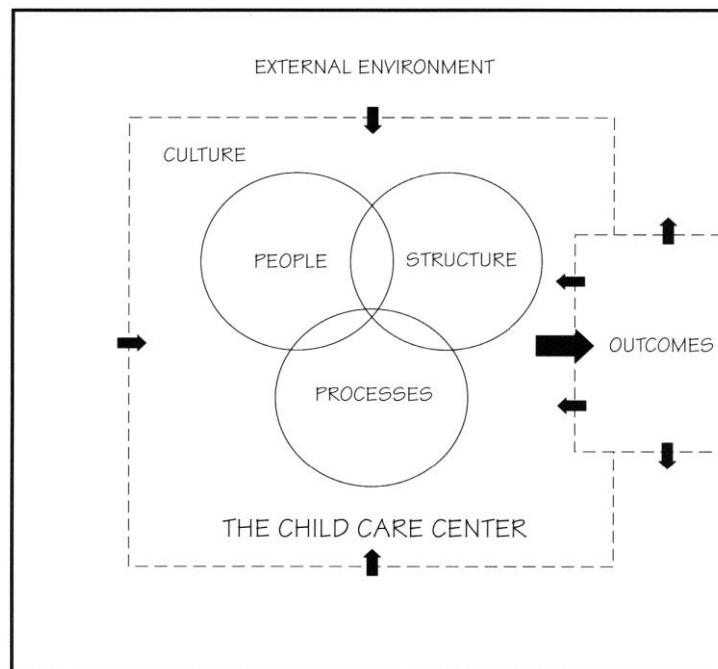


The Honeycomb and Beyond

LEARNING TO SEE YOUR PROGRAM FROM A SYSTEMS PERSPECTIVE,
DEVELOPING SYSTEMS TO SUSTAIN QUALITY, AND UNDERSTANDING
HOW POWER INFLUENCES OPERATIONS



Presented by Jill Bella, Ed.D. and Teri Talan, J.D., Ed.D.
McCormick Center for Early Childhood Leadership

Visual Representations of Early Care and Education Organizations

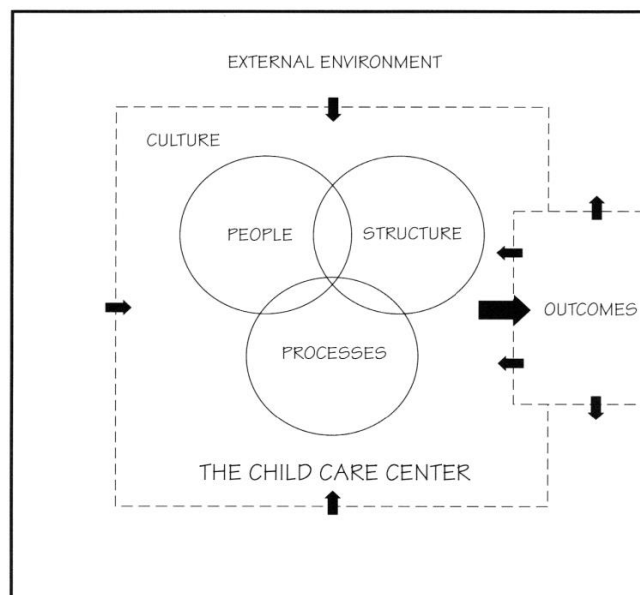
- Hierarchical chart
- Blueprint
- Metaphor
- Social system

What's in a Metaphor?

- Bridge between vision and _____
- Serves as a prism for understanding director management _____ and _____ of the culture of the center
- Illuminates _____ that need to be resolved and _____ between the director's beliefs and assumptions and his or her actual behavior

Metaphors are mirrors
 _____ our inner images of
self, life, and others.
 ~ R.Kopp

Social System Perspective



Child Care Centers as Social Systems

- People—Who are the cast of characters?
- Structure—What informal and formal arrangements are in place?
- Processes—How do things get done?
- Culture—What makes the center unique?
- Outcomes—What are the effects of the program?

Systems are not simply collections of individuals, they are constantly _____ patterns of human relationships.

~ Barry Osfry

Systems Thinking

- Thinking with a _____ angle lens
- Seeing _____ between parts, not just the parts themselves
- Seeing _____ and structures underneath events, not just the events themselves



It has been said that something as small as the flutter of a _____ can ultimately cause a typhoon halfway around the world.

Chaos Theory • 1972 • Edward Lorenz

- Circular, not linear thinking

“A man has made at least a start on discovering the meaning of human life when he plants shade trees under which he knows full well he will _____.”

Components of the System

Table 1.1

ENVIRONMENT	PEOPLE	STRUCTURE	PROCESSES	CULTURE	OUTCOMES
<p>Sponsoring agency</p> <p>Local community and immediate neighborhood</p> <p>Professional community (professional organizations, colleges, unions, other centers)</p> <p>Legislative bodies and regulatory agencies</p> <p>Economic, social, and political climate</p> <p>Business community and civic organizations</p> <p>Technological environment</p>	<p>Individuals</p> <p>personal history (age, gender, ethnicity, family background)</p> <p>educational level, specialized training, and experience</p> <p>knowledge and skill interests and special talents</p> <p>beliefs and values</p> <p>dispositions</p> <p>flexibility and openness to change</p> <p>energy level</p> <p>cognitive capacity</p> <p>learning style</p> <p>psychological type</p> <p>communication style</p> <p>self-efficacy</p> <p>needs and expectations</p> <p>adult development stage</p> <p>career stage</p> <p>level of commitment</p> <p>level of motivation</p> <p>professional orientation</p> <p>concomitant roles</p> <p>Groups</p> <p>dominant coalitions</p>	<p>Legal governing structure</p> <p>Size (student enrollment, total number of staff)</p> <p>Program type, hours, services provided</p> <p>Funding structure</p> <p>Division of labor</p> <p>Accountability and decision making</p> <p>Reporting relationships</p> <p>Policies regarding children (enrollment, group size, group composition, ratios)</p> <p>Policies regarding parents' roles and responsibilities</p> <p>Policies regarding staff recruitment and training</p> <p>Performance appraisal policies</p> <p>Pay and promotion system</p> <p>Accounting, budgeting, and financial management system</p> <p>Written philosophy</p> <p>Program mission, strategic plan, marketing plan</p> <p>Written curriculum</p> <p>Size (square footage)</p> <p>Arrangement of space</p> <p>Materials and equipment</p>	<p>Leadership practices</p> <p>Decision-making and problem-solving processes</p> <p>Communication processes</p> <p>Planning and goal setting</p> <p>Group meeting processes</p> <p>Interpersonal relations</p> <p>Conflict management</p> <p>Supervisory and staff development processes</p> <p>Program evaluation processes</p> <p>Performance appraisal processes</p> <p>Socialization practices</p> <p>Teaching practices</p> <p>Child screening and assessment practices</p> <p>Family engagement practices</p>	<p>Shared values</p> <p>Norms</p> <p>History of the center</p> <p>Traditions (rituals, celebrations, and customs)</p> <p>Climate</p> <p>Ethics</p>	<p>Organization</p> <p>reputation of the center</p> <p>fiscal viability</p> <p>internal efficiency</p> <p>professional orientation</p> <p>Staff</p> <p>absenteeism</p> <p>turnover</p> <p>level of competence</p> <p>job satisfaction</p> <p>commitment to center</p> <p>professional fulfillment</p> <p>Children</p> <p>social competence</p> <p>emotional competence</p> <p>cognitive competence</p> <p>overall health</p> <p>Parents</p> <p>satisfaction with center</p> <p>perceived support</p> <p>Community/society</p> <p>service provided</p>

From Bloom, P.J. (2015). *Blueprint for Action: Leading your team in continuous quality improvement* (3rd edition). Lake Forest, IL: New Horizons. Reprinted with permission.

Table 1.1

Components of the System

ENVIRONMENT	PEOPLE	STRUCTURE	PROCESSES	CULTURE	OUTCOMES

From Bloom, P. J. (2005). *Blueprint for Action: Achieving center-based change through staff development* (2nd edition). Lake Forest, IL: New Horizons. Reprinted with permission

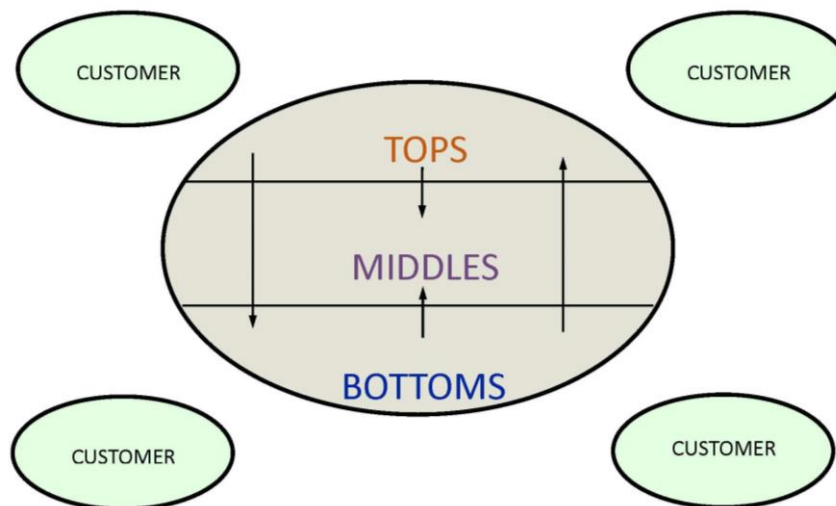
Characteristics of Centers When Viewed as Social Systems

- Change in one component has an _____ on other components
- Organizational _____ is a desired goal



- Organizations must change and _____
- Organizational health is related to the _____ between components

Total System Power—Barry Oshry



Organizational Levels
We are all Tops, Bottoms, Middles, and Customers

TOPS—Designated responsibilities (accountability)

BOTTOMS— Experiencing problems with our condition and/or the condition of the system

MIDDLES— Experiencing conflicting demands, priorities, pressures

CUSTOMERS— Looking to some other person/group for a product or service

Unique opportunities for

 to total system power.

Pitfalls that readily lead
 to _____
 those contributions.

The organization is struggling to survive in a _____ and changing world.

TOPS

- Working to deal with _____ complexity
- Tops are experienced as being out of _____ with most of the organization

BOTTOMS

- Eager to do _____ work
- Feel _____ from what seems like the primary mission of the organization
- Turn to _____ for support and a shared sense of reality

MIDDLES

- Eager to serve the _____ of the Tops
- Remain invested in the _____ of the Bottoms
- Get diffused throughout the organization...and hence not _____ to one another

CUSTOMERS

- Seeking timely, quality, and reasonably-priced products and services
- Concerned to support the _____ but eager to have their needs met

Total System Power, Continued...

TOPS

- Lots to do and _____ time
 - Take on _____ of the organization
 - Experience _____ from inside and outside
- Theirs is a world of _____ and _____.
- Working to keep the organization _____... to envision the long term while dealing with the present.
 - Often seen as: _____

BOTTOMS

- Seek _____ work
- Want direction
- Want to _____ to sensitive guidance
- Bottoms see...
 - Many problems
 - Little direction
 - Poor _____
 - No big _____
 - Unfair treatment

There is a world of _____.

- Bottoms feel tension within their ranks, but also _____.
- Internal disagreement creates problems for both the _____ and the majority.
- Disagreement among the Bottoms is submerged.
- Others see Bottoms as _____ and _____ to influence.
- Depending on how internal conflicts are handled, Bottoms can be seen as:

Loyal or _____
 Creative or _____
 Trusting or Demanding
 Naïve or Impatient
 Rebellious or _____

MIDDLES

- _____ to the mission of the Tops
- Feel they should _____ to the concerns of the Bottoms
- _____ to keeping the organization integrated

There is a world of commitment and _____.

- Find it hard to remain _____ as a group
- Seen by others as:
 - _____
 - _____
 - _____
- But also as:

○ Weak	○ Wishy-washy
○ Powerless	○ Confused
○ Uninformed	○ Fractioned

CUSTOMERS

- Concerned about whether the organization will deliver on its contractual _____
- Vacillates over whether to get involved and/or how to get involved (remain supportive or cut losses?)

There is a world of _____.

- Customers experience themselves as _____
- Others see customers as:
 - _____
 - Intrusive
 - Impatient
 - _____
 - _____ involved

The Organization

4 DIFFERENT REALITIES

- _____ →Tops
- _____ →Middles
- _____ →Bottoms
- _____ →Customers

Jackie's Story

The Truth About Jackie

- In the world of the harried Top, overwhelmed by complexity and accountability, the truth is that Jackie is an unnecessary _____
- In the world of a Middle, torn between pressures from above and below, the truth is Jackie's simple "request for conversation" is more unwelcome _____
- In the world of Jackie's team members who share her condition of invisibility and vulnerability, the truth is that Jackie is okay, not much _____ from them
- In the world of a Customer, starved for service, the truth is that Jackie is the answer to her _____



Rationale for Assessing Administrative Quality

- Classroom quality cannot be maintained without quality systems in place at the _____ level
- There is a positive relationship between the quality of _____ practices and the quality of the children’s learning environment in center-based programs.
- Regularly assessing _____ quality helps promote norms of _____ improvement

A System Involves

- Tangible, _____ evidence
- Involvement of _____ individuals
- A _____ of accountability

A Defined Process of Accountability

- _____/_____ to help ensure tasks happen as _____
- May be an _____ routine
- _____
- Clearly _____

Systematizing the System

- Having the three components of a system in place is not a _____ that something will happen as _____, but having the three components of a system in place makes it more likely to happen as planned

Developing Systems that Work

- Routinize
- Automate
- Simplify
- Individualize

A good system _____ the road to a goal.

~ Orison Swett Marden

Determining What to Systemize

- What is currently not working for you or your organization (i.e., does anything need to be more organized, is there a process or procedure that staff do not follow, is there something that is critical to do on a regular basis)?

Critiquing the Action Plan

- Are the objectives measurable?
- Are too many or too few people involved?
- Is anyone missing?
- Do you think the timeline is reasonable?
- Are there other resources to consider?
- Are the evaluation checkpoints appropriate?
- Could anything be clearer?
- What are strengths and challenges of the plan?
- Do you think this is sustainable?

*If you're too _____ to build good systems,
then you'll always be too _____.*

~ Brian Logue

Understanding Systems and the Program Administration Scale

DEVELOPING A SYSTEM

Identify the need for a practice, noted in the PAS, for which you would like to create a system.

What is the history of the issue (i.e., What is not working? Have there been previous attempts to improve the issue? Who has been involved?)

What strengths can you build on to achieve change?

What needs to be more organized?

Is there anything that is critical to do on a regular basis?

Who needs to be involved in the change process?

Brainstorm possible strategies for solutions.

Are there challenges you can foresee in implementing those strategies?

How will you know that the planned change is occurring?

What will this new system look like when it is successfully implemented?

Have you considered the three components of a system as defined by the PAS?

Concrete evidence: _____

Multiple individuals: _____

Defined process of accountability: _____

Understanding Systems and the Program Administration Scale

DEVELOPING A SYSTEM—PAS ITEM 9

Identify a practice in the PAS for which you would like to create a system and identify the need.

I am trying to empower staff and support them in developing leadership skills. I would like staff to contribute to the monthly staff meeting agenda and occasionally lead discussions. My goal is that staff will facilitate/lead agenda discussions on a consistent basis.

What is the history of the issue (i.e., what is not working, have there been previous attempts to improve the issue, who has been involved)?

If someone happens to mention something to me that needs to be part of the meeting agenda I will add it—I don't seek out topics for the agenda. I populate the agenda from what I know needs to be discussed from observations and conversations. I lead discussions of agenda items—it's always been done this way.

What strengths can you build on to achieve change?

Several staff members seem to have good ideas for moving the organization forward. There are three staff members who seem like they would be good at leading discussions and whose performance appraisal goals include taking on more leadership responsibilities.

What needs to be more organized?

I sometimes don't populate the agenda until a day or two before the meeting so I would need to be more intentional about this task. I would need to think about agenda at least two weeks prior to the meeting. It would be nice to have some sort of rotating schedule for leaders of different topics.

Is there anything that is critical to do on a regular basis?

- We would need to assign leaders for agenda topics at least two weeks in advance of the meeting to give those people time to prepare. If this was a rotation it would be known in advance.
- I would need to create a draft agenda with their input and names on assigned topics prior to sending out the agenda to all staff asking for contributions.
- I would need to develop and send out the agenda one week in advance of the meeting with a request for any contributions.

Who needs to be involved in this change process?

- Myself, Amy, Becky, Bernetta

Brainstorm strategies/solutions

- Meet with Amy, Becky, and Bernetta and solicit their ideas—build this into their performance appraisal as a professional development activity.
- Determine if there is any training or resources that would assist them in this area.
- Revise the agenda to reflect who is responsible for each topic.
- Determine parameters (are Amy, Becky, and Bernetta flexible with the required time commitment or do they want to start out small? Do they each want to have a role at *every* meeting or have one person alternate with me each meeting?) Determine a schedule and determine how topics are assigned.

Are there challenges to implementing those strategies?

- Money for resources

- Dealing with resistance?
- Finding time and developing a process for providing feedback. Should other staff give feedback also?

How will you know that the planned change is occurring?

- Roles will be assigned on the agenda
- There will be regular involvement of staff in leading agenda topics

What will this new system look like when it is happening successfully?

- To “start out slow” and rotate weeks where Amy, Becky, and Bernetta each pick a different meeting to lead parts of, two weeks prior to the next staff meeting I will send an email to whomever is supposed to play a leadership role at the next meeting asking them what topic/s they would be interested in leading (I will have predetermined topics on the agenda and they may offer a new suggestion). I will add their name next to the topic/s on the agenda and send out the agenda one week in advance.
- They will schedule a meeting with me to touch base on the topic and get support that same week.
- Directly following the meeting we will debrief. Amy, Becky, and Bernetta will develop a debriefing feedback form for the four of us to use when we meet to debrief together.
- We will complete the form and it will be saved in their individual personnel files.

Have you considered the three components of a system as defined by the PAS?

- Concrete evidence: calendar with meeting dates, feedback forms, emails, Gantt chart
- Multiple individuals: director, Amy, Becky, Bernetta (other staff if they provide feedback)
- Defined process of accountability: scheduled reminder in Outlook, regularly scheduled feedback and support meetings

April				
	Week 1	Week 2	Week 3	Week 4
Phase 1		<ul style="list-style-type: none"> - Send draft agenda to April meeting co-facilitator to determine topics they will lead - Make edits to the agenda based on agreed upon edits from the co-facilitator 		
Phase 2			<ul style="list-style-type: none"> - Send staff meeting agenda to all staff asking for contributions - Incorporate staff ideas - Meet with co-facilitator to review agenda, and offer support 	
Phase 3				Staff meeting- Amy/Becky/Bernetta lead some topics
Phase 4	Meet with Amy, Becky, and Bernetta to debrief about the previous month (March’s) staff meeting			

Action Plan

Date: May 2, 2016

Goal: Develop a system for involving staff in planning and leading discussion of agenda items at monthly staff meetings (PAS Item #9)

Objectives	Action Steps	Person Responsible	Time	Resources Needed (people, materials, \$\$\$)	Evaluation Checkpoints
To increase staff input into agenda items for staff meetings (Indicator 3.3)	<ul style="list-style-type: none"> ▶ Talk with staff about expanding their role in developing meeting agendas ▶ Develop and implement procedures and a schedule for sending out draft agenda, encouraging staff contributions 	<ul style="list-style-type: none"> ▶ Director ▶ Director 	<ul style="list-style-type: none"> ▶ 15 minutes at next staff mtg ▶ .5 hours 	<ul style="list-style-type: none"> ▶ All staff ▶ Gantt chart 	<ul style="list-style-type: none"> ▶ At least one staff member will provide input to each month's agenda ▶ Report schedule and procedures to staff at next mtg
Develop schedules for topic leaders, support, and feedback meetings. (Indicator 5.3, 7.3)	<ul style="list-style-type: none"> ▶ Meet with Amy, Becky, and Bernetta to determine rotation schedule, process for leading topic, expectations, connection to performance goals 	<ul style="list-style-type: none"> ▶ Director, Amy, Becky, Bernetta 	<ul style="list-style-type: none"> ▶ 2 hours for meeting, 8 hours/person to read books 	<ul style="list-style-type: none"> ▶ Performance appraisals, calendars, Gantt chart, Making the Most of Meeting book \$25, Workshop Essentials book \$25, Internet resources for leading and facilitating meetings 	<ul style="list-style-type: none"> ▶ Schedules developed and posted and standing agenda item at each debriefing mtg is to evaluate schedule, process
To increase knowledge and expertise in leading meeting topics (Indicator 7.3+)	<ul style="list-style-type: none"> ▶ Distribute the Meeting Evaluation form from Making the Most of Meetings ▶ Develop a meeting framework for debriefing meetings ▶ Develop a debriefing form to guide discussion 	<ul style="list-style-type: none"> ▶ Director ▶ Director, Amy, Becky, Bernetta ▶ Director, Amy, Becky, Bernetta 	<ul style="list-style-type: none"> ▶ 5 minutes ▶ 1 hour ▶ 3 hours 	<ul style="list-style-type: none"> ▶ Sample form from book ▶ Flip chart paper ▶ Sample forms from Internet 	<ul style="list-style-type: none"> ▶ Data from completed evals summarized each month ▶ Framework used each debrief mtg ▶ Debriefing form completed, filed, and used in performance appraisal

Presenters

BIOS AND CONTACT INFORMATION



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leadership, workforce development, systems integration, and program quality evaluation. She is co-author of the *Program Administration Scale, 2nd Edition*, *Business Administration Scale for Family Child Care (BAS)*, *Escala de Evaluación de la Administración de Negocios*, and the report, *Who's Caring for the Kids? The Status of the Early Childhood Workforce in Illinois*.

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Jill Bella, Ed.D., is Director of Quality Supports for the McCormick Center for Early Childhood Leadership and Assistant Professor of Early Childhood Education at National Louis University (NLU). In these roles she coordinates and conducts research, training, and consultation for local and state initiatives on the *Early Childhood Work Environment Survey (ECWES)*, the *Program Administration Scale (PAS)*, and the Business Administration for Family Child Care (BAS). Dr. Bella is a national reliability anchor for the PAS and BAS. She holds a doctorate degree in Adult and Continuing Education from NLU. Dr. Bella also has both a master's degree in special education/early intervention and a

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