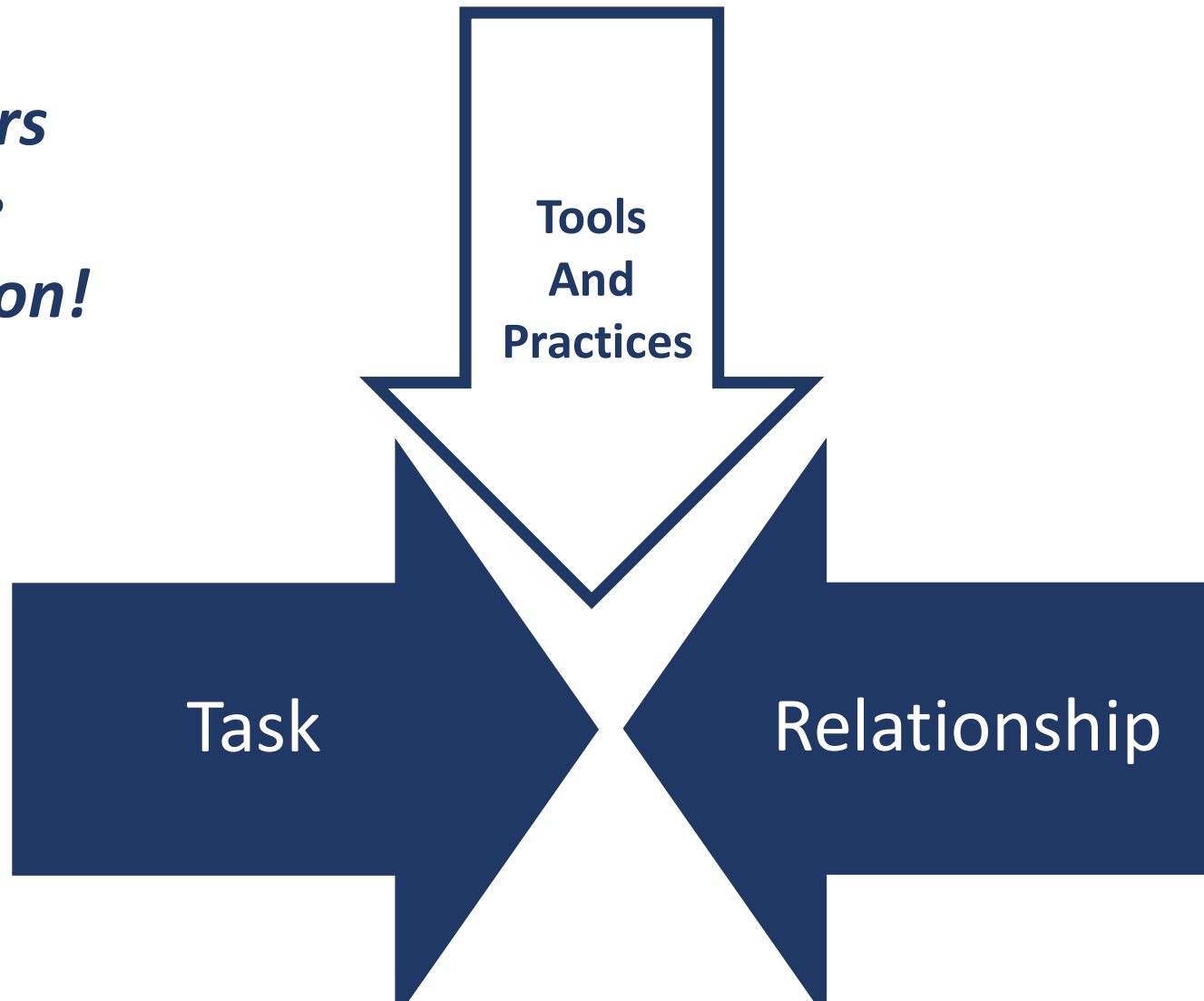*Leading by Convening*

Follow- up 2
June 1, and June 3, 2020

Keep the Connection Going

Joanne Cashman, Ed. D

for

The PA System of Care Partnership

Conveners facilitate interaction!

Tools And Practices

Task

Relationship

Welcome Back!

Today: Tools for Authentic Engagement to Build Sustainability

- Grounding Assumptions

- Defining Our Core

- Co-creation
  - Infographics
  - Dialogue Guides

- Quick Chronology of Change

Poll 1: *Let's find about your perspective on today's ideas…*

The perspective I bring to the conversation:

1. State-wide
2. Regional
3. County
4. Community
5. Family
6. Youth

Check all that apply!

Poll 2: Let's find out about your experiences in collaboration...

I have been a part of a collaboration where I felt:

1. Included
2. Heard
3. Valued
4. Engaged
5. Influential
6. Unheard
7. Disengaged
8. Like a token member
9. Marginalized
10. Other…

Check all that apply!

Regardless of our position, role or level of influence;
we know what it feels like to be invited, included and valued
… or not!

Can we use our own experience to influence the
collaborations that we enter?

Is this collaboration coming together or falling apart?
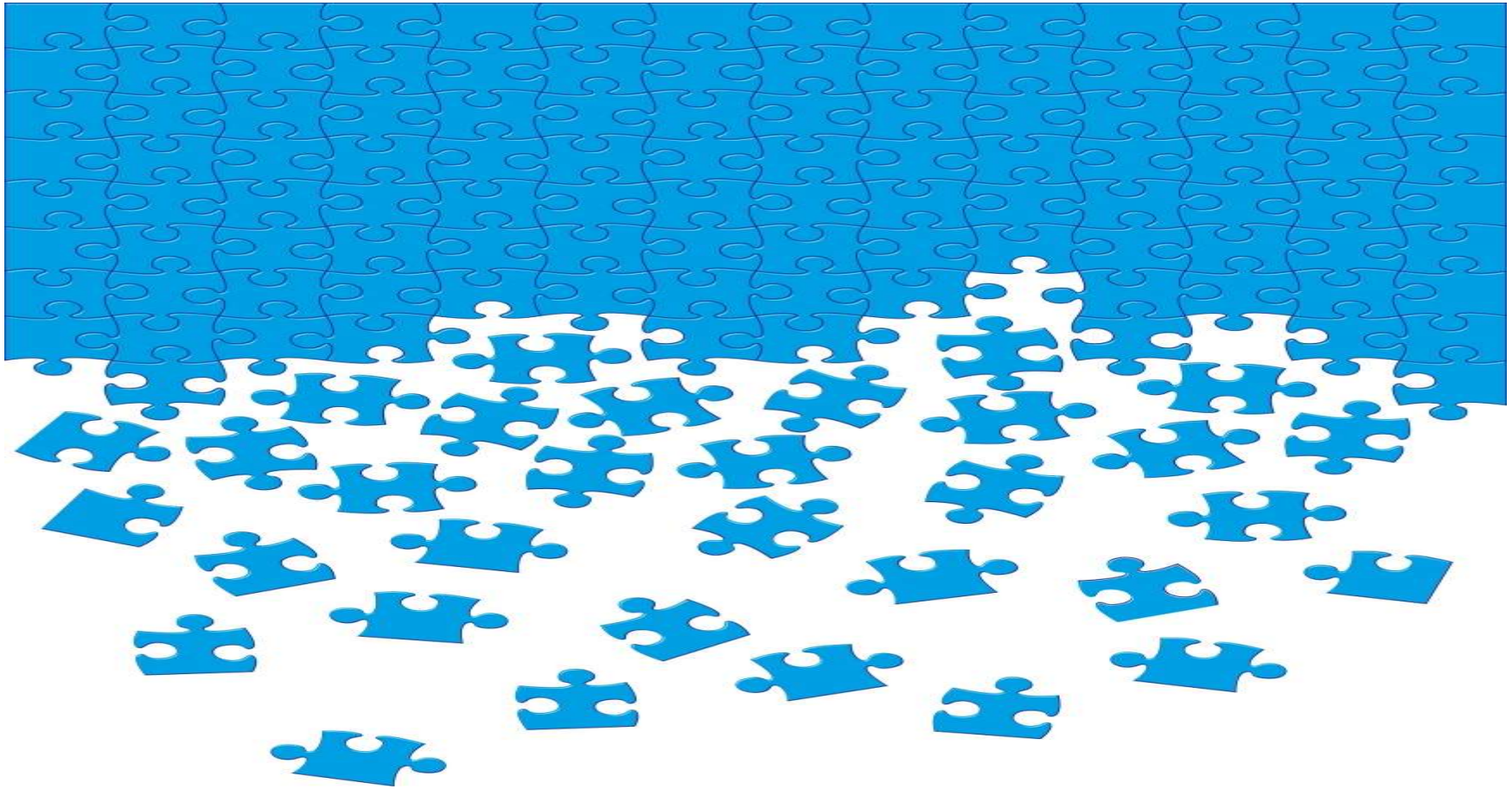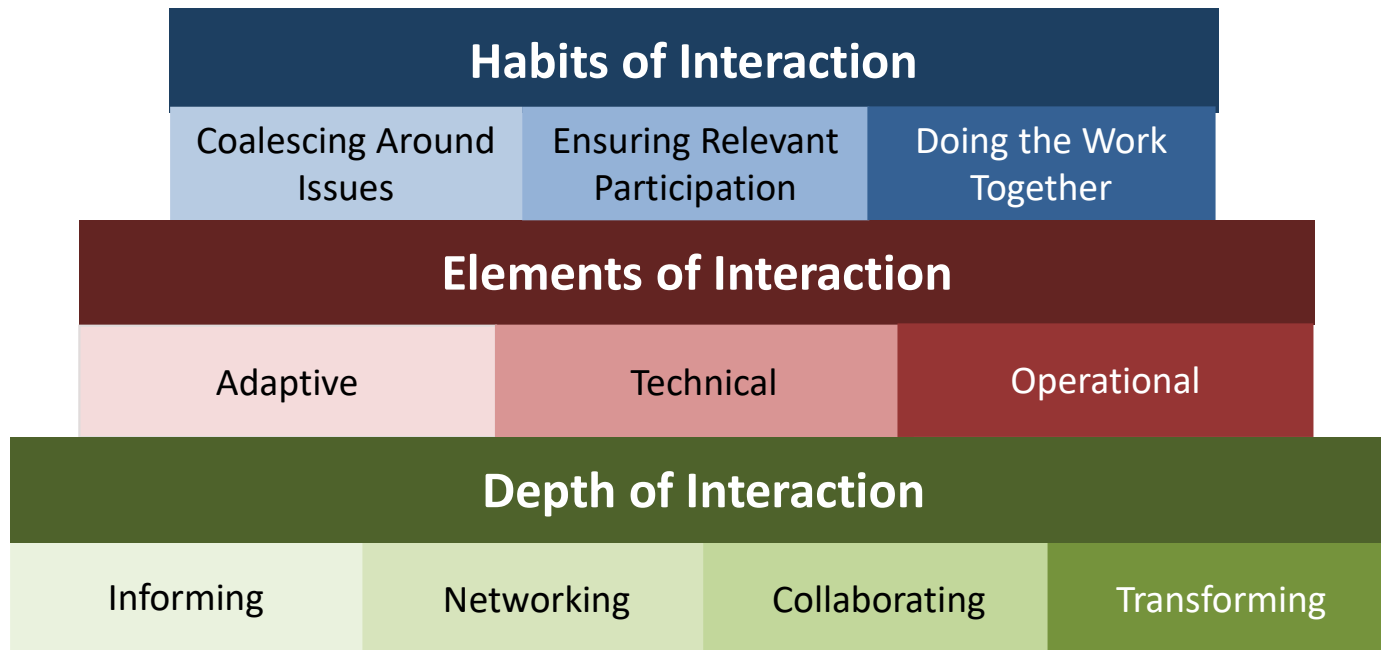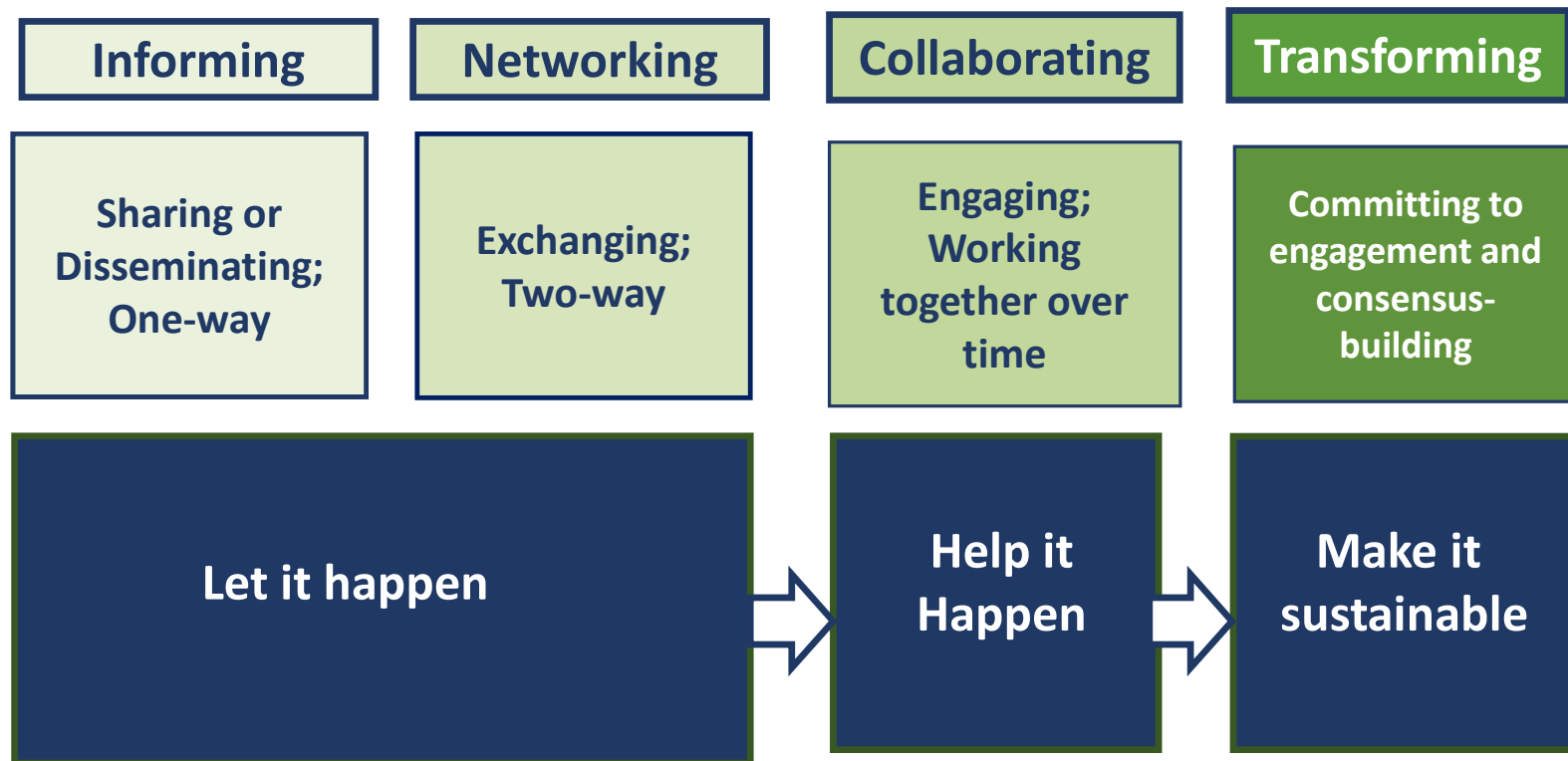
Convening in Collaboration

Let it happen

Help it happen

Make it sustainable!

Leading by Convening: Blueprint for Authentic Engagement

Engaging for Commitment and Sustainability

Informing	Networking	Collaborating	Transforming
Sharing or Disseminating; One-way	Exchanging; Two-way	Engaging; Working together over time	Committing to engagement and consensus-building

Let it happen → **Help it Happen** → **Make it sustainable**

Assumptions

Grounding Assumptions:
Conversations That Reveal

- Test our assumptions with others

- Learn what others believe

- Recognize how assumptions might influence our thinking and behavior

- Recognize how our assumptions might influence a theory of action, logic model and evaluation plan that we create

- *'Think together'* about what we should do as leaders

- *Move from 'thinking together' to 'acting together' to make a change!*

Grounding Assumptions: In Person

- At tables of 5-8 people from diverse perspectives, discuss the beliefs about the knowledge, attitudes and behaviors about the topic under consideration

- Ask the participates to create 5 assumptions about the topic *(stated in the positive) and* rank the top 3

- The facilitator asks each table to give their number#1 assumption and captures it on Word document displayed on screen.

- Repeat with #2 and #3…during the third round you should see repeats *(this tells you that you are getting to the most common assumptions).* You will most likely have 10-12 assumptions on your Master List.

Sample: *Urgency to Connect PBIS and Community MH after the Hurricane and Flood in TX*

* Held at the Federation of Families National Conference in TX

1. Mental Health is mental wellness...NOT mental illness!

2. There is a strong relationship between MH and school success.

3. Good MH is strengths-based.

4. There is a 'stigma' involved in behavioral issues that is evident to students
   and families.

5. All MH challenges do not present as a behavioral concern.

6. Universal supports (Tier 1) are not well understood and are not in place.

7. There is a tendency to identify a student (or a family) as a 'problem'.

8. Trauma is underappreciated as a factor in the issues challenging school staff.

9. Addressing MH is not identified as a role expectation for school administrators
and teachers.

10. Students face challenges in school <u>and </u>beyond the school day.

Facilitating the Interaction

- Conveying the way in which your constituency 'sees' each assumption

    - Using the Master List, individually rate

    - Depending on your goal, rate:

        o *Most and Least Agreement,*

        o *Most and Least Understood,*

        o *Most and Least able to be influenced by the group, etc.*

    - As a table, report the Top 3

    - Capture on a Flip Chart

Debrief

- Where should we put our effort?
  - What can we do?
- For each suggested action
  - *Who needs to lead/co-lead it?*
  - *Who needs to support it?*
- Will we commit?
- Next Steps

**Grounding Assumptions
Most and Least Agreement**

1. X XX
2. XXX
3.
4. X X
5.
6. X XXX
7. XX X
8. X XX
9. XX XX
10. XXXX

Grounding Assumptions : Online with PADLET
Low cost and free up to 10 Padlets; A link allows each to participate

Poll 3: To what extent can you envision using or recommending *Grounding Assumptions* in your work?

1. Very Unlikely
2. Unlikely
3. Possibly
4. Likely
5. Very Likely

Defining Our Core

It is important that we express the way we see our relationship and understand how others see it. It is even more important to be able to express a simple, shared description of the CoP.

We are _____.

We are united in_____

_____.

To accomplish this we _____

_____.

We will know we are making progress when _____

_____.

Sample Responses: *PA MH Project Director's CoP*

We are:

- We are passionate but 'siloed' leaders who are diverse in representation but have similar roles and goals
- Diverse cross-system collaborators
- Peers who have relationships among ourselves and in an expanding network

We are united in:

- Improving lives through service, understanding one another and sustaining good work
- Improving services and systems for youth and families; opening others to differing pictures; supporting change
- Promoting change based on family/youth lived experience.

To accomplish this we:

- Build relationships; share information; learn with and teach one another; share mistakes
- Share resources; collaborate to find commonalties; share both successes and challenges
- Build relationships - Relationships are the intervention!

We will know that we are being successful when:

- Know who to ask for help; share and receive information openly; have a greater understanding of the relationship between families and providers; see differences in evaluation
- Meet regularly; commit to greater success; use resources efficiently and benefit from lessons learned.
- See policy change based on data driven decision-making with full participation of families and youth

Poll 4: To what extent can you envision using or recommending *Defining Your Core* in your work?

1. Very Unlikely
2. Unlikely
3. Possibly
4. Likely
5. Very Likely

Co-creation
Translate the work into ways many people can participate

- Infographics

- Dialogue Guides

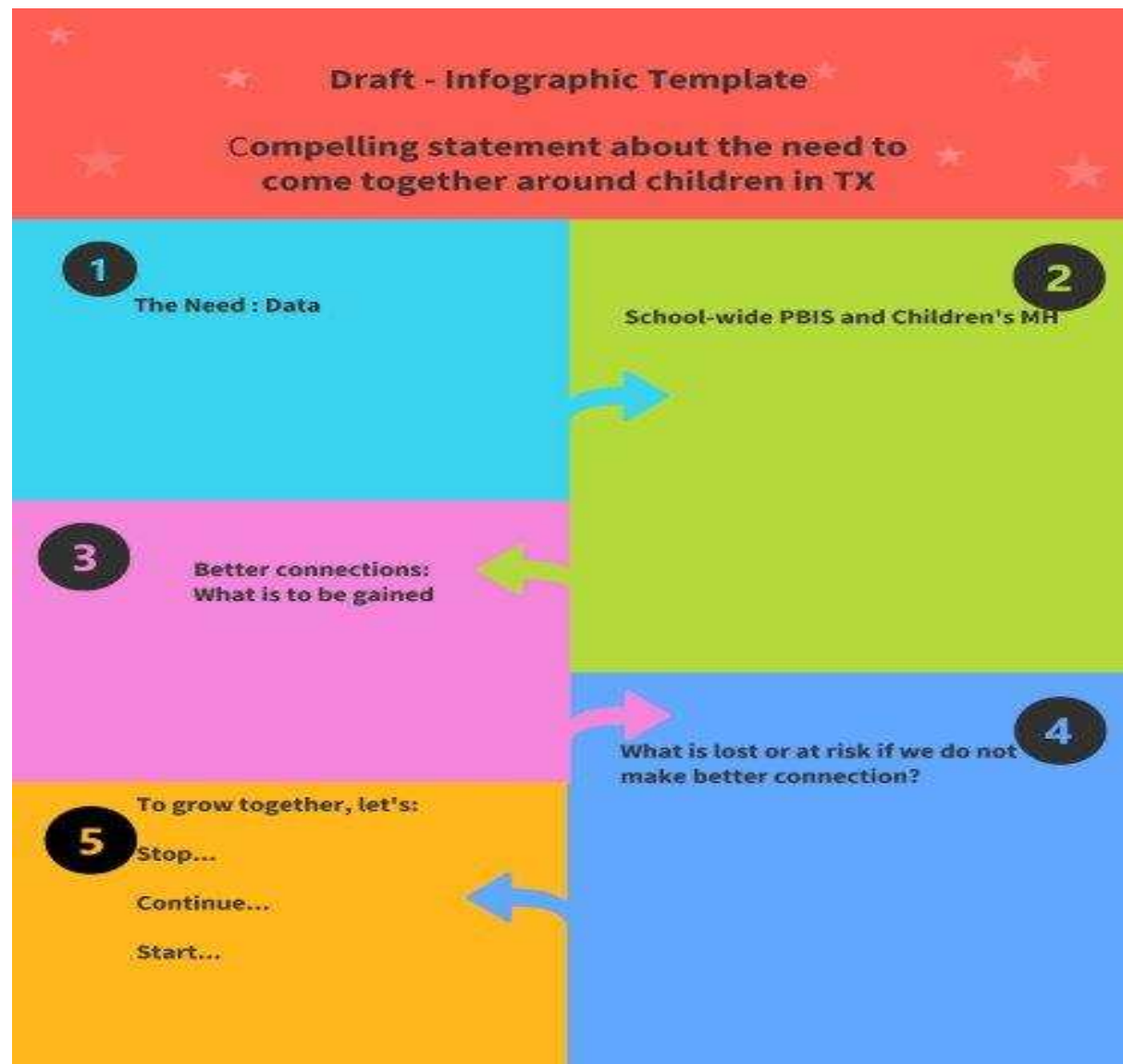- Engaging Networks with Infographics and Dialogue Guides

Infographics

- Convey complex information simply

- Co-create messages

- Enable many people to participate
  - Development
  - Sharing
  - Opportunities to Lead/Co-lead
  - Help your network become more influential

Sample:
TX Federation Conference

https://venngage.com/

Free Site: Basic Features

Draft - Infographic Template

Compelling statement about the need to come together around children in TX

1 The Need : Data

2 School-wide PBIS and Children's MH

3 Better connections: What is to be gained

4 What is lost or at risk if we do not make better connection?

5 To grow together, let's: Stop... Continue... Start...

Poll 5: To what extent can you envision using or recommending *co-creation of Infographics* in your work?

1. Very Unlikely
2. Unlikely
3. Possibly
4. Likely
5. Very Likely

Co-Creation: Dialogue Guides
Joining Two Powerful Strategies to Create Interaction

Infographics

- Convey important information simply
- Use a highly motivating format
- When co-created with stakeholder, builds understanding and use in their networks

Dialogue Guides

- Grounded in an important topic
- Permits expression of important perspectives
- Leads to actionable strategies

Using a Co-created Infographic as a Source Document

- Greater openness to content because stakeholders were involved

- Potentially, a greater match to state and local issues

- Greater potential response from networks that will use the infographic and dialogue guide

- Empower stakeholders to join with the state agency in promoting shared messages.

Reaction questions help stakeholders express their perspectives.

- Reaction questions are intended to help people make their mental models explicit.

- They are designed to help people see that there are multiple perspectives that need to be bridged for the practice to be successfully implemented.

- Reaction questions should help participants appreciate the differences in perspective across roles and provide insight into the shared interests that could unite them.

Sample Reaction Question Stems

Why is _____ important to you:

- In terms of program and services?
- In terms of relationships between _____ and _____?

In your experience, _____?

What do your colleagues say about _____?

Application questions help people think about the future state of practice.

- Application questions are framed so as to point the way to the involvement of the various stakeholder groups.

- Application questions should generate ideas about how to find out what is currently in progress, become more knowledgeable and/or move forward.

- Application questions move us toward shared action.

Sample Application Starter Stems

Recall a time when _____. How might the new knowledge have changed that story?

How might _____ be expected to respond to the new information?

Where will the new information impact practice?

How might _____ be better prepared to understand the changes?

Sample: SAMHSA and Bainum Foundation
Field Informed Guide to Comprehensive School MH

Advancing Comprehensive School Mental Health Systems
Guidance From the Field

August 2019

REACTION QUESTIONS

- Reaction questions help people make their mental models explicit.
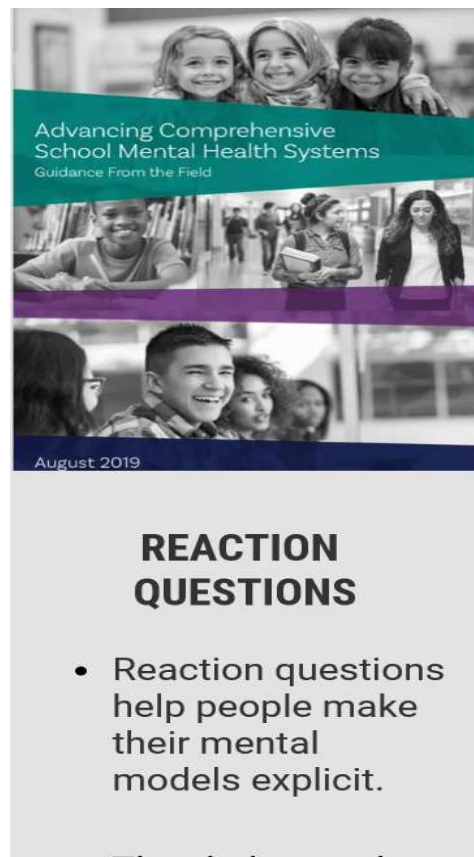
Dialogue Guide: An Example

Orienting Statement

At the core of comprehensive systems is the fundamental issue of identity.

- **Do the potential collaborators understand what disciplinary traditions, practice knowledge and experiences that influence their ability to interact as true partners?**

The literature describes the challenges in helping people to move from a current identity grounded in a role, a discipline or a title to a shared identity as collaborators in a new comprehensive system. Researchers uses terms like 'blending', 'braiding', and 'knitting' to convey the essential work of helping new collaborators to move from 'me/mine' to 'we/ours' in the design and delivery of services.

- **Can we bridge the differences between school and community providers?**

Activate the Networks

- Help participants to identify how they can lead within their own networks

- Help families and youth take leadership roles

- Help new leaders to co-lead and develop confidence

- Help potential partners build the relationship by co–leading together

- Model the collaboration in network events

Sample: SAMHSA and Bainum Foundation
Field Informed Guide to Comprehensive School MH

Reaching Tipping Point through Networks and Dialogue

Commit to reaching a tipping point

To reach a 'Tipping Point' in providing Comprehensive Mental Health Systems, we must help individuals learn from and with each other. This new, shared work demands more than information. It demands interaction, relationships and collaboration. Join the effort. Bring your networks into this new, shared work!

Recognize the reach and influence of your network

Practitioners know the issues 'on the ground'. They know who must be in a conversation with them to make progress in practice. Likewise, families and youth know the realities of implementation. Together, practitioners and families networks can identify the important conversations and invite people into them.

Poll 6: To what extent can you envision using or recommending *co-creation of Dialogue Guides* in your work?

1. Very Unlikely
2. Unlikely
3. Possibly
4. Likely
5. Very Likely

Learning What is of Value to Our Partners
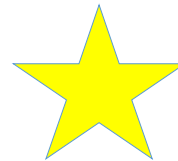## *A Quick Chronology of Change*

Elements of the Story

- Relationships
- Activities
- Accomplishments
- Driving forces
- Restricting forces
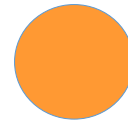
Documenting Value in Your Work Together
2014 -*PA CoP on Transition – Work over Time*
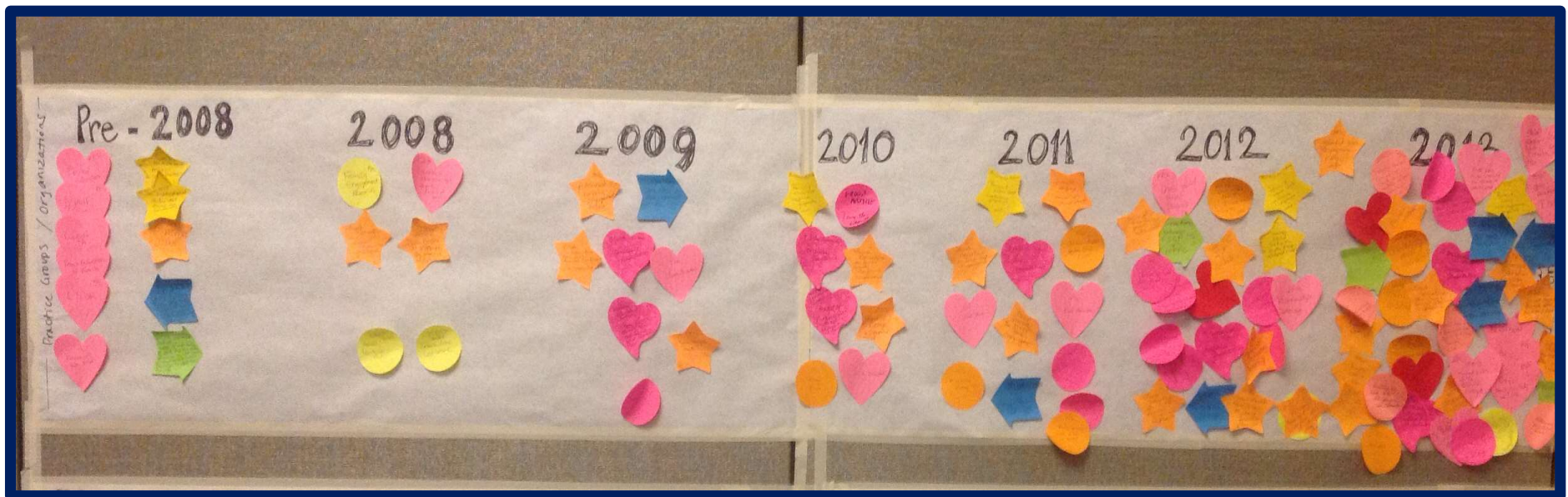
Documenting Value in Your Work Together
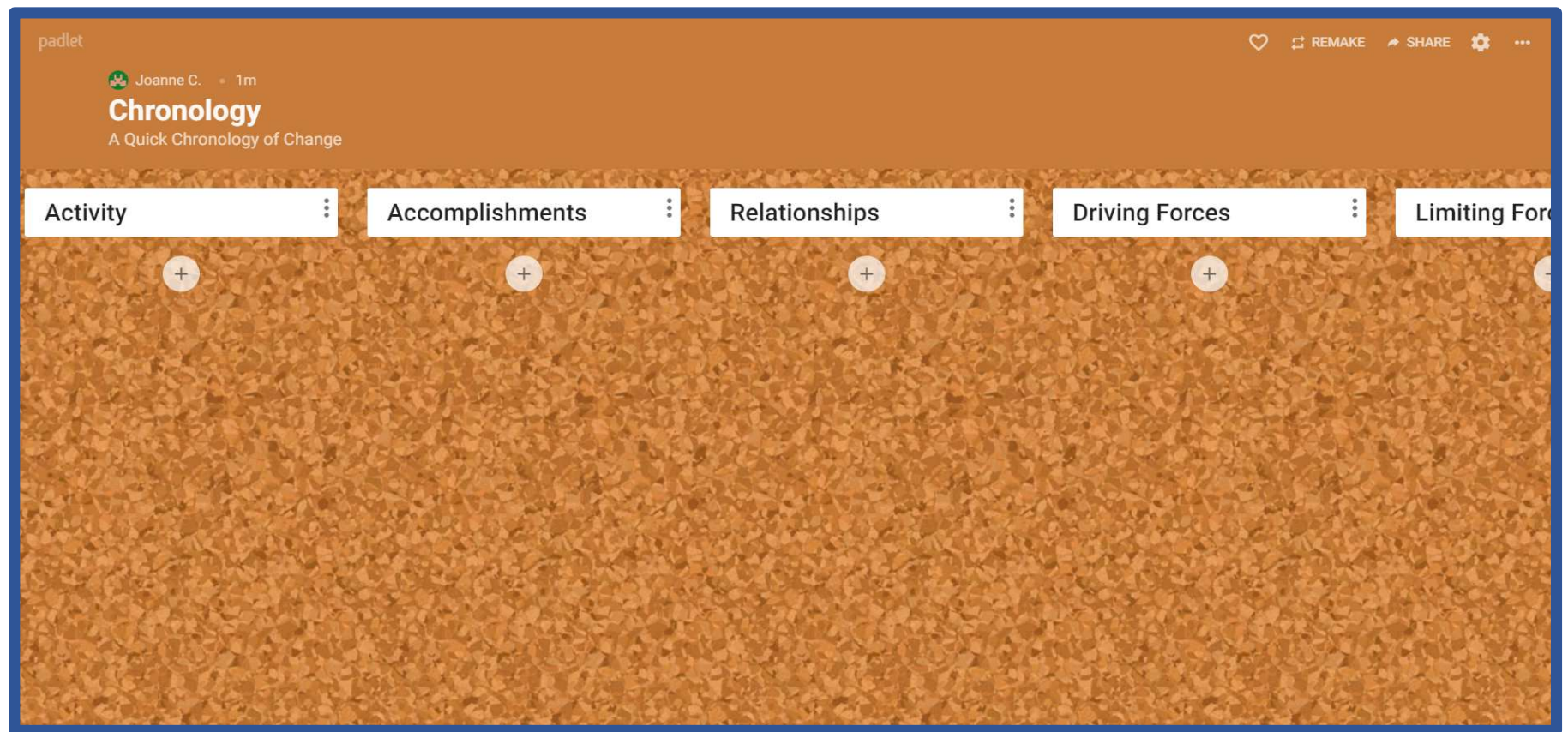## 2019-*Statewide Literacy Team– Work over Time*

Documenting Value in Your Work Together
2019 – *New TX Regional Support Teams – Work as it develops*

Quick Chronology – Online with Padlet

Value Stories

Debrief:

• What did you learn about what has value to your partners?

• What 'big ideas' emerged

• Where are the stories that should be captured?

Poll 7: To what extent can you envision using or recommending *The Quick Chronology* in your work?

1. Very Unlikely
2. Unlikely
3. Possibly
4. Likely
5. Very Likely

Thank You for Your Participation!

- Books are coming in the mail

- Many tools n the book

- Many more tools in the book…more being developed all the time.

  Take a minute to review these:
  - P. 70 – What's in It for me?
  - P. 83 – Building Engagement
  - P. 91- Give Value First
  - P. 92- Your Brand

- Each book has a USB in the back cover

- No internet required

- Each tool is fillable and savable.

- If you would like some of the Chronology's shaped Post-its….please let Jamal know.