could consist of an intact team or a cross-functional team. We considered an intact team, for example, to be a work group within the same program or division area.

A cohort made up of an intact team proved to be rewarding, as it promoted further teambuilding through various activities. Intact teams also benefited from identifying and sharing their individual values, philosophy of leadership, and visions for their teams. By sharing their individual visions, the entire team was then able to focus on their common ideals and exciting possibilities to create a *shared vision*, which is empowering and energizing. As noted in *The Leadership Challenge* 6th edition, “Team members are energized knowing that their organization is going places, and not just standing around doing what has always been done.”

Cross-functional cohorts, consisting of a variety of leaders from various programs, also had advantages as they allowed agency employees to work with others outside of their own programs. They also promoted teamwork across programs as well as networking opportunities for individual leaders, which led to some great discussions of shared visions for meeting the agency mission across program lines.

Through this process, DFPS facilitators learned that there are two elements of culture: shared language and shared experiences. Creating cohorts to experience *The Leadership Challenge* together provides an intimate environment in which participants can build trust and share their experiences while building a language of leadership to take back and implement with the teams they lead.

2. RECRUIT INTERNAL AMBASSADORS WITHIN EACH COHORT TO SUPPORT THE WORK

Implementing *The Leadership Challenge* as a standard of operation for leadership within DFPS has been successful thanks to the support and enthusiasm we received from our Internal Ambassadors (IAs). Selected informally by the LAM Team for being “enthusiastic champions” during the workshop they attended, our IAs have been the program’s most visible advocates, promoting and modeling the Five Practices and the behaviors of exemplary leadership. We often had two or three people who were ‘over the moon’ about the impact of the work after each workshop. We also tried hard to capture their positive energy and share it with future classes.

An Internal Ambassador would kick-off the first day of a new workshop by discussing his/her own experience with *The Leadership Challenge*®. Many times, he/she would also model or co-facilitate several of the workshop activities such as sharing values, philosophy of leadership, or vision message.

Having this type of support really drove home the importance of the program—the need for every leader to be accountable for implementing the language and behaviors of exemplary leadership at all levels. Their participation in the workshop itself increased the level of engagement from the new participants. After the workshop, IAs were instrumental in spreading the word to other agency leaders. Those who were members of the DFPS Executive Team truly helped keep the The

Leadership Challenge movement pushing forward by reporting positive outcomes to key executive management. We were extremely fortunate to have program supporters such as Ric Zimmerman, Associate Commissioner, DFPS Statewide Intake, who reported to his fellow executives, “This entire workshop process—the materials, the LPI feedback, the follow-up coaching, and the additional support between sessions provided by the LAM team is one of the most inspiring and actionable trainings that our agency has ever produced.”

3. Build Follow-Up Coaching Into Your Model

Leadership is a relationship. At DFPS we provide all Workshop participants ongoing support in their leadership growth through coaching, which provides opportunities for leaders to specifically focus on activities, practices, or behaviors they would like to improve.

Take Rebecca Long for example. In the initial two-day workshop, she expressed difficulty in writing her vision statement. Rebecca tried to write one for her role within her team in her program group. In her follow-up coaching session, she expressed continued difficulty with this task. Fortunately, her coach worked with her to devise an alternative path: write a vision for herself, rather than for her team, to see if it would help clarify a vision for her program. It did.

Rebecca is a breast cancer survivor. Upon the beginning of her employment, she was finishing up chemotherapy. Given that recent experience, two of her most important values are family and time. She began to write her vision, her concern was if she was spending time away from her family doing this new job...her time mattered.

Her coaching session around vision gave her clarity on what she needed to do first. After completing her vision, she performed job audits and reworked job descriptions. As a result of her efforts, managers, supervisors and key personnel within her program received upgrades in their classifications, which came with an increase in pay. This ultimately led her to have the freedom to spend more time with family and to feel better about how she was using her time.

Coaching is a critical element of the leadership development efforts at DFPS. Using a coaching form developed by iLead Consulting, our facilitators/coaches help leaders identify workshop highlights, discuss LPI behaviors they are interested in improving, as well as provide feedback from the peer-to-peer coaching they received on their current leadership challenge. A copy of this coaching form is included as Attachment C.

Most of our agency leaders want to be exemplary, but prior to The Leadership Challenge Workshop and follow-up sessions they may not have taken the time to reflect on their personal leadership journey. And that’s where coaching has made a significant difference as it has allowed these leaders the opportunity to:

- Celebrate strengths and identify opportunities for development
- Increase their self-awareness as well their confidence
- Develop a more detailed plan for professional development

As a result, DFPS leaders are utilizing The Leadership Challenge® to create an organization that talks about leadership using a common language. Even more important, agency leaders are modeling the behaviors of exemplary leadership in their interactions with peers, their direct reports, our clients, and all across the organization.

4. COLLECT STORIES, QUOTES, AND ANECDOTES ALONG THE WAY TO SHARE WITH OTHERS

A key part of facilitating a successful The Leadership Challenge Workshop is relating the Practices, commitments, and behaviors to the real-life of others through stories, quotes, and anecdotes. Sharing in this way promotes greater interaction between leaders and facilitators by bringing The Leadership Challenge® to life.

Many DFPS facilitators learned the hard way that sharing stories where they are the *hero* is unsuccessful in helping workshop participants connect personally and deeply with the material. Rather, it is when a facilitator shares his or her story which demonstrates a vulnerability that produces the most powerful response. For example, during the Powerful and Powerless Words and Actions activity one facilitator told the story of the time she supervised an employee who sent an unprofessional email to several people. In response, the facilitator sent an equally unprofessional email. The outcome, of course, was that she found herself in the position of having to acknowledge that she was wrong and apologize to the employee. It is stories like this one that allow participants to look back on their own leadership journeys and understand how relevant the Practices and behaviors can be on their effectiveness as leaders.

Very often, when leaders share their own stories, engagement within the group noticeably increases. With the leader's permission, facilitators retell some of the very best stories with participants in other workshops. This has become an important part of our strategy to fully embed into the agency's culture a shared language built on shared experiences.

Signature stories can be big or small. However, the most successful stories follow these guidelines:

- Unique to the storyteller
- 3-to-4 minutes in length with a beginning, middle, and end
- Express diversity of thought and inclusion of others
- Avoid placing the storyteller as hero of the story
- Personal stories that demonstrate the leader's vulnerability are often the most powerful.

A good story can generate energy, emotion, and paint a vivid picture that people will remember long after it was told. To help us craft personal stories that would enable participants to connect to the content and to us as facilitators, iLead Consulting provided additional training on the *Art of Storytelling*. During that workshop, each facilitator was encouraged to develop at least 15 stories—three for each of The Five Practices.

5. PROVIDE A PROGRESS AND COMMITMENT FOLLOW-UP WORKSHOP AFTER 3-6 MONTHS

Progress and Commitment (P&C) is a one-day workshop reuniting cohorts three to six months after their initial two-day workshop. In this setting, leaders review certain key behaviors for leadership, and through various activities receive further coaching and development guidance as they continue on their leadership journeys. Specifically, participants:

- Share the progress they've made on their development goals since the initial two-day workshop
- Refresh their learning and renew their commitment to the first two of The Five Practices: Model the Way and Inspire a Shared Vision
- Continue to practice the language of The Leadership Challenge by discussing and coaching each other regarding a new leadership challenge
- Develop an action plan for continuing progress using The Leadership Challenge concepts

6. KEEP THE LANGUAGE ALIVE WITH NEWSLETTERS, BOOK CLUBS, AND AWARDS

Through newsletters, book clubs, and awards, agency leaders have actively ensured the leadership language, Practices, and behaviors remain viable within DFPS.

The Center for Learning Organization excellence (CLOE) is the training division for DFPS, touching every program, department and employee as it is responsible for designing and implementing all training. On Fridays, a different divisional manager within CLOE who has completed The Leadership Challenge® or a member of the LAM Team sends a leadership email highlighting one of the 30 behaviors or one of The Five Practices to the entire CLOE division.

Employees love receiving the Friday emails. Often times, several will hit "reply all" to add an additional comment regarding the leadership email or to thank the sender for reminding them of the leadership message.

Some program areas have created awards based on The Five Practices to recognize employees who are practicing a particular behavior. Others have purchased copies of *The Leadership Challenge, Sixth Edition* and created internal book clubs where they discuss a chapter a week as a way of keeping the concepts and the language alive.

Each of these activities serves as internal reinforcements that continually support buy-in for our program at all levels. They also ensure accountability as they are woven together over the course of 9-12 months to create a culture of exemplary leadership.

Specific examples of how various teams have kept The Leadership Challenge alive are included as Attachment B.

7. PROVIDE A GRADUATION AND SKILL-BUILDING WORKSHOP AFTER 6-12 MONTHS WITH A SECOND LPI 360 ADMINISTRATION

This is the final workshop in the four-day experience during which:

- Leaders review their growth and change through a LPI 360-Reassessment
- Facilitators provide a brief overview of each of The Five practices
- Leaders get a more thorough review of the remaining three Practices: Challenge the Process, Enable Others to Act, and Encourage the Heart
- Leaders discuss specific behaviors they have been intentionally focused on increasing in frequency

Bringing this session to an end, facilitators excitedly congratulate each participant for completing The Leadership Challenge experience. We conduct a graduation ceremony where class participants pick an acrylic star indicating graduate status and a certificate of completion that is not their own to present to another member of their cohort. During the presentations, each person is encouraged to say something positive and affirming to their selected person. At this time, we as facilitators stress to each leader that the best leaders are the best learners and that their leadership journey is ongoing. This process allows everyone to leave the workshop on a high after experiencing the power of personal encouragement.

8. Pause Occasionally To Refocus Your Efforts

Leadership training, such as The Leadership Challenge®, can be a life-changing event. To maximize the full impact of all the various workshops and learning components of our program, we felt it was essential for our team of facilitators to meet, after each workshop, to review and reflect on what was going well and identify opportunities for improvement.

During the initial implementation workshops, for example, facilitators were taking a seat alongside participants to be a part of table top discussions (e.g., personal best discussions and values sharing). The feedback we received from a few agency leaders, however, indicated that they felt like they were being “spied” upon by this level of engagement by the facilitators. As a result, facilitators modified their involvement and began observing from a distance without directly engaging in the discussion. This now gives participants more space to share freely in their personal discussions during these break-out sessions.

Quarterly, our team of facilitators also has been meeting with iLead Consulting and Harness Leadership to conduct deep-dive reviews of workshop materials and activities, and participant feedback. These sessions have been instrumental in obtaining new activities to keep The Leadership Challenge alive within the agency. Working closely with iLead Consulting has also allowed our facilitators to stay abreast of current research and changes within the community.

IV. Challenges to Expect After the Workshop

Although The Leadership Challenge has been successful within DFPS, it has not been without challenges and, at times, uncertainty: participants changing jobs or leaving DFPS, or evolving processes.

During the height of our program's popularity, for example, the director responsible for bringing The Leadership Challenge to DFPS left the agency. As such, previous strategies were placed on hold and the pace at which we were able to move forward in scheduling and delivering more workshops essentially stopped. However, thanks to key internal and external stakeholders, like the Casey Foundation and iLead Consulting advocating for continuing our initiative within Child Protective Services (CPS), we have once again regained momentum and new strategies have been introduced to safeguard its continuation.

Some participants have faced significant challenges in carving out the time and garnering the necessary support to put their goals into actions. In coaching one such participant, she talked enthusiastically about the Practices and her commitment to her leadership journey. However, she also described how her supervisor micromanaged her (and her co-workers) and that until her supervisor learned about The Leadership Challenge she felt she was wasting her time. Through additional coaching support and attendance in the one-day follow-up Progress and Commitment Workshop, this same leader proclaimed "she got it"—meaning that she now understood the way forward. She learned that while she was not able to change her supervisor's way of managing, she focused on increasing the frequency of her own leadership behaviors.

We also faced challenges around the LPI®. At times, getting people to complete their own LPI and assign Observers felt like "herding cats." No matter how many times DFPS facilitators encouraged workshop participants to take action, there were still some who procrastinated in completing this process. Others completed their LPI® Self but assigned few Observers, only to realize during the workshop that feedback really is a gift and the more data received, the more enriching the course content is to their leadership development. To help participants over these challenges and feel comfortable with the process, DFPS facilitators would personally reach out to leaders who appeared apprehensive to answer questions and encourage them to complete their LPIs. Of course, in spite of those efforts there have been times when facilitators would have to reschedule participants to take the workshop at another time.

In addition, perhaps the biggest challenge has been within the DFPS Facilitator Team itself. The LAM team is the specific division responsible for delivering The Leadership Challenge® within DFPS. However, other agency leaders were identified and trained up to Internal Certified Facilitators in order to help the LAM team meet the requests for The Leadership Challenge. Several of the Internal Facilitators have either retired or taken positions with other agencies leaving the LAM team as the primary source to conduct The Leadership Challenge®. What began as a team of three within LAM has become a team of two as one team member took another position in a different state agency.

Denise McDonald and Lawandra Smith continue to facilitate workshops for DFPS, but not at the same pace as they did when there were three Certified Facilitators and additional Internal Certified Facilitators. At the time of submitting this case study, that third position is still vacant, although agency leaders are working to fill her role.

V. Proven Results - Testimonials

Implementing The Leadership Challenge within DFPS is a continuing process. The agency is starting to see positive outcomes, driven by leaders who are intentional about their leadership growth and behaviors. And several leaders have provided high-profile, positive feedback in how The Leadership Challenge experience has provided invaluable consistency across DFPS by having established a common language of leadership and an identified set of behaviors expected of all agency leaders.

Here are a few of the many positive comments received by senior leaders:

“This course has given CPS leadership a common language with which to discuss our principles and values.”—Kristene Blackstone, CPS Director

“For our division, I supervise a remote team which has its own development needs. By having a common language and focus on leadership, it has helped me and the team design a structure and positive reinforcement of the values held by our team and significantly improve our culture.”—Kathryn Sibbly Horton, Director, PEI Research and Child Safety

“I have really been intentional about my personal leadership growth since receiving feedback from the LPI. I shared my results with my team and in doing so they helped me identify areas I should focus on. This has been beneficial to both me and my team.”
—Reggie Walker, SWI Training Manager, Center for Learning and Organizational Excellence

“The LPI did three important things to help me improve my leadership:

1. It validated some of my strengths, reassuring me that I was not living in a fantasyland
2. It helped me identify some areas for improvement, not just with my direct reports but with my colleagues as well
3. It provided me an excellent opportunity to have frank discussions with my employees, both about my own development and, just as importantly, their needs for development when they received their own results

The LPI feedback mechanism is an excellent way to start a non-threatening conversation about leadership performance up and down the chain.”—Kezeli Wold, APS Associate Commissioner

“The greatest benefit of the LPI for me was revealing blind spots, places I thought I was doing well but actually needed some focus. I had always thought I experimented and took risks. Not according to my team. I have lots of work to do!”—Michael Curtis, Adult Protective Services Training Manager (Certified Master-in-Training of The Leadership Challenge®)

V. What the Data Shows

Many tenured leaders gained insight into their personal leadership skills from their LPI data—leaders like Clara Piner, APS East Central District Director, who said, “The LPI enabled me to face my challenges and brought me out of my comfort zone. Even as a leader for 20+ years I am still learning and growing.”

LPI Self Scores

After two rounds of LPI 360s, there is clear evidence that many DFPS leaders have been intentional about increasing the frequency of observed behavior for all 30 behaviors. In looking at the data for 224 leaders who have graduated from the The Leadership Challenge experience, a key insight has been the data itself.

The LPI Self scores increased significantly for this population—particularly in the Practices of Inspire a Shared Vision and Challenge the Process. As the chart below indicates, for both of these Practices the average score increased by 2.5 or more. (Our assessment of “significant” is based on noted comments from authors Barry Posner and Jim Kouzes, advising that any increase greater than 1.5 is “significant”)

This increase in LPI Self scores not only indicates that leaders are being more intentional in their efforts to focus on these 30 behaviors, it also shows that their confidence in their leadership skills increased after completing The Leadership Challenge Workshop, one-to-one coaching and the Progress and Commitment (follow-up) Workshop.

Practice	Initial Self	LPI Reassessment Self	Gain/Loss
Model The Way	47.8	49.3	+1.3
Inspire A Shared Vision	44.3	46.8	+2.5
Challenge The Process	44.3	47.0	+2.7
Enable Others To Act	50.9	51.3	+.4
Encourage The Heart	45.9	47.4	+1.5

Note: Data includes 224 LPI Self scores from DFPS leaders who took the LPI at least twice during the period from September 2016 through December 2018

Organizational Improvement

In addition to measuring an increase in the LPI Self scores, we can also report that the frequency of observed behavior increased across the board for all of The Five Practices. Research shows that leaders who engage in these 30 behaviors of exemplary leadership more frequently have more credibility among teams they lead and their coworkers.

Practice	Initial LPI All Observers	LPI Reassessment All Observers	Gain/Loss
Model The Way	50.8	51.5	+.5
Inspire A Shared Vision	49.3	50.1	+.7
Challenge The Process	49.5	50.6	+1.1
Enable Others To Act	52.5	52.8	+.3
Encourage The Heart	49.8	50.4	+.6

Note: Data includes 224 LPI All Observers Scores from DFPS Leaders who took the LPI at least twice during the period from September 2016 through December 2018

As important as data and research are, sometimes the results are not always measurable, as Denise McDonald, Certified Master of The Leadership Challenge® has noted, “Measurable results are not always reflected in numerical data. I have seen “lightbulb” moments occur when a workshop participant links a behavior to what is occurring in the workplace.”

VII. Lessons Learned from the DFPS Rollout of The Leadership Challenge

1. **Organization.** Maintaining organization from planning to execution of a cohort is paramount to success.
2. **Personal Buy-In.** It is imperative that those who are going to facilitate The Leadership Challenge have thoroughly and completely bought into the program. This includes taking a deeper dive into the model's Practices, commitments, and behaviors, and becoming highly skilled at helping leaders interpret their LPI® results. Facilitators must also model the behaviors of exemplary leadership. They cannot tell and encourage others to implement its behaviors without doing so themselves.
3. **Enthusiastic Champions.** Partner with Internal Ambassadors who are excited about the life changing work of the program. This is key to its success within an agency as large as DFPS.
4. **Expect the Unexpected.** No matter how much you plan, be flexible and expect the unexpected. This was evident when delivering a workshop in the Dallas-Ft. Worth area just after Hurricane Harvey hit the Houston area. Our DFW leaders were pre-occupied and had to respond to last minute conference calls. Nevertheless, the leaders wanted to continue their workshop and did so with much success. Therefore, be prepared and respond accordingly.
5. **Energy, Energy, Energy.** The material is powerful in itself. But, it is the added energy from the facilitator that will bring the material to life and create an environment that is positive and impactful for all.
6. **Partner with External Pros** – DFPS partnered with iLead Consulting to introduce The Leadership Challenge to the agency, train the LAM team to continue the work and, essentially, was instrumental in bringing this movement into reality. They provided the guidance and set the bar to help each workshop receive the materials in a delightful and impactful way.
7. **Be Present in the Moment.** In the earlier workshops, because DFPS facilitators were frequently concerned about saying the right lines at the right times, they often were not fully *present*. They missed opportunities to guide further discussions or even connect with workshop participants in a more meaningful way.

Concluding Thought

Establishing a culture of leadership based on shared language and shared experiences is not an easy task—especially in an agency the size of DFPS. However, The Leadership Challenge has provided us with a solid foundation to achieve this vision. In the coming months and years, we plan to continue to offer the two-day workshop, coaching, and follow-up workshops to agency mid-level, senior, and executive leaders.

The Five Practices, 10 commitments and 30 behaviors are now inter-woven into other trainings and workshops facilitated through the agency’s training department. This embedding of the content further ensures that the language and behaviors of exemplary leadership are introduced at all levels of leadership within DFPS.

We are in the third year of facilitating the Leadership Challenge within DFPS. We hear stories daily about the positive results from this work. As we continue, we are excited and grateful for this opportunity to reach out to all leaders at all levels to guide them on this life-changing journey.

Appendix A

This Driving Change Model is used during class training and serves as the foundation of this case study



This model was developed by Renee Harness, Harness Leadership in partnership with Tom Pearce, iLead Consulting & Training to illustrate how the most effective organizations forge partnerships between facilitators and internal leaders to get positive results on LPI 360 test/retest scores, thus driving change within organizations.

At DFPS we use this graphic to help our leaders understand how The Leadership Challenge Workshop and all the additional supporting activities work together. The green indicates the major elements of the experience, and the orange highlights the informal reinforcements, which are recommended. By incorporating internal, informal supporting activities, leaders receive continued opportunities to practice the language of exemplary leadership and to consider increasing the frequency of the 30 behaviors.

Appendix B

Specific Examples of How Teams Have Kept The Leadership Challenge Alive at DFPS

DFPS, Records Management Group, TJ Wasden, Austin TX	Developed a Book Club which focused on one chapter of <i>The Leadership Challenge Sixth Edition</i> per month for six months.
CPS, Erica Banuelos San Antonio, TX	Created awards (plaques) based on the five practices of exemplary leadership; Model The Way, Inspire A Shared Vision, Challenge The Process, Enable Others to Act and Encourage The Heart. Ms. Banuelos handed these awards to employees who exemplified these practices noting the employee's specific actions taken.
CPS- State Office, Kim Gibbons, Director of Field, Austin, TX	Acknowledged specific CPS employees across the state who exemplified the five practices of exemplary leadership. She gave awards to five employees during Commissioner Whitman's state award ceremony.
Center for Learning Organization Excellence (CLOE)	The language of TLC has been introduced into Basic Skill Development for first line caseworkers in each of DFPS' programs (APS, CPS and SWI). CLOE has also included TLC language into its beginning manager's curriculum.
SWI-Reggie Walker, Austin, TX	SWI created an "Encouraging The Heart" tree. SWI staff write notes to recognize fellow employees for specific tasks or actions of which they are appreciative.
Weekly and Monthly Emails/Newsletters – Various Programs	Various program areas in different locations will send a weekly email highlighting a behavior of leadership or practice within its division. CPS in East Texas devoted one of its monthly newsletters to the Five Practices of Exemplary Leadership
AD HOC Value Training Request: Statewide	The LAM team has received and conducted trainings across the state regarding identifying and creating shared values with leaders and their direct teams.

Appendix C Coaching Form

Name: Location: Phone:	Date _____ Time(s) of Call(s) _____ First Call ____ Second Call _____ Third Call _____ DNC _____		
What have you been up to since our class? How have you been? Can you tell me more about what you do in the organization? What do you enjoy the most and what do you struggle with?			
The purpose of our call is to debrief your experience and to talk about your key learnings from the session.			
What were some of the highlights of the session for you? or What resonated with you the most from the two-day workshop? <i>General Notes:</i>	LPI®360 Characteristics Values Cards Philosophy of Leadership Flow of the Day Open/Honest Dialogue	Vision Message Powerful vs Powerless Establishing New Contacts Activities Time to Reflect	
Which of the LPI® Behaviors are you most interested in improving? What were your impressions?			
What was your current leadership challenge? Did you get good input?			
What were a couple of your values? How do others see those values in action in your everyday life?			
Have you shared the values card experience with anyone since the workshop?			
Have you shared your vision message or your philosophy of leadership with anyone since the workshop?	Yes, Shared the Vision No, not yet	Yes, Shared the Philosophy No, not yet	
How will you/have you talked with your boss about your experience?			
How will you/have you talked with your team about your experience?			
Who is in your learning trio? When will you/have you been in contact?			
What suggestions do you have for the facilitation team?			
What suggestions do you have for improving future sessions of The Leadership Challenge within DFPS?			

This form was developed by Tom Pearce, iLead Consulting in collaboration with Renee Harness, Harness Leadership for the exclusive use by DFPS. It can only be used by other organizations with permission of Tom Pearce and Renee Harness.

Appendix D

Sample of CLOE Friday Leadership Emails

Good Morning CLOE!

Today I have the opportunity to say ‘Thank You’ and highlight the following Leadership Behavior:

#30 Gives team members appreciation and support.

Life is full of different journeys. I was raised by my grandparents and I remember my grandmother saying...”Child, keep living.” Most recently, I’ve encountered a passage in life that ended in sorrow.

My mother passed away September 9, 2017 after a lengthy illness. I became her full-time caregiver earlier this year about the same time I transferred to CLOE. I had just left APS where I worked for 23 years. Taking on a momentous task after accepting a *new* position with a *new* team...well, let’s just say a ‘tad bit nerve-wrecking’ would not *begin* to describe my anxiety. Quickly, I learned that my worries were for nothing and I had the full support to let go of work and focus on my mom.

At DFPS, we are in the business of providing protection to the ones who need it the most. Oftentimes, we are the listening ear providing empathy to those who feel hopeless. I’ve observed that we often serve each other in the same manner. We do this out of love; love for what we do, the people we serve and our teams.

Commissioner Whitman visited Regions 6 and 4/5 after Hurricane Harvey. There is a video that highlights his visit and shows how DFPS comes together to support each other even through tragedies. If you have not seen it, right-click on the following link. <https://vimeo.com/234768589>

When you watched the clip, do you think the staff in Regions 6 and 4/5 felt appreciated and supported? I do!

Let me tell you about a team within DFPS who recently exemplified “Give team members appreciation and support.” That team is you...CLOE. Not only did you come together to support the team members who were affected by Hurricane Harvey, you took time to comfort me, a new member to CLOE. I experienced love, support, empathy and patience from my direct team (LAM) as well as the entire CLOE organization. Your actions allowed me to feel the sense of family. You removed my anxiety about work and replaced it with hope. I cannot describe what this meant to me.

It’s easy to consider **Behavior #30** is only appropriate regarding events and activities that pertain to work. However, when leaders and team members take the time to show their concern and support through personal difficulties, employees feel even more valued. When people are valued, they go above and beyond to show their dedication to the team.

The challenges of life will inevitably affect us all. Just this week, a story about CLOE supporting a team member who is fighting breast cancer is in DFPS Delivers. The picture of team members holding a sign of encouragement, dressed in pink embodies “No One Fights Alone.” Thank you CLOE for practicing **Behavior #30** with compassion; personally and professionally. By doing so, we continue to value each other and build our very own unique, loving, and *special* CLOE Spirit of Community.

Have a Great Weekend!

Lawandra M. Smith, MPA

DFPS Leadership for Advanced Management (LAM) Team

Appendix E

About Lawandra Smith



Lawandra Smith, a Certified Master-in-Training of The Leadership Challenge[®], has worked in public service for over 27 years. Currently an Advance Leadership Specialist with the Texas Department of Family and Protective Services (DFPS) she delivers high-level leadership workshops and training to the agency's mid-level and executive leaders statewide. She is also a member of the team that introduced The Leadership Challenge[®] within DFPS that has produced with resounding results for over 500 leaders.

Lawandra holds a B.A. in Communication from Prairie View A&M University and a Masters of Public Administration from Stephen F. Austin State University.