



CSU UNITY

Virginia Department of Juvenile Justice

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Learning The Leadership Of Change

Court Service Unit staff participating in the Justice Transformation Institute (JTI), now being offered in four cohorts over an 18-month period, are leaders in the juvenile justice industry because of their demonstrated commitment to the transformation process.

That's the observation of the Institute's two instructors, Mike Collins and John Aarons, both nationally-recognized experts with Justice System Partners (JSP) who have been through the process themselves and are now sharing what they have learned with DJJ (see separate story, page 3).

JTI prepares CSU probation supervisors and directors to effectively and efficiently implement and sustain organizational change. The course blends practical management and leadership skill

building, individualized leadership development, and a focus on ethical, culturally competent and data-driven decision making.

Each cohort meets for four three-day sessions over a four-month period. The JTI curriculum provides instruction and tools that participants are expected to use to develop "capstone" projects and leadership competencies that are related to the 360 leadership assessment.

The Capstone Project

The capstone requires each JTI participant to design, develop, implement and evaluate a project that fills a need within DJJ, incorporates learnings from the JTI curriculum, and integrates personal development goals. Over the course of JTI, each participant will prepare and present



Kathy Jones

Director
CSU 14
Henrico



"As a CSU director, the 360 evaluation was extremely valuable. This is given to the staff we supervise to help us know how they believe we are inspiring, enabling, modeling, encouraging, and challenging them."

Hampton Strosnider

Probation
Supervisor
CSU 20L
Loudoun



"One of my biggest takeaways was that just engaging others is not enough. The transformation process is about enticing, inviting and influencing others, including fellow workers, families and juveniles. It's showing everyone in the process that they are leaders."



The first JTI cohort (above) finished all four modules and earned their certificates earlier this year. The second cohort (right) is currently meeting, and will be done in December. For the remaining two cohorts, administration is looking into the possibility of making this valuable leadership training available beyond the CSUs.



a written product and presentation summarizing the project, its impact, and how it supports the mission, vision, and values of DJJ. Effective projects will include supervisors and those supervised, and will have measurable outcomes.

**Leadership Practices Inventory
“360” Assessment**

The “360” assessment provides an opportunity for supervisors to critically analyze their own strengths and developmental needs, to reflect on how their skills impact their job performance, and to develop a plan to enhance their skills and improve performance. It incorporates perspectives from supervisors, direct reports, peers,

and other colleagues to offer rich feedback in addition to a self assessment. The assessment centers around the five practices of exemplary leadership: Model the Way; Inspire a Shared Vision; Challenge the Process; Enable Others to Act; and Encourage the Heart.

Throughout the course, practical use of the curriculum is stressed through scenarios, group activities and peer mentor discussions. The personal development of participants is supplemented through individual and group coaching calls between modules. Each cohort covers four modules:

- **Authentic Leadership: Why**

We Lead and Manage. Sample topics: Comparing and contrasting leadership and management behaviors; relating the results of the 360 leadership assessment to a personal leadership plan.

- **Managing for Effectiveness.** Sample topics: Selecting three project management tools and apply them to current or planned CSU project; effective delegation; improving meeting effectiveness.

- **Supervisors as Leaders.** Sample topics: Establishing good working relationships with subordinates, peers and supervisors; identifying the most common barriers to effective delegation.

- **Eliminating Barriers to**

Effective Implementation. Sample topics: Creating cooperative and collaborative team projects; identifying common myths about staff motivation.

The second of four cohorts is now underway, and will complete its training this December. Two more cohorts will be offered in the spring and fall of 2017. Administration is exploring ways to make this opportunity available to other DJJ supervisors and managers.

“JTI participants develop management skills, leadership competencies and long-lasting relationships with colleagues that work in DJJ’s five regions,” notes Central Region Program Manager Stephanie Garrison, who manages the JTI project. “The camaraderie is priceless.”

“JTI targets CSU supervisors specifically because they directly lead the work of staff who touch youth and families,” says Deputy Director of Community Services Valerie Boykin. “What they are learning will help make lasting changes in the lives of the youth and families we serve.”



John Aarons, left, and Micheal Collins

Consultants: DJJ Doing “Impressive Work”

John Aarons and Mike Collins recently retired after spending a combined 70 years serving youth in Oregon and California in jobs they both loved.

When Justice System Partners introduced them to each other a year and a half ago, they became a talented tag-team that is having more fun than ever – especially since they get to work with agencies such as DJJ which they say are showing “true commitment” to change.

“So much was given to us, that we want to give back,” Collins says. “It’s so exciting to come into an

atmosphere like DJJ where there’s real seriousness, focus and drive to be leaders in the industry.”

Collins and Aarons crafted about 50 percent of the curriculum they are now teaching specifically for DJJ. “The ‘capstone’ projects are especially effective, because they deal with an issue that is real to DJJ, and thus comes up with real solutions,” says Aarons.

“This is a very exciting time. We know more than we’ve ever known now. The Commonwealth is doing very impressive work in reaching out.”