

Nevada In-State Learning Institute

July 27, 2021



National **MCH** Workforce
Development Center
Advancing Health Transformation



A Call to Acknowledgement and Honor

- Acknowledgment is a simple, powerful way of showing respect.
- It is a step toward correcting the stories and practices that erase Indigenous people's history, culture.
- It is a move towards inviting and honoring the truth.
- Truth and acknowledgment are critical to building mutual respect and connection across all barriers of heritage and difference.
- We begin this effort by acknowledging what has been buried by honoring the truth.

***Adapted from Honoring Native Land, US Department of Arts and Culture and Race to Equity**

Every community owes its existence and vitality to generations from around the world who contributed their hopes, dreams, and energy to making the history that led to this moment.

Some were brought here against their will.

Some were drawn to leave their distant homes in hope of a better life.

Some have lived on this land for more generations than can be counted.

We are standing on the ancestral lands of the First Nations people,
including the Washoe Tribe.

We pay respects to their elders past and present.

We honor and pay respect to our ancestors who helped to build this county,
state and nation.

Please take a moment to consider the many legacies of violence, displacement,
migration, and settlement that bring us together here today.



Agenda



Welcome & Overview

Leading Change

Defining the Challenge

Lunch

Drawing Out Our Mental Models

Looking Ahead to Tomorrow

***Breaks as needed**



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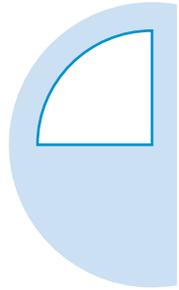
Center Overview



National **MCH** Workforce
Development Center
Advancing Health Transformation



Academic and Practice Partnerships



Academic Partners

The Gillings School of
Global Public Health at
The University of North
Carolina at Chapel Hill

Georgia State University,
Georgia Health Policy
Center

National Implementation
Research Network

University of Illinois at
Chicago, School of Public
Health

University of Texas, School
of Health Science Center
at Houston



Practice Partners

Association Of Maternal &
Child Health Programs
(AMCHP)

MCH Navigator

Family Voices USA

The Catalyst Center

Population Health
Improvement Partners





Mission

1. Advance workforce development for state and jurisdiction Title V programs and partners in the context of health transformation
2. Prepare the future workforce for success
3. Build capacity in three key areas



Systems Integration



Change Management/
Adaptive Leadership



Evidence-Based
Decision Making



How We Work



- Cohort model, groups of multi-sector state teams tackling complex challenges
- Individually, with states for whom the cohort model isn't the best fit
- Skills Institutes, 2-3 day events in person or virtually
- Via universal training, online at mchwdc.unc.edu and mchnavigator.org

Key Training Areas



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Systems Integration

What is it?

- Challenges are affected by a system of interconnected elements
- Addressing challenges rarely creates something new, but rather changes something in an existing system to produce better outcomes
- Systems thinking provides skills to see patterns instead of disconnected events

Goals

1. Analyze and understand complex systems
2. Move complex challenges forward





Change Management & Adaptive Leadership

Change in What

- What is the change? Where is your starting point? Where is your destination?

Change in Who

- Who are stakeholders for this challenge? How can we make change for and through people?

Change in How

- How will this change happen over time? What are the underlying aspects of the challenge? What are solutions all team members can help uncover together?





Evidence-Based Decision Making

- Encompasses BOTH
 - What works to advance progress?
 - How do we structure & guide organizational behavior change?
- *Complex* - Multiple actions, happening simultaneously across organizations & systems





QUICK ICEBREAKER



Adaptive Leadership

Rebecca Wells

With thanks to **Stephen Orton** and **Jeannine Herrick**
Change Management and Adaptive Leadership Core



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LEARNING OBJECTIVES

After this session, participants will be able to:

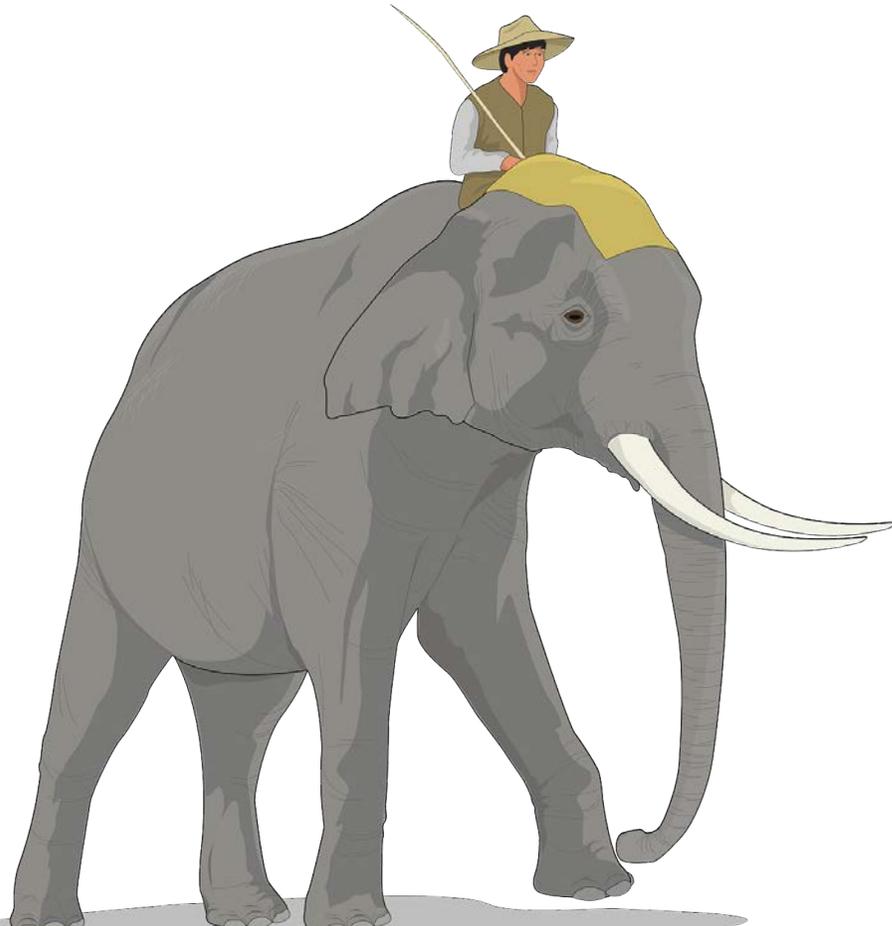
- Keep **focus** on the right questions
- Make better decisions by generating better **options**



Leaders have a role in helping groups adapt well to change.

Hallmarks of Adaptive Change

- Multiple concurrent changes affecting each other in complex ways
- Changes look different depending on where you sit
- It is not super clear WHAT to do or HOW to do it
- Feel pressure to do *something*





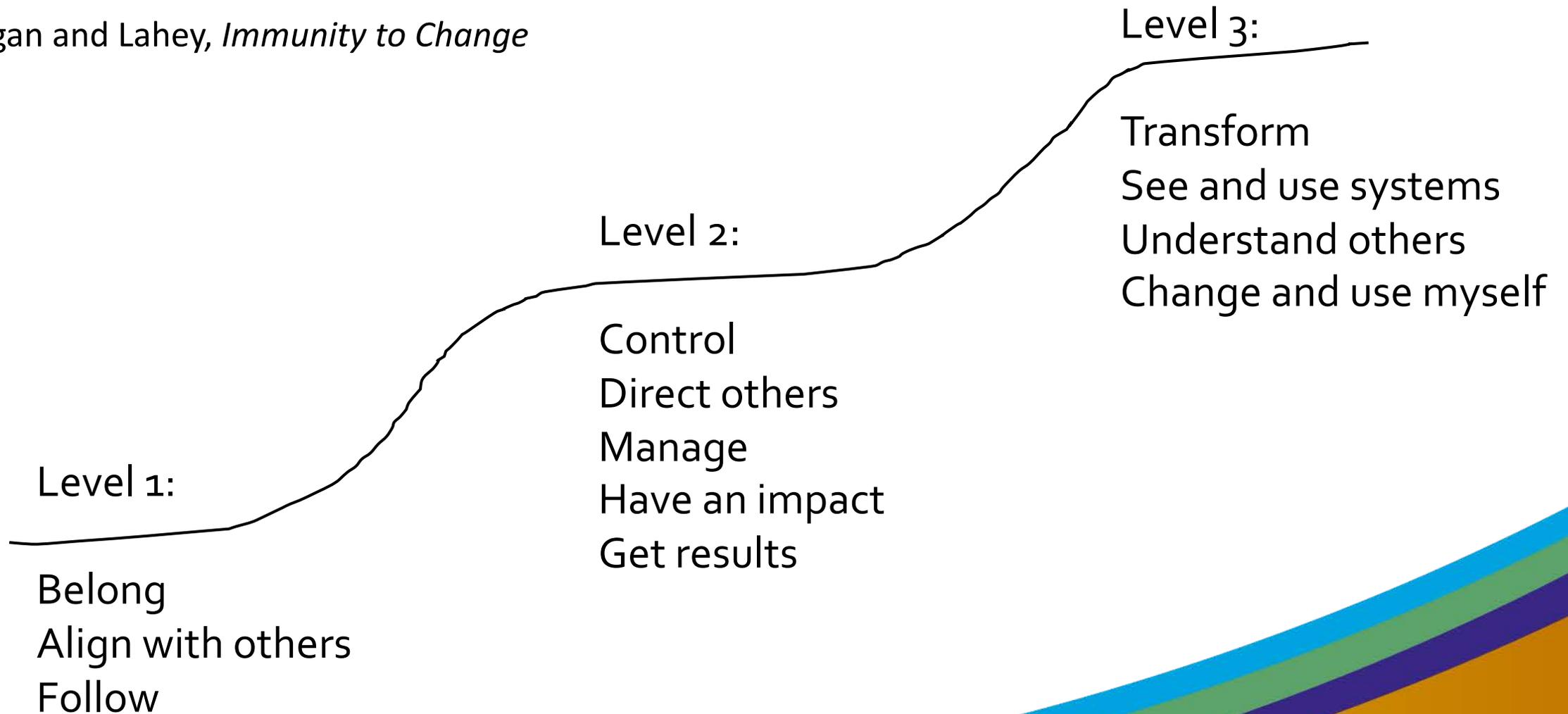
Task	Technical	Adaptive
Direction	Provide problem definition & solution	Identify the adaptive challenge; frame key questions & issues
Protection	Protect from external threats	Disclose external threats
Order Orientation Conflict Norms	Orient people to current roles Restore order Maintain norms	Disorient current roles; resist orienting people to new roles too quickly Expose conflict or let it emerge Challenge norms or let them be challenged

Heifetz, Grashow and Linsky. The Practice of Adaptive Leadership. HBR Press 2009



Leadership Levels

Kegan and Lahey, *Immunity to Change*



Be “on the dance floor” and also “on the balcony”





Focus the group on the bigger question

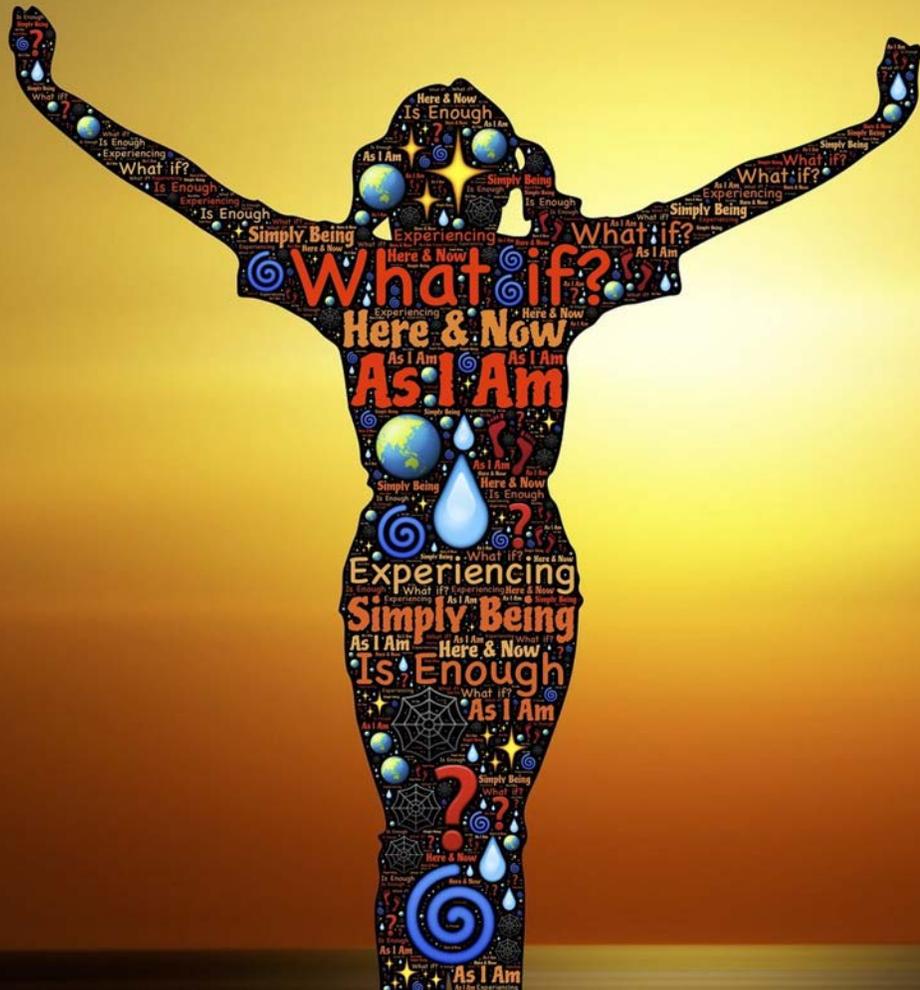
How do we manage no-shows?



How do we support youth in achieving healthy autonomy?



Stay connected to value(s):
why you do the work,
how (and for whom) you create value



*Find your inner voice
... that might just lead
you toward what will
really make a
difference*

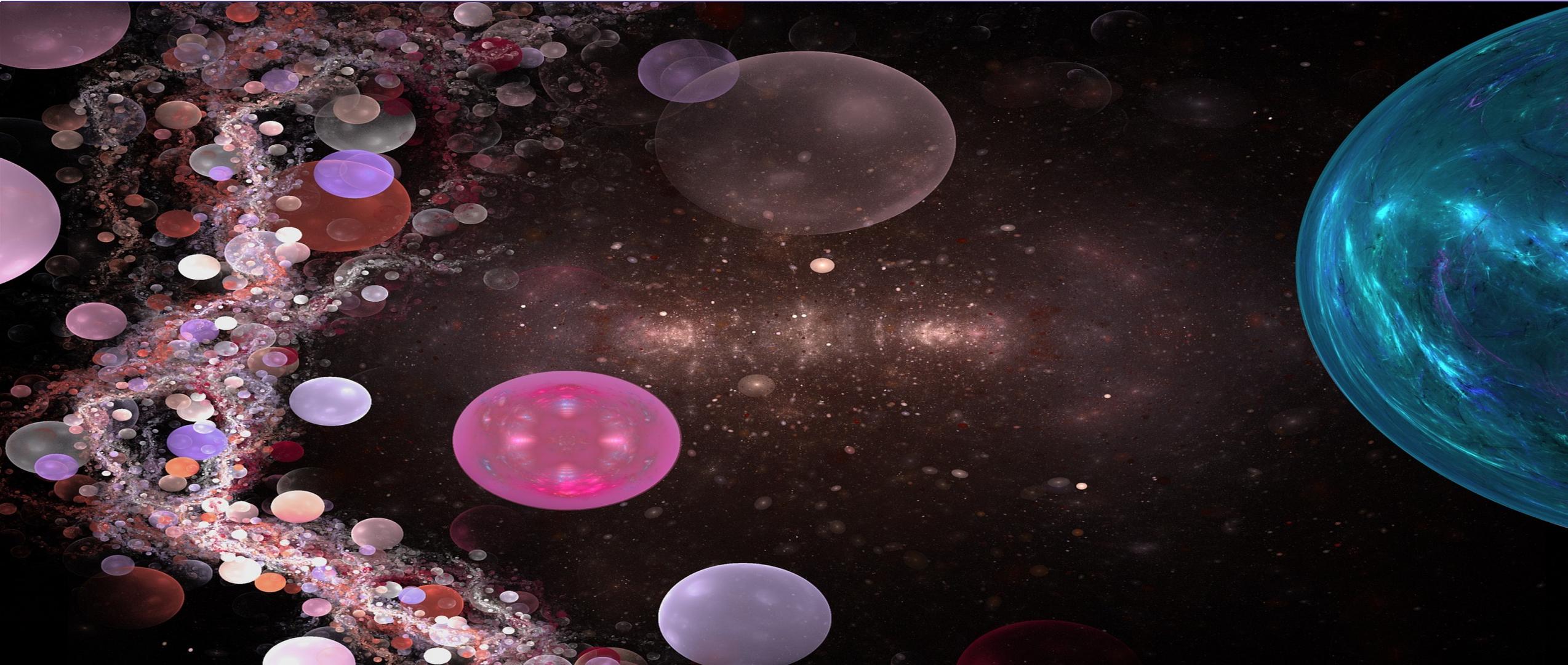


Be crystal clear about the role of your group / individuals.





Articulate that role across
your sphere of influence.





BREAKOUT Discussion

Where do you see yourself and others being adaptive?
What does that look like? How is it working/feeling?

Where else might you use adaptive approaches? What
might that look like? What reservations do you have?
How might you address those?

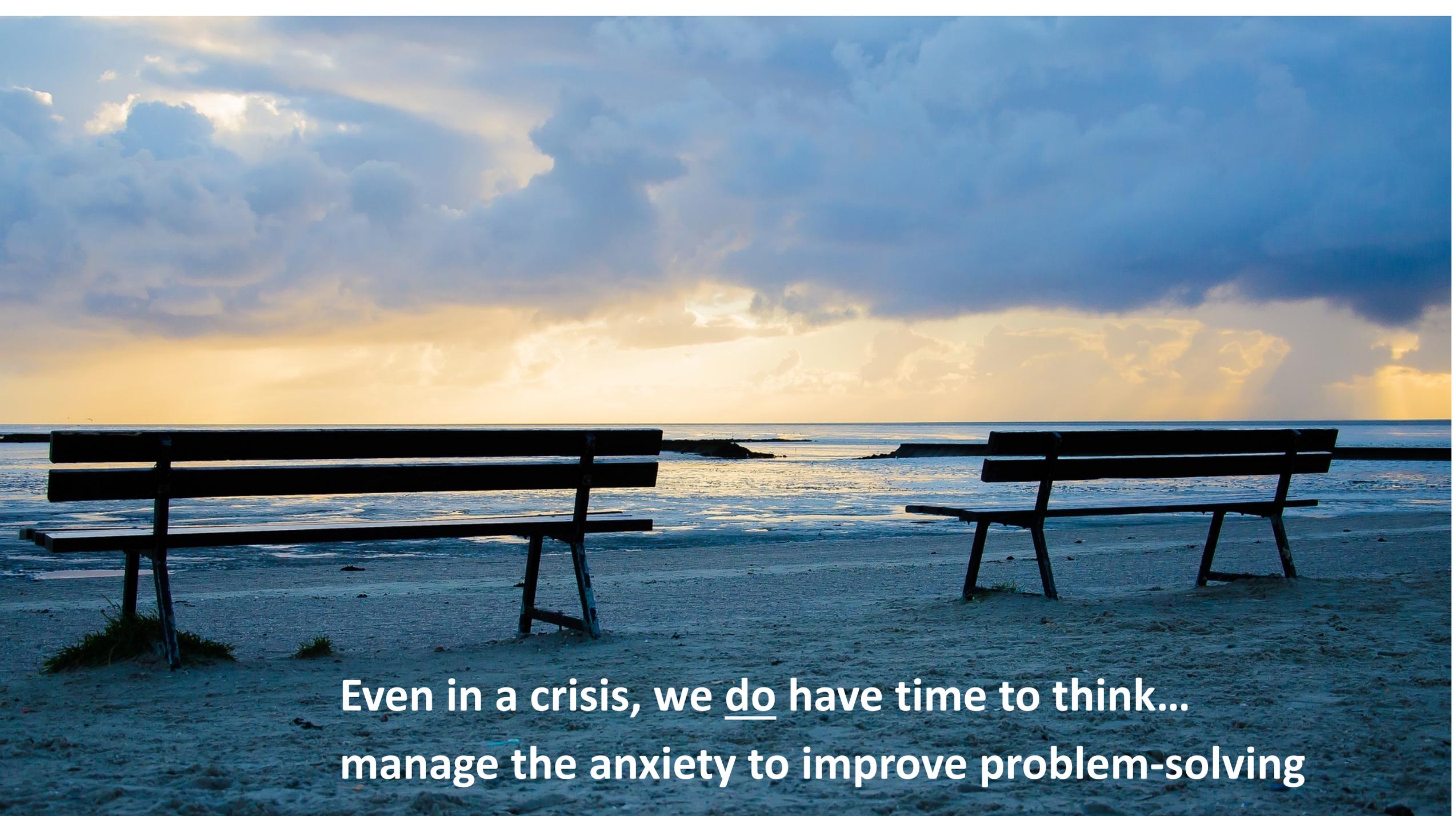




Full Group Debrief

Where do you see yourself and others being adaptive? What does that look like? How is it working/feeling?

Where else might you use adaptive approaches? What might that look like? What reservations do you have? How might you address those?



Even in a crisis, we do have time to think...
manage the anxiety to improve problem-solving

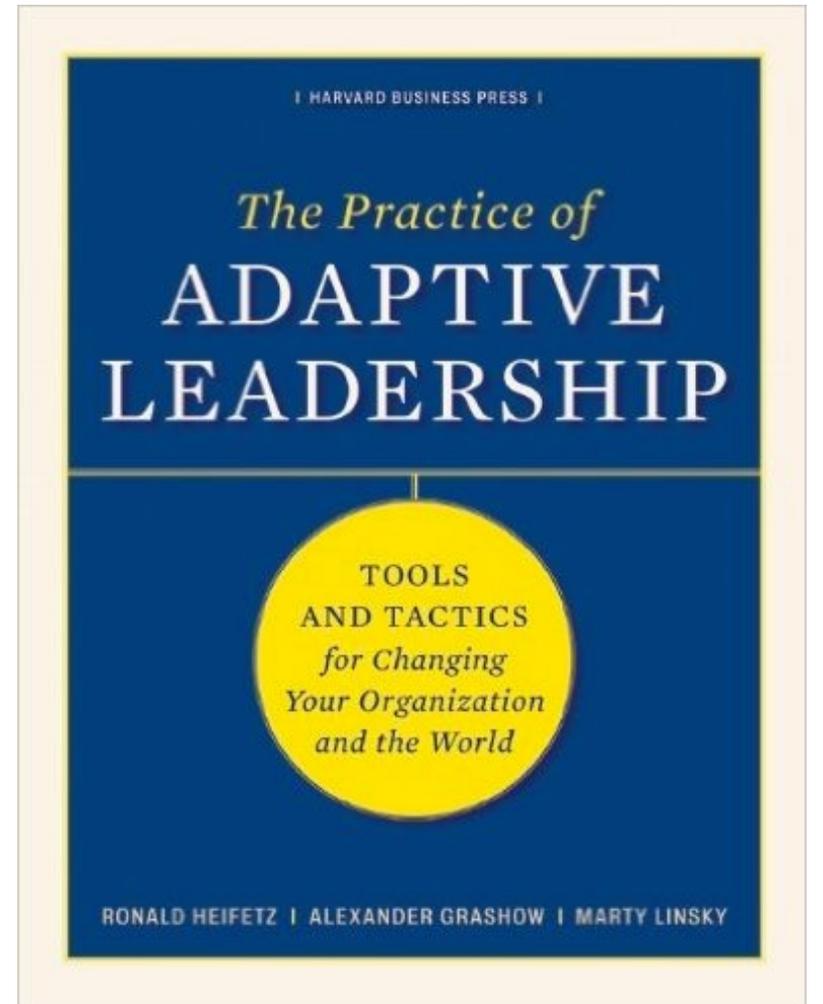
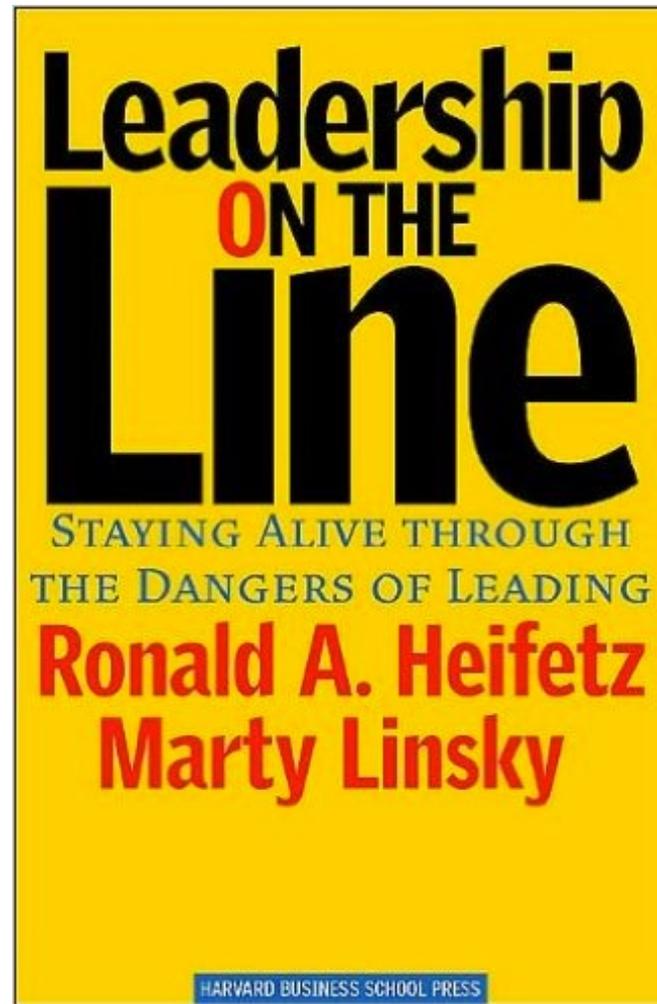
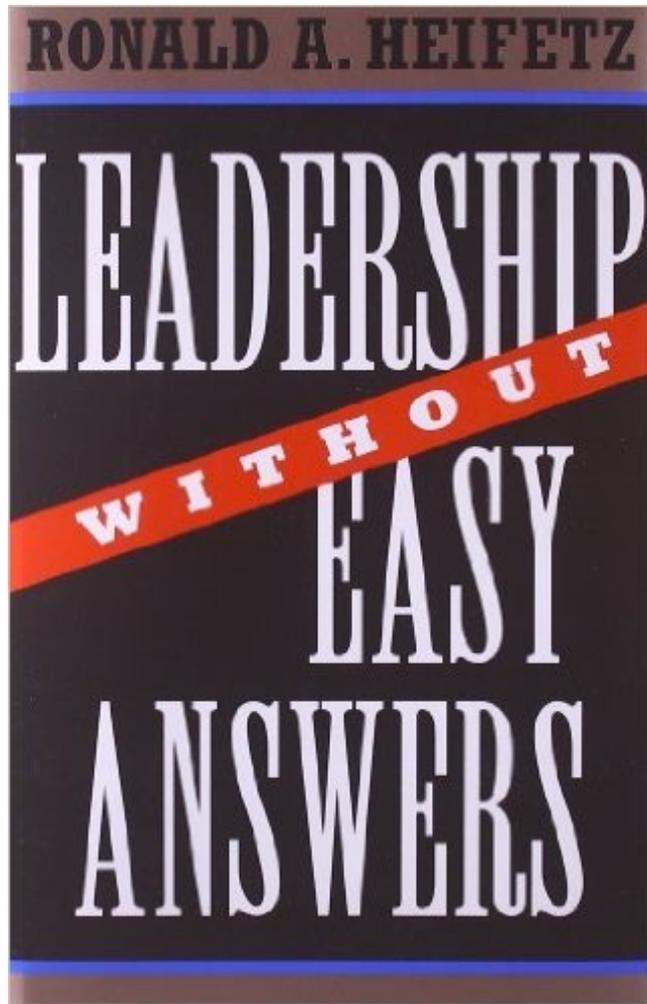
THANK YOU!

Rebecca Wells

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🔗 <https://mchwdc.unc.edu/>



Conversational Capacity:

Finding the sweet spot in difficult conversations

Rebecca Wells

With thanks to Ki'Yonna Jones, MHA, MBA
Change Management and Adaptive Leadership Core



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Learning Objectives

- Manage triggers that arise in difficult situations
- Increase positive engagements in personal and work conversations
- Describe specific communication strategies for conversations that increase engagement and decrease unproductive behaviors



Communication





Communication as a Change Strategy

Foster environments for learning by:

- Raising critical questions that challenge current operating assumptions
- Facilitating and engaging in reflection and generative conversations
- Finding new connections with others' perspectives and assets
- Framing the opportunity

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THE KEY TO OPEN, BALANCED, AND
NONDEFENSIVE DIALOGUE IN THE WORKPLACE

CONVERSATIONAL CAPACITY

The secret to building **SUCCESSFUL**
TEAMS that **PERFORM** when
the **PRESSURE** is on

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The Sweet Spot

Open, Balanced, Non-Defensive



Combines **CANDOR** with **CURIOSITY**



To Win or Minimize, that is the question..

Minimize

- Cover up views, ideas or info
- Unilaterally control the situation to keep it safe
- Water down or sugarcoat the issue
- Prematurely withdraw
- Ask leading questions
- Avoid the issue/change the subject
- Use email to voice concerns

WIN

- State position as fact
- Dismiss/discount alternative views
- Solicit support
- Use hyperbole
- Pontificate
- Interrupt
- Don't inquire into alternative views
- Ask dismissive questions



Thought behind the behavior

WIN

- “I need to be right”
- “I need my idea to win”
- “I want others to yield”

MINIMIZE

- “I want to be a team player”
- “I need to preserve this relationship”
- “I want to avoid conflict”
- “I want to be nice”



Reflect and Discuss

1. When do I minimize, shut down, or retreat?
2. When do I dig in, double down, try to “win”?

What does this LOOK like?

How does that affect the conversation?

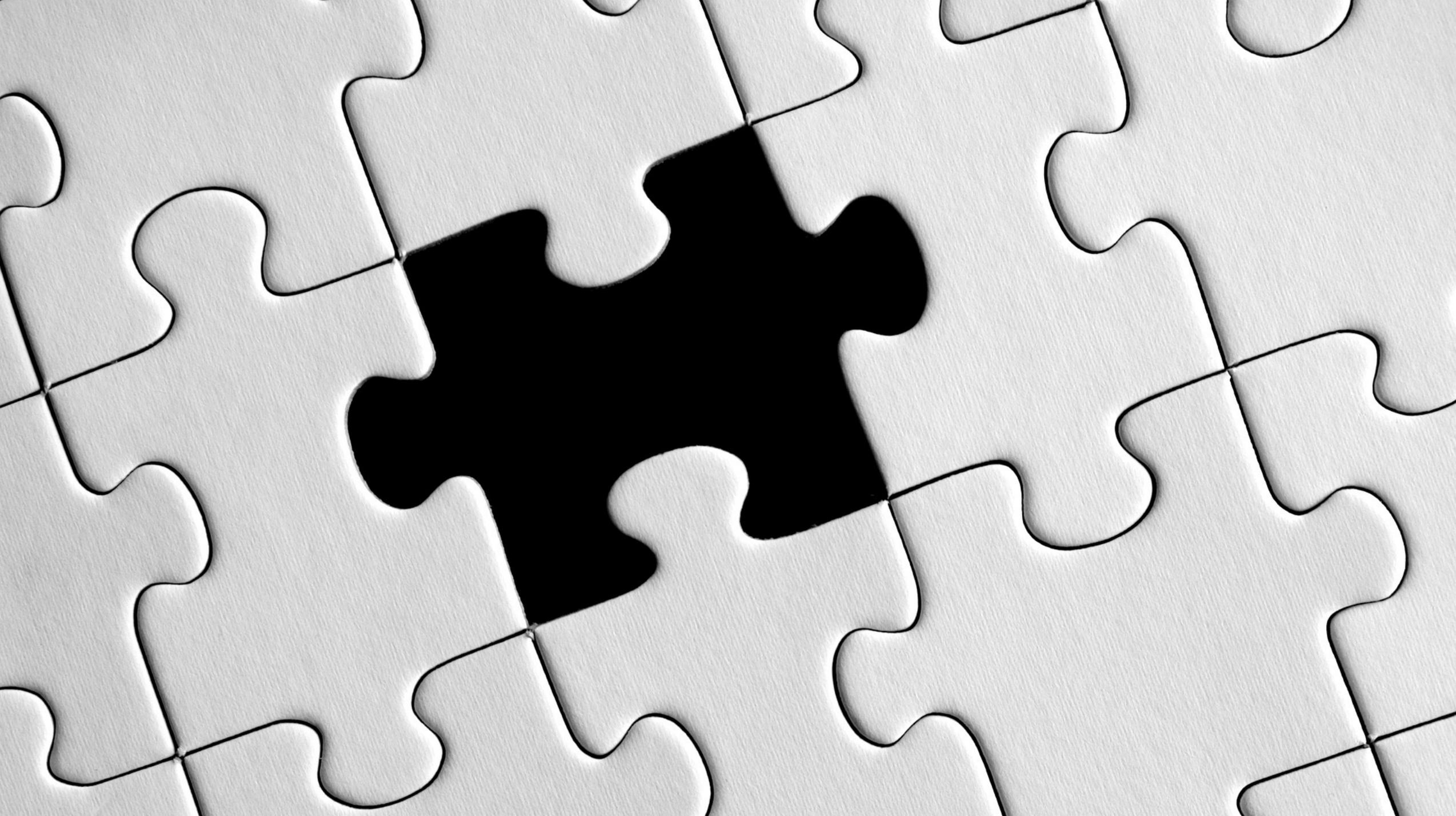


What *triggers* us to leave the Sweet Spot?

- Personal issue
- How important the issue is
- Status or Expertise
- Behaviors of others
- Personality
- Perceived risk of speaking up (or not)
- Culture



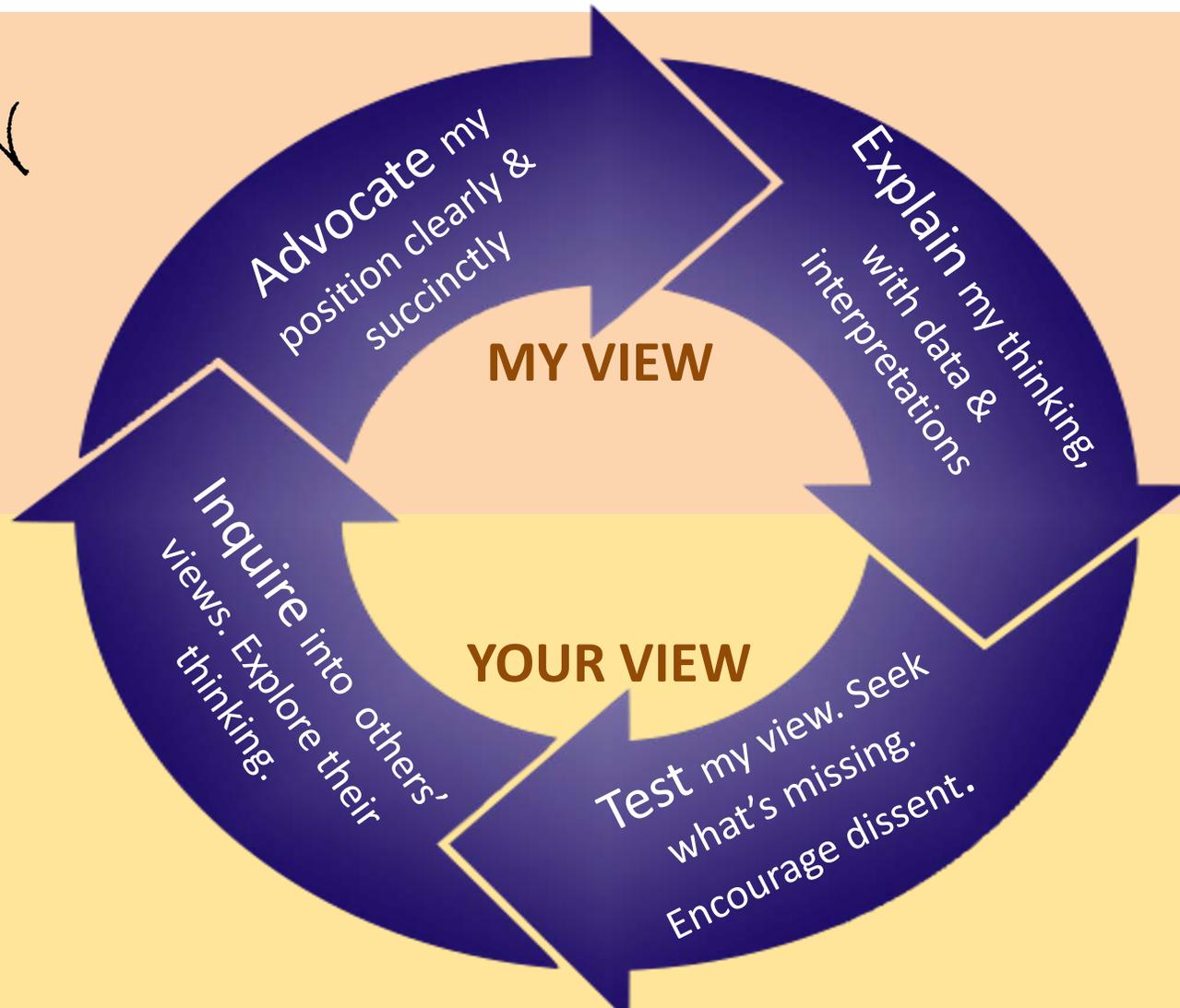
What are YOUR triggers?





Candor & Curiosity

Candor



Curiosity



Candor & Curiosity

I think we should do \mathcal{X} .

I believe that \mathcal{X} is the best choice at this time.

What leads me to think this is \mathcal{Y} .

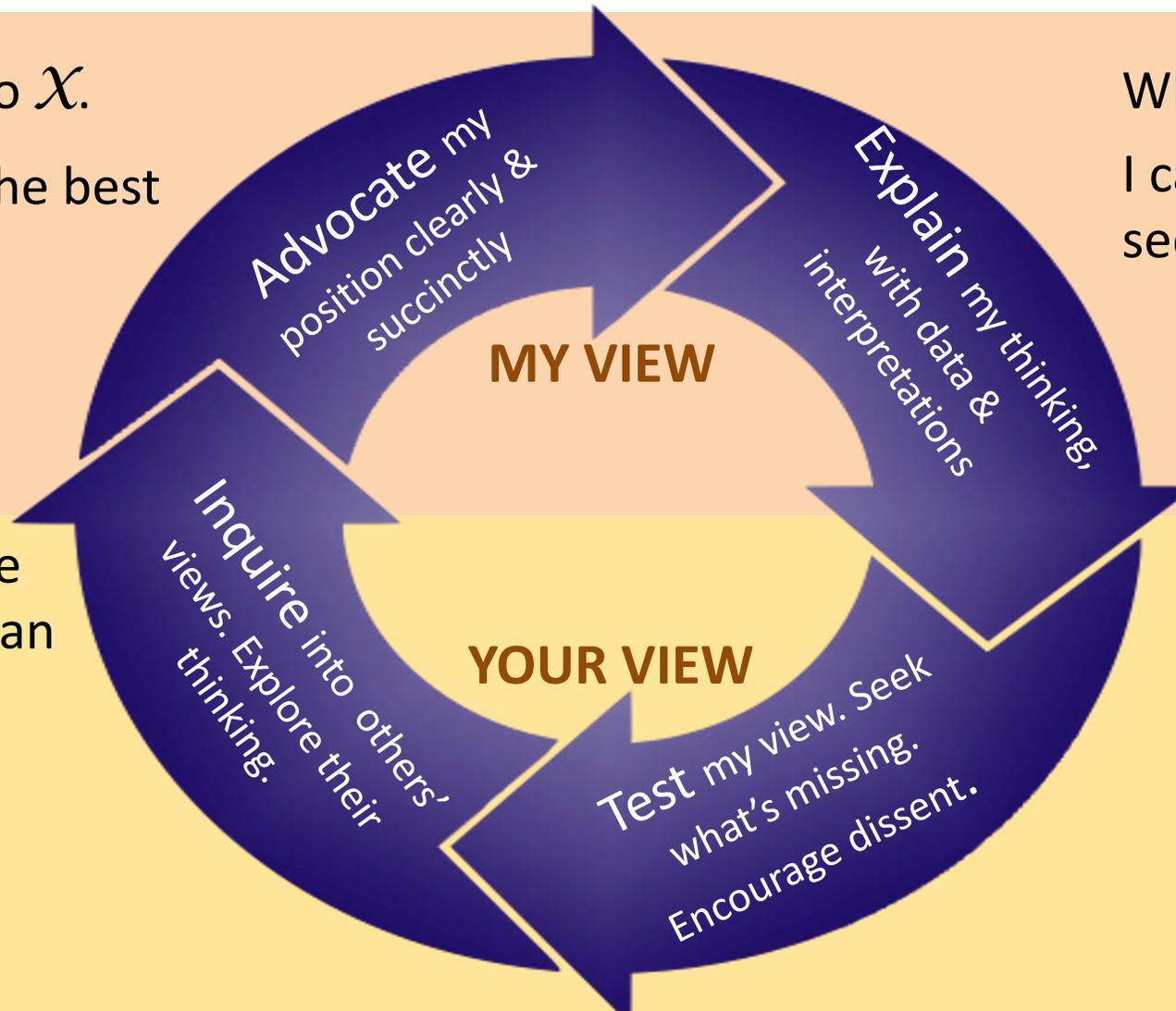
I came to this conclusion after seeing \mathcal{Y} .

I'm intrigued by the way you see this; can you give me an example?

Help me see this through your lens.

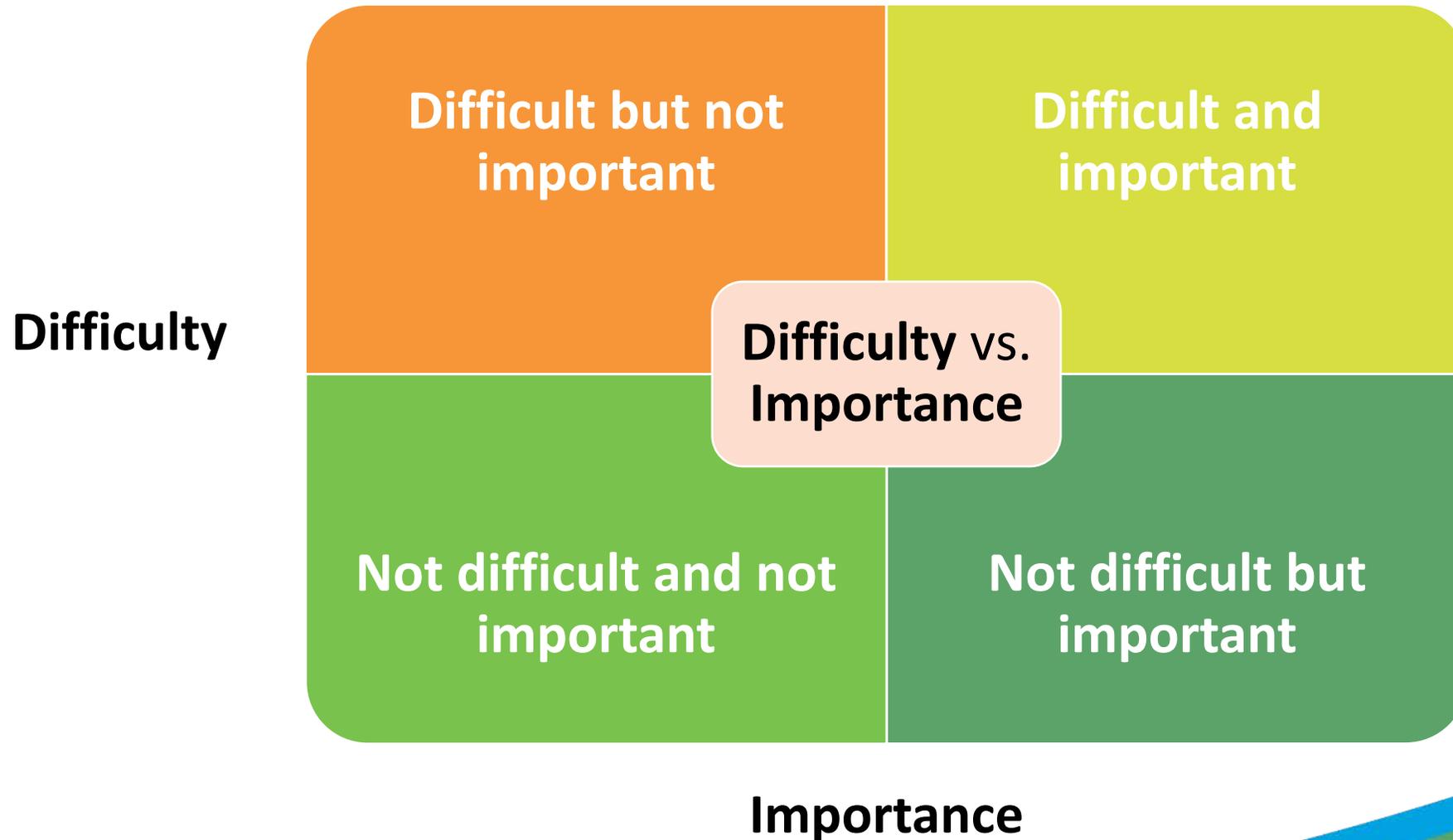
What might I be missing?
Push back on me here, what do you think?

I've said what I think; now I'm interested in what others think, especially those who see it differently.





When to apply this skillset





Let's Practice Candor & Curiosity

I think we should do \mathcal{X} .

I believe that \mathcal{X} is the best choice at this time.

I'm intrigued by the way you see this; can you give me an example?

Help me see this through your lens.

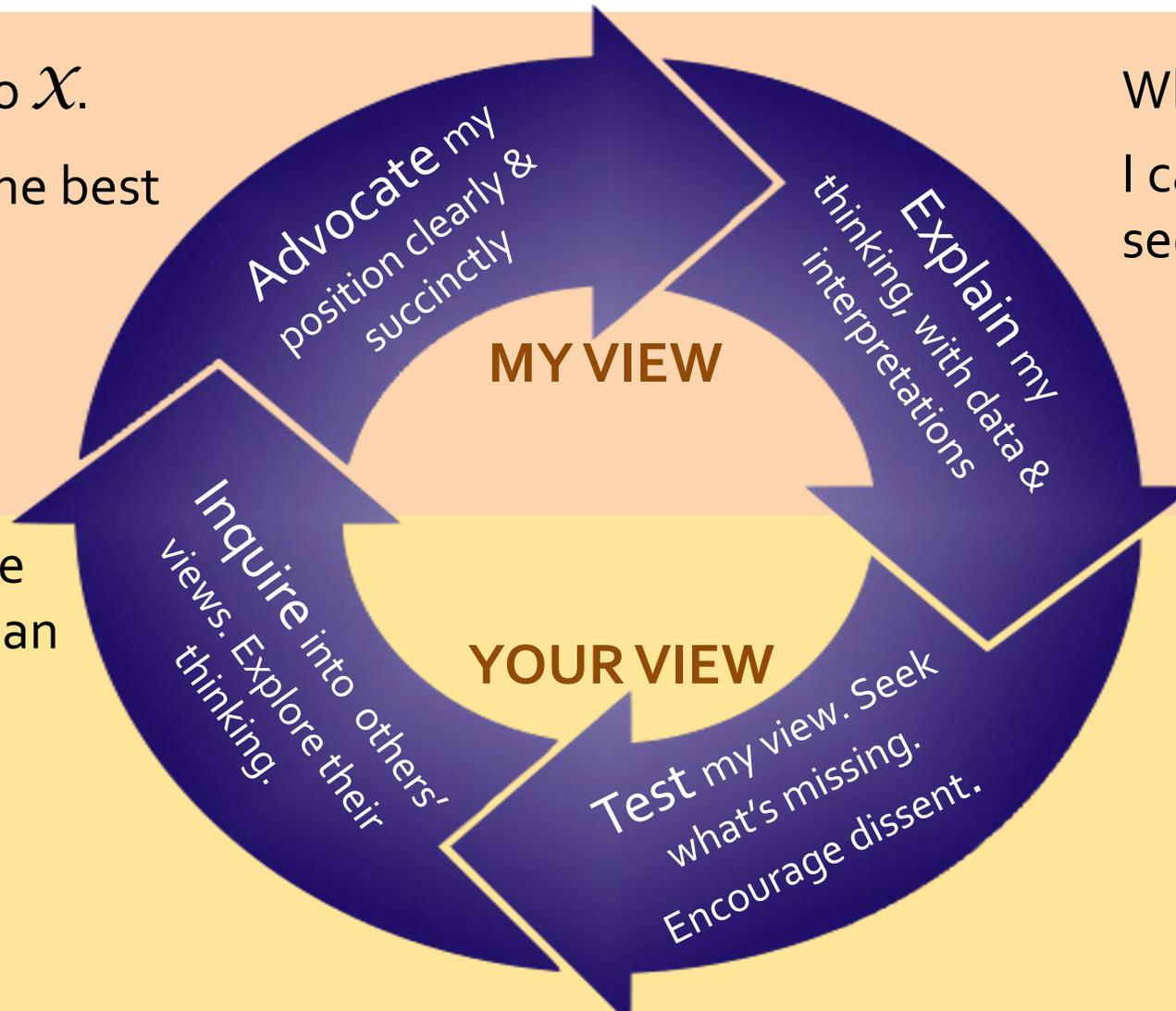
What leads me to think this is \mathcal{Y} .

I came to this conclusion after seeing \mathcal{Y} .

What might I be missing?

Push back on me here, what do you think?

I've said what I think; now I'm interested in what others think, especially those who see it differently.





Practical Steps: *Personal*

Trigger
Journal

Teach to loved
ones

Role play
important
conversations

Give Notice to
others

Mindfulness
practice



Practical Steps: *Teamwork*

Decision
Making

Phone a
friend

Appoint a
monitor

Visual
Reminders



Honest differences are often
a healthy sign of progress.

Mahatma Gandhi



Reference

Weber, C. (2013). *Conversational capacity: The secret to building successful teams that perform when the pressure is on*. New York: McGraw-Hill.

Break



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Drawing Out Our Mental Models: A Systems Thinking and Communication Tool

Jess Cohen



National **MCH** Workforce
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Learning Objectives

- Identify key variables that influence trends over time
- Develop a Causal Loop Diagram representing a shared vision of a challenge
- Learn a tool for eliciting stakeholder's diverse mental models and moving toward shared understanding

What is a “System?”



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A System is

a collection of parts that interact with each other to form an interdependent whole





A System is...

- A set of interconnected components
 - With a definable boundary
 - That interact
 - And produce a set of outcomes
 - By accepting inputs, collectively, and producing outputs
 - Through a transformation process



A Systems Perspective

- No matter what your challenge is, it is **affected by a system** of interconnected elements



Photo source: <http://sagarkitchenware.in/services.php>



A Systems Perspective

- In our work, we rarely create something new, but rather **change something about the system** so it produces better outcomes.



Photo source: <http://failblog.cheezburger.com/thereifixedit/tag/hall-of-fame/page/8>



A Systems Perspective

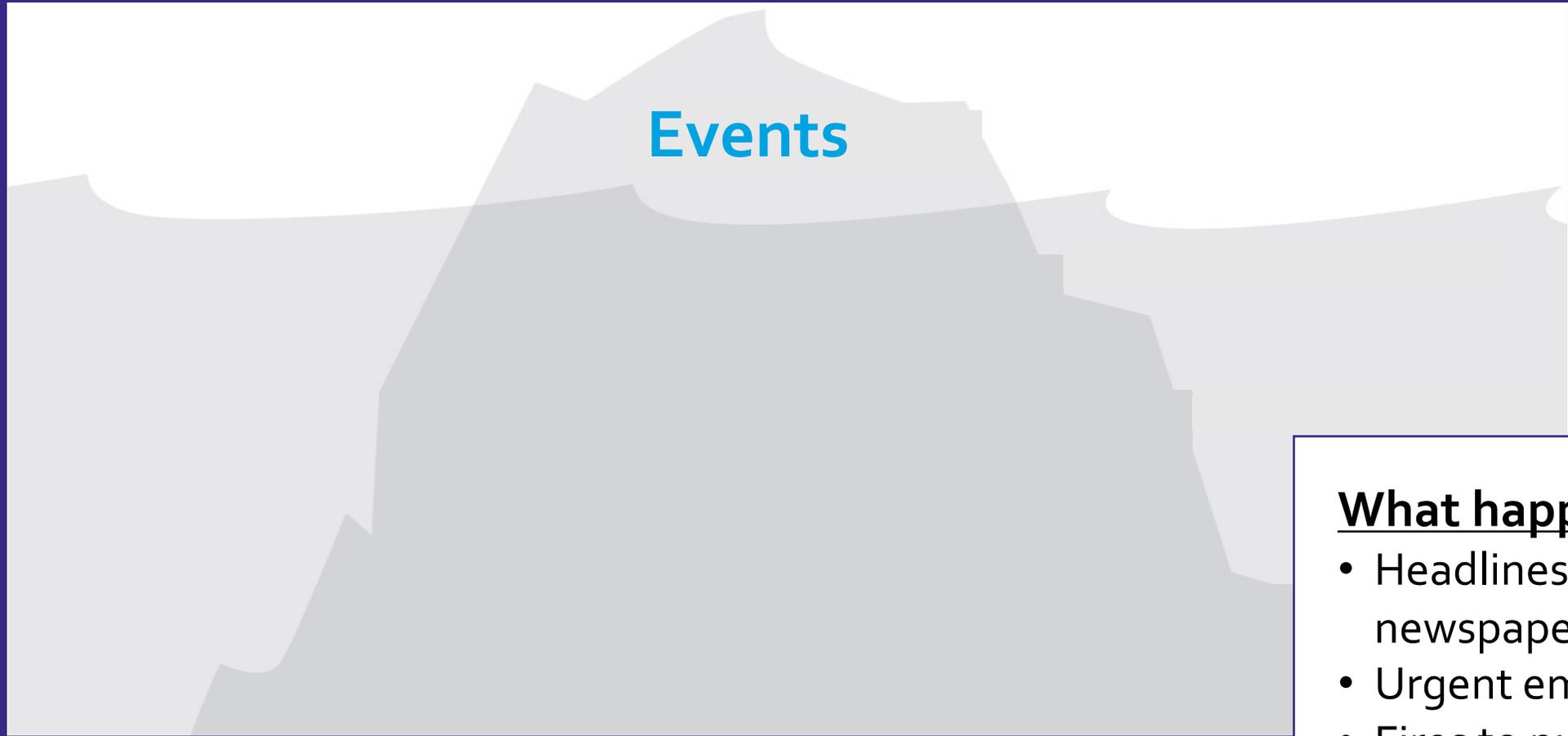
- We want to **expand the way you see “the system”** affecting your focal challenge, starting with learning how to “scope” your frame appropriately over time.



Complex Systems as Icebergs



The Iceberg



What happened?

- Headlines in a newspaper
- Urgent emails
- Fires to put out

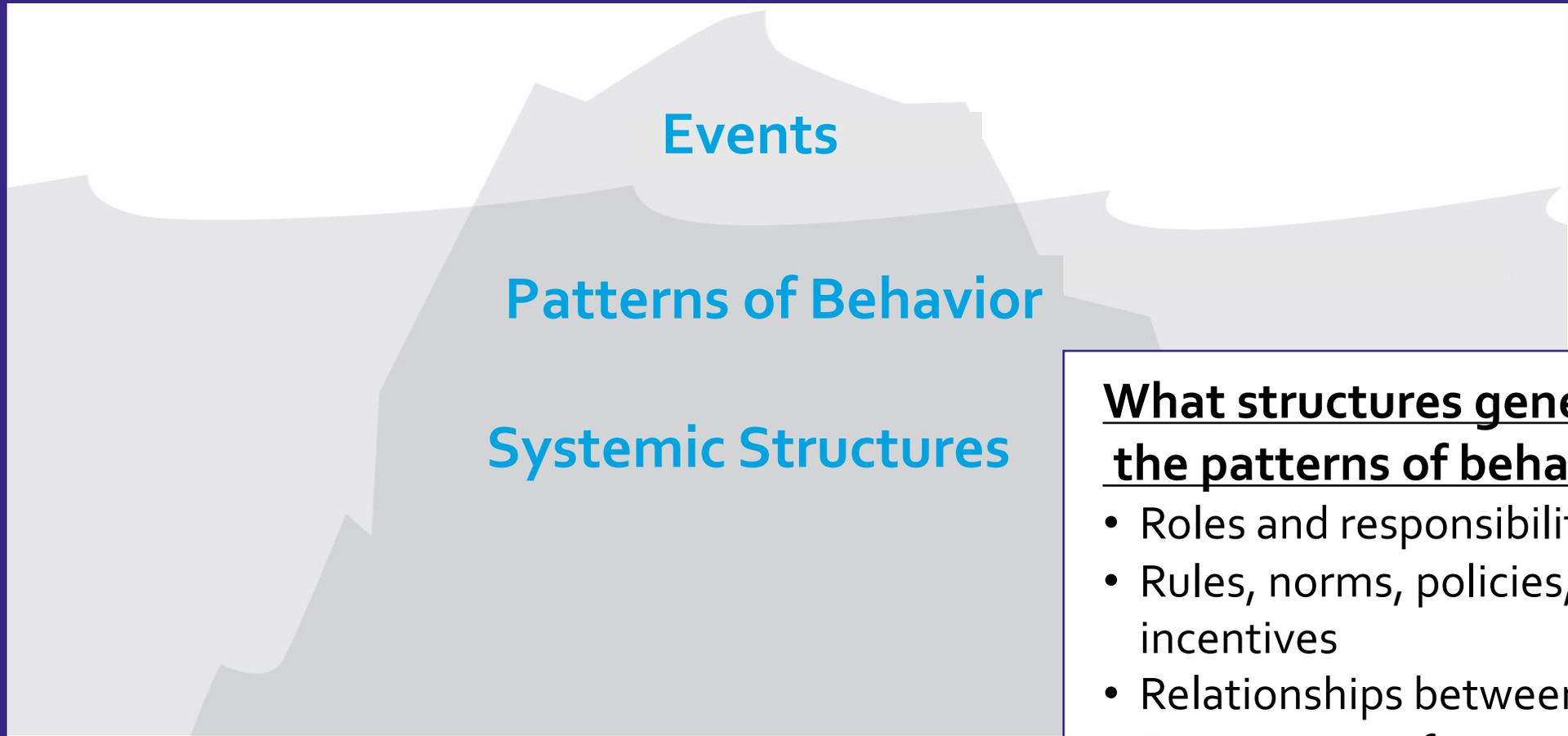
The Iceberg



What's been happening?

- Past behavior over time
- Anticipated future behavior
- By race? By geography?
By...

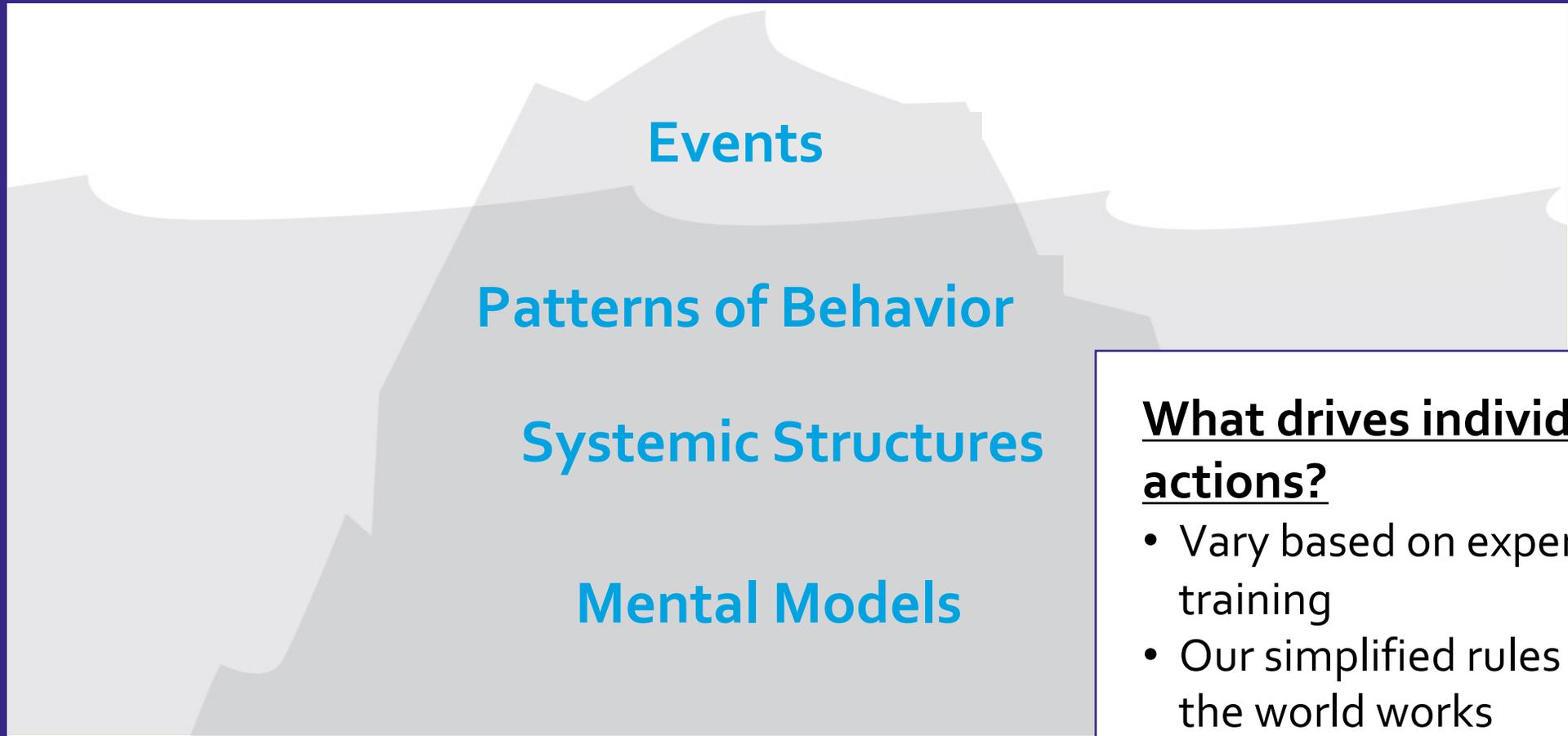
The Iceberg



What structures generate the patterns of behavior?

- Roles and responsibilities
- Rules, norms, policies, incentives
- Relationships between the parts
- Dynamics reinforcing/resisting change

The Iceberg

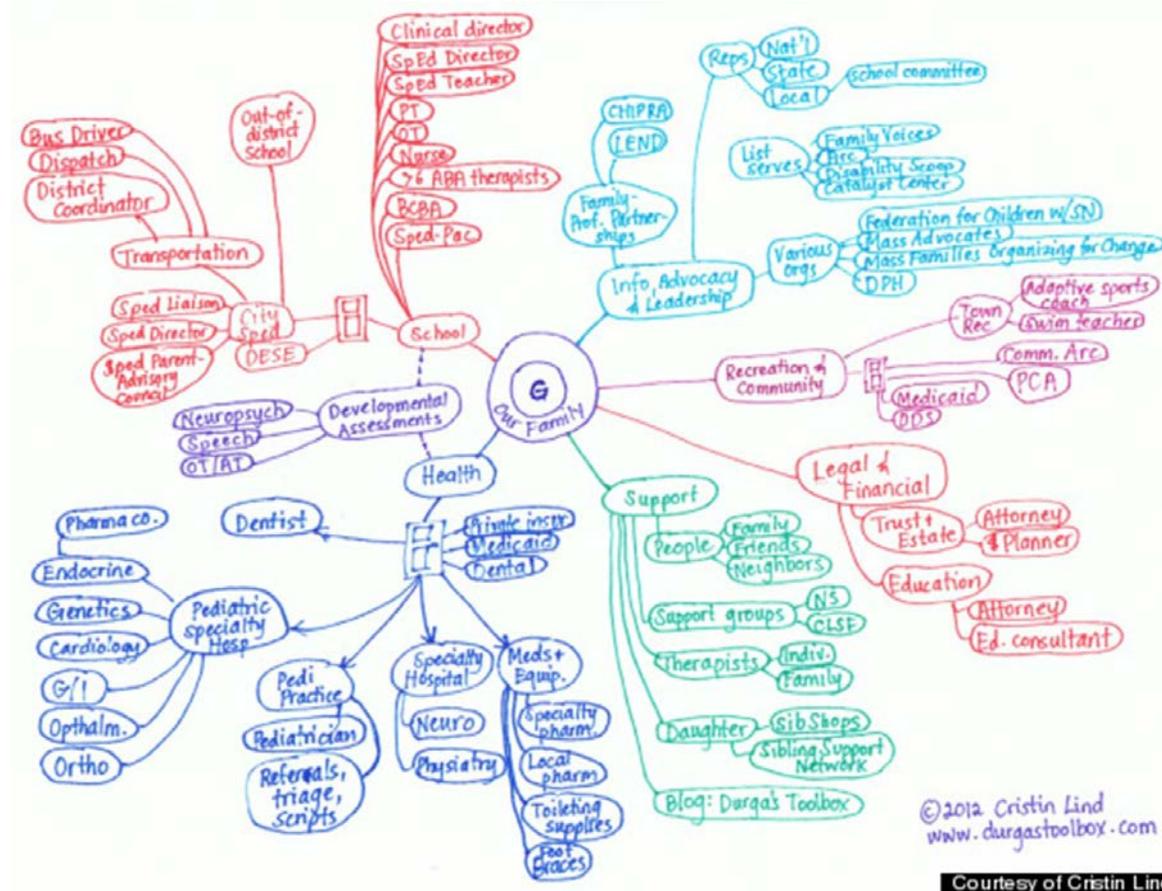


What drives individuals' actions?

- Vary based on experience, training
- Our simplified rules about how the world works
- Reflect norms, biases, gaps in experience



Detail Complexity



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www.durgastoolbox.com

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For more information on care mapping, visit <http://www.childrenshospital.org/care-coordination-curriculum/care-mapping>



Dynamic Complexity

Features :

- Things change over time
- Lag time between cause and effect
- Nonlinear relationships
- Feedback loops





Using Systems Thinking

- Tapping into your and others' mental models,
- Seeking to “see” wholes, and
- Developing and testing models – qualitative or quantitative – representing critical components of the system that determine outcomes

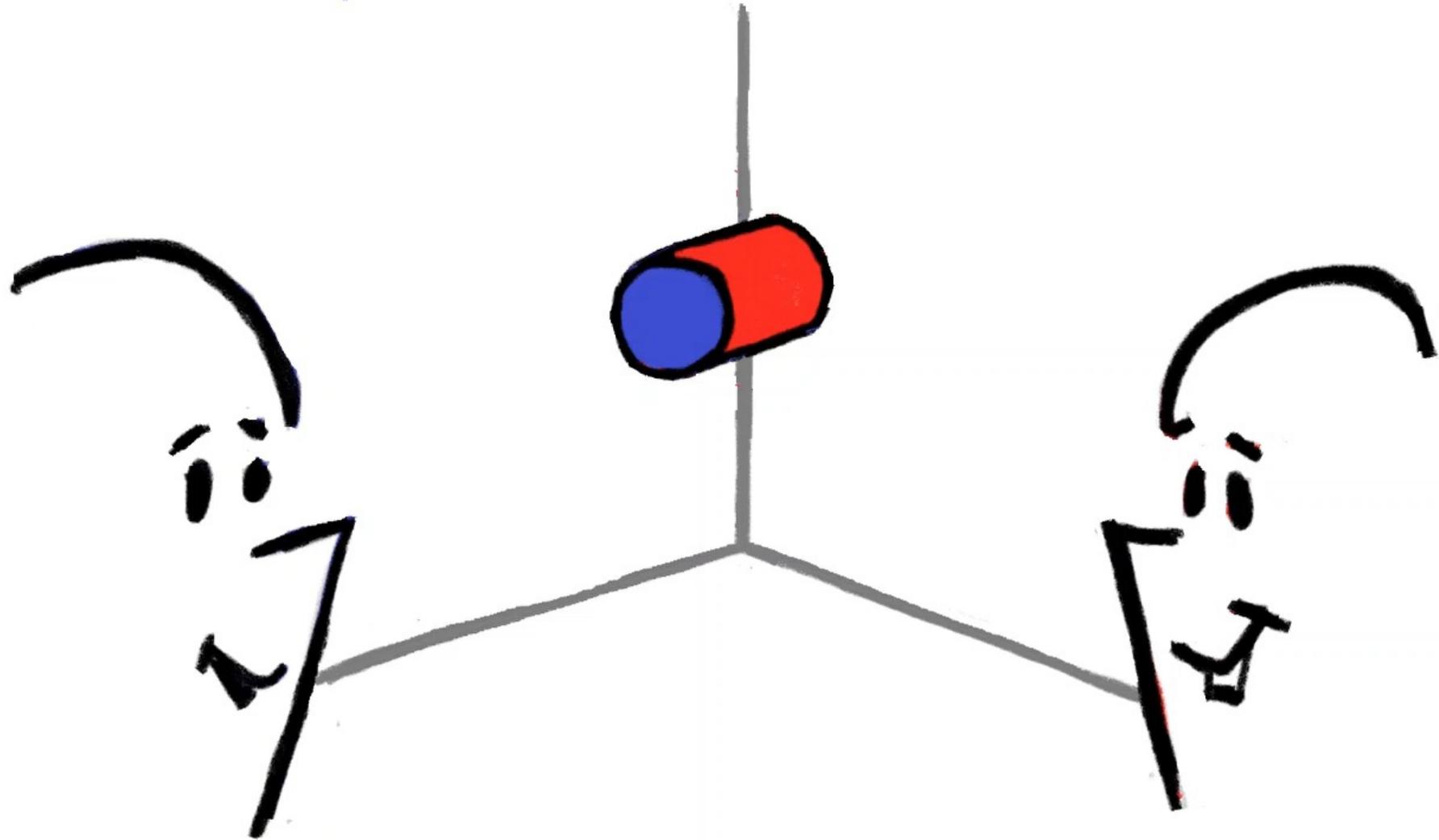


What are mental models?





Different Perspectives on the Same Thing





Why should we share our mental models?





Activity

1

Defining the
Challenge + Variable
Brainstorming



Focal Variable, Causes, Consequences

Example: Student grades

- What can cause student grades to go up or down?
- What can cause change in those causes?
- What consequences can happen if student grades change?



3	2	1	4
Causes of causes – factors that influence the trend of the variable to the right	Causes – factors that influence the trend of the focal variable	Focal variable – The outcome whose trend you want to change (repeat on each line)	Consequences of changes in focal variable
<i>Quality of curriculum</i> <i>Teachers' ability to communicate material</i>	<i>Knowledge of material</i>	<i>% of students with satisfactory grades</i>	<i>Teacher investment in resources to support learning (e.g., time, attention to diverse needs)</i> <i>School investment in resources to support learning</i>
<i>Self-efficacy</i> <i>Extent to which test is implemented mindful of students' diverse needs</i> <i>Stress level</i>	<i>Comfort with testing</i>	<i>% of students with satisfactory grades</i>	<i>Self-efficacy</i> <i>Stress level</i>
<i>Basic necessities of life met (e.g., housing stability, food security)</i> <i>Student motivation</i> <i>Perceived value of academics in home and social environment</i>	<i>Study time</i>	<i>% of students with satisfactory grades</i>	<i>GPA</i> <i>Likelihood of getting into college</i> <i>Earning potential</i> <i>Student motivation</i>



Focal Variable, Causes, Consequences



Pause Point: What is your group's focal variable?

Next step: individually brainstorm causes and consequences

3	2	1	4
Causes of causes – factors that influence the trend of the variable to the right	Causes – factors that influence the trend of the focal variable	Focal variable – The outcome whose trend you want to change (repeat on each line)	Consequences of changes in focal variable



Activity

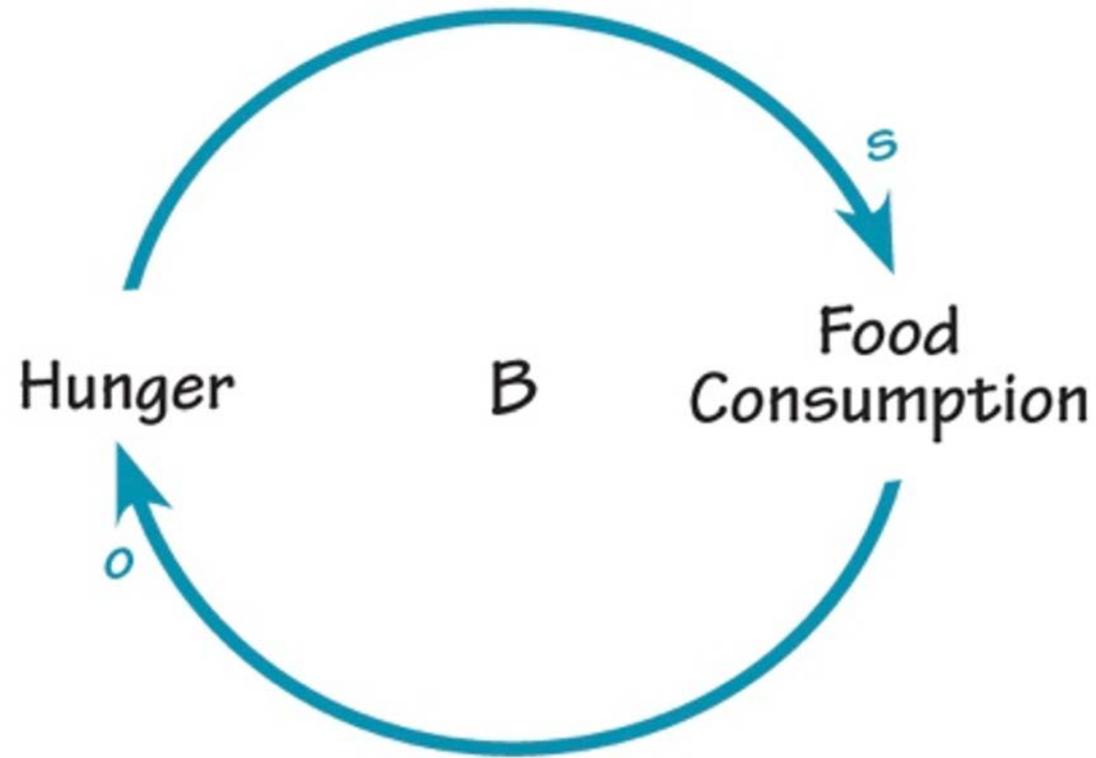
2

Integrating Your Mental Models





Tool for sharing mental models: Causal loop diagrams (CLDs)





Focal Variable, Causes, Consequences, *and Connections*

Example: Student grades

- What can cause student grades to go up or down?
- What can cause change in those causes? Add it!
- What consequences can happen if student grades change?
- Pause, look for themes and organize them in your diagram
- Label the connections in your diagram
 - Important! Label whether an increase or decrease in a cause leads to an increase or decrease in the resulting variable (s=same; o=opposite)
- Is there any feedback or connection between variables?



Activity #2 – Integrating Your Mental Models

Directions:

1. Put the focal variable in the middle of a large sheet of flip chart paper
2. Give each team member a turn to **add 2** of their variables
3. Repeat until all team members have added variables they think are most important when building a picture of their challenge
4. Pause to group similar variables together. Create a new post-it note that has the theme of similar variables written on it, and use that theme post-it note in your diagram
5. Draw connections between variables
 - Label with “same” or “opposite” to indicate whether a change in one variable will lead to a change to the other variable in the same or opposite direction



CLD cheat sheet

1. Name the variable: a variable is something that can vary over time and go up or down (i.e. is measurable)

Ex: if you want to add a variable around transportation – you will need work on the wording to determine what part of transportation varies over time that you are interested in. This could be added as “*access to transportation*” or “*% of community with reliable transportation*”, for example.

2. Draw the arrows: arrows show that one variable affects the other

S = same direction relationship (an increase in one variable = an increase in the other variable or a decrease in one = a decrease in the other)

O = opposite direction relationship (an increase in one variable = a decrease in the other variable or vice versa)



CLD cheat sheet, continued

3. Look for feedback loops: feedback loops occur “when the effects become causes”

Types of feedback loops:

- R = **Reinforcing** loop, causing a trend to continue - so it continues to go up and up and up or down and down and down
- B= **Balancing** loop, including one or more links that counter a trend – so levels of variables fluctuate, but are basically stable over time





Levels of leverage

- Not all targets for action are equivalent
- Rather than targeting a variable connected by a single arrow....
 - ... can we change **a feedback loop**?
 - ... can we change **a rule in the system**?
 - ... can we change **the goals of the system**?



Pause Point: What leverage points exist in your diagram?



From the Field

“I really enjoyed learning about CLD and have found them useful. I think they save a lot of time by thinking through potential pit falls before getting knee deep into a project. We did share our diagram with our State Team as we sought to explain our project and share some of the great resources we learned about while in North Carolina . . . It offered opportunity to hear from more people on the team.”

- Member of Team Wisconsin



Additional Resources

- You will find some trainings on the MCH Navigator:
 - <https://www.mchnavigator.org/transformation/systems-integration.php>
- We have facilitation guides and videos – contact the SI core to discuss your needs (klich@unc.edu)
- The Systems Thinking Website has lots of wonderful resources
 - <https://thesystemsthinker.com/>
- Causal loop diagramming articles and guides
 - <https://thesystemsthinker.com/pocket-guide-guidelines-for-drawing-causal-loop-diagrams/>
- Hovmand’s Community-based System Dynamics book
- Scripts for conducting Group Model Building
 - <https://en.wikibooks.org/wiki/Scriptapedia>
- Donella Meadow’s Thinking in Systems book is a great primer on systems thinking
- Water’s Foundation has lots of systems thinking capacity building activities, especially for K-12 students but many work for adults too
 - <https://www.watersfoundation.org/>

Systems Integration Toolkit

Technical workforce skills and evidence-based strategies are not necessarily sufficient to move the needle on maternal and child health outcomes; contextual factors such as challenging political environments, lack of leadership support, funding insufficiency, staff turnover, and historically inequitable programs and outcomes also influence Title V's ability to have an impact. **These systems thinking and mapping tools provide opportunities to see your work in the context of the 'big picture' and strengthen collaboration within agencies and across sectors.**

If you want to... Consider.... To help you...

Develop a shared understanding and decide on key target points for action	Causal Loop Diagramming	Identify leverage points that help shift the entire system and not simply treat the "symptom" of the problem. Have a facilitated conversation to share "mental models" and hypothesize as a group what's driving trends over time.
	Concept Mapping	Elicit stakeholders' opinions about a focal question, and to process this information to identify themes and priorities.
Understand the network of stakeholders that are needed for an initiative	Networking Mapping	Visually display connections between individuals or organizations in a system.
	Balance of Petals	Visualize the stakeholders needed for an initiative, what they need to contribute, and what value they receive in return. Through this exercise, teams discover which stakeholders are imbalanced in terms of what they give/get from a project.
See the 'big picture' system you are trying to change	5 R's	See the system in which you are working by using this conversation guide to prompt for what success looks like (results), roles, resources to support change, and rules and relationships that must be understood or changed to improve outcomes.
	Process Flow Diagramming	Create a map of a current process and use it to help redesign and improve the process, to create a new process, or to document the role of people/organizations to clarify who does what in the process.
	Behavior Over Time Graphs	Share perspectives about what is causing trends over time and move closer to developing a shared understanding of the challenge.
Understand the services or resources available to meet a common goal	Whole System Mapping	Inventory programs, services, or resources within the system you want to strengthen.
	Asset Mapping	Map and analyze information about assets in a community or state to meet a common health goal.
Understand how stakeholders think about a system /their role in the system	System Support Map	Do a deep dive mapping exercise to depict an individual's responsibilities, needs, resources, and wishes. It can be used to support meeting MCH consumers' needs, setting your team up for success, or defining and strengthening a system of individuals.

Where to start?

- ✓ Check out the System Mapping 5-minute Video Series: <https://www.mchnavigator.org/transformation/systems-integration-resources.php#>
- ✓ Reach out to the Systems Integration team at jcohen@amchp.org or klich@unc.edu

Evidence-Based Decision Making & Implementation: A Brief Introduction

Oscar Fleming

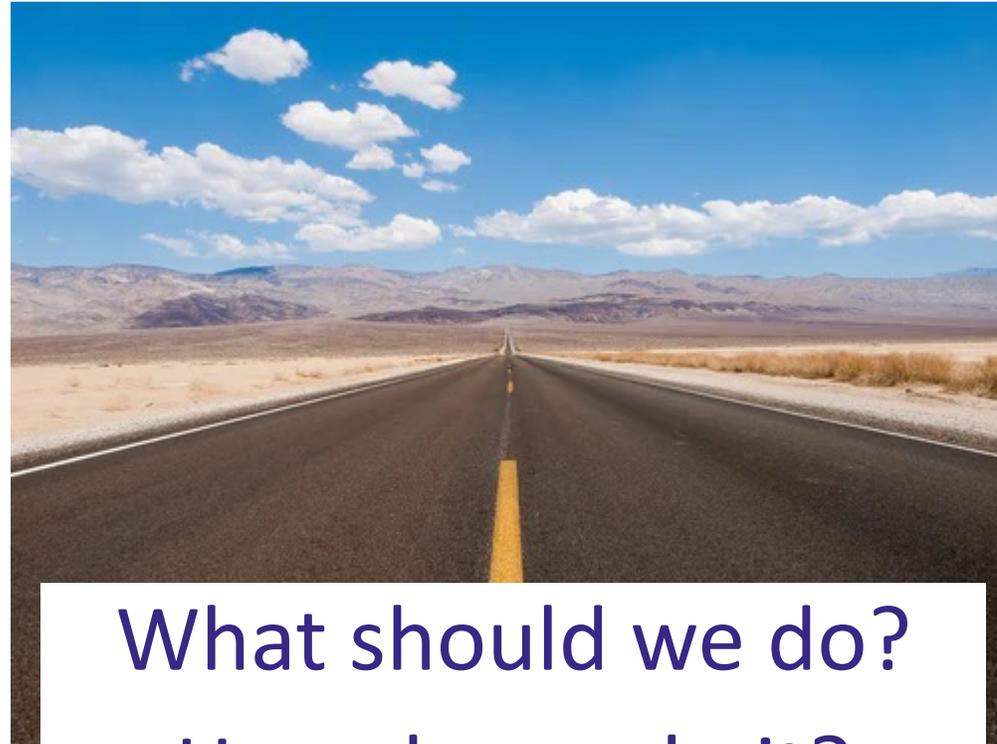


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Two key questions

Goal: Healthy children, adolescents, families, and communities.



What should we do?
How do we do it?



What should we do?

Innovation - any approach to address an identified need that is new to the people involved with it.

May include...

- Evidence based interventions
- Local programs with emerging evidence of effectiveness
- New, untested approaches





Unfortunately...

Innovations \neq Outcomes





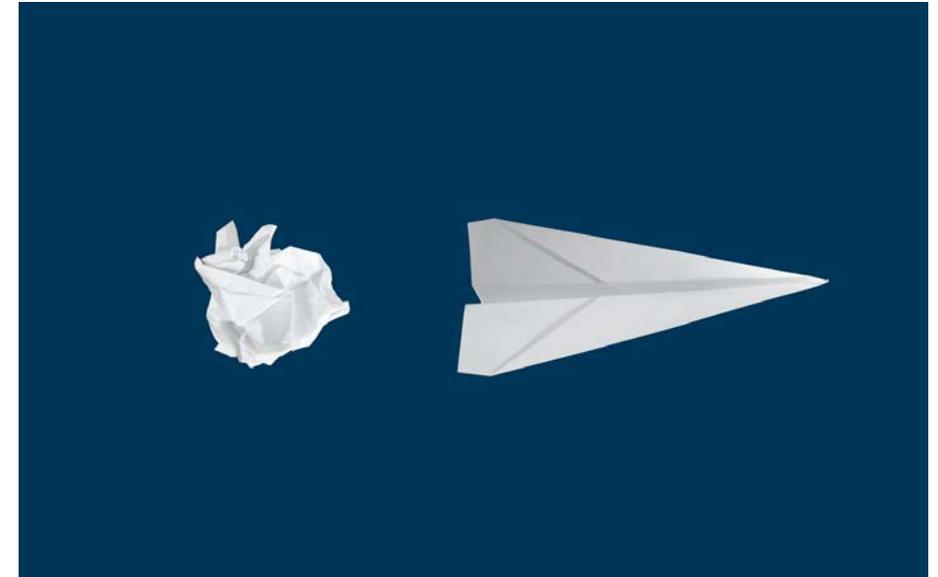
How do we do it?

Identify potential innovations

Assess innovation **fit** and **feasibility**

Strengthen system capacity to collaboratively **plan and implement**

Gather and use data to continuously **measure, learn, and improve**





Small Group Discussion

- 1) Where do you identify adolescent health innovations?
- 2) Who is involved?
- 3) How might you identify innovations based on your Causal Loop Diagram?

- Individual reflection – 3 minutes
- Pair and share – 10 minutes



Photo by [Jonah Pettrich](#) on [Unsplash](#)



Mad Lib

Two Tools in the Morning

1. Key Driver Diagram

2. Hexagon Selection Tool

MAD LIBS®

THE BOOKISH Mad Libs

There are many _____ ways to choose a/an _____ to read. First, you could ask for recommendations from your friends and _____ . Just don't ask Aunt _____—she only reads _____ books with _____-ripping goddesses on the cover. If your friends and family are no help, try checking out the _____ Review in The _____ Times. If the _____ featured there are too _____ for your taste, try something a little more low-_____. Like _____: The _____ Magazine, or _____ Magazine. You could also choose a book the _____-fashioned way. Head to your local library or _____ and browse the shelves until something catches your _____ . Or, you could save yourself a whole lot of _____ trouble and log on to www.bookish.com, the _____ new website to _____ for books! With all the time you'll save not having to search for _____, you can read _____ more books!

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Looking Ahead...

Day 2 Preview

- **Finding your Path Forward** – Next steps from the causal loop diagram
- **System Support Mapping** – Identify resources and needs to carry out your plans
- **Implementation Supports** - Best practices to strengthen capacity

