Meeting needs, making changes, improving outcomes

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CHILDHOOD DEVELOPMENT INITIATIVE

The Tallaght West
Childhood Development Initiative (CDI)
Process Evaluation Thematic Report No. 4:

CDI as Organisation: Examining the Processes
and Relationships to Support Implementation

2014
CHILDHOOD DEVELOPMENT INITIATIVE

The Tallaght West Childhood Development Initiative (CDI) Process Evaluation Thematic Report No. 4:

CDI as Organisation: Examining the Processes and Relationships to Support Implementation

This report has been authored by the
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CDI
CHILDHOOD DEVELOPMENT INITIATIVE

Meeting needs, making changes, improving outcomes

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BACKGROUND

In 2008 the Child and Family Research Centre (CFRC) was contracted for a three year period by the Tallaght West Childhood Development Initiative (CDI) to undertake a process evaluation of its work. The evaluation consists of five thematic-focussed reports and an overall final report. In addition, in September 2010, the potential for undertaking a small, focussed additional piece of work on Organisation was explored and agreed with CDI. The idea for this report arose out of an observation made by the evaluation team about the amount and type of activities undertaken by CDI to implement its programme of work, and the desire of CDI to have this captured, particular around its organisational practice. An evaluation plan for this standalone piece of work was developed in February 2011 and agreed in April 2011, with full data collection processes agreed in May 2011. The full evaluation proposal and plan is contained in Appendix 2 of this report.

AIMS AND OBJECTIVES

The aim of this evaluation is to document and examine the processes and relationships CDI has utilised to implement its strategy and principles. The objectives are:

- To identify the relationships which CDI established and maintained to begin implementing its strategy;
- To identify the processes which CDI established and maintained to begin implementing its strategy;
- To identify and examine how leadership impacts on processes and relationships in the case of CDI;
- To identify and examine what worked well in establishing both relationships and processes for implementation;
- To identify and examine what difficulties emerged in establishing both relationships and processes for implementation;
- To draw out implications of the CDI organisational process experience for future Comprehensive Community Initiative-style work in Ireland and elsewhere.

DESIGN AND METHODS

This aspect of the process evaluation was designed in conjunction with CDI. A draft evaluation plan for this theme was developed and forwarded to CDI for comment and affirmation. The plan was adjusted on foot of these comments and finalised. A multi-method approach was adopted. A multi-method approach is described as "the mixing of methods by combining two or more qualitative methods in a single research study […] or by using two or more quantitative methods in a single research study" (Hesse-Biber, 2010, p. 3). For this report the following methods were used:

- Literature review identifying factors relating to the implementation of Comprehensive Community Initiatives (CCIs), leadership in CCIs, and characteristics of postmodern organisations;
- Documentary analysis of a range of CDI documents, including team meeting minutes, governance meeting minutes, board reports, and documentation of various CDI working groups. Analysis of various governance meeting attendance data was also undertaken;
- Observations of various CDI meetings, events, working groups, governance meetings, CDI AGMs and public events;
- Interviews with various members of CDI: CEO, team members, governance members, funders. and representatives of the South Dublin Children's Service Committee.

FINDINGS

A number of overarching findings that reflect the CDI ethos were identified through this research:

At the CDI team level:

- Processes and relationships are positive overall, and aid the implementation of the CDI strategy's programmatic and cross-cutting activities;
- Decision making is increasingly diffused across the team with the CEO maintaining an oversight and support role.

Team members have increasingly taken ownership of their responsibilities within a framework of support provided through team capacity building, formal supervision – offering advice, reassurance and the opportunity to reflect on task-orientated activities – and informal professional and personal support from colleagues and friends in the team;

• The team has a focus on establishing and maintaining relationships with a wide variety of organisations in the locality which are both instrumental and also less central to the Initiative's programme of work.

At the CDI governance level:

• Decision making is based on consensus, with Board meetings serving as an opportunity for CDI to source assistance and advice within the framework of accountability that a board offers;

• Board membership is reflected upon regularly and has been added to overtime as additional skills and needs have required;

• The Implementation Support Group is another opportunity for the CEO to source support from key organisational stakeholders in the locality and is an important driver in rolling out the Initiative and its specific activities.

CDI and other organisations:

• As is defined as a positive characteristic in implementing Comprehensive Community Initiatives, CDI connects with organisations outside its immediate locality to draw on expertise when required and connect with other key stakeholders;

• Its active membership and participation in the South Dublin Children's Services Committee is a case in point, with the CEO and team members participating in the main committee and sub-groups respectively;

• It is increasingly connecting with, and both sourcing support from and providing support to, the relatively newly established Centre for Effective Services as well.

Leadership in CDI:

• The CEO's leadership is described as good or excellent by participants, as is the leadership of CDI's various governance structures;

• Leadership is also diffused throughout the organisation. Many team members reported working across boundaries to implement programmes, itself a form of collaborative leadership.

LIMITATIONS

Considering the specific focus on CDI structures and associated participants, and the primary method deployed being one-to-one interviews, the number of limitations is small. Despite frequent attempts to contact particular members of the ISG sampled, they failed to return the evaluation team's calls and emails. The evaluation team sampled from the remaining pool of ISG members and conducted interviews with them instead. . It should also be noted that, as the findings of this report are based solely on the examination of one organisation, the conclusions arrived at are context dependent. It is not possible to analytically attribute organisational outcomes to organisational processes described.

SUMMARY AND IMPLICATIONS

Based on this report on the CDI experience to date, a number of key implications for future CCI implementation in Ireland can be identified:

1. **The Need for Flexibility across Governance and Team:**

CDI has demonstrated the usefulness and necessity of regularly reassessing the required roles and competencies of team members, composition of governance structures, and interactions between structures. This allowed CDI to identify gaps and address them, and stay aligned to the overall aims of the Initiative.

2. **Connecting Within and Without:**

CDI has demonstrated that it has sought to utilise its own resources and connections with key organisations at a local and national level.

3. Building Consensus: Building Trust: Building Quality:

Time, persistence, patience, and communication have been core to the establishment of trust and consensus. Also key to establishing and maintaining relationships were the formal and informal opportunities for organisations to come together, as well as the formal and informal support provided by CDI.

4. Flexible Leadership:

CDI has illustrated that leadership can occur at many levels of an organisation and can take a variety of forms.

Chapter 1:
Introduction

1.1   Background to the Report

In 2008 the Child and Family Research Centre (CFRC) was contracted for a three year period by the Tallaght West Childhood Development Initiative (CDI) to undertake a process evaluation of its work. The evaluation consists of five thematic-focussed reports and an overall final report. In addition, in September 2010, the potential for undertaking a small, focussed additional piece of work on *Organisation* was explored and agreed with CDI. The idea for this report arose out of an observation made by the evaluation team about the amount and type of activities undertaken by CDI to implement its programme, and the desire of CDI to have this captured, particular around its organisational practice[1]. An evaluation plan for this standalone piece of work was developed in February 2011 and agreed in April 2011, with full data collection processes agreed in May 2011. The full evaluation proposal and plan is contained in Appendix 2. However, for the purposes of this report, the main evaluation objectives are outlined below.

1.2   CDI as Organisation: Clarifying the Scope of the Evaluation

As with all elements of the process evaluation, CFRC undertook a consultation process with CDI to clarify the precise scope of this theme and assess the appropriateness of the proposed evaluation questions. As a result, the following aim and overarching objectives were identified as key to the research for this report. The aim of this evaluation work is:

- To document and examine the processes and relationships CDI has utilised to implement its strategy and principles.

The objectives are:
- To identify the relationships which CDI established and maintained to begin implementing its strategy;
- To identify the processes which CDI established and maintained to begin implementing its strategy;
- To identify and examine how leadership impacts on processes and relationships in the case of CDI;
- To identify and examine what worked well in establishing both relationships and processes for implementation;
- To identify and examine what difficulties emerged in establishing both relationships and processes for implementation;
- To draw out implications of the CDI organisational process experience for future Comprehensive Community Initiative-style work in Ireland and elsewhere.

1.3   Methodology

While the process evaluation has adopted a mixed-methods approach for all its previous work, given the nature and specific focus of this report, it adopted what Hesse-Biber (2010, p.3) has called a multi-method approach, described as "the mixing of methods by combining two or more qualitative methods in a single research study […] or by using two or more quantitative methods in a single research study". Here, a multi-method qualitative approach has been deployed. We address each particular method below:

Literature Review: Establishing and Maintaining Comprehensive Community Initiatives (CCIs)
Building on the literature review undertaken for the first process report, this report seeks to extract key learning from the academic and practice literature regarding the processes and relationships necessary to establish a CCI. For the most part, therefore, the literature search was purposive and built on the review undertaken for report one, with a particular emphasis on implementing CCIs. However, particular research objectives permitted a broader literature search, for example, when searching for material pertaining to leadership. The review seeks to embed CCIs within the burgeoning literature on postmodern organisations (i.e. those organisations which tend to be characterised by collaboration and networking), highlights the importance of leadership and collaboration in achieving the goals the CCI has been set, and extracts the key messages from the CCI literature on implementing complex initiatives developed to tackle complex problems.

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[1] It should also be noted that each service evaluation team has been asked to capture elements of each CDI programme it is evaluating. In particular, it is expected that the process aspect of each service evaluation will capture data pertaining to fidelity of programme implementation, implementing Communities of Practice and rolling out manualised programmes. It is beyond the scope of the overall process evaluation to examine in detail these factors as they relate to five individual services.

Documentary analysis

Documentary analysis of a range of CDI documents was undertaken. Similar to previous process reports the evaluation team developed, in conjunction with CDI, a hierarchy of documents to examine based on the theme of the report. Specifically, this report is based on:

• Minutes of CDI Board, Implementation Support Group (ISG), and Executive Subcommittee Meetings, and Board Reports;

• Team meeting minutes;

• CDI's Newsletters;

• CDI's strategy;

• Documentation of other working groups (e.g. Strategic Working Group, Communication Working Group) and Peter Ryan's HR Report commissioned by CDI.[2]

Interviews

As agreed with CDI, the target interviews were predominantly from internal aspects of the organisation. Individual interviews were undertaken with each CDI team member – past and present – and a sample of individuals from across the governance structures was selected and each was invited to participate in the research. Two representatives from the South Dublin Children's Services Committee were purposively sampled and also invited to participate. Figures relating to the eligible sample, and those sampled and invited to participate, are presented in Table One:

Table 1: Sample of Staff/Stakeholders across CDI

CDI Structure	Eligible Sample	Sampled
CDI Team (past and present)	1 CEO 8 team members 4 past team members	1 CEO 8 team members 3 past team members
CDI Board	9 board members 1 current chair 1 past chair	1 present chair 1 past chair 3 current board members
Implementation Support Group	1 past chair 11 members	1 past chair 4 members
Funders	2 funding organisation representatives	2 funding organisation representatives
Children's Services Committee	12 organisation representatives and a Coordinator (13 in total).	2 representatives from the CSC.
Total	49 potential interviewees	26 individuals interviewed

Incorporating Data from Previous Reports

Given the focus on the organisation, and the desire specifically to examine the processes and relationships established and maintained by CDI which it has utilised to progress its work, it was agreed that data arising from the previous evaluation reports would be incorporated into this report. This data is presented in a table in Appendix 3.

Observations

Throughout the period of the evaluation observations of various CDI team meetings, planning days (both in CDI offices and at 'residential' trips), governance meetings, funding meetings, training initiatives, workshops, public events, and AGMs were undertaken by members of the evaluation team. Where particular themes were being researched from previous evaluation reports the observation notes were coded according to these themes. Some of these themes have obvious relevance to this report, such as collaboration, or the ways in which some governance structures work. However, for the purpose of this study, some observation notes were re-examined for additional themes emerging from the literature.

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[2] It should be noted that the process evaluation team did have access to CDI's team journal, a mechanism for CDI staff to freely express their opinions in relation to their work. However, in agreement with the team it was not used as a data source. Instead, the journal provided an additional document to explore potential objectives for each report and develop interview schedules for team interviews.

Limitations

Considering the specific focus on CDI structures and associated participants, and the primary method deployed being one-to-one interviews, the number of limitations is small. Despite frequent attempts to contact particular members of the ISG sampled, some failed to return the evaluation team's calls and emails. The evaluation team sampled from the remaining pool of ISG members and conducted interviews with them instead. It should also be noted that, as the findings of this report are based solely on the examination of one organisation, the conclusions arrived at are context dependent. It is not possible to analytically attribute organisational outcomes to organisational processes described.

Data Analysis

Data analysis was undertaken in a number of different ways. Firstly, all documents were read through so as to allow the team to familiarise themselves with the breadth and content of the data. Following this, each document was re-read and examined for themes pertaining to the objectives of the report. These included membership and participation at meetings, decision making, support/advice on particular issues from participants at meetings, and staff roles at particular events. Observation notes were subjected to the schedule emerging from documentary analysis and from themes emerging from the overarching and supplementary evaluation questions. Regarding interviews, a number of questions specifically relating to processes and relationships – drawn from the evaluation questions - were asked in each interview. The interviews were semi-structured and thus it was more straightforward to thematically group the data emerging from them. Nevertheless, the transcripts were initially sifted to identify common themes across all interviews before they were coded to ensure systematic analysis. Interview data was analysed using the qualitative data management and analysis package Nvivo.

Presentation of Findings

It should be noted that, given the small pool of potential research participants and the report's audience, quotes are not assigned to specific team or governance members (i.e. team member one, Board Chair and so on) so as to protect the identity of participants. Quotes from the CEO are not anonymised where the CEO is commenting on her own role. Otherwise, all team member quotes are referenced as 'CDI team'.

1.4   Outline of the Report

Following this Introduction, Chapter Two provides a short summary of the main concepts pertaining to the theme of the report drawn from the literature review. Chapter Three provides an overview of the findings from interviews, observations and documentary analysis regarding CDI's implementation. Chapter Four discusses the findings and highlights the relevant learning emanating from CDI's experience for other proposed CCIs.

Chapter 2:
Summary Overview of Key Aspects of Organisational Processes and Relationships identified in the Literature

2.1   Introduction

As mentioned in the introduction, a review of the literature in relation to organisational processes and relationships was undertaken. This Chapter summarises some of the key points of the review. The full review is presented in Appendix 1.

2.2   Postmodern Organisations and Comprehensive Community Initiatives (CCIs)

Williams (2002) proposes a framework that makes a distinction between modern and postmodern forms of organisation. He argues that postmodern forms of organisations that are characterised by collaboration, partnership, and networking are suited to tackling "wicked issues"[3], and an inclination for innovation, experimentation and risk taking are desirable. In this model, modern forms of organisation are characterised by notions of rationality, linear thinking, task differentiation and functionalism whereas postmodern forms reflect relationships, interconnections and interdependencies (Williams, 2002). Williams' framework is consistent with the overall literature. For instance, Crosby and Bryson (2005) use the terms "in charge organisations" and "networked organisations" to describe a similar distinction. Table Two illustrates the main distinctions between modern and post-modern forms of organisation.

It can be argued that Comprehensive Community Initiatives (CCIs) represent a postmodern form of organisation. Joined-up solutions, collaboration and integration are key concepts in the CCI literature. CCIs are a concept and method of delivering services to communities which use a holistic approach through recognising that individual, family, and community circumstances are linked.

Table 2: Modern and Postmodern Forms of Organisation (Williams, 2002:105)

	Modern	Postmodern
Domain	Intra-organizational	Inter-organizational
Metaphor	Mechanistic	Systems
Form of government	Administration	Governance
Form of organization	Bureaucratic	Networking, collaboration, partnership
Conceptualization	Differentitation; tasks and functions	Interdependencies
Decisions-making framework	Hierarchy and rules	Negotiation and consensus
Competency	Skills-based professional	Relational
Solutions	Optimal	Experimentation, innovation, reflection

2.3   Key Messages on Implementing a CCI

The implementation of a CCI requires an ecological approach that builds on community needs (Jack, 2005). Kubisch (1997; 2005) highlights that CCIs involve a wide range of stakeholders with roles that are different from traditional programmes. For instance, funders do not simply provide the funding, they are often also involved as co-designers of the initiatives. Similarly, residents are not just beneficiaries, they are local leaders and agents of change. These new roles bring new tensions. Two main tensions were identified in the literature (Kubisch, 1997; Perkins, 2002): the **process-product tension** comes from the difficult balance between the need to achieve short term outcomes and ensure that capacity is

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[3] "Wicked issues" is a term used to denote difficult, complex policy problems requiring complex, often inter-departmental or interagency, policy responses. Originally applied to policy studies by Rittel and Webber in 1973 in their theorising about urban planning, Clarke and Stewart (2000, p.377) identify wicked problems as "those for which there is no obvious or easily found solution. [...] There can be hope that wicked problems will be solved over time, but that requires learning of the nature of the problems and of their causes. They require a capacity to derive and design new approaches for their resolution and to learn of their impact." In this regard, the notion of a wicked issue, or a complex problem, is particularly suited to CDI as it is an example of a complex community initiative, a multifaceted response to a set of complex multifaceted problems in a locality.

built and linkages created in the community while the **inside-outside tension** comes from ensuring that the initiative is driven and owned by the community while recognising that significant change will require resources of many types from outside the community.

Perkins (2002: A-4) identifies the following steps as necessary for the successful implementation of CCIs:

- A vision;
- Getting the community involved; Agreeing on outcomes/indicators;
- Collecting data / undertaking research in the community; Publishing the report;
- Analysing implications;
- Developing an agenda for action; Taking action;
- Identifying and supporting what works; and
- Using data to monitor progress and improve services.

Kubisch and colleagues (2010) examined 48 CCIs and identified key messages to improve their implementation. Their recommendations include: clarity about goals, definition of success and theory of change; intentional strategies; comprehensive theory of scale and proportional investments; effective implementation; investment in capacity building; and alignment of capacities and objectives.

2.4   Collaboration

Collaboration is a key component of CCIs. A number of prerequisites for effective collaboration were identified in Report Two of this evaluation (Huxham and Vangen, 2000; Mibourne et al.,2003; Horwarth and Morrison, 2007; Warmington, 2004; Atkinson et al., 2002; CFRC/CAWT, 2008; Sloper, 2004; Worrall-Davies and Cottrell, 2009; CAAB, 2009; Williams, 2010). Relationships and leadership are also key aspects of collaboration. Williams (2002; 2010) argues that the current policy discourse focuses too much on the effectiveness and sustainability of structures and mechanisms, and tends to understate and neglect the key contribution of individual actors.

2.5   Leadership

Throughout the literature, leadership is often cited as a prerequisite for an organisation's success (Atkinson et al., 2005; Brown and White, 2006; Browne et al., 2004; CAAB, 2009; Duggan and Corrigan, 2009; Friedman et al., 2007; Frost, 2005; Horwarth and Morrison, 2007; Hudson et al., 1999; Linden, 2002; Sloper, 2004). Williams and Sullivan (2010:9) highlight that in a collaborative setting leadership "is important to facilitate and design effective structures and decision-making processes to move the agenda forward in pursuit of shared purposes". Referring to organisations in collaborative settings, Crosby and Bryson (2005: 17) state that: "old notions of leaders who were in charge of situations, organisations, and even nations seemed not to apply". Two notions of leadership appear relevant to this review: "collaborative public management" and "integrative public leadership", while the concept of boundary spanning is also important. These are briefly addressed in the final sections below.

2.5.1 Collaborative Public Management and Integrative Leadership

O'Leary and colleagues (2006: 7) propose the following definition of collaborative public management, adapted from the work of Agranoff and McGuire (2003) and Henton et al. (2006): **"Collaborative public management** is a concept that describes the process of facilitating and operating in multi-organisational arrangements to solve problems that cannot be solved, or easily solved, by single organisations" (O'Leary et al., 2006). The concept of **integrative public leadership** examines leadership in collaborative settings and shows strong similarities with collaborative public management. Integrative public leadership is defined as "bringing diverse groups and organisations together in a semi-permanent way, and typically across boundaries, to remedy complex public problems and achieve the common good" (Crosby and Bryson, 2010: 211). Differences between leading a single agency and leading in collaborative settings are detailed in the full literature review in Appendix 1.

2.5.2 Boundary Spanners

Collaborative settings elicit a new type of leadership that requires skills that are different to the ones identified in the classic leadership literature (Ranade and Hudson, 2003; Williams, 2002). Ranade and Hudson (2003: 43) note that in collaborative settings, leadership is more "diffuse and subtle". Frost (2005) argues that leaders should be able to inspire and support staff through the process of change. The author highlights that "effective leaders will be "boundary spanners" who can work across traditional divides and make the most of the opportunities that are presented" (Frost, 2005:49). Boundary spanners are "actors whose primary job responsibilities involve managing within multi-organisational and multi-sectoral arenas" (Williams, 2010: 2). They are organisational representatives that are "intimately involved in the day-to-day relationship-building activities and operations within the developing partnership (Noble and Jones, 2006: 897). Boundary spanners work across traditional divides and make the most of the opportunities that are presented to develop partnership working (Frost, 2005). Table Three below outlines the different forms of boundary spanners and the characteristics of each:

Table 3: Roles and Competencies for Boundary Spanners (Adapted from Williams, 2010)

Role	Competencies
Reticulist	• Networking • Managing accountabilities • Appreciate different modes of governance • Political skills and diplomacy
Entrepreneur	• Brokering • Entrepreneurial • Innovative and creative • Tolerates risk
Interpreter / communicator	• Inter-personal relationships • Communication, listening, empathising • Framing and sensemaking • Building trust • Tolerance of diversity and culture

2.5.3 Leadership in CCIs

The literature review in report one identified a number of challenges pertaining to CCIs and highlights the necessity for effective leadership (Stagner and Duran, 1997). Kubisch and colleagues (2010) identify a number of leadership skills in the context of CCIs. The authors admit that this set of skills might not exist in a single individual but might appear across all the individuals and organisations involved. They include (Kubisch et al., 2010: 31-32):

- Understanding the complexity of issues and relationships while maintaining a focus on goals;
- Inspiring hope and urgency;
- Using community-level data to analyse and mobilise the community;
- Interacting across technical and sectoral boundaries, as well as across race, class, and cultures;
- Recognising the power bases that can impede change and engaging effectively with them;
- Establishing and maintaining trust with a wide range of stakeholders;
- Being opportunistic and take advantage of new political openings, policy trends, funding streams and economic upswings;
- Being entrepreneurial with regard to funding;
- Being open to learning, creating feedback loops to manage internally and to learn to adapt.

Leadership in collaborative settings such as CCIs requires both continuity and change. Continuity allows for some stability in the partnership. A change of leadership can be disruptive, break momentum and possibly lose some integrity. Nevertheless, fresh leadership can have positive effects through injecting new ideas, fresh energy, and vision (Alexander et al., 2001).

2.6   Summary

This chapter has briefly summarised the main points of the literature review undertaken for the evaluation of CDI's organisational processes and relationships. In particular, it has highlighted the notion of postmodern organisation as a useful concept through which to examine the implementation of the range of activities undertaken by CDI. It has also emphasised the importance of collaboration and leadership in such implementation processes, as well as the factors key in the CCI literature for successful implementation.

Chapter 3:
Presentation of Findings

3.1   Introduction

This chapter presents findings from documentary analysis, interviews and observations relating to the workings of CDI. In particular, it focuses on the processes put in place to begin implementing the CDI strategy, and examines the relationships and working processes at and between the levels of team, governance, funders and other stakeholders. Findings relating to the themes of programmatic implementation and leadership are also outlined before a short summary concludes the chapter.

3.2   CDI Team

3.2.1 Structure and Roles

Interview data and documentary analysis reveal that when the process began of putting the CDI staff team in place, three members of the original team were already in place: the Project Leader, a Community Engagement Officer, and a Development Officer. The current CEO was recruited and began working in May 2007. With the then project leader and the support of an HR consultant, the CEO began immediately to examine the roles and responsibilities of staff positions and, while some positions were clearly required, the need for other managerial and administrative support posts was also identified (CDI team member interview). Ultimately, seven other positions were filled by September 2007:

- A Head of Finance and Corporate Services;
- A Finance and Administration Assistant;
- A Quality and Services Officer;
- A Quality Specialist in charge of Mate Tricks (MT) and Doodle Den (DD);
- A Quality Specialist in charge of the Healthy Schools Programme (HS) and Early Childhood Care and Education service (ECCE);
- A Research and Evaluation Officer; and
- An Administrative Assistant.

Some post roles and responsibilities were agreed after the recruitment process (e.g. quality specialists), while changes in other post roles occurred through the early stages of implementation facilitated through reassessment of organisational needs, integration of posts, outsourcing of some functions and staff departures. Additional administrative support was recognised as being required almost immediately while the gap resulting from the departure of Quality and Services Officer was filled on a part time basis, with other staff taking on additional work (CDI team member interview). Interview data reveals that all team members have a clear understanding of their roles and responsibilities. Some confusion around roles was remarked upon by departed staff, however this was very much a minority view. The full breakdown of the alteration of posts is outlined in Figure 1 below.

3.2.2 Team Processes[4]

Various data sources indicate a number of processes occurring within the CDI team. First among these is the **team meeting**. Initially scheduled on a weekly basis (now occurring every month to six weeks), the team meeting is a mechanism through which staff can update each other on various aspects of professional work, while also using them as an informal opportunity to provide an update on personal issues. Observation notes verify the reported nature of the team meeting, and illustrate an overall sense of conviviality, with some team members using it as an opportunity to share personal stories. An agenda is circulated for the meeting and each issue is discussed amongst the team.[5] This was particularly important in the early stages of implementation when programmes were being developed and rolled out, and connections being made. As one staff member noted:

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[4] CDI's principles outlined in A Place for Children: Tallaght West, followed in 2009 by the vision statements, value statements and compass, are important to consider when discussing CDI as a team. These have all been outlined in the first evaluation report. The CDI compass plays as a role as a reflective tool for staff to periodically (re)focus on the philosophy of CDI and its role in day-to-day work.

[5] Team meetings can cover a wide range of topics, including: evaluation, community engagement, working with other organisations, governance issues, communication, planning, reviewing of quarterly action plans, and team development issues.

"They were very frequent and we needed that because [...] everything was bedding down and we needed constantly to check in with each other [about] where we are at: 'what are you doing? What is your agenda? Who can we link in with?' Trying to avoid duplicating things and going to the same people within the same day or week, we were really conscious of avoiding that"

(Team member)

Team meetings provide a focus on programmatic and cross-cutting implementation. Observations of team meetings, and documentary analysis, indicate a process of developing and reviewing quarterly business plans with implementation-orientated actions defined and time-specified. These, together with individual action sheets which staff complete on a monthly basis, provide a regular focus on work and ultimately the implementation of the strategy. Additionally, other mechanisms to enhance team processes were used since 2007. These included reading weeks at the beginning of each calendar year, planning time, the entire team engaging in some of the training initiatives provided by CDI, as well as the use of a reflective tool (the team journal mentioned previously).

Within the broader team setting, while team members mentioned that they can express their opinion and most of them feel **that they are contributing to decisions** (again, something which observations of team meetings verify), there was general recognition that ultimately, some decisions rest with the CEO. This was felt to be particularly so in the early period of implementation when numerous, various decisions needed to be taken. However, as time has progressed, the majority of staff feel that they have been empowered to take decisions themselves, especially regarding their own particular areas of responsibility, while realising at the same time that support is available from supervisors and colleagues should it be required. Yet, there are still issues which will require the input of more staff deemed to be 'higher up'. For example:

"...[B]ut other stuff, you usually get these emails from [CEO...]about different things to consider and think about and sometimes they are clearly directed, they want things done this way or this needs to happen. [....] [D]epending on what it is but some of the time then it's open for discussion"

(Team member)

Increasingly, staff members have been given more autonomy and decision making authority over particular aspects of their work. This was a conscious decision taken by the CEO as everyone became more familiar with the work of CDI:

"I think increasingly people have more autonomy; two years ago [...] I absolutely needed and wanted to know everything and everything was run by me. And now that's not the case and that's very appropriate [...]. I've been very conscious about giving people more responsibility, giving more independence as they have grown into their roles and as we have all come to understand the work better"

(CDI CEO)

Overall, team members report that they feel involved in decision making. They may not always take the decision themselves on particular issues but it is clear that, through discussions at team meetings, they feel involved in the decision making process.

There is a general consensus about **team relationships** being good and friendly. Staff highlighted that the CEO places a strong emphasis on building relationships amongst team members (e.g. team capacity building/team development days/ planning trips away from the office (also known as 'residential')).[6] The CEO highlights that, again, this approach to team building was a conscious one, concerned about the dynamic within the team and how it might affect the work of the Initiative:

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[6] The evaluation team is also aware that the team worked with a life coach on developing team processes and engagement, intermittently for approximately two years. The evaluation team was requested not to observe these team meetings.

"We had the work with [life coach] as well for a couple of years and again I would place huge value on that way of working which is about thinking about the dynamic within the team, thinking about you know, 'what's going on for me when I get defensive?' Thinking about 'how can I be more effective within the team?', that is really important for me and I think it has paid dividends but it was difficult for some members of the team, some people weren't comfortable with it"

(CDI CEO)

A variety of techniques was used through the team coaching process, including various tools such as the Myer Briggs personality test, change management exercises drawn from Spencer Johnson's *Who Moved My Cheese?* and the de Bono Thinking Hats system for group interaction. While some staff did report that the life coach experience was challenging, most team members intimated the positive impact the team development process as a whole has had on their work, and their ability to better understand their colleagues, professionally and personally. For example:

"That actually helped because you get an understanding of how people work and we get to know each other on a different level as well"

(Team member)

Team members highlighted that this engagement results in significant **informal support** being available from other team members, many of whom also labelled their colleagues as friends. Observations of CDI's office confirm that team members appear to easily engage with each other on work related topics. While team members report that, in theory, CDI is a hierarchical structure, with a CEO and line managers, there is a general consensus about equality amongst the team, and CDI being "a flat structure" or a "horizontal structure". Team members mentioned an "open door" policy in relation to consulting the CEO for advice that concurs with observations of CDI's office.

Line management and supervision has altered somewhat over the period under examination, however this has not been viewed as problematic. Overall, there is a strong, positive perception of the role supervision plays in the work of the CDI team. Staff report a number of benefits to supervision: primarily, it is perceived as a way to structure work through the completion of action sheets. Other benefits include the opportunity to discuss issues and get a second opinion on choices made. For example:

"Really it provides a context for me to highlight particular issues of my work, probably a lot of the time it's just to get reassurance that "yeah that's an ok approach" or "yeah that makes sense" and it is also a kind of method of accountability for me so it helps, [it] structures my work"

(Team member)

Figure 1: Changes to CDI Team between 2005 and 2011

2005	Sep-07	Sep-09	Nov-09	Mar-10	Jun-10	Jun-11
Project leader From 2003 to May 2007	**CEO** Since May 2007	**CEO** Since May 2007	**CEO** Since May 2007	**CEO** Since May 2007	**CEO** Since May 2007	**CEO** Since May 2007
Community Engagement Coordinator Since 2004	**Community Engagement Coordinator** Since 2004	**Community Engagement Coordinator** Since 2004	**Community Engagement Coordinator** Part time 1 Since 2004	**Community Engagement Coordinator** Part time 1 Since 2004	**Community Engagement Coordinator** Part time 1 Since 2004	**Community Engagement Coordinator** Part time 1 Since 2004
			Community Engagement Coordinator Part time 2 Since Nov 2009	**Community Engagement Coordinator** Part time 2 Since Nov 2009	**Community Engagement Coordinator** Part time 2 Since Nov 2009	**Community Engagement Coordinator** Part time 2 Since Nov 2009
Development Officer Sept 2005 to Oct 2007 + Mar to Jun 2008	**Development Officer** Sept 2005 to Oct 2007 + Mar to Jun 2008					
	Head of Finance and Corporate Services Sept 2007 to Mar 2010	**Head of Finance and Corporate Services** Sept 2007 to Mar 2010	**Head of Finance and Corporate Services** Sept 2007 to Mar 2010		**Corporate Services and Governance Coordinator** Since Jun 2010	**Strategy and Corporate Services Coordinator** TBC
	Finance and Administration Assistant Sept 2007 to Dec 2010	**Finance and Administration Assistant** Sept 2007 to Dec 2010	**Finance and Administration Assistant** Sept 2007 to Dec 2010	**Finance and Administration Assistant** Sept 2007 to Dec 2010	**Finance and Administration Assistant** Sept 2007 to Dec 2010	**Finance and Administrator Assistant** Since March 2011
	Quality and Services Officer Sept 2007 to Aug 2009			**Quality Specialist Officer** Part time Since Feb 2010	**Quality Specialist Officer** Part time Since Feb 2010	**Quality Specialist Officer** Part time Since Feb 2010
	Quality Specialist Since Sept 2007	**Quality Specialist** Since Sept 2007	**Quality Specialist** Since Sept 2007	**Quality Specialist** Since Sept 2007	**Quality Specialist** Since Sept 2007	**Quality Specialist** Since Sept 2007
	Quality Specialist Since Sept 2007	**Quality Specialist** Since Sept 2007	**Quality Specialist** Since Sept 2007	**Quality Specialist** Since Sept 2007	**Quality Specialist** Since Sept 2007	**Quality Specialist** Since Sept 2007
	Research and Evaluation Officer Since Sept 2007	**Research and Evaluation Officer** Since Sept 2007	**Research and Evaluation Officer** Since Sept 2007	**Research and Evaluation Officer** Since Sept 2007	**Research and Evaluation Officer** Since Sept 2007	**Research and Evaluation Manager** Since Sept 2007
	Administrative Assistant Since Sept 2007	**Administration and Communications Coordinator** Since Sept 2007	**Administration and Communications Coordinator** Since Sept 2007	**Administration and Communications Coordinator** Since Sept 2007	**Administration and Communications Coordinator** Since Sept 2007	**Administration and Communications Coordinator** Since Sept 2007
				Administrative Assistant Part time since Oct 2010	**Administrative Assistant** Part time since Oct 2010	**Administrative Assistant** Part time since Oct 2010

- - - - → Change in team member

———→ Same team member

Staff were asked to identify what **challenges they encounter** in their work. Numerous team members indicated that time constraints are a challenge in fulfilling their tasks. Some team members indicated that they cannot always attend all the meetings or committees they would like. For instance, CDI has no representative on the local partnership's Community Development Subcommittee. Furthermore, the CEO's role involves implementing five manualised programmes and associated work, latterly the Restorative Practice initiative, the Quality Enhancement Programme, managing the evaluations, and improving interagency work. The CEO counted 42 meetings to be attended in a month and queried whether a smaller initiative with less programmes to implement – and thus less related activities - in addition to senior practitioner support within the team on a constant basis, might make things more manageable.

Additionally, staff identified challenges which related to working with other stakeholders in rolling out the programmatic elements of CDI's work. These will be outlined below.

3.3   Initiating Programmatic Implementation

In addition to establishing elements of the governance structures and recruiting the team, initiating activities relating to all CDI's programmes was a key part of the early phase. This involved a range of activities[7] including examining, and in some cases changing, elements of each programme, their proposed staff complement, initiating pilot sites for some programmes and engaging with existing service providers, while all the time adhering to the principles of the strategy. The importance of **localism** was emphasised as an **implementation driver**: that local, already existing, community-based providers would deliver all the services and that, while 'outside' people were brought in to provide training, this was done so as to support local providers (Team member).

In addition to the support provided by the Initiative's structures, **the role of experts** in the early implementation phase was also identified as an important factor. Notable here was American expertise on programmatic implementation and fidelity monitoring. Also important was the role of American, UK and Irish expertise regarding evaluation methodologies and their impact on a number of issues, including programme recruitment, dosage adjustment, and randomisation as tendering processes began. The willingness of CDI to own up to a lack of clarity with some providers regarding the evaluation process was highlighted by the CEO as important in keeping people on side:

> *"I think it is just about how you say it to people: 'look, I've just really messed this up, I've never done this before, can you help us to work out how to do this?' I think people have really appreciated that"*

(CDI CEO)

However, **numerous challenges** were identified in the early stages of the implementation process. Prominent amongst these was **engaging with schools**.[8] While some programmatic changes broadened the potential involvement of schools in the CDI process (e.g. Mate Tricks being aimed at pupils in senior schools), difficulties in engaging with some schools across all related programmes were identified. Interviews indicated that some principals seemed to comply with programmes as a way to get resources. . A lack of buy-in by schools to the process was also cited by some members, in addition to suspicion some schools had of the process at the beginning. While some tendering processes required schools to be already 'matched-up' with a service provider, other programmes required prior engagement with schools before the programme commenced (e.g. Doodle Den programme)[9]. In particular, the implementation of the Healthy Schools Programme required persistence, particularly where some schools were sceptical or had other issues presenting at the time, such as whole school evaluations or changes in principals. Additionally, the need to present, clarify and understand differing expectations about engagement were also challenges perceived to be experienced at all levels of CDI – governance, managerial, and implementation (service) (Team members).

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[7] The second evaluation report on interagency working and service integration in CDI outlines the development aspects of each of CDI's services.

[8] It should be noted that other organisations were difficult to engage with as well. Many of these difficulties were outlined in the Working Together and Service Integration report.

[9] The Working Together and Service Integration Report outlines the particular arrangements of each programme from initiation to implementation.

Furthermore, **attempts to establish relationships with schools** at a broader level were slow and frustrating. For instance, CDI was hoping to re-establish a network of principals in Tallaght West. Acknowledging the challenges in engaging school principals, CDI asked the Department of Education to send the invitation. However, most of the principals did not attend the meeting.

A funder noted the need to be pragmatic when building relationships and focus on those which are successful. The CEO adopted this attitude towards some school principals after unsuccessful attempts to build relationships:

"I mean sometimes you just have to realise you are just never going to get somebody on board and you just have to let that go and concentrate on the people and organisations that are on board and eventually the kind of reluctant partner will start to get curious and start to take an interest"

(Funder)

Other implementation challenges were also identified by CDI staff[10]. These included:
- Trying to implement programmes as manuals were being developed, and then implementing the manuals with fidelity;
- Addressing staff concerns (e.g. about an aspect of the programme, future employment);
- Developing and implementing communities of practice (CoPs) and reflective practice approaches;
- Explaining evaluation methodologies;
- Maintaining trust and participation of organisations involved;
- Planning further service rollout after year one without useful evaluation information; and
- Trying to encourage services to take ownership of the programmes.

A number of factors that pertinent to overcoming these challenges were identified and include time; interpersonal skills (i.e. persistence and honesty of endeavour); good communication (i.e. face to face meetings, clear information); regular meetings of governance structures, site visits, addressing individual provider needs when required) and appropriate knowledge and training (e.g. education, and knowledge to link services in with other services to meet needs).

3.4   CDI Board

Documentary analysis and interview data reveal that the CDI Board has **three overarching functional areas: governance and operational development; oversight; and guidance**. More specifically, while the entire range of Board functions have been outlined elsewhere,[11] different functions have been to the fore at different times. Initially, its function was to oversee the hiring of the executive team to support strategy implementation, establish and participate in subcommittees, and assist in service design and programme development. However, as CDI's work has rolled out and bedded down, a more orthodox role, as defined by board members participating in this research, has emerged. For example:

"I think a board that forms when an organisation is developing does a lot more hands-on stuff but over time that has really developed and the board role now is very much what you would expect of a board: that governance, that oversight"

(Board member)

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[10] The specifics of some of these challenges were outlined in the Training and Evaluation process evaluation report (e.g. CoPs and reflective practice approaches) and the Working Together and Service Integration report (e.g. programme development). The process evaluation team would also expect each of these aspects to be explored by the service evaluation teams at each individual service level.

[11] The functions of the CDI Board are outlined in the first process evaluation report.

Board members highlight the required balance in their role between thinking about the future, keeping in mind that CDI is a 10 year strategy, while discussing current issues. It was also noted that mainstreaming was an element considered by the Board at the early stages. Overall, the Board's role is perceived by the interviewees as to support the CEO and provide expertise. Concretely, this involves attending meetings alongside the CEO to discuss a variety of topics.

Regarding the oversight and guidance functions, board members are supported in this work through clear communication and information sharing. Each board member receives an information pack – or Board Report - which provides:

- An update on activities and identifies future targets in advance of meetings;
- Overview of CDI programmes and relations with key stakeholders such as the funders, ISG, EAC, and broader interagency relationships;
- Evaluation updates;
- Financial procedures; and
- Other pertinent information relevant at a particular time.

Many interviewees identify this process as aiding the Board in being a 'working board', active, engaging and supporting the CEO and team. The Chair and the CEO, prior to each meeting, discuss the agenda and decide on propositions that will be brought to the Board. This is also identified as an important process by Board members. The overall support provided by the Board is acknowledged by the CEO:

> *"They are all there to help you to do the best job you can do (…) I go into the Board meetings looking forward to them because I know I'll come out feeling that I've been helped"*

(CDI CEO)

Board **membership** has altered since its inception. Initially described as an 'expert-led' board, individuals from a variety of sectors have voluntarily participated in the structure. This participation was supported with two rounds of Board and Governance training, in 2007 and 2010. Changes in membership have occurred at a number of stages: in February 2007, the Board was compromised of six members, seven members in September 2007, eight members in November 2007, nine members in October 2009, 11 members in March 2010, and 10 members in June 2011. Three Board members who were involved since the beginning of the meetings resigned in June 2009. They included the Project Leader, who also acted as Board Chair, the Early Childhood Development and Education specialist and the representative from the National Paediatric Hospital (due to other work commitments). However, the latter did not attend Board meetings after April 2008. June 2009 also marked the recruitment of three community representatives onto the Board. Their participation is supported actively by the CEO, or on occasion other CDI staff, who meets with them prior to each meeting to discuss particular aspects of the agenda, accompanying documentation and any particular questions they may wish to raise.

Other members who joined over the period include a financial specialist (AIB bank), in November 2007, a community development specialist (Community Links Programme) in October 2009, an education specialist (Social Personal and Health Education) and a change management specialist (Level 4) in March 2010. One of the community members was not re-elected in June 2011. While membership turnover is a challenge, it is also viewed by most respondents as an opportunity. For example:

> *"When a member leaves it provides the opportunity to reassess the Board's needs. I think that would have given us the opportunity to [...] review again; "do we have the right expertise and people with the right connection?""*

(Board member)

Attendance levels vary, with members attending between 29% and 100% of the meetings they were invited to. Over time, the two members with the lower attendance level (Health expert with 29% and one of the three community representatives with 33%) ceased being Board members. On average, Board members attended 75% of their meetings, with meetings occurring with 62% of members present, on average. There have been two Board Chairs, with the change occurring in June 2009.

At **Board meetings**, the CEO presents the key points and discussion occurs on issues encountered. Observation of meetings support interview findings which indicate a convivial, supportive environment where actions are decided. Board members appear at ease to make comments or raise issues and the various skills around the table are very much viewed as a positive. For example:

"We have a lot of experience, a good broad base [...]. It works well because of different levels of experience and people ask very straightforward questions, nobody is afraid to raise something and ask for it to be explained"

(Board member)

"I think it is rigorous in its decision making. I think there are very different skill sets on board, so you have very different types of questions and perspectives [....]. You don't have group think or anything like that"

(Board member)

Board decision-making is described by all respondents as consensual in the overwhelming majority of cases, with no major disagreements being recalled. On occasion, while trying to reach consensus on past issues, decisions were sometimes taken by majority or that compromises were made to reach consensus. In reaching decisions, Board members feel that their expertise is respected and their opinions heard. Preparatory processes are identified as contributing positively to the work and decision making of the Board. These include the preparation of all documentation and circulation in a timely manner. A strong chair and a clear focus on the key issues were also identified as important factors during the meetings. Interviewees also report that, with decision making also taking place at subcommittee level,[12] space is created to discuss the major issues of the period. Imbued in this process is a level of trust in board colleagues and their expertise. For example:

"But then when you had the [subcommittee] structures, we thought 'actually, some of my colleagues on the Board do understand this, so I trust that they are making the right decisions' [...] so there is a trust and respect for the expertise that people are bringing"

(Board member)

Regarding the **Board's relationship with other CDI structures and stakeholders**, documentary and observation data indicate that the Board, CDI team and ISG members met after the AGM in May 2009, May 2010 and June 2011. Board and ISG members also held joint meetings in November 2009 and August 2010. Members of both structures were involved in the Strategic Working Group that came together over four months from November 2010. The Board also met with members of the consortium in 2009. Board members report that **informal gatherings** such as summer BBQs and Christmas seminars present occasions for them to meet with the CDI team and members of other structures. Board members also sit on the subcommittees, ensuring communication between structures.

The interviews highlight **that funders engage with the Board** in both formal and informal contexts to get an update on CDI's work and provide information on issues such as the policy environment, reorganisation of government departments, and advise on particular appointments and governance structures (the Expert Advisory Committee especially). One Board member describes relationships with funders as crucial, and two-way:

"There has been a consistent appreciation of maintaining that relationship, nurturing that relationship, taking responsibility for that relationship both in terms of what it brings to us and what the resulting demands are"

(Board member)

Interviews indicate that Board members generally agreed on organisations not being involved in the structure due to potential conflict between CDI and organisational agendas, the desire to have expert-led, and latterly community, representation. However, the Board works with these organisations via the Implementation Support Group (ISG):

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[12] For a full list of the Board subcommittees and CDI working groups and information on both please see Appendix 4.

> *"To work very closely with the ISG, which is the group that I would see as the leaders in Tallaght West, that are the agency leaders, that have the expertise and knowledge [is important]"*

<div align="right">(Board member)</div>

Overall, Board members are satisfied with the level of contact between their structure and the ISG. Many recognised the work the chair, and particularly the CEO, undertake in maintaining a link between the two structures.

3.5   Implementation Support Group (ISG)

CDI's governance chart indicates an **"advisory/support relationship" between the ISG and CDI team**. In general, members of the ISG highlight that the role of this group is to support implementation rather than to implement. Interviews indicated that the purpose of the ISG is not to make decisions, but to provide support, advice and suggest solutions to implementation difficulties. Overall, the CEO is satisfied by the level of support provided by the ISG:

> *"That group was hugely influential in how to get the work done in the first year or so. Really good at problem solving and just making a call to the right person, that kind of thing, really very useful, very supportive, so I think that was important"*

<div align="right">(Team member)</div>

CDI requested representation from various organisations to join its ISG so as to allow a forum where different perspectives and experiences would support the implementation of programmes and provide a space for such organisations to contribute to the CDI process. **ISG membership** was also partly guided by having some continuity with the original consortium. Members view their role as being "key enablers in overcoming any particular difficulties or problems" (ISG member).

ISG members report a good **attendance** at the meetings. Documentary analysis revealed that attendance varies depending on the agencies. The health services are strongly represented and frequently attend, as do representatives of a local children's services organisation. Overall, meeting are attended by 50% of representatives, on average. However, many organisations attend less than half of all meetings.

ISG meetings take place every four to eight weeks and topics discussed are pertinent to CDI's needs at particular times. During meetings the CEO provides the group with updates on programmatic progress. Updates are also given by the member organisations, members raise issues regarding programmes and/or make suggestions on how to improve/ develop them. Overall, ISG members describe the **decision making process** as "consensual". Topics are raised by the CEO with background information, discussed and agreed on. Despite strong opinions and personalities, consensus is reached without major disagreement. For example:

> *"I think it's worked as a consensus, that people talk it through and you know, [....] it has a kind of a way of working through things by talking and putting forward views around the table and then the decisions get made"*

<div align="right">(ISG member)</div>

However, this perspective needs to be balanced against the consultative and supportive role the group is perceived to have by the CEO as outlined above, and the perspectives of other ISG members. For example:

> *"There weren't many big decisions to make per se"*

<div align="right">(ISG member)</div>

> *"It was more an information sharing forum if you like, rather than one that would take major decisions affecting CDI because I recall it was originally just an implementation group and then the word 'support' was put in to reflect the role of the group…"*

<div align="right">(ISG member)</div>

Overall, ISG members feel that there is a **strong informal network** in the group that permits its work to proceed between meetings. One interviewee highlighted that relationships are key to the success of the ISG, and do facilitate communication over time:

> *"Around the table, everybody is equally represented, everybody has a chance to speak and it's wonderful to hear people"*

(ISG member)

> *"I think the conversations would have got deeper as time progressed purely and simply because the relationships had grown and the trust had gone deeper and everyone could speak more or less freely and openly"*

(ISG member)

ISG members identified the fact that they work together in other settings as an advantage. It was noted that this allows them to get to know each other well and facilitates relationships by bringing "greater cohesiveness" and an understanding of what each organisation does. While some interviewees identified the overlap between the ISG and South Dublin Children's Services Committee (SDCSC) as beneficial, equally other interviewees felt that this can lead to superficial discussions on particular topics at the ISG due to their county-wide nature. Indeed, this can also be difficult for the non-SDCSC members of the ISG, as a team member notes:

> *"It's been complicated by the fact that so many [...] on the ISG also sit at the SDCSC so sometimes [they] end up having conversations that should really be happening at the SDCSC or conversations [are had] at the ISG about the SDCSC which is very difficult for the people who don't go to the SDCSC"*

(Team member)

3.6   CDI Team and Governance Connections

Both interviews and documentary analysis reveal that the primary connection between the CDI team and the Board and ISG is via the CEO through **CEO's Board report and CEO email update** (informing team members of issues and/or decisions made). Indeed, some interviewees described the CEO as the 'gateway' to the team. Team members complete sections of the Board report that are relevant to their role and responsibilities. They may attend Board and indeed ISG meetings on a needs basis to present issues pertaining to their role and often only remain for that particular purpose, leaving afterwards. Interviews reveal that there are no formal feedback processes between the team and the governance structures. However, documentary evidence suggests feedback is provided by CEO through emails. Additionally, all team members do have access to Board meeting minutes via the shared network drive. In the main, though, CDI staff report that they do not have regular contact with the governance structures; indeed some were unaware of the relatively recent establishment of the Executive Subcommittee on human resource issues.

Data indicates however, that the team does meet with members from the Board and the ISG occasionally, such as at workshops, the AGM, the Strategic Working Group, and events such as Christmas parties, the volleyball league or summer BBQs. Additionally, the Research and Evaluation Officer engages on a regular basis with EAC members both at and between EAC meetings. The Corporate Services and Governance Coordinator works with the Risk and Finance Sub-committee.

Interview data reveal that relationships between the committee chairs and CEO are viewed as key. The CEO and the Board Chair are in regular contact, through meetings, telephone calls and emails, in addition to executive subcommittee meetings. The relationship is viewed as a supportive one, where the Board chair brings the views of the Board to the CEO (Board member interview). The CEO also connects with the Chair of the EAC more so now than in the past, a connection viewed as "more central now than at the beginning" (Team member).

3.7 CDI, The Atlantic Philanthropies (AP) and the Office of the Minister for Children and Youth Affairs (OMCYA)

CDI is jointly funded by the Atlantic Philanthropies (AP) and the Office of Minister for Children and Youth Affairs (OMCYA) as part of the Prevention and Early Intervention Programme (PEIP). Documentary analysis shows that CDI provides a quarterly report to the funders in advance of payment. This report is followed by a meeting. Funders report organising biannual cross-site meetings with the other PEIP sites. Documentary analysis indicates that funders also engage in key meetings involving some members of the governance structures. For example:

- Board meeting (April 2009);
- AGM (May 2010). This meeting gathered Board and ISG members. CDI presented key challenges, solutions and actions agreed;
- Strategic Working Group (November 2010). This group gathered CDI team, ISG and Board members. AP representation joined the afternoon session of the working group as a key stakeholder;
- Biannual Evaluation teams meeting (May 2011). This meeting provided the opportunity for evaluation teams to meet with the EAC to discuss evaluation issues.

Interviews highlight that the funders were involved in the design of some of the governance structures. For instance, the Expert Advisory Committee (EAC) was established as a requirement of the grant and both funders sit on it as observers. While there appears to have been reservations initially about the EAC – specifically regarding its position in relation to the Board (as a subcommittee or a separate committee) - interviews indicate that now there is perceived value in it. For example:

> *"The EAC was something that we wouldn't have necessarily chosen ourselves, Philanthropy wanted it to be there. Ultimately, I think it was a very good idea"*

(Board member)

Overall, funders **understand their role as supporting CDI** in linking with agencies, government departments, local providers or individuals with required expertise. For instance, the OMCYA facilitated a meeting between the PEIP sites and the Department of Education. AP recommended the change management expert who sits on the Board. The supportive component was outlined by one funder:

> *"We were helping to manage it, helping to support them around whatever support they might have needed beyond the money to make it work and I suppose I would have taken the view that that was our job"*

(Funder)

This evolving role is also identified by CDI's CEO, who remarked on the shift in relationships over time:

> *"I think the relationship has become a more supportive one. It feels less of a contractual relationship than it did in the early days, [...] now I feel it's about us together trying to find solutions".*

One funder noted that **both funders intentionally act in tandem** to provide coherent requests to CDI. A strong relationship between AP and the OMCYA was noted. Overall, funders are satisfied with CDI governance structures and their relationship with CDI:

> *"Being well organised and having a very strong governance structure and using that properly and being clear on roles is important and I actually think that is something they are quite good at, that they are very good at in CDI"*

(Funder)

"I think it's an open and honest relationship. I think they know where we are coming from and I respect where they come from and we don't always agree about everything but at least we are able to talk about that, and it's as good as relationships with others. It's had its good times and its bad times"

(Funder)

However, **differences** regarding perceptions of work and success were noted. One funder remarked that the project's success might be perceived in different terms by funders and PEIP sites. While CDI might focus on services in Tallaght West, the funders' agenda is not limited to this area and includes learning that will input into evidence based policymaking and practice:

"The sites' idea of success might be that they get funded forever. That might not necessarily be our idea of success. Our idea of success is 'we've really learnt a lot from this, we've made some impact on a particular community and we can see a path forward as to how we want to reorganise services or change policy'"

(Funder)

This view resonates with the overall objectives of CDI's mainstreaming strategy, which are to:

1. Identify structures, mechanisms and practice tools which enable the extended delivery of CDI programmes beyond Tallaght West, into other locations which have identified relevant needs; and

2. Maximise opportunities to influence and shape policy, curriculum development and professional training and support.

3.8 CDI, South Dublin Children's Services Committee (SDCSC) and Centre for Effective Services (CES)

The CDI governance chart (2010) indicates an "advisory/support relationship" between the CDI Board and **SDCSC**. The CEO attends the SDCSC meetings and team members report sitting on some SDCSC sub groups. These include: the Parenting Working Group; the Communication, Data and Planning subgroup; the Education subgroup; the Participation subgroup; and the Safe and Secure subgroup. The SDCSC sends bimonthly reports to the National Children's Strategy Implementation Group (NCSIG), to which CDI has a component report attached. Documentary analysis reveals that those reports include an update on CDI's current status and activities, and highlight points of particular interest at that particular time, e.g. the community survey or work to sustain services.

CDI is viewed as playing a key role on the SDCSC. A member of the SDCSC notes that **CDI was identified as a key organisation in Tallaght West**, as an organisation attempting to identify the most appropriate interventions for children in the locality. Both the SDCSC and CDI are viewed as having **shared goals** in the locality, with CDI's agenda and research informing the actions of SDCSC members on a range of issues, including education, housing and recreation. More specifically, the CEO is described as taking a "very active position" on the SDCSC, supporting its work and "rarely missing a meeting". Indeed, SDCSC interviewees describe the relationship between the two organisations as "good and forever strengthening" and "very consistent". From CDI's perspective, the SDCSC sharing many members with CDI's ISG offers an opportunity to the CEO to source support on particular issues as they relate to both ISG and SDCSC activities. While there has been one notable issue of difference between the SDCSC and CDI on the delivery of interagency training, the importance of building and maintaining relationships between the CDI team and governance members, and the membership of the SDCSC, is highlighted by both CDI and SDCSC interviewees.

CDI also engages with the **Centre for Effective Services (CES)**, and in particular avails of its support. Documentary analysis revealed that the CES was involved in a change management meeting in February 2010, facilitated the team planning day in June 2010, and a Transition Planning Workshop in April 2011. The latter meeting involved the participation of the CEO, and team and board members. The CES also sits on CDI's Communication Working Group and supports it in developing a dissemination strategy for its evaluation results. CDI has contributed to various CES events and initiatives, including: contributing to the development and piloting of a CES toolkit with another Tallaght West organisation and CDI-

commissioned service provider, Citywise; and developed an overview of implementation issues for three CES road shows and presented at each of these.

Observation data from Board meetings indicates satisfaction with the burgeoning relationship between CDI and CES. Indeed, a Board member regretted that the CES was not established earlier. This would have provided a greater to support CDI in the early stages of the strategy implementation. CDI staff have identified that, despite it being in its infancy, CES has provided some very useful information on programmatic implementation.

3.9   Leadership across CDI

In leading the CDI process, the CEO perceives the role involving implementing the strategy, managing the team, overseeing contracts, finances, reporting to governance structures and funders, building relationships with stakeholders, delivering the programmes, and developing a strategic plan for the future. Overall, the leadership style of the CEO was described by team members as 'inclusive' and 'facilitative'. Similarly, ISG members agreed that "good leadership" is provided by the CEO. The CEO's ability to progress discussions, their awareness of the implication of issues for mainstreaming, their willingness to explain processes and structures, and the energy, enthusiasm and adaptable personality (to different situations) brought to proceedings were highlighted as positive assets which reportedly impact on participant's motivation to engage in the process.

Additionally, respondents across the team, funders and governance structures highlighted that, while there was a change of leadership in 2007, such a change was complementary in that it clearly denoted a focus on implementation, with tasks and activities to be undertaken. Moreover, as funders identified, it permitted a fresh take on the strategy, notwithstanding the challenge of implementing an already existing strategy:

> "I've been very impressed in the way that [the CEO] has driven that through and I suppose being faithful to the plan, even when she might have some questions herself about the value of it"

(Funder)

> "They came at a time that maybe brought a bit of fresh perspective which maybe wasn't a bad thing because you can get in to a sort of religious, zealous view of what it is you are trying to do and almost not see the wood for the trees"

(Funder)

In general, the position of committee chair is identified as crucial to the workings of said committees and their impact on overall implementation. "Excellent leadership" is highlighted by Board and ISG members in relation to their chair. Overall, interviewees emphasise the openness of discussions, feel that their opinion is considered and that the Chair has good facilitative skills. Collaborative skills are attributed to chairs of the governance structures, who are also described as supportive. One Board member noted that a chair sets the tone of meetings and creates a respectful environment and that "If you've got the wrong chair, you won't get that, but we definitely have it" (Board member). CDI also feels that the chair of the Expert Advisory Committee plays a central role in chairing the EAC and also the research meetings with the evaluation teams (Team member).

The CEO's and Board Chair's backgrounds and contacts are identified as helpful in building relationships. One funder noted that both individuals "complement one another very well". Observations of Board and ISG meetings reveal that the CEO draws on personal networks to gather pertinent information such as potential shifts in policy agendas and organisational and personnel changes at the local and national level, as well as engaging with local political leaders. Both individual's capacity to build relationships is also highlighted by one funder that emphasised the network built in Tallaght West by CDI. Relationships have been depicted as key by respondents:

"A lot of time has to be invested in relationship building and I suppose one of the challenges of the context in the way we do business in Ireland is an awful lot depends on that personal relationship piece and the system is set up in such a way that it actually supports these innovations as a matter of course"

(Funder)

Team members are described as dynamic by Funders and Board members. Their energy, enthusiasm, and motivation is highlighted in the interviews and identified as a key aspect of CDI's work by ISG and Board members.

In undertaking interviews for this work, each participant was asked to identify (from a defined list) the extent to which they cross boundaries in their work and the skills required in undertaking this work. In general, the interviewees recognise themselves through the definition of boundary spanners, and use some or all of the competencies presented. The project leader, CEO, and one of the governance structure chairs identify themselves across the three roles. Overall, ISG members are better represented in the reticulist role, however they feel that their competencies can range across the three roles. Yet, some board members feel they do not relate to boundary spanners, instead believing their contribution is based on expertise rather than crossing organisational boundaries, and they have little to do with relationships. Team members use competencies across the three roles, although some team members felt that their competencies were better represented in interpreter/communicator role.

Team members were asked to identify skills required to build working relationships and funders were asked to identify skills required for a leader. The table below provides a list of skills and competencies mentioned by the respondents. As noted by some interviewees, nobody has the entire set of skills required for a position, yet interpreter/communicator skills are common. However, it does highlight the very broad range of skills which are felt relevant to the roles of both team member and CEO, as identified by team members and funders respectively. Core to both, as is highlighted, is the importance of patience and communication.

Table 4: Identified Leadership Skills

Skills identified by CDI team	Frequency	CEO skills identified by funders
Communication	5	Persistence
Listening skills	4	Patience
Clarity	4	Communication
Humour	3	Transparency
Honesty	3	Time
Facilitation skills	2	Understand the perspective of the other one
Emotional intelligence	2	Persuasion
Empathy	2	Flexibility
Writing skills	2	Ability to anticipate barriers
Respect	2	Ability to receive criticisms
Patience	1	Commitment to network building
Advocacy	1	Good organisation
Openness	1	Strategic thinking
Integrity	1	Planning skills
Acceptance	1	General management skills
Interpesonal skills	1	Good operational management skills
Consistency	1	Being politically aware
Diplomacy	1	Being upfront

Skills identified in both groups

3.10 Summary

This Chapter has outlined documentary, interview and observation data relating to the processes and relationships used to begin implementing the CDI strategy, sustain delivery and deliver a mainstreaming strategy In the main, it details a positive picture of implementation processes and relationships so far, with a range of stakeholders across the Initiative reporting their experiences of working to support the CDI CEO and team to establish and maintain processes and relationships in the locality – and provide leadership – to improve the lives of children and families in Tallaght West. It is this data, and that relevant in previous reports, that we now discuss in Chapter Four in the context of the literature outlined.

Chapter 4:
Discussion

4.1   Introduction

The overall aim and purpose of this report is to examine, document and assess the extent to which CDI has developed and utilised processes and relationships to implement its strategy and principles. The strategy contains specific programmatic aims and objectives, as well as cross-cutting themes such as enhancing the quality of existing services, and fostering interagency working and service integration in the locality. Underpinning the evaluation aim was a number of specific evaluation objectives as outlined at the beginning of this report.

With these objectives in mind, the aim of this Chapter is to discuss the implications of findings generated specifically for this report, and those relating to these questions drawn from previous reports, so as to begin to answer them. In drawing together this data a number of key themes emerge:
* Processes at the level of the CDI team and in governance structures;
* Processes between CDI and the commissioned service providers;
* Relationships within CDI, and between CDI and its various stakeholders; and
* Leadership.

The theme of collaboration also features strongly in the data collected and features in the discussion, albeit cutting across all other themes. Each of these themes is now discussed in turn.

4.2   Processes

4.2.1 Team

The CDI strategy, *A Place for Children: Tallaght West*, highlights a number of key activities which, when implemented, aim to enhance outcomes for children and families in the locality. These activities are both programmatic and cross-cutting in nature. The strategy also highlights a number of requirements necessary for implementation so that its objectives and the enhancement of child outcomes can be realised. These necessary requirements include:
* Bringing along a number of key groups in the locality;
* The proper financial resourcing of the Initiative;
* The integration of the Initiative into the local policy and service landscape; and
* The recruitment of an executive staff to drive the implementation process.

The recruitment of an executive staff is of obvious importance to the successful implementation of a new initiative. The strategy indicates that at time of writing (2005) there was a small staff cohort already in existence, but by 2007 a recruitment process was underway to fill a number of positions key to the implementation of the strategy. Data for this report indicates that, while job descriptions were already defined, the recruitment of the CEO in May 2007 initiated a review (with the assistance of external consultants) of these descriptions before posts were filled through an application and interview process. The full team started working in September 2007. As the implementation phase progressed, the data outlines how some posts maintained a particular focus, while others were altered to reflect the changing needs and demands of CDI's programme of work and the requirement to integrate some posts. The ability to consistently reflect on the needs of the organisation itself as it progresses through its work, and the adoption of a generally flexible approach, is a key attribute in the literature on both strategy implementation and CCIs featured in the first process report.

Additionally, the data indicate that the structure and supervisory context of the CDI team has evolved over time to adapt to the organisation's needs and as a result of staff turnover. This concurs with the need for flexible management identified by Kubisch and colleagues (2010). Interviews reflect a clear understanding of roles, responsibilities and line management, which is consistent with findings in the Ryan HR report. The key actors primarily engaging with services (Quality Officer [up to 2009], Quality Specialists and Community Engagement Coordinators) have worked with CDI since September 2007, providing continuity for the services involved with CDI (except for the part time Community Engagement Coordinator who joined in November 2009). Changes brought to line management and the team's structure show an appreciation of the dynamic nature of the work which is identified as a requirement for CCIs by Auspos (2010).

The CDI team is free to implement the programmes within the confines of the Board's direction and guidance. Interviews reveal that ownership of programmes and activities increased within the team over time to a current standing where staff feel they are autonomous in decision making around their role-related activities. The Training and Support report highlights that team members take responsibility for the identification of training needs, and the operation of services with commissioned organisations. Documentary analysis and interviews highlight that team members fill out action plans on a monthly basis, and they also develop plans during team planning/development days. Plans are identified in the Board reports through the section specific to future targets and in reports provided to funders. Again, as featured in the literature review of report one, the implementation of any strategy requires the formulation and constant reassessment of work plans, either programmatic or personal.

The interviews identified a number of resources used by the team to aid them in their work, whether external resources, such as the evaluation teams or CES, or the informal support provided within the team. Documentary analysis, observations and interviews indicate that CDI team members availed of a number of training opportunities such as the coaching course, as well as other training events as outlined in the Training and Support report (third evaluation report). All these factors can be viewed in conjunction with the increased emphasis placed on team members taking on more responsibility in their roles. Training, team meeting processes, planning sessions and other forms of support, it would appear, play a strong role in facilitating increased autonomy across the team. Indeed, as findings highlight in the previous chapter, there was conscious effort to give staff more autonomy and thus spread it laterally across the team. This is in addition to changes in roles and responsibilities as a result of changes in staff composition. While the Ryan report indicates that staff raised concerns about the potential impact assimilation of responsibilities may have on their work, the findings here present a view that, while staff are aware that there is not enough time to do everything, there is no sense that their core work has been negatively affected. Both the Ryan report and findings here suggest that, in the main, the team capacity building – while challenging – was positively received.

The CEO is central to the team's relationships with the Initiative's governance structures. Beyond the report sent to the Board, there is no formal process in place between the governance structures and the team directly. Feedback is provided through the CEO – via an email to every team member – and Board meeting minutes are available to all team members. While the lack of direct contact creates a potential disconnect between governance structures, such as the Board and ISG, and the team, this does not appear to hamper the workings of CDI. Communication around the creation, role and purpose of new structures such as the Executive Subcommittee appears not be formally established in a way that informs all team members (at time of writing). Auspos and colleagues (2010: 124) highlighted the importance of "administrative, management and governance procedures that facilitate ongoing internal feedback loops and assessment". This would appear to be the case with the availability of minutes of meetings on the shared drive. However, such availability needs to be rightly balanced against personal HR issues which the Executive Subcommittee addresses and the limited circulation of such minutes.

4.2.2 Governance structures[13]

CDI's governance structures have clear remits. The Board provides direction and is composed of experts and community members while the ISG is composed of local agencies and aims to support the CDI team with implementation issues. The governance structures complement wider organisational community collaboration such as that exemplified by the SDCSC. A number of subcommittees work on specific issues such as finance or human resources. It is clear that governance structures were adapted to CDI's needs, such as the Executive Subcommittee which was established to support the CEO with regard to human resource issues, thus reducing burden on the Board. Structures were also responsive to the social and political context, such as the Services Subcommittee[14] being dismantled to avoid duplication of work with the establishment of the SDCSC. Auspos (2010) also refers to the need for overall management structures to display the initiative's goals and core principles. The interviews highlight that Board members embrace CDI's principles and ISG members represent organisations that have similar goals to CDI. Report One concluded that CDI and its governance stakeholders have a clear vision and shared understanding of the strategy. Observations and interviews indicate that roles and responsibilities of structures are clarified when required. For instance, the role of the ISG in the next phase is currently being discussed.

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[13] The Governance Chart of CDI is presented in Appendix 5.

[14] As outlined in Report One

Membership of governance structures also appears to be discussed on a regular basis. Interviews indicate the important role networking plays in identifying potential members of governance structures while team recruitment followed an application and interview process. Documentary analysis reveals that the Board membership increased from six members in 2007 to 11 members in 2010. Required expertise, balanced with community participation, was identified and fulfilled. Board members reported a high level of expertise within the group. Currently, the Board comprises 10 members. While attendance was quite low for some past members, current members showed regular attendance (75% of their meetings). While interviews highlight good attendance at ISG meetings, documentary analysis revealed that on average 50% of organisations attend the meetings. This dissonance could be explained by the fact that organisations perceived as key to the remit of CDI regularly attend the meetings, providing the sense of consistency of advice and activity.

Interviews indicate that Board and ISG members try to reach consensus. Trust and respect are highlighted in the interviews as characteristics of discussions taking place in governance structures. Williams (2002) suggests that a decision making model reflecting consensus and trust indicates new capacities that occur in collaborative settings when power is fragmented. It appears that both groups were sometimes used as consultative structures, to inform decisions made by the CEO and/or Chair of the Board.

Some dissonance appears between the Ryan HR report and findings from interviews in relation to the decision processes within the team (team decisions versus decisions made by the CEO), and the team's access to the Board (exposure to the Board versus different opinions including some noting a lack of formal process). This could be due to the timeframe between the interviews and reflection undertaken by team members after the first set of interviews for the May 2010 report cited above, and the timeframe under examination in the process evaluation. Ultimately though, it is not unreasonable to suggest that, at the beginning of an initiative such as CDI, decision making was required to be centred in the organisational leader. However, consistent with the postmodern organisation literature which anchors this report, CDI has moved towards devolved decision making and autonomy within a supportive team structure and a supportive leader.

CDI's funding, combining philanthropic and government investments such as suggested in the literature by Kubisch (2010), provide advice and support to CDI, mostly through their relationship with the CEO and Board chair. As highlighted in the literature, in CCIs funders are involved as co-designers of the initiative. In the case of CDI, the funders' influence is noticeable through the establishment of, for example, the EAC as a condition of funding.

Extensive research is taking place in the context of CDI. As identified in report one, the strategy drew from a community consultation and needs assessment process. The team includes an Evaluation and Research Manager, indicating the strong emphasis put on research in CDI. The EAC is perceived as an increasingly important support to CDI – Team and Board - in implementing its wide range of evaluation activities. Beyond the eight evaluations taking place (five programme evaluations, the process evaluation, the evaluation of Speech and Language Therapy services provided by CDI, and the Restorative Practices Evaluation), CDI is also engaging with the other PEIP sites to share learning. Other projects relating to research such as the RACcER project and the Research Evaluation Policy and Practice working group are other indicators of CDI's commitment to research. Again, CCI literature identifies the importance of research and evaluation to the implementation of such initiatives (Kubisch et al, 2002).

4.3 Relationships

4.3.1 CDI Team and Governance Structures

In addition to the working relationships identified between CDI and commissioned service providers as discussed in Report Two, CDI also engages with and avails of the support from organisations such as the CES and the SDCSC. While defining the boundaries between CDI and SDCSC was challenging, interviews indicate that key informants in both structures are now satisfied with processes and relationships. Interviews revealed that a limited amount of duplication takes place between the SDCSC and the ISG. However, the benefit of reinforcing relationships between members appears to outweigh these characteristics. As identified in the literature review, trust is a key component of collaboration on which relationships should be based. Throughout the interviews, trust was mentioned implicitly and explicitly as an enabler and a characteristic of relationships between CDI and its stakeholders by the CEO, team members, Board members, ISG members, and SDCSC members. This is a key aspect to maintaining relationships.

Overall, interviews revealed that CDI fosters good relationships, whether within the team or the governance structures or external organisations. However, past challenges were identified in regards to relationships with funders (specifically in relation to the role and position of the EAC) and school principals. These challenges pertained to communication and engagement. A number of factors that facilitated relationships with school principals were identified. They include persistence, personal face to face contact, and a focus on relationships which were perceived as positive and important to implement CDI's activities. Interviews suggested that the challenges were overcome and current relationships are described in satisfactory terms by respondents. Friedman and colleagues (2007, in Report Two) argue that barriers to communication need to be assessed and addressed. In the case of CDI, challenges were identified, brought to the Board and/or ISG, discussed, and, where possible acted upon. They were not ignored. Various processes facilitate communication in CDI. Formal channels include minutes of meetings being sent to group members, CDI's newsletters, and reports sent to funders and the Board. Communication is the most often cited factor identified by the CDI team as a facilitator of relationships, thus showing an appreciation of its significance. Furthermore, interviews show a strong emphasis on informal, internal team channels such as communication taking place around coffee breaks or lunches. Overall, both formal and informal communications appear to be complimentary and effective.

4.3.2. Working with (Commissioned) Service Providers to Deliver Quality Services

CDI services are implemented via a manualised approach that seeks to translate many of the general activities from the strategy into actions. Previous reports highlighted the widespread consultation regarding early stages of programmatic developments. Four of the five services owe their origins to the strategy while the CSI is influenced by both the strategy and the consultation process of 2006-2008. Previous reports outlined that (most) CDI service and training providers were selected through a clear, transparent tendering process, even where the financial threshold did not always require it. The first evaluation report highlighted the tension that some participants felt was inherent in the adoption of a scientific approach to programme development which appeared to contrast with the desire to forge a community-led, community-empowering approach. The literature here speaks of similar challenges, particularly the challenge of implementing a manualised programme and building (on) community capacity. Kubisch's (1997) and Perkins' (2002) identification of an inside/outside tension which can characterise CCIs resonates here. Also important is the tension between achieving short term outcomes on the one hand and the need to build capacity and establish links on the other.

Additionally, the literature highlights the need for the CEO and staff of CCIs to manage all actors involved in the process and negotiate roles and power dynamics amongst key players (Kubisch 1997; 2005). The recruitment and management of a core staff complement capable of crossing organisational boundaries, generating connections with existing service providers and supporting the implementation of the programmatic and cross-cutting elements of the CDI strategy has been critical. This is especially the case when service-level interaction is examined. The second and third process evaluation reports documented in great detail the nature of relationships CDI staff have with commissioned organisation staff and the ways in which CDI staff work with these organisations. The work CDI undertakes to promote inter-organisational relationships with commissioned services is both formal and informal. Formally, these service providers are required to meet with CDI regularly to discuss programme implementation. Informally, the types and amount of support provided by CDI indicate a willingness to work to maintain such connections for the improvement of service provision, integration of services, their long-term sustainability and the overall user experience. Indeed, the innovative nature of some of CDI's programmes which seek to integrate elements of services to other services (such as health workers in schools or SLTs in Early Years services) is a further point in this regard. Much of this resonates with the characteristics of postmodern organisations, where networking, collaboration, negotiation and relational competencies are all deemed common and essential characteristics. Moreover, as outlined in Report Two, there was no master plan regarding how connections would be made, no map to guide how interagency working should evolve. Instead, a trial and error process was undertaken – a reflexive approach at both the individual and organisational levels regarding what worked and what did not – a central characteristic of postmodern organisations.

The training and support provided by CDI to the services is also key to the creation of strong working relationships. Report three highlights the extent to which CDI supports its services with a view to enhancing sustainability, through formal/programmatic support, role modelling, or informal/responsive support. This is in addition to the emphasis placed on ensuring fidelity of programmes and creating ownership of programmes by service providers. However, time to participate in all the various committees in the locality was identified as a challenge by CDI staff. The literature identifies time as

a prerequisite for building and sustaining relationships. Some structural arrangements such as the recruitment of an administrative assistant overcame this to some extent, but 'fitting everything in' is a constant challenge.

4.4   Leadership

Interviews indicated either "good" or "excellent" leadership in relation to the CEO, chairs of the Board and ISG. The literature highlights that leadership in CCIs requires both continuity and change (Alexander et al., 2001). In the case of CDI, it appears that the change of leadership from the project leader to the CEO is perceived in positive terms by the interviewees that witnessed the transition. The change of leadership in the ISG provided both change and continuity since the new chair is still a representative of the HSE. However, leadership in steering committees appeared harder to establish and CDI is currently chairing / facilitating all steering committees belonging to programmes (i.e. Safe and Healthy Place, CSI, Healthy Schools). Challenges identified in relation to leading CDI included building and maintaining some relationships, time necessary to undertake the work, the extent of the Initiative as a whole and the implementation of a strategy which the CEO was not involved in developing.

Leadership in CDI can be characterised as collaborative. The literature review provides a framework of postmodern organisations that is consistent with CDI's characteristics (interagency work, governance, networking, collaboration, partnership, negotiation and consensus). The concept of boundary spanners proposed by Williams (2010) was examined and, overall, respondents agreed that it captured their competencies. While respondents sometimes felt that their competencies were better represented in one of the three roles (reticulist, entrepreneur, interpreter/communicator), only some Board members indicated that they did not relate to any of them. This could be explained by the fact that the Board is composed of experts and requires less collaboration with agencies than other groups. It appears that the leadership provided by the Board members is different from that which is provided by the CEO, team members, and ISG members. A further distinction can be made about individuals with managing responsibilities, such as the CEO and chairs who indicated using competencies across the three roles. This could be a reflection of their roles and responsibilities. Finally, there is a tendency amongst team members to use the competencies associated with the role of interpreter/ communicator. This could reflect their role involving more direct contact with services and practitioners and appears coherent with the skills most often mentioned by the team when asked what is required to build working relationships (i.e. communication, listening skills, clarity, humour, and honesty). Kubisch and colleagues (2010) suggest that charismatic or visionary leadership helps overcoming most of the challenges in CCIs, if attention is brought to building and sustaining relationships. The interviews indicate that the CEO encouraged relative autonomy and emphasised relationship building, whether through team building, acknowledgement of service work, or informal meetings with members of governance structures and wider organisations.

Moreover, the literature on CCIs and leadership indicates that a set of skills across a CCI team is desirable. If these are considered in the context of CDI, it is clear that many of them apply:

- The complexity of relationships is clearly understood by CDI staff and governance members. In particular, staff have and continue to play a key role in forging relationships with stakeholders in the locality. The team processes – especially the planning days and quarterly action plans – emphasise the importance of focusing on goals, and ultimately in the long run, outcomes;

- CDI's work has always emphasised the importance of research. Presenting community level evidence of a complex set of problems at the outset of the Initiative and generating evidence on the effectiveness of selected interventions is critically important to its remit. This has been supplemented by two rounds of community surveys, the findings from which inform CDI's ongoing work. The culmination of its service evaluations will provide more evidence to inform its next phase and serve to mobilise the community in Tallaght West and beyond;

- It is clear that all in CDI interact with others across sectoral and technical boundaries. CDI staff work with international experts in research, both via its governance structures and in seminars, talks and conferences. Many of its key stakeholders are drawn from different sectors – private, public, voluntary and community. The importance of maintaining the trust of these stakeholders, is important, and the skills CDI team members identified as being core to their role – flexibility, communication, clarity, honesty – are essential in establishing and maintaining trust;

- Through its wide variety of events CDI demonstrates an understanding of the importance of keeping abreast of policy and service developments. The work with the CES is an example of this, as is the recent connection made with the newly appointed Minister for Children. This is in addition to the obvious, existing relationship it has with its two funders and policy actors – the OMCYA (now Department of Children and Youth Affairs) and AP. Through its mainstreaming strategy it is clear CDI plans to feed into future policy developments through sharing learning from its services and experience;

- As evidenced in previous process evaluation reports, CDI seeks to learn from its experience so as to inform its future plans. Early attempts to foster a culture of interagency working could be considered here, as could attempts to introduce Communities of Practice. The importance of internal feedback loops and team reflection for future work are core elements of a learning process.

4.5 Summary

The purpose of this report has been to document CDI's work in establishing (inter and intra-) organisational processes and arrangements so as to implement its strategy – both programmatic aims and cross-cutting activities – and achieve positive outcomes for children in Tallaght West. The voices of current and past CDI staff, the CEO, members of governance structures and committees, and other stakeholders in the CDI process have been instrumental in answering the set of evaluation questions outlined at the beginning of this report. Additionally, those who participated in fieldwork for the previous three reports have played a role in fleshing out these relationships and processes. Important also has been the valuable documentary evidence provided by CDI and observational data gathered by the research team.

Based on this report on the CDI experience to date, a number of key implications for future CCI implementation in Ireland can be identified:

The Need for Flexibility across Governance and Team
Over the period of implementation so far, CDI has demonstrated the usefulness and necessity of regularly reassessing the competencies required and roles of team members and identify ways to address them, the composition and role of governance structures and how they align to the overall aims of the Initiative, and the interaction between various parts of the overall governance structure (e.g. Board and ISG).

Connecting Within and Without
CCI literature emphasises the importance of such Initiatives connecting with key individuals and organisations both within the immediate locality and further afield. CDI has demonstrated that it has sought to utilise its own resources, such as the Expert Advisory Committee, the ISG and funders within the governance structures, and key organisations at a local and national level (over and above those commissioned to provide services). These have included the evaluation teams, but also the local Children's Services Committee, the Centre for Effective Services and consultancy organisations as and when required.

Building Consensus: Building Trust: Building Quality
CDI has endeavoured to work with a wide range of organisations to progress its programme of work, which is aimed at enhancing the lives of children and families in the area. Time, persistence, patience and communication have been core to the establishment of trust, as has committing to and working on the informal interactions as much as the formal ones. Creating the opportunities for organisations to come together – whether at a function, a lunchtime seminar, or indeed at a social occasion – have been important to CDI establishing and maintaining relationships, and building and utilising contacts for its own benefit, that of organisations in the locality, and ultimately service users. Equally so, the creation and development of formal relationships through contracts and service level agreements aid the collaborative advantage. Additionally, the formal and informal support which CDI staff provide to these contracted organisations – and other professionals - helps to build quality and improve standards towards the goal of realising improved outcomes for children.

Flexible Leadership
While leadership is often viewed as a concept which relates solely to the senior ranks of organisations, CDI has illustrated that leadership can occur at many levels of an organisation and can take a variety of forms. The importance of the CEO leading out on the overall activities of the Initiative is clear. However, the roles played by many other staff and governance

members in establishing and maintaining links with organisations, developing processes of interaction with service providers, managing relationships and engaging with – and in many cases overcoming - challenges is also significant. The willingness of all involved in CDI to work towards the organisation's aims, in collaboration with others, is a notable implementation factor.

APPENDIX 1: Literature Review

1. Processes in Establishing a CCI

The first process evaluation report contained a literature review on Comprehensive Community Initiatives (CCIs). Building on this literature, this review will provide context to the evaluation through demonstrating that CCIs are a form of postmodern organisation. The literature will then identify key steps and provide an overview of challenges in implementing a CCI. Finally, key aspects of collaboration will be highlighted.

a. Postmodern Organisations and CCIs

CCIs are a concept and method of delivering services to communities which use an holistic approach through recognising that individual, family, and community circumstances are interlinked:

> *"The premise was that if these new initiatives could concentrate resources and apply best practices from social services, economic development, education reform, and physical revitalization in targeted neighbourhoods, we would get a whole that was more than the sum of the parts"*

(Kubisch, 2005: 17)

CCIs are shaped by two key principles that were presented in report one: comprehensiveness and community building (Stagner and Duran, 1997, Chaskin, 2006, Kubisch et al., 2010). Drawing on the literature, Perkins (2002) also identifies public-private partnerships, local leadership/community participation, and interagency work as common factors of numerous CCIs. Joined-up solutions and collaborations are also key concepts in CCIs. Drawing on the move towards joined-up work, Williams (2002) proposes a framework that makes a distinction between modern and postmodern forms of organisation. The author argues that postmodern forms of organisation that are characterised by collaboration, partnership, and networking, are suited to tackling "wicked issues"[15]. The current policy paradigm, which emphasises joined-up policies, leads organisations to move away from inter-organisational requirements and commit to the improvement of inter-organisational capacity. Williams (2002) argues that organisations established on hierarchical control and power cannot facilitate inter-organisational capacity. Fragmented and contested power relations, that are characteristics of collaborative settings, offer new capacities such as a decision making model that reflects consensus and trust.

In this model, modern forms of organisation are characterised by notions of rationality, linear thinking, task differentiation and functionalism whereas postmodern forms reflect relationships, interconnections and interdependencies (Williams, 2002). Interdependencies represented a challenge for classic bureaucratic organisations, which tended to emphasise on professionalism and compartmentalism. When trying to tackle "wicked issues", an inclination for innovation, experimentation, and risk taking are desirable. Williams (2002) argues that, whereas skills and competencies were professional or knowledge-based in modern forms of organisation, they become relational and rely on inter-personal attributes in postmodern ones. This enables cultures of trust and improves the ability to understand complexity and handle work in non-hierarchical environments. Table 1 illustrates the main distinctions between modern and postmodern forms of organisations.

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[15] "Wicked issues" is a term used to denote difficult, complex policy problems requiring complex, often inter-departmental or interagency, policy responses. Originally applied to policy studies by Rittel and Webber in 1973 in their theorising about urban planning, Clarke and Stewart (2000, p.377) identify wicked problems as "thjsoe for which there is no obvious or easily found solution. [...] There can be hope that wicked problems will be solved over time, but that requires learning of the nature of the problems and of their causes. They require a capacity to derive and design new approaches for their resolution and to learn of their impact." In this regard, the notion of a wicked issue, or a complex problem is particularly suited to CDI as it is an example of a complex community initiative, a multifaceted response to a set of complex multifaceted problems in a locality.

Table 1: Modern and postmodern forms of organisation (Williams, 2002:105)

	Modern	Postmodern
Domain	Intra-organizational	Inter-organizational
Metaphor	Mechanistic	Systems
Form of government	Administration	Governance
Form of organization	Bureaucratic	Networking, collaboration, partnership
Conceptualization	Differentitation; tasks and functions	Interdependencies
Decisions-making framework	Hierarchy and rules	Negotiation and consensus
Competency	Skills-based professional	Relational
Solutions	Optimal	Experimentation, innovation, reflection

Williams' (2002) framework is consistent with the overall literature. For instance, Crosby and Bryson (2005) use the terms "in charge organisations" and "networked organisations" to describe a similar distinction. Yet, Williams (2002) describes the differences with greater detail.

The shift in the forms of organisation is understood in the context of the "worldwide movement towards collaborative governance, collaborative service provision, and collaborative approaches to addressing social problems" (Huxham and Vangen, 2000: 1159).

CCIs are an example of postmodern forms of organisation In which Collaboration is a key and critical aspect. Kubisch and colleagues (2010) note that CCIs require powerful partners working collaboratively rather than controlling or leading the work. The authors emphasise that the management of partnership and collaboration requires time and capital from a number of key actors. Collaboration does, indeed, have its challenges, particularly in relation to the complexity of relationships and efforts required to maintain them (Kubisch et al., 2010). Jack (2005) also highlights that the wide range of actors involved in CCIs is a key challenge. This was also highlighted in the Irish context (Breathnach, 2007).

b. Implementing a CCI

The implementation of a CCI requires an ecological approach that builds on community needs (Jack, 2005). More detail is provided on this approach in report one. The key challenges identified by Jack (2005) include reaching the targeted population and making collaboration work. CCIs' characteristics make them difficult to implement. Indeed, Kubisch (2002, 2005) highlights that CCIs involve a wide range of stakeholders with roles that are different from traditional programmes. For instance, funders do not simply provide the funding, they are also involved as co-designers of the initiatives. Similarly, residents are not just beneficiaries, they are local leaders and agents of change. The author also argues that the CEO and staff have to manage all the actors and negotiate roles and power dynamics. These new roles bring new tensions. Two main tensions were identified in the literature (Kubisch et al., 2002, Perkins, 2002):

1. The process-product tension comes from the difficult balance between the need to achieve short term outcomes and ensure that capacity is built and linkages created in the community. Frustration can appear amongst stakeholders if they feel that the initiative does not belong to them, as amongst the people if they do not see a product;

2. The inside-outside tension comes from ensuring that the initiative is driven and owned by the community while recognising that significant change will require resources of many types from outside the community. Bringing external resources into the community creates challenges regarding negotiating roles and power dynamics.

Governance can take many forms in CCIs but since the initiatives are based on comprehensiveness and community building, they should try to include a number of stakeholders such as community residents, local business owners, civic leaders, and local organisation representatives (Kubisch et al., 2002). Engaging the right stakeholders is regarded as an essential aspect of the process (Perkins, 2002).

Drawing on the Results and Performance Accountability Implementation Guide, Perkins (2002: A-4) identifies steps for a successful implementation:

- Having a vision;

- Getting the community involved;

- Agreeing on outcomes/indicators;

- Collecting data / undertaking research in the community;

- Publishing the report;

- Analysing implications;

- Developing an agenda for actions; Taking action;

- Identifying and support what works; and

- Using data to monitor progress and improve services.

Kubisch and colleagues (2010) examined 48 CCIs and identified key messages to improve the implementation of CCIs. They include:

- **Clarity about goals, definition of success and theory of change:** This can be achieved through identifying achievable outcomes in five to ten years, with clear interim objectives along the way (quick wins); having a clear definition of the targeted population; and reconsidering long-term outcomes, operating principles, and short-term outcomes on a regular basis;

- **Intentional strategies:** This can be achieved through ensuring that the theory of change reveals all implicit hypotheses; identifying strategic points of entry; having administrative, management, and governance procedures that support relentless internal feedback; and undertaking sporadic internal and external audits to make sure that objectives, capacities and investments are aligned;

- **Comprehensive theory of scale and proportional investments:** This can be achieved through defining a clear scale that specifies its meaning at individual and community level; matching ambitions with resources; focusing on high quality programmes to a defined population if resources are limited; and investments by multiple funders;

- **Effective implementation, investment in capacity building and alignment of capacities and objectives:** This can be achieved through identifying accountabilities, keeping a sense of urgency and personal connection to the outcomes rather than focusing too much on expertise and professionalism that generate distance with reality; creating a learning culture through feedback and communication; and combining philanthropic and public funding.

The Aspen Institute also identifies alignment as a key issue in designing and implementing a CCI. Internal alignment requires for all programmatic elements and stakeholders to convene so that they reinforce each other, run smoothly, and keep moving forward (Auspos, 2010). It involves "breaking the work into component parts that can be managed effectively and integrating them into a meaningful whole" (Auspos, 2010: 52). The author identifies three pre-requisites for effective internal alignment:

1. clarity in goals and core principles;

2. an overall management structure that displays those goals and values; and

3. and management systems that appreciate the dynamic nature of the work and facilitate effective alignment of all the relationships over time.

External alignment involves finding further resources and influence outside of the community. This requires connections and relationships with external power holders and is key to influencing perceptions, policies, and funding. In both internal and external alignment, collaboration plays an essential part (Kubisch et al., 2010, Auspos, 2010).

Other challenges relating to implementing CCIs were identified in report one. They include: collaboration, balance between short term and long term goals, managing change, and enhancing capacity building (Sviridoff and Ryan, 1996, Stagner and Duran, 1997, Chaskin, 2008, Cortis, 2008). Amongst the elements that contribute to successful implementation of a CCI, once again, many pertain to collaboration.

c. Collaboration

Collaboration is a key component to CCIs. In Report Two, a literature review on interagency working and service integration was provided. It highlighted that collaboration allows a greater focus, for better outcomes, at a reduced cost (Horwarth and Morrison, 2007, Percy-Smith, 2005, Frost, 2005). This does not come without challenges however. A number of prerequisites, that mirror those challenges, were identified and include (Milbourne et al., 2003, Huxham and Vangen, 2000, Horwarth and Morrison, 2007, Warmington et al., 2004, Atkinson et al., 2005, CFRC / CAWT, 2008, Sloper, 2004, Worrall-Davies and Cottrell, 2009, CAAB, 2009, Williams and Sullivan, 2010):

- A shared vision and understanding; Resources and time;
- Clarification of roles and responsibilities;
- Multi-agency steering or management groups;
- Plans and processes;
- Good structural environment;
- Good relationship among partners;
- Strong communication;
- Effective leadership;
- Trust;
- Practitioners with strong interpersonal skills;
- Participation;
- Political support;
- Training; and
- Research.

Relationships and leadership are key aspects of collaboration. The latter can be appreciated as a key catalyst to support or enhance many of the pre-requisites mentioned previously. Huxham and Vangen (2000: 1171) highlight that collaboration requires "continual nurturing on the part of the leader". Williams (2002, 2010) argues that the current policy discourse focuses too much on the effectiveness and sustainability of structures and mechanisms, and tends to understate and neglect the key contribution of individual actors. The author states that the success of inter-agency work comes equally from the individuals involved in the process and their collaborative skills.

2. Leadership

Throughout the literature, leadership is often cited as a pre-requisite to an organisation's success (Browne et al., 2004, Friedman et al., 2007, Horwarth and Morrison, 2007, Hudson et al., 1999, Sloper, 2004, Brown and White, 2006, Duggan and Corrigan, 2009, CAAB, 2009, Atkinson et al., 2005, Frost, 2005, Linden, 2002). Williams and Sullivan (2010: 9) highlight that in a collaborative setting leadership "is important to facilitate and design effective structures and decision-making processes to move the agenda forward in pursuit of shared purposes". This section will examine two current concepts of leadership: collaborative public management and integrative leadership. Leadership will then be considered in the context of CCIs. Finally, the section will present the concept of boundary spanners that provides a framework for understanding leadership within collaborative context and emphasises on relationships.

a. Collaborative public management and integrative leadership

Leadership in collaborative settings recently became an area of particular interest for scholars, especially since classic theories would not be transferable to this context. Classic theories focus on a formal leader and their influence on the other members of the organisation while trying to achieve goals, in a hierarchical structure (Huxham and Vangen, 2000). As outlined previously, CCIs belong to postmodern forms of organisations, and are collaborative rather than bureaucratic. Classic theories on leadership are difficult to apply to settings where a number of organisations are involved, with often ambiguous membership, and goals that might be difficult to agree on (Huxham and Vangen, 2000). Referring to organisations in collaborative settings, Crosby and Bryson (2005: 17) state that "old notions of leaders who were in charge of situations, organisations, and even nations seemed not to apply". The authors employ the term "shared-power world" to describe this new context where no single person is in charge. A new type of leadership is required to fit this new environment.

Two notions of leadership appear relevant to this review: "collaborative public management" and "integrative public leadership". O'Leary and colleagues (2006: 7) propose the following definition of collaborative public management, adapted from the work of Agranoff and McGuire (2003) and Henton et al. (2006): "**Collaborative public management** is a concept that describes the process of facilitating and operating in multi-organisational arrangements to solve problems that cannot be solved, or easily solved, by single organisations" (O'Leary et al., 2006). The concept of **integrative public leadership** examines leadership in collaborative settings and shows strong similarities with collaborative public management. Integrative public leadership is defined as "bringing diverse groups and organisations together in a semi-permanent way, and typically across boundaries, to remedy complex public problems and achieve the common good" (Crosby and Bryson, 2010: 211).

The literature emphasises the difference between leading in a collaborative setting and leading a single agency. In collaborative settings, leaders manage up and out rather than down, and employ persuasion and empowerment to motivate people rather than command and control (Crosby and Bryson, 2005, McGuire, 2006). One of the key distinctions in collaborative settings is shared power and lack of formal control over members (Alexander et al., 2001, Linden, 2002, Ranade and Hudson, 2003). . Some refer to this as "shared-leadership" (Crosby and Bryson, 2005), others as "collateral leadership" (Alexander et al., 2001). Leading in collaborative settings also involves managing various stakeholders from the private and public sector, in a formal and informal way (Huxham and Vangen, 2000, McGuire, 2006). Williams (2002) proposes a distinction between modern and postmodern leadership that is illustrated in the table below:

Table 2: Williams (2002: 112) contrast between modern and postmodern leadership

Modern leadership	Postmodern leadership
Hierarchical	Non hierarchical and inter-organisational
Evokes fellowship	Evokes collaboration and concerted action
Takes charges, seizes the reins of an organisation	Provides the necessary catalyst or spark for action
Takes responsibility for moving followers in certain directions	Takes responsibility for convening stakeholders and facilitates agreements for collective action
Heroic, provides the right answers	Facilitative, asks the right questions
Has a particular solution or strategy	Has a stake in getting to agreed-upon outcomes, but encourages divergent ways to reach them

In this framework, leaders are considered in terms of catalysts and facilitators (Williams, 2002). Likewise, Linden (2002) notes that the tasks of a collaborative leader relate to providing support in achieving elements such as a shared purpose, gathering the right people, or building trust.

In this context, leaders have to manage power and control the agenda (Huxham and Vangen, 2000). They also need to create an inspiring vision (Crosby and Bryson, 2005, Silvia and McGuire, 2010, Williams and Sullivan, 2010). Alexander and colleagues (2001) consider vision as a leader's best attribute since collaboration draws on the will of individuals to collaborate, especially when the budget is limited. The literature also highlights trust as an essential element of collaboration and leaders should build relationships based on trust with partners (Williams, 2002, Williams, 2010, Linden, 2002, Kubisch et al., 2010, McEvily et al., 2003).

Silvia and McGuire (2010) undertook a comparative study of leadership in hierarchical/single agency structures and integrative leadership behaviours. The authors show that behaviours from the same leader are significantly different when working within his/her agency and when leading a network. The authors build on Van Wart's distinction (2004, 2005, 2008, cited in Silvia and McGuire, 2010) between three domains of leadership behaviour: task-oriented, people-oriented, and organisation-oriented (external environment and internal culture). They demonstrate that people-oriented behaviours are more frequent when leading a network than when leading a single agency. On the contrary, task-orientated behaviours are more frequent when leading a single agency. Organisational-oriented behaviour is as frequent in networks and agencies. The research also presents a list of integrative leadership behaviours. The first seven behaviours identified

by leaders and ranked by extent of use are: treating all members as equal; freely sharing information amongst network members; looking out for the personal welfare of network members; encouraging support from superiors; identifying resources; keeping the network in good standing with higher authority; and creating trust amongst network members.

b. Leadership in CCIs

The literature review in report one identified a number of challenges pertaining to CCIs and highlights the necessity for effective leadership (Stagner and Duran, 1997). Kubisch and colleagues (2010) identify a number of leadership skills in the context of CCIs. The authors admit that this set of skills might not exist in a single individual but might appear across all the individuals and organisations involved. They include (Kubisch et al., 2010: 31-32):

- Understand the complexity of issues and relationships while maintaining a focus on goals;

- Inspire hope and urgency;

- Use community-level data to analyse and mobilise the community;

- Interact across technical and sectoral boundaries, as well as across race, class, and cultures;

- Recognise the power bases that can impede change and engage effectively with them; Establish and maintain trust with a wide range of stakeholders;

- Be opportunistic and take advantage of new political openings, policy trends, funding streams and economic upswings;

- Be entrepreneurial with regard to funding;

- Be open to learning, creating feedback loops to manage internally and to learn to adapt.

Leadership in collaborative settings such as CCIs requires both continuity and change. Continuity allows for some stability in the partnership. A change of leadership can be disruptive, break momentum and possibly lose some integrity. Nevertheless, fresh leadership can have positive effects through injecting new ideas, fresh energy, and vision (Alexander et al., 2001).

Kubisch and colleagues (2010) acknowledge that charismatic or visionary leadership will address most challenges encountered in the internal alignment of CCIs. However, they argue that it also requires flexible management that adapts to the context and pays attention to building and sustaining relationships. "Relationship building is the glue that holds the pieces together and the lubricant that allows the effort to move forward" (Kubisch et al., 2010:53). Similarly, the literature on collaboration highlights the key role of relationships in understanding each others' needs and interests, in reaching compromise and being effective (Linden, 2002). Relationships are central to the concept of boundary spanners. This concept is defined and explored in the following section.

c. Boundary spanners
Definition
Collaborative settings elicits a new type of leadership that requires skills different to the ones identified in the classic literature (Ranade and Hudson, 2003; Williams, 2002). Ranade and Hudson (2003) note that in collaborative settings, leadership is more "diffuse and subtle". Frost (2005) argues that leaders should be able to inspire and support staff through the process of change. The author highlights that "effective leaders will be 'boundary spanners' who can work across traditional divides and make the most of the opportunities that are presented" (Frost, 2005:49). An overall definition would note that boundary spanners are "actors whose primary job responsibilities involve managing within multi-organisational and multi-sectoral arenas" (Williams, 2010: 2). They are organisational representatives that are "intimately involved in the day-to-day relationship building activities and operations within the developing partnership" (Noble and Jones, 2006: 897). Boundary spanners work across traditional divides and make the most of the opportunities that are presented to develop partnership working (Frost, 2005).

Aldrich and Herker (1977) argue that, by definition, every organisation has some boundary spanners, at least at the level of the CEO. Indeed, every organisation has boundaries within which some people are included and others are outsiders. Boundary spanners are considered as people working throughout organisational boundaries (Aldrich and Herker, 1977). However, the notion of "internal boundary spanners" was recently introduced and refers to individuals that operate within organisations but across departmental divides (Wright, 2009, cited in Williams, 2010). The position of boundary spanners

within an organisation is, however, contested in the literature. Some argue that they are usually middle managers (Challis et al., 1988, cited in Williams, 2002; Noble and Jones, 2006), others claim that boundary spanning occurs at multiple levels including top management, middle management, and operational personnel (Hutt et al., 2002, cited in Williams, 2002: Ansett, 2005). Ansett (2005: 38) notes that collaborative settings require a new type of leadership: "they are often hidden within organisations, in different guises and at different levels, and may not be immediately identifiable as leaders", resonating with the notion of diffuse leadership cited above.

Roles and competencies

Boundary spanning activities involve two different functions: information processing and external representation or gate keeping (Williams and Sullivan, 2010, Aldrich and Herker, 1977, Ansett, 2005). Aldrich and Herker (1977) highlight that boundary spanning activities can occupy whole or part of a position's roles and responsibilities. Williams (2010), building on a similar distinction, argues that there are two types of boundary spanners: those with a dedicated job role of working in multi-agency settings and serve as a connection between different constituencies (e.g. crime and community safety co-ordinators, community strategy officers and partnership co-ordinators in the public sector) and individuals (practitioners, managers, and leaders) who assume boundary spanning activities as part of an ordinary job role.

Williams (2002, 2010) identifies three different forms of boundary spanner:

> *The reticulists are "individuals who are especially sensitive and skilled in bridging interests, professions and organisations";*
>
> *The entrepreneurs are "people that are committed to find new ways forward on specific concerns"; and*
>
> *The interpreter/communicators are "people that invest time to forge an effective working relationship and a readiness to visualise "reality" from the perspective of others".*

A number of competencies associated with boundary spanners are identified throughout the literature. Williams (2002, 2010) characterises competencies as skills, abilities, knowledge, and experience. The main competencies involve building sustainable relationships; managing through influencing and negotiation; managing complexity and interdependencies; and managing roles, accountabilities and motivations. They are applicable across the different roles of boundary spanners. Williams (2002) proposes a classification that summarises competencies particular to the different roles boundary spanner can hold:

Table 3: Adapted from Roles and Competencies for Boundary Spanners (Williams, 2010)

Role	Competencies
Reticulist	• Networking • Managing accountabilities • Appreciate different modes of governance • Political skills and diplomacy
Entrepreneur	• Brokering • Entrepreneurial • Innovative and creative • Tolerates risk
Interpreter / communicator	• Inter-personal relationships • Communication, listening, empathising • Framing and sensemaking • Building trust • Tolerance of diversity and culture

Leadership was identified as a key component to the success of CCIs. While acknowledging the importance of effective leadership, Kubisch and colleagues (2010) point out that it is not the only reason for success in CCIs. Successful organisations also have "structures and systems to ensure accountability, use data and management information to track their work, reward success, and identify and remedy the causes of failure" (Kubisch et al., 2010:20).

APPENDIX 2: Evaluation Plan

CDI PROCESS EVALUATION – ORGANISATION

AIM: TO DOCUMENT AND EXAMINE THE PROCESSES AND RELATIONSHIPS CDI HAS UTILISED TO IMPLEMENT ITS STRATEGY AND PRINCIPLES
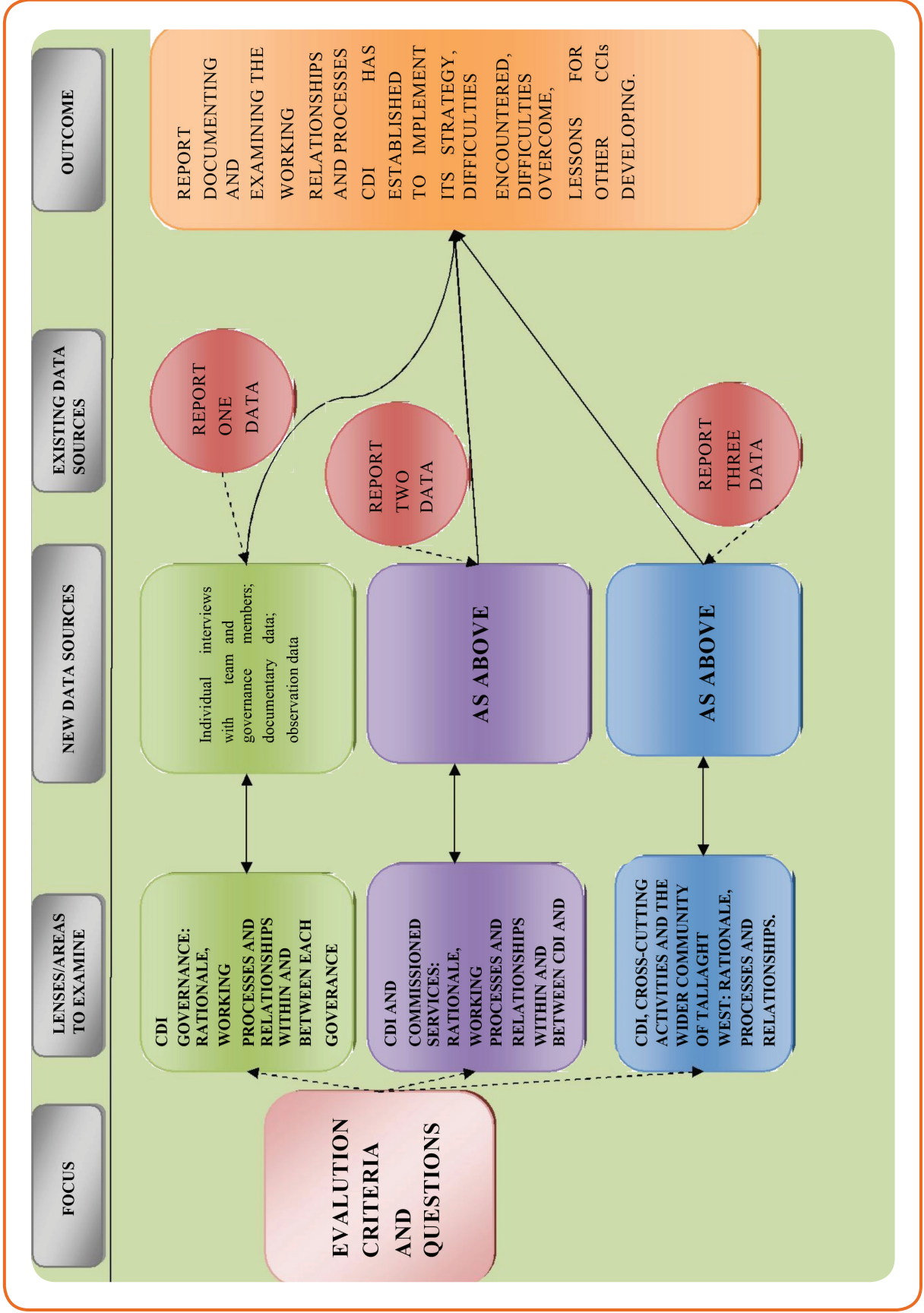
OBJECTIVES:

1: To identify the relationships which CDI established and maintained to begin implementing its strategy.

2: To identify the processes which CDI established and maintained to begin implementing its strategy.

3: To identify and examine what worked well in establishing and maintaining both relationships and processes for implementation.

4: To identify and examine how leadership impacts on processes and relationships in the case of CDI.

5: To identify and examine what difficulties emerged in establishing and maintaining both relationships and processes for implementation.

6: To draw out implications of the CDI organisational process experience for future Comprehensive Community Initiative-style work in Ireland and elsewhere.

The process evaluation team has already identified different levels at which CDI operates. These levels are:

* CDI: The CDI Team, CDI Governance structures [Board, ISG, Finance and Audit Sub-Committee, Executive Sub-Committee, EAC, CSI groups (sub-committee, community forum, youth forum, environment group), OMCYA, AP, SDCSC];

* CDI and the commissioned service providers;

* CDI and the wider community [resident and organisational/professional];

In seeking to establish and examine the ways in which CDI works, it is possible to consider these three levels as 'lenses' through which working relationships and processes are established and maintained so as to *implement* the CDI strategy. It is also important to consider the two forms of activity which the CDI strategy contains. In the first instance there are activities which could be described as programmatic – based, stemming from the desired outcomes of for children named in the strategy. There is also, however, a significant set of activities which are deemed to be cross-cutting and – while having implications for the programmatic activities - are also stand alone endeavours. The first three evaluation reports have captured information pertaining to some of these activities, while the process elements of the service evaluations are expected to capture data pertaining to the organisation of each service in operation (in addition to that established in the *Working Together* process evaluation report [report II]).

In conceptualising a framework through which to explore the working relationships and processes of CDI, the following diagram is useful:

FOCUS

LENSES/AREAS TO EXAMINE

NEW DATA SOURCES

EXISTING DATA SOURCES

OUTCOME

EVALUTION CRITERIA AND QUESTIONS

CDI GOVERNANCE: RATIONALE, WORKING PROCESSES AND RELATIONSHIPS WITHIN AND BETWEEN EACH GOVERANCE

CDI AND COMMISSIONED SERVICES: RATIONALE, WORKING PROCESSES AND RELATIONSHIPS WITHIN AND BETWEEN CDI AND

CDI, CROSS-CUTTING ACTIVITIES AND THE WIDER COMMUNITY OF TALLAGHT WEST: RATIONALE, PROCESSES AND RELATIONSHIPS.

Individual interviews with team and governance members; documentary data; observation data

AS ABOVE

AS ABOVE

REPORT ONE DATA

REPORT TWO DATA

REPORT THREE DATA

REPORT DOCUMENTING AND EXAMINING THE WORKING RELATIONSHIPS AND PROCESSES CDI HAS ESTABLISHED TO IMPLEMENT ITS STRATEGY, DIFFICULTIES ENCOUNTERED, DIFFICULTIES OVERCOME, LESSONS FOR OTHER CCIs DEVELOPING.

Overarching objective	Related Questions	Methods
To identify the relationships which CDI established and maintained to begin implementing its strategy.	How was participation of the governance structures decided? By whom? Why that particular method(s)? Who has left? Who has joined? What gaps exist regarding membership of governance structures? What is the role of each of the structures? Why were they developed? How do they work in practice? What are the accountability mechanisms of these structures? How were team positions identified? What competencies were required? What is the role of the OMCYA and AP? How were commissioners selected? What criteria were used? What is the job of the CEO? What does it involve?	Interviews, Documents, Observations.
To identify the processes which CDI established and maintained to begin implementing its strategy.	How were general activities translated into actions? How were the programmatic developments conceived? Who was involved? What processes were put in place for their development? How were participants identified? How is the team process managed? What processes are in place between team and governance structures? How are decisions made? What decisions are open to the team to make?	Interviews, Documents, Observations.
To identify and examine how leadership impacts on processes and relationships in the case of CDI	What leadership styles emerged in the organisation? Do they vary at different levels? (CEO, Governance Structures, Quality Officers). What skills were required to establish relationships? How did those relationships facilitate processes? What challenges were encountered in leading CDI (for the CEO, governance structures, Quality Officers)? Were they good relationships?	Interviews, Documents, Observations.
To identify and examine what worked well in establishing both relationships and processes for implementation.	What processes were utilised to implement the strategy? What worked well? Why was this so? What factors were critical to them 'working well'? What helped in creating strong working relationships?	Interviews, Documents, Observations.
To identify and examine what difficulties emerged in establishing both relationships and processes for implementation.	Were challenges encountered in developing processes (governance, service and wider community) and relationships (governance, service and wider community)? What were they? Why were they challenging? Were they overcome? If so, how? Were barriers encountered in establishing strong working relationships (as above re processes)? What were they? Why were they challenging? Were they overcome? If so, how?	Interviews, Documents, Observations.
To draw out implications of the CDI organisational process experience for future Comprehensive Community Initiative-style work in Ireland and elsewhere.	All of the above	

APPENDIX 3: Table of Data from Previous Reports

OVERARCHING EVALUATION QUESTION	SPECIFIC EVALUATION QUESTION	ORIGINS AND DEVELOPMENT OF CDI AND ITS STRATEGY REPORT	WORKING TOGETHER AND SERVICE INTEGRATION REPORT	TRAINING AND SUPPORT REPORT
Identify relationships CDI established (and subsequently maintained) to begin implementing its strategy	How was participation of Governance structures decided?	Strategy says that governance structures will be comprised of existing consortium and regional participants. Board as expert-led initially, and then community balance. ISG as organisation focussed – organisation with a key role in children's/community services.	Overall, CDI given free rein to implement the interagency aspects of the strategy within the confines of governances, especially the board; ISG membership decided via desire to create space for individuals and organisations to contribute. Board played a role in deciding who to invite onto ISG.	
	By Whom?	Project leader initially decided Board make up;	Board decided ISG composition;	
	Who has left?		Not defined, but attendance issues remarked on. For the most part, attendance viewed as positive.	
	Who has joined?			
	What gaps exist regarding membership of governance structures?	Community initially on Board – although this has been addressed. ISG not having individuals from community		
	What is the role of each structure?	Outlined. Also on website.	Outlined in report I.	Board provides significant amount of support [training needs, identifying challenges, mediation, and clarification, setting up meetings, encouraging participation]. ISG provides similar forms of support, albeit to a lesser degree. Service structures provide to a lesser degree. See page 34.
	How do they work in practice		ISG viewed as working well in practice. Information sharing, updating on activities in each organisation, advice and support to CDI on implementing its strategy. Shares many aims with SDCSC. There is a complimentary relationship for the most part.	

OVERARCHING EVALUATION QUESTION	SPECIFIC EVALUATION QUESTION	ORIGINS AND DEVELOPMENT OF CDI AND ITS STRATEGY REPORT	WORKING TOGETHER AND SERVICE INTEGRATION REPORT	TRAINING AND SUPPORT REPORT
	What are the accountability mechanisms of each structure?	Outlines how each structure relates to each other (all effectively nested under the board – with Board reporting to funders	ISG: through CEO to CDI Board. Board and ISG meet intermittently. Service providers held accountable through regular meetings;	
	How were team positions identified?			
	What competencies were required	data here highlights the commitment of staff		
	Role of OMCYA/AP	Funders; play a role attending some meetings.	Funders; advice and support.	
	How were service providers selected		Tendering process	Trainers/speakers identified in a number of ways: knowledge of speakers, request for tenders; offers to deliver training/ talk; contacts used to source specialised trainers/speakers
	What criteria were they selected on		Competitive tendering process	As above
	The job of the CEO – what does it involve	data indicates commitment of staff		
To identify processes which CDI established (and subsequently maintained) to begin implementing its strategy?	How were general activities translated into actions	Manualised approach for programmes. Importance of CDI principles, and latterly (since mid-2009)_ the Compass, vision statements and value statements.		Training and support needs assessed via email shots; workshop in 2007 resulting in launch of lunchtime seminars in 2008 as part of QEP - ; QEP for non-commissioned services staff; open to commissioned services staff also; QEP as opportunity for local organisations to showcase services; required training arising out of manuals; additional training as requested by commissioned service staff.

OVERARCHING EVALUATION QUESTION	SPECIFIC EVALUATION QUESTION	ORIGINS AND DEVELOPMENT OF CDI AND ITS STRATEGY REPORT	WORKING TOGETHER AND SERVICE INTEGRATION REPORT	TRAINING AND SUPORT REPORT
	How were programmatic developments conceived	data on belief of supporting existing service provision; to examine quality enhancement work for services; programmatic developments arising out of needs and desired outcomes	Strategy important here. Detailed sections on how each service emerged and developed in report II. Additional factor arose with consultation process on community agreement for CSI.	QEP training as above. ECCE, DD and MT programmes requiring specific training.
	Who was involved	Consortium members initially, staff; programme designers	Beyond those involved in the strategy phase - [ECCE]: Many in the early stages, including Barnardos, HSE, SDCCC, SDCC, PfL, YB, An Cosan, Headstart. Full compliment and focus of meetings in Report II; [DD]: CDI met with VEC, MALA, SDCC library service, [MT]: Archways involved from outset; [HS]: HSE, Tallaght Partnership, SDCC, St. Aidan's NS. [CSI]: over 20 groups from community, voluntary and private sectors involved in consultation process 2006-08.	As above
	Development processes	Structures outlined	Early meetings across all services to discuss a variety of issues relating to programme development and rollout further to details in box above; tendering process. CDI quality specialist as development support, as was CEO and ISG.	As above (training needs meeting, emails, required training for some programmes).
	How were participants identified		Tendering/EOI for service providers; [ECCE]: Children between 3-4 years of age; [DD]: Children in Senior Infants; [MT]: fourth class pupils; [HS]: schools as participants via expression of interest – campuses randomly selected; [CSI] two pilot sites selected.	Commissioned service providers' staff, other training open to all but specifically targeted at some organisations.
	Management of team processes		Each service managed internally, with support from CDI staff in early stages, but will a "pulling back" of support as rollout progressed through subsequent years.	CDI team play a role in identifying training needs
	Team – governance structures interaction		Board as support to CDI generally. Services sub-committee as place where staff could air issues confidentially and seek advice. ISG serving this purpose too, generally and in relation to services. CEO, Quality Specialists, R&E officer interact with services to varying degrees and at particular times.	

OVERARCHING EVALUATION QUESTION	SPECIFIC EVALUATION QUESTION	ORIGINS AND DEVELOPMENT OF CDI AND ITS STRATEGY REPORT	WORKING TOGETHER AND SERVICE INTEGRATION REPORT	TRAINING AND SUPPORT REPORT
	How are decisions made?		ISG viewed as predominantly information sharing and providing information to CDI. Within services, decisions made in line with programmatic and contractual requirements.	
	What decisions are open to team to make		Decisions in team regarding operation of services, in conjunction with service providers, within confines of contractual agreements and manuals.	CDI team members identify training needs through observations and discussions with practitioners in locality, through delivering CoPs.
To identify and examine how leadership impacts on processes and relationships in the case of CDI	What leadership style emerged in the organisation?	CEO described as able, experienced, balanced experience between community and state.	CEO crucial to good working of ISG: preparation of reports, agendas, minutes circulated in a timely fashion; sense of ISG having something real to work on, not abstract	
	Do they vary at different levels?			
	What skills are required to establish relationships?		Good working together: Interpersonal skills; CDI as honest broker on occasions; importance of personalities; trust; capacity to engage meaningfully; transparency;	
	Were relationships good? If so, how did those good relationships facilitate processes?			
	What challenges were encountered in leading CDI?	Getting schools on board;		

OVERARCHING EVALUATION QUESTION	SPECIFIC EVALUATION QUESTION	ORIGINS AND DEVELOPMENT OF CDI AND ITS STRATEGY REPORT	WORKING TOGETHER AND SERVICE INTEGRATION REPORT	TRAINING AND SUPPORT REPORT
To identify and examine what worked well in establishing and maintaining relationships and processes for implementation	What processes were utilised to implement the strategy?	Establishing CDI structures, e.g. board, ISG, now defunct services sub-committee, CSC as additional opportunity to examine issues.

Funding, commitment, structures. | Tendering for services. Characteristics highlighted above, | In addition to that identified above, identifying trainers and speakers done in a number of ways: knowledge of speakers, request for tenders; offers to deliver training/talk; contacts used to source specialised trainers/speakers.
At service level, CDI staff being always available, responsive. Meeting structure permits support. |
| | What worked well – why? | Services sub-committee perceived as a good thing. Place to seek advice in confidence. | Amongst governance structures, again clarity, preparedness, willingness to engage, personality to do it, understanding of what each organisation does on ISG as contributing factor. | Training and support broadly perceived as positive. |
| | What factors were critical to them working well? | | Process characteristics outlined above; | Facilitators of training included food, venue, training schedules, good speakers, that training was free |
| | What helped in creating strong working relationships? | | In the services - good communication; regular meetings; CDI supporting implementation in early phases, making links with other services as and when required. CDI participating and monitoring in some programmes (MT for example). | As above. Availability of staff plays a role. Support provided. CDI as problem solver.

CDI staff viewing role as being supportive to wider structures (e.g. CSC).

CoPs as strong sense of shared space, as communication channel, as opportunity to resolve issues. |

OVERARCHING EVALUATION QUESTION	SPECIFIC EVALUATION QUESTION	ORIGINS AND DEVELOPMENT OF CDI AND ITS STRATEGY REPORT	WORKING TOGETHER AND SERVICE INTEGRATION REPORT	TRAINING AND SUPPORT REPORT
To identify and examine what difficulties emerged in establishing and maintaining both relationships and processes for implementation	What challenges were encountered in developing processes (governance, service, wider community)? Why were they challenging?	Incorporating the community initially in the Board, no community (individual) representation onISG; evaluation constraints and explaining to community and services. Personnel issues - qualifications (in some cases only); structural issues; difficulties in getting schools on board; enrolment of children in some services; setting a fee for some services.	Integration of HSCs into schools at the outset; inability to share information between agencies (HS); Referrals in early stages in ECCE (CDI to establish links with potential referrers); clarity around role of schools in DD initially (releasing teachers) – CDI playing a key role here in early stages. Working with schools and DD service providers to develop information sharing framework. Lack of understanding in HS regarding what the programme is exactly about initially – impacted the potential of the programme.	Perception that CoP lacked clarity/structure initially.
	What challenges were encountered in developing relationships? Why were they challenging?		HS – challenge of existing school staff and HSCs responsibility overlapping.	
	Were they overcome? How?		CDI support and engaging with commissioners and related providers (e.g. schools). CDI persistence in HS programme to improve relationships.	
	What were the main barriers in establishing strong working relationships?		Attendance; unwillingness to participate at ISG meetings	
To draw out implications of CDI organisational process experience for future CCI-style work in Ireland				

APPENDIX 4: CDI Subcommittees and Working Groups

Subcommittees were created to support the Board in its functions, for example, to lighten the reading load for Board members and keep a clear and feasible agenda. They provide an opportunity to gather a group of experts between Board meetings, quickly if required, and report the main key points to the Board. Those structures have changed over time: some were dismantled and others appeared recently, to adapt to CDI's needs.

Services subcommittee
The services subcommittee was set up when services were beginning to be commissioned to support staff with the roll out of services. Members include CDI team, Board and ISG members, as well as external personnel. After two years, this committee was dismantled after the Children Services Committee was established.

The terms of reference indicate that this subcommittee's role was to:
- Advise on the development of and implementation of the CDI services
- Ensure CDI services reflect National Policy and Government thinking
- Make recommendations to the CDI Board

Different opinions appeared in relation to the reason it was dismantled. One Board member recalls that it was no longer needed since it was duplication the work of the ISG, while the CEO and another Board member mentioned that it was because the Children Services Committee was established.

Executive Sub Committee
The Executive Sub Committee was introduced to support the CEO with human resource issues. Membership includes the CEO, the Chair of the Board, and the Chair of the Risk and Finance Subcommittee. The Terms of Reference of this committee are outlined in an appendix. This group meets once between Board meetings or through conference call if a matter arises. The committee either signs off proposals made by the CEO or suggests alternatives. They will either bring their decision to the Board when the issue is resolved or ask for the Board's advice if the issue can't be resolved. Members of the subcommittee also conduct exit interviews with team members.

Expert Advisory Committee
The EAC provides research expertise. As outlined on CDI's website, the role of this committee is "to advise and support the development, implementation and review of the research/evaluation strand of activity within the project." This group used to be chair by the project leader and is now chaired by a member of the Board. The two funders attend the meetings and membership is composed of national and international experts that are highlighted in an appendix

A further challenge to those outlined above, identified through the interviews is attendance from the Irish experts. Meetings are arranged to suit the international experts and might conflict with other commitments for the Irish members. The EAC meetings were described as intimidating by both the project leader and the CEO. Over the last twelve months, a shift occurred in the relationship with the EAC and meetings became less formal.

Finance and Risk Subcommittee (FRS)
This subcommittee is responsible for finance (agree budget/budget revisions, review periodic accounts, review the annual accounts, approve internal financial procedures, review summary finance reports from services providers, discuss other financial and compliance matters), external audit (meet with the external auditor, discuss the management letter from the External Auditor and agree the reply for presentation to the Board), and corporate governance (monitor progress related to risk management and other areas of corporate governance). It reports to the Board. Membership is composed of financial experts and solicitors. The Chair is a member of the Board.

Members of the Risk and Finance Subcommittee (FRS) were identified through the CEO's personal networks. The Board receives reports from the Risk and Finance Subcommittee and members feel free to ask clarification on the use of funding.

An external person also comes to check the accounts. Board members sign off reports from the FRS. One board member noted that this was a key role for the Board, while other committees are in charge of components such as finance, the Board needs to approve them.

Working groups

When appropriate CDI organises working groups on particular topics:
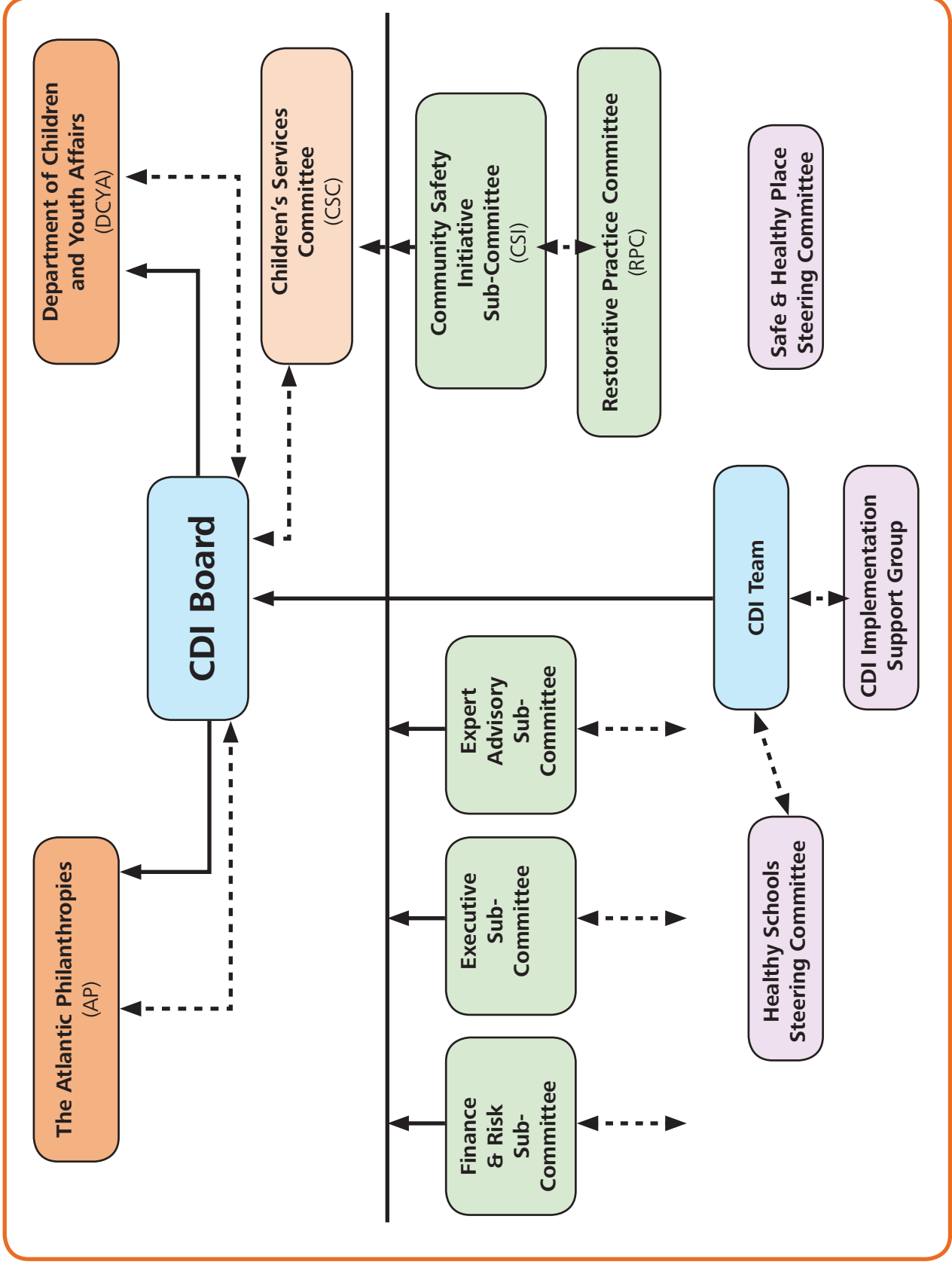
- Following a report on the Consultation Process for Phase Two of the Strategy (IPA, 2010), **a Strategic Working Group** (SWG) was established. It comprises members from CDI team, the Board and the ISG, as well as a member of the VEC. CDI newsletter (February 2011: 4) indicated that the group focused on:

    o Ensuring the sustainability of the services established by CDI which appear to effectively meeting a need;

    o Maximising opportunities through which to influence and shape policy, curriculum development and professional training and support;

    o Identifying structures, mechanisms and practice tools which enable the extended delivery of CDI programmes beyond Tallaght West.

Documentary analysis revealed that the group met four times between November 2010 and January 2011, including an afternoon session with funders. A strategic planning document was produced and sent to the funders. One board member noted that this group was an "important process" for CDI.

- The Research, Evaluation, Policy and Practice (REPP) project is a working group that was established to document the research experience through a set of papers or articles. CDI's newsletter (May 2010) indicated that members belong to various Third Level Institutions, as well as the OMCYA and Young Ballymun;

- The Communications Working Group started meeting in July 2010. Membership includes the CEO, the Administration and Communications Coordinator, and members of Carr Communications (since January 2011) and the CES.

Documentary analysis indicated that meetings take place on a monthly basis. The group oversees the organisation of events such as The Story So Far seminar that took place in Tallaght Stadium in September 2010, during which the President McAleese made a speech. The organisation of this event also involved a communication meeting with AP, and the support of a consultant from Insight Consultants.

APPENDIX 5: CDI Governance Chart 2011

CDI Governance Chart 2011

- Department of Children and Youth Affairs (DCYA)
- The Atlantic Philanthropies (AP)
- CDI Board
- Children's Services Committee (CSC)
- Community Safety Initiative Sub-Committee (CSI)
- Restorative Practice Committee (RPC)
- Safe & Healthy Place Steering Committee
- Finance & Risk Sub-Committee
- Executive Sub-Committee
- Expert Advisory Sub-Committee
- CDI Team
- CDI Implementation Support Group
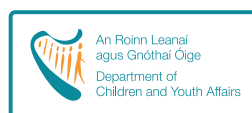- Healthy Schools Steering Committee

APPENDIX 6: Bibliography

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