Introduction to Supervision
Course Attendance Preparation

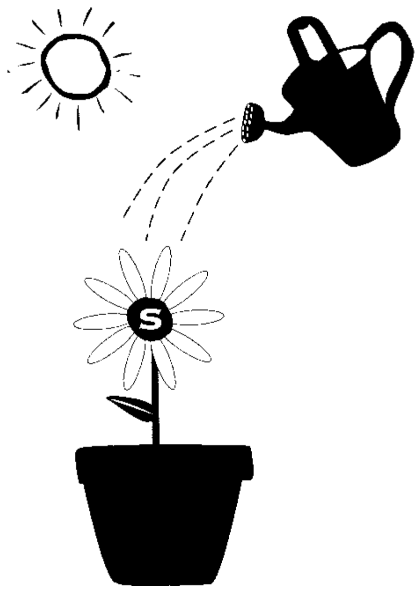
Dear Introduction to Supervision Participant,

You must have your entire Participant Workbook for the *Introduction to Supervision* training. Print and bring this entire workbook to the training
<Total pages = 131 (print double sided)>.

We look forward to seeing you!

***Note:** Make sure you have accessed ncswLearn.org via Internet Explorer or Safari. Accessing the workbook with any other web browser will interfere with the formatting and bookmarking of the file. **Please access the PDF file using Adobe Reader latest version (as of March 2015 the version is 11). For a free version of the latest version Adobe Reader, please go to: https://get.adobe.com/reader/**

Introduction to Supervision for Child Welfare Services



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Originally developed as a joint product of the North Carolina Division of Social Services and the Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-Chapel Hill School of Social Work.

NC DSS Child Welfare Services
Statewide Training Partnership

Session One Participant Pages
You As a Supervisor

1. If my unit were a TV show/movie/song/dance/animal/food it would be ____________________
   ____
   because ____
   ____.

2. One gift or strength I bring to my work is____
   ____
   ____.

3. One area I would like to improve or grow as a supervisor is ______________________________
   ____
   ____.

Agenda: Day One
Session One: You as a Supervisor

I. Welcome, Introductions, and Housekeeping

II. Background of Curriculum

III. Competencies

IV. Roles: Trainers and Participants

V. Review of Six Principles and how they relate to supervision

VI. Overview of Curriculum

VII. Overview of Session One

VIII. Values Guiding Our Training

IX. Attention Thieves

BREAK

X. Checking-In: Bandannas

XI. Expectations

XII. Setting Norms for the Group

A. Environmental Factors that Support Learning

1. Individual Activity
2. Partner Activity
3. Large Group Activity

XIII. Journal

Afternoon

I. Energizer: Name Stretch

II. Learning Style Inventory

  A. Defining Your Learning Style

  B. Overview of the Four Learning Styles

  BREAK

  C. Exploring Each Learning Style

    1. Small Group Activity

    2. Large Group Activity

III. Ladders

IV. Journal

V. Closing

Competencies and Learning Objectives

ADDRESSED IN ALL THREE SESSIONS

Competency	Learning Objective
F808: Has the knowledge and skills necessary for effective practice in his/her area of responsibility and can model and teach needed knowledge and skills.	• differentiate roles and functions of supervisor from those of case workers • identify at least three strengths and three strategies he/she faces in his/her role as a supervisor • develop a plan to promote and enhance strategies and to address and ameliorate challenges in his/her role as supervisor • demonstrate three ways to effectively make use of self in practice.
F816: Understands his/her responsibility in promoting transfer of learning, including supporting staff before, during and after training.	• apply strategies for addressing or overcoming barriers to transfer of learning in the workplace. • identify the most common personal, organizational, and training barriers to effective transfer of learning. • demonstrate use of transfer of learning tools. • explain the supervisor's role in promoting and supporting transfer of learning among staff.
C1440: Knows and can apply social work values and principles in child welfare practice.	• identify biases or values which form the foundation of the training curriculum and apply those values to his/her work as a supervisor

<u>ADDRESSED SPECIFICALLY IN SESSION ONE</u>	
C361: Is aware of his/her own professional and personal responses, biases, values, stereotypes and cultural competence and understands how these may influence thinking and positively or negatively affect their practice.	• accurately identify his/her own individual learning style through completion and review of assessment survey • list four distinct learning styles • describe the fit of each of four learning styles within the learning cycle • analyze strengths and challenges unique to each learning style • develop an individualized learning plan to maximize strengths and to address challenges of his/her learning styles in the workplace
F1362: Builds and maintains partnerships within the unit, with clients, and with other agency staff.	• develop ground rules for training group through facilitated discussion that promote partnership among training participants • develop strategies to engage supervisees in process to develop ground rules that promote partnership in the workplace • list two ways that the development of ground rules can promote partnership in the workplace • develop a plan to maximize strengths and address challenges of different learning styles of supervisees and co-workers
F579: Understands and can apply principles of adult learning including practical application of content, engaging adults in the learning process, and using learners' experience	• identify at least four principles of adult learning • assess extent to which his/her current supervisory practices support effective adult learning • develop plan to redesign supervisory approaches to more effectively support adult learning

F865: Is aware of his/her own level of comfort with power and authority and can identify how perceptions of power can lead to misuse of , or the failure to properly use, power.	• identify challenges facing supervisors as they transition from role of case worker to role of supervisor develop individualized plan to address challenges he/she faces as supervisor making the transition from front line work to supervision
C1357: Can recognize the personal psychological stresses associated with child welfare practice and has well-developed coping and management skills to prevent emotional distress and burnout.	• identify at least three stresses facing supervisors in their daily practice • identify at least four sources of support for alleviating those stresses facing supervisors • develop an individualized plan to address stresses encountered in the workplace
ADDRESSED SPECIFICALLY IN SESSION TWO F797: Can differentiate performance problems (knowledge and skill deficiencies) which can be addressed by training, from performance problems that cannot be addressed by training.	• identify two performance problems that can be effectively addressed with training and two issues that cannot • identify performance problems currently facing supervisees and accurately categorize each as organizational, motivational or competence related
F786: Knows how to analyze performance problems and to provide feedback to staff in a productive and supportive manner.	• demonstrate supervisor role in evaluation process through dramatization and/or role play of process

F877: Can engage the supervisee in a joint assessment of their job performance and strategies to improve performance	• describe process by which staff are prepared for and engaged in self evaluation • design plan to structure individual supervision time with supervisees focused on joint assessment of performance and development of strategies to address areas of need
F1365: Engages in practices consistent with values and attitudes which support positive approaches to work with the community, agency, staff, and clients.	• accurately describe and differentiate three different approaches to working with others as objects, recipients or resources • list strategies supervisors can use to expand the use of a resource-based approach by supervisors and staff
ADDRESSED SPECIFICALLY IN SESSION THREE F957: Understands group process and development; knows the responsibilities of the leader/facilitator; and knows leadership strategies for groups at different stages.	• describe five stages of group development • assess the work unit's stage of development as a group using the five stages model • develop a plan to support unit's effective progress through the stages of group development
F911: Knows strategies to introduce and manage change that create the least amount of disruption in the organization.	• accurately describe differences between change and transition • list current changes facing unit and agency • develop plan to support workers as they manage transitions and change in the workplace
F805: Knows how to plan, organize and lead effective meetings.	• identify three major segments of an effective meeting • list at least two strategies to promote an effective meeting with a group of supervisees

C361: Is aware of his/her own professional and personal responses, biases, values, stereotypes and **cultural competence** and understands how these may influence thinking and positively or negatively affect their practice.	• define culture and cultural competency • identify at least five behaviors that are indicative of cultural competency in a child welfare context • develop a plan to address cultural competence issues with staff

Six Principles of Partnership

1. **Everyone desires respect**
   This principle is based on the idea that all people have worth and recognizes everyone's right to self-determination, to make their own decisions about their lives. Acceptance of this principle leads one to treat clients with respect and to honor their opinions and world view. True partnership is impossible without mutual respect.

2. **Everyone needs to be heard**
   This principle is based on Covey's "seek first to understand" and is accomplished primarily through empathic listening. While empathic listening looks very much like active or reflective listening, what differentiates it is the listener's motivation. Active and reflective listening are techniques that are often used to manage or manipulate someone's behavior so that the listener can advance his own agenda. Empathic listening is motivated by the listener's desire to truly understand someone's point of view—to enter someone's frame of reference—without a personal agenda. When one feels heard and understood, defensiveness and resistance are unnecessary, and solutions can be sought.

3. **Everyone has strengths**
   This principle recognizes that all people have many resources, past successes, abilities, talents, dreams, etc. that provide the raw material for solutions and future success. As "helpers" we become involved with people because of their problems; these problems then become a filter that obscures our ability to see strengths. Acceptance of this principle doesn't mean that one ignores or minimizes problems; it means that one works hard to identify strengths as well as problems so that the helper and the client have a more balanced, accurate, and hopeful picture.

4. **Judgments can wait**
   This principle recognizes that once a judgment is made, one's tendency is to stop gathering new information or to interpret in light of the prior judgment. Therefore, since a helper's judgments can have an immense impact on a client's life, it is only fair to delay judgment as long as possible, then to hold it lightly, while remaining open to new information and wiling to change one's mind. Acceptance of this principle does not mean that decisions regarding safety cannot be made quickly; it simply requires that ultimate judgments be very well considered.

5. **Partners share power**
   This principle is based on the premise that power differentials create obstacles to partnership. Since society confers power upon the helper, it is the helper's responsibility to create a partnership with a client, especially those who appear hostile, resistant, etc. Clients do not owe us their cooperation: we must earn it.

6. **Partnership is a process**
   This principle recognizes that each of the six principles is part of a greater whole. While each has merit on its own, all are necessary for partnership. Each principle supports and strengthens the others. In addition, this principle acknowledges that putting the principles into practice consistently is hard. Acceptance of the principles is not enough; it requires intention and attention to practice the principles.

Source: Bringing It All Back Home Study Center. (2002). *Partners in change: A new perspective on child protective services (curriculum)*. Morganton, NC: Author.

Six Principles of Partnership: Worker-Centered Supervision

1. Everyone desires respect

We all want to be respected. We want respect for who we are—for our uniqueness in the world. We want respect for our experience and perspective—for how we've come to be who we are and how we've developed our way of seeing things. And we want respect for what we do—for doing the very best we can in the situations in which we find ourselves.

The most effective way for us to get respect from others is, first, to offer it to them. As supervisors we serve as models for workers—and for families. If we embody respect in all our interactions with others, we set a respectful tone that will find its way into all parts of the system. Respect does not mean agreement; we can disagree in respectful ways. Nor does respect look the same to everyone; it's important to explore with workers what feels respectful to them and to try to operate in ways that help them feel valued.

Tips for behaving respectfully:

- Have a conversation with staff about what their needs are and how you can be most helpful
- Acknowledge their contributions and ask for their advice and input on cases
- Start with their ideas about cases and the kinds of interventions that they think might work
- Allow staff to make mistakes—and create opportunities for them to reflect and learn from them

2. Everyone needs to be heard

Everyone's voice is important. When we silence someone (by ignoring them, by shutting them down, by invalidating their contribution) we send a message that their voice is irrelevant. Usually, we don't really succeed in "silencing" anyone; we simply send their voices out of the room. Their opinions and ideas will be expressed to others—in the break room, in the hallway, and in the field—just not to us. By inviting staff to freely share their ideas and concerns, we bring those resources out of hiding and into the open. We create more options for staff and for families they work with when we seek a diversity of opinions.

Supervisors want to be heard, too. Sometimes we want so much to be heard that we put our ideas out first. We try to help workers understand our viewpoints. We listen to what they say with half attention as, inside our heads, we prepare our responses. Staff members feel heard when we listen with full attention, when we try to understand them before we attempt to be understood ourselves.

Tips for helping staff feel heard:

- Listen with attention—avoid distractions like phone calls, interruptions, other paper work during your conversation
- Listen with intention—careful listening comes only with practice and commitment; be aware when your mind wanders and refocus on the conversation
- Listen with an open mind—allow yourself to be surprised by and interested in what you hear
- Ask clarifying questions—try to understand how the worker has made sense of things

- Allow for silence—try not to jump in the moment the worker takes a breath; even ten seconds of silence can offer you and the worker time to process the information you have discussed

3. Everyone has strengths

Child welfare is a complex and dynamic field. Just when we think we've "got it," things change and we have to learn new policies and practices. As supervisors, we have to stay on top of these changes—and we have to teach and coach our staff about them. The best way for us and for our staff members to learn and adapt in this environment is to build on what we already know and what we already do well. Identifying staff's strengths and using them as a foundation for new learning creates a positive learning environment that values what individuals bring while it challenges them to go beyond what they know to new arenas.

Acknowledging and building on strengths does not mean we ignore problems or gloss over skill deficits. On the contrary, strengths-based supervision sees the problems—and the strengths—clearly and links them together to support staff's growth and development.

Tips for strength-based supervision with staff:

- Sometimes it's hard for people to see what they offer—help staff identify and own their strengths
- Sort for positives—look for and note small successes and shifts in thinking
- Design developmentally appropriate challenges for staff that stretch them just a bit beyond their current skill level—and be clear how you will support them as they stretch themselves
- Help staff build bridges from what they already know to what they need to learn

4. Judgments can wait

Supervisors have to make decisions every day and most of us have been reinforced for making them quickly. Unfortunately, we've all had the experience of wishing we'd considered things a bit more carefully; we've all wished we could turn back the clock and rethink a decision. Holding back our judgments does not mean avoiding decisions. Rather, it means staying open to all the information—especially the information that doesn't fit our expectations—and allowing that information to inform our understanding.

Once we think we understand a situation, we tend to look at it as if our understanding were truth. Not surprisingly, we usually find evidence to support our understanding. However, if we had a different understanding we would also find evidence to support that perspective. As supervisors, it is important that we seek other ways of understanding things. More than simply being open to new ideas, we need to seek out disproving evidence: What can I discover in this scenario that would challenge my current understanding of this situation? How can I prove my initial ideas wrong? Even if our original ideas hold, we are less likely to be surprised down the road if we've taken the time to challenge our own thinking.

Tips for withholding judgments:

- Try not to state your perspective out loud until others have done so—once we publicly state our ideas, it's harder to change them
- Push yourself to generate at least one other plausible way of making sense of the situation—it may not turn out to be true, but it will get you in the habit of stretching yourself
- Ask rather than tell whenever possible—practice beginning sentences with "I wonder" rather than "I think"

5. Partners share power

When we feel powerless, we feel helpless. When we feel helpless, we feel victimized. When we feel victimized, we may resist, give up, lash out, or sink into depression. This is not something we wish for families or for staff. The most effective antidote to this syndrome is to share power—not to give it up or deny we have it, but to share it.

Sharing power also means sharing responsibility. Of course, the supervisor is always ultimately responsible for what happens in the unit and with families served by that unit. However, when the supervisor shares power with staff, the unit works together to make good decisions. And when some of those decisions don't work out as hoped, the unit pulls together and moves forward. When power is shared, setbacks become opportunities to learn and to rethink situations rather a time to ascribe blame.

Tips for sharing power:

- Push decisions to the person(s) closest to the situation—give your input, but support staff in making the final call whenever possible
- Involve the unit staff in decision-making about cases, about agency procedures
- Ask staff for help—let them know what you're struggling with
- Share your reasoning for decisions and actions you take—they may not like what you decide, but they'll appreciate your sharing how and why you made the decision

6. Partnership is a process

Like any relationship, partnership with staff is a process. It will be more successful at some times than others. It will be more successful with some staff than others. You may find yourself progressing nicely, then suddenly you seem to be back where you started. This is to be expected and anticipated. Setbacks are part of the learning process and should be treated as such. Try to learn from what doesn't work as well as from what does.

Involve the staff in designing, implementing and evaluating the unit's efforts to work together. Decide, together, what tasks and decisions can be shared. Look, as a group, at how your efforts are working. Plan, together, how to make best use of your learning.

Tips for partnering with staff:

- Engage staff in conversations about how to build in more partnership—with the supervisor, with peers, with families
- Create a simple system for assessing progress—set aside regular times to look at how things are going
- See mistakes and setbacks as feedback and use what you learn to improve practice
- Be willing to acknowledge and work with your own challenges in trying to be a good partner and ask for staff's help in becoming a better supervisor-partner

Source: Bringing It All Back Home Study Center. (2002). *Partners in change: A new perspective on child protective services (curriculum)*. Morganton, NC: Author.

Journal

Date ___________________________

What I noticed about this module (what struck me, what I heard, saw, paid attention to):

How this module affected me (what I felt, what I am feeling now, where I felt most energized or challenged):

What I take away from this module (what were my learnings, new ideas, tools, approaches, and gifts):

How I will use this module in my work setting (possible applications of this material and these activities for my unit):

Learning Styles

Identifying learning styles can help individuals understand their strengths and needs. All individuals have abilities in all quadrants. Additional skills can be developed through practice and intentional choice.

Diverger: The Creator (Observer/Feeler)

Strengths

- Able to generate many alternative ideas
- Interested in people
- Possesses strengths in creativity and imaginative ability
- Focused on relationships and emotion
- Prefers working in groups
- Able to be open minded and look at things from different perspectives.
- Sensitive
- Prefers watching rather than doing
- Tend to be imaginative and emotional
- Wants real life experiences
- Enjoys the personal touch
- Tries to avoid conflict even at their own detriment

Challenges

- Can become overwhelmed by alternatives and become indecisive
- Can find it difficult to attend to details

Cares for others by:

- Listening, supporting, and empathic interactions.

Ideal work Environment

- Needs safe, secure, nonthreatening work environment.
- Personal relationship with supervisor and co-workers is vital.

One example: A Diverger buys a car by avoiding "pushy" salesperson. Will remember a nice sales person from years earlier. Rarely pushes for a good deal and can be forced into a purchase. Typically avoids flashy cars.

Assimilator: The Planner (Observer/Thinker)

Strengths

- Able to take new information and process it into rational, logical form
- Enjoys ideas and concepts
- Require clear explanations and prefers things in writing
- Systematic planner and goal setter
- Organizes life through list making (order)
- Able to make comprehensive plans and create models
- Needs time to think through ideas
- Values thoroughness.
- Needs clear expectations

Challenges

Can have trouble taking ideas and making them practical.

Can find it difficult to take try new things.

Cares for others by:

Providing information and planning for.

Ideal Work Environment

- Needs an organized, predictable environment.
- Prefers research, policy, and statistics behind theories (why).
- One example: Assimilators will research everything on a car before they buy (crash test ratings, MPG, models, prices, etc.). They tend to not buy red cars (statistics show they get more tickets) and white and black cars show dirt. They often choose beige or silver cars. They may buy a car online without even test driving it.

Converger: The Decision Maker (Doer/Thinker)

Strengths

- Able to take new information in the abstract and process it into a concrete solution
- Excels at problem solving and making decisions
- Prefers situations where there is a right or wrong answer or solution
- Prefers to deal with tasks and problem solving than social and interpersonal issues
- Facts no fluff
- Able to approach situations with logic and decisiveness
- Straight forward

- Brief, clear, precise, and concise
- Completes tasks with attention to detail (who, what, when, where)

Challenges

- Can define problems prematurely
- Can become involved in unproductive conflict and competition

Cares for others by:

- Completing tasks for.

Learning Environment

- Needs clear expectations and structure.
- Prefers step by step instructions and organized written material.

One example: Convergers are master negotiators almost always getting the best price. They often enjoy the haggling with a salesperson and will often have dealerships bidding against each other.

Accomodator: The Do-er (Doing/Feeler)

Strengths

- "Hands on approach"
- Wants to learn and work with others and is at ease with people
- Takes Risks and enjoys challenges
- Relies on intuition or "gut" rather than logic
- Learns through trial and error
- Attracted to new challenges and experiences
- Prefers working in teams
- Highly adaptable
- Challenges theories
- Tends to dislike "rules" and prefers to ask forgiveness rather than permission
- Master at multi-tasking
- Often seen as the "fun" one in a group
- Big picture thinkers
- Can be highly competitive
- Gets things done

Challenges

- Can be impatient.
- Can find it difficult to gather information before making decisions.

Cares for others by:

- Providing for, spending time with, and doing for (gifts with thought, etc.)

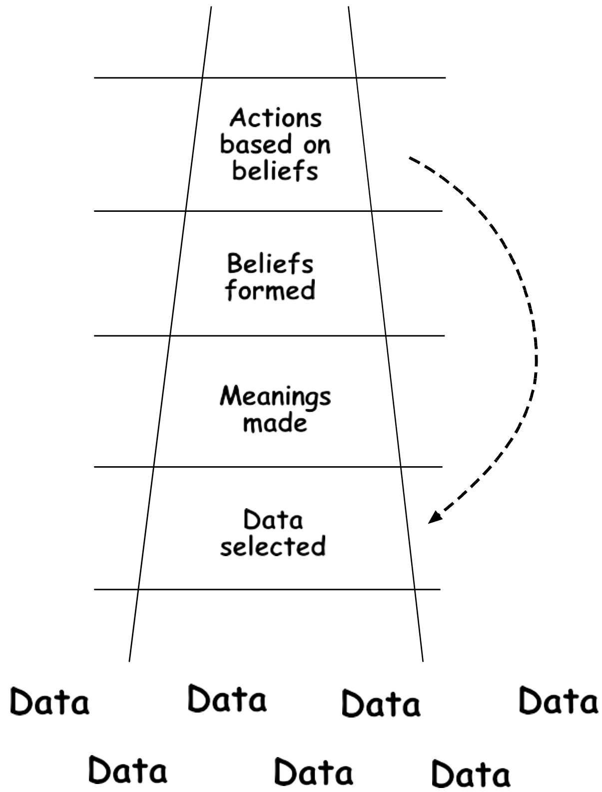
Ideal Work Environment

- Needs active environment.
- Prefers variety, animation, and creativity.

One example: Accomodators often buy cars when they aren't planning on it. Their cars make them "feel" something (SUV feel powerful, sports car etc.) They prefer red or cars with color. They like lots of cup holders because they often live in their cars. They prefer lots of button but often don't program their clock or other devices on the car.

Adapted from: Kolb, D. (). *Categories of learning styles*. Kolb. D. A. and Fry, R. (1975) Toward an applied theory of experiential learning. In C. Cooper (ed.) *Theories of Group Process,* London: John Wiley

The Ladder of Inference



We live in a world of self-generating beliefs, which remain largely untested. We adopt these beliefs because they are based on conclusions, which are inferred from what we observe plus our past experience. Our ability to achieve the results we truly desire is eroded by our feelings that:

- Our beliefs are *the* truth.
- The truth is obvious.
- Our beliefs are based on real data.
- The data we select are the real data.

The ladder of inference explains why most people don't usually remember where their deepest attitudes come from. The data is long since lost to memory, after years of inferential leaps.

Adapted from: Senge, P., Roberts, C., Ross, R., Smith, B., & Klein, A. (1994). The fifth discipline fieldbook. New York: Doubleday.

Journal

Date ___________________________

What I noticed about this module (what struck me, what I heard, saw, paid attention to):

How this module affected me (what I felt, what I am feeling now, where I felt most energized or challenged):

What I take away from this module (what were my learnings, new ideas, tools, approaches, and gifts):

How I will use this module in my work setting (possible applications of this material and these activities for my unit):

Session One: You as a Supervisor

Day Two

Morning

I. Check in

II. Managing Your Own Change

III. Three Phases of Transitioning to Supervisor

BREAK

IV. Transition to Supervisor

V. Journal

Afternoon

I. Energizer: Woosh

II. Leadership

A. Leadership versus management

B. Coaching

C. Supervision scenarios

BREAK

D. Building a Leadership and management model

E. Identifying areas for growth

III. Journal

IV. Closing

Bridges Model of Change

Endings → **Neutral Zone** → **New Beginnings**

Adapted from **Bridges' Transition Model Guiding People Through Change.** Managing Transitions. See more at: **http://www.mindtools.com/pages/article/bridges-transition-model.htm#sthash.hOhQfqwr.dpuf**

Three Phases in Transitioning from Worker to Supervisor

I. Role Identification
   A. Learning Norms, Values, and Behaviors of the Group
   B. Moving into the Group
      1. Reactions of Others
      2. Reactions of Agency Administrator

II. Divesting and Investing
   A. Relinquishing Caseworker Role
   B. Accepting Supervisory Role

III. Completing the Transition
   A. Handling Authority
      1. Formal Authority
      2. Functional Authority
   B. Adapting to Middle Management

Transitioning from Worker to Supervisor

1. When I first became a supervisor, my overwhelming feeling was ____ .

2. In the early stages, people who used to be my peers reacted toward me by ____ .

3. At the beginning, my relationships with other supervisors were ____ .

4. During the first few weeks, I was most apt to have lunch with ____ .

5. The hardest thing during the first few weeks was ____ .

6. I felt___________________________________about giving up my previous role (in direct service or in another agency).

7. At first, being in a position of authority felt ____ .

8. The primary way my perspective has changed since I became a supervisor is ____

9. It took me__________________(months/years) to really feel comfortable in my new role as supervisor.

10. The person(s) I am now most likely to turn to for support is (are) ____ .

Source: Whiting Blome, W., Wright, L., & Raskin, M. (1998). *Building supervisory skills*. Washington, DC: Child Welfare League of America.

Journal

Date ___________________________

What I noticed about this module (what struck me, what I heard, saw, paid attention to):

How this module affected me (what I felt, what I am feeling now, where I felt most energized or challenged):

What I take away from this module (what were my learnings, new ideas, tools, approaches, and gifts):

How I will use this module in my work setting (possible applications of this material and these activities for my unit):

Leadership versus Management

Leadership and management are two distinctive and complementary systems of action. Each has its own function and characteristic activities. Both are necessary for success in an increasingly complex and volatile business environment. Strong leadership with weak management is no better, and is sometimes actually worse, that the reverse. The real challenge is to combine strong leadership and strong management and use each to balance the other (Kotter, 1990).

The terms “management” and “leadership” are often interchanged. In fact, many people seem to view them as basically the same thing. Yet management is distinct from leadership, although both are necessary for a healthy organization (Clemmer, 1996). However, the differences between managers and leaders are often subtle. The “best” learn to use management skills when appropriate and leadership skills when appropriate.

Management skills are not limited to people with the job title of “manager” nor are leadership skills limited to people with the title of “leader”. And some portion of people who do carry these titles do not have the skills implied by the title. Many people in everyday circumstances use management skills, leadership skills or a combination of both. Learning the differences and how to use the skills appropriately seems to be an art (The Institute for Management Excellence, 1996).

One key distinction between management and leadership is that we manage things and we lead people. Things include physical assets, processes, and systems. People include customers, external partners, and people throughout our team or organization (internal partners). When dealing with things, we talk about a way of doing. In the people realm, we talk about a way of being.

Following is a list of statements that might be of help in explaining the difference between leader and manager (Training.Buz, 2000):

- Managers are analytical, structured, controlled, deliberate, and orderly; leaders are experimental, visionary, flexible, unfettered, and creative
- Managers use the power and logic of the mind; leaders use the power of intuition and logic of the heart
- Managers consider the dangers; leaders sense opportunity
- Managers focus on short term results; leaders focus on long term results
- Managers follow visions; leaders create visions
- Managers scrutinize performance; leaders search for potential
- Managers pursue the tangible; leaders seek the intangible
- Managers perform duties; leaders pursue dreams
- Managers control; leaders inspire
- Managers depend upon their authority; leaders depend upon their influence.

As for aspects of personality style differences between a manager and a leader, some general concepts are outlined below.

- Managers: emphasize rationality and control; are problem solvers (focusing on goals, resources, organizational structures, and people); often ask, "What problems are to be solved? What are the best ways to achieve results so that people will continue to contribute to this organization?"; are persistent, tough-minded, hardworking, intelligent, analytical, tolerant and have goodwill toward others.
- Leaders: perceived as brilliant, but sometimes are lonely; achieve control of themselves before they try to control others; can visualize a purpose and generate value in work; are imaginative, passionate, non-conforming risk-takers.

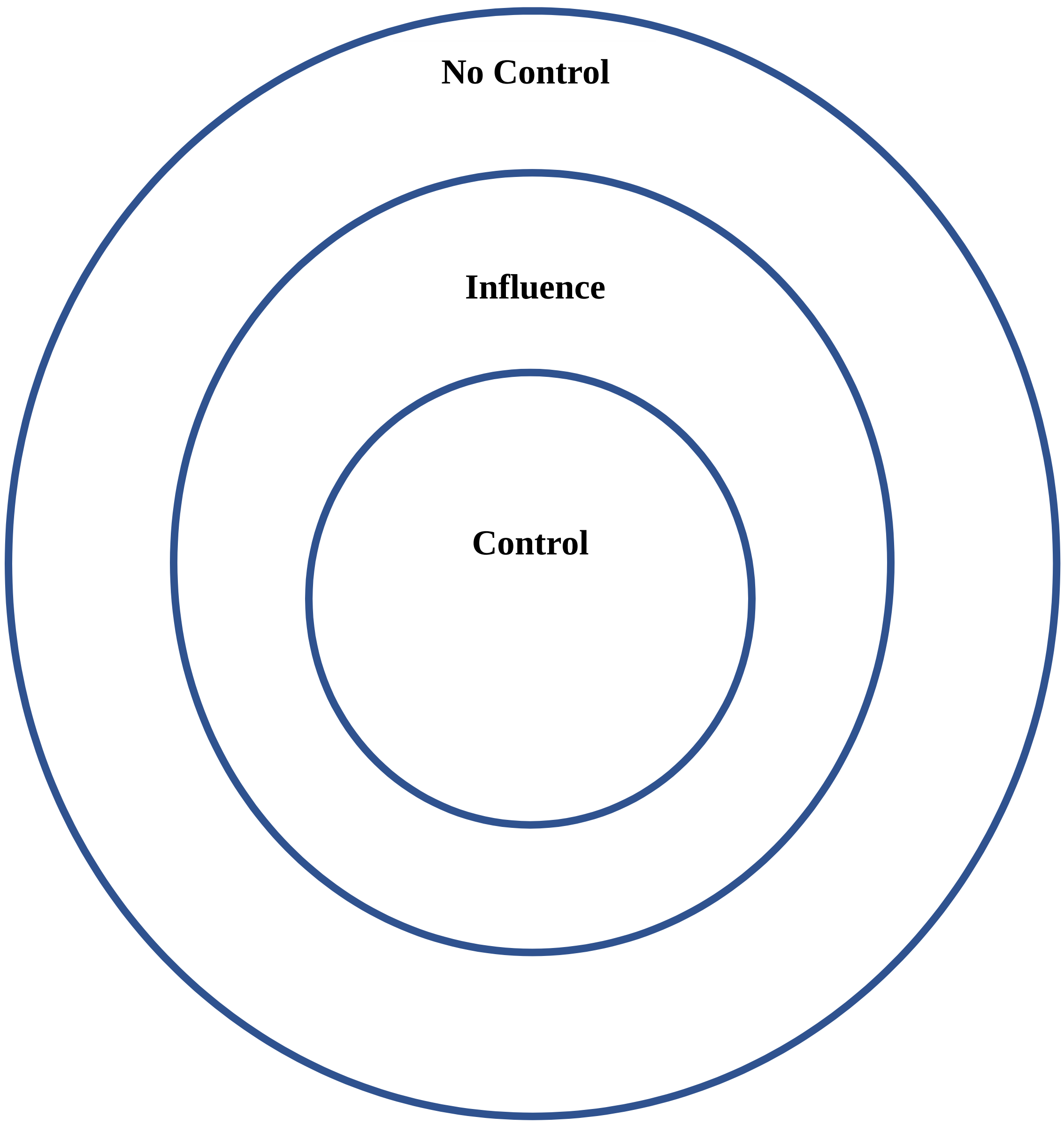
Some scholars contend that leadership and management are qualitatively different and mutually exclusive. Others view leading and managing as distinct processes, but do not assume that leaders and managers are different types of people. Kotter (1990), for example, differentiated between management and leadership in terms of their core processes and intended outcomes. He contends that while management seeks to produce predictability and order, leadership seeks to produce organizational change (Yukl, 2002).

Although different definitions of managing and leading are based on distinct roles, processes or relationships, most scholars seem to agree that success as a manager or administrator in modern organizations necessary involves leading. The challenge is how to adequately and effectively integrate the two.

Millet, T. Professional Training & Coaching, *The Body Language of Business*, Felician University

References:
Clemmer, J. (1996) Management vs. Leadership. Retrieved January 8, 2004 from **http://www.clemmer.net/excerpts/management leadership.shtml**
Kotter, J.P. (1990). *A force for change: How leadership differs from management.* New York: Free Press.
The Institute for Management Excellence. (1996). Online newsletter. Retrieved January 8, 2004 from **http://itstime.com/nov96.htm**
Training.Buz. (2000). Retrieved January 8, 2004 from **http://www.trainingbuz.com/mgmtvsldrshp.htm**
Yukl, G. (2002). *Leadership in organizations.* (5th ed.) Upper Saddle River, NJ: Prentice-Hall.

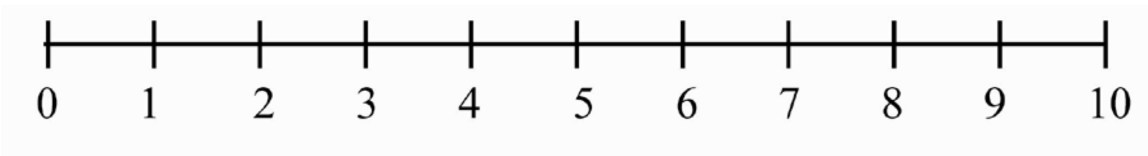
Circle of Influence



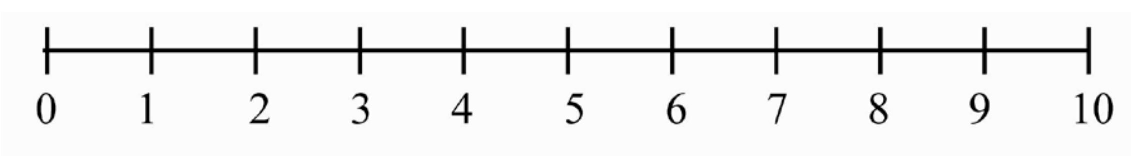
Adapted from: Covey, S. (1992). *The Seven Habits of Highly Effective People*. Simon & Schuster.

Leadership and Management Skill Development Plan

Leader



Manager



Journal

Date ___________________________

What I noticed about this module (what struck me, what I heard, saw, paid attention to):

How this module affected me (what I felt, what I am feeling now, where I felt most energized or challenged):

What I take away from this module (what were my learnings, new ideas, tools, approaches, and gifts):

How I will use this module in my work setting (possible applications of this material and these activities for my unit):

Session One: You as a Supervisor

Day Three

Morning

I. Check-In

II. Self-Care

   A. Supervisor on the Floor

   B. Self-Care Inventory

BREAK

   C. Self -Care Plan

   D. Small Group Work

   E. Large Group Discussion

Afternoon

I. Working with Your Supervisor

II. Application of Learnings

   A. Application Process

   B. Applying Learnings

   C. Sharing Learning Plans

   D. Examples of Learning Plans

BREAK

III. Self-Care Activity

IV. Closing

Holistic Health Self-Care Quiz
for parents, caregivers, volunteers, and service professionals

Who should take this quiz? Originally developed for human service professionals, this quiz speaks to anyone who serves others — whether as a family member, volunteer, or service professional. In addition to parents, this readily includes health care professionals, veterinarians, human service professionals, clergy, and the volunteers and staff who direct and support our non-profit organizations. If you are a family member or volunteer, simply disregard any of the "professional environment" questions that don't apply in your situation.

Introduction: As providers of caring service to other living beings, we have many opportunities and a few challenges. One of the challenges we face is to find the balance between giving to others and caring for ourselves. We sometimes find that the boundary between being "compassionately generous" and "oops - I gave too much" is difficult to negotiate.

Instructions: The purpose of this quiz is to alert the participant to potential areas where self-care may be overlooked. Mark one point per question, either under "doing well" or "need attention." In the 3rd column, note "what stands in your way" for any area that needs your attention. Your answers might sound something like this: too busy; don't have the money; they rely on me; I don't have time to deal with it; I'm tired; I'm STRESSED OUT; etc.

Scoring: Total your points for each column and section. Transfer your numbers to the scoring area at the end. Add up the totals. Your total score will equal "doing well" minus "needs attention." Take note of common themes in the "what stands in your way" column. These are the concerns / fallacies you'll want to address directly as you bring your life into balance.

Assessment Questions	Doing Well? Mark 1 point here.	Need attention? Mark 1 point here.	What stands in your way?
Your personal care			
1. Are you up-to-date on all medical check-ups and tests necessary for your own well-being?	1. ______	1. ______	1. ______
2. Are you up-to-date on dental check-ups and professional cleaning?	2. ______	2. ______	2. ______
3. Do you take the medicine and supplements you need to maintain your health?	3. ______	3. ______	3. ______
4. Do you floss your teeth regularly?	4. ______	4. ______	4. ______
5. Do you get enough sleep?	5. ______	5. ______	5. ______
6. How well do you manage stress-provoking events and circumstances? Are you calm and in genuine good humor most of the time?	6. ______	6. ______	6. ______
7. Are you covered by health insurance (major medical or equivalent) for accident or illness?	7. ______	7. ______	7. ______
8. Do you invest regularly in your future (education, retirement planning, etc.)?	8. ______	8. ______	8. ______
9. Are you satisfied with your work choices? Do you have as much as you need of the work you want?	9. ______	9. ______	9. ______
10. Do you pay your bills on time?	10. ______	10. ______	10. ______
11. Have you resolved any outstanding misunderstanding, disagreement, or lingering resentment related to past life events?	11. ______	11. ______	11. ______

This quiz is part of a self-help strategy for making healthy choices. It is not scientifically validated.
Please consult your doctor before making abrupt changes in diet and exercise or if you have a medical concern.

Assessment Questions	Doing Well? Mark 1 point here.	Need attention? Mark 1 point here.	What stands in your way?
12. Do you reliably give your word as a guarantee of performance, both to others and yourself?	12. ______	12. ______	12. ______
13. Can you be counted on to keep your word? Are you as reliable about keeping your word to yourself as you are with others?	13. ______	13. ______	13. ______
14. Do you maintain a regular exercise program?	14. ______	14. ______	14. ______
15. Do you generally make healthy food choices?	15. ______	15. ______	15. ______
16. When was your last vacation?	16. ______	16. ______	16. ______
17. How receptive are you to changing old habits that don't get you the results you want in life?	17. ______	17. ______	17. ______
18. Do you regularly give to others or your community (tithing, volunteer work, etc.)?	18. ______	18. ______	18. ______
19. Do you refrain from abusing substances that harm your health?	19. ______	19. ______	19. ______
20. Do you have at least one human friend to share your dreams or call if you need help?	20. ______	20. ______	20. ______
Personal Care Totals	#	#	
Your dependents' care			
21. Are your dependents (including pets) up-to-date on medical check-ups and tests?	21. ______	21. ______	21. ______
22. Are your dependents up-to-date on dental check-ups and professional cleaning?	22. ______	22. ______	22. ______
23. Do your dependents take the medicine and supplements they need to maintain their health?	23. ______	23. ______	23. ______
24. Are your human dependents covered by health insurance (major medical or equivalent) in case of accident or illness?	24. ______	24. ______	24. ______
25. Do you have a family emergency plan that includes a well-stocked kit? Are family members updated regularly?	25. ______	25. ______	25. ______
Dependents' Care Totals	#	#	
Your personal environment			
26. When you look around your home, do you see a bunch of nagging little projects that need to be taken care of or stuff that needs to be fixed?	26. ______	26. ______	26. ______
27. How long has it been since you washed the car?	27. ______	27. ______	27. ______

This quiz is part of a self-help strategy for making healthy choices. It is not scientifically validated.
Please consult your doctor before making abrupt changes in diet and exercise or if you have a medical concern.

Assessment Questions	Doing Well? Mark 1 point here.	Need attention? Mark 1 point here.	What stands in your way?
28. Would clutter or deferred maintenance make your home impossible to ready for sale or a move within a month if that were to become necessary?	28. ________	28. ________	28. ________
29. Do you recycle (newspapers, cardboard, cans, glass, plastic, etc.) to the extent that collection or drop-off services are available in your community?	29. ________	29. ________	29. ________
30. Does your grass need to be cut? Garden weeded? Shrubs trimmed? Walkways cleared of ice or snow?	30. ________	30. ________	30. ________
31. Do you have unwashed dishes in the sink?	31. ________	31. ________	31. ________
32. Do you have operating smoke detectors on all floors and in rooms where people sleep?	32. ________	32. ________	32. ________
33. Do you have sufficient operating carbon monoxide detector(s)?	33. ________	33. ________	33. ________
34. How long has it been since you moved and cleaned under or behind the couch?	34. ________	34. ________	34. ________
Personal Environment Totals	#	#	

Your professional environment

35. Do you work in a setting that suits you?	35. ________	35. ________	35. ________
36. How well-kept is your office, desk, or work space?	36. ________	36. ________	36. ________
37. Do you begin and end your workday and appointments on time?	37. ________	37. ________	37. ________
38. If you are the business owner, is your business profitable? Does it compensate you fairly for your time?	38. ________	38. ________	38. ________
39. If you are the business owner, are your accounts receivable current?	39. ________	39. ________	39. ________
40. Does your schedule meet your needs as well as the needs of the client or business?	40. ________	40. ________	40. ________
41. Do you dress professionaly and appropriately for your job and setting?	41. ________	41. ________	41 ________
42. Do you stay up-to-date on current practices and research in your field by reading journals, research reports, books, and the like?	42. ________	42. ________	42. ________
Professional Environment Totals	#	#	

Scoring

Add your totals from each page below:

	Doing Well	Needs Attention
Personal Care	_________	_________
Dependents' Care	_________	_________
Personal Environment	_________	_________
Professional Environment	_________	_________
Totals	_________	_________

Total score = "Doing Well" minus "Needs Attention."

There are 42 points possible. What's your score? ______

What stands in your way?

Take note of common themes that come up in the column marked "What stands in your way?"

Theme #1 ______________________ # times _____

____

Theme #2 ______________________ # times _____

____

Theme #3 ______________________ # times _____

____

Theme #4 ______________________ # times _____

____

If you notice the same theme coming up more than once or twice, you now know where to put your attention in order to get your life back in balance.

Interpretation: This quiz is intended to promote self-awareness. There is no right or wrong score. In general, the higher your score in the points section, the more balanced your lifestyle.

Consider your experience here successful if you have accomplished these two things:

- You've gained awareness into one or more areas of your life that would benefit from more careful attention.
- You've gained awareness into one or more beliefs, activities, or behaviors that typically get in the way of the balanced lifestyle you desire.

So Now What???

Perhaps at this point you're inspired to take a stand for your self-care. I sincerely hope so. Nobody else will ever do it quite as well as you can!

To learn about our "Editor's pick" support tool for fast and furious healthy results, visit http://www.WordCures.com/ProductsServices/ActionPack.html

The Self-Care Quiz can be found online at http://www.WordCures.com/StressHealth/SelfCareQuiz.html

This quiz is part of a self-help strategy for making healthy choices. It is not scientifically validated.
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Self-Care Plan

What areas do you need to improve to take better care of yourself? (Be specific)

What steps will you commit to taking in the next month, to meet these needs?

What strategies will you implement, to hold yourself accountable?

Working with your Supervisor

What do you see as success as a supervisor? What is success in your supervisor's eyes? ("If I were successful as a supervisor what would I be doing?")

What are the expectations of your job? What does your supervisor see as the expectations of your job? If different, how will you address it?

How can you invite feedback from your supervisor (strengths and needs)?

How can you best make use of feedback from your supervisor?

What would you like to learn from your supervisor? (For personal and/or professional growth.)

What are your needs for support and supervision? How can you insure your needs are meet?

Application of Learnings

Name____Session number: 1 2 3

Agency ____

This work plan is our attempt to learn how useful and applicable the training is for you. Please complete each question as thoroughly as possible. Your answers will guide us as we work to improve this training.

1. Review your journal sheets from these three days. Pay attention to the learnings and possible applications you listed.

2. In training we learn different things from different people. Sometimes the learning is just what we expected, and sometimes it's a surprise. Sometimes the learning has direct application to our work, and sometimes the learning is more personal. As you think back over this session, what would you say are the most important learnings you'll take away—for yourself and/or your work?

3. When you think of what you learned in this session (personally and professionally), how do you think those learnings might change the way you approach your work at the agency? How might it affect your work with children and families, workers, your unit, other supervisors, your supervisor, and/or community folks?

4. Sometimes, even when change is positive, it's hard for others to accept. They may be used to seeing us in a certain way, and, when we change, they're not sure how to react. As you make changes in the way you approach things (as you suggested in #3 above), how do you think others in your work site will respond? Will they be supportive? Confused? Angry? Interested?

5. What could you do to build support for your changes? Who might be your allies? How can you help others understand your new approaches?

6. Given the environment you will be returning to and the learnings from this training, what **specific activities** will you commit to do before our next session?

I commit to:

On a scale of 1-10, how would you rate your current performance on these **specific activities**? And why.

Session Two Participant Pages
Working With Others

Agenda: Day One
Session Two: Working with Others

Morning

I. Opening, Overview, and Competencies
II. Roles and Norms Review
III. Introductions
IV. Review of Values Guiding Our Work
V. Checking-In
VI. Application of Learnings
    A. Looking at Individual Applications
    B. Sharing Applications
        BREAK
VII. People as Resources I
    A. Caring for Clients and Workers
    B. Assessing Our Systems
VIII. Journal

Afternoon

I. Energizer: That's Me!
II. People as Resources II
    A. Framework for Viewing Others
        BREAK
II. Critical thinking
III. Teaching for independence
IV. Journal
V. Closing

Reflecting on Learnings

Complete the following questions. Then review your responses within your small group using the following questions as a guide. Please try to cover all the questions in a way that invites conversation and discussion about your successes and challenges.

1. What did you plan to do? What commitments did you make for yourself after the last session?

2. What did you really do? On a scale of 1 to 10 (with 1 being “no action taken” and 10 being “doing exactly what I planned to do”), to what extent did you follow through on your commitments to yourself? How does that compare to your baseline rating when you made your plan?

3. What did you do that you hadn’t planned to do?

4. How did others receive your actions? Where were you surprised by others’ reactions to you? Where did others behave as you had anticipated?

5. What effect would you say your actions had? In what ways did your actions have the desired effects? In what ways did they have different effects than you anticipated?

7. What was your greatest success? Your biggest setback?

8. What did you learn in this process? About yourself? Your work setting? Your co-workers? Your staff? Your supervisors?

9. Given your experience and learnings, what will be your next steps in the areas you identified in last session's application of learnings?

Journal

Date ___________________________

What I noticed about this module (what struck me, what I heard, saw, paid attention to):

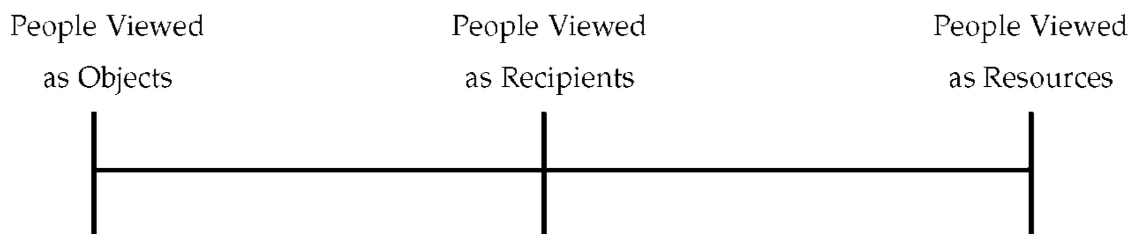
How this module affected me (what I felt, what I am feeling now, where I felt most energized or challenged):

What I take away from this module (what were my learnings, new ideas, tools, approaches, and gifts):

How I will use this module in my work setting (possible applications of this material and these activities for my unit):

People as Resources

The Spectrum of Attitudes



The spectrum of attitudes focuses on the nature and quality of relationships between and among people. The three attitudes making up the spectrum might prevail in any kind of relationship—between parent and child, between manager and subordinate, between teacher and student, between elected official and citizen, between husband and wife.

There are behaviors which can be related to each of these attitudes. This part of the technology explores the differences between these attitudes and their related behaviors.

Becoming sensitive to the quality of one's relationships with others can be important for understanding behavior and in relating constructively with other people.

People Viewed as Objects

The basis of this attitude is that one person or group of people "knows what's best" for another person or group of people. Or the first person or group may decide they have a right to determine the circumstances under which the second person or group will exist. The person being viewed and treated as an object usually knows it.

People Viewed as Recipients

Here the first person or group still believes they know what is best for the other, but they "give" the other the opportunity to participate in decision making because it will be "good" for the other person or group. Thus, the other is supposed to receive the benefits of what the first person gives to them.

People Viewed as Resources

Here there is an attitude of respect by the first person or group toward what the other person or group can do. This attitude and the behaviors which follow it can be closely associated with two matters of great concern: self-esteem and productivity.

Creating a culture in which people are viewed, respected, and involved as resources is a worthy goal.

Source: Lofquist, W. A. (1991). Learning guide: The spectrum of attitudes. *Technology prevention workbook*. Tuscon, AZ: AYD Publications.

Enhancing Critical Thinking

A Supervisor's Guide

November 2012

Used with permission. PA Child Welfare Resource Center/Pittsburg, PA SSW. Full guide: **http://www.pacwrc.pitt.edu/Resources/PA%20Supervisory%20Guide%20-%20Full%20Tool%20(FINAL).pdf**
http://www.pacwrc.pitt.edu/Curriculum/default.htm

Introduction

The Child Welfare System in Pennsylvania has experienced a number of practice enhancements resulting from the Child and Family Services Review (CFSR). The implementation of practices such as the Safety Assessment and Management Process (SAMP), the Child Welfare Professional's General and Special Education/Disability Accommodation Screen and the Ages and Stages Questionnaires® (ASQ™) are to improve workers' ability to assess and provide services to the families involved in the Child Welfare System. With the increased demands of supervisors, it is often difficult for them to find the time to have the quality supervision that they and their workers prefer and supervisors are dealing with a very diverse group of workers who may be in various stages of professional development. Supervision may often take the appearance of simply reviewing cases and addressing an immediate crisis; however, quality practice calls upon supervisors to provide quality supervision to workers and provide moments of reflective thinking to enhance workers' critical thinking skills.

Developed by a diverse group of practitioners (caseworkers, supervisors, and administrators) in Pennsylvania, the *Enhancing Critical Thinking: A Supervisor's Guide* is a supportive tool for supervisors to use during supervision with workers to improve practice. This *Supervisor's Guide* provides examples of questions that supervisors should ask during supervision in order to foster critical thinking with workers. These questions are in 23 categories that reflect the 23 indicators in Pennsylvania's Quality Service Review (QSR) protocol. While it is unrealistic for supervisors to cover all 23 categories of questions during a supervision session, here are some ways a supervisor may use the *Supervisor's Guide*:

Worker need – A supervisor may have already recognized an area of needed improvement for a specific worker, such as, family engagement. In such a case, a supervisor may want to focus on the questions pertaining to Engagement Efforts, Role and Voice, Assessment and Understanding, and Cultural Awareness and Responsiveness in an attempt to focus on improved family engagement.

Department/unit focus area – A supervisor may want to utilize the guide based on the department/unit's areas of focus, as it may provide some guidance. For example, an Intake supervisor may want to focus on Safety from Exposure to Threats of Harm while a Placement supervisor may want to focus on Permanency, Emotional Well-Being, and Stability – although all questions can be applied regardless of department/unit (i.e. Intake, Ongoing, Adoption, etc.).

Supervisory skill development – The *Supervisor's Guide* can be used by supervisors to support their own skill development in the areas of critical thinking, information gathering, and follow up questioning. The *Supervisor's Guide* supports building critical thinking skills for new and experienced supervisors and it provides a focus on the 23 key QSR indicators of quality practice in Pennsylvania.

Markers of effective questions:

- Open ended
- Concise
- Strengths-based solution-focused
- Purposeful
- Thought provoking
- Single question
- Challenging
- Avoids "why" in an accusatory way
- Provide perspectives (slow down)
- Leads to follow up questions
- Not leading
- Get to the facts of the case to back up opinions
- Empowering
- Leads to thinking about what is best for children, youth, and families
- Clear
- Geared toward teaching and strengthening of practice and outcomes

Safety from Exposure to Threats of Harm

1. What are the family dynamics?
2. Describe what you have observed so far in regard to: strengths; safety threats and risks; and their effects on the child/youth's safety.
3. What is your safety decision and how did you come to that decision? How was the family engaged in the decision making process and what is their response? How have you assessed their understanding of the decision?
    a. How are protective capacities mitigating identified threats?
    b. What is your opinion of the underlying issues and level of intentionality of safety threats?
4. What needs to happen to eliminate safety threats? What needs to happen to get the family to "optimal" status? What family strengths is the team building on?
5. How will the family know they are being successful in keeping their child/youth safe from harm? How are you/the team communicating the measures of success to them?
6. What are you planning to do next and how do you feel that will keep the child/youth safe?

Safety from Risk to Self/Others

1. Describe what you have learned through observation or other means related to child/youth safety from risk of harm to self/others? What safety threats, in this regard, is the team aware of?
2. How have you assessed for "risk-taking" behaviors? What are these behaviors and how are they being managed?
3. What do you feel are the contributing factors to the behaviors? Are they across settings?
4. What are the resources/knowledge the family has or uses to protect the child/youth?
5. What is the family's perception of the threat/risk? The child/youth's?
6. How does the family respond to threats/risk in this regard? Is this a family strength and, if so, how can we leverage this strength in planning? How is the team assessing the adequacy of this response?
7. What supportive interventions can be employed with the child and/or family to help ensure the child/youth's safety from risk to self/others? How will the family access these interventions and what will it take to help ensure child/youth's safety?

Stability

1. Tell me about the current living situation for the target child/youth, other children, caregivers, and other adults in regard to stability? How many and what kind of disruptions have they had? (i.e. placement, school, detention, medical, home…)
2. What are the probable causes for disruptions for the child/youth/family that have been identified? What strengths has the family demonstrated during disruptions?
3. Where does the child/youth go to school? If that has changed, what was the catalyst for the change? Do you/the team think that will change again and why?
4. How long has each child/youth been in their current living situation and where do you see their situation in six months?
5. Where does the family see their living situation in six months? How do you know? How did you gather that information?
6. Can you describe what has helped the child/youth/family with maintaining stability? How does the family cope with disruption when it occurs? How do these observations support your finding of strengths within the family?
7. What next step do you/the team expect to take in anticipation of a disruption or change?

Living Arrangement

1. Describe the child/youth's current living arrangement? How did he/she get there?
2. How does child/youth's current living situation help meet the child/youth's needs (including healthy development, family and social connections, mental health, school, faith, independent living, etc.)?
3. Tell me why the child/youth's home is an appropriate environment and how it maintains family connections.
4. What does the child/youth do in their free time? How do these activities reflect that the child feels safe and well cared for?
5. What kind of peer supports and peer relationships does the child/youth have? What is the quality of those relationships in regard to supporting healthy development?
6. Describe the child/youth's interaction with others in their living arrangement. What strengths do you see?
7. Who resides in the home and what is their relationship with the child/youth? How do you know?
8. What are team member's perspectives on how the living situation meets the child/youth's needs?

9. What is the child/youth/team's plan to address identified barriers to meet the child/youth's needs?

<u>Permanency</u>

1. How is the child/youth/family engaged in permanency planning?
2. What does the child/youth, caregiver, provider, and family say about permanency for the child/youth?
3. What ongoing efforts have been made towards finding family?
4. Do you feel that there are other specific interventions the family would benefit from in regard to permanency?
5. How have you assessed the sufficiency of current interventions, Family Finding, or Family Group Decision Making efforts? Has there been progress on the plan?
6. Where do you see this child/youth in 6 months? 12 months? Does your feeling support the idea that the child/youth is living with caregivers that will have enduring (lifelong) relationships with the child/youth? What will it take to ensure those enduring relationships?
7. How have you assessed the caregiver's ability to meet the needs of the child/youth in the future?
8. What changes have you seen within the family and how will these changes impact permanency?
9. How does the child/youth/caregiver feel about their current situation and living arrangement?
10. What is the likelihood of the child/youth being able to stay in their current situation? How is that in the child/youth's best interests?
11. What is the relationship between the parents and the caregiver? How do you know?
12. What efforts do you see the caregiver making to invest in the child/youth?
13. Where are we in the court process? What does the child/youth, caregiver, provider, and family say about the current goals and concurrent permanency goal for the child/youth? What efforts have been made to achieve the plan?
14. What are the obstacles to keeping the child/youth in their current situation? What are the barriers to permanency that we need to overcome? How are you/the team planning to support the family in efforts to overcome them?

<u>Physical Health</u>

1. Describe how the child/youth's basic physical needs are being met on a daily basis.
2. What are the team's observations/beliefs in regard to the child/youth's physical needs being met? What strengths/concerns exist?

3. What special needs exist within the family?
    a. How are the needs manifested?
    b. What is the impact on the family?
    c. How are the needs being addressed?
    d. How has the team assessed whether the responses are adequate?
    e. What will it take to assure any special needs of the child/youth are met?
4. How is the child/youth achieving his/her optimal health status? If the child/youth takes medication, how are you/the team assessing if the medication is being properly managed?
5. What is preventing the achievement of optimal health status? What is supporting optimal health achievement?
6. What further action is needed to have the child/youth achieve their optimal health status and what are your/the team's next steps?

<u>Emotional Well-Being</u>

1. Describe how you have assessed the relationship between the child/youth and the caregiver. What impressions have other team members shared with you?
2. What strengths has the family demonstrated that support emotional well being?
3. How are stressors impacting the child/youth and the family? What efforts are being made to alleviate the stressors?
4. What patterns have you/the team seen in the family regarding emotional well being?
5. Describe the child/youth's daily routine and current situation from the child/youth's perspective?
6. What supports does the child/youth/caregiver have? How can these supports be further enhanced/broadened? What will it take to ensure that the child and caregiver have the necessary support(s) for the child/youth's emotional well being?
7. Describe the child/youth's relationship with others (teachers, peers, relatives, etc…)
8. How is the child/youth's emotional well being affecting the child/youth's stability?
9. How have you assessed that the child/youth is meeting their social and emotional milestones? What strengths does the child demonstrate in regard to achieving milestones?
10. How will you continue to monitor the child/youth's emotional well being?

<u>Early Learning and Development</u>

1. Describe how the child/youth is developing in regard to age appropriate milestones?

   a. How do you know? What have you observed from the child/youth's behaviors relative to their (social, cognitive, physical, language) development?
   b. What does the family feel contributes to the status? What do you/the team feel contributes to the status?
2. Can you describe the family's level of awareness and willingness to participate in developmental assessments?
3. Describe how the parent/caregiver engages the child/youth in a way that encourages developmental growth.
4. What type of services do you feel would meet the developmental needs of the child/youth? How would interventions meet the child/youth's needs?
5. What are your next steps for providing needed interventions? Are any barriers present to the provision of these interventions and how will you/the team overcome them?
6. How will the child/youth's progress be monitored?

<u>Academic Status</u>

1. How does the family/caregiver feel about the child/youth's educational program and progress?
   a. What are the family's values regarding education?
   b. How does the family/caregiver impact a child/youth's educational success?
2. How does the child/youth feel about school?
   a. What motivates the child/youth to attend school?
   b. What prevents the child/youth from attending/succeeding?
3. How does the school assess the child/youth's educational ability and functioning?
   a. Are the current interventions adequate to meet the child/youth's needs?
   b. Describe how you have engaged the school in the team meeting process.
4. What strengths/barriers are there to the child/youth's participation and attendance/performance?
   a. From the child/youth's perspective?
   b. From the family's perspective?
   c. From the teacher/school's perspective?
   d. From the caseworker's perspective?
5. What additional supports has the school offered if needed? What additional supports are still needed?
6. How is progress being monitored? What will it take to ensure that the child/youth has the necessary supports to succeed?

Pathway to Independence

1. How is the youth driving the independent living/transition planning process?
2. What independent living interventions are being offered and how do you know those services are adequate?
3. How are positive and permanent connections being made with the youth? What are your/the team's plans to expand/involve supports and connections?
4. What is the current status of the relationship with the youth and his/her birth parents? Is that a positive development?
5. Is the independent living plan in place appropriate and realistic for the youth and how do you and the team know that it is? What is the contingency plan in place in case the current plan isn't achieved?
6. How are the youth's specific special needs being met?
7. What progress is being achieved on the plan? How is progress being measured?
8. What obstacles do you see as barriers to independence? What obstacles does the youth see as barriers? What are you/the team doing to mitigate those barriers?
9. What are your next steps? What are the next steps for other team members?

Parent and Caregiver Functioning

1. Describe how caregivers are taking care of the child/youth's needs and describe their daily activities. How do these activities support the provision of adequate supervision, nurturance, guidance and support for the child/youth?
2. What are the strengths in the caregiver's awareness of child/youth development and their ability and willingness to learn more? What are the concerns?
3. Tell me about the nature of the relationship between caregivers and the child/youth? Between caregivers and other caregivers?
4. How do the caregivers resolve conflict with each other?
5. How does the caregiver(s) manage stress?
6. What have you discovered about the family support system?
7. What does the family feel they need to enhance their current situation?
8. What supports do you think can empower the family to enhance their functioning?
9. How does the caregiver functioning contribute to ensure the safety and well being of the child/youth? What risk factors have you/the team identified and what is being addressed through interventions/services? What strengths exist? What has been the progress?
10. How has the caregiver demonstrated that they are motivated to care for the child/youth?

11. Are there any obstacles/barriers that inhibit the caregiver's ability to meet the child/youth's needs for basic living? How will you overcome them? How will you engage the team's participation in those actions?
12. How have you/the team determined the caregiver's investment in the child/youth's future?
13. What next steps have you identified to help support the enhancement of parent and caregiver functioning? How will you involve the team in that work?

Engagement Efforts

1. What methods have you used to engage the family? The child/youth? The extended family? Other supports? The rest of the team?
2. How involved did the family become in developing interventions? The rest of the team?
3. How did the family respond to your efforts or efforts of other team members? How do you feel about that?
4. How did the rest of the team respond? What did they do to demonstrate willingness to engage the family to include them and meet their needs?
5. How has this led to additional supports for the family? What have been the results?
6. How have the family's cultural values/beliefs impacted engagement efforts and results?
7. What tells you that the family is taking ownership of the plan? What is their level of commitment?
8. How will you continue to engage the family and the rest of the team?

Role and Voice

1. Describe your typical visit with the child/youth, parent, and/or caregiver.
2. What goals for the child/youth/family are discussed during the visits? What strengths have been identified? Successes? Concerns?
3. Describe how the family is involved in all phases of service provision. Identify the catalyst for when the family took leadership.
4. How do you/the team encourage the family to participate in services? How have you been able to maintain visits of sufficient frequency and length to hear the voices of those you meet with?
5. What was the child/youth's perspective on services? The parent's? The caregiver's?
6. Does the child/youth/family/team feel that services are adequate and sufficiently available? How do you know this?
7. What do you think the child/youth would like to see happen next? The parent? The caregiver? Team members?
8. Do you agree with the perceptions and opinions (roles and voices) of the child/youth/family/caregiver? Does your opinion match their opinion?
9. What do you feel the next steps would be to help the family better communicate their needs and be more involved in the decision making process?

Teaming

1. Identify all team members.
2. What are the strengths of the team and its members? What are the barriers to successful teaming? Who is missing from the team?
3. What are individual members feelings regarding the teaming process?
4. What are the team members' beliefs regarding their roles and functions?
5. Do you feel that the members feel their role on the team has value?
6. How would you describe the team's "unity of effort" (working towards the same goals)? How has this been demonstrated?
7. Do you think the team is functioning effectively? How do you know?
8. How is the team effectively working towards agreed upon goals?
9. What are your next steps relative to teaming?

Cultural Awareness and Responsiveness

1. Describe the child/youth/family's cultural identity? By whom and how was this identified?
2. What have you observed regarding family practices, cultural icons, etc…that helps you understand the uniqueness of the family?
3. What is the impact of the family's community on their cultural identity and how does that impact the goals for the family? Tell me about the family's cultural needs? (i.e. sign language)
4. How are family beliefs/values recognized and respected in their plan?
5. What interventions would be helpful to this family for them to feel more "culturally engaged"?
6. How is the team addressing cultural or communication barriers with the family? Are any of these barriers able to be addressed by further education, training, or improved awareness?
7. What has the team done to learn more about the culture of the family?
8. How have you tuned in to your own culture/values/beliefs in relation to your ongoing work with this child/youth/family?
9. Are there team members who are of the same culture as the family? If not, how is that impacting the team's effectiveness? What next steps can we take to improve this?

Assessment and Understanding

1. What information have you/the team gathered for the family assessment? What are the critical issues that exist for the child/youth/family?

2. What combination of formal and informal assessments has been applied to this family and how have those assessments helped the team develop an understanding of the family? How did you obtain the information needed to complete the state mandated tools such as the Risk Assessment, Safety Assessment, and the Educational Screening tool?
    a. Tell me how you used the Enhancing Assessments Toolkit Matrix to possibly identify underlying issues.
    b. Tell me why you did or did not select any screening tools from the Enhancing Assessments Toolkit to use with the child/youth/family.
    c. Where are the family members regarding the Stages of Change (Pre-contemplation, Contemplation, Preparation, Action, Maintenance) (Prochaska and Prochaska, 2002) and how do you/the team know?
3. How was the family engaged in the assessment process and was this engagement adequate to gather all necessary information?
4. How have the team members shared information with one another? What has been effective/ineffective about the sharing of information?
5. Tell me how you and the team identified strengths and protective capacities in the family?
6. Have you or any of the other team members identified any underlying issues in the family that were previously not identified through the assessment process? How have those issues been addressed through plan modification?
7. How has the ongoing family assessment changed from your initial family assessment or the previous worker's assessment of the family? How has the family assessment evolved over time?
8. How has the information gathered caused you or others on the team to have a better understanding of the family?
9. Tell me about any differences that exist amongst team members. If there is a disagreement how will this be resolved?
10. What additional information would you like to have for a more comprehensive family assessment?
11. Tell me how the current service plan reflects the current family assessment?
12. What information do you/the team plan to gather in the future for this ongoing assessment process? What are your next steps to obtain that information?

<u>Long-Term View</u>

1. What will it take for the long term success of this family? On a scale of 1-10, where do you see the family now? What needs to occur to improve that number?

2. Does the family understand and agree with what needs to happen over the "long term" (versus immediate safety) and why? What does the family say needs to happen for them to be successful?
    a. What are the differences in your views from the family's view? The team's view?
    b. How will you/the team know the family is in agreement?
3. How will the family maintain/sustain a safe environment for the child/youth? What tells you that they will sustain the changes?
4. What changes does the family's long term view include? What needs to occur for the family to be successful in achieving their long term view? How are those anticipated changes being addressed?
5. What is the family's vision of life after safe case closure?
6. What strengths does the family demonstrate that help you believe their long term view can be achieved?
7. What capacities are being built within the family to support a sustained period of time without involvement with the child welfare system?
8. What resources are the family connecting to that they will begin/continue to access on their own after safe case closure? What steps do you/the team need to take to assure the connections to those resources?

<u>Child/Youth and Family Planning Process</u>

1. How have you involved the child/youth/family in the case planning process? How has the family remained involved in the ongoing monitoring of their plan? How have other team members engaged the family?
2. To what degree are the family members active participants in case planning?
    a. How are you ensuring each person has a voice?
    b. How have you ensured that the plan is reflective of the collective intentions of the team?
3. How are the reasons that the case was opened for services reflected in the plan?
    a. How are the efforts adequate to support the family?
    b. How are underlying issues (root causes) addressed?
    c. How have the findings in the assessment been connected to the elements of the plan?
4. How have you/the team ensured that case planning meets the child/youth/family's unique needs? How available are services? How has the plan been monitored and amended based on progress?
5. How does the plan promote family strengths and enhance protective capacities?
6. How are case decisions made? Describe the family decision making process.

7. What are the strengths inherent in the family planning process? What are the barriers to successful case planning?
8. How have you adjusted case planning regarding transitions and changes in the family? How have other team members adjusted?
9. How does the plan promote long term child/family safety and sustainability?
10. How does the case plan demonstrate a sense of urgency in working towards resolution and safe case closure?
11. How does the plan hold each member accountable?
12. What next steps do you need to take to help the family accomplish the goals in their plan?

Planning for Transitions and Life Adjustments

1. Describe how the child/youth/family has responded to transitions in the past? What have been the strengths in the past when dealing with transition?
2. Describe the child/youth and family's current and future expected transitions. Based on how the family has responded in the past, what concerns do you have about current and future expected transitions?
3. Tell me about the family's feelings and opinions about any current or expected transitions?
4. What family strengths exist to manage this transition? What are the current and potential barriers in this transition?
5. Where are you/the team in the process of preparing for transitions?
6. What would a successful transition look like and how would it unfold? What role would the rest of the team members play in supporting the family through a transition?
7. What supports are already in place or need to be put in place to ease the stress of the transition? How is the transition support plan comprehensive enough to cover the full scope of the child/youth's life change effects and adjustment needs?
8. What are the awareness and preparation levels of all of the team members regarding the transition?
9. What are your next steps to increase the awareness and preparation levels of all team members?

Efforts to Timely Permanence

1. What are the current efforts being made to achieve the primary and concurrent goals for the child and family? How frequent are family contacts? How consistent are those contacts?

2. How is the team determining if these efforts (including frequency and consistency) are adequate to assist the child/youth and family in achieving permanence in a timely manner? How do you know?
3. How do you feel the team/court is working together (communicating, teaming) to achieve timely permanence?
4. Is the court enhancing or impeding timely permanence?
5. What barriers have you identified that are preventing timely permanence? What are your/the team's plans to overcome these barriers?
6. What other resources do you feel would help this child/youth and family? What steps are you/the team taking to engage those resources?
7. What are your next steps towards timely permanence?

Intervention Adequacy and Resource Availability

1. Tell me about the current plan. What risks/threats are being addressed by the interventions in the plan? To what extent are informal resources used in providing supports to the family? What strengths are being built upon to help ensure success?
2. How did the team match the services with this family? How are the desired outcomes of services and the timetable being communicated and monitored with the family?
3. How do the child/youth and family feel about the adequacy and availability of services and supports? The rest of the team? What adjustments need to be made to improve the adequacy and availability of services?
4. How are interventions going to be sustained, as needed, over time including beyond safe case closure?
5. How were desired outcomes made clear to the team?
6. How would you describe the team's unity? Are there differences among team members that are impacting service delivery or success of the family?
7. How have we planned for potential barriers? How will barriers be overcome?
8. How is progress on the plan being monitored? How is the team measuring the impact of services?
9. Based on progress, what needs to change for the family to achieve their goals? What are your plans to make those changes happen? How are you engaging the team in that effort?

Maintaining Family Relationships

1. How do family members describe their relationships?

2. What is your assessment of the family relationships? Do team members' assessments differ? Describe the interactions between the child/youth/family that you've observed that lead you to this conclusion.
3. How are ongoing efforts being made to identify additional family members and improve existing relationships? What ongoing efforts to identify and locate family members are being made?
4. Describe the current visitation plan including the frequency, duration, and setting. How is the current arrangement the least restrictive setting? How are family members being engaged in the child/youth's education, medical appointments, and special events?
5. What are the family member's opinions on having a Family Group Decision Making conference?
6. How has the plan been shared with child/youth and family?
7. How does the family maintain contact with the child(ren)/youth? (e.g. phone, letters, photos…) How is the family integrated into the child/youth's life? What are the strengths related to how the family maintains contacts/relationships?
8. How are you ensuring visits are commensurate with the child/youth's best interests?
9. What steps need to be taken to ensure that family connections are successfully maintained for all family members?

<u>Tracking and Adjustment</u>

1. Using scaling questions ("on a scale of 1-10…"), how would you describe where the family was when they were accepted for services? Where would you place the family on a scale of 1-10 now? Is this sufficient in terms of progress and direction? Why or why not?
2. How are you ensuring there will be continuous and timely input from the team as you track progress and plan adjustments? What do you see as the appropriate frequency for tracking progress? How have you maintained that schedule?
3. What are the areas of agreement/differences of team members' assessments?
4. What is working well in the family's achievement of success? What tells you that the family is successful?
5. What is not working well? What is the cause of the problem(s)? What within the service design or delivery plan needs to change? How will you engage the team to develop effective adjustments?
6. How will you monitor if the resulting changes to the plan are effective and timely? What are your next steps? How will you engage the team in monitoring efforts?

Teaching for Independence: Part I

- Teach concepts rather than answers.

- Teach problem solving and decision making.

- Teach self-evaluation.

- Make learning a conscious process.

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How I will use this module in my work setting (possible applications of this material and these activities for my unit):

Day Two: Session Two

Morning

I. Checking-In

II. Educational Supervision II

A. Analyzing Performance

BREAK

B. Steeling

C. Professional Development Plan

III. Journal

Afternoon

I. Energizer: Going on a Bus Trip

II. Educational Supervision II

Understanding Resistance in a Resource Framework

A. Remembering Our Own Resistance

B. Working with Others' Resistance

III, Conferences

BREAK

IV. Being Evaluated

A. Guided Imagery

B. Evaluating a Challenging Worker

V. The Evaluation Process

VI. The Evaluation Conference

A. Preparing for the Conference

B. Tips to Consider for the Evaluation Conference

VII. Journal

VIII. Closing

Analyzing Performance

There are several variables that affect or contribute to staff performance: competence and ability to do the work; motivation and willingness to engage with tasks; and organizational support for work. In working to improve staff performance, a supervisor must first determine which areas are in need of attention.

Ability Competence	Willingness Motivation	Organizational Systems
• knowledge • skills no yes learning needs assessment learning plan	• values work • cares about work • interested in work • eager to learn and grow	• tools • support • supervision • time and tasks (case load) • resources

Source: Whiting Blome, W., Wright, L., & Raskin, M. (1998). *Building supervisory skills*. Washington, DC: CWLA. Reprinted by special permission of the Child Welfare League of America.

Guide to Preparing a Professional Development Plan

1. STRENGTHS: Look at what the worker already knows and does well. Focus on strengths and existing knowledge as a base.

2. NEEDS: Look at what needs more work. For a new worker this might mean minimal competence. For an experienced worker this might mean next level skills. Identify specific areas to work on.

3. OBJECTIVES: Write one SMART (specific, measurable, achievable, realistic, and timely) learning objective for each of the areas identified in #2 above.

4. ACTIVITIES: Define at least two activities for each of the objectives outlined in #3 above.

Adapted from: With special permission of the Child Welfare League of America. Whiting Blome, W., Wright, L., & Raskin, M. (1998). *Building supervisory skills*. Washington, DC: CWLA.

My Professional Development Plan

1. STRENGTHS: Look at what you already know and do well. Focus on strengths and existing knowledge as a base.

2. NEEDS: Look at what you need to work on. For a new supervisor this might mean minimal competence. For an experienced supervisor this might mean next level skills. Identify specific areas to work on.

3. OBJECTIVES: Write one SMART (specific, measurable, achievable, realistic, and timely) learning objective for each of the areas identified in #2 above.

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A Picture of Resistance

Resistance to Change Exercise

Think of a time when:

1. You knew you needed to make a change/felt forced to make a change, and
2. You weren't ready, so you dug in your heels/put on the brakes for a while, and
3. Eventually you made the change.

Questions for you to consider:

1. When you had your heels dug in/put the brakes on (were resisting the change):
   - What were you thinking?
   - What were you feeling?
   - What were you saying to yourself?
2. When eventually you made the change, what were the different things that allowed you to make the change (both internal and external)?
3. What was the positive intention (positive purpose) of your resisting the change?

Working with Others' Resistance

Think of someone in your work setting who, in your mind, is resistant or particularly challenging. This is a person you have some difficulty dealing with. Respond to the following questions with that person in mind.

1. Put yourself in that person's shoes as he or she feels his or her resistance rise.
   - What do you imagine the person is thinking?
   - What do you imagine the person is feeling?
   - What might the person be saying to himself or herself?
2. What might be the positive intention behind the person's resistance? What positive goal might he or she be trying to accomplish by being challenging or resistant?
3. What could you do to help propel him or her toward that positive goal in a way that works better for you and/or the agency?

Conferences

Scheduling Conferences

Staffing and Supervision

Mental and Physical Preparation

Recording

Biases that Can Distort Supervisory Judgment

As the supervisor applies performance standards to the worker, she needs to be aware of several types of biases that can distort her judgment.

- **Central Tendency.** Central tendency is the tendency to rate all workers the same around a medium or "satisfactory" point. Usual causes of this problem are the supervisor's insecurity about ability to discriminate and fear of risking having to explain exceptionally good or bad evaluations. It is safer to hover around "satisfactory."

- **Halo Effect.** This is the tendency to let one outstanding worker characteristic or ability influence all other items of the evaluation, resulting in unwarranted global judgments. For instance, a supervisor may be so taken by a worker's ability to relate well to children that he cannot see that the parents are ignored or reports are late and gives an outstanding evaluation on all items.

- **Contract Error.** This is evaluating workers using the supervisor himself as the standard rather than the actual performance standards for the worker's position. Workers may be expected to perform at the same level of competence as the supervisor; criteria on which the supervisor feels less competent himself may be seen as less important.

- **Leniency Bias.** Leniency bias is evaluating everyone as above average, different degrees of excellent. This is a problem that often must be handled on an agency-wide basis. If one supervisor tries to give honest evaluations while others show unrealistic leniency, not only may negative feelings toward the supervisor be aroused, but the workers may be hurt in terms of promotions and could even lose their jobs first in a reduction of forces.

- **Unrelated Factors.** Personality qualities, appearance, or any other factors which do not clearly affect job performance must in no way influence the evaluation, positively or negatively. This is not to say that personality and appearance never affect job performance, only that the supervisor must be able to clearly show the connection to be sure that bias is not entering into the evaluation. If a worker wears blue jeans to the office, the supervisor may not like it, but may not be sure that it affects job performance. However, wearing blue jeans in court could severely undermine the worker's effectiveness, and this could harm the client and the agency.

- **Recency Error.** Focusing only on things that happened recently. Not balanced feedback about o overall performance, doesn't include both strengths and needs in major areas of performance.

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Evaluation Conference

1. Ensure privacy. No worker should ever have to be evaluated within earshot of anyone else. Hold calls, and do not allow anyone to disturb you. Evaluations can be very emotional.

2. Refer to behavior rather than to the person. Talk about what the worker has or has not done rather than what he/she is or is not. He/she has not yet demonstrated sensitivity to clients rather than he/she is insensitive; takes a long time to complete tasks rather than is slow.

3. Use observations to support inferences. An observation is what you see or hear the worker do. An inference is what you interpret it to mean. Inferences frequently set up defenses in the worker, while observations are a little harder to deny. Say the worker was late for conference of the last six sessions rather than that he/she is resisting supervision.

4. Name specific situations. There should be no point regarding the evaluation for which you don't have specific incidents to back up what you say. Remember to have specifics to back up the positives as well as the negatives. Using specifics to back up positives is a good way to reinforce learning as well as to let the worker know you are sincere in your comments.

5. Negatives should be given in a simple, factual way that does not imply blame or guilt. The parent in us pushes us toward blaming, and the child in the worker often brings out the parent in us. Keep it on an adult to adult level! And you be the adult rather than the parent, regardless of how your worker responds.

6. Balance negatives with positives. There are different opinions about how to include negative comments in an evaluation conference. Some say the supervisor should present the positives first, then the negatives. This runs the danger of the worker's not being able to enjoy the positives, because he/she is so anxious about the negative that will predictably follow. Mixing the two is a more realistic approach and emphasizes that in life negatives and positives are always mixed. The worker can begin to see the blend of strengths and areas in which improvement is needed rather than feeling that his/her emotions are being toyed with in a planned sequence of negatives and positives.

7. Encourage worker input. And be prepared for how you will handle it. Model non-defensiveness. Honestly try to see the worker's point of view. You may want to change your evaluation, but even if you don't it is important to honestly understand the worker's point of view and give it thoughtful consideration.

8. Deal with worker reactions. Even if a worker already knows what an evaluation will contain, it has a different impact when it is written down. If the worker needs to express an emotional reaction to the evaluation, accept it non-defensively. Don't feel pressured to change the evaluation based on the emotional reaction—that would be the worst possible reason to change it! The task at this point is to help the worker maintain self-esteem and move forward positively.

Note that workers can also react negatively to positive evaluation, either because it isn't as positive as the worker would like or because the worker feels insecure with a positive evaluation. Does the supervisor really know me? What if I'm found out later to be not so good? If I didn't really earn this, can the supervisor capriciously turn against me next time? Remember, your power to "give" also implies your power to "take." Being very specific about the positives can help with this reaction.

Frequently workers will profusely thank the supervisor for a positive evaluation. The implication here is that the worker sees the evaluation as a gift from the supervisor, which would imply that the worker must be grateful and perhaps must please the supervisor to receive it. The supervisor should respond by pointing out to the worker that a thank you is not necessary, because the worker earned the evaluation.

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Supervisor's Review after the Evaluation Conference

1. Did I do all I could through my ongoing supervision to help the worker get the best possible evaluation?

2. Was I honest and open with the worker about performance throughout the evaluation period?

3. Have I made my expectations of the worker clear?

4. Did I know my worker's performance as well as I possibly could?

5. Did I have positive feelings toward the worker?

6. Was I objective?

7. Am I dedicated to finding ways to help the worker improve?

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Day Three

Morning

I. Checking In

II. Secondary Traumatic Stress: Supervisors' Roles

    A. Understanding the Issue

    B. Case Studies

    BREAK

III. Retaining Good Workers: Supervisors' Roles

   A. Retention Facts

   B. Stay Interviews

IV. Journal

Afternoon

I. Application of Learnings

   A. Application Process

      BREAK

   B. Individual Learning Plan

   C. Sharing Learning Plans

   D. Examples of Learning Plans

II. Closing

Removing a Child

Case Scenario: You are a supervisor in a CPS unit. One of your caseworkers has obtained a court order to remove three children, ages five, three, and ten months, from a dangerously neglectful home environment. When the caseworker arrives to remove the children, she finds that the mother of the children, age twenty-two, is seriously depressed and has not responded to CPS interventions. The house smells, and there is sewage backed up in the tub. The children are dressed in T-shirts and dirty diapers and underwear. As the caseworker tells the mother that she has come to remove the children, the mother begins to cry quietly, saying she now has “nothing to live for.” The five-year-old child begins to scream and clutches her mother, which makes the other children cry. The caseworker asks an accompanying caseworker to gather clothes for the children. This is the third removal for this caseworker in the past month.

Instructions: Work as a group to explore the supervisor’s reactions and responsibilities in this scenario. Capture your ideas on a flip chart and be prepared to report back to the large group.

Consider the following questions:

- As the supervisor, what are your reactions to the news?
  - What are your initial personal reactions?
  - What will your reactions probably be later?

- What will be your emotional challenges in handling this traumatic event?

- Identify and discuss strategies to balance the needs (requirements, priorities, etc.) of client, agency, and caseworker.

  Consider:

  - The role of direct supervision in reducing trauma-induced emotional stress
  - Self-care strategies that might work or might fail
  - Coping behaviors or responses that might work
  - Inappropriate coping responses

Death of a Child

Case Scenario: You are a supervisor in a foster care unit. On Sunday, you learn from the after-hours social worker, that a 10 year old female child in one of your social worker's caseloads, was brutally murdered during the night. This child had recently been returned to her parents after several months in a foster home. When you come to work on Monday morning, your unit is in shock and chaos.

Instructions: Work as a group to explore the supervisor's reactions and responsibilities in this scenario. Capture your ideas on a flip chart and be prepared to report back to the large group.

Consider the following questions:

- As the supervisor, what are your reactions to the news?
  - What are your initial personal reactions?
  - What will your reactions probably be later?

- What will be your emotional challenges in handling this traumatic event?

- Identify and discuss strategies to balance the needs (requirements, priorities, etc.) of client, agency, and caseworker.

  Consider:

  - The role of direct supervision in reducing trauma-induced emotional stress
  - Self-care strategies that might work or might fail
  - Coping behaviors or responses that might work
  - Inappropriate coping responses

Children's Services Practice Notes

Vol. 12, No. 1
January 2007

Child Welfare Worker Retention

Turnover in child welfare is a serious challenge. In 2006, state administrators ranked caseworker recruitment and retention as the number two problem in the U.S. child welfare system (USGAO, 2006).

It is easy to see why. Our failure to attract and hang on to employees in child welfare is a drag on our performance. It lowers morale, reduces efficiency, and eats up time and money as agencies seek, hire, and train new employees.

More importantly, turnover interferes with our ability to keep children safe and achieve positive outcomes for them and their families (USGAO, 2003).

Retention is such a tough problem because leaving a job is a complex individual decision—one influenced by interwoven social, professional, and economic factors (Weaver et al., 2006). Because of this there is no single, simple solution to worker retention. As the box below illustrates, today's workforce trends are not encouraging.

At the same time, agencies and researchers are working harder than ever to turn things around. This issue of *Practice Notes* describes the efforts currently being made by the UNC-Chapel Hill's recruitment and retention project, and it presents suggestions for things frontline staff, supervisors, administrators, and agency directors can do to solve the workforce crisis so we can stop worrying about staff vacancies and focus all our attention on serving families and children.

Workforce Trends in Social Work

In Social Work Generally

- 30% are 55 and older as compared to 13.9% across all occupations.
- High growth occupation (greater than the 14.8% projected national average) [BLS, 2004; Barth, 2001]
- Social workers earn about 11% less than those in other service occupations (Barth, 2001)
- Social workers are highly committed, which may lead to "stickiness" and help depress wages (Barth, 2001)

In Child Welfare Nationally

- Vacancies are staying open longer today than in 2000.
- Vacancy rates for public child welfare workers are significantly higher than those of other state and local government workers.
- Average pay is markedly lower than for nurses, teachers, police officers, and fire fighters (APHSA, 2004).

In Child Welfare in North Carolina
(according to a 2004 NC Office of State Personnel Study)

- 73% of employees have less than 5 years experience
- Statewide vacancy rate = 31%
- Turnover rates highest in Case Management and Investigations
- At least 71 days needed to fill a SW III position

What Can We Learn from Those Who Stick Around?

Workforce issues have plagued public child welfare for decades. Naturally, the attention of researchers and people in the field has been drawn to the primary problem—high employee turnover rates. Although it is essential to find out all we can about turnover and its causes, some have suggested that we will never solve the retention problem if we overlook a key source of information—the many child welfare employees who survive the stresses, tensions, and difficulties and remain committed to child welfare throughout their careers.

For this reason, Westbrook, Ellis, and Ellett (2006) recently conducted a series of focus groups with child welfare workers and supervisors in urban, rural, and suburban communities in Georgia. What they learned from these "committed survivors" has implications for policy makers, agency directors, administrators, and supervisors.

The Study

In all, 21 child welfare employees from a variety of service areas (CPS, intake, CPS ongoing, foster care, adoptions, and foster home/resource development) were interviewed. Participants had 11 or more years of experience in public child welfare, though some had been intermittently employed (leaving for a time and returning). They ranged in age from 31 to 60+. All were female, most were Caucasian, and most had a BA or BS degree.

Discussions with these highly competent, long-term employees centered around three questions: (1) How have you managed to stay in child welfare when so many workers are leaving? (2) What organizational factors have contributed to your longevity in this field? and (3) What personal factors have contributed to your longevity in this field?

Based on what they learned from the focus groups, Westbrook and colleagues suggest that child welfare agencies take the following steps to improve worker retention.

Administration

Support Supervisors. If they wish to retain child welfare staff, agency directors and administrators should pay close attention to supervisors. These individuals must be carefully selected and supported so they can become proficient mentors and professional role models for workers.

Set the tone. Workers and supervisors can feel devalued by the system, which can be bureaucratic and impersonal. Agency administrators and supervisors can counteract this by creating an organizational climate that is affirming and empowering.

Recognize hard work, celebrate successes. Westbrook and colleagues urge agency administrators to express appreciation for employees' contributions and exceptional efforts. Formal ways to do this include sharing information about workers' and supervisors' efforts and successes via the news media, agency newsletters, public forums, and staff meetings.

Informal expressions of appreciation (e.g., personal comments about quality of work) also strengthen employees' commitment to child welfare, which is linked to retention.

Advocate for competitive salaries. Adequate salaries are a way to protect the investment the agency has made in recruiting, selecting, and training employees.

Supervision

Promote mentoring. New workers who start off with positive experiences that make them believe they can succeed in the field of child welfare are more likely to stick around. Early mentoring by veteran workers, supervisors, and administrators is one way to do this.

Emphasize on-the-job training. The child welfare veterans participating in this study saw on-the-job training as far more valuable than standardized, policy-focused training provided by the state child welfare agency, and felt it significantly impacts retention.

Hiring and Personnel

Assess applicants' motivation. Participants confirmed what other research has told us—that strong levels of caring, altruism, and commitment to families are linked to retention of child welfare employees. Look for these traits when selecting new hires.

Develop reappointment preferences in policy for those who leave child welfare and later return. Experienced employees with good performance records are a valuable resource.

Create horizontal career paths. Not everyone is cut out for supervision and administration, yet often promotion to this level is the only means of advancement. Agencies should consider creating a horizontal career path (indexed by years of experience and salary levels) that would equitably compensate front line staff for remaining in direct services for their entire careers.

To Learn More

See Westbrook, T. M., Ellis, J. & Ellett, A. J. (2006). Improving retention among public child welfare workers: What can we learn from the insights and experiences of committed survivors? **Administration in Social Work, 30**(4), 37–62.

How You Impact Worker Retention

Individual, job, and agency factors all contribute to turnover. Therefore, no matter what your position in your agency—front line staff, supervisor, administrator or director—you can partially control one or more of these factors.

Frontline Staff. Child welfare workers have the biggest influence on the individual factors that affect turnover, including self-esteem, family support, worker well-being, and the amount of support they provide to and seek/receive from peers.

Supervisors can influence not only individual factors but job and agency factors, including staff development and training, improvements to self-efficacy, job challenge, role clarity, social support, autonomy and discretion, quality of supervision.

Managers and administrators have the biggest influence on the agency factors that affect child welfare turnover, including salary, caseload/workload, training and professional educational opportunities, organizational climate and culture, cooperation over conflict, rewards for best practice, and rewards for continuous improvement.

Source: Weaver, Chang, & Gil de Gibaja, 2006

Child Welfare Turnover

Much of what we know about the current status of child welfare worker retention in North Carolina comes from the NC Association of County Directors of Social Services. Gunderson and Osborne (2001) shared county data and responses to a statewide survey that are particularly telling.

Turnover Rates. Fifty-nine of North Carolina's 100 counties (including all but one of the major metropolitan counties) responded to a survey and reported that the average turnover rate was 44% among CPS workers. (Note: a 2004 study by the NC Office of State Personnel Study found an average statewide child welfare vacancy rate of 31%.)

Readiness of New Hires. Directors also reported that 54% of the workers they hired were more than two years short of the experience needed to meet minimum job requirements. Counties estimated that it took 2-3 months to fill a vacancy and another 4-5 months before a newly-hired worker was ready to manage a full caseload. Yet, directly after new hires attend the state-mandated 72 hours of preservice training, they are often given a full caseload because of agency vacancies and caseload demands.

Reasons to Stay. The Directors' Association also surveyed 170 social workers about issues of retention and high turnover rates. They identified the following as the most important retention aspects of their jobs: (1) work/family balance; (2) pride in their work; (3) salary; and (4) employee-focused management.

Reasons to Leave. In the same survey, workers said the reasons they would leave were: (1) low salary; (2) stress; (3) overwork; (4) bureaucratic, non-supportive nature of their agency; and (5) lack of advancement or educational opportunities.

TURNOVER'S IMPACT ON OUTCOMES IN NC

During the 2001 Child and Family Services Review federal reviewers found that workforce deficiencies (e.g., turnover) negatively affected the ability of caseworkers in our state to:

- Investigate reports of child maltreatment in accordance with state policy.
- Maintain diligent efforts to provide services to families in order to protect children in their homes and prevent removal.
- Maintain stability of foster care placements.
- Establish permanency goals for children in a timely manner.
- Involve children and families in case planning.
- Adequately monitor child safety and well-being through frequent visits with children, focusing on case planning, service delivery, and goal attainment.
- Maintain sufficient face-to-face contact with parents to promote attainment of case goals and ensure children's safety and well-being.

Source: GAO, 2003

How Worker Turnover Affects Kids in Foster Care

There are all sorts of reasons to see our failure to hang on to good child welfare workers as a problem.

For the people in the field, there are pressing concerns about stress and increased workload. When a worker departs, supervisors and colleagues must take on that person's responsibilities, often for months.

Then there's the cost. Conservative estimates are that agencies spend $10,000 to recruit, hire, and train every single replacement child welfare worker (CSSP, 2006).

Of course the most significant impact is felt not by agencies but by families and children, who experience lower quality services and poorer outcomes as a result (GAO, 2003).

One of the most vivid illustrations we have encountered of the impact poor retention has on kids in care is a video called **When the Child Speaks: Impact of Caseworker Turnover on Children and Youth**. Filmed and edited for Maine's Child Welfare Training Institute by a youth in care, **When the**

Child Speaks features foster care alumni talking about how they have been affected by worker turnover.

The excerpts below are a powerful reminder of the personal costs of turnover borne by the children and families we serve.

What Is North Carolina Doing to Promote Retention?

How is North Carolina addressing employee retention in child welfare? Ours is a county run, state administered child welfare system, and so the honest—if unsatisfying—answer to this question is that county child welfare agencies are responding in different ways based on their unique needs and resources, and the NC Division of Social Services, the legislature, the universities, and their community partners are doing what they can to support them.

To get a more concrete picture of our state's response to the retention crisis, it might be helpful to reflect back to the recent past. In 1999 representatives of North Carolina's 27 Families for Kids and IV-E Waiver counties met to talk about the problem of turnover among child welfare staff. At that time they came up with more than a dozen ways to attack the problem. Their suggestions later appeared in **Practice Notes** (**vol. 4, no. 3**).

Fast forward to 2006, when the NC Association of County Directors of Social Services surveyed all 100 county child welfare agencies about recruitment and retention. Directors from 36 counties responded to the survey, the full results of which can be found at <**www.ncacdss.org**>.

The table below, which uses information from the Directors' 2006 survey and other sources, sheds light on some of the system-level changes that have been made since 1999, highlights some agency-level strategies being applied today, and reveals areas where improvement may still be needed.

STRATEGIES NC AGENCIES USE TO RETAIN WORKERS	
Agency-Level Ideas from 1999	**Status in 2006**
Improve the climate in the agency	The 2006 survey showed some agencies are taking steps to improve the climate in child welfare: of those responding to the survey, 44% have some form of dedicated on-call staff (to enhance practice and work-life balance for all staff) and 27% provide child welfare staff retreats. In addition, agencies use various means to support staff and relieve stress, including providing access to employee assistance and wellness programs and mental health counselors. On the down side, 75% of responding counties said they do not provide personal leave time that child welfare staff can take without using vacation or sick time.
Ease new employees into their jobs	Although the 2006 survey did not ask about this, new information from research indicates this may be one of the most effective–and cost-effective–ways agencies can immediately improve staff retention. For more on this see the article on page 8.
Offer flexible hours	91% of counties responding to the 2006 survey said they offered some form of flexible and compressed work schedules to child welfare staff.
Fill vacancies faster	Counties in 1999 were concerned about the negative impact position vacancies had on other staff (and thus on retention). Prolonged vacancies are still a problem: a study by the NC Office of State Personnel (2004) found it takes at least 71 days for most agencies in the state to fill a vacant Social Worker III position. Of the agencies responding to the 2006 survey, 41% said they use contract agencies (temps) to help fill gaps when workers leave—most fund this with lapsed salary money.
System-Level Ideas from 1999	
Build preservice into MSW degree	In 1999 NC launched a IV-E stipend program, the NC Education Collaborative. Offered through six participating universities, this program uses the mandatory preservice curriculum in BSW and MSW coursework so students in the program graduate ready to work.
Implement a multiple response system	NC's Multiple Response System, which it began piloting in 2002, became the new standard of practice for all 100 counties in January 2006. Although this approach has been empirically shown to enhance child welfare practice in a number of ways, to date there is no evidence to suggest it affects worker retention.
Reduce foster care caseload standard	In 1999 North Carolina's caseload standard for foster care was 1:20 (workers to children), which some agencies felt contributed to worker turnover. In 2002 the state changed the standard to 1:15.

Retrieved March 12, 2009 from: http://www.practicenotes.org/vol12_no1.htm

Stay Interview Questions

Application of Learnings

Name____Session number: 1 2 3

Agency ____

This work plan is our attempt to learn how useful and applicable the training is for you. Please complete each question as thoroughly as possible. Your answers will guide us as we work to improve this training.

1. Review your journal sheets from these three days. Pay attention to the learnings and possible applications you listed.

2. In training we learn different things from different people. Sometimes the learning is just what we expected, and sometimes it's a surprise. Sometimes the learning has direct application to our work, and sometimes the learning is more personal. As you think back over this session, what would you say are the most important learnings you'll take away—for yourself and/or your work?

3. When you think of what you learned in this session (personally and professionally), how do you think those learnings might change the way you approach your work at the agency? How might it affect your work with children and families, workers, your unit, other supervisors, your supervisor, and/or community folks?

4. Sometimes, even when change is positive, it’s hard for others to accept. They may be used to seeing us in a certain way, and, when we change, they’re not sure how to react. As you make changes in the way you approach things (as you suggested in #3 above), how do you think others in your work site will respond? Will they be supportive? Confused? Angry? Interested?

5. What could you do to build support for your changes? Who might be your allies? How can you help others understand your new approaches?

6. Given the environment you will be returning to and the learnings from this training, what specific activities will you commit to do before our next session?

   I commit to:

   On a scale of 1-10, how would you rate your current performance on these **specific activities**? And why.

Session Three Participant Pages
Team Building

Agenda: Day One
Session Three: Team Building

Morning

I. Welcome, Overview, and Competencies
II. Review of Roles and Norms
III. Introductions
IV. Review of Values Guiding Our Work
V. Checking-In
VI. Application of Learnings
  A. Looking at Individual Applications
  B. Sharing Applications
  BREAK
VII. Team Learning
  A. Team Learning Wheel
  B. Preparing for a Team Learning Plan
  C. Team Learning Plan
  D. Small Group Activity
  E. Large Group Discussion
VIII. Journal

Afternoon

I. Energizer: Elephants and Giraffes
II. Models of Change
  A. Bridges' Model of Change and Transition
  B. Four-Room Apartment Model
BREAK
III. Fish Philosophy
IV. Puzzle Teambuilding Activity
V. Journal
VI. Closing

Reflecting on Learnings

Complete the following questions. Then review your responses within your small group using the following questions as a guide. Please try to cover all the questions in a way that invites conversation and discussion about your successes and challenges.

1. What did you plan to do? What commitments did you make for yourself after the last session?

2. What did you really do? On a scale of 1 to 10 (with 1 being "no action taken" and 10 being "doing exactly what I planned to do"), to what extent did you follow through on your commitments to yourself? How does that compare to your baseline rating when you made your plan?

3. What did you do that you hadn't planned to do?

4. How did others receive your actions? Where were you surprised by others' reactions to you? Where did others behave as you had anticipated?

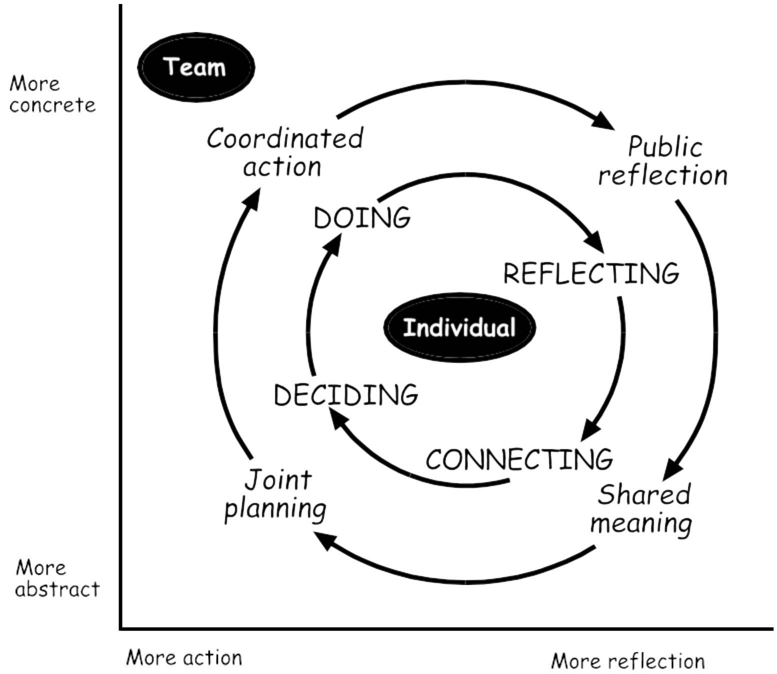
5. What effect would you say your actions had? In what ways did your actions have the desired effects? In what ways did they have different effects than you anticipated?

6. What was your greatest success? Your biggest setback?

7. What did you learn in this process? About yourself? Your work setting? Your co-workers? Your staff? Your supervisors?

8. Given your experience and learnings, what will be your next steps in the areas you identified in last session's application of learnings?

Team Learning Wheel



Public Reflection

Talking about mental models and beliefs, challenging one another gently but relentlessly. Builds a mutual understanding and sets the stage for movement into shared meaning.

Shared Meaning

Refining shared vision and values, developing shared insights.

Public reflection and shared meaning are the two most crucial stages. If enough time is spent reflecting together to build shared meaning, coordinated action may result without the need for planning.

Joint Planning

Planning or designing action steps together, planning structural change.

Coordinated Action

May not be a joint action, may be carried out independently by various members of the team who work in different functions and locations.

A key role for leaders is to keep the wheel moving. This requires energy and mental finesse, the ability to hold fast to a sense of purpose, and the willingness to understand mental models of people with learning styles other than one's own.

Guide to Preparing a Team Learning Plan

1. What does the team already know and do well? What are our strengths and skills?

2. What needs more work in this team? What areas could we improve on?

3. What are one or two things that we could focus on that would have the greatest benefit for us as a team?

4. How could we use our strengths as a team to address our identified areas of need?

5. What can we realistically expect to achieve in the next 3-6 months?

6. How can we track and measure our accomplishments?

Source: Whiting Blome, W., Wright, L., & Raskin, M. (1998). *Building supervisory skills*. Washington, DC: CWLA. Reprinted by special permission of the Child Welfare League of America.

Team Learning Plan Worksheet

1. How could you involve the team in exploring its own strengths and resources?

2. How could the team then look at areas that need attention?

3. What will the team do to identify common areas of concern?

4. Given those areas of concern, what processes could the team engage in to develop a plan to address those concerns?

Source: Whiting Blome, W., Wright, L., & Raskin, M. (1998). *Building supervisory skills*. Washington, DC: CWLA. Reprinted by special permission of the Child Welfare League of America.

Journal

Date ___________________________

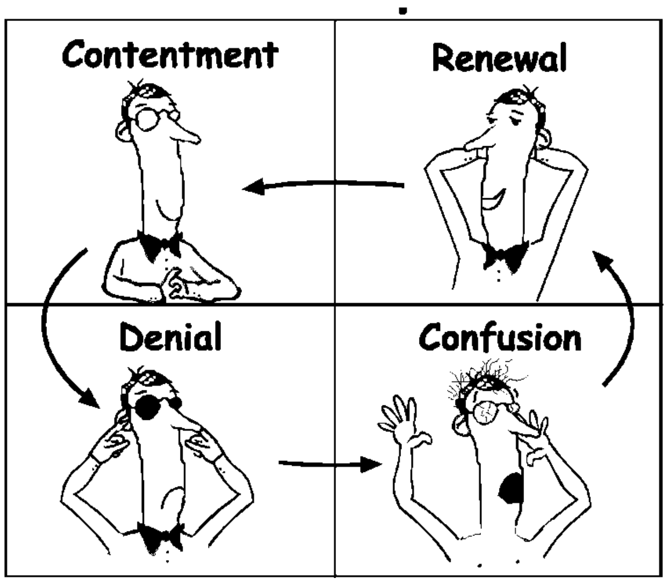
What I noticed about this module (what struck me, what I heard, saw, paid attention to):

How this module affected me (what I felt, what I am feeling now, where I felt most energized or challenged):

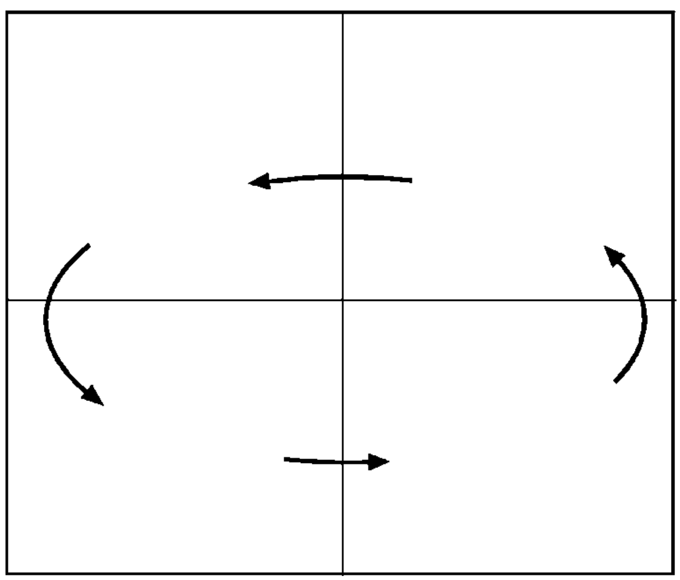
What I take away from this module (what were my learnings, new ideas, tools, approaches, and gifts):

How I will use this module in my work setting (possible applications of this material and these activities for my unit):

Four-Room Apartment



In Contentment, we like the status quo. We are seen as—and feel—satisfied, calm, realistic. Any change—a merger, reorganization, new leader, new system, market crisis, job threat—can move us into Denial, where we are perceived as unaware, afraid of change, insensitive—and do not (consciously) feel that way. We stay there until we own up to fear or anxiety. That moves us through the door into Confusion. Here we are seen as—and feel—different, out of touch, scattered, unsure. Mucking about in confusion, sorting out bits and pieces of our lives, we eventually open the door to Renewal. Now we are perceived as—and feel—sincere, open, willing to ask.



Fish Philosophy

List specific strategies that outline how you can invite
each of the four principles into your team.

Choose your attitude

Play

continued

Make their day

Be there

Journal

Date ___________________________

What I noticed about this module (what struck me, what I heard, saw, paid attention to):

How this module affected me (what I felt, what I am feeling now, where I felt most energized or challenged):

What I take away from this module (what were my learnings, new ideas, tools, approaches, and gifts):

How I will use this module in my work setting (possible applications of this material and these activities for my unit):

Agenda: Day Two
Session Three

Morning

I. Checking-In
II. Team meetings
    BREAK
III. Supporting Resilience in People
    A. Looking at Resilience
        B. Resilience Models
        1. Challenge and Damage Models
        2. Competence Approach
IV. Journal

Afternoon

I. Energizer: Slap-Slap, Clap-Clap, Snap-Snap
II. Team Development Model
    A. Tuckman's Team Development Model
    B. Moving through the Stages
    BREAK
III. Team Development Assessment
    A. Team Movement Plan
    B. Small Group Activity
    C. Large Group Discussion
III. Culture Code
IV. Journal
V. Closing

Effective Team Meetings

- Setting and maintaining norms
- Agenda integrity:
  - Share responsibility for agendas
  - Discuss all items on agenda—none not on agenda
- Temporal integrity:
  - Begin on time
  - End on time
  - Keep to agenda schedule
  - Have a long range schedule
- Rule of thirds:
  - Tough stuff in middle third
  - Warm up and cool down
  - Meeting evaluation (1-7)
  - Bell curve with discussion only items at end
- Record keeping:
  - What happened
  - Summary of commitments

===

Three things I plan to do in the next month to improve my team meetings:

-

-

-

Source: Tropman, J. E. (1980). *Effective meetings: Improving group decision-making*. London: Sage Publications.

Pain and Opportunity

Once upon a time, there was a wealthy man who owned a beautiful and perfect jewel. He was very proud of his treasure because there was no equal to it anywhere in the world. But it happened one day, to the man's great distress, that the jewel was accidentally damaged—it sustained a long, deep scratch. He offered exorbitant sums of money to jewelers if they would only restore the jewel to its former state, but time and time again the man was told it was impossible. Finally, one engraver told the man that he could make the jewel even more beautiful than it had been. The man was surprised by the engraver's absolute confidence, especially after so many others had declared the task impossible, but, having no other choice, he decided to let this engraver try. The engraver carefully added leaves and buds along the scratch, which soon became the stem of a beautiful flower. The wealthy man was greatly pleased for the jewel truly was more beautiful than before.

The engraver has something to teach us. If we trust ourselves enough to try, we can make something beautiful and valuable out of every experience.

—*Jacob Kranz*

Resilience

One discovers that destiny can be directed, that one does not have to remain in bondage to the first wax imprint made on childhood sensibilities. Once the deforming mirror has been smashed, there is a possibility of wholeness. There is a possibility of joy.

—*Anais Nin*

Source: Used with permission. Wolin, S., & Wolin, S. (1993). *The resilient self: How survivors of troubled families rise above adversity*. New York: Villard. p. 65.

Resilience

Think of a tough situation that you have had that you were able to turn into a positive experience that you would be willing to share with others in the class.

1. What feelings did you have?

2. What specifically got you through the experience?

3. How did the experience change your view of things?

4. How can you apply what you learned from your experience to your job as supervisor?

Supporting Resilience in People

Damage Model

- Only know people by what's wrong with them
- Not much language for wellness, what's right
- Solidifies image as victim, helpless to their past
- Health=absence of illness
- Role of helper—repair the harm
- Doesn't recognize strengths

Challenge Model

- Capacity for self-repair is an innate capacity
- Strength also emerges from adversity
- Identity is as a survivor
- Hurt and pain are real, but only part of the person's experience
- Recognizing strengths provides foundation to work from

Source: Wolin, S., & Wolin, S. *The resilient self: How survivors of troubled families rise above diversity*. New York.

Competence Approach

(Bringing out the best in people, ourselves too)

Acceptance

Every response contains some healthy striving

Meet people where they are (not where we want them to be)

Focus on strengths, value, worth

Vision

Grows out of understanding healthy striving

Need to rediscover new ways to achieve

Reconnecting with what really matters, draws you forward

Courage

Believing in ourselves—you and me

Willing to push for something that would really make a difference

Discovering maps to make it happen

Partnership

Shared journey

Some gift/learning from me to discover/recover

Sherpa

Teambuilding—sometimes willing to let go of my needs for good of the group

Source: Waters, D. B., & Lawrence, E. C. (1993). *Competence, courage, and change: An approach to family therapy*. New York: W. W. Norton

Journal

Date ___________________________

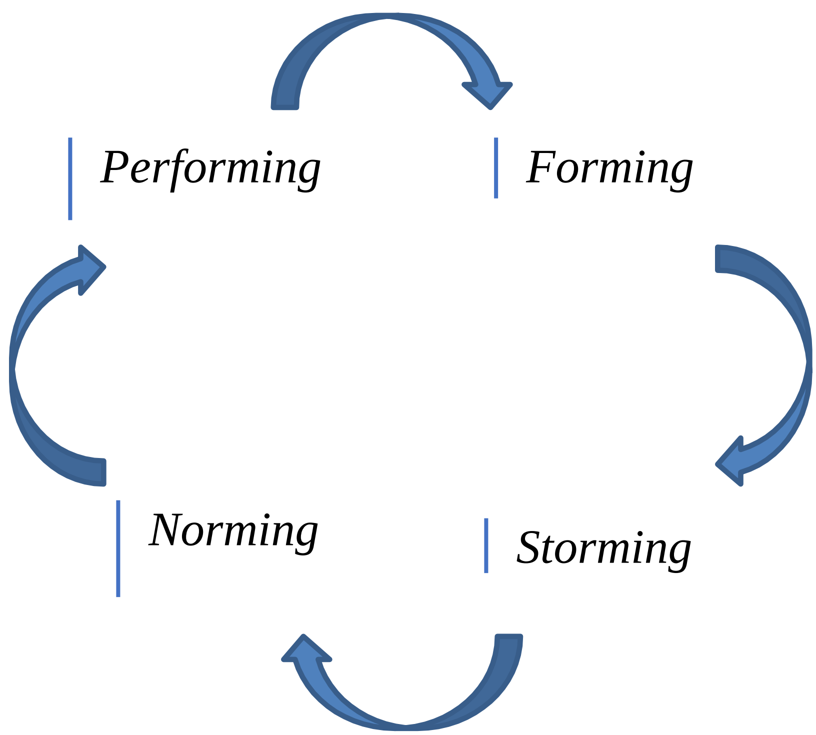
What I noticed about this module (what struck me, what I heard, saw, paid attention to):

How this module affected me (what I felt, what I am feeling now, where I felt most energized or challenged):

What I take away from this module (what were my learnings, new ideas, tools, approaches, and gifts):

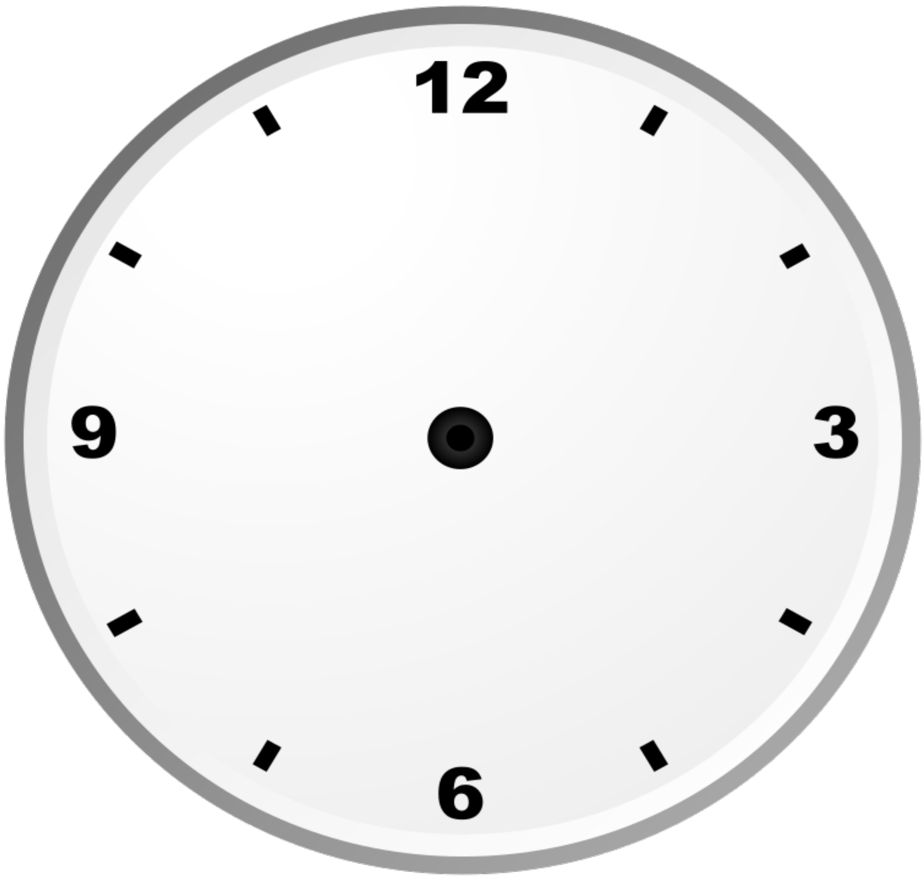
How I will use this module in my work setting (possible applications of this material and these activities for my unit):

Team Development Wheel



Adapted from: **http://www.gmu.edu/student/csl/5stages.html** Tuckman, B. (1965) Developmental Sequence in Small Groups. Psychological Bulletin, 63, 384-399. And Tuckman, B. & Jensen, M. (1977) Stages of Small Group Development. Group and Organizational Studies, 2, 419-427.

Where Is Your Team Now?



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Team Movement Plan

- My team is now at stage:

- The next stage it will face is:

- What can I do to support and encourage movement toward that stage?

- What can team members do?

- How can I support team members in their efforts?

- What support will I need, and how can I get it?

Group Development Process

Stage One: "Forming"	Action Steps: "Forming to Storming"	Stage Two: "Storming"
• Individuals are not clear on what they're supposed to do. • The mission isn't owned by the group. • Wondering where we are going. • No trust yet. • High learning. • No group history; unfamiliar with members. • Norms of the group are not established. • People check one another out. • People are not committed to the group.	• Set a mission. • Set goals. • Establish roles. • Recognize need to move out of "forming" stage. • Identify the group, its tools and resources. • Leader must be directive. • Figure ways to build trust. • Define a reward structure. • Take risks. • Bring group together periodically to work on common tasks. • Assert power. • Decide once and for all to be in the group.	• Roles and responsibilities are articulated. • Agendas are displayed. • Problem solving doesn't work well. • People want to modify the group's mission. • Trying new ideas. • Splinter groups form. • People set boundaries. • Anxiety abounds. • People push for position and power. • Competition is high. • Cliques drive the group. • Little group spirit. • Lots of personal attacks. • Level of participation by members is at its highest (for some) and its lowest (for some).

Adapted from: Tuckman, B. W. (1965). Development sequence in small groups. *Psychological Bulletin 63*(6), 393-396.

Group Development Process

Stage Two: "Storming"	Action Steps: "Storming to Norming"	Stage Three: "Norming"
• Roles and responsibilities are articulated. • Agendas are displayed. • Problem solving doesn't work well. • People want to modify the group's mission. • Trying new ideas. • Splinter groups form. • People set boundaries. • Anxiety abounds. • People push for position and power. • Competition is high. • Cliques drive the group. • Little group spirit. • Lots of personal attacks. • Level of participation by members is at its highest (for some) and its lowest (for some).	• Group leader should actively support and reinforce group behavior, facilitate the group for wins, create positive environment. • Leader must ask for and expect results. • Recognize, publicize wins. • Agree on individual's roles and responsibilities. • Buy into objectives and activities. • Listen to each other. • Set and take group time together. • Everyone works actively to set a supportive environment. • Have the vision, "We can succeed!" • Request and accept feedback. • Build trust by honoring commitments.	• Success occurs. • Group has all the resources for doing the job. • Appreciation and trust build. • Purpose is well-defined. • Feedback is high, well-received, and objective. • Group confidence is high. • Leader reinforces group behavior. • Members self-reinforce group norms. • Hidden agendas become open. • Group is creative. • More individual motivation. • Group gains commitment from all members on direction and goals.

Adapted from: Tuckman, B. W. (1965). Development sequence in small groups. *Psychological Bulletin 63*(6), 393-396.

Group Development Process

Stage Three: "Norming"	Action Steps: "Norming to Performing"	Stage Four: "Performing"
• Success occurs. • Group has all the resources for doing the job. • Appreciation and trust build. • Purpose is well-defined. • Feedback is high, well-received, and objective. • Group confidence is high. • Leader reinforces group behavior. • Members self-reinforce group norms. • Hidden agendas become open. • Group is creative. • More individual motivation. • Group gains commitment from all members on direction and goals.	• Keep up the group wins. • Maintain the traditions. • Praise and flatter each other. • Self-evaluate without fuss. • Recognize and reinforce "synergy" group behavior. • Share leadership role in group based on who does what the best. • Share rewards for successes. • Communicate all the time. • Share responsibility. • Delegate freely within group. • Commit time to the group. • Keep raising the bar/ new, higher goals. • Be selective of new group members; train to maintain the group spirit.	• Group members feel very motivated. • Individuals defer to group needs. • No surprises. • Little waste. Very efficient group operations. • Group members have objective outlooks. • Individuals take pleasure in the success of the group big wins. • "We" versus "I" orientation. • High pride in the group. • High openness and support. • High empathy. • High trust in everyone. • Superior group performance. • OK to risk confrontation.

Adapted from: Tuckman, B. W. (1965). Development sequence in small groups. *Psychological Bulletin 63*(6), 393-396.

Culture Code

Three Skills

Skill One: Build Safety

Skill Two: Share Vulnerability

Skill Three: Establish Purpose

Adapted from: Coyle, D. (2018). *The Culture Code*. Random House.

Skill One: Build Safety "*Belonging Cues*"

Proximity

Eye Contact

Energy

Mimicry

Turn Taking

Attention

Body Language

Vocal Pitch

Consistency of emphasis

Everyone talking to the other

Journal

Date ___________________________

What I noticed about this module (what struck me, what I heard, saw, paid attention to):

How this module affected me (what I felt, what I am feeling now, where I felt most energized or challenged):

What I take away from this module (what were my learnings, new ideas, tools, approaches, and gifts):

How I will use this module in my work setting (possible applications of this material and these activities for my unit):

Session Three Participant Pages: Team Building

Agenda: Day Three
Session Three: Team Building

Morning

I. Check in
II. Exploring Our Cultures
   BREAK
III. Cultural Humility
IV. Journal

Afternoon

I. Energizer: Tennis balls
II. Application of Learnings
   A. Application Process
   B. Applying Learnings
   C. Sharing Learning Plans
   D. Examples of Learning Plans
III. Video
IV. Closing

Cultural Self-Assessment

1. How would you describe your cultural background?

2. How would you describe the community you grew up in? What was the racial, ethnic, and class composition of that community? Do you ever think differently about those who come from communities unlike yours?

3. What are some of the messages/values taught to you by your family about people who were different from you? The same as you?

4. What have your personal experiences been with people of different cultural heritage, gender, age, disabilities, sexuality, racial identity, religious beliefs, and/or class status?

5. How have all of these individual cultural experiences influenced your work as a supervisor?

Journal

Date ___________________________

What I noticed about this module (what struck me, what I heard, saw, paid attention to):

How this module affected me (what I felt, what I am feeling now, where I felt most energized or challenged):

What I take away from this module (what were my learnings, new ideas, tools, approaches, and gifts):

How I will use this module in my work setting (possible applications of this material and these activities for my unit):

Application of Learnings

Name____Session number: 1 2 3

Agency ____

This work plan is our attempt to learn how useful and applicable the training is for you. Please complete each question as thoroughly as possible. Your answers will guide us as we work to improve this training.

1. Review your journal sheets from these three days. Pay attention to the learnings and possible applications you listed.

2. In training we learn different things from different people. Sometimes the learning is just what we expected, and sometimes it's a surprise. Sometimes the learning has direct application to our work, and sometimes the learning is more personal. As you think back over this session, what would you say are the most important learnings you'll take away—for yourself and/or your work?

3. When you think of what you learned in this session (personally and professionally), how do you think those learnings might change the way you approach your work at the agency? How might it affect your work with children and families, workers, your unit, other supervisors, your supervisor, and/or community folks?

4. Sometimes, even when change is positive, it’s hard for others to accept. They may be used to seeing us in a certain way, and, when we change, they’re not sure how to react. As you make changes in the way you approach things (as you suggested in #3 above), how do you think others in your work site will respond? Will they be supportive? Confused? Angry? Interested?

5. What could you do to build support for your changes? Who might be your allies? How can you help others understand your new approaches?

6. Given the environment you will be returning to and the learnings from this training, what **specific activities** will you commit to do before our next session?

   I commit to:

   On a scale of 1-10, how would you rate your current performance on these **specific activities**? And why.

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