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Family Success Center

# Leadership | Advocacy

Self-Directed Guide – Session 3

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New Jersey Family Success Centers  
&  
Office of Training and Professional Development



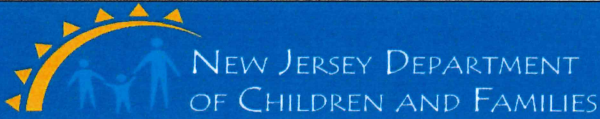
# Leadership & Advocacy

## Session 3

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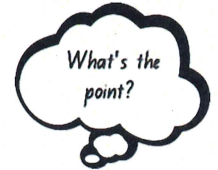
**Instructions for Self-Directed Learning:** Upon completing Session 3 for FSC Directors, the following self-directed materials will be used to teach FSC staff. FSC Directors will follow the table of contents in order to complete all lesson plans with staff. Following completion of the lesson plans, FSC Directors will partner with DCF to ensure application of Leadership and Advocacy essential functions.

Lesson Plan 1: Session 2 Recap	<ul style="list-style-type: none"><li>• Online learning presentation slides printout</li><li>• <i>Lesson Plan 1 Sheet</i></li><li>• <i>Session 2 Recap Worksheet</i></li></ul>
Lesson Plan 2: The Essential Function Leadership	<ul style="list-style-type: none"><li>• <i>Lesson Plan 2 Sheet</i></li><li>• Leadership Practice Profile Definition, Expected Outcomes and Behavioral Indicators</li><li>• <i>Leadership Reflection Worksheet</i></li></ul>
Lesson Plan 3: The Essential Function Advocacy	<ul style="list-style-type: none"><li>• <i>Lesson Plan 3 Sheet</i></li><li>• Advocacy Practice Profile Definition, Expected Outcomes and Behavioral Indicators</li><li>• <i>Advocacy Reflection Worksheet</i></li></ul>
Lesson Plan 4: Goal Setting	<ul style="list-style-type: none"><li>• <i>Lesson Plan 4 Sheet</i></li><li>• <i>Ideas to Integrate Worksheet</i></li></ul>
Learning Experience Evaluation	<ul style="list-style-type: none"><li>• <i>Learning Experience Evaluation</i></li><li>• <i>Learning Experience Evaluation Bubble Sheet</i></li></ul> <p><i>*Directors please return these during Session 4</i></p>



# Lesson Plan 1

**Objective:** To retain, recall, and reflect on information from the second session. The best way to learn material is to continue to talk about it, teach it, and practice. This will provide the learner with the best opportunity at becoming comfortable and familiar with the information. Reflection on essential functions allows for growth in these areas. The learner will begin to apply the information, use it naturally, and internalize concepts to their practice.

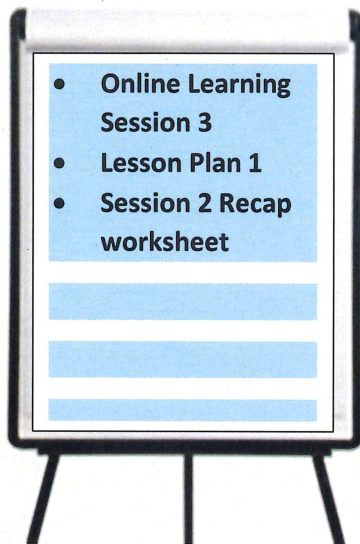


## Goals:

- Recall and review information from the second session
- Reflect on application of essential functions from previous session; engagement and active listening
- Develop a plan to further improve engagement and active listening



## Materials Needed:



## Activity Description:

1. Participant(s) and Facilitator will use Online Learning Session 3: Leadership and Advocacy.
2. Participant(s) and Facilitator will view slides 1-3
3. On slide 4 titled, "Reflecting Back" the Facilitator will pause and discuss the following with Participant(s):
  - a. What did you experience when you practiced engagement and active listening?
  - b. What worked well?
  - c. What questions do you still have regarding engagement and active listening?
  - d. What do you think could enhance your ability to engage and actively listen?
4. Facilitator will continue the presentation to slide 5 titled "Let's Recap" and provide Participant(s) with the Session 2 Recap worksheet.
  - a. Participant(s) will individually complete the worksheet and reflect on progress towards utilizing engagement and active listening.

- b. The Facilitator should prompt participants to think both on the organization level and individual level.
- 5. Participant(s) will share their reflections with the Facilitator and discuss how best to support their plans to enhance engagement and active listening both individually and within the FSC.

**Learning Activities:**

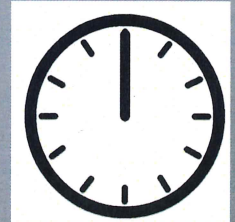
- Recall
- Discussion
- Individual reflection on progress
  - Organizationally
  - Personally

**Evidence:**

- Participants will be able to recall information from the previous session
- Participants will be able to reflect on their application of engagement and active listening at the organizational level and individual level
- Participants will develop a plan to improve engagement and active listening

**Activity Calculation:**

- Total time = Approximately 30 Minutes
  - Activity Introduction (2 Minutes)
  - Facilitator & Participant Discussion (5-10 Minutes)
  - Individual Reflection – Session 2 Recap Worksheet (10 Minutes)
  - Sharing & Support (5-8 Minutes)



## Session 2 Recap

### Progress with Engagement and Active Listening

**Directions:** Consider how engagement and active listening has improved at your FSC since our last session. Review the responses charted for ideas and inspiration and make a plan for continued success.

	Engagement	Active Listening
What has been done since the last session?		
What do you hope to improve/change in a month from now?		
What do you hope to improve/change in 6 months from now?		
What do you hope to improve/change in a year from now?		

**Objective:** To understand the essential function of leadership and how the Behavioral Indicators can assist in achieving Expected Outcomes from the Practice Profile. Learners will discuss how leadership is demonstrated and observed at Family Success Centers. Identifying areas of strength, where behaviors already exist; and areas to improve, will allow for a shared understanding of the essential function and consistency of behaviors aligned with the Expected Outcomes.

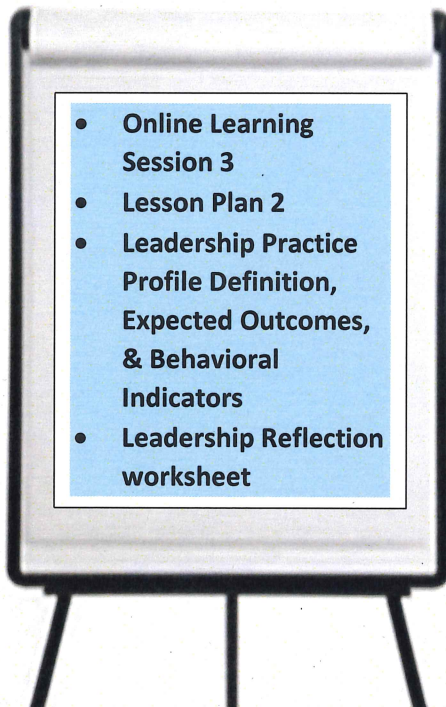


## Goals:

- Understand the difference between the Practice Profile definition, Expected Outcomes, and Behavioral Indicators
- View Behavioral Indicators of the essential function leadership
- Self-assess current organizational and individual leadership behaviors



## Materials Needed:



## Activity Description:

1. Participant(s) and Facilitator will use Online Learning Session 3: Leadership and Advocacy.
2. Participant(s) and Facilitator will view slides 6-9.
3. On slide 9 – After viewing the definition and expected outcomes for leadership, the Facilitator will pause and hand out a copy of the Advocacy Practice Profile Definition, Expected Outcomes, and Behavioral Indicators.
4. Allow Participant(s) time to read then discuss the following with the Facilitator:
  - a. How does leadership show up in practice at our FSC?
  - b. What do we currently do that is aligned to the expected outcomes?
5. Continue viewing slides 10-11.
6. On slide 11, the Facilitator will pause and focus participant(s) to the Leadership Behavioral Indicators.
  - a. Allow participant(s) time to read, review and ask questions.
7. Facilitator will advance to slide 12 and provide Participant(s) with the Leadership Reflection worksheet.

- a. Participant(s) will individually complete the worksheet, identifying 2-3 areas of strength in terms of behaviors and 2-3 areas to improve.
    - i. In terms of leadership strengths what specifically is done at the FSC or by the individual?
    - ii. In terms of areas to improve, what are some possible contributing factors.
  - b. Facilitators should prompt participants to think both on the organizational level and individual level.
    - i. Allow time for participants to complete worksheet individually.
8. Facilitator will advance to slide 13. Participant(s) will share areas of strength with each other and/or the Facilitator.
- a. Facilitator will share their own Leadership Reflection worksheet and discuss commonalities.
    - i. *Facilitator's note* – please be sure you have completed your own reflection sheet first. This could be the one you completed during the Leaders Session or you can create one you wish to share with your staff.
9. Participant(s) will share areas to improve with each other and/or the Facilitator.
- a. Facilitator will share their own Leadership Reflection worksheet and discuss commonalities.
  - b. Review and discuss any contributing factors identified.

### **Learning Activities:**

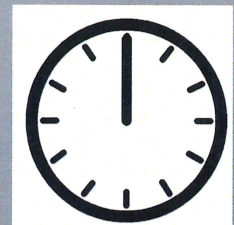
- View Behavioral Indicators
- Discussion
- Identification of strengths and areas to improve
  - Organizationally
  - Personally

### **Evidence:**

- Participants will be able describe behaviors that will achieve Expected Outcomes from the Practice Profile
- Participants will be able to identify aspects of leadership that are currently in practice
- Participants will be able to self-assess areas of strengths and areas to improve at the organizational and individual level in efforts to achieve Leadership Expected Outcomes

### **Activity Calculation:**

- Total time = Approximately 50 Minutes
  - Activity Introduction (2 Minutes)
  - Viewing Definition & Expected Outcomes (5-10 Minutes)
  - Viewing Behavioral Indicators (5 Minutes)
  - Self-assess Strengths and Areas to Improve (10 minutes)
  - Review & Discuss Strengths (10-15 Minutes)
  - Review & Discuss Areas to Improve (10-15 Minutes)





## Leadership

Essential Function	Expected Outcomes	Prioritized Behavioral Indicators
<p><b>Leadership - FSCs</b>                      engage in shared leadership of the Centers with parent and community partners.</p>	<ul style="list-style-type: none"> <li>• FSC staff involve individuals, families, and community partners through a formal process in key decisions about the Center’s operations and programs/ services.</li> <li>• Individuals, families, and community partners lead efforts within the Center.</li> <li>• FSC staff help to build the leadership skills of members so they can participate in leadership activities and decisions at the center.</li> </ul>	<ol style="list-style-type: none"> <li>1. Creates a formal process to receive recommendations for the center</li> <li>2. Elicits recommendations from members through mix of methods including consultative conversations and instruments to gather feedback</li> <li>3. Offers appreciation to members for contributing their views by communicating back to them about how their recommendations were instilled into practice</li> <li>4. Networks in the community to recognize potential leaders</li> <li>5. Recruits and selects potential leaders to the leader positions at the center according to their strengths and interests</li> <li>6. Provides continuous support to co-leaders as needed, particularly when delegating</li> <li>7. Builds empowerment by coaching the co-leader through decision making considerations</li> <li>8. Assesses leadership strengths and needs of members who will participate in leadership activities</li> <li>9. Coaches the member to become aware of their strengths and how to apply them</li> <li>10. Provides training to member on the procedures and</li> </ol>

# Leadership Reflection

**Directions:** Using the Behavioral Indicators, please self-asses your FSC in terms of leadership.

Strengths	
What leadership behaviors is your FSC currently doing well?	
Behaviors	What specifically does your FSC and staff do?

Areas to Improve	
What leadership behaviors currently need improvement in your FSC?	
Behaviors	What are some possible contributing factors?

**Objective:** To understand the essential function of advocacy and how the Behavioral Indicators can assist in achieving Expected Outcomes from the Practice Profile. Learners will discuss how advocacy is demonstrated and observed at Family Success Centers. Identifying areas of strength, where behaviors already exist; and areas to improve, will allow for a shared understanding of the essential function and consistency of behaviors aligned with the Expected Outcomes.

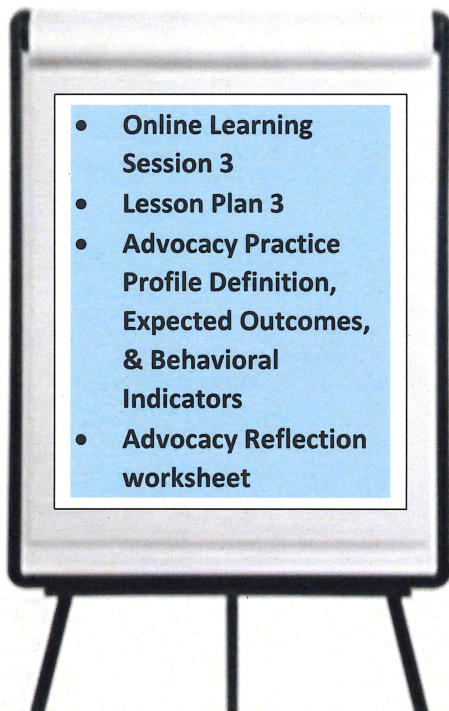


## Goals:

- Understand the difference between the Practice Profile definition, Expected Outcomes, and Behavioral Indicators
- View Behavioral Indicators of the essential function advocacy
- Self-assess current organizational and individual advocacy behaviors



## Materials Needed:



## Activity Description:

1. Participant(s) and Facilitator will use Online Learning Session 3: Leadership and Advocacy.
2. Participant(s) and Facilitator will view slides 14-16.
3. On slide 16 – After viewing the definition and expected outcomes, the Facilitator will pause and hand out a copy of the Advocacy Practice Profile Definition, Expected Outcomes, and Behavioral Indicators.
4. Allow Participant(s) time to read then discuss the following with the Facilitator:
  - a. How does advocacy show up in practice at our FSC?
  - b. What do we currently do that is aligned to the expected outcomes?
5. On slide 17, the Facilitator will pause and focus participant(s) to the Advocacy Behavioral Indicators.
  - a. Allow participants time to read, review and ask questions.
6. Facilitator will advance to slide 18 and provide Participant(s) with the Advocacy Reflection worksheet.

- a. Participants will individually complete the worksheet, identifying 2-3 areas of strength in terms of behaviors and 2-3 areas to improve.
    - i. In terms of advocacy strengths what specifically is done at the FSC or by the individual?
    - ii. In terms of areas to improve, what are some possible contributing factors.
  - b. Facilitators should prompt participants to think both on the organizational level and individual level.
    - i. Allow time for participants to complete worksheet individually.
7. Facilitator will advance to slide 19. Participant(s) will share areas of strength with each other and/or the Facilitator.
- a. Facilitator will share their own Advocacy Reflection worksheet and discuss commonalities.
    - i. *Facilitator's note* – please be sure you have completed your own reflection sheet first. This could be the one you completed during the Leaders Session or you can create one you wish to share with your staff.
8. Participant(s) will share areas to improve with each other and/or the Facilitator.
- a. Facilitator will share their own Advocacy Reflection worksheet and discuss commonalities.
  - b. Review and discuss any contributing factors identified.

### **Learning Activities:**

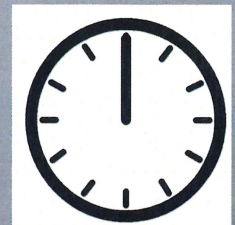
- View Behavioral Indicators
- Discussion
- Identification of strengths and areas to improve
  - Organizationally
  - Personally

### **Evidence:**

- Participants will be able describe behaviors that will achieve Expected Outcomes from the Practice Profile
- Participants will be able to identify aspects of advocacy that are currently in practice
- Participants will be able to self-assess areas of strengths and areas to improve at the organizational and individual level in efforts to achieve Leadership Expected Outcomes

### **Activity Calculation:**

- Total time = Approximately 50 Minutes
  - Activity Introduction (2 Minutes)
  - Viewing Definition & Expected Outcomes (5-10 Minutes)
  - Viewing Behavioral Indicators (5 Minutes)
  - Self-assess Strengths and Areas to Improve (10 minutes)
  - Review & Discuss Strengths (10-15 Minutes)
  - Review & Discuss Areas to Improve (10-15 Minutes)



## Advocacy

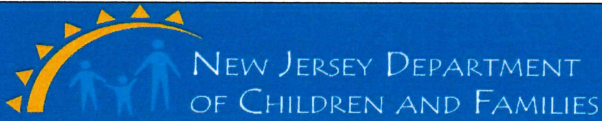
Essential Function	Expected Outcomes	Prioritized Behavioral Indicators
<p><b>Advocacy - FSCs</b>                      work on behalf of, in coordination with, and empower individuals and families to ensure their needs are met. FSCs partner with individuals and families to support the development of skills to advocate on their own behalf.</p>	<ul style="list-style-type: none"> <li>• FSC staff support and coach members on how to access resources or services based on their interests, goals, and needs.</li> <li>• FSC Staff connect with external resources on behalf of the member in order to access the needed resources, when necessary.</li> <li>• FSC Staff work with community partners to address barriers to accessing services and resources (e.g. transportation).</li> </ul>	<ol style="list-style-type: none"> <li>1. Follows practices that create awareness of family and community interests, goals, and needs, within the FSC team/staff</li> <li>2. Creates a bilingual coaching strategy to educate families on how to access resources</li> <li>3. Coaches and trains families to use resources</li> <li>4. Encourages families to use resources, make decisions on their own, while continuing to support them through the process, thereby empowering them</li> <li>5. Connects with resources on behalf of the families that have challenges</li> <li>6. Partners with community-based agencies to identify community needs and has clear purpose, communication, and agreed outcomes</li> <li>7. Collects information on challenges and barriers to services faced by families</li> <li>8. Identifies &amp; prioritizes barriers that can be addressed by FSCs or FSC partners</li> <li>9. Formalizes a mechanism for awareness among FSC team members, and volunteers regarding the newly found solution</li> </ol>

## Advocacy Reflection

**Directions:** Using the Behavioral Indicators, please self-asses your FSC in terms of advocacy.

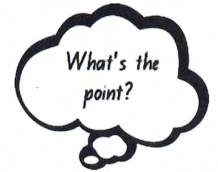
Strengths	
What advocacy behaviors is your FSC currently doing well?	
Behaviors	What specifically does your FSC and staff do?

Areas to Improve	
What advocacy behaviors currently need improvement in your FSC?	
Behaviors	What are some possible contributing factors?



## Lesson Plan 4

**Objective:** To understand the essential function of leadership and advocacy from the Practice Profile. Short and long-term goal planning will allow for the creation of actions items in efforts to develop behaviors aligned with Expected Outcomes. Brainstorming and sharing of goals will create a collective understanding of the essential function and consistency of behaviors that can be replicated across centers.

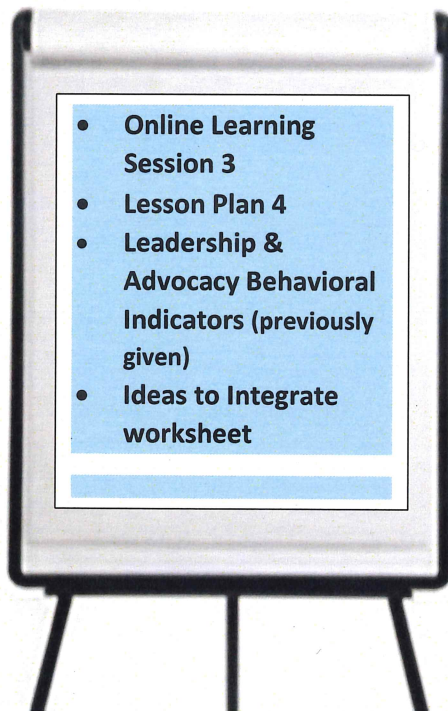


### Goals:

- Create short and long-term goals in efforts to achieve expected outcomes in terms of leadership and advocacy from the Practice Profile
- Identify and develop behaviors to ensure a shared understanding of leadership and advocacy that can be replicated across centers to create consistency



### Materials Needed:



### Activity Description:

1. Participant(s) and Facilitator will use Online Learning Session 3: Leadership and Advocacy.
2. On slide 20, with the title "Gallery Walk," the Facilitator will pause and explain that during the Leader Session, directors shared ideas that were captured on chart paper.
  - a. Participant(s) and Facilitator will view the slides containing the photos from the Leader Series Gallery Walk.
    - i. Note slides with the photos from the gallery walk will be added and not appear in the presentation slides printout that was provided with the self-directed work.
3. Facilitator will provide Participant(s) with the Ideas to Integrate worksheet.
  - a. Participants will individually complete the worksheet and set short and long-term goals.
    - i. Use the ideas from the Gallery Walk for inspiration as well as the Behavioral Indicators given during the previous activity.



	<ul style="list-style-type: none"><li>b. Facilitators should prompt participants to think both on the organization level and individual level and highlight any targeted areas for their FSC.</li></ul> <p>4. Participant(s) will share their goals with the Facilitator and discuss how best to support their plans and track progress toward goals.</p> <ul style="list-style-type: none"><li>a. Facilitators may want to share any site-wide goals.</li></ul>
<p><b><u>Learning Activities:</u></b></p> <ul style="list-style-type: none"><li>• Short and Long-Term Goal Setting</li><li>• Share ideas</li></ul>	<p><b><u>Evidence:</u></b></p> <ul style="list-style-type: none"><li>• Participants will develop short and long-term goals in efforts to develop behaviors that will achieve expected outcomes in terms of leadership from the Practice Profile</li></ul>

**Activity Calculation:**

- Total time = Approximately 40 Minutes
  - Activity Introduction (2 Minutes)
  - Sharing Ideas from Leadership Session 3 Gallery Walk (10-15 Minutes)
  - Plan short and long-term goals (10 Minutes)
  - Debrief goals and discuss tracking progress (10-15 minutes)



# Ideas to Integrate

**Directions:** As you take a Gallery Walk and shop for ideas, viewing each groups' thoughts, use this sheet to plan a few short and long-term goals in terms of leadership and advocacy to take back and implement in your FSC.

Short-Term Goals	Actions to Take How are you getting there?

**Long-Term Goals**

**Actions to Take  
What needs to be done first?**

[Blank area for Long-Term Goals]

[Blank area for Actions to Take]

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[Blank area for Actions to Take]

[Blank area for Actions to Take]

[Blank area for Long-Term Goals]

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[Blank area for Long-Term Goals]

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