

**Child Welfare/Child
Protective Services
Supervisory Core
Training**

**Module One
Foundations**

(May 2008)

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Introducing Supervisory Training

Purpose	To prepare participants for training that will further develop their knowledge and skills as child welfare supervisors.
Rationale	The typical child welfare supervisor has been successful as a worker and now finds him/herself in a role that calls for a different skill set. By participants recognizing that they have both strengths and needs and being given an opportunity to share them, their ability to acquire and utilize the knowledge and skills offered throughout the training is enhanced.
Enabling Abilities	<p>Participants will be able to:</p> <p><i>Cognitive</i></p> <ul style="list-style-type: none"> • describe the strengths they bring to the role of supervisor • identify the parts of the supervisory role that are challenging for most supervisors • characterize their strengths and challenges in supervising workers in the four domains of practice <p><i>Affective</i></p> <ul style="list-style-type: none"> • N/A <p><i>Operative</i></p> <ul style="list-style-type: none"> • N/A
Materials	Worksheet, MY SUPERVISORY TRAINING; handout, CHILD WELFARE/CHILD PROTECTIVE SUPERVISORY CORE TRAINING: MODULE ONE, FOUNDATIONS COURSE OUTLINE; flipcharts, WELCOME TO NEW YORK STATE CHILD WELFARE/CHILD PROTECTIVE SUPERVISORY CORE TRAINING: MODULE ONE, FOUNDATIONS, KADUSHIN SAYS . . . , FOUR DOMAINS OF CASEWORK PRACTICE, STRENGTHS AND ABILITIES, MOST CHALLENGING, RELATIONSHIPS, ASSESSMENT, CHANGE, SAFETY.
Time	90 minutes.

Learning Process

Integrative Statement: The LearnLinc sessions that preceded the classroom training introduced you to some of the content of the training. In this activity, you will be introduced to each other and share your thoughts about your current strengths and needs as supervisors, as well as your perceptions of the challenges of the role.

Getting started

Refer to the flipchart, WELCOME TO NEW YORK STATE CHILD WELFARE/CHILD PROTECTIVE SERVICES SUPERVISORY CORE FOUNDATIONS: MODULE ONE. Welcome participants to the program and introduce yourselves.

State: “We are here to begin a training program that will help strengthen your ability to meet the many challenges and opportunities you will face—or are already facing—as supervisors in the field of child welfare. Since we’ll be sharing a concentrated experience over five days, let’s start by meeting each other.”

Ancillary instruction: Tell participants to introduce themselves by sharing the following information:

- Name
- District
- Years in child welfare
- Length of time as a supervisor
- Area of practice (e.g., CPS, foster care, preventive, adoption, other)

Suggestion: Record the number of years of practice and offer the total as a means of honoring the years of practice represented in the room.

Review housekeeping information and develop with the group the “rules of the road” for the training.

Ancillary instruction: Record their ideas on the flipchart.

Introducing the course
content

State:

- Alfred Kadushin, a scholar in the field of social work, offers us a definition of supervision.

Ancillary instruction: Refer to the flipchart, KADUSHIN SAYS . . .

- As child welfare supervisors, you coach child welfare workers to do their jobs and support them in their role as agents of change.
- The workers that you supervise are engaged in four domains of casework practice.

Ancillary instruction: Refer to the flipchart, FOUR DOMAINS OF CASEWORK PRACTICE.

- Later in the training you will be offered a tool, *A Supervisor's Guide to Assessing Practice*, which will be a valuable resource for you in assessing practice in these domains and implementing supervisory strategies to further workers' professional development.
- Now, let's look at an overview of the training.

Review the handout, CHILD WELFARE/CHILD PROTECTIVE SUPERVISORY CORE TRAINING: MODULE ONE, FOUNDATIONS COURSE OUTLINE.

Ancillary instruction: Elicit any comments or questions participants may have and respond accordingly.

Assessing supervisory
strengths and needs

State: "Let's begin our work together by getting a group perspective of the perception of being a supervisor."

Refer to the worksheet, MY SUPERVISORY TRAINING.

Instruct participants:

- Individually read the questions and think about your answers.
- Be assured that there are no correct or incorrect answers; you are being asked about your perceptions and experiences.
- Remember, you are each in control of how much you choose to share.

Ancillary instruction: Allow time for participants to respond to the worksheet before continuing.

- Now share and compare your answers with your tablemates.
- For each of the five questions, develop a common list for the table, representing both your uniformity and diversity.
- Select a recorder.
- The flipcharts around the room correspond to the questions on your worksheet.
- Each group will start at a different flipchart and move around the room as the other groups move to a new flipchart.
- On the first flipchart, the recorder lists all of the small group's work. On the remaining flipcharts, you either check (with your specific color magic marker) those that you have in common with the other group(s) reporting or add your unique ideas to the other small groups' ideas.
- Post your lists on the appropriate flipchart, STRENGTHS AND ABILITIES, MOST CHALLENGING, RELATIONSHIPS, STRENGTHS, CHANGE, ASSESSMENT, SAFETY.

Reminder: Be sure flipcharts with these titles are arranged around the room so that each small group can post its responses.

Ancillary instruction:

- Give each table a different color marker so that their responses are distinct.
- Amplify commonalities between the groups and seek clarification on unique responses.

Discuss:

- Are there certain skills that you used as a worker that are particularly useful in your role as a supervisor?
- Do you find that the most challenging parts of being a supervisor are changing for you as you spend more time in the role? If so, how?
- Is there any relationship between the practice domains you find the most challenging to supervise and those that challenged you most as a worker? How so?

Explain:

- You've just shared some of the common strengths and needs that you all experience on the job.
- We've also discovered some unique strengths and needs.
- Our goal for this training is to help you become a more effective leader by building/strengthening your performance management skills and your ability to promote worker development, all in the service of achieving child welfare outcomes.
- As we progress through this course, consider the knowledge and skills you are developing through the additional lens of your district or agency and ask yourself, "How will this help me be more effective with a particular worker, my unit, and my administration?"

Summary points

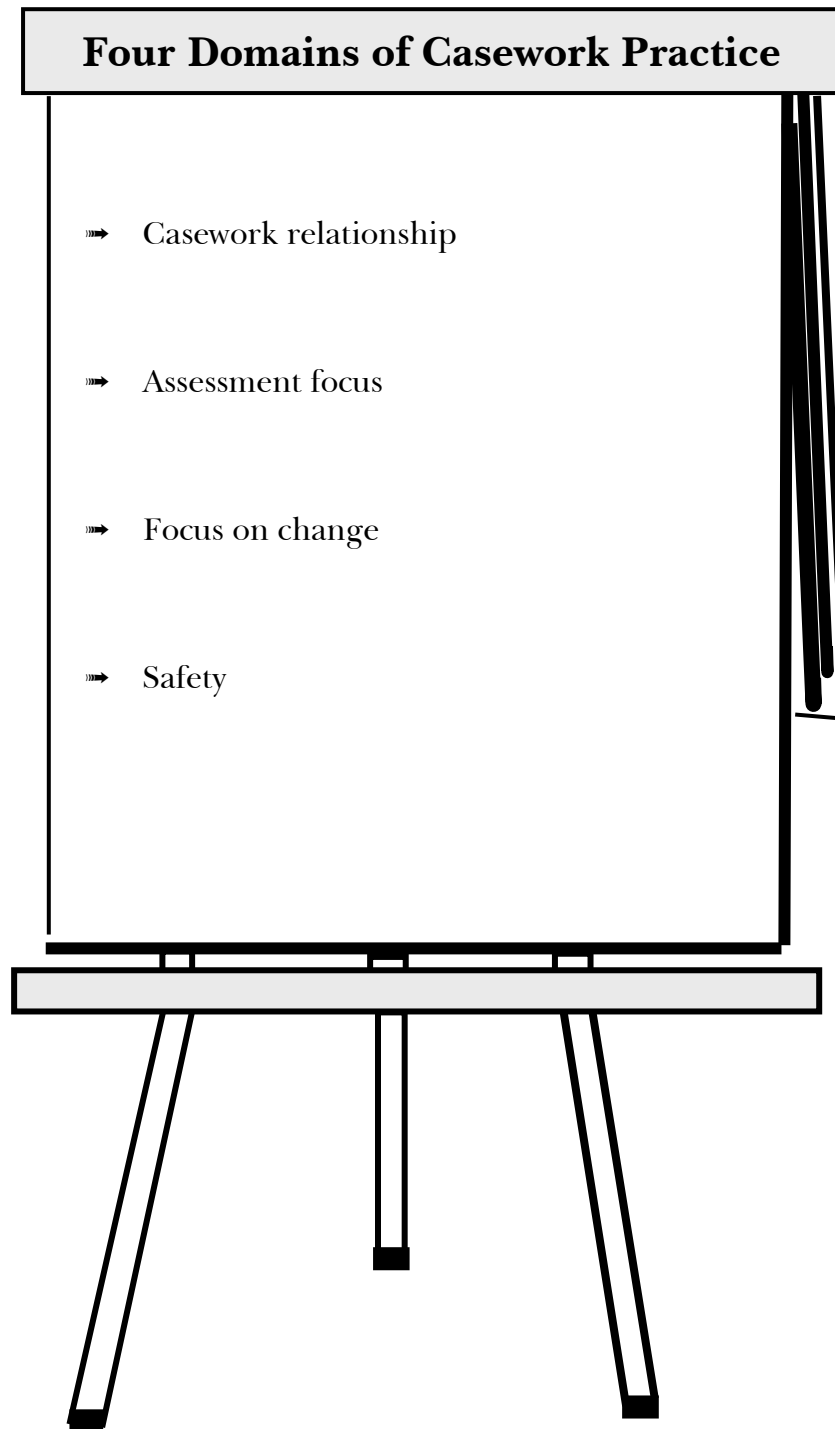
Conclude:

- During the week, we will be building on your identified strengths and responding to your challenges by demonstrating and practicing skills that will enhance your supervisory abilities.
- The foundation of this training is supervising the four domains of casework practice: casework relationship, assessment, focus on change, and safety. Child welfare supervision focuses on the activities workers carry out attendant to those tasks.
- As we progress through the knowledge, attitudes, and skills offered throughout our time together, consider them through the lens of your district or agency and ask yourself, "How will this help me be more effective with a particular worker, my unit, and my administration?"

Postlude: Having met each other and shared your experience of supervision, we will now begin to look at the different functions that a supervisor fulfills.

Kadushin Says . . .

A supervisor is an “agency administrative staff member to whom authority is delegated to direct, coordinate, enhance and evaluate the on-the-job performance of the supervisees for whose work he/she is held accountable.”



Child Welfare/Child Protective Supervisory Core Training: Module One, Foundations Course Outline

LearnLinc Preclassroom Components

- seven SET behaviors
- safety in New York State
- risk in New York State

Classroom Component

- the role of child welfare supervisor as leader
- personal leadership styles and how to use them
- the functions of child welfare supervision
- the stages of worker development
- worker development related to casework practice domains
- the Supervisory Effectiveness Training model
- the Performance Management Cycle and coaching in order to advance supervisory practice
- effective time management

My Supervisory Training

1. Which of your strengths and abilities did you use most often in your role as a child welfare worker?

2. Which of your strengths and abilities as a caseworker do you find yourself using most often in your role as a supervisor?

Which have proven helpful?

Which have not?

3. Identify your specific strengths and challenges in each of the following practice domains:

➔ Workers' development of casework **relationships** with families:

Strengths:

Challenges:

My Supervisory Training

- ➔ Workers' ability to conduct strength-based, child-centered, and family-focused **assessments**:

Strengths:

Challenges:

- ➔ Workers' ability to influence lasting **change** in families:

Strengths:

Challenges:

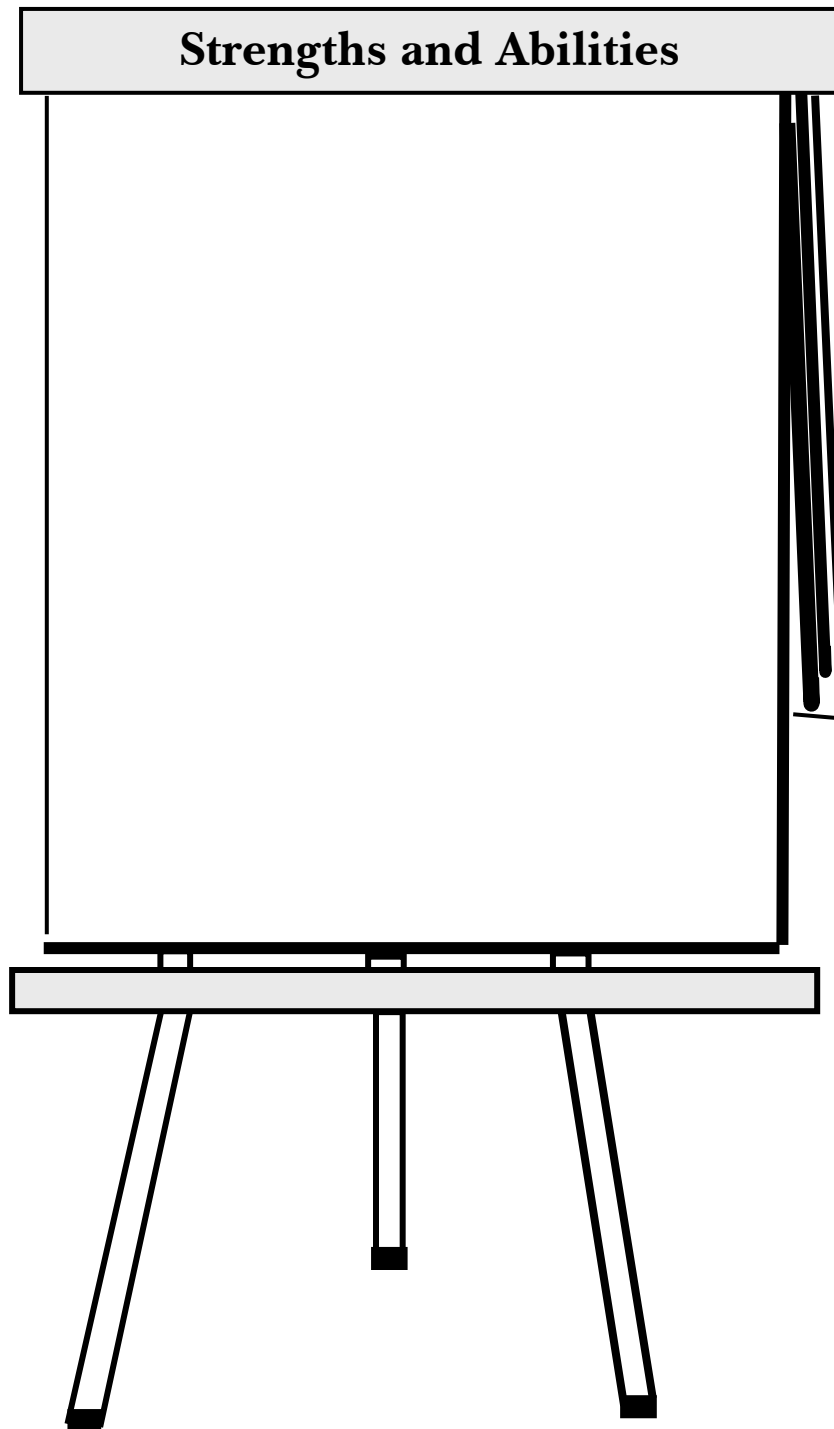
- ➔ Workers' attending to **safety** throughout the life of a case:

Strengths:

Challenges:

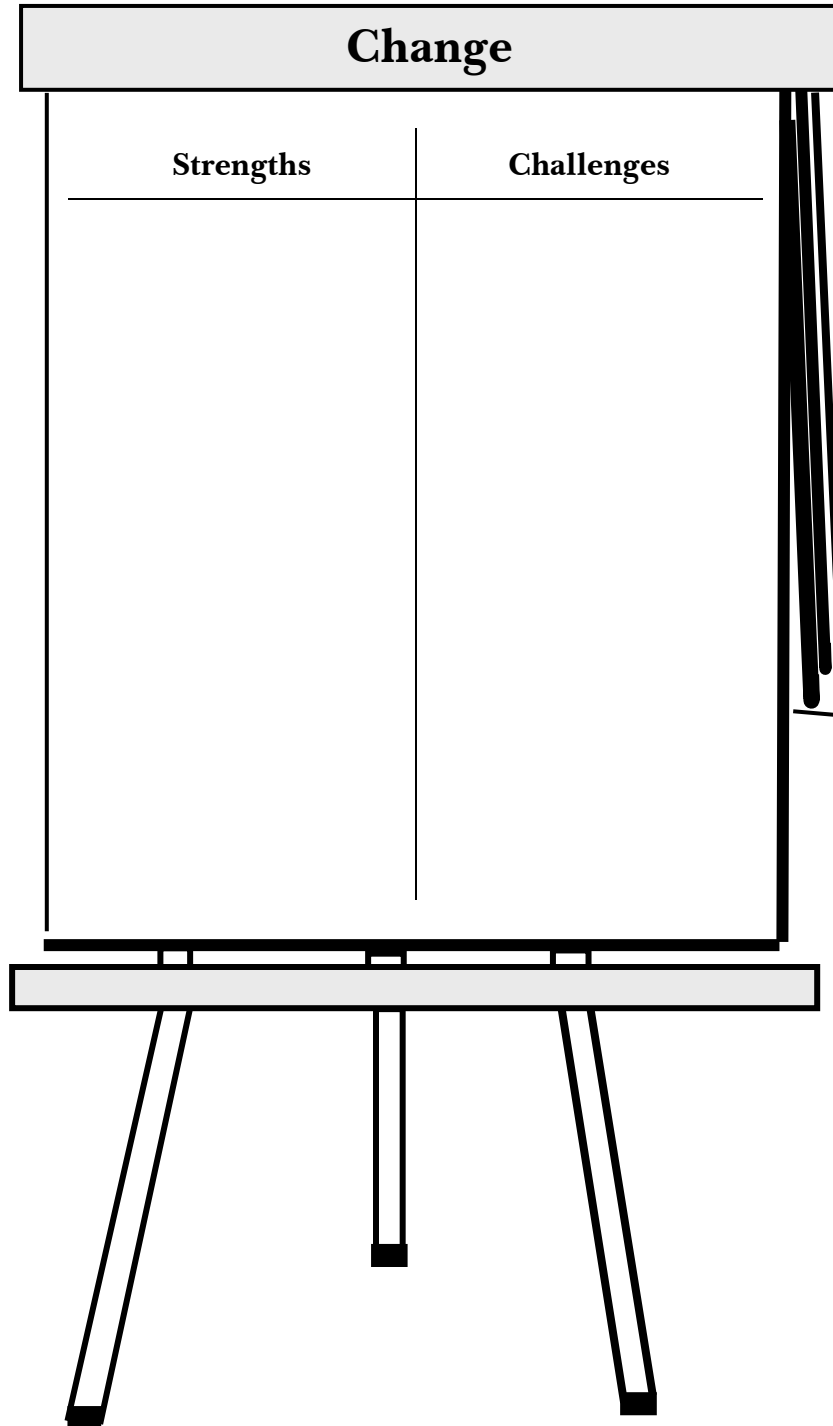
My Supervisory Training

4. Outside of the practice domain, what is the **most challenging part** of your job?

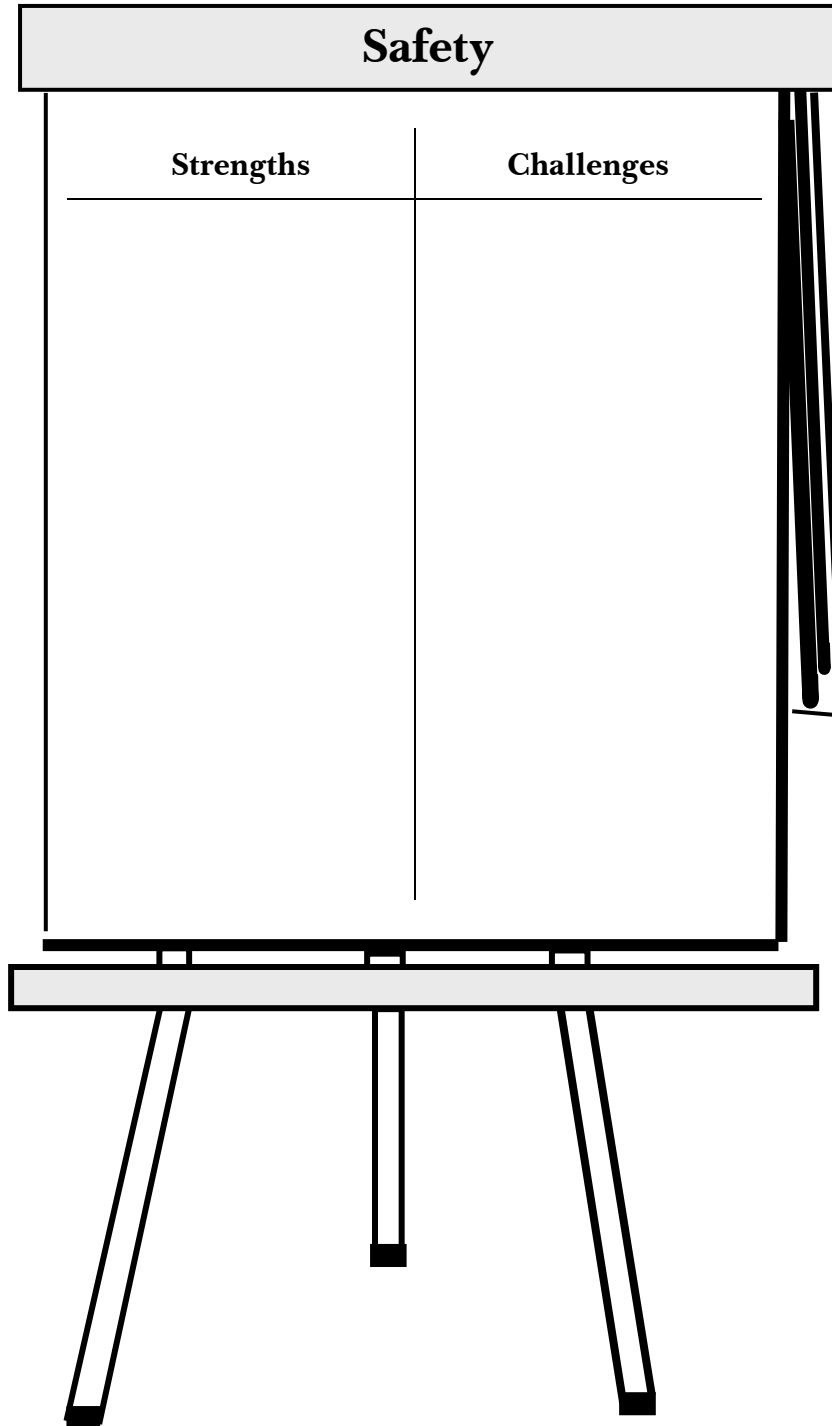


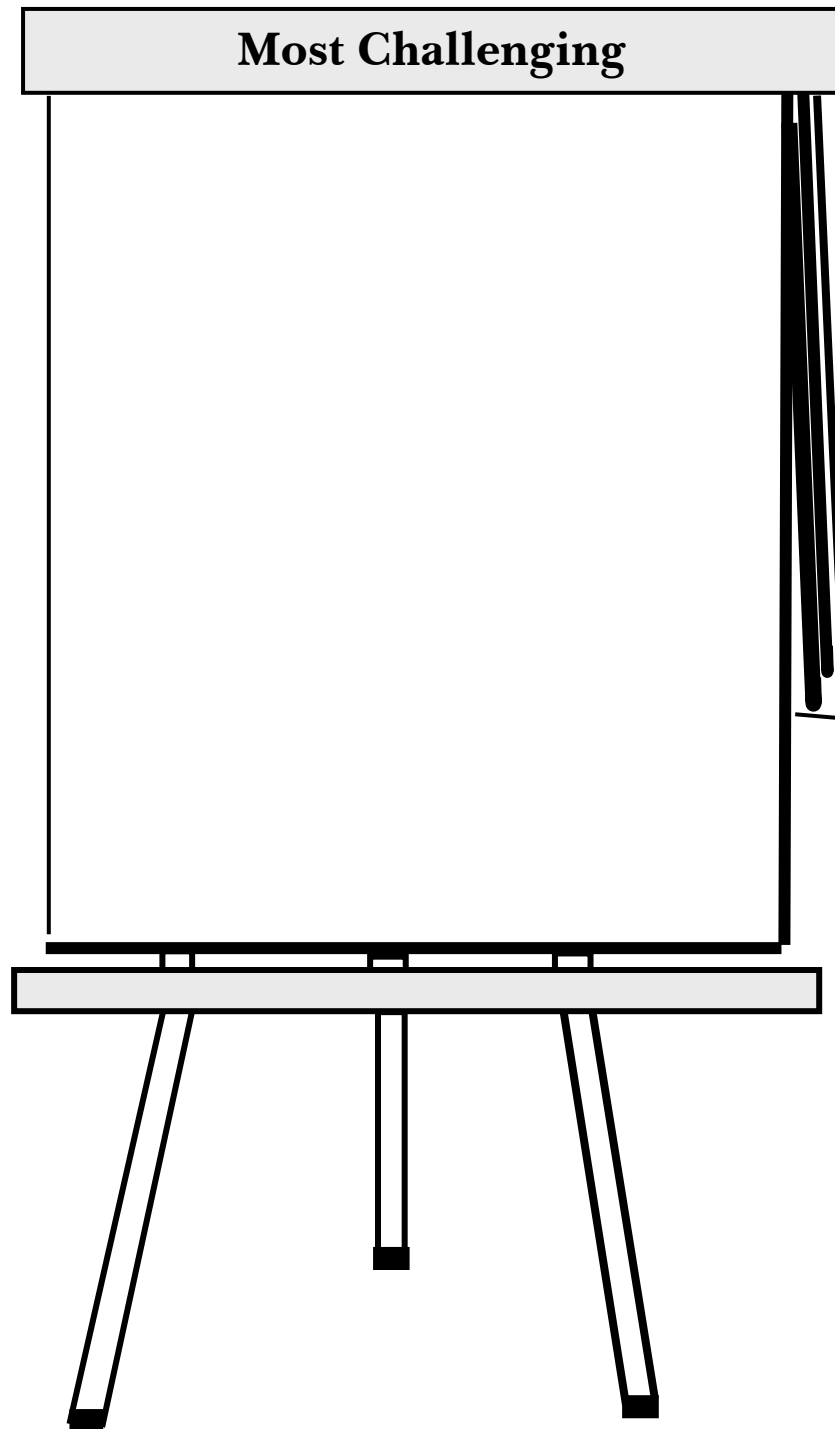
Relationships	
Strengths	Challenges

A graphic of a flipchart on a stand. The flipchart has a title bar at the top with the word "Relationships" in a bold, serif font. Below the title bar is a table with two columns: "Strengths" and "Challenges". The table is currently empty. To the right of the flipchart, there are several vertical lines representing a shadow or a stack of papers. The flipchart is supported by a horizontal base and three legs.



Assessment	
Strengths	Challenges





The Child Welfare Supervisor as Leader

Purpose	To advance participants' ability to be successful supervisors and leaders in child welfare.
Rationale	Child welfare workers' ability to perform their jobs effectively and efficiently is dependent on the skilled leadership of their supervisors. An integral part of being a skilled leader is an understanding of how leadership styles impact workers' performance. As leaders, supervisors need to understand and be able to implement basic supervisory functions to guide their workers' development and influence change in families.
Enabling Abilities	<p>Participants will be able to:</p> <p><i>Cognitive</i></p> <ul style="list-style-type: none"> • define three leadership styles • describe the seven SET behaviors • differentiate the functions of supervision • explain how to integrate interpersonal helping skills with SET behaviors • describe the impact of leadership styles on job performance • explain the intersection of leadership styles and supervisory functions • describe the role of SET behaviors in carrying out supervisory functions <p><i>Affective</i></p> <ul style="list-style-type: none"> • value the need to use a variety of leadership styles in order to support workers to influence lasting change in families • appreciate their capacity to develop as leaders • value SET as a method of anchoring their supervision in child welfare <p><i>Operative</i></p> <ul style="list-style-type: none"> • develop vision and value statements for their units

Materials	Handouts, BRODY’S LEADERSHIP STYLES, SEVEN SET BEHAVIORS, FUNCTIONS OF SUPERVISION, COMPONENTS OF COMMUNICATING EXPECTATIONS, FACTS ABOUT FEEDBACK, BENEFITS OF COACHING, VISIONS, VALUES, SAMPLE VISIONS AND VALUES STATEMENTS; worksheets, EVALUATING LEADERSHIP, LEADERSHIP QUESTIONNAIRE (and SCORING KEY), SUPERVISING SUE HANOVER (and TRAINER’S KEY), CHARACTERISTICS OF GOOD COACHES; flipchart, LEADING TOWARDS PROGRESS; PowerPoint slide, COACHING AND THE PMC.
Time	270 minutes.

Learning Process

Integrative Statement: Because leadership is such an intrinsically important component of supervision, we are going to examine leadership styles along with the functions inherent in the supervisory role.

Considering the child
welfare supervisor as
leader

State: “All of you are child welfare supervisors who are currently supervising CPS workers, preventive workers, and/or foster care/adoption workers.”

Ask: “Do you think of yourselves as leaders?”

Caution: The anticipated answer from a group of supervisors is “yes.” If, however, you hear some responses of “no,” do not invite elaboration. Rather, acknowledge both responses and say we will now examine what leadership is and how it plays a part in a supervisor’s role.

State: “Ralph M. Stogdill, a figure in the field of leadership studies, defined leadership as ‘the process of influencing others toward the achievement of organizational goals.’”

Ask:

- Whether or not you think of yourselves as leaders, would you agree that, according to this definition of leadership, you are leaders in your role as supervisors?

Comment: It is anticipated that the group response will be “yes.”

- Do you believe that leaders are born or developed?

Explain:

- This question has been debated for centuries.
- While we know that there are certain attributes, such as physical well-being and intellectual capacity, that contribute to leadership potential, each of us has the power to develop as leaders.
- Three outcomes are commonly associated with leaders. They:

- ✓ produce results
- ✓ produce accepted results in an acceptable manner
- ✓ produce results that encompass both short-term goals and long-term vision
- Leadership, by definition, consists of having influence. “Influence” means that you affect others in relation to performing job-related tasks.
- Your authority to influence others is derived from two sources: your position and your knowledge.
- You earned a position of authority in your agencies, and you can further develop yourselves as leaders.
- We know you have the authority to influence child welfare workers.
- However, having authority is not synonymous with knowing how to maximally use it to accomplish organizational goals.
- In the previous activity, we talked about the four domains of practice in which supervisors are responsible for guiding the work of their staff: the development of the casework relationship; conducting a strength-based, child-centered, and family-focused assessment; influencing change in families; and attending to safety throughout the life of the case.
- Advancing practice in these domains means that change must be promoted in families, and for that to happen supervisors often must promote change in their workers.

Assessing one's leadership style

State: “We are now going to give you an opportunity to make decisions as a leader.”

Refer participants to the worksheet, LEADERSHIP QUESTIONNAIRE.

Instruct participants:

- Complete the worksheet, LEADERSHIP QUESTIONNAIRE, by reading the 15 statements and circling the number that represents how strongly you feel about the statement. Numbers range from 5 (almost always true) to 1 (almost never true).

- This is a self-assessment and, as such, is for your use only. You will not be asked to share your results with others.

Ancillary instruction:

- When participants have completed the worksheet, LEADERSHIP QUESTIONNAIRE, distribute the scoring key and have them score themselves by placing their circled numbers in the score box next to the number of the item that corresponds to the statement on the questionnaire.
- Direct participants to add their scores from each of the three columns and place each number in the row marked TOTAL below each column.
- You have just completed your assessment of your own leadership style. Look at the three numbers next to the word TOTAL. Circle the highest number. The word under that number identifies the most dominant part of your style. For example, if the highest number was recorded in the column that ends with the word *Directive*, then your dominant leadership style is directive.

Ancillary instruction: Refer participants to the handout, BRODY'S LEADERSHIP STYLES.

- The highest of the three scores on your questionnaire indicates the style of leadership you are likely to be most comfortable using.
- Ralph Brody, in his book *Effectively Managing Human Service Organizations*, redefined an earlier scholar's work (Kurt Lewin) to become the three you see on your assessment:
 - ✓ Directive: The directive leader assumes responsibility for making decisions and makes sure the work gets done.
 - ✓ Participative: The participative leader presents ideas and invites feedback from workers. The participative leader retains final decision-making authority but wants employees to suggest alternative solutions.
 - ✓ Delegative: The delegative leader gives decision-making power to his/her workers and is comfortable assuming no more authority than that of the workers in the unit.

Comment: We will be using Brody's language throughout this training.

Ask:

- Did your rating fit your self-perception or were you surprised?
- How many of you found that you have more than one style that you seem to use frequently?

State: “We have seen by answering the questions on the LEADERSHIP QUESTIONNAIRE that we do not strictly adhere to one leadership style over another. We identified the leadership style we are most comfortable using, the one that best “fits” us. But whatever that style, we also see that sometimes we use the other two styles.”

Refer participants to the flipcharts, MOST CHALLENGING, RELATIONSHIPS, ASSESSMENT, CHANGE, and SAFETY, from Activity A.

Ancillary instruction:

- Ask participants to identify which leadership style would be most useful in attending to the challenges that are recorded on the flipcharts.
- Code each challenge based on the style and provide feedback as indicated.

Explain:

- As your examples illustrate, all three styles have their place in child welfare supervision.
- The directive style is sometimes necessary, yet it is more time consuming for you, and time is an issue that is a concern for all supervisors.
- The delegative style is very useful when you have capable experienced workers, less so when you have new workers or workers who require considerable developmental feedback.
- The participative style is a leadership style that offers supervisory involvement while encouraging worker development.

Demonstrating
leadership styles and job
performance

State:

- We are now going to conduct a simulation of the impact of the three styles of leadership on job performance.
- The representations will be somewhat exaggerated but essentially true to the basic characteristics of each of the three styles: directive, participative, and delegative.

Divide participants into three groups.

Instruct participants:

- You will all assume the persona of child welfare workers.
- Each group will be assigned a supervisor, played by one of the trainers.
- The supervisor will give you instructions on how to carry out the task.
- The method of the instructions will be influenced by the dominant style of the respective supervisor, one of whom has a directive style, one of whom has a participative style, and one of whom has a delegative style.
- You will have five minutes to complete your task. At the end, you will be asked to report on your experience.

Display the flipchart, LEADING TOWARD PROGRESS.

Ancillary instruction: Each of you is to now join one of the groups and enact the supervisory role according to one of the following scripts:

Supervisor #1: You represent the supervisor most comfortable with the directive style of leadership. Convene your group and inform them what will be happening, as follows:

“Here’s what’s going to happen. I’m going to move the four of you who are by the far wall. You’re going to double up in the cubicles with the CPS workers; they’re out of the office a lot, anyhow. I’m going to take part of the break room; we’ll get a smaller refrigerator and get rid of the lunch table. Those of you who will be moving—please get your desks packed up and boxed by the end of the week so you can be ready to be moved whenever the construction starts. Isn’t it great that we’re going to have a visitation room?”

Supervisor #2: You represent the supervisor most comfortable with the delegative style of leadership. Convene your group and say the following:

“You are a bright and capable group of workers. Please develop a plan for situating this visitation room and let me know what you’ve worked out. I’ve got a meeting now. Somebody can catch up with me later and fill me in.” Then walk away from the group, leaving them to struggle on their own.

Supervisor #3: You represent the supervisor most comfortable with the participative style of leadership. Convene your group and facilitate a discussion with your group that will engage them in brainstorming possible solutions, such as:

- “What are your ideas about where we could put this visitation room?”
- “What are the pros and cons of each location?”
- “Do you have any ideas about other locations where unsupervised visitation could occur besides in the agency?”
- “What kind of support would you need to increase your use of locations besides the agency for visitation?”

Suggestion: Since the time for this discussion is so brief, the trainer playing supervisor #3 should consider preparing a list of these questions as an agenda for the group.

Conduct the small-group exercises.

Instruct participants to complete the worksheet, *EVALUATING LEADERSHIP*, within their small groups and to appoint a reporter.

Reconvene the large group.

Ancillary instruction:

- Tell each of the three reporters to begin their report by reading the instructions their “supervisor” was given, in order to contextualize the experience of their group.
- Facilitate the groups’ reporting.

Discuss: “Based on your experience in this exercise, which “comfort zone” (style) of leadership would you recommend to a new supervisor, and why?”

Explain:

- As you have just experienced, while there is a place for directive and delegative approaches to leadership, they

have greater limitations as a predominant style (or comfort zone) than the participative approach as a predominant style (or comfort zone).

- A supervisor may use the directive approach when communicating an expectation, such as workers must return to the office from a home visit if it ends earlier than a certain time in the afternoon. However, if the worker is not involved in that directive, e.g., doesn't understand the reason for it or isn't offered information to appreciate why the supervisor has communicated the expectation, he/she may only comply if there seems to be danger of disciplinary action.
- The delegative approach can be very effective and empowering with a group of experienced, skilled workers charged with a defined task; it is likely to be immobilizing with a new worker.
- The participative approach is the style that brings together—under the leadership of the supervisor—the resources of a dyad (the supervisor and worker) or a unit (the supervisor and workers) to solve problems and generate ideas.

Integrating SET
behaviors

Instruct participants: “Read the handout, SUPERVISING SUE HANOVER, and complete the instruction at the end.”

Ancillary instruction: When participants have completed this task, have them rank-order their lists from most important to least important and the sequence with which they would complete their list, if applicable.

Reminder: A trainer's key has been included to support the discussion of the upcoming processing of the worksheet.

Caution: This worksheet and key have been restricted to the singular focus on safety. However, a supervisor in this position could legitimately convey other important expectations, plans for monitoring, feedback related to such important work as the assessment of risk, underlying conditions, contributing factors, strengths, and change readiness, and the development of appropriate service plans.

State: “We're going to periodically return to the work you would envision yourself doing as Sue Hanover's supervisor.”

Ancillary instruction:

- Survey the group for how many people have either had SET in the past or participated in the iLinc session on SET.

- Adjust all references to SET that follows, including the work they did on SUPERVISING SUE HANOVER, depending on the level of familiarity with SET (i.e., through past Sup Core and/or iLinc training on SET).

Ask: “Based on your current understanding, what is SET?”

Explain:

- S-E-T stands for “Supervisory Effectiveness Training.”
- Supervisory Effectiveness Training (SET) is based on ten years of research conducted by the Management Research Group in Maine. Their research was done with thousands of managers and supervisors in both the private and public sectors – including child welfare supervisors.
- Six behaviors were identified by this research that distinguished effective from ineffective supervisors. A seventh behavior, coaching, was added for the New York State version of SET.
- Research has concluded that supervisory effectiveness is a function of both the supervisor’s competence and the level at which the behavior is emphasized. To be an effective supervisor, one must be competent in the use of the SET behaviors and emphasize their use in supervisory practice.
- Let’s look now at the seven SET behaviors.

Ancillary instruction: Refer to the handout, SEVEN SET BEHAVIORS.

Communicating
expectations

State:

- The first SET behavior is communication of expectations, which involves clearly emphasizing the expectations of the job so they are understood by your workers. Supervisors who emphasize this SET practice have clear standards of practice and communicate them so they are understood by their workers.
- Communication of expectations revolves around two important focal points for supervisors – clarity of expectations and sharing information.
- In order for child welfare workers to do their jobs effectively, supervisors must share information with them.

Supervisors who share information freely, top down and bottom up, are more effective than those who determine what information people need to know and then share information based on that determination.

Ancillary instruction: Refer to the handout, COMPONENTS OF COMMUNICATING EXPECTATIONS.

- The components you see on this handout will assist you in offering clarity as you communicate your expectations. If you include these components as you state your expectations, workers will have a clearer understanding of what is expected of them in their job performance.

Discuss:

- How many of you included the communication of expectations in your response to Sue Hanover?
- Describe which components, if any, you included.
- How high did this rank on your list of things to say to or do with Sue Hanover?

Monitoring

State:

- The next SET behavior we will examine is “monitoring.”
- Monitoring is the systematic way to evaluate performance, both for the individual worker and for the unit.
- Monitoring requires that a supervisor has thought through what the key measures of performance are and has developed a means to regularly oversee them.
- Monitoring helps a supervisor identify trends, which helps to determine any problems and develop logical interventions to resolve them.
- A supervisor who emphasizes this practice creates a system for tracking case activity and other delegated assignments on a case-specific level, across a worker’s entire caseload, and across the work of an entire unit.

Ask:

- How many of you included monitoring in your response to Sue Hanover? Describe your plan for monitoring.
- How high did this rank on your list of things say to or do

with Sue Hanover?

Providing feedback

State:

- The third SET behavior is feedback. Feedback provides information regarding a worker's job performance.
- Three types of feedback exist: positive, negative, and developmental feedback.
- We will be concentrating on two of these types of feedback – positive and developmental. The third, negative feedback, informs a worker of what he/she is doing wrong and rarely contributes to strengthening the worker's job performance.
- Positive feedback informs a worker of what he/she is doing well, such as when a supervisor says, "You recorded your last progress note within 24 hours of the event and used concreteness. Keep up that good work!"
- Developmental feedback suggests alternative ways of doing a job effectively. For example, a supervisor says, "I noticed in your last progress note that you used vague terms, such as 'she's doing well' and 'Mrs. Jones is reliable.' Rather than using terms such as these, which do not offer a clear picture, I'd like for you to describe what it is precisely that she's doing well – such as 'she made a new friend at school' – and what it is that makes Mrs. Jones reliable – such as 'Mrs. Jones attended all of her parenting classes.'"

Ancillary instruction: Refer to the handout, FACTS ABOUT FEEDBACK.

- Feedback must be directly related to clearly articulated expectations (communication of expectations) as well as linked to observable results (monitoring).
- The climate for presenting feedback should be open, allowing for discussion. Don't "dump and jump," leaving workers to have to interpret feedback on their own.
- Without mutual trust and professional respect in the relationship, feedback often will not result in improved performance.
- Feedback should be based on credible information and facts, not on hearsay. In order for feedback to help change behavior, it should be given in a timely manner, privately,

and have practical value.

- In order to have an influence on the worker's performance, feedback should be given frequently and concretely. It should compare specific results against expectations. Vague statements such as "great job" do not clarify performance issues.

Discuss:

- How many of you included the provision of feedback in your response to Sue Hanover? Describe your feedback.
- How high did this rank on your list of things say to or do with Sue Hanover?

Examining the
Performance
Management Cycle

State:

- The first three SET practices – Communication of Expectations, Monitoring, and Feedback – form the crux of activity referred to as the "performance management cycle." These behaviors directly impact staff performance.
- The components of the Performance Management Cycle clarify what is expected; provide information needed to accomplish expectations; monitor progress toward expectations so change can occur as needed; and enable information to be gathered for the purpose of providing feedback.
- Supervisors who use the Performance Management Cycle in their supervisory practice enable workers to achieve higher standards of job performance. That is, supervisors who convey expectations clearly and often, who monitor performances against expectations, and who provide feedback to their workers frequently and directly, produce workers who get the job done.

Ask:

- How many of you included all three elements of the performance management cycle in your projected supervision of Sue Hanover?
- If you didn't, do you believe her supervision would be improved if you had?

Exploring a Supervisory
Focus

Explain:

- The fourth SET behavior is Supervisory Focus. It has four major components.
- **Getting Results Through Others:** This does not mean merely delegating a task. It does mean the supervisor is able to get work done through others by providing leadership, direction, education, and support.
- **Using Power and Influence:** The supervisor must be comfortable using power and influence to gain the commitment and compliance of staff, shaping their behavior toward necessary outcomes.
- **The “Glass Bubble”:** This means always being visible. Supervisors are asked to manage achievement of agency goals, as well as to respond to staff needs. They are constantly visible to both those above and below them as they make decisions.
- **Managing Conflict:** Effective supervisors must be comfortable managing conflict. When comfortable, they will be clear and direct in communicating expectations and, when necessary, be able to negotiate with all sides in a conflict. Again, we will be discussing managing conflict during the classroom session.

Discuss:

- How many of you included a supervisory focus in your response to Sue Hanover?
- If you did, which of the four components were included in your focus?
- How high did this rank on your list of things say to or do with Sue Hanover?

Emphasizing production

State:

- Production is the fifth SET behavior. Production means an emphasis on results.
- Supervisors who emphasize production communicate urgency around results. They also set high standards of

quality and excellence and they are clear about the bottom and top line of performance.

- It is not enough to simply say you have high standards. Supervisors who emphasize results show through their own behavior that results are important, by modeling and by taking action when performance does not meet the expectations. Similarly, high standards of excellence are reinforced by recognizing excellent performance.
- It is important to remember that by “results” we mean not only quantitative results (e.g., did workers make all required contacts during a particular time period) but more importantly, qualitative results (e.g., did workers have planned and purposeful contacts and did they follow the framework of practice during the contacts).

Discuss:

- How many of you included production in your response to Sue Hanover? If so, please describe it.
- How high did this rank on your list of things say to or do with Sue Hanover?

Emphasizing people

Explain:

- The sixth SET behavior we will discuss is people.
- Supervisors who emphasize people demonstrate concern for how workers are experiencing the job. Supervisors demonstrate empathy by listening to workers’ concerns and recognizing each person as uniquely possessing strengths and needs. They are also facilitatively genuine with staff.
- This dimension also involves the supervisor’s need to be liked. A supervisor with strong needs for affiliation may have trouble providing developmental feedback and/or managing conflict. A supervisor who has little affiliation needs may not build commitment and trust and not let people know that their needs are heard.
- People-oriented supervision results in motivated staff. Supervisors can establish a people-oriented work environment by:
 - ✓ creating a sense of openness by establishing an

atmosphere of trust and promoting clear communication

- ✓ involving staff and promoting collaboration that enhances information sharing
- ✓ promoting stability that minimizes negative reactions and resistance to positive change
- ✓ communicating a concern for people and a desire to listen to staff

Ask:

- How many of you included a “people” focus in your response to Sue Hanover? If so, please describe it.
- How high did this rank on your list of things say to or do with Sue Hanover?

Introducing coaching

State:

- Supervisors who emphasize the final SET behavior, coaching, set developmental goals with staff and regularly work toward the goal of improving performance.
- Supervisors who provide coaching model effective behavior (show how), observe workers’ performance, and provide feedback to assist workers in their job performance through the refinement and enhancement of their existing skills.
- Coaching is based on the other SET practices, including the Performance Management Cycle.

Ancillary instruction: Refer to the PowerPoint slide, COACHING AND THE PMC, while stating the following:

- **Communication** – providing information on what is expected of staff, what desired performance looks like, and by giving workers information on how to perform.
- **Monitoring** – by observing performance and reviewing case records.
- **Feedback** – by emphasizing positive and developmental feedback and providing it frequently.
- Additionally, the SET behaviors of production and people play a role:
 - ✓ **Production** – by communicating expectations of high standards and quality for delegated tasks, then

providing feedback regarding the results.

- ✓ **People** – by showing concern for the worker’s feelings, needs, strengths, and goals.

Discuss:

- How many of you currently coach your workers?
- What benefits do you see in using this SET behavior?
Ancillary instruction: Record participants’ responses on a flipchart.

Instruct participants:

- Individually read the handout, THE BENEFITS OF COACHING.
Ancillary instruction: Compare the items on the flipchart to the material on the handout.
- Now, individually complete the worksheet, CHARACTERISTICS OF A GOOD COACH.

Ask:

- Which of these qualities do you see in yourself?
- What is your plan for strengthening any of the characteristics that you placed a star next to?

Explain:

- Effective supervisors are coaches who help guide, support, and motivate workers both individually and in teams. They provide essential training when needed and recognition when earned. In the coaching process, the supervisor clarifies expectations and does whatever is necessary to assist workers in performing their best.
- Coaching is active, versus passive. It requires specific skills, like observation and assessment, effective questioning, active listening, and feedback.

Discuss:

- How many of you included coaching in your response to Sue Hanover? If so, please describe.

- How high did this rank on your list of things to say to or do with Sue Hanover?
- Do you think that Sue Hanover and the work you supervise her in doing would benefit from a more conscious use of all these SET behaviors? If so, how?

Clarifying the functions
of supervision

Explain:

- In addition to using SET behaviors and our leadership styles, we also use the interpersonal helping skills and core conditions in supervising our workers.
- The role of supervisor also extends to certain functions.
- You'll remember that we briefly discussed Alfred Kadushin, who was a significant figure in supervisory education and literature. He identified three functions that child welfare supervisors perform: administrative, educational, and supportive. Kadushin's paradigm is compatible with the four domains of practice, as we will be discussing.
- Scholars in the field have added additional functions that center around advancing change, which you'll remember is also a domain of practice.

Instruct participants: "Read the handout, FUNCTIONS OF SUPERVISION, and place a check mark next to the functions that you are currently doing well and a star next to the functions that you could do more of."

Ancillary instruction:

- Inquire whether participants view these functions as being compatible with their job.
- Elicit any questions or comments participants have about the functions of supervision. Respond accordingly.

Creating vision and
values statements

State:

- We'll continue to work with all of these supervisory functions and how they intersect with SET and leadership styles in later activities.
- Now, let's focus more specifically on two functions, creating vision and clarifying values.
- Child welfare—on national, state, and local levels—has

established a unifying purpose for our work.

- This purpose, or mission, can be simply described as, to achieve the outcomes of safety, permanency, and well-being for all children in need through the development of professional helping relationships and partnerships with other stakeholders dedicated to children and families.
- Vision statements must be consistent with the agency's mission and be achievable.
- Vision statements must also be grounded in values supportive of the vision and mission.
- We have reached mutual understanding on the definitions of leadership and supervision, as well as on the functions and SET behaviors you employ to achieve progress on our mission.
- Without the leadership and supervision you provide, success in our field would not be possible.
- To further strengthen your ability to carry out your supervisory functions, we are going to provide you an opportunity here to develop an initial vision statement and corresponding values.
- Let's start by adding a little more clarity to the terms *vision* and *values*.

Comment: The following exercise is based on the assumption that most, if not all, participants have yet to develop a vision statement and supportive set of values with or for their units. If they have, adjust the material accordingly.

Instruct participants:

- Individually read the handouts, VISIONS, VALUES, AND SAMPLE VISIONS AND VALUES STATEMENTS.
 - Ancillary instruction:** Divide participants into groups according to their specialization in child welfare (i.e., child protective, preventive, foster care, adoption, etc.).
- Imagine you were workers in a unit who were delegated this task. Work together to create a vision and values statement for your group that would empower yourselves as workers in your unit.
- Use the handouts, VISIONS, VALUES, and SAMPLE VISIONS

AND VALUES STATEMENTS, to guide your work. When you have completed this task, you will exchange your visions and values and give each other feedback.

- Begin.

Ancillary instruction:

- Circulate to provide coaching, as needed.
- Facilitate the exchange of vision and value statements and have them provide each other feedback, using the two sets of criteria contained in the handouts, VISIONS and VALUES.

Discuss:

- Did anybody emerge as a leader in your group? If so, what was his/her leadership style?
- What interpersonal helping skills and/or core conditions, if any, did you use with one another in order to accomplish this task?
- How many of you currently have vision/values statements in your unit?

Comment: The anticipated response will likely be few, if any.

- Do you believe that your unit would be more unified and effective if you were to develop vision and values statements with them?
- Would you have felt differently about these visions and values if a supervisor had written them without your involvement and had then tried to implement them in your unit? How so?
- How would you use SET behaviors, interpersonal helping skills, and core conditions to have your workers collaborate on this task?
- How many of you are now going to do this in your units?

Summary points

Conclude:

- Child welfare workers' ability to perform their jobs effectively and efficiently is dependent on the skilled leadership of their supervisors.
- An integral part of being a skilled leader involves an understanding of how leadership styles impact workers'

performance.

- The eight functions of supervision structure a way to create change and achieve organizational goals.

Postlude: In this activity, we have been looking at leadership styles, as well as the functions of supervision. In the next activity, we will look primarily at the educative function of supervision, which is assessing and promoting worker development.

Leadership Questionnaire

The following statements contain beliefs about leadership. Next to each statement, circle the number that represents how strongly you feel about the statement. Be honest about your choices as there is no right or wrong answers. It is only for your use and will not be shared with anyone else.

Item		Almost always true	Frequently true	Occasionally true	Seldom true	Almost never true
1.	My workers can ask questions, but I make all final decisions.	5	4	3	2	1
2.	I am aware of the decisions my workers make and discuss most decisions with them so I can better understand why and how they made the decisions.	5	4	3	2	1
3.	When I receive email from administration about changes in policy or procedure, I just forward it to my workers.	5	4	3	2	1
4.	I tell my workers what has to be done and how to do it, and I expect them to do what I tell them.	5	4	3	2	1
5.	When information needs to be shared with workers, I usually call a meeting and discuss it with them.	5	4	3	2	1

Leadership Questionnaire

Item		Almost always true	Frequently true	Occasionally true	Seldom true	Almost never true
6.	When a worker needs help with a case, I send him/her to another worker who has dealt with a similar situation.	5	4	3	2	1
7.	When someone fails to do what I've told them, I meet with them immediately and make it clear that failure to follow my instructions will result in a poor performance evaluation.	5	4	3	2	1
8.	I like to use my leadership power to help workers develop their skills.	5	4	3	2	1
9.	I let my workers take the lead with families and offer help only when asked.	5	4	3	2	1
10.	I do not allow my workers to make decisions on their own; I approve all decisions my workers make.	5	4	3	2	1
11.	I welcome input and ideas from my workers and am willing to implement any good suggestion.	5	4	3	2	1

Leadership Questionnaire

Item		Almost always true	Frequently true	Occasionally true	Seldom true	Almost never true
12.	I trust my workers to make decisions on their own without consultation with me.	5	4	3	2	1
13.	My subordinates know I am in charge of the unit.	5	4	3	2	1
14.	When someone fails to do what is expected of them, I discuss it with them to find out what happened.	5	4	3	2	1
15.	I allow my workers to decide how they each will manage their own caseload.	5	4	3	2	1

Leadership Questionnaire: Scoring Key

In the spaces below, place the number you circled of each item on the questionnaire. For example, if you circled item one with a 3 (Occasionally true), then enter a 3 next to item one in the box marked "score." When you have entered all the scores for each question, total each of the three score columns.

ITEM	SCORE	ITEM	SCORE	ITEM	SCORE
1.		2.		3.	
4.		5.		6.	
7.		8.		9.	
10.		11.		12.	
13.		14.		15.	
TOTAL		TOTAL		TOTAL	
	Directive		Participative		Delegative

Brody's Leadership Styles

Directive: The directive leader assumes responsibility for making decisions and makes sure the work gets done.

Participative: The participative leader presents ideas and invites feedback from workers. The participative leader retains final decision-making authority, but wants employees to suggest alternative solutions.

Delegative: The delegative leader gives decision-making power to his/her workers and is comfortable assuming no more authority than that of the workers in the unit.

Leading Towards Progress

You are a group of child welfare workers in a large, overcrowded agency where space to interview parents is limited to two rooms. Your supervisor has called a meeting to discuss the creation of a visitation room within the space available in the agency.

Evaluating Leadership

Answer the following questions:

1. How successful were you in completing this task?

2. On a scale of 1 to 5 (1 = very difficult, and 5 = exceptionally easy), how easy was it to complete this task?

3. What, if any, of your needs were impacted (met/not met), and how?
 - »» Survival

 - »» Security

 - »» Affiliation

 - »» Self-esteem (loveable, worthwhile, capable, responsible)

 - »» Autonomy

 - »» Growth

4. If your supervisor were to always lead in this manner, how would your ability to succeed in all aspects of your work be influenced?

Supervising Sue Hanover

You are a Preventive Services supervisor at the LDSS. One of the workers under your supervision is Sue Hanover, who is 52 years old and has been employed at DSS for eight months. She returned to school and completed her undergraduate degree last year after being laid off from a bank, where she was employed for the past 27 years. Following the death of her spouse, she raised her two children to adulthood while maintaining a full-time job.

You have assigned a new case (Mary Banner) to Sue Hanover, and you have asked her to review the electronic case record and be prepared to discuss the case during her regularly scheduled supervision time. She has had to reschedule her supervisory meeting for the past two weeks because of emergency calls from parents, and she has already told you that she has several important issues from other cases that need to be discussed.

The case record states that Mary Banner, age 19, has two children—Tommy, age 2, and Emma, age 10 months. Two months ago a report was made to the State Central Register regarding Tommy hanging out of a third-story bedroom window. The CPS worker discovered several other safety factors present when he made his initial visit, including exposed wiring, peeling paint, and hazardous cleaning supplies accessible to both children, a staircase with no barrier to prevent the children from falling, spoiled milk on the counter that Mary Banner intended to give Tommy to drink, as well as windows without screens and piles of garbage throughout the apartment. Both of the children are at home with Mary all day long. Mary stated that she dropped out of high school “as soon as she could,” and has had a series of low-paying jobs that each lasted only a few weeks.

After speaking with Mary’s mother, Barbara Banner, the CPS worker put in place a safety plan that required Emma and Tommy to stay at Barbara’s home while the safety issues in the apartment were taken care of by Mary and her landlord. It was decided after four weeks that the children could safely return home; however, the CPS worker determined that the Banner children were at high risk for future maltreatment and requested that Preventive Services be put in place to further assess the situation, adjust the safety plan if necessary, and provide any needed services.

In the past eight months, you have observed that Sue has had a relatively easy time engaging most parents, although she has shared with you that she has difficulty using skills such as confrontation in situations where she knows it is appropriate. She has worked with several young mothers and their children, which she consistently finds to

Supervising Sue Hanover

be a very frustrating experience. She has told you that she prefers to work with “older” parents, and you have overheard her admit to co-workers that she has a difficult time relating to the “new generation of parents,” who “don’t like to listen to advice on how to raise their kids.” She claims that after her spouse died and left her as a single parent, *she* welcomed all of the help that she could get from friends and relatives and can’t understand why young parents wouldn’t take advantage of all of the programs that are available to help them, especially since they’re usually not even required to pay for them.

Sue admits that she is uncomfortable with her role as an authority figure and is unsure about how to use her authority to influence change. For instance, Sue has shared with you that she doesn’t want to “come on too strong” when parents aren’t “cooperating” by not following through on the activities they agreed to work on, but she also realizes that she needs to make sure they know the consequences for not accomplishing the outcomes they agreed to work toward in the service plan. In previous supervision sessions, you’ve felt that Sue was hesitant to discuss this issue, and you think it’s likely she feels that to do so would result in your not feeling confident that she can do her job.

Therefore, you anticipate that Sue might have difficulty engaging Mary Banner, based on both the differences in their ages and on comments made by the CPS worker in his progress notes. He stated numerous times that although Mary Banner told him that she understood the safety concerns in the apartment and that the children could not return home until they were rectified, she failed to contact her landlord for a week after the children were placed with her mother. She also failed to make other necessary changes in the apartment (e.g., taking piles of garbage out of the apartment, childproofing cabinets containing cleaning supplies) until he repeatedly told her that the children would not be returned to her if the safety issues were not addressed. He also stated that Mary often appeared to have trouble with focusing on their conversations during home visits and with following through on agreed-upon activities. He noted that this made him think that Mary might have some type of cognitive impairment.

You recall that several of Sue’s previous clients had learning disabilities and she reported that she found it difficult to explain things to them at times. If an experienced CPS worker had a hard time getting Mary to make the short-term changes necessary to get her children back, you wonder how Sue is going to influence her to make long-lasting changes that will enable her to keep her children safely in her care.

Supervising Sue Hanover

As the Preventive Services supervisor for this worker, list all the things you would do to promote this worker's ability to successfully accomplish the child welfare outcome of safety.

Supervising Sue Hanover: Trainer's Key

1. Communication of Expectations:

The performance expectation for Sue's initial home visit with Mary Banner is that Sue will assess the safety status of Tommy Banner, age 2, and Emma Banner, age 10 months and adjust the safety plan as necessary.

Purpose of Performance: (*why the task must be completed*)

The performance of this expectation must be completed because all child welfare workers, regardless of their role, are responsible for assessing and managing safety safety throughout the life of a case.

Outcome of Performance: (*how much must be completed to achieve purpose*)

Sue will have accurately assessed the presence of any current safety factors for the Banner children. The safety factors that resulted in Tommy and Emma going to live with their grandmother, Barbara Banner, for four weeks will have received the highest priority for assessment. If there were any safety factors that rose to the level of immediate or impending danger of serious harm, Sue would have found out if Barbara Banner was still available as a resource for the children or whether there were any other mitigating strengths or resources that could offset the safety factors. A safety plan would have been put in place for the children, if needed.

Timelines of Performance: (*when task begins and when completed*)

The safety assessment will be done by Sue at her initial home visit with the Banner Family this afternoon and completed and recorded upon her return to the office. Because Sue is still relatively new to the agency, I will ask her to contact me by phone from the Banner home if she believes that there are any immediate or impending safety concerns.

Means of Performance: (*how the task completed*)

Sue is to engage Mary Banner at the initial home visit, so that they have mutual understanding about why Preventive Services is involved and so Mary can more fully participate in the safety assessment. Given Sue's hesitancy about working with young parents, I will work with Sue to brainstorm ideas around joining with Mary. For example, I know that Sue was a volunteer for a GED program in the city, and Mary had indicated to the CPS worker that she was interested in going back for her certificate. A conversation around the GED program could lead to a discussion about Mary's needs and goals, for herself and her children.

Supervising Sue Hanover: Trainer's Key

Sue will need to conduct a thorough safety assessment, with special attention to whether there is any accumulating garbage in the apartment, a gate and window screens to prevent the children from injury, sufficient food for the children, any exposed wiring and peeling paint accessible to the children, and also child-proofed cabinets where cleaning supplies are stored. After such observations, Sue will then determine if any of the safety factors currently rise to the level of immediate or impending danger of serious harm. If they do, Sue will need to find out if Barbara Banner is still available as a resource for the children, or if there are any other mitigating strengths or resources that can offset the safety factors. A safety plan will have to be put in place, if necessary, for the children.

Responsibility of Performance: (*who should complete the task*)

It is Sue's responsibility to engage Mary and assess the children's safety. Sue will be responsible for contacting me by phone if she has any immediate or impending safety concerns about the Banner children during her initial home visit today. Sue will also be responsible for documenting the initial home visit and for entering her safety assessment information into the electronic case record within the 48-hour time requirement. I will be responsible to monitor and be available to provide coaching to Sue as needed.

Recognition of Performance: (*how measured after task is achieved*)

If there are no safety concerns that need to be addressed immediately, Sue and I will review her initial assessment of the Banner family's current situation at next week's supervisory conference and I will provide feedback on it. If there are safety concerns, Sue will put a safety plan in place to address them and I will review that plan with her according to criteria appropriate for the specific circumstances.

Consequence of Performance: (*benefit of performance*)

Sue's accurate assessment of Tommy and Emma Banner's current living situation will promote their safety. Sue will begin to develop an effective professional helping relationship with Mary Banner. Further, her ability to conduct solid safety assessments with other families will be strengthened.

2. MONITORING

Prior to our next supervisory conference, I will review Sue's progress notes on the case, including the safety assessment.

Supervising Sue Hanover: Trainer's Key

3. FEEDBACK

I will provide Sue developmental feedback on her need to be conscious of her own beliefs and feelings concerning young parents and acknowledge the preengagement anticipation that she, and Mary Banner, will likely have prior to meeting today. I will help her understand how this can impact her ability to engage Mary in a meaningful discussion of the children's safety.

4. SUPERVISORY FOCUS

Sue has limited experience working with young parents and her personal experiences color her views. She has expressed strong opinions with her colleagues. As her supervisor, I will influence her by confronting her experiences, feelings, beliefs, and values relative to young parents and expect her to monitor these underlying conditions and receive any coaching necessary to change this aspect of her professional performance.

5. PRODUCTION

Sue will come to supervision each week prepared to discuss the progress that has been made toward achieving the outcomes of family preservation, safety, and child development with the Banner Family. Sue may need to better understand the standards that must be met regarding children's safety in our state.

6. PEOPLE

During supervision, Sue and I will discuss her experience as a single parent who worked full time in order to support her children, which is a strength that she brings to her child welfare practice and can use to better join Mary Banner.

7. COACHING

Sue has difficulty with confrontation and the appropriate use of authority, and it is possible that she will need to use these skills at some point with Mary Banner, as

Supervising Sue Hanover: Trainer's Key

well as with other parents. For example, if a situation arises where Sue feels that Mary is “saying the right things” but not following through with changes in behavior, I will ask Sue to role-play her discussion in supervision. This will help Sue practice an approach that she feels confident in using with Mary Banner.

Also, Sue needs additional information in order to be successful with this family. I plan to provide her with adult development and child development guides so that she can gain an understanding of Mary Banner's developmental age, what her needs may be, and how this has influenced her parenting choices.

Seven SET Behaviors

Communication of Expectations

Monitoring

Feedback

Supervisory Focus

Production

People

Coaching

Components of Communicating Expectations

The following components comprise the communication of expectations:

- »»» Purpose of performance: why the performance must be completed.

- »»» Outcome of performance: how much the worker must complete to achieve the purpose.

- »»» Timeliness of performance: when the performance should begin and when it should be completed.

- »»» Means of performance: how the task should be completed.

- »»» Responsibility of performance: who should complete it.

- »»» Recognition of performance: how it will be measured when it has been achieved.

- »»» Consequence of performance: the benefit of the performance

Facts about Feedback

Conditions for Effective feedback:

- »» Give feedback in an open climate: Set the stage for giving feedback. Do not “dump” information or criticism and then leave the receiver to interpret it on his or her own.
- »» Feedback is best received when it is linked to clear expectations. Be sure that when you provide any type of feedback, it is related to clear expectations of performance.
- »» Feedback is best received when there is a trusting relationship. This doesn't mean that you have to be best friends with the person. It does mean that professional respect and trust exist in the relationship, so that the person receiving the feedback can hear the information and use it to improve his or her performance.
- »» Feedback needs to come from a credible source. Be sure of the facts, since there are often two sides to every story.
- »» Feedback should be structured appropriately. Providing feedback in a timely manner and giving it in a private moment allows the receiver to hear the information without distraction.
- »» When feedback is received, the person should be able to use it. Once again the timing of feedback is often very important and relates to whether the receiver can use the new information in changing or improving his or her behavior.

Qualities of Effective Feedback:

- »» Feedback must be **useful**. Feedback is useful if the receiver can use the information to change or alter her/his behavior. It needs to be clear enough to help the receiver know that he or she has done something correctly or incorrectly.
- »» Feedback needs to be **specific**. Feedback is specific when it isolates the behavior or practice that has to be changed or affirmed. Each opportunity to reinforce specific behavior helps the receiver understand how to apply it to his or her own work in the field.

Facts about Feedback

- ➔ Feedback must be **frequent** enough to sustain positive behavior and to allow the receiver to use it in a timely way to alter behavior, if needed. Research has shown that giving repeated positive feedback makes a greater impact on performance than waiting until negative feedback is necessary.
- ➔ Feedback needs to be **well-timed**. Feedback following close upon performance is more effective than that given later. Feedback also needs to be matched to the emotional readiness both of the person receiving it and the person giving it. Giving feedback when you are angry may distort the message and defeat the purpose of the feedback. It may also result in an outcome different than you wanted. Being aware of the receiver's emotional state is also important. This does not mean you should not give the critical feedback, but consider whether the person can hear it at the time you plan to give it.
- ➔ Feedback is **direct**. Make sure the feedback is direct and related to performance or to a behavioral issue. When a person is uncomfortable with direct feedback, he or she often will provide some general praise and then say, "but..." What does this do? It reduces the effectiveness of positive praise and reinforces negative behavior. It also gives the receiver a mixed message. It is important to raise a specific concern rather than conduct a fishing expedition with the person. Each opportunity you use to give direct feedback provides the receiver with a model for how to conduct him- or herself with others.
- ➔ **Helpful** feedback means that the receiver perceives the motives of the giver as constructive. If the feedback is tied to helping the receiver improve performance and is related to already established expectations, the person will be better prepared to accept the information.
- ➔ Feedback needs to be **behavioral**. Feedback that focuses on observable behaviors directs the discussion to changing behavior, not to the person's belief system or personal values.
- ➔ Feedback needs to be **clear**. This means you must be sure that your feedback is understood by the receiver. When we are providing feedback about changing behaviors or performance, it is always important to check with the receiver to evaluate whether he or she understands what we have said about his or her performance.

Coaching and the PMC: PPT Slide

Coaching transcends,
is part of...

The Performance Management Cycle

Monitoring, Feedback, and Expectations

and supports

Benefits of Coaching

- »»» Improved performance and productivity
- »»» Staff development
- »»» Improved learning
- »»» Improved relationships
- »»» Improved quality of life in the workplace
- »»» More time for the supervisor
- »»» More creative ideas
- »»» Better use of people, skills, and resources
- »»» Faster and more effective emergency response
- »»» Greater flexibility and adaptability to change

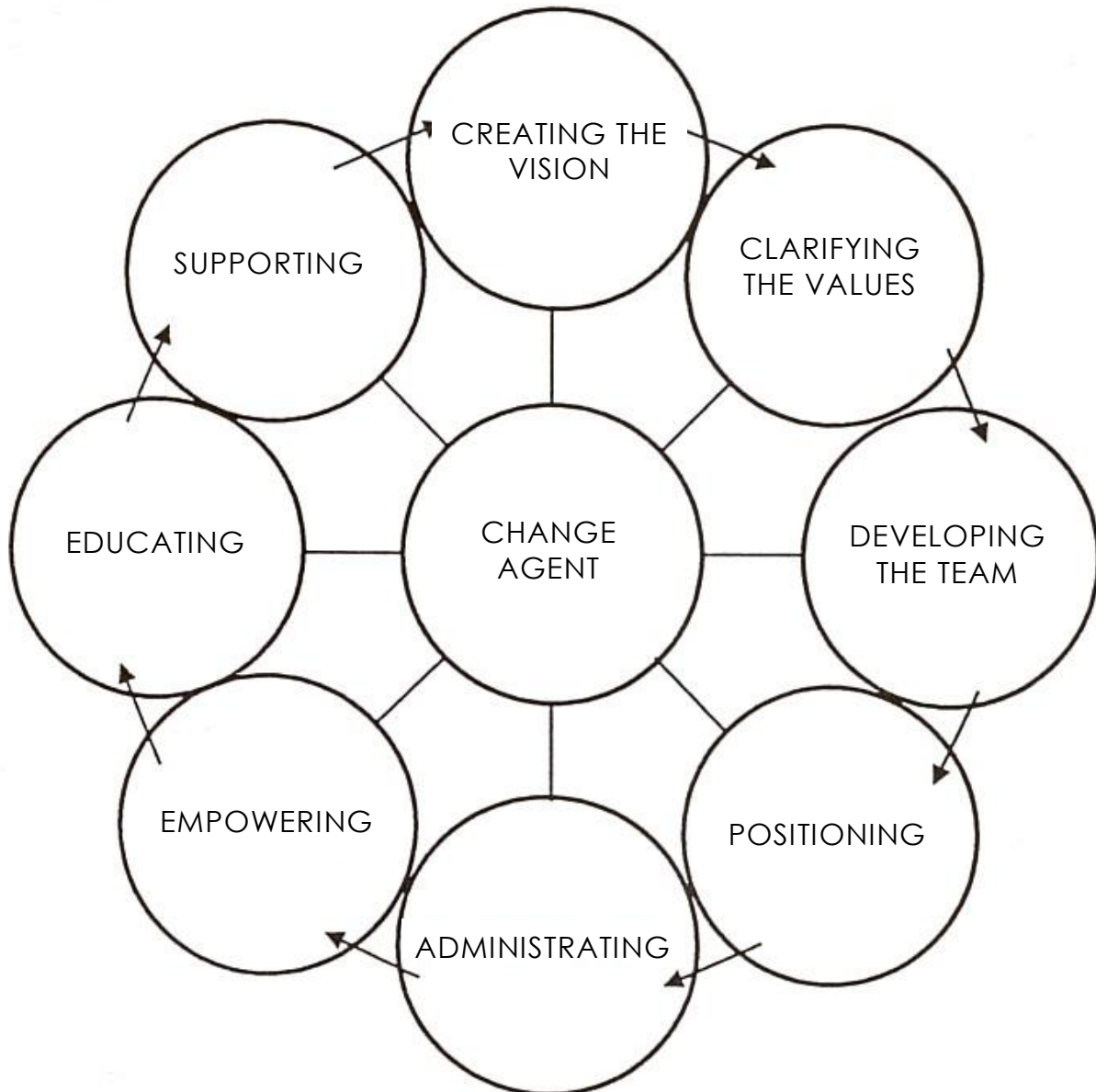
Source: Whitmore, John. Coaching for Performance: A Practical Guide to Growing Your Own Skills. Nicholas Brealey Publishing: London, 1995.

Characteristics of Good Coaches

Think of someone who has coached you in a professional capacity and, in the left column, check the characteristics he or she brought to that role. Then think of yourself as a coach and place a checkmark in the right column for the characteristics you currently bring to the role and/or place a star for the characteristics that you would like to strengthen in your role as coach.

My Coach	Characteristics	Myself as Coach
	Confident in the abilities of individuals	
	Enthusiastic	
	Caring	
	Supportive	
	Goal-oriented	
	Knowledgeable	
	A good communicator	
	Patient	
	Responsive	
	An excellent listener	

Functions of Supervision



Functions of Supervision

1. **Creating the Vision:** constructing an image of how we see our purpose/mission unfolding and then reinforcing this vision with others in the unit/agency.

Effective use of supervisory behaviors, such as communicating expectations, providing feedback, and having a production focus, all contribute to how you achieve a vision for your unit and contribute to the agency's overall mission.

Example: You provide feedback to a worker related to his ability to influence change in families and achieve child welfare outcomes. You frame your feedback by connecting his strengths to your unit's vision, and you provide him the coaching to further develop his ability to assess and influence change readiness.

2. **Clarifying the Values:** establishing the organizational/unit values and influencing workers to consistently act on them.

The performance management cycle may be particularly useful at clarifying the unit/agency's values, such as the need to demonstrate respect, respond with empathy, and remain genuine.

Example: A worker is struggling to demonstrate respect with a parent who allegedly sexually abused his child. By meeting with the worker to provide feedback related to your perception and experience of the relationship, and clarifying what respect is as well as your expectation that all parents will be shown respect, you influence the worker's behavior.

3. **Developing the Team:** developing a team of highly qualified people who are jointly responsible for achieving the group's goals.

Effective supervisors have effective workers. Each of these workers brings unique strengths to the unit as a whole. In order to develop the team, you must focus on both individual worker development and on utilizing the SET behaviors, such as the Performance Management Cycle, at a group level.

Example: You monitor progress notes across the unit and identify areas of need. You then provide training to workers related to your expectations and standards for documentation and have more skilled workers coach less skilled workers in this area.

Functions of Supervision

4. **Positioning:** developing an effective strategy for moving the group from its present position toward the vision.

The SET behavior of supervisory focus is useful in positioning, as you need to utilize your power to position your workers. Coaching and the PMC can also be useful here.

Example: If a worker is unskilled in a particular area and you have identified a need for training, you use your influence as her supervisor to engage your staff development coordinator in meeting with her to develop a plan for skill-building activities.

5. **Administrating:** promoting adherence to agency policy and procedure.

The SET behavior of *supervisory focus* is particularly important here, as promoting adherence to policy and procedures means that you are enclosed in a “glass bubble,” where your work in this area is visible to both your supervisor/manager and workers. The Performance Management Cycle is also useful, as you convey expectations relative to policy and procedure, monitor your staff’s performance in these areas, and provide them feedback to improve their performance.

Example: A CPS supervisor informs her unit of the new NYS Access law and monitors their performance relative to the law. This intersects with their responsibility for safety throughout the life of a case.

6. **Empowering:** motivating others by raising them to their “better selves.”

As supervisors, your function is to motivate your workers to perform their work to the best of their abilities. The SET behavior of *people* is particularly useful within this function. You empower your workers when you are empathic, actively listen to their concerns, and recognize each person as uniquely possessing strengths and needs.

Example: A worker is thinking about returning to school to work on her MSW. You meet with her, listen to her concerns about her ability to succeed in school, and provide her with feedback relative to her strengths and your experience of her as a worker. She leaves the meeting feeling empowered and quickly enrolls in an evening program.

Functions of Supervision

7. **Educating:** assessing and developing in workers the knowledge and skills they need to do their jobs.

The SET behavior of *coaching* is educative in its nature and best utilized in the development of workers' knowledge and skills. Coaching is supported by the PMC.

Example: A supervisor sends new workers to *Common Core Training* and then supports their transfer of learning by role-playing with the workers relative to engaging parents and conducting family-focused interviews. The supervisor also models the core conditions in his relationship with the workers and instructs them on how to complete assessments in a timely manner.

8. **Supporting:** improving morale and job satisfaction as workers perform their role-related responsibilities.

Effective supervisors support their staff by nurturing and encouraging them and by helping them attend to any personal issues that are impeding their work. Workers who feel supported and satisfied are less likely to leave the unit and/or agency and will perform better in the field. The SET behavior of *people* is particularly compatible with this function.

Example: After a worker conducted his/her first removal, the supervisor meets with the worker to discuss the worker's experience of the removal and then talks about the feelings—of the family and worker—attendant to a removal. This discussion extends to the worker's feelings and needs stimulated by the child's feelings and needs, as well as those of any family members present during the removal. The primary expressions of support would be attending and using effective questions and reflections.

Source: Some of the material in this handout has been adapted from the Leader-Manager Guidelines for Action, William D. Hitt, Battelle Press. 1988.

Visions

Definition

Vision is the image of how we see our purpose/mission unfolding, a picture of the preferred alternative future we seek to create, and answers the question, What do we really want?

Criteria of a vision

- »»» Broad
- »»» Challenging
- »»» Vivid
- »»» Achievable
- »»» Clear and simple
- »»» Linked to values

Please refer to the handout, *SAMPLE VISIONS AND VALUES STATEMENTS*, for examples of vision and value statements.

Values

Definition

Values are individual, organizational, or cultural beliefs about what is right, worthwhile, or desirable that are:

- »»» chosen freely from among alternatives after considering the consequences of each
- »»» publicly affirmed, when appropriate
- »»» consistently and repeatedly acted on

Purpose

The purpose of values is to provide standards:

- »»» by which to evaluate an individual's or organization's behavior in relation to that of others
- »»» on which to make decisions
- »»» to govern relationships
- »»» to help determine meaning and quality of life
- »»» to differentiate acceptable from unacceptable behavior
- »»» for maintaining order
- »»» on which to create personal or organizational identity
- »»» to guide leadership and supervision

Please refer to the handout, *SAMPLE VISIONS AND VALUES STATEMENTS*.

Sample Visions and Values Statements

This handout includes several vision and values statements from national organizations in the child welfare field. We have included mission statements as well, to help you differentiate mission from vision.

ALLIANCE FOR CHILDREN AND FAMILIES

Mission Statement

Our MISSION is to fuse intellectual capital with superior membership services in order to strengthen the capacities of North America's nonprofit child and family serving organizations to serve and to advocate for children, families and communities so that together we may pursue our VISION of a healthy society and strong communities for all children and families.

Values

The Alliance for Children and Families embraces and integrates our core values and aligns them with all aspects of our organization. This unwavering commitment permeates our organization at the staff, leadership and governance levels. We celebrate our values and recognize our individual and collective support of them. Our goal is to work to assure that all people who interact with our organization whether as employees, members, external partners or board members, would describe their experience with us in a way that is consistent with our core values.

1. **Excellence** – We challenge ourselves daily to maintain the highest standards of accountability, quality, accuracy, innovation, creativity and professionalism in our individual and collective endeavors, both internally and externally, from the smallest details to the largest decisions and actions.
2. **Continuous Learning** – We are committed to creating an environment that challenges and encourages a passion and quest for continuous learning and professional development both at the individual and organizational and governance levels. This requires our commitment to objective measurement, examination and analysis of our goals and objectives while creating an environment that is comfortable with change and ambiguity and nurtures our ability to be agile and adaptive to a fast and continuously changing environment.

Sample Visions and Values Statements

3. **Respect** – We commit to an organizational culture that respects the honor, value and dignity of every person. We foster mutual respect, appreciate the value that diverse backgrounds add to a vibrant organization, and show consistency among principles, values and behaviors. We strive to demonstrate acceptance of our own uniqueness and the uniqueness of others.
4. **Collaboration** – We strive to maintain a cooperative professional environment and partnerships with other stakeholders based on our common purpose. We work to build commitment and promote good working relationships through the sharing of ideas, information, and a positive attitude toward service that permeates our workplace.
5. **Integrity** – We are accountable to be good stewards of our resources at all levels of the organization. We strive to assure that our work and decision-making includes active participation, transparency, inclusion and pride in one’s behavior and in the organization.

Sample Visions and Values Statements

CHILD WELFARE LEAGUE OF AMERICA

Mission Statement

Our highest **mission** is to ensure the safety and well-being of children and families. We advocate for the advancement of public policy, we set and promote the standards for best practices, and we delivery superior member services.

Vision Statement

Our **vision** is that every child will grow up in a safe, loving, and stable family. CWLA will lead the nation in building public will to realize this vision. We are committed to excellence in all we undertake, with an emphasis on services that are highly valued and that enhance the capacity and promote the success of those we serve.

Values

- »»» Every child and every youth has value to society.
- »»» Every child and youth is entitled to nurturance, protection, the chance to develop to his or her full human potential, and opportunities to contribute to the common good.
- »»» The family and the child welfare system both have specific responsibilities, but society at large shares the responsibility for promoting healthy human growth and development.
- »»» Children and youth thrive, or fail to thrive, in the context of families, kinship systems, and communities. Our work must recognize and value these connections.
- »»» The agencies and organizations that comprise CWLA have come together because we share a common mission and because we value interdependence: We know we are stronger together than alone.
- »»» The shared values that bind this learning organization include openness, trust, accountability, and a commitment to continuous quality improvement.

Sample Visions and Values Statements

PREVENT CHILD ABUSE AMERICA

Mission Statement

To prevent the abuse and neglect of our nation's children.

Vision Statement

Our Vision imagines a culture (and a cultural attitude) wherein the well-being of children is universally understood and valued; and where raising children in surroundings which ensure healthy, safe and nurturing experiences is supported by the actions of every individual and every community.

It is a Vision in which it becomes the norm for all parents and caregivers to seek and accept qualified support regarding the knowledge and skills required for effective parenting and child development; and for the general public to become educated and engaged in supporting the well-being of children.

It is a Vision of a time wherein the word "parent" is more than simply a noun (or 'title'), defining a particular individual; and instead, becomes a verb (or 'action'), describing the behaviors to be embraced by all individuals.

And it is a Vision wherein "preventing child abuse" no longer describes the cause we each support; but rather, begins to define the effect of everything that we do to help children and families.

Note: While "Our Mission" describes the specific 'purpose' of Prevent Child Abuse America, "Our Vision" is about describing the cultural environment in which we imagine children to be cared for and raised.

Achieving the 'desired state' described in "Our Vision" is not a one-year goal; or a five-year goal; or a ten-year goal...it is a generation goal—developed to provide direction, motivation and inspiration to PCAA, and to those who support our prevention initiatives.

Our Core Values

- » Valuing Children
- » Strengthening Families
- » Engaging Communities

Assessing and Promoting Worker Development

Purpose	To strengthen participants' ability to assess and promote their workers' development.
Rationale	In child welfare practice, there has been a tendency to view worker development through the lens of length of time on the job: new workers are anxious, dependent, and energetic; experienced workers are knowledgeable, desirous of autonomy, and sometimes weary. While it is probable that new workers are anxious and experienced workers are knowledgeable, these stereotypes are inadequate. New workers are not inherently lacking in skills, and experienced workers may not practice in a fashion that is compatible with the Framework of Practice. Supervisors are charged with evaluating worker development in the four domains of practice. Another important consideration related to worker development is worker safety. Worker development is optimized when workers feel physically safe and when the likelihood of emotional issues, such as burnout and vicarious trauma, are minimized. The supervisory relationship is influential in developing workers.
Enabling Abilities	<p>Participants will be able to:</p> <p><i>Cognitive</i></p> <ul style="list-style-type: none"> • identify the stages of learning as a model for understanding the stages of worker development • describe methods of evaluating worker strengths and needs relative to their performance in the four domains of practice • explain strategies for assessing and supporting the emotional and physical safety of workers <p><i>Affective</i></p> <ul style="list-style-type: none"> • value the importance of evaluating and strengthening worker performance across the practice domains • appreciate the strengths and needs of each of the stages of learning

- value the emotional and physical safety of workers in all work settings

Operative

- assess and influence a worker’s development
- demonstrate the use of leadership styles, supervisory functions, and interpersonal helping skills in coaching a child welfare worker relative to his/her stage of development

Materials Handouts, STAGES OF LEARNING, SUPERVISING VIOLET, VIOLET: TRAINER’S ROLE DESCRIPTOR, BEULAH, LULU: BEULAH’S SUPERVISOR, WORKER SAFETY, SUGGESTED QUESTIONS FOR CASE REVIEW CONCERNING WORKER SAFETY, ATTENDING TO BURNOUT AND VICARIOUS TRAUMA; worksheets, INFLUENCING WORKER DEVELOPMENT, OBSERVING LULU AND BEULAH; flipchart, INTERVIEWING BEULAH: TASK.

Time 360 minutes.

Learning Process

Integrative Statement: In the previous activity, we looked at leadership styles as well as the functions of supervision. Within their educative function, supervisors teach workers the knowledge and skills they need to do their jobs effectively and efficiently. In this activity, we will examine worker development from the perspective of workers as learners and offer ways to promote the development of each worker.

Evaluating workers' stage of development

Ask: "What's the one predictable variable that separates the skilled worker from the unskilled worker?"

Caution: This question should elicit a variety of unmatched responses, because it is an unanswerable question. If you get a group that quickly agrees upon an answer, be prepared to play devil's advocate.

State:

- This was a trick question, and you very wisely did not fall for the trick. There is no one predictable variable with workers any more than there is one predictable variable with parents.
- You have a task with workers analogous to that which they have with parents: supervisors begin with engaging workers in both assessment of strengths and needs and a determination of what will help them meet the expectations of their jobs.
- Assessing a worker's ability is a multi-faceted undertaking. It involves looking at tenure, knowledge, skills, and the ability to think critically, to make decisions autonomously, to work effectively with others, and to continue to grow in the job.
- Let's look more closely at the issue of worker development.

Instruct participants:

- Each table will be assigned a discussion question on a 5" x 8" card.

- Choose a reporter for your table to share your responses to the discussion with the large group.
- You have 10 minutes to complete your task.

Ancillary instruction: Distribute one of the following questions on 5" x 8" cards to each table:

- In addition to length of time on the job, what other variables contribute to differences in worker performance?
- What do you do to assess an experienced worker's level of development?
- How does the worker's level of development influence how you supervisor him/her?
- What's the impact on a unit by having workers at different stages of development?
- How do you assess the skill level of experienced workers?

Reconvene the large group and have the tables report.

Suggestion: Encourage groups to contribute to each other's reports to enrich the discussion.

Connecting functions of supervision with worker development

Refer to the handout, FUNCTIONS OF SUPERVISION.

Explain:

- You'll recall these functions of supervision from the previous activity.
- Worker development falls principally within the **educative** function of supervision.
- In his examination of the educative function of supervision, Kadushin notes that the supervisory relationship acts as a bridge over which material passes from teacher to learner. If the relationship is positive—that is, one in which there is mutual respect—the level of participation in learning will be high and the level of anxiety will be kept low.
- The majority of your time spent on educating workers involves the knowledge and skills needed to achieve success in the four practice domains (i.e., developing professional helping relationships, assessment, influencing change, and attending to safety throughout the life of the case).

- As workers become more experienced, you help them learn to think more critically and make certain decisions independently.
- Other supervisory functions play a part in worker development as well.
- It is in your **administrative** function that agency policies and procedures are communicated to your staff.
- Likewise, in your **supportive** function, you nurture your staff in order to advance their emotional security sufficiently for them to more effectively and efficiently carry out the functions of their jobs.
- The function of **vision** serves as a guiding light in relation to worker development. Conversely, as workers develop, they can better embrace and move closer to the **vision**.
- You probably are aware from your own development that not only are you closer to the vision yourself, you even provide the leadership to advance **vision** and **position** your workers in relation to it.

Suggestion: Survey the group to discover how accurate the previous statement is.

- Part of **positioning** workers closer to the **vision** is influencing the **values** operating in the unit/agency that are compatible with the **vision**.
- With these things in mind, let us now look at a specific way a child welfare supervisor might assess workers and enable their growth in relationship to their jobs.

Examining a model for
assessing worker
development

State:

- A model for looking at stages of worker development is called *Stages of Learning*.
- This paradigm comes out of the field of education, and is one some of you may be familiar with from academic work or from other trainings.

Ancillary instruction: Refer to the handout, THE STAGES OF LEARNING.

- We are going to use this model to talk about stages of worker development by first following the evolution of a new worker related to her ability to assess safety.

- Let's picture a new worker—perhaps a recent college graduate in human services—who begins a job at DSS. We will call our worker Pat. Pat is young, but has had a number of volunteer experiences in high school and college where she showed potential to work with people. Pat is excited about her new job at DSS. Right now, Pat is unconsciously unskilled in safety assessments. Therefore, Pat doesn't know what she doesn't know in this area, as she has never heard of a safety assessment before beginning her new job at DSS.
- Pat has now been on the job for one month. She is trying to understand all that goes into the safety assessment. She is working hard at learning all of the safety factors, but gets confused in assessing how these factors can rise to the level of immediate or impending danger of serious harm. Pat is consciously unskilled at this point in her development; that is, Pat now knows what she doesn't know.
- Pat has now been on the job for 6 months. She knows all the safety factors and is more clear on determining if they rise to the level of placing the child in immediate or impending danger of serious harm. She is comfortable in making safety decisions but considers the process to require a great deal of concentration. Pat is now consciously skilled; that is, she knows what she knows.
- Now imagine that Pat has been on the job for two years. She can easily explain all of the safety factors, assess safety, and make the safety decision. The process of safety assessment has become less of a challenge for her; therefore, she can now concentrate on the unique strengths and needs of each family and make an accurate safety decision. Pat is now unconsciously skilled. She is very knowledgeable in this area now and doesn't even have to be consciously aware of the process as she is completing an assessment.

Ask:

- The way this scenario unfolded, it's presented as though Pat is an independent agent, developing knowledge and skills autonomously. Who was missing from this scenario?

Comment: Pat's supervisor.

- Are workers in the same stage of learning with all of their skills?

Comment: The anticipated answer is “no.”

- Do you recall going through these stages in your development as a worker?
- How can you use your own experience to aid in your understanding of workers’ development?

State: “Let’s now look at how a supervisor might use his or her educative function in influencing worker development at each stage of learning.”

Divide the large group into four smaller groups and assign each group one of the four stages of learning (i.e., unconsciously unskilled, consciously unskilled, consciously skilled, and unconsciously skilled).

Ancillary instruction:

- Tell each group to discuss the items on the worksheet, INFLUENCING WORKER DEVELOPMENT, for their assigned stage of learning and post their responses on the flipchart.
- Tell each group to choose a reporter to share their answers with the large group.
- Allow 20 minutes to complete the task.
- Facilitate each small group in reporting their responses, inviting other participants to clarify and enrich the discussion.

Assessing worker
development

State:

- If this feels complicated, it should; good supervision—like good casework—requires thoughtful planning and strategic intervention.
- Now, we’re going to demonstrate how to interview a worker in order to assess her development. Specifically, we’ll demonstrate a supervisor who has concerns about a preventive worker’s development in the realm of the worker’s ability to manage her authority.

Instruct participants: “Individually read the handout, SUPERVISING VIOLET, which will introduce you to the worker and the issues she is struggling with.”

Discuss: “In which practice domain(s) is Violet consciously skilled?”

Comment: Violet is consciously skilled at developing the professional helping relationship. However, we do not have information to evaluate her development beyond this one domain.

State: “At various points during this supervisory conference, we will stop the demonstration and you will be asked for your observations related to our progress on these tasks.”

Ancillary instruction:

- Conduct the demonstration, with one trainer in the role of the supervisor and one trainer in the role of Violet.
- The trainer role-playing Violet should use the handout, VIOLET: TRAINER’S ROLE DESCRIPTOR, for support.
- The trainer playing the supervisor should portray a participative leadership style, a supportive function, and recognize that Violet is consciously skilled in the practice domain of developing the professional helping relationship.
- The remaining trainer should observe, take notes, and prepare to process the demonstration by “freeze-framing” it at various times to elicit participants’ responses to the progress on the demonstration tasks.
- Begin the demonstration with the “supervisor” initially offering Violet positive feedback on her ability to engage parents and establish relationships. Then, begin to elicit critical information about her development based on your review of her progress notes.
- “Freeze-frame” the demonstration here and allow the trainer who is facilitating the processing of the demonstration to lead the following discussion.

Discuss:

- Which leadership style is the supervisor assuming?
Comment: Participative.
- Which supervisory function is the supervisor assuming?
Comment: Supportive.
- Which domain of practice is Violet consciously skilled at?
Comment: Violet is consciously skilled at developing the professional helping relationship.

- What is the strategic purpose of the supervisor beginning the conference by discussing Violet’s strengths?

Comment: It’s respectful, accurate, engaging, reinforcing, and helps Violet to be more ready to hear all the feedback her supervisor is going to offer. It also models behavior that the supervisor wants Violet to use with her families.

Resume the demonstration.

Ancillary instruction:

- The “supervisor” should:
 - ✓ model directness in communicating both concern and the source of the information about the potential safety issues in the Kratt home;

Example: “Violet, I am aware that Ernest, the CPS monitor on the Kratt case, told you he was hearing rumors that Ms. Kratt is working again in the evening. It seems you don’t think that could be the case. Please tell me more what leads you to have that belief.”
 - ✓ use questions to elicit Violet’s basic knowledge of safety assessments, including the safety factors and how to make a safety decision;

✓ after ascertaining that Violet has a fairly strong knowledge base regarding safety, model the skill of confrontation to amplify the discrepancy;

Example: “Violet, it’s clear to me that you’ve memorized the safety factors, so you know that a caretaker who appears unwilling and/or unable to provide adequate supervision of the children is one of them. And you understand how to assess whether they rise to the level of a child being in immediate or impending danger of serious harm. However, I find myself confused about why you seemed not to feel concerned about what the CPS worker told you about Ms. Kratt working in the evening again. This sounds like a change in the family’s circumstances and requires an immediate safety assessment.”
 - ✓ demonstrate mutuality in trying to determine what may have led Violet to avoid pursuing this information.

Example: “Violet, I’m wondering what your ideas are about what made you reluctant to address this information with Ms. Kratt?”

“Freeze-frame” the demonstration again.

Ask:

- Which leadership style is the supervisor assuming now?

Comment: Directive.

- Which supervisory function(s) is the supervisor assuming now?

Comment: Administrative and educative.

- Which skill is the supervisor using to amplify the discrepancy between Violet’s knowledge related to the domain of attending to safety and Violet’s actual ability to attend to safety?

Comment: Confrontation.

Resume the demonstration.

Ancillary instruction: The supervisor should:

- model short-term worker development;

Example: “Violet, it took insight and courage for you to realize that you worked very hard to develop this relationship with Ms. Kratt and you’re worried about the impact that asking her whether she’s leaving the kids home alone at night could have. However, as important as relationship is, the safety of the children always comes first. For now, I need you to get out to the Kratt house and talk to her and find out who’s watching the kids tonight. Here’s where your good relationship with her will be very useful. We need to know whether Ms. Kratt really has started to work again in the evening, and if so, will she be going out this evening. Remember, if she is, we have an immediate issue with the supervision of the children tonight. The children cannot be left alone. If she is working again and she is expecting to work tonight, we need to know who will be watching the children tonight. It must be a responsible adult known to you, and one whom you feel absolutely certain will stay with the children until Ms. Kratt comes home from work.

Please call me from Ms. Kratt’s house—if you feel unable to work out a safety plan for tonight—or come see me when you get back today if you are able to work out a plan. Remember, you will need to document your safety plan in your progress notes.

You and I need to do some serious work on the issue of you becoming more comfortable with managing your authority. Attending to safety at every contact is a part of your job as long as you are working with a family.”

- direct Violet to assess safety at every contact with every family, whether or not it causes her discomfort;
- remind Violet that you will be meeting with her at supervisory conferences and will be reviewing her progress notes in order to make sure she is attending to safety throughout the life of a case.

“Freeze-frame” the demonstration again.

Discuss:

- Which leadership style is the supervisor using now?
Comment: Directive.
- Which supervisory function(s) is the supervisor using now?
Comment: Educative, supportive, and administrative.
- What interpersonal helping skill did the supervisor emphasize in order to clarify with Violet what she needed to do to attend to safety?

Comment: Concreteness. The supervisor is specific and detailed when talking with Violet about what and by when she needs to carry out activities. Nothing is left vague (e.g., the supervisor does not say Ms. Kratt needs to find someone “responsible” or “appropriate” but rather “a responsible adult known to you, one whom you feel absolutely certain will stay with the children until Ms. Kratt comes home from work).”

- Would you have used any of the following differently during this interview, and if so, how:
 - ✓ Leadership style?
 - ✓ Supervisory functions?
 - ✓ Interpersonal helping skills?

Ancillary instruction: Refer participants to the handout, BASIC FUNCTIONS OF SUPERVISION.

- Which leadership functions were evident during this demonstration?

Comment: All of them.

Explain:

- We’ve just looked at a supervisor engaging a worker who is relatively inexperienced; we are now going to shift to our discussion of worker development with an experienced worker.

- At any one time, you will have a number of experienced workers in your unit.
- You'll recall from our previous discussion of the worksheet, INFLUENCING WORKER DEVELOPMENT, that we identified some of the strengths that workers who are consciously skilled and unconsciously skilled bring to the work.

Ancillary instruction: Elicit examples of strengths from the tables assigned to answer the questions on the worksheet related to consciously skilled and unconsciously skilled.

- However, we also know that years on the job does not necessarily equal an unconsciously skilled worker. You'll remember that we also said that every worker is simultaneously at different stages of learning at all times, depending on what they already know, anything new they need to learn, as well as the means used to support the worker's learning.

Example: Pat, our worker from a previous discussion, had acquired two years of experience on the job before she was unconsciously skilled at safety assessments. Now, imagine a new regulation impacts safety assessments that Pat was just made aware of. She is now unconsciously unskilled relative to the impact of the regulation on her ability to conduct safety assessments. After attending several trainings to learn about the impact of the new regulation, she becomes consciously unskilled. After enacting several assessments following the implementation of the new regulation, she becomes consciously skilled. Another year down the road, and Pat is again unconsciously skilled in safety assessments as she has integrated the new knowledge of the regulation and its impact on her work.

Influencing workers'
development

State: "You will now have the opportunity to plan for conducting an interview with a worker that will require you to evaluate the stage of the worker's development, determine her strengths and needs in relation to the four practice domains, and decide which leadership style and supervisory function should be used."

Instruct participants:

- Individually read the handouts, BEULAH AND LULU: BEULAH'S SUPERVISOR.
- Let's start by planning for this supervisory conference.

Discuss:

- In which practice domains does Beulah have strengths? Needs?

Comment: Beulah is effective at developing relationships with children, youth, and foster parents; however, she is ineffective in establishing relationships with the adult members of birth families. She limits her assessments by failing to utilize a family-focused approach or by considering extended family members as resources. While it is difficult to evaluate her ability to influence change from the information given, it does not appear to be high (at least within the context of working with families to achieve the child welfare outcome of reunification). Beulah has a limited understanding of safety. She does not seem to understand that foster care is a safety intervention, one that should only be used as the intervention of last resort.

- Which leadership style should the supervisor use with Beulah? Describe why it would be an effective style with her.

Comment: Directive. Left to her own devices, Beulah will continue to emphasize work with youth and avoid work with parents that she does not view as valuable.

- Which supervisory function(s) should the supervisor use with Beulah? Why?

Comment: Administrative and educative. Beulah needs to be reminded that New York State requires that child welfare practice is child-centered *and* family-focused. However, educating her about attachment and the importance of the bond between a child and his/her family will help her understand the basis for the laws and regulations and energize her to follow the spirit as well as the letter of the law.

- Which interpersonal helping skills can Lulu utilize to engage Beulah relative to increasing her involvement with families?

Comment: Having directed Beulah to be more involved with parents, the supervisor can use effective questioning to assess Beulah's ideas. Since it is likely that Beulah will not be immediately forthcoming with any ideas, Lulu should consider the skill of strategic use of silence to prompt Beulah to begin the dialogue.

Suggestion: Mention to participants that conferences in which a supervisor is directing changes in worker behaviors are critical moments for long-lasting change to occur in the worker. If the supervisor becomes uncomfortable with the worker's initial reluctance to enter into a discussion, the worker will learn that is

an effective means of extinguishing the supervisor's pursuit of change. If the supervisor remains steadfast and signals that he/she expects the worker to contribute to a discussion about how the worker will change his/her behavior, the worker will get the message that the supervisor's expectations are firm. This is an example of how a supervisor can use the participative style of leadership in an educative role.

State:

- Now we will put your planning into action and role-play Lulu holding a supervisory conference with Beulah in a fishbowl simulation.

Ancillary instruction: Break participants into three small groups, each led by a trainer.

- A few of you will have a chance to play the “collective supervisor” and one will be the worker. The rest of you will be observers and report your feedback following each simulation.

Ancillary instruction: Elicit volunteers to play the “collective supervisor” and Beulah. Tell the remaining participants to complete the worksheet, OBSERVING LULU AND BEULAH, as they watch the demonstration.

Refer to the flipchart, INTERVIEWING BEULAH: TASK.

Instruct the “supervisors”:

- Feel free to “freeze” the simulation at any point and elicit coaching from either the observers or myself.
- Begin.
- End.

Reconvene the large group.

Discuss:

“Supervisors”

- Was the directive leadership style useful during this simulation? If so, how?
- How did you employ an administrative function? An educative function?

- How did you use the interpersonal helping skills to engage Beulah?
- On a scale of 1-10 (1 is easy, 10 is hard), how difficult was it to focus on integrating your leadership style with the supervisory functions and the interpersonal helping skills?

“Workers”

- Did you feel that your strengths were honored?
- What was your experience of the supervisor integrating leadership style, supervisory function(s), and interpersonal helping skills?

Facilitate the observers reporting their responses to the questions on the worksheet, OBSERVING LULU AND BEULAH.

State:

- As we said at the beginning of this skills practice, an experienced worker such as Beulah does not make a radical change overnight as the result of one supervisory conference, regardless of supervisory effectiveness.
- A truly effective leader understands that in order for change to occur—particularly in an experienced worker who has been successful in achieving the child welfare outcomes and has a lot of faith in his/her own competence—it is critically important to measure workers’ development over time.

Promoting the
emotional and physical
safety of workers

State: “One final consideration related to worker development that we would like to discuss now is worker safety.”

Ask:

- How is worker safety an important consideration in supervision?
- What do you currently discuss with your workers regarding their personal and emotional safety?
- How can a worker’s stage of learning influence his or her physical or emotional safety?

Explain:

- Supervisors need to assess and support the emotional and physical safety of workers.
- We know that physical safety is a concern because all workers are required to manage relationships and authority in conditions that are sometimes dangerous.

Instruct participants:

- Review the handouts, *WORKER SAFETY* and *SUGGESTED QUESTIONS FOR CASE REVIEW CONCERNING WORKER SAFETY*.
- At your tables, discuss how you have (if you have experience) or how you might (if you are a new supervisor) use the ideas on these handouts with your workers to help promote their safety.

Discuss:

- How have you—or will you—coach your workers related to maintaining their physical safety while doing their jobs?
- How would you characterize emotional safety for workers?

State:

- Emotional safety for workers is directly related to worker stress, burnout, vicarious traumatization, and ultimately worker retention.
- Burnout is a state of physical, emotional, and mental exhaustion caused by long-term involvement in emotionally demanding situations, such as child welfare work.
- We often see burnout in workers who have been in the field for many years.

Discuss:

- What does burnout look and sound like?
- When you think you see signs of it in a worker, how do you respond?
- What do you think works best in preventing or responding to burnout? Is it the same for all workers?

- In your experience, what responses are not helpful?

State:

- In our field, vicarious trauma, also known as secondary trauma, is the stress reaction workers may have based on exposure to disclosures of traumatic stories, images, and materials by families in which the worker experiences an enduring change in the manner in which he or she views the self, others, and world.
- Both new and seasoned workers may experience vicarious trauma, although seasoned workers may have more resources and/or skills for coping with it.

Example: A worker who has placed children following the death of one parent by the other through an act of domestic violence may struggle in her relationship with her partner relative to trust and intimacy or may experience hypervigilance relative to her own children's safety to the point where these concerns are impairing her ability to function normally in these relationships.

Ask:

- How many of you have seen workers struggle with vicarious trauma?
- How did this affect their ability to perform their job?
- Is your response to vicarious trauma different than your response to worker burnout? If so, how?

Comment: The response should be different. Workers' experiencing vicarious trauma generally need mental health intervention as they be experiencing symptoms of PTSD, depression, or anxiety that are interfering with their ability to function in their job and/or personal life.

Explain:

- Our work can also bring up personal issues that workers may not have anticipated or have the preparation or support to cope with.

Example: After conducting his first interview of a child who was physically abused, a worker experiences a flashback to his own abuse as a child.

- The interaction of personal issues, demanding caseloads, long hours, difficulty engaging certain parents, and

increasing documentation requirements may lead to increasing worker cynicism and apathy.

- We've provided you with a handout, ATTENDING TO BURNOUT AND VICARIOUS TRAUMA, to give you some suggestions for how to cope with these issues in your unit.
- In order to be an effective leader in this area, you must be sure to deal with any burnout or vicarious trauma you may experience.
- Leaders who model self-care promote their workers' ability to self-care.

Discuss: "What self-care strategies do you employ to cope with the emotional nature of our work?"

Summary points

Conclude:

- It is an ongoing challenge for a supervisor to assess the strengths and needs of each worker.
- One paradigm to assist supervisors in their assessment of worker development lies in the stages of learning.
- Within the educative function, a child welfare supervisor is able to teach workers what they need to know to do their jobs and help them learn it, including the knowledge and skills necessary to advance best practice in the four child welfare practice domains.
- Supervisors are also responsible for attending to workers' needs for physical and emotional safety, which includes burnout and vicarious trauma.

Postlude: We have seen in this activity a way of assessing a worker's strengths and needs through the paradigm of the stages of learning. In the next activity, we will look at a tool that can be used to further worker development.

Stages of Learning

Learning progresses through the following four stages. All human beings are in each of the stages simultaneously.

- ➔ **Unconsciously unskilled** is the state of not knowing what we don't know. As we learn, what we don't know may diminish, but given the rapid rate at which knowledge expands, no one ever totally escapes this state of learning.
- ➔ **Consciously unskilled** is the state that results when you're introduced to a situation where you know you do not know what to do to meet the situational demands (e.g., being exposed to a foreign language for the first time or going to a training program and learning something that you wished you knew ten years ago). This state can be emotionally challenging because your self-esteem can be threatened. We then must make a decision: Is continuing to learn something valuable from the current educational opportunities worth the effort required to acquire the knowledge or develop a new skill presented in the learning opportunity?
- ➔ **Consciously skilled** is the state where an individual is actively acquiring new knowledge and/or skills and practicing their use. It includes generalizing the knowledge/skill to the diversity of situations where it could prove helpful.
- ➔ **Unconsciously skilled** refers to the state of not knowing what you know, but nonetheless being knowledgeablely skilled in a particular area and experiencing success that comes from being able to achieve something of value. Of course, when new knowledge or skills are developed, the learner may get the opportunity to go through the same cycle all over again.

Influencing Worker Development

Discuss the following questions in your group relative to your assigned stage of learning. Be prepared to report your findings to the larger group.

1. What are some of the strengths and needs you've experienced with workers at this stage of worker development?
2. Given the stage of learning a worker is at, what leadership style would you (as the worker's supervisor) use to enhance that worker's development? Why would you use it?
3. Using your educative supervisory function, how would you increase a worker's development in the four practice domain areas?

➡ Professional Helping Relationship

➡ Assessment

Influencing Worker Development

»» Change

»» Safety

4. How would you use your administrative function to enhance a worker's development given his/her stage of learning?

»» Professional helping relationship

»» Assessment

»» Change

Influencing Worker Development

⇒ Safety

5. How would you use your supportive function to enhance a worker's development given his/her stage of learning?

⇒ Professional helping relationship

⇒ Assessment

⇒ Change

⇒ Safety

Supervising Violet

Violet has been a preventive worker in your unit for six months. She's young, but was an undergraduate psychology major and an enthusiastic participant in the *Common Core* training. You have high hopes for her as a worker. You like her values and her respectful attitude towards families, though you've noticed that when some of the experienced workers start their "gallows humor" about parents, Violet just gets quiet and doesn't challenge them. She's really smart and picks things up quickly. You've been reading her progress notes very carefully, as you do with all workers, and you're really impressed with her ability to engage parents. Everybody is always home when Violet gets there, they return her phone calls, and she seems to get a lot of important information from them.

Just when you thought Violet was too good to be true, you got a disturbing "heads up" from the CPS supervisor. Her worker is the CPS monitor for one of Violet's families. The family is a single mother with two children, ages 9 and 7. The family was initially reported to the SCR, investigated, indicated for lack of supervision, and referred for preventive services. The investigating worker—who is the CPS monitor—has just heard from some other parents that the mother is taking a lot of evening work to make overtime for the holidays. He mentioned this to Violet because the mother was leaving the 9-year-old in charge of the 7-year-old in the original report. The secondary concern was that the mother would then sleep late and the 9-year-old would become responsible for getting both herself and her younger sibling up, dressed, and off to school. The CPS worker passed this information on to Violet, who responded, "Oh, I'm sure that can't be so. I have a great relationship with Ms. Kratt and I'm sure she'd tell me if she was working evenings again." The CPS monitor was troubled by Violet's response and mentioned it to his supervisor, who has now passed the information on to you.

You're relieved you ran into the CPS supervisor in the parking lot. You can meet with Violet first thing and get her out to the house to see Ms. Kratt. Does Violet understand that this is a potential safety issue that must be assessed immediately?

Violet: Trainer Role Descriptor

As you enact the role of Violet, keep in mind the following:

- ➔ You do not perceive yourself as a “difficult” worker as you are open to your supervisor’s assistance, see her as a supportive and helpful person, and you want to learn and grow in this job.
- ➔ You enjoy working with parents and really believe that relationship is the worker’s most important tool.
- ➔ You do not like feeling responsible for things like checking up on whether parents have taken their kids to the doctor. You really feel that is the job of the CPS worker.
- ➔ At training, and here at the agency, you keep hearing people say it takes a year, two, three, to really learn the job—you really want to work with families, but it’s hard to imagine feeling this uncomfortable for two more years!

Beulah

You have been a child welfare worker for a total of 22 years, although you took a leave for seven years in the middle of your tenure to care for your children when they were young. You have always worked in foster care. You have had your current supervisor for about four months.

You have seen many changes during your years working in foster care. There was no ASFA when you began, and hardly any preventive services. As one former colleague said, “Kids came into care little, and they went out big.” You remember kids who spent years in foster care, moved into a group home when they hit adolescence, and then went right into community college without ever going back home to live. Minimal attention was paid to working with birth parents, and home visits were used as a reward when the child’s and parents’ behaviors were judged as cooperative.

You like kids and have a unique ability to engage adolescents. You’re honest and straight-forward with them, and they seem to trust you. Some kids who won’t talk to other adults will share information with you. In addition to foster care cases, you carry the residential caseload. The voluntary agencies think you are great to work with as you have good communication skills, give the other workers lots of support, and you stay in touch with the kids. Foster parents like you and feel supported by you. The home finder appreciates you because you rarely complain about a foster home.

You do not have the same natural affinity for the parents that you feel for the kids. While you’ve had all the empathy training over the years and cognitively you get it, your heart is not in it. You go home at night, see your own children and still—after all these years—wonder how parents could do some of the things they do to their kids. You know that raising kids, especially adolescents, is tough. You still wonder why some parents would want to wash their hands of their own kid? You just don’t get it.

You were never naïve about the limitations of foster care. You knew that it could be hard on some kids, and you knew that some of the foster homes were less than ideal. But you still always thought it was better than having kids stay in—or go back to—some of those really awful homes.

You realized when you came back to work after your youngest started preschool that times had really changed, including both laws and attitudes. All the emphasis now was on keeping kids at home or returning them home as quickly as possible. When kids can’t stay at home, workers are supposed to look to relatives to provide care. That really bewilders you. Grandma had trouble raising Mom, so now we’re going to give her the grandchildren? How does that make sense? And your supervisor keeps talking

Beulah

to you about involving these same parents in developing the service plan. Does she have a clue how hard that is? It makes so much more sense just to tell them what to do.

Lulu: Beulah's Supervisor

You have been Beulah's supervisor for four months; previously you were the preventive supervisor for years. You always admired Beulah from a distance; she struck you as smart, straightforward, with a reputation for really engaging kids and teens. But since you and the former foster care supervisor were not exactly confidantes, you didn't really have any inside information about her. Still, you were looking forward to having her in the unit.

Your perceptions have proven accurate, at least in terms of her ability to relate to kids and teens. You've observed her interviewing kids, you've overheard her on the phone, you've reviewed all her progress notes, you've shared interviews at foster homes and the detention center, and you've seen her in Court. Beulah is extremely skilled with kids; you're not sure you've ever seen a worker more effective in engaging kids. She's also got great relationships with foster parents and the staff at the residential facilities.

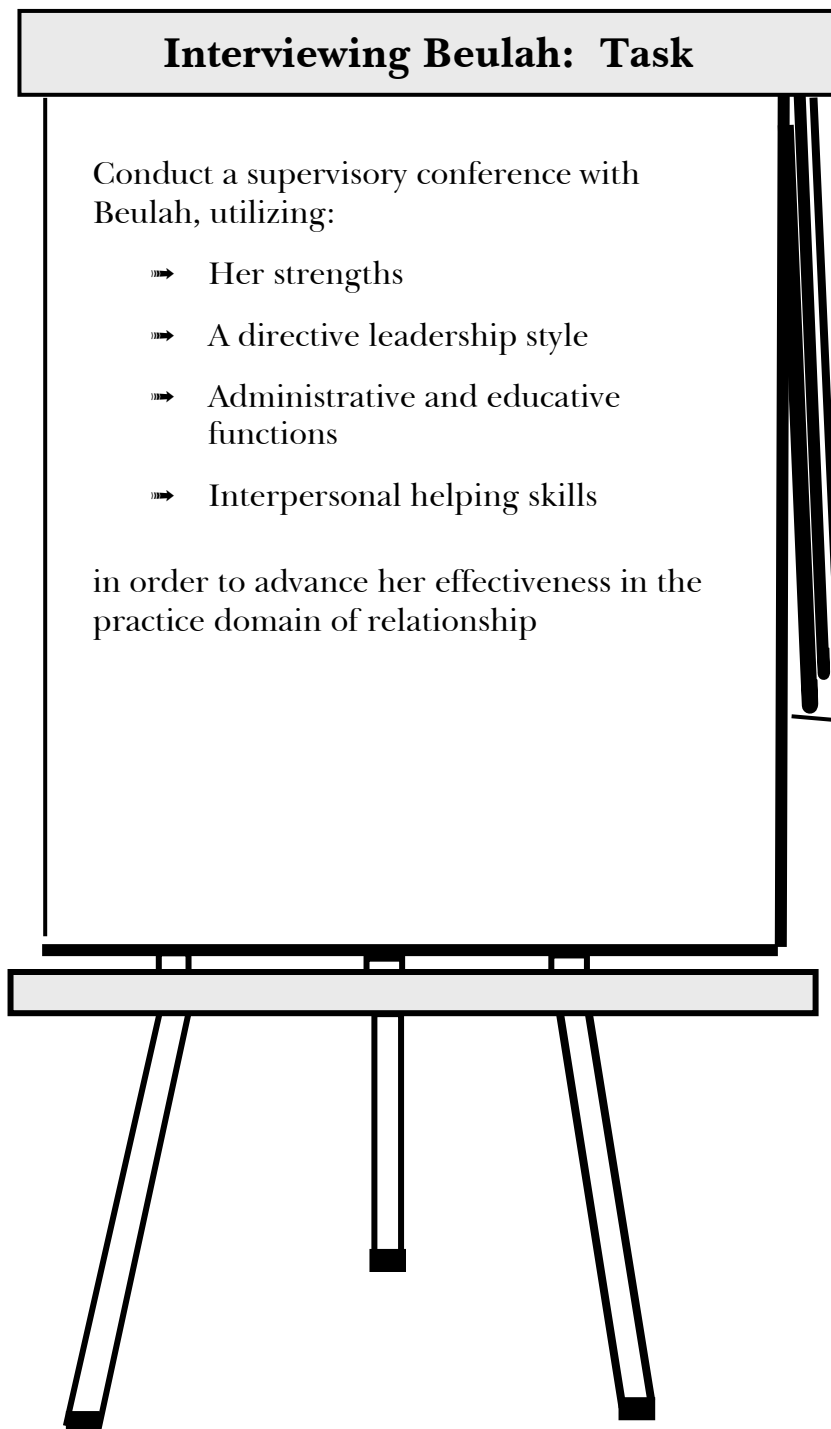
You've been considerably less impressed with Beulah's work with parents. Though she doesn't overtly say so, you don't think she really emphasizes work *with* the families. Her progress notes don't indicate a strong level of involvement of parents in service planning. It took you awhile to begin to sit in on Service Plan Reviews, but now that you are, you're not picking up any sense of "team" between Beulah and the parents. The independent third-party reviewer is more active in Beulah's SPRs, eliciting input from the parents, than is the case with any of your other workers. When you ask Beulah about relative resources, as an alternative to foster care or to shorten care, Beulah is vague in responding; she usually can't identify members of the extended family. She seems to understand concurrent planning and she has had some discussions with parents about this, but the discussions seem to focus on telling the parents about foster parents becoming a permanent resource rather than exploring relatives who could become permanent resources.

It's time to meet with Beulah. Her strengths with kids, teens, foster parents, and residential staff are highly valued by you and the district and you will give her feedback about that. You also need to direct her involvement with families so that she works with them as a team. As is the case whenever you are planning a conference with a worker, you are wondering how she will react during it. You are aware that Beulah has beliefs and attitudes that have developed over years and they will not change as a result of one supervisory conference. However, you need to begin the process of influencing change in Beulah's behaviors in relation to her work with families.

Observing LuLu and Beulah

As you observe the simulation, complete the following tasks.

1. Describe how the supervisor integrated the use of leadership style, supervisory function(s), and interpersonal helping skills to advance Beulah's practice.
2. What would you have done differently if you were the supervisor?
3. Which supervisory functions were evident during this simulation?



Interviewing Beulah: Task

Conduct a supervisory conference with Beulah, utilizing:

- Her strengths
- A directive leadership style
- Administrative and educative functions
- Interpersonal helping skills

in order to advance her effectiveness in the practice domain of relationship

Worker Safety

Workers must not only be continually assessing the safety of the child(ren) in their cases, they must also assess their own safety. Workers should expect to experience some resistance with parents. Even though a degree of resistance to services is an expected outcome of change, a clear distinction must be made between resistance and aggressive behavior that constitutes a danger to staff.

The following suggestions were compiled to help promote worker safety relative to home visits:

- ➔ The first step in promoting worker safety is to assess the risk of the situation before the initial contact. Review the corresponding handout, **SUGGESTED QUESTIONS FOR CASE REVIEW CONCERNING WORKER SAFETY**.
- ➔ Always be sure that as a supervisor you or other agency personnel are informed of workers' schedules.

Inform and coach workers to do the following:

- ➔ Observe each person in and around the area closely and watch for signs that may indicate any potential for personal violence.
- ➔ Trust your instincts. Anytime you feel frightened or unsafe, you should assess the immediate situation and take whatever action is necessary to obtain protection.
- ➔ Learn the layout of the immediate area around the home and the usual types of activities that occur there to provide a baseline from which to judge potential danger.
- ➔ Whenever possible, avoid dangerous or unfamiliar areas at night.
- ➔ Learn the safest routes to and from the family's home. Occasionally vary the route back to your office or to your home.
- ➔ Be sure your car is in good working order, and park in a way for quick escape, if necessary.
- ➔ Always carry a working cell phone or other communication device, such as a two-way pager or radio.
- ➔ Learn nonviolent crisis intervention techniques, which are useful for de-escalating parents or other family members who are becoming out-of-control.

Worker Safety

- ➔ If you're not comfortable accepting refreshments, learn how to decline offers of food or other refreshments tactfully.
- ➔ Whenever a parent or high-risk situation poses a potential threat, a supervisor should be notified immediately. Supervisors should discuss the danger and jointly establish a plan of action (e.g., staff safety plan, escape routes). Both the discussion and the plan should be flagged for future reference in the case record.
- ➔ When there is an indication that you may be physically threatened or attacked by a parent or other family member, try to schedule visits or conferences in the office when other staff can be present or when the police are most available to respond.
- ➔ Law enforcement accompaniment should be considered in cases when you anticipate:
 - ✓ danger to the child, yourself, or a family member
 - ✓ there is danger from the environment
 - ✓ there is danger or threatened physical or emotional harm from a non-family member
 - ✓ a parent is out-of-control
 - ✓ a threat to your physical safety
 - ✓ a removal of the child from his/her caregiver, home, or school and the family is known to be violent
 - ✓ a visit to an unsafe area targeted by the police as a "high crime" area or to a house which is officially designated as a "drug house" and/or family members are under police surveillance for criminal activities
 - ✓ a visit to a family with a current situation of domestic violence

Adapted from: National Clearinghouse on Child Abuse and Neglect and the Public Children Services Association of Ohio.

Suggested Questions for Case Review Concerning Worker Safety

The first step in assessing worker safety during home visits is to review the case file and related documentation to determine if any of the following safety concerns with family members exist. If, upon review of the material, you have concerns regarding worker safety, you and your worker should set up a safety plan.

- ➔ Extent of prior violent history, including threats, regardless of severity
- ➔ Criminal history, including arrest, especially related to domestic violence or family disputes
- ➔ History of mental illness, including:
 - ✓ Axis I diagnosis
 - ✓ Axis II diagnosis
 - ✓ Global assessment of functioning score (GAF)
 - ✓ patterns of delusion
 - ✓ antisocial behavioral characteristics
 - ✓ alcohol and other drug-related usage/addiction
 - ✓ potential for or assessment of dual diagnosis
 - ✓ cognitive functioning level (i.e., IQ)
- ➔ All prior case history involving assessments/investigations for any reason, especially indications of control-related incidents, such as sexual abuse and excessive corporal punishment
- ➔ Ability of nonoffending parent to provide protection for children
- ➔ Worker's progress notes or other statements that convey safety concerns at any time
- ➔ Past threats made directly to any agency representative and the subsequent handling/disposition of those threats
- ➔ The past conduct of adults regarding visitation:
 - ✓ Have they ever requested the worker to visit their home?
 - ✓ Have unannounced visits ever occurred?

Suggested Questions for Case Review Concerning Worker Safety

- ✓ What was the behavior of the parents?
- ✓ What was the interaction between the parents and the child (e.g., aggressive, verbally abusive)?
- ✓ Have the parents ever been denied visitation? If so, for what reason? How did they respond?

Attending to Burnout and Vicarious Trauma

Providing child protective services is a complex, demanding, and emotionally draining job. Working with families experiencing abuse and neglect is difficult and can elicit multifaceted feelings. Additionally, child protective service supervisors and workers are tasked with making significant decisions that affect the lives of children and families.

In order to maximize performance and minimize burnout and vicarious trauma, support systems must be developed within the CPS unit to provide workers with opportunities to discuss and deal with feelings that may range from frustration and helplessness to anger and incompetence. Opportunities to discuss these feelings openly in the unit are essential. However, it is important that when support groups are established, they do not degenerate into "gripe sessions," where workers leave feeling worse than when they came to the group. A certain amount of discussion of feelings is cathartic; a positive outcome, however, must result for workers to benefit from the discussion. In addition, whenever crises occur in cases (e.g., a child is reinjured or a child must be removed from his or her family) the worker involved needs extra support and guidance.

Effective supervision is one of the key factors in staff retention. An effective supervisor demonstrates empathy toward the needs and feelings of CPS staff. In addition, the supervisor should facilitate the development and maintenance of a cohesive work team. Group cohesion provides emotional support to staff, as well as concrete assistance in carrying out case activities.

Taking Care of Yourself

CPS workers and supervisors need support in order to find a balance between their professional and personal lives. Due to stress inherent in CPS work, it is important that workers and supervisors find effective ways to unwind and relax. It is important to:

- ➔ Be aware of the potential for burnout, stress, and secondary trauma that can occur in child welfare work.
- ➔ Identify and use social supports to prevent burnout and stress while working in the child welfare system.
- ➔ Look to supervisors, peers, and interdisciplinary teams to talk about difficult family situations, including fatalities and serious injuries.
- ➔ Be alert to signs of vicarious trauma and take steps to seek help when these signs endure and affect the quality of practice.

Source: Child Welfare Information Gateway, Children's Bureau/ACYF

Adapted from Hunter-Brookdale Supervisory Course

Guiding the Assessment of Practice

Purpose	To provide supervisors with a tool to assess practice and provide feedback to their workers in order to promote their professional development and more effectively achieve child welfare outcomes.
Rationale	<p>Good leadership and supervision result in more capable workers and improved casework practice; better casework practice results in better outcomes for children and families.</p> <p>Generally, child welfare workers receive infrequent feedback on their overall practice skills. Supervisory conferences tend to be case specific, with the focus on current challenging decisions/issues, rather than an overall review/assessment of a worker's daily practice.</p> <p>When supervisors are given a set of <i>guidelines for assessing practice</i>, they are better able to both enhance the quality of casework as well as the outcomes it is intended to achieve.</p>
Enabling Abilities	<p>Participants will be able to:</p> <p><i>Cognitive</i></p> <ul style="list-style-type: none"> • describe guidelines for the assessment of practice • explain protocols for collecting information • describe the importance of providing developmental feedback to the worker • delineate the expectations for casework practice in New York State • describe the four practice domains • name the five sources of information available to the supervisor for assessing child welfare practice <p><i>Affective</i></p> <ul style="list-style-type: none"> • value the assessment of child welfare practice as a leadership function • appreciate the importance of supporting the professional development of child welfare workers

Operative

- N/A

Materials PowerPoint slides, ABILITIES, FOUR PRACTICE DOMAINS, FIVE SOURCES OF INFORMATION, CONDUCTING AN ASSESSMENT; handout, PRACTICE ASSESSMENT OPTION; guidebook: *A Supervisor's Guide to Assessing Practice*; worksheet, OBSERVATIONS AND FEEDBACK WORKSHEET.

Time 90 minutes.

Learning Process

Integrative Statement: In the previous activity, we focused on worker development. We will now examine a tool that will support your efforts to integrate and anchor the SET/PMC competencies as you assess and promote the practice of your workers.

Introducing A
Supervisor's Guide to
Assessing Practice

Display and review the first PowerPoint slide, ABILITIES.

Ancillary instruction: Elicit and respond to any questions or comments participants may have regarding the abilities for this activity.

Discuss:

- Under what circumstances do you assess your workers' practice as a step in advancing their development?

Comment: Anticipated responses include during crises, when challenges occur, when mistakes become obvious, when important work appears not to have been completed, when complaints are received.
- On a scale of 1 to 5 (with 1 = rarely, and 5 = too frequently), how often does the practice of workers need to be improved in these circumstances?

Suggestion: Elicit some of the practices that they perceive need to be improved.
- Would you be more satisfied if your workers' practice was better?

Comment: Anticipated answer: Yes.

Explain:

- It has been observed by you and others that practice is, at least some of the time, less than ideal.
- If we systematically assessed this state of practice, we might learn that workers are unconsciously unskilled in ways that, if left unaddressed, would continue to result in "less than ideal practice."
- In such situations, the supervisor can assess workers' developmental needs and determine how to best meet those needs.

- OCFS recognizes the demands on your time and has sponsored the development of a tool to support the strategic assessment of child welfare practice in accordance with the New York State practice framework.

Ancillary instruction: Refer participants to the document, *A Supervisor's Guide to Assessing Practice*.

- *A Supervisor's Guide to Assessing Practice* helps you teach your workers how to think about their practice, rather than focusing on what the worker has done and telling them what to do next.
- *A Supervisor's Guide to Assessing Practice* supports the use of SET competencies, particularly the PMC, and is linked to all three supervisory functions: administrative, educational, and supportive.
- Using this guide will help you to:
 - ✓ more uniformly assess your workers' practice and corresponding stage of professional development
 - ✓ collect information important to understanding the quality of practice under your supervision
 - ✓ help you decide how to use your leadership style in providing feedback to your workers that is designed to recognize their current strengths and promote their continued professional development
 - ✓ strengthen the efficacy of child welfare practice in achieving the child welfare outcomes of safety, permanency, and well-being
- Let's take a look at how to use this guide. We will be using it in a subsequent activity. For now, we will direct your attention to the guide's organization and basic features.
- This manual contains suggested guidelines for the child welfare practice assessment process that include the following:
 - ✓ a description of the practice domains (i.e., casework relationship, assessment focus, focus on change, safety throughout the life of the case)
 - ✓ protocols for collecting information and providing feedback to the worker. Each of the four protocols is simply a series of questions a supervisor may use with a

worker to assess his/her practice and discover indicators of strengths and concerns in one or more of the practice domains, or areas, just named.

Comment: In the Pilot of the Guide, supervisors were thrown by the words *domain* and *protocol*. When asked what terms would work better, they suggested *area* and *questions*.

- ✓ five sources of information from which a supervisor can choose to assess any of the four areas of practice.

Exploring sources of information

Display the third PowerPoint slide, FIVE SOURCES OF INFORMATION.

Ask: “Which of these sources do you typically use for assessing your workers’ practice?”

Ancillary instruction: List the most frequently used sources on the flipchart. Mention that later in the program we will be reviewing a way for participants to synthesize the information from the assessment and give feedback to their workers.

Display the second PowerPoint slide, FOUR PRACTICE DOMAINS.

State:

- These elements, known as practice domains, are addressed within each protocol.
- Questions at a glance are provided for each of the five sources of information, across the four practice domains.

Ancillary instruction: Direct participants to the following pages: 4-3, 4-16, 5-3, 5-17, 5-32.
- The protocols include space for you to record observations of your worker, as well as identify positive indicators and indicators of concern that you discover during your reviews wherein you would use questions at a glance. This information will guide your assessment of your workers’ level of development.

Refer to the handout, PRACTICE ASSESSMENT OPTIONS.

State: “This matrix can assist you in deciding how to best use the practice assessment, given your supervisory needs and the developmental needs of your workers.”

Instruct participants to turn to page 2-1, Chapter Two, Conducting an Assessment.

Show PowerPoint slide number four, CONDUCTING AN ASSESSMENT, describing the four steps to conducting a practice assessment.

Explain:

- The purpose of assessing practice is to be able to give the worker in-depth, comprehensive, yet strategic, feedback about the worker's current functioning in one or more of the four domains of the practice framework, as part of a strategy for promoting worker development.
- Depending on your leadership style and the needs of the worker, you select (with or without worker input) which of the four practice areas you want to assess and which of the five sources of information seem most appropriate to draw upon.
- This chapter provides you with the necessary steps for preparing for the assessment, as well as for collecting and synthesizing information that results from the assessments.
- This chapter further provides clear direction on giving effective feedback to the worker about his/her performance in relation to an expectation you have set or a standard of practice.
- It concludes with the section, Planning for Professional Development, which suggests several options for meeting the developmental needs of workers.

Ancillary instruction: Elicit and respond to any questions from the group before proceeding to the review of Chapter 3.

Clarifying expectations
for casework practice

Instruct participants to turn to page 3-1 in the guidebook.

Explain:

- This chapter contains material that will be very familiar to you. It contains the framework of practice and the four domains previously mentioned, which are central to the organizational goals of all family/child-serving agencies.
- The four domains are described and broken down individually with detailed explanations of each. For

example, the first domain (or practice area), The Casework Relationship, is described and the process for developing professional helping relationships is reviewed.

- It further explores the importance and dynamics of collaboration within the casework relationship.
- Mutuality and the behaviors associated with it are also described.
- In the second practice domain, Assessment Focus, supervisors provide the leadership needed to establish and promote the strengths-based, child-centered, family-focused practice incorporated into the goals of all child welfare agencies in New York State. Its eight major features are highlighted in this chapter.
- The third practice domain is Focus on Change. Here, the child welfare worker's role as an agent of change is reviewed. The importance of assessing and influencing the change-readiness variables is explored.
- The fourth practice domain is Safety Throughout the Life of the Case. In this area, behaviors associated with a strong focus on safety throughout the life of a case are described.

Instruct participants to briefly review the behaviors on pages 3-12 and 13, mentioning that the worker's ability to assess the cultural strengths of the family and ability to accept and work with differences in culture, gender, race, and ethnicity is highlighted as an expectation of practice.

Ancillary instruction: Inquire if all their workers demonstrate the behaviors listed and if this list would be helpful in making that assessment.

State:

- The final part of Chapter 3 reviews the importance of setting clear expectations for job performance. This section can guide you in setting expectations for each practice domain.
- The guidance offered here may be modified for your use with your staff as you monitor their development.

Ancillary instruction: Elicit and respond to any questions before moving on to explain casework practice assessment options.

Reviewing practice
assessment options

Explain:

- *A Supervisor's Guide to Assessing Practice* describes two levels of practice assessment: basic and enhanced (see Chapters 4 & 5).
- However, for the purposes of this training and to make the Guide more “user friendly,” just remember that to assess casework practice strategically, you can choose from 1-4 practice domains and gather information using 2-5 sources of information. We advise that you use two sources of information as a minimum, since a case record review (alone or in conjunction with observations and interviews) should be followed up with a case conference.
- We recommend that you make time to examine all four practice domains to familiarize yourself with the content.

Reviewing valuable
sources of information

Ask:

- How many of you observe your workers by accompanying them on home visits?

Comment: During the debriefing of the pilot of the *Supervisor's Guide*, participants shared their appreciation of the idea of a supervisor accompanying a worker on a home visit, which they perceived yielded rich opportunities for providing developmental feedback and coaching.

Ancillary instruction:

- Acknowledge this supervisory practice is a time-consuming activity, but one that can provide a wealth of information about the workers' strengths and needs.
- Also point out that, depending on their relationships with their workers, this method of gathering information to assess practice can be uncomfortable for and/or intimidating to their workers.
- Mention that observing workers may be particularly helpful when assessing those who are at the first two stages of learning/development.
- What are some things you can do to prepare for accompanying workers on home visits?

Ancillary instruction: If participants overlook the following ideas, be certain to add them. Supervisors should be familiar with the observation questions. Supervisors should clarify expectations with workers, including that they will be receiving feedback to promote their professional growth.

Instruct participants to briefly review the Caseworker Contact Observation Protocol, noting any strengths in it and/or issues with it.

Ancillary instruction: Elicit participants' responses.

Interviewing the
birth parent

Ask: "How many of you have ever interviewed a birth parent to determine the strength of, or concerns you may have about, a worker's practice?"

Ancillary instruction: Encourage participants to share their experiences. If there are no affirmative responses, acknowledge this is a rather unique and highly sensitive process.

Interviewing a
community partner

State: "The final interview protocol is that of interviewing a community partner."

Ask: "Have any of you ever interviewed a community partner to assess a worker's practice?"

Ancillary instruction: Validate the participants who have interviewed community partners.

Suggestion: Consider exploring how they used this information to learn about their workers' strengths and/or any feedback and improvement in worker performance and casework practice that resulted.

Comment: Often the success of peers is a motivating force for changing the way we perform our role-related responsibilities.

State:

- Now let's look at the worksheet, OBSERVATIONS AND FEEDBACK WORKSHEET.
- Note that the worksheet is divided into quadrants with space provided for noting positive observations and observations of concern, as well as for recording evaluative and developmental feedback.
- An additional way to use this guide is to have your workers self-assess.
- That concludes our review of this document. We will be using it in the next activity.

Ancillary instruction:

- Assess with participants whether the just-completed review of the guide has been adequate for preparing them to use it as a supervisory tool.

- If participants agree that it has been, move on to the next activity. If they report needing greater familiarity, have them:
 - ✓ think of a worker in their unit whose development would benefit from a more focused assessment of his/her practice
 - ✓ pick a domain of practice to focus on
 - ✓ choose one or two protocols to apply to this domain
 - ✓ complete at least one section of the matrix, Practice Assessment Options, and prepare how you would conduct the assessment
- Elicit a few ideas from participants on how they are going to use the guide with the workers.

Summary points

Conclude:

- Effective leadership and supervision result in a more developed workforce and in improved casework practice.
- Better casework practice results in better outcomes for children and families, the overarching goals for all child welfare agencies.
- Practice assessment allows supervisors to give their workers in-depth, comprehensive feedback about their current development and capacity to bring about the change necessary to achieve the child welfare goals linked to the four domains of the practice framework.
- Using the *Supervisor's Guide to Assessing Practice* allows supervisors to uniformly assess all domains of their workers' practice and their level of development. It also can help in planning to further develop their workers so they can more effectively and efficiently achieve the child welfare outcomes.

Postlude: We have spent some time reviewing an important tool for you to use to assess and strengthen your workers' practice. In the next activity, we will more fully explore effective supervisory competencies and integrate them into your leadership and supervision.

Abilities (PPT Slide)

Participants will be able to:

Cognitive

- » describe guidelines for the assessment of practice
- » explain protocols for collecting information
- » describe the importance of providing developmental feedback to the worker
- » delineate the expectations for child welfare practice in New York State
- » describe the four practice domains
- » name the five sources of information available to the supervisor for assessing child welfare practice

Affective

- » value the assessment of child welfare practice as a leadership function
- » appreciate the importance of supporting the professional development of child welfare workers

Operative

- » N/A.

Four Practice Domains (PPT Slide)

- »» The Case Relationship

- »» Assessment Focus

- »» Focus on Change

- »» Safety Throughout the Life of the Case

Five Sources of Information (PPT Slide)

- »» Case Record Review

- »» Case Conference

- »» Observing the Worker

- »» Interviewing the Birth Parent

- »» Interviewing a Community Partner

Conducting An Assessment (PPT Slide)

1. Preparing for the Assessment
2. Collecting and Synthesizing Information
3. Providing Feedback to the Worker
4. Planning Around Identified Professional Development Needs

Practice Assessment Options

	Supervisor Directions: Choose one or more of the Practice Domains below ↓	FIVE SOURCES OF INFORMATION (PROTOCOLS) (Note: It is best to begin with A & B and to choose at least one additional source of information, depending on the worker’s developmental needs as well as the Practice Area(s) being assessed.)				
		A Case Record Review	B Case Conference	C Caseworker Contact Observation	D Birth Parent Interview	E Community Partner Interview
FOUR PRACTICE DOMAINS (AREAS)	Casework Relationship					
	Assessment Focus					
	Focus on Change					
	Safety throughout life of case					

Observations and Feedback Worksheet

Casework Relationship

Observations	Feedback	Suggestions for Improvement
Positive:		
Concerning:		

Observations and Feedback Worksheet

Assessment Focus

Observations	Feedback	Suggestions for Improvement
Positive:		
Concerning:		

Observations and Feedback Worksheet

Focus on Change

Observations	Feedback	Suggestions for Improvement
Positive:		
Concerning:		

Observations and Feedback Worksheet

Focus on Safety Throughout the Life of the Case

Observations	Feedback	Suggestions for Improvement
Positive:		
Concerning:		

Utilizing Effective Supervisory Behaviors to Achieve Child Welfare Outcomes

Purpose	To develop participants' ability to utilize the SET behaviors to promote the professional development of workers and provide the leadership necessary to achieve child welfare outcomes in an efficient and effective manner.
Rationale	<p>In order to provide the leadership necessary to effectively carry out the functions of their role, supervisors need to be proficient in using the SET behaviors.</p> <p>Supervisors need to integrate these behaviors—particularly those represented in the Performance Management Cycle (i.e., communicating expectations, monitoring performance, and providing feedback) and coaching—into their thinking, planning, and action as they supervise individual workers and lead a unit.</p> <p>Becoming facile in using the SET behaviors, as well as leadership styles and supervisory functions, involves the consciously skilled process of planning how to use them, using them, analyzing the effectiveness of their use, and deciding how they could be used differently in another situation.</p>
Enabling Abilities	<p>Participants will be able to:</p> <p><i>Cognitive</i></p> <ul style="list-style-type: none"> • describe how the functions of supervision promote the achievement of child welfare outcomes • explain how to integrate interpersonal helping skills with the SET behaviors • describe how to utilize coaching as a SET behavior • identify the relationship between the performance management cycle and leadership styles and supervisory functions <p><i>Affective</i></p> <ul style="list-style-type: none"> • appreciate the effectiveness of the SET behaviors, in particular, the Performance Management Cycle and coaching, in supervising child welfare workers

Operative

- use the case record review protocol to assess workers' development in the four domains of practice
- provide evaluative and developmental feedback to workers in relation to their child welfare practice
- utilize the SET behaviors, leadership styles, supervisory functions, and core conditions/interpersonal helping skills in supervising a child welfare worker or unit

Materials

Handouts, SEVEN SET BEHAVIORS, FUNCTIONS OF SUPERVISION, COMPONENTS OF COMMUNICATING EXPECTATIONS, FACTS ABOUT FEEDBACK, SUPERVISING ELVIRA, ELVIRA: ROLE DESCRIPTOR, ELEMENTS OF CHANGE, PROCESS FOR ASSESSING AND PROMOTING CHANGE READINESS, WORKER SKETCHES, SUPERVISING SUE HANOVER, DOBSON FAMILY: SELECTED PROGRESS NOTES, UTILIZING CORE CONDITIONS AND INTERPERSONAL HELPING SKILLS TO INFLUENCE CHANGE, WORKER SKETCHES; worksheets, FOCUS ON CASEWORK RELATIONSHIP, FOCUS ON CHANGE, MONITORING ELVIRA, SUPPORTING ELVIRA'S GROWTH, UTILIZING SET WITH ELVIRA, FOCUS ON ASSESSMENT, FOCUS ON SAFETY, OBSERVER FEEDBACK: MONITORING, SUPPORTING A WORKER'S GROWTH, OBSERVING SUPERVISION; flipcharts, DEMONSTRATION TASK, FOUR DOMAINS OF CASEWORK PRACTICE, UNDERLYING CONDITIONS ARE..., VARIABLES COMPRISING UNDERLYING CONDITIONS, CONTRIBUTING FACTORS ARE..., EXAMPLES OF CONTRIBUTING FACTORS, SIMULATION TASK, PREPARING FOR THE SIMULATION, PowerPoint slide, COACHING AND THE PMC SCHEMA; guidebook, *A Supervisor's Guide to Assessing Practice*.

Time

650 minutes.

Learning Process

“If you don’t know where you’re going, any road will get you there.” Carl Whitaker

Integrative Statement: In the three previous activities, we explored the concept of supervisors as leaders, ways to promote worker development, and how to better achieve the organizational goals central to child welfare’s success. However, being a leader and having a leadership style, while very important, do not in and of themselves provide supervisors with tools with which to successfully fulfill their role-related responsibilities. In this activity, we will use the SET behaviors and supervisory functions to anchor the leadership necessary to achieve organizational goals/child welfare outcomes.

Linking coaching to supervisory functions

Explain:

- In an earlier activity, we identified seven behaviors that effective child welfare supervisors utilize and we introduced you to the eight functions of supervision.

Ancillary instruction: Refer participants to the handouts, SEVEN SET BEHAVIORS and FUNCTIONS OF SUPERVISION.

- In this activity, we’re going to utilize these behaviors, functions, and leadership styles to improve a worker’s performance in the four domains of practice.
- In particular, we’ll be focusing on the use of coaching, which is closely tied to the educative function of supervision and supports the other functions, i.e., coaching is about improving performance, **positioning** team members closer to the **vision**, **clarifying values**, and **developing the team**.
- For coaching to be successful, the quality of the coach-coachee relationship is key.
- When we look at coaching through the lens of SET we can readily see that coaching includes communicating expectations, monitoring performance, and giving feedback.

Ancillary instruction: Display the PowerPoint slide, Coaching and the PMC Schema.

- Coaching also includes the SET behavior of people. The SET behavior of *production* (standards) links in particular to the **vision** and **values** we establish for our work.
- In addition to coaching, we are going to concentrate on the Performance Management Cycle (PMC) during this activity.
Ancillary instruction: Refer participants to the handout, COMPONENTS OF COMMUNICATING EXPECTATIONS.
- These components clearly mean that communicating an expectation must be more than a directive. Within it are linkages to the supervisory functions, in particular, **vision**, **values**, **positioning**, and **empowering**.
- The component *means of performance* is related to the educative function of supervision. For example, if we tell workers what we want them to do and they currently/developmentally lack the knowledge and/or skills (*means*) necessary to fulfill the expectation in an effective and efficient manner, the **positioning** and **empowering** of the workers is not likely to occur and the *production standards* inherent in the communicated expectation will not be met.
Ancillary instruction: Clarify any confusion they may have about the role of these components when communicating expectations.
- Monitoring and providing feedback are important in coaching and we've already been using these skills throughout this training.

Integrating interpersonal
helping skills and PMC

State:

- In a previous activity, we also referenced the core helping conditions and interpersonal helping skills.
- We will be monitoring the use of these tools during our demonstration and later in your simulations.
- As with all of us, you may be at different stages of learning in relation to these skills.
- We will provide each other with feedback and coaching, as needed, as we progress through our work together.

Ancillary instruction: Refer participants to the handout, UTILIZING CORE CONDITIONS AND INTERPERSONAL HELPING SKILLS TO INFLUENCE CHANGE, introduced in Activity C.

Demonstrating SET behaviors in supervisory practice

Refer to the flipchart, DEMONSTRATION TASK.

Explain:

- We are now going to demonstrate how to utilize the PMC, as well as other SET behaviors, primarily coaching, and integrate them with core conditions and interpersonal helping skills to advance a worker's practice.
- Following the demonstration, you will have an opportunity to practice these skills as well.

Ancillary instruction: Tell participants to individually read the handout, SUPERVISING ELVIRA.

- In order to provide feedback and to set any new expectations, we must first prepare for our meeting with Elvira by monitoring her work.

Caution: Emphasize that while we are looking at monitoring here in relation to the interview, make sure that participants understand that monitoring is an ongoing process.

- To do this, we're going to utilize a tool from *A Supervisor's Guide to Assessing Practice*.

Ancillary instruction: Refer to the guidebook, *A Supervisor's Guide to Assessing Practice*, and direct participants to Chapter 4: The Basic Practice Assessment.

- You'll recall from our earlier discussion that there are two major sources of information available to the supervisor: the case record review and the case conference.
- The case record review corresponds to your administrative monitoring. While this process yields important information, it can fall short in providing us with the full assessment necessary to recognize strengths and discover and provide for growth needs.
- We're going to focus on using the Case Record Review Protocol during this demonstration and the subsequent simulation.

Ancillary instruction: Refer to the Case Record Review protocol in *A Supervisor's Guide to Assessing Practice*, page 4-2.

- Although we don't have a full case record to review, the handout, SUPERVISING ELVIRA, provides us with a lot of information about her cases that we can use to create a

general assessment of her work in the four practice domains.

Ancillary instruction: Refer to the flipchart, FOUR DOMAINS OF CASEWORK PRACTICE.

- Our demonstration will focus on advancing Elvira’s practice in the first and third domains.
- During the simulation component that will follow the demonstration, you will practice using the PMC, additional SET behaviors such as coaching, and core conditions/interpersonal helping skills to advance Elvira’s practice in the other two domains.
- To prepare for our demonstration, we’re going to first complete the Case Record Review Protocol in the areas of casework relationship and influencing change.
- It’s important to focus on the casework relationship first, as it will guide our work relative to the other domains.
- We’re going to focus on change prior to the focus on assessment since assessing change is part of the assessment process. However, change is also part of the relationship with families and it influences their ability to promote the safety of their children, as well as the other primary child welfare outcomes of timely permanency and well-being.

Ancillary instruction:

- Ask: “Do you think workers also need to change?” (It is expected that they will answer affirmatively.) Point out that this is one of the reasons why we focus on the role of change in child welfare practice.
- Break participants into four small groups. Assign one page of the worksheet, FOCUS ON CASEWORK RELATIONSHIP, to each of the three groups. Tell participants that this worksheet is part of the Case Record Review Protocol (pgs. 4-4 to 4-6 in *A Supervisor’s Guide to Assessing Practice*).
- Assign the fourth group to complete the worksheet, FOCUS ON CHANGE. Tell participants that this worksheet is also part of the Case Record Review Protocol (pg. 4-10 in *A Supervisor’s Guide to Assessing Practice*). If participants need more support in this area, refer them to the handouts, ELEMENTS OF CHANGE and the PROCESS FOR ASSESSING AND PROMOTING CHANGE-READINESS.
- Tell participants to check any positive indicators or indicators of concern in their assigned section of the

protocol and record their comments in support of the indicators.

- Tell participants that we are aware that they may not be able to fully answer all of the questions, as they are not reviewing an actual case record. Inform them that they should note what areas/indicators need further monitoring and assessment with Elvira.
- Tell each group to assign a reporter.
- Allow 15-20 minutes for this exercise and then facilitate the groups' reporting on Elvira's performance related to casework relationship and promoting change.
- Record on the flipchart the worker's strengths and supervisory concerns, to be used as a guide during the demonstration.

Ask: "Do we know all that we need to know to provide Elvira feedback?"

Comment: It is anticipated that participants will respond negatively.

State:

- One component of monitoring is determining what information is available to you and what information you still need to assess.
- The information that is available to you is a form of administrative monitoring (i.e., reviewing progress notes, checking safety assessments, etc.) whereas information to be assessed relative to worker performance is a more active form of monitoring you will do in collaboration with the worker.
- As you indicated in your small-group work, there are some areas where we need to gather further information from Elvira in order to complete our monitoring of her performance.
- Reviewing the case record provides you with important information related to the worker's performance as he or she documents it.
- Interviewing the worker allows you to acquire additional information to deepen your understanding of her performance.

Discuss: “What additional information do we need from Elvira in order to advance our monitoring of her work?”

Ancillary instruction: Record participants’ responses on the flipchart.

Explain:

- Now, we’re going to begin a demonstration of a meeting with Elvira regarding her work in the domains of casework relationship and change.
- We’ll use the flipcharts we created on monitoring Elvira’s work based on your examination of the case record. We will also gather the information from her that we just determined is necessary to complete this phase of the PMC before we move on to providing feedback, communicating expectations, and coaching.

Ancillary instruction: Refer to the flipchart, DEMONSTRATION TASK.

- You’ll remember that our overall goals for the demonstration also include the integration of the core conditions and interpersonal helping skills, coaching, and possibly other SET behaviors.

Ancillary instruction:

- Elicit from participants their ideas on how the core conditions, interpersonal helping skills, and any other SET behaviors would be useful in this demonstration.
- Provide feedback to participants on their ideas.
- Tell participants to complete the worksheet, MONITORING ELVIRA, as they observe the demonstration.

Begin the demonstration.

Ancillary instruction:

- Use the feedback, core conditions/skills, and any other SET behaviors that participants determined would be useful on the flipchart to guide the demonstration of interviewing Elvira to further your monitoring of her work.
- Use the handouts, SUPERVISING ELVIRA and ELVIRA: ROLE DESCRIPTOR, for support of the roles.
- Model patience, persistence, and focus if/when Elvira attempts to distract or divert the conversation. Continue to focus Elvira on her performance relative to the two domains you are monitoring.

- Allow approximately 10-15 minutes for this segment of the demonstration.
 - “Freeze” the demonstration and elicit participants’ responses to the worksheet, MONITORING ELVIRA.
 - Provide feedback to participants related to their responses on the worksheet.
- Now that we’ve monitored and assessed Elvira to further her work in these two domains, let’s prepare the feedback, new expectations, and coaching we would offer her.

Ancillary instruction:

- Tell participants to individually complete the worksheet, SUPPORTING ELVIRA’S GROWTH.
- Tell them to refer to the handouts, FACTS ABOUT FEEDBACK and COMPONENTS OF COMMUNICATING EXPECTATIONS, for support.
- Elicit participants’ responses to question #1 on the worksheet and record their responses on the flipchart and classify the feedback as either positive, negative, or developmental.
- Provide feedback to participants on the feedback that they think needs to be shared with the worker.
- Elicit participants’ responses to questions #2 - #4 and record their responses to the questions on the flipchart under the headings, Expectations to Communicate and Coaching Strategies.
- Provide feedback to participants on the expectations and coaching that they think needs to be shared with the worker.
- Tell participants to record their observations of the demonstration on the worksheet, UTILIZING SET, WITH ELVIRA.
- Resume the demonstration by providing feedback, communicating expectations, and coaching Elvira.
- Use the feedback, conditions/skills, and other SET behaviors, if any, that participants determined would be useful that we recorded on the flipchart to guide the demonstration.
- Use the handouts, SUPERVISING ELVIRA and ELVIRA: ROLE DESCRIPTOR, for support of the roles.
- Model patience, persistence, and focus when Elvira attempts to distract or divert the conversation. Continue to focus Elvira on her performance relative to the two domains.
- “Freeze-frame” the demonstration as needed or after each

segment on feedback, expectations, and coaching. Elicit participants' responses to the corresponding questions for each segment on the worksheet, UTILIZING SET WITH ELVIRA.

- End the demonstration.

State: "As the PMC is a cycle, we must continue the process associated with it. After communicating our expectations to Elvira and coaching her, we would now return to monitoring."

Discuss: "What ideas do you have for monitoring Elvira's performance relative to the expectations we have just set and the coaching we just provided?"

Practicing SET behaviors

State:

- Now, you're going to practice utilizing the PMC, coaching, and other SET behaviors, along with interpersonal helping skills and core conditions, leadership styles, and supervisory function in order to address a worker's performance.

Ancillary instruction:

- Break into three groups and subdivide each group into 2 smaller groups (approximately four people per group). Each group should have one person in the role of supervisor, one in the role of worker, one in the role of coach, and at least one observer.
- Tell participants that in order to give them control of the simulation, each group can choose (in consultation with you) the worker scenario they want to practice with. They can choose any of the scenarios from the handout, WORKER SKETCHES, or they can continue to work with either Elvira or Sue Hanover.

Comment:

Using the Elvira worker scenario will provide the most structure to the groups, as participants can utilize the case record review protocol to monitor Elvira's performance in the domains of assessment and safety.

- If participants choose to work with Elvira or Sue Hanover, refer them to the fact patterns they have previously reviewed for support, SUPERVISING ELVIRA and SUPERVISING SUE HANOVER.
- If participants choose to use a vignette from the handout, WORKER SKETCHES, tell them that the vignettes represent a "slice" of an ongoing relationship between a supervisor and

a worker; thus, there may be no clear place to begin engagement or bring closure as part of the upcoming interview.

- Tell them that each vignette contains a concern in one of the domains of practice.
- Before the simulations begin, reach mutual understanding with participants on the domain of practice of concern in each vignette.

Comment:

- Worker sketch A: Worker relationship
- Worker sketch B: Assessment
- Worker sketch C: Safety
- Worker sketch D: Change
- Worker sketch E: Safety
- Supervising Sue Hanover: Safety:
 - ✓ Supervising Elvira
 - ✓ Safety and assessment

Refer to the flipchart, SIMULATION TASK.

Ancillary instruction:

- Facilitate each group's preparation for the simulations by asking them to record on the flipchart what information they still need from the worker in order to further their assessment (performance monitoring), also elicit their responses to the questions on the flipchart, PREPARING FOR THE SIMULATION.
- Provide feedback to participants on how the leadership styles, supervisory functions, core conditions, interpersonal helping skills, and other SET behaviors, if any, they have determined would be useful in the simulation.
- For groups utilizing material from the handouts, WORKER SKETCHES or SUPERVISING SUE HANOVER, allow time for the "supervisor" and "worker" to meet to fill in any details they feel necessary to support the simulation of the supervisory meeting.
- Facilitate the first part of the simulation for these groups by having the supervisors meet with the workers to conduct the assessment piece of the monitoring component so that they can then provide feedback to the worker.
- If participants are working with the Elvira scenario, refer them to the DOBSON PROGRESS NOTES, which have been provided to help them monitor Elvira's performance related to her safety assessments.

- Tell these participants that the Dobson family consists of a mother, LaVerne Dobson, and her three children, David, Fatima, and Jamal, who are in foster care due to lack of supervision and parental misuse of drugs and that this series of notes begins several months into the children's placement and is preceded by the death of the father of the two youngest children, Fatima and Jamal.
- Have participants using the Elvira scenario review the progress notes using the Case Record Review Protocol (Focus on Assessment is pgs. 4-7 to 4-9 and Focus on Safety is pgs. 4-11 to 4-14 in *A Supervisor's Guide to Assessing Practice*).
- Tell participants to complete the three pages of the FOCUS ON ASSESSMENT worksheet and point out that they will only be utilizing the last page of the FOCUS ON SAFETY worksheet in this simulation/preparation, as it is the only part of the Focus on Safety section of the case review protocol that is supported by the materials we have that center on an ongoing foster care case (i.e., Elvira's progress notes and case record review summary on the handout, SUPERVISING ELVIRA).
- If participants need support related to the underlying conditions and contributing factors, which are mentioned in the handout, SUPERVISING ELVIRA, refer them to the flipcharts, UNDERLYING CONDITIONS ARE..., VARIABLES COMPRISING UNDERLYING CONDITIONS, CONTRIBUTING FACTORS ARE..., and EXAMPLES OF CONTRIBUTING FACTORS.
- These participants should check any positive indicators or indicators of concern in their assigned section of the protocol and record their comments in support of the indicators.
- Tell participants that we are aware that they may not be able to fully answer all of the questions as they are not reviewing an actual case record. Inform them that they should note what areas/indicators need further monitoring and assessment with Elvira.
- Facilitate the groups' reporting on Elvira's performance related to assessment and safety.
- Facilitate the first part of the simulation by having the supervisor meet with the Elvira to conduct the performance assessment portion of the monitoring component so that they can then provide feedback to her.
- Those of you in the observer role should complete the worksheet, OBSERVER FEEDBACK: MONITORING, as you watch the role-play.

- Begin the simulation.

Ancillary instruction: “Freeze-frame” the simulation when enough information has been gathered for participants to meaningfully respond to the questions that follow.

Ask:

“Supervisors”:

- What additional information did you acquire by interviewing the worker?
- How does the information you acquired from the worker advance your ability to monitor his or her performance?
- Did you have to adjust your assessment based on the responses from the worker? If so, how?

“Workers”:

- Do you understand why your supervisor is monitoring your performance? How do you feel about this?
- Did you feel valued during your supervisor’s assessment of your performance?

Elicit observers’ responses to the worksheet, OBSERVER FEEDBACK: MONITORING, clarifying any confusion or questions.

Comment: In relation to question #2 on the worksheet, the only other SET behavior that may have relevance to monitoring is “People.”

Instruct participants:

- Now that we’ve monitored and assessed our worker’s practice in the targeted domains, let’s further their performance by preparing the feedback, new expectations, and coaching we would offer them.

Ancillary instruction:

- Tell participants to complete the worksheet, SUPPORTING WORKERS’ GROWTH, with their group.
- Tell them to refer to the handouts, FACTS ABOUT FEEDBACK and COMPONENTS OF COMMUNICATING EXPECTATIONS, for support.

- Elicit participants' responses to question #1 on the worksheet and record each group's responses on the flipchart and classify the feedback as either positive, negative, or developmental.
- Provide feedback to participants on the feedback that they think needs to be shared with the worker.
- Elicit participants' responses to questions #2 - #4 and record their responses to the questions on the flipchart under the headings, Expectations to Communicate and Coaching Strategies.
- Provide feedback to participants on the expectations and coaching that they think needs to be shared with the worker.
- Tell participants in the observer role to record their observations of the demonstration on the worksheet, OBSERVING SUPERVISION.
- Have participants resume the simulations by providing feedback, communicating expectations, and coaching to the workers.
- "Freeze-frame" the simulations as needed or after each segment on feedback, expectations, and coaching. Elicit observers' responses to the corresponding questions for each segment on the worksheet, OBSERVING SUPERVISION.
- Allow approximately 30 minutes for this part of the simulation.
- End the simulation.

Suggestion: Have participants rotate their roles in the small groups so that everyone has a chance to practice as supervisor utilizing one of the components of the PMC and coaching.

Ask:

"Supervisor":

- What feedback did you share with the worker? Was it positive, negative, or developmental?
- What expectations did you communicate to this worker? Describe the specific components of these expectations.
- What coaching did you provide to the worker?
- If you had this interview to do over, is there anything you would do differently?

“Worker”:

- How will the feedback you were given impact your performance?
- Provide an example of how your supervisor was clear and concrete in communicating his/her expectations.
- How did you feel about your supervisor coaching you?
- Is there anything you would suggest your “supervisor” do differently?

Elicit observers’ responses to the worksheet, OBSERVING SUPERVISION, clarifying any confusion or questions.

State: “As the PMC is a cycle, we must continue the process associated with it. After communicating our expectations to the worker and coaching him or her, we would now return to monitoring.”

Discuss:

- What ideas do you have for monitoring the workers’ performance relative to the expectations you just set and the coaching you just provided?
- How can you include the worker in the development of this plan for monitoring?

Explain:

- A skilled supervisor consistently employs the Performance Management Cycle of communicating expectations, monitoring performance related to those expectations, and offering feedback.
- Coaching allows the supervisor to actively engage the worker in strengthening his or her performance.
- The merit of the SET model is that whether the supervisor is new and grappling with role adjustment or long in the role, SET structures our work with staff.
- The further merit of the model is that while workers have different levels of skill, experience, and comfort in

responding to supervision, SET allows the supervisor to maintain objectivity and stay focused on defining tasks.

Summary points

Conclude:

- Effective supervision needs to extend well beyond answering worker questions and helping workers decide how to respond to families in crisis.
- The SET behaviors, which you have learned to now recognize and utilize, promote workers' performance according to the approach articulated by the framework of practice.
- It is through the use of these behaviors that you will strengthen your effectiveness as a child welfare supervisor.

Postlude: In this activity, we have been looking at applying the SET model with workers while acknowledging that each worker is unique. In the next activity, we will examine methods for increasing you and your worker's ability to manage time effectively.

Seven SET Behaviors

Communication of Expectations

Monitoring

Feedback

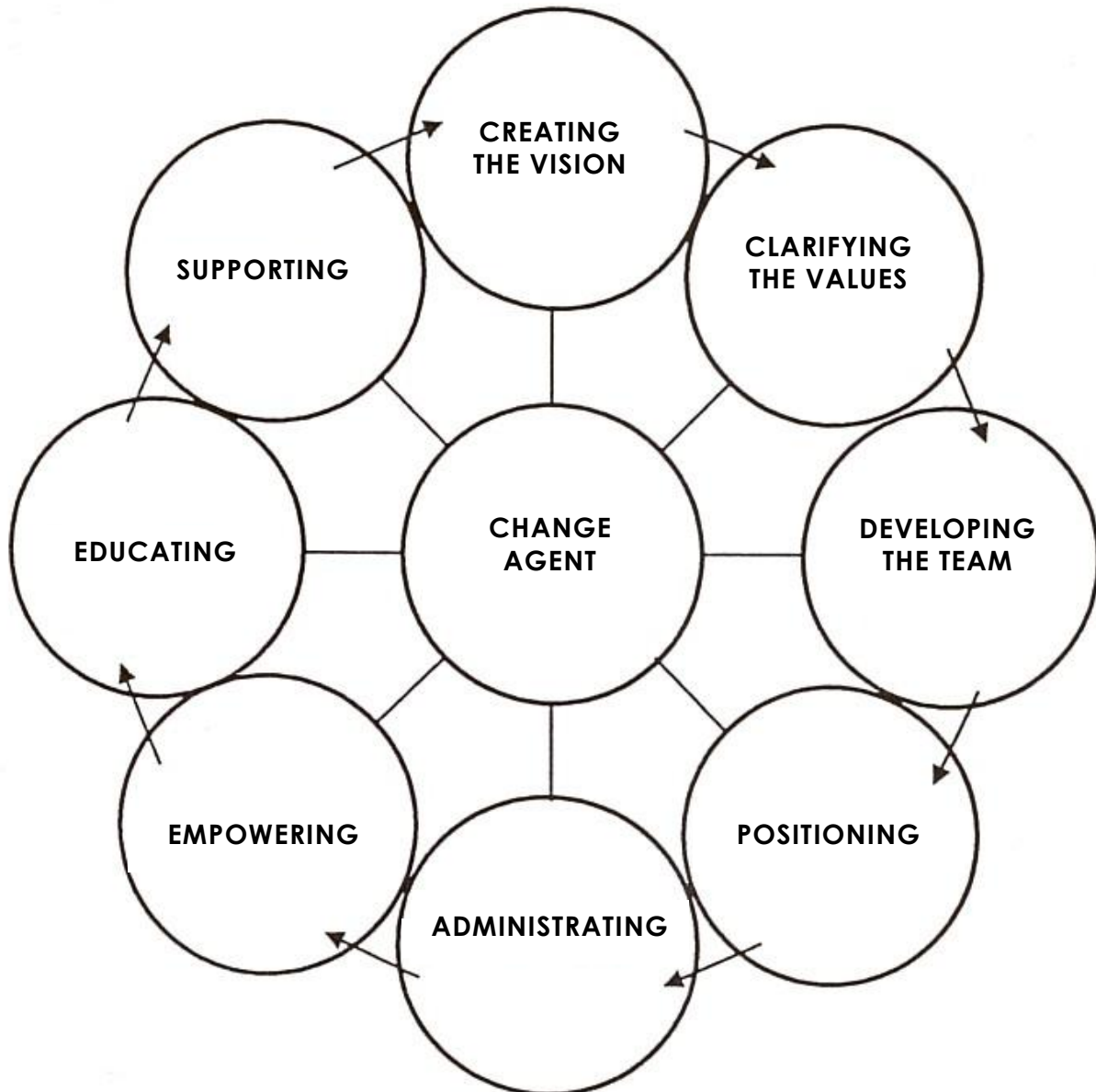
Supervisory Focus

Production

People

Coaching

Functions of Supervision



Functions of Supervision

1. **Creating the Vision:** constructing an image of how we see our purpose/mission unfolding and then reinforcing this vision with others in the unit/agency.

Effective use of supervisory behaviors, such as communicating expectations, providing feedback, and having a production focus, all contribute to how you achieve a vision for your unit and contribute to the agency's overall mission.

Example: You provide feedback to a worker related to his ability to influence change in families and achieve child welfare outcomes. You frame your feedback by connecting his strengths to your unit's vision, and you provide him the coaching to further develop his ability to assess and influence change readiness.

2. **Clarifying the Values:** establishing the organizational/unit values and influencing workers to consistently act on them.

The performance management cycle may be particularly useful at clarifying the unit/agency's values, such as the need to demonstrate respect, respond with empathy, and remain genuine.

Example: A worker is struggling to demonstrate respect with a parent who allegedly sexually abused his child. By meeting with the worker to provide feedback related to your perception and experience of the relationship, and clarifying what respect is as well as your expectation that all parents will be shown respect, you influence the worker's behavior.

3. **Developing the Team:** developing a team of highly qualified people who are jointly responsible for achieving the group's goals.

Effective supervisors have effective workers. Each of these workers brings unique strengths to the unit as a whole. In order to develop the team, you must focus on both individual worker development and on utilizing the SET behaviors, such as the Performance Management Cycle, at a group level.

Example: You monitor progress notes across the unit and identify areas of need. You then provide training to workers related to your expectations and standards for documentation and have more skilled workers coach less skilled workers in this area.

Functions of Supervision

4. **Positioning:** developing an effective strategy for moving the group from its present position toward the vision.

The SET behavior of supervisory focus is useful in positioning, as you need to utilize your power to position your workers. Coaching and the PMC can also be useful here.

Example: If a worker is unskilled in a particular area and you have identified a need for training, you use your influence as her supervisor to engage your staff development coordinator in meeting with her to develop a plan for skill-building activities.

5. **Administrating:** promoting adherence to agency policy and procedure.

The SET behavior of *supervisory focus* is particularly important here, as promoting adherence to policy and procedures means that you are enclosed in a “glass bubble,” where your work in this area is visible to both your supervisor/manager and workers. The Performance Management Cycle is also useful, as you convey expectations relative to policy and procedure, monitor your staff’s performance in these areas, and provide them feedback to improve their performance.

Example: A CPS supervisor informs her unit of the new NYS Access law and monitors their performance relative to the law. This intersects with their responsibility for safety throughout the life of a case.

6. **Empowering:** motivating others by raising them to their “better selves.”

As supervisors, your function is to motivate your workers to perform their work to the best of their abilities. The SET behavior of *people* is particularly useful within this function. You empower your workers when you are empathic, actively listen to their concerns, and recognize each person as uniquely possessing strengths and needs.

Example: A worker is thinking about returning to school to work on her MSW. You meet with her, listen to her concerns about her ability to succeed in school, and provide her with feedback relative to her strengths and your experience of her as a worker. She leaves the meeting feeling empowered and quickly enrolls in an evening program.

Functions of Supervision

7. **Educating:** assessing and developing in workers the knowledge and skills they need to do their jobs.

The SET behavior of *coaching* is educative in its nature and best utilized in the development of workers' knowledge and skills. Coaching is supported by the PMC.

Example: A supervisor sends new workers to *Common Core Training* and then supports their transfer of learning by role-playing with the workers relative to engaging parents and conducting family-focused interviews. The supervisor also models the core conditions in his relationship with the workers and instructs them on how to complete assessments in a timely manner.

8. **Supporting:** improving morale and job satisfaction as workers perform their role-related responsibilities.

Effective supervisors support their staff by nurturing and encouraging them and by helping them attend to any personal issues that are impeding their work. Workers who feel supported and satisfied are less likely to leave the unit and/or agency and will perform better in the field. The SET behavior of *people* is particularly compatible with this function.

Example: After a worker conducted his/her first removal, the supervisor meets with the worker to discuss the worker's experience of the removal and then talks about the feelings—of the family and worker—attendant to a removal. This discussion extends to the worker's feelings and needs stimulated by the child's feelings and needs, as well as those of any family members present during the removal. The primary expressions of support would be attending and using effective questions and reflections.

Coaching and the PMC: PPT Slide

Coaching transcends,
is part of...

The Performance Management Cycle

Monitoring, Feedback, and Expectations

and supports

Components of Communicating Expectations

The following components comprise the communication of expectations:

- ➔ Purpose of performance: why the performance must be completed.
- ➔ Outcome of performance: how much the worker must complete to achieve the purpose.
- ➔ Timeliness of performance: when the performance should begin and when it should be completed.
- ➔ Means of performance: how the task should be completed.
- ➔ Responsibility of performance: who should complete it.
- ➔ Recognition of performance: how it will be measured when it has been achieved.
- ➔ Consequence of performance: the benefit of the performance

Facts about Feedback

Conditions for effective feedback:

- ➔ Give feedback in an open climate: Set the stage for giving feedback. Do not “dump” information or criticism and then leave the receiver to interpret it on his or her own.
- ➔ Feedback is best received when it is linked to clear expectations. Be sure that when you provide any type of feedback, it is related to clear expectations of performance.
- ➔ Feedback is best received when there is a trusting relationship. This doesn't mean that you have to be best friends with the person. It does mean that professional respect and trust exist in the relationship, so that the person receiving the feedback can hear the information and use it to improve his or her performance.
- ➔ Feedback needs to come from a credible source. Be sure of the facts, since there are often two sides to every story.
- ➔ Feedback should be structured appropriately. Providing feedback in a timely manner and giving it in a private moment allows the receiver to hear the information without distraction.
- ➔ When feedback is received, the person should be able to use it. Once again the timing of feedback is often very important and relates to whether the receiver can use the new information in changing or improving his or her behavior.

Qualities of Effective Feedback:

- ➔ Feedback must be **useful**. Feedback is useful if the receiver can use the information to change or alter her/his behavior. It needs to be clear enough to help the receiver know that he or she has done something correctly or incorrectly.
- ➔ Feedback needs to be **specific**. Feedback is specific when it isolates the behavior or practice that has to be changed or affirmed. Each opportunity to reinforce specific behavior helps the receiver understand how to apply it to his or her own work in the field.

Facts about Feedback

- ➔ Feedback must be **frequent** enough to sustain positive behavior and to allow the receiver to use it in a timely way to alter behavior, if needed. Research has shown that giving repeated positive feedback makes a greater impact on performance than waiting until negative feedback is necessary.
- ➔ Feedback needs to be **well-timed**. Feedback following close upon performance is more effective than that given later. Feedback also needs to be matched to the emotional readiness both of the person receiving it and the person giving it. Giving feedback when you are angry may distort the message and defeat the purpose of the feedback. It may also result in an outcome different than you wanted. Being aware of the receiver's emotional state is also important. This does not mean you should not give the critical feedback, but consider whether the person can hear it at the time you plan to give it.
- ➔ Feedback is **direct**. Make sure the feedback is direct and related to performance or to a behavioral issue. When a person is uncomfortable with direct feedback, he or she often will provide some general praise and then say, "but..." What does this do? It reduces the effectiveness of positive praise and reinforces negative behavior. It also gives the receiver a mixed message. It is important to raise a specific concern rather than conduct a fishing expedition with the person. Each opportunity you use to give direct feedback provides the receiver with a model for how to conduct him- or herself with others.
- ➔ **Helpful** feedback means that the receiver perceives the motives of the giver as constructive. If the feedback is tied to helping the receiver improve performance and is related to already established expectations, the person will be better prepared to accept the information.
- ➔ Feedback needs to be **behavioral**. Feedback that focuses on observable behaviors directs the discussion to changing behavior, not to the person's belief system or personal values.
- ➔ Feedback needs to be **clear**. This means you must be sure that your feedback is understood by the receiver. When we are providing feedback about changing behaviors or performance, it is always important to check with the receiver to evaluate whether he or she understands what we have said about his or her performance.

Utilizing Core Conditions and Interpersonal Helping Skills to Influence Change

Engaging Families

Engaging families is a process that combines joining with the family and mutually agreeing to undertake, together, tasks and responsibilities that are intended to achieve child welfare outcomes. Engaging occurs as the family experiences the caseworker conveying the core helping conditions and utilizing interpersonal helping skills in a manner that allows the family to imagine a preferred alternative future.

Respect, Genuineness, and Empathy: The Core Helping Conditions

Respect is:

- ➔ valuing another person because she/he is a human being
- ➔ conveyed by demonstrating commitment (e.g., showing up on time), communicating warmth, suspending critical judgment, reinforcing strengths

Genuineness is:

- ➔ being aware of your own feelings and deciding how to respond to the other person in order to facilitate communication and develop a positive relationship
- ➔ conveyed by being spontaneous and nondefensive, using some self-disclosure, matching verbal and nonverbal behaviors, “being yourself”

Empathy is:

- ➔ the state of tuning into another person’s “world” and developing an appreciation of what that world means to and feels like to the individual
- ➔ conveyed by taking the time to accurately perceive the other person’s situation and feelings and by communicating your understanding and concern

Utilizing Core Conditions and Interpersonal Helping Skills to Influence Change

The Interpersonal Helping Skills

Attending

Attending is:

- ➔ the use of self and environment to communicate acceptance, interest, and respect for the other person
- ➔ conveyed by creating a comfortable environment, making eye contact, leaning forward slightly, using encouraging gestures and expressions, seeking and projecting verbal congruence, using minimal encouragements, and noting/responding to nonverbal cues

Questions

Six types of general questions are useful when working with families.

- ➔ Open questions invite the other person to talk, e.g., “How do you feel about Emma’s academic progress in school?”
- ➔ Indirect questions are statements inviting a response, e.g., “Devon seems so very grown-up for a nine-year-old.”
- ➔ Closed questions seek specific information, e.g., “When will you be available?”
- ➔ Circular questions invite the person to share the feedback received from others, e.g., “What did your dad say when you came home with Alexa?”
- ➔ Scaling questions invite the other to rank-order something, e.g., “On a scale of one-to-five, how interested are you in information about the parenting skills program I mentioned?”
- ➔ Solution-based questions look to the past, e.g., “How did you handle this last summer?”

Utilizing Core Conditions and Interpersonal Helping Skills to Influence Change

Reflection

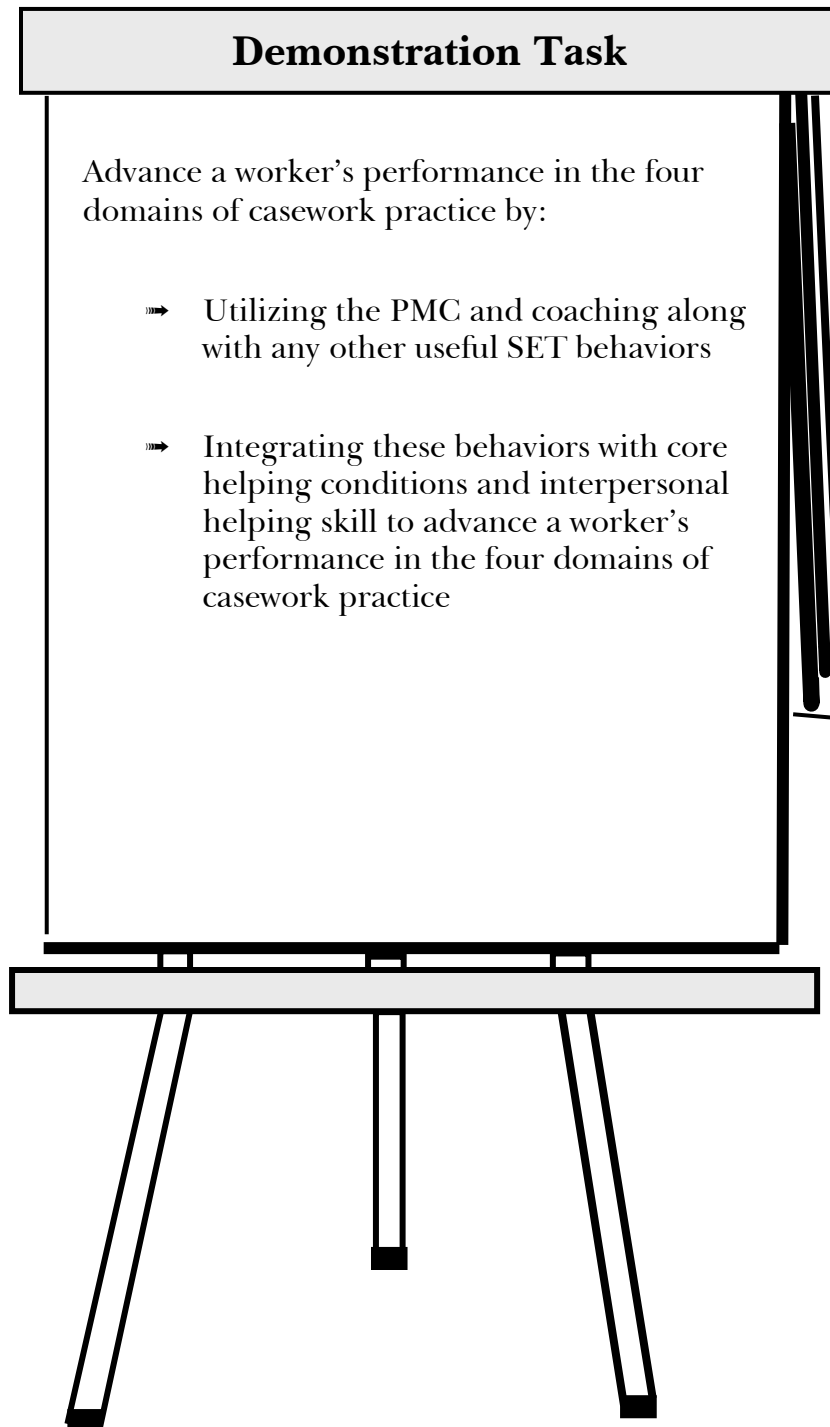
- ➔ Reflection is a process that develops mutual understanding of another person's internal and external experience.
- ➔ Reflection requires listening to both the explicit verbal message and to the nonverbal cues and then summarizing both the feeling and the content for verification by the speaker, e.g., "Sounds like you're pretty angry and upset that the school calls you and immediately assumes that you failed to provide Ashara with breakfast when, in fact, she refused to eat everything you offered." Content includes the needs, values, beliefs, experiences, and self-concept revealed in the message.

Concreteness

- ➔ Concrete communication occurs when language is used to accurately and unambiguously represent reality – including expectations, experiences, feelings, needs, and challenges.
- ➔ In concrete communication, important information is neither deleted, nor distorted, nor generalized.
- ➔ Concreteness can be reinforced by seeking clarification of unfamiliar terms or clearer mutual understanding of the meaning of something, e.g., "I'm not sure I understand what you meant when you said 'Jody's gone off the deep end.' Could you say more about that?"

Summarization

- ➔ Summarization pulls it all together – focusing, synthesizing, clarifying, highlighting contradictions, making transitions, and structuring interviews.
- ➔ An effective summarization is brief, conveys acceptance, and shows that mutual understanding has been reached, e.g., "You'll call your TANF worker in the morning and I'll call the Housing Assistance Unit; we'll share our results and figure out next steps tomorrow afternoon."



Supervising Elvira

You became a foster care unit supervisor about 2 months ago. Before your promotion, you worked in the same unit for 3 years. The senior worker in your unit is Elvira, who has been a child welfare worker for 18 years. She has worked in every unit in the agency; however, despite her many years on the job, she has never taken an exam to be a supervisor, stating that she prefers to work “on the front line.” When you were a new worker, your supervisor told you, “just watch Elvira; she really knows the job.” Elvira has a lot of strengths that she brings to the job. For example, you can ask Elvira anything about legal issues and she is always right. Family court judges trust her and have always taken her recommendations into consideration. Furthermore, her paperwork is always done on time and she mastered CONNECTIONS before anyone else in your agency. She also has an admirable attendance and punctuality record.

When you started as supervisor, your fellow supervisors told you how lucky you were to have such an experienced and competent worker, but you have some misgivings. When you shadowed Elvira as a new worker, you thought she was often rather abrupt with families. While she was honest and direct, she never seemed to ask them questions or to listen to them. She mostly just told them what they “had to do.” One time you were shadowing her, you gathered your courage and said something to her about this and she retorted, “Oh, you’re so naïve. You’ll learn that if you’re too soft with these people they’ll just walk all over you.” Elvira can be very funny and everyone, including you, enjoys her sense of humor; however, you feel that her humor about the parents she is working with often has a biting edge to it.

Your district has experienced considerable turnover recently and you’re putting a lot of time and energy into creating a culture among your workers that emphasizes the importance of engaging parents (especially by conveying respect and introducing mutuality into the service planning process), conducting ongoing and accurate assessments, promoting safety throughout the life of a case, and influencing lasting change. As part of your commitment to monitoring the staff’s performance in these practice domains, you have been reviewing their case records. It seems that Elvira is struggling in all of these areas.

You are already aware of the contempt she often displays for parents and her seeming lack of ability to really listen to what the family needs. Her progress notes even include a lot of remarks about parents that are disrespectful (e.g., “Ms. Brown is more interested in spending time with her boyfriend tonight than spending time with her children,” and “Mr. Ali refused to shake my hand when I introduced myself and would not make eye contact with me. He appears to be a resistant client.”). You’ve also been struck by how often Elvira documents going to a house for a home visit and the families

Supervising Elvira

aren't home, or aren't answering the door. You wonder if some of her families are avoiding her, and if so, is she aware of this?

During your review of her FASPs, you notice that she seems to be less concerned about promoting change, and is satisfied by just achieving compliance. For example, she regularly writes statements in her activity blocks such as, "Ms. Brown will attend parent education class." You would like to see her activity statements reflect how parents are going to use their new knowledge and skills to advance change in their families. For example, a preferred activity statement would be, "Ms. Brown will plan to use the knowledge and skills she gained during her parent education classes during visits with her children." You'd also like to see Elvira have more change-promoting activities, such as "Worker will coach mother during visits to engage in developmentally-appropriate activities with her children." Instead, Elvira often writes, "Worker will attend visits to monitor." From previous conversations with Elvira, you perceive that she is aware of the model for change-readiness as she can define each stage and discuss how to promote the phases of change-readiness. But her documentation does not reflect her ability to operationalize this knowledge with families. Furthermore, she seems to have a hard time changing outcomes and activities if the service plan she developed fails to help the family progress towards the child welfare goals.

Last week you cringed when you heard Elvira tell a new worker, "Listen, your job is to get in, get the information, and get out." There is no indication in most of her case records that she reaches mutuality in the assessment process with parents. She seems to have very strong opinions about what she thinks families need; however, her documentation of the times she seeks their opinion about what they need is thin. For example, in one record she wrote, "Mr. and Mrs. Smythe need to stop drinking, attend AA, return to church, and resume visiting with their children if they want their family to be reunified." Elvira seems to infuse her own values, such as church attendance, in her perception of what families need to do to achieve child welfare outcomes. As indicated by documentation such as this, Elvira seems to struggle with families who are culturally different than she is. For example, many of the resources she refers families to are not culturally specific or even located in the family's neighborhood. Furthermore, her assessments generally focus on only the members living in the household and fail to include the family's social network and/or extended family resources.

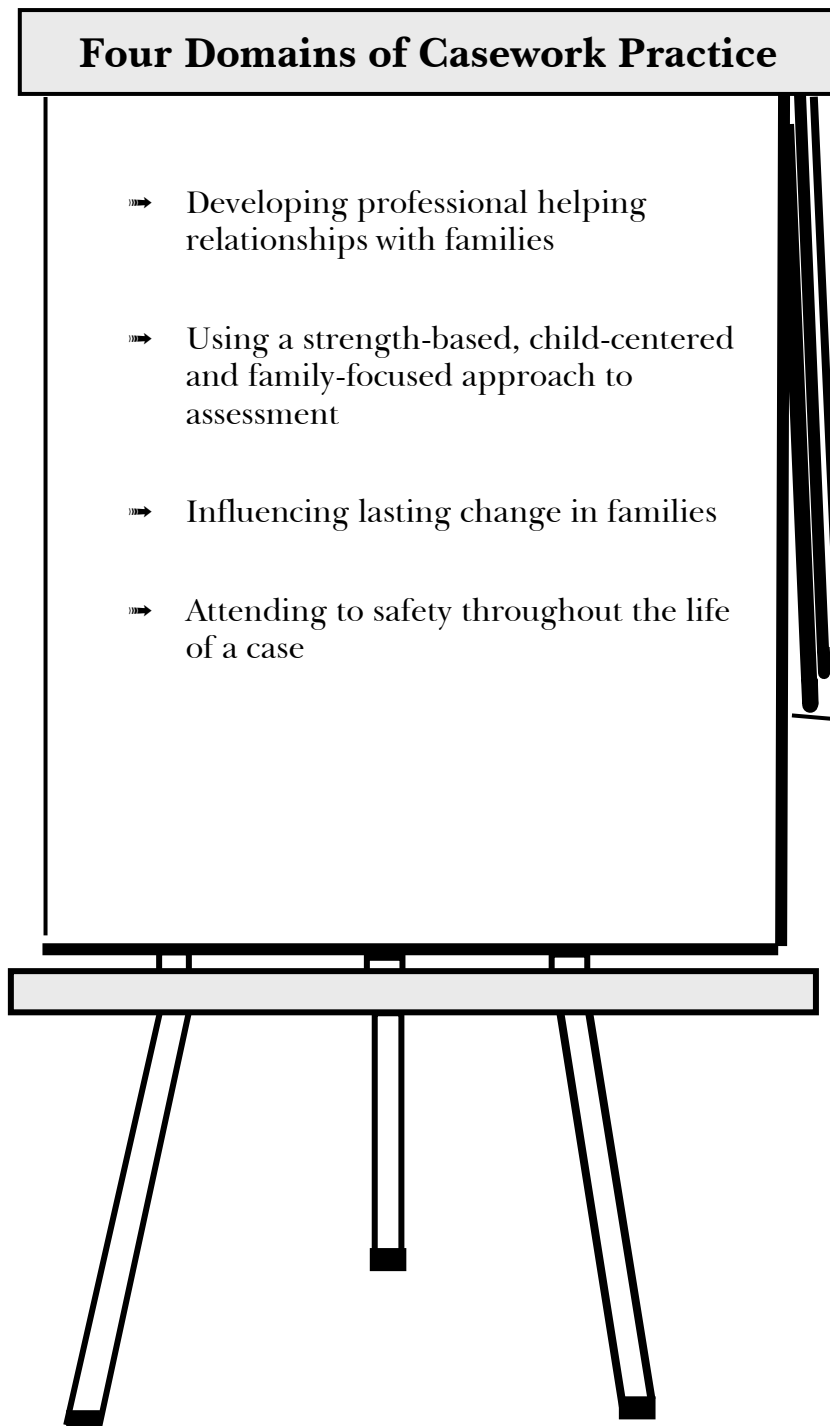
Elvira does a good job at identifying a family's contributing factors in her assessments, but you are not clear whether she is exploring these factors with families relative to how they impact the parents' ability to meet the children's needs. For example, she'll often document that "substance abuse appears to be a factor in this case" without stating how

Supervising Elvira

a parent's perceived drug use is affecting his or her ability to meet the child(ren)'s needs, if at all. Elvira's documentation of underlying conditions is not as strong. She seems to be able to identify a family's values (particularly if they are very different from her own), but she has a hard time identifying their perceptions, beliefs, culture, and experience.

When you reviewed her safety assessments and documentation of safety in her progress notes, you were impressed by the thoroughness of the documentation as well as how often she documents assessing safety throughout the life of a case. However, you wonder whether her inability to engage families is affecting the accuracy of her assessments. You will need to learn more from Elvira and some of her families about whether their perceptions of the children's safety are the same, and if not, what is impeding them from reaching mutuality. For example, in her work with one family, the Dobsons, the mother still doesn't seem to understand that she is ultimately responsible for meeting the children's safety needs, even though they are currently protected by being placed out-of-the home.

Since becoming supervisor, you have met with Elvira on a fairly regular basis to talk about specific cases. You now feel it's time to meet with her to focus more on her overall performance. She has strengths that you—and the district—value and you want to give her feedback in that area. You also plan to engage her around practice expectations that you have for her and how you plan to monitor her performance. You are aware that your pre-engagement anticipation of this meeting is not positive. You know you are anxious and you believe that Elvira—who is accustomed to accolades—will not be receptive to any negative or developmental feedback. You know it will be important for you to go into the meeting prepared and focused.



Focus on Casework Relationship

Case Record Review Protocol

Casework Relationship

1. Does the case record indicate core aspects of the caseworker’s relationship with the family?

Positive Indicators:	Notes
<ul style="list-style-type: none"> • Progress notes indicate the content/focus of contacts with the family and family members’ responsiveness to the caseworker. 	
<ul style="list-style-type: none"> • Progress notes indicate how the worker and family worked together in the assessment process and the development and monitoring of the family plans. 	
<ul style="list-style-type: none"> • Case record documentation reflects the family members’ feelings, thoughts, and perceptions in their words. 	
<ul style="list-style-type: none"> • Progress notes indicate that family members disclose information (indication of trust), actively participate, and invest energy in working toward the goals. 	
<ul style="list-style-type: none"> • Progress notes indicate that the family has an open relationship with the caseworker. 	

Indicators of concern:	
<ul style="list-style-type: none"> • Progress notes indicate no evidence of exploring family members’ perceptions of problems, strengths, or goals. 	
<ul style="list-style-type: none"> • Progress notes only indicate what the caseworker has “told” the family. 	

Focus on Casework Relationship

Case Record Review Protocol

Casework Relationship (continued)

2. How did the family collaborate in assessment and planning decisions?

Positive Indicators:	Notes
<ul style="list-style-type: none"> • Progress notes indicate that the caseworker and family are working together jointly on the case plan and services. 	
<ul style="list-style-type: none"> • Progress notes indicate that the worker has explained the reasons for the casework and the agency involvement and decisions. 	
<ul style="list-style-type: none"> • Progress notes indicate that the caseworker acknowledged the family's view of the agency's involvement and discussions about the issues. 	
<ul style="list-style-type: none"> • Progress notes indicate what ideas family members contributed that explain the child's maltreatment and what might help prevent it in the future. 	

Indicators of concern:	
<ul style="list-style-type: none"> • Progress notes suggest there is tension and conflict in the relationship. 	
<ul style="list-style-type: none"> • Progress notes contain no information on the family's view of their situation and needs. 	

Focus on Casework Relationship

Case Record Review Protocol

Casework Relationship (continued)

3. What is the evidence of mutuality in the relationship with the family?

Positive Indicators:	Notes
<ul style="list-style-type: none"> • Progress notes reflect discussions with the family that show a give and take between parties. 	
<ul style="list-style-type: none"> • Progress notes indicate the commitments made by both the worker and the family, and indicate how and when these commitments were maintained. 	
<ul style="list-style-type: none"> • Progress notes indicate the sharing of caseworker and family perceptions of the family’s needs and success in meeting these needs. 	
<ul style="list-style-type: none"> • Progress notes indicate a timely and meaningful sharing of information between the caseworker and family members. 	

Indicators of concern:	
<ul style="list-style-type: none"> • There is little or no indication of mutual commitments or agreement. 	
<ul style="list-style-type: none"> • Family members’ requests for information or assistance go unmet. 	

Focus on Change

Case Record Review Protocol

Focus on Change

1. What is the caseworker’s continuing focus on change readiness and on supporting and influencing change?

Positive Indicators:	Notes
<ul style="list-style-type: none"> • Progress notes and assessment summary contain information about the current state of the five change variables. 	
<ul style="list-style-type: none"> • Progress notes indicate regular inquiry and discussion with family members about the status of the five change variables. 	
<ul style="list-style-type: none"> • Progress notes indicate use of the five change variables to explain possible lack of progress. 	
<ul style="list-style-type: none"> • Case plan contains case goals that reflect actual behavioral change. 	
<ul style="list-style-type: none"> • Progress notes indicate a systematic monitoring of progress and recording of such information in progress notes. 	
<ul style="list-style-type: none"> • UCR updates indicate a redirection of the case plan when progress is not occurring. 	
<ul style="list-style-type: none"> • Progress notes record information indicating the family’s view of its progress or reasons for lack thereof. 	
<ul style="list-style-type: none"> • Progress notes indicate encouragement and evidence of coaching family members around strategies for change. 	
<ul style="list-style-type: none"> • Progress notes contain evidence of clear feedback to family members when change is not occurring and positive reinforcement of progress. 	

Focus on Change

Indicators of concern:	
<ul style="list-style-type: none"> • There is little or no attention to change readiness. 	
<ul style="list-style-type: none"> • There is no indication of a change of plan when progress is not occurring as expected. 	

The Elements of Change

Present Discomfort is the person's sense of discomfort with the present situation, particularly as it relates to the safety, permanency, and well-being needs of the child. Present discomfort is generally associated with an unmet need. The need may have come from a gap between present conditions and a desired goal or from difficult conditions creating a need for relief.

- ➔ Present discomfort can reflect an internal state, i.e., something the person perceives as a concern, or it can be a response to an external stimulus, as when the problem is defined by others.

Example:

- Internal parent discomfort: "I feel anxious and upset about the twins' crying, and I yell at them all the time."
- External parent discomfort: "The worker keeps talking about the need to identify an alternative place for Spence to live if I don't make some changes soon."
- Internal worker discomfort: The worker feels overwhelmed by the number and complexity of his/her cases.
- External worker discomfort: The worker is asked by his supervisor to improve his documentation, but he thinks the district's standards are too high.

Preferred Alternative Future is the vision of something different – a goal or changed state of relationships, conditions, and behavior patterns – for which the individual can strive.

- ➔ Preferred alternative future is based on a person or family's ability to imagine that their needs could be satisfied in the new situation resulting from their changes.
- ➔ Preferred alternative future is linked to culture, self-concept, experience, and values.

Example:

- A parent can describe how she will care for her son when he is returned to her home from foster care.
- A worker imagines herself successfully handling the process of full disclosure after completing training.

The Elements of Change

Emotional Security is a state in which an individual believes that personal physical safety, attachments, identity, trust in others, and autonomy are not threatened while the individual is engaged in the change process.

- ➔ Emotional security is the basis of the willingness to risk, to trust, and to form meaningful relationships.
- ➔ Emotional security is strongly linked to experience, family, emotions, and culture.

Example:

- A parent trusts her child's foster mother enough to confide her concerns about her difficulty controlling her temper, and implements the foster mother's suggestions.
- A worker trusts his supervisor enough to explore difficulties with a case where cultural practices conflict with personal religious beliefs.
- A parent feels secure enough to risk trying a discipline technique she learned from a parenting class or a parent aide.

Efficacy is the confidence or belief in one's power or ability to produce desired results.

- ➔ Efficacy also refers to the individual's confidence or belief that others can be useful in helping make changes.
- ➔ Efficacy reflects self-concept, culture, and capability.

Example:

- A parent believes that he can establish a visitation routine with a child in foster care and that this will assist in the family's achieving timely reunification.

Internalization of Responsibility is the extent to which an individual accepts personal responsibility for his or her actions and needs.

- ➔ This element reflects the individual's understanding of her/his role in getting his or her needs met and/or creating problems for self or others.
- ➔ Internalization of responsibility also includes willingly participating in the process of assessment and service planning and its implementation.

Example:

- A parent accepts that her substance-abuse problem is interfering with her ability to provide adequate supervision for her children.
- A worker seeks a conference with his supervisor to discuss his difficulties in setting up 30-day Family Permanency Conferences within the timelines.

Process for Assessing and Promoting Change-Readiness

No singular strategy for assessing and promoting change-readiness exists. The following process has proven to be very sound.

Phase One: Assess and promote present discomfort and preferred alternative future

1. Start by focusing on and seeking mutual understanding of the experience of being involved in child welfare:
 - a. circumstances leading to child welfare involvement
 - b. presence of child welfare in family life

Experience in these two areas should contain the seeds of present discomfort.

2. Elicit the preferred alternative future from parent in relation to the present discomfort discovered in step one.
3. Go back and forth between present discomfort and preferred alternative future, assessing primary needs that would be met by preferred alternative future.
4. Evaluate results against child welfare concerns in the case. If the parent's preferred alternative future were achieved, would progress occur toward achieving child welfare outcomes? Might the outcomes be actually achieved?
5. If the parent's preferred alternative future is not compatible with achieving progress on the child welfare outcomes in the case, promote a preferred alternative future that is. Do not move to phase two until you have accomplished this milestone with the family.

Process for Assessing and Promoting Change-Readiness

6. Consider additional issues:

- ➔ Is the preferred alternative future valued by all family members?
- ➔ In what ways would achieving the preferred alternative future meet all members' needs?
- ➔ Who might lose power if the preferred alternative future were realized?

Phase Two: Assess and promote efficacy and emotional security

1. When assessing efficacy, focus on the parent's confidence in own ability and previous successes in achieving similar preferred alternative futures. Discover with the parent other resources and supports that could strengthen efficacy in achieving preferred alternative future.
2. When assessing emotional security, focus on learning about any parent losses that may result from achieving the preferred alternative future, as well as any primary needs that would be threatened or compromised by achieving preferred alternative future.
3. If efficacy and/or emotional security are low in relation to the preferred alternative future, reach mutual understanding with the parent on ways to strengthen either or both of them.

Phase Three: Assess and promote internalization of responsibility in relation to working to achieve preferred alternative future

1. Explore ways the parent can contribute to achieving the preferred alternative future.

Process for Assessing and Promoting Change-Readiness

2. At any point, if the parent does not demonstrate responsibility for taking the actions necessary to achieve the preferred alternative future, create confrontations, e.g., around any incongruence between the preferred alternative future, efficacy, and emotional security.
3. If the parent continually does not demonstrate responsibility, return to phase one and repeat the process.

Monitoring Elvira

As you observe the demonstration, answer the following questions:

1. What additional information did the supervisor acquire by interviewing the worker?
2. What core conditions/interpersonal helping skills did you observe the supervisor integrating with this component of the PMC?
3. What would you have done differently if you were the supervisor?

Elvira: Role Descriptor

Initially portray Elvira as extremely resistant to the supervisor's assessment of your work and any feedback provided, since she is accustomed to being acknowledged for her knowledge and experience in the field and is unaccustomed to having her performance challenged in any way. During the role-play, show this by first being surprised and then becoming angry.

For example, if you receive negative or developmental feedback, respond with "Why am I just hearing about this now?" which will hopefully give the supervisor the opportunity to say "You're right. We all need ongoing feedback and that's the process I'm beginning with you now." If the supervisor isn't being clear in his/her communication of expectations, elicit more concreteness.

As the role-play progresses—and it becomes clear that your supervisor is aware that you have strengths that are valued—lighten up a little and begin to be engaged in the change process.

Supporting Elvira's Growth

1. What feedback do we need to provide Elvira relative to her:
 - ➔ casework relationships?

 - ➔ ability to influence change?

2. What expectations do we need to set for Elvira in these two domains?

3. Describe some specific components that we need to address in our expectations.

4. How can we utilize coaching to support Elvira's growth?

Utilizing SET with Elvira

As you observe the demonstration, answer the following questions:

1. Provide an example of each type of feedback you saw offered, if any:
 - ➔ Positive:

 - ➔ Developmental:

 - ➔ Negative

2. What expectations did you see communicated? Describe the specific components of the expectations you observed.

3. How did the supervisor use coaching to advance Elvira's practice?

Utilizing SET with Elvira

4. What core conditions/interpersonal helping skills did you observe the supervisor integrating with the SET behaviors?

5. What other SET behaviors, if any, did you observe?

6. Did you see the supervisor adjust his/her performance based on the response of the worker? If so, how?

7. What would you have done differently if you were the supervisor?

Worker Sketches

You will be playing a supervisor meeting with one of the following workers in a supervisory conference. These sketches are written from the point of view of the worker. Prior to conducting the role-play, you will have the opportunity to meet with the “worker” and plan the role-play with him or her. In planning the role-play with your partner, you should fill in some of the details of the scenario: how the “worker” will play the role, how the meeting will evolve (e.g., the worker will express appreciation for the supervisor’s developmental feedback or express anger about it), and what you will focus on during the meeting. Do not become distracted by demographic details during the role-play (e.g., do you supervise 4 or 6 workers? do you work in a cubicle or have a private office?)—for the purposes of this role-play, they are not significant.

Worker A

You are a new worker with no background in human services. You’ve been on the job for a month and are feeling overwhelmed and pretty much scared to death all the time. You were really looking forward to attending Common Core, and now that you are, it is helping you to feel a little bit better. You’ve gotten some positive feedback from the trainers about your interviewing skills, and that made you feel good. On the other hand, some of the people in the training either had a background in human services or they’ve been in their job for a couple of months, and they seem to know a lot more than you. Sometimes after the trainers answer questions they’ll say “...but you’ll want to check with your supervisor about this and see how it’s handled in your district.” However, you have mixed feelings about doing so because you don’t want your supervisor to think you don’t know what you’re doing.

When you’re not in training, you spend a lot of time shadowing other workers. Some of them talk to you in the car going out to the house and tell you their plan for the meeting, and then they debrief with you while driving back to the agency. That’s really interesting. Other workers don’t say a word to you. You get the feeling they’re not real happy to have you along on the visit. What’s confusing is all the workers seem to have a different style of interacting with parents. And you’re having trouble figuring it all out. There’s one worker who seemed a little rough to you at first, but the parents she sees seem to respond well to her. They’re always home when she’s scheduled to get there, and they always seem to have accomplished whatever she asked them to do. There’s another worker who is really nice and really warm, but the visits don’t seem to have much of a purpose. What’s supposed to be happening during a home visit? You’ve only done a few and they never seem to go anywhere. You find yourself doing all the talking and notice the parent saying little if anything. You keep telling them what they need to do (or at least what you think they should do). They say okay, but then they

Worker Sketches

don't do it. You understand you are supposed to work together, but are lost as far as getting them involved. You recall that when shadowing one home visit, the parent came up with ideas that both she and the worker agreed on. You marvel at how the worker was able to get the parent involved in the conversation. Will you ever be able to do that? Every time you go back to do a visit you get really anxious, and you are surprised that nothing you did on the last visit seems to have mattered.

When you heard somebody say, "It takes two years to really learn the job," you couldn't believe your ears. You're not sure you can handle feeling this lost for that long. You know you can't take two years to learn the safety assessment. That is very critical and the most important thing in child welfare. How does it really differ from risk? The immediacy piece is really confusing. You are really worried about making a mistake about safety and risk. Your supervisor has set up a meeting with you to find out how the job is going for you. You believe she really wants to know, but you're just not sure how honest you want to be with her. This is the work you want to do and this is the job you want to have, but you don't want her to think she made a mistake hiring you.

Worker B

You are a CPS worker with one year of experience. Your unit recently got a new supervisor. You think he is awfully fussy and hope he will change his ways after he has been with the unit for awhile.

You do the job. You see the parents, assess safety and risk, address the allegations, make a determination decision, and that is that. Now your supervisor wants you to help the family identify strengths that can help meet needs and observe for positive parent-child interaction. Your supervisor also wants you to pay attention to interactions among family members and arrive at conclusions about underlying conditions, contributing factors, and needs. The families are usually a mess, and all that takes a lot of time; however, you do want to do a good job. In addition to all that, your supervisor wants you to improve your documentation. He says you write too many of your own opinions in the progress notes. You have strong feelings about some of the parents you work with. Why shouldn't you be able to just document what you feel about parents and certain situations?

While your supervisor is fussy about a lot of stuff, when he explains things, it makes sense. You will be meeting with him tomorrow.

Worker Sketches

Worker C

You were recently hired at DSS, but you are not new to human services. You have a master's degree in counseling and about 10 years experience in mental health work. When you were interviewed by DSS staff, they asked you what you thought it would be like for you to make the adjustment from doing clinical work to doing child welfare work. At that point you didn't anticipate any problems, but now you're wondering if you've made the right career move. You're attending a training that is a nice refresher, but you feel that you really could be doing the training yourself. You also think that the focus of the training is really too narrow. You did this exercise in class called "Minimum Degree of Care" and you just couldn't believe some of the responses people were giving. Don't people understand that a parent who ignores a kid who is excited about getting a good grade may be doing as much harm as a parent who fails to get that kid to a doctor? In addition, some of the things that you see when you're shadowing experienced workers bewilder you. For instance, when you were out with a worker last week she paid all sorts of attention to things like supervision and medical appointments for the kids but seemed to pay no attention at all to the obvious tension between the mother and the father. It was so clear that if the parents had a more harmonious relationship the whole family would be happier, because parents who are getting along better will take better care of their kids. You find it hard to believe you have to do a safety assessment, look at safety factors, determine if they rise to the level that places the children in immediate or impending danger of serious harm, and make the safety decision. Everything at DSS has a protocol attached to it. Really, what a waste of time. Children should just be removed under some of the conditions you've seen. Some of the families are such a mess. Just the same old, same old that you experienced when you worked in mental health. DSS doesn't do enough. The parents seem to get a lot of chances. You just don't understand the laws or regulations. You're meeting with your supervisor shortly and are wondering about offering to do some family therapy training for the unit.

Worker D

You are a foster care worker in a very large district with several offices. Most of the workers in the unit are new to the job with six months or less of experience. They tend to be zealous "child savers." Your unit has a new supervisor who came from one of the other offices, so you really didn't know him. At first he seemed okay. He recognized your experience and pretty much left you to your own devices, which was fine with you. You know what you're doing. But now that he's been here for some months, he's

Worker Sketches

starting to talk about “fine-tuning the operation of the unit.” You didn’t like the sound of that. He must have just come back from some kind of training. He has been talking about starting group supervision meetings. He says that workers can present cases, share ideas, and problem-solve *together*. He says that you all share a lot of the same challenges with families and that putting everybody’s “collective heads” together might be a way to go that is both creative and efficient. Furthermore, he says that since everybody talks about never having enough time to consult with him about their families, this would be a way to facilitate that happening. He’s talking about doing this on a bi-weekly basis and he’s asked to meet with you. You think he figures if he can get you on his side you’ll pull the others in after. Well, it’s not necessarily that easy. Still, there is something about this guy’s energy that is sort of engaging. One of the things that you know your colleagues—as well as—you struggle with is influencing change. You all know what the five change variables are, but promoting change readiness is tough. You are currently working with a family where change is not occurring. You are really stuck. Perhaps by meeting with others in the unit who may be experiencing similar challenges, ideas for promoting change readiness may be generated. You decide to meet with him for some consultation on your case and to discuss his idea of group supervision.

Worker E

You have worked as a preventive worker for five years. You are a good worker. You work effectively with families, your colleagues and collaterals, and your paperwork is always done on time and done well. Up until recently, you never missed any time, usually came in early, and often worked past five. Your performance reviews have always been excellent. Your supervisor has even talked to you about a possible promotion to senior worker. The trouble began when you started having problems with your oldest son. He’s having difficulties in school. Some days you have a fight even before getting him out the door to get on the bus. The morning routine is chaotic, and the result is that you’re often a little late to work. You’ve had quite a few calls from his school; on several occasions you’ve had to go over to his school. You’ve started family counseling with him and your daughter, and you’ve had to use some sick time for those appointments. On the other hand, you’re entitled to that time. You were shocked and hurt when your supervisor first called you in and talked to you about her concerns about your lateness, the phone calls from the school, and being called away from work by your son’s school. Doesn’t five years of an impeccable record mean anything? You couldn’t even believe she brought it up. What about all those nights that you’ve had evening appointments with families because they couldn’t meet during the day? Her biggest

Worker Sketches

concern is your cases. The distractions have led to you missing home visits and in failing to respond to contacts made by collateral service providers who suggested that in two of the cases, previously safe situations now required an immediate safety response, which your supervisor had your co-workers attend to. Now your colleagues are very upset with you for not carrying your weight. Apparently, the supervisor has assigned them more cases in an attempt to give you a break to sort out your troubles. You are meeting with her tomorrow and are really scared about your job and what could happen with your families.

Supervising Sue Hanover

You are a Preventive Services supervisor at the LDSS. One of the workers under your supervision is Sue Hanover, who is 52 years old and has been employed at DSS for eight months. She returned to school and completed her undergraduate degree last year after being laid off from a bank, where she was employed for the past 27 years. Following the death of her spouse, she raised her two children to adulthood while maintaining a full-time job.

You have assigned a new case (Mary Banner) to Sue Hanover and you have asked her to review the electronic case record and be prepared to discuss the case during her regularly scheduled supervision time. She has had to reschedule her supervisory meeting for the past two weeks because of emergency calls from parents, and she has already told you that she has several important issues from other cases that need to be discussed.

The case record states that Mary Banner, age 19, has two children—Tommy, age 2, and Emma, age 10 months. Two months ago a report was made to the State Central Registry regarding Tommy hanging out of a third-story bedroom window. The CPS worker discovered several other safety factors present when he made his initial visit, including exposed wiring, peeling paint, and hazardous cleaning supplies accessible to both children, a staircase with no barrier to prevent the children from falling, spoiled milk on the counter that Mary Banner intended to give Tommy to drink, as well as windows without screens and piles of garbage throughout the apartment. Both of the children are at home with Mary all day long. Mary stated that she dropped out of high school “as soon as she could,” and has had a series of low-paying jobs that each lasted only a few weeks.

After speaking with Mary’s mother, Barbara Banner, the CPS worker put in place a safety plan that required Emma and Tommy to stay at Barbara’s home while the safety issues in the apartment were taken care of by Mary and her landlord. It was decided after four weeks that the children could safely return home; however, the CPS worker determined that the Banner children were at high risk for future maltreatment and requested that Preventive Services be put in place to further assess the situation and provide any necessary services.

In the past eight months, you have observed that Sue has had a relatively easy time engaging most parents, although she has shared with you that she has difficulty using skills such as confrontation in situations where she knows it is appropriate. She has worked with several young mothers and their children, which she consistently finds to

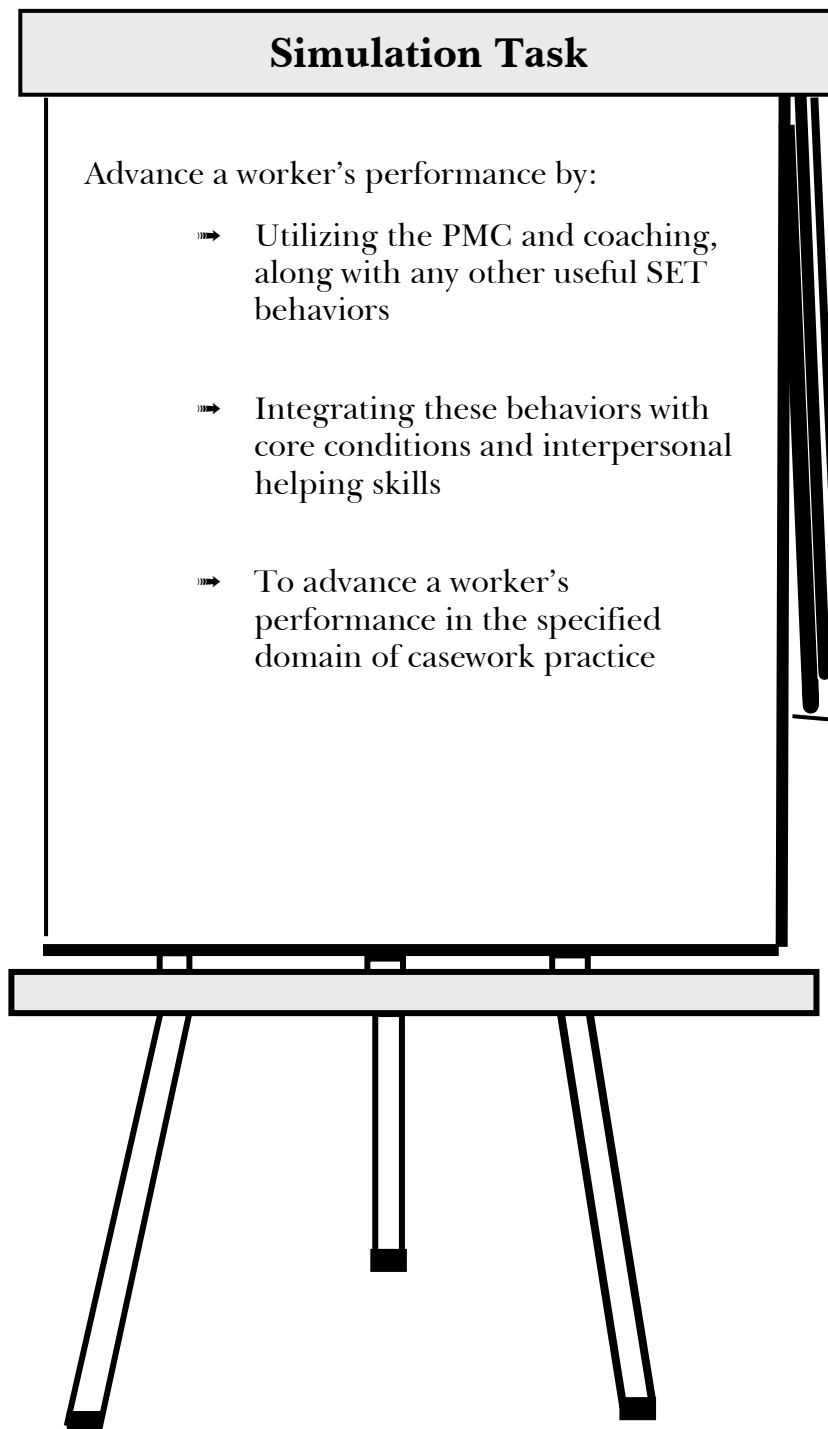
Supervising Sue Hanover

be a very frustrating experience. She has told you that she prefers to work with “older” parents, and you have overheard her admit to co-workers that she has a difficult time relating to the “new generation of parents,” who “don’t like to listen to advice on how to raise their kids.” She claims that after her spouse died and left her as a single parent, *she* welcomed all of the help that she could get from friends and relatives and can’t understand why young parents wouldn’t take advantage of all of the programs that are available to help them, especially since they’re usually not even required to pay for them.

Sue admits that she is uncomfortable with her role as an authority figure and is unsure about how to use her authority to influence change. For instance, Sue has shared with you that she doesn’t want to “come on too strong” when parents aren’t “cooperating” by not following through on the activities they agreed to work on, but she also realizes that she needs to make sure they know the consequences for not accomplishing the outcomes they agreed to work toward in the service plan. In previous supervision sessions, you’ve felt that Sue was hesitant to discuss this issue, and you think it’s likely she feels that to do so would result in your not feeling confident that she can do her job.

Therefore, you anticipate that Sue might have difficulty engaging Mary Banner, based on both the differences in their ages and on comments made by the CPS worker in his progress notes. He stated numerous times that although Mary Banner told him that she understood the safety concerns in the apartment and that the children could not return home until they were rectified, she failed to contact her landlord for a week after the children were placed with her mother. She also failed to make other necessary changes in the apartment (e.g., taking piles of garbage out of the apartment, childproofing cabinets containing cleaning supplies) until he repeatedly told her that the children would not be returned to her if the safety issues were not addressed. He also stated that Mary often appeared to have trouble with focusing on their conversations during home visits and with following through on agreed-upon activities. He noted that this made him think that Mary might have some type of cognitive impairment.

You recall that several of Sue’s previous clients had learning disabilities and she reported that she found it difficult to explain things to them at times. If an experienced CPS worker had a hard time getting Mary to make the short-term changes necessary to get her children back, you wonder how Sue is going to influence her to make long-lasting changes that will enable her to keep her children safely in her care.



Preparing for the Simulation

- ➔ What are the worker's strengths?
- ➔ What are areas of concern?
- ➔ What leadership style(s) would you use with this worker?
- ➔ Which supervisory function(s) would you focus on?
- ➔ Does the worker need assistance in understanding any or all of the four domains of practice?
- ➔ Which core conditions and interpersonal helping skills would be useful in coaching this worker?
- ➔ Besides coaching and the PMC, are there any other SET behaviors that would be useful?

Dobson Family: Selected Progress Notes

TEACHING CASE: NOT FOR USE AS PRACTICE MODEL

FAMILY SERVICES
PROGRESS NOTES

*****WARNING*****
CONFIDENTIAL INFORMATION
AUTHORIZED PERSONNEL ONLY

Case Name: Dobson, LaVerne
Case ID:
Case Initiation Date:
District With Case Management: AXXX

Stage ID:
Stage Name:
Report Date:
Dist. Agy With Case Planning: BYYY

Progress Notes Narrative:

Ms. Dobson stated that she saw worker’s note when she went to her apartment. She is staying with a friend at 118th Street and is trying to stay sober. Worker offered her condolences on the loss of Mr. Patterson (Ms. Dobson’s boyfriend and father of her youngest children). Ms. Dobson said she “didn’t want to talk about him anymore,” and stated she plans to continue going to parenting classes.

The worker asked Ms. Dobson about last week’s visit, which Ms. Dobson missed. She stated she just couldn’t face the children so soon. The worker reminded Ms. Dobson of her counseling appointment with David on j/19 and of visitation scheduled for j/20. Ms. Dobson stated she plans to attend.

*****End of Note*****

Event Date:	j/20	Event Time:	2:00 pm		
Entry Date:	j/27	Dist.Agy:	AXX	Note Status	Final
Author:	Elvira Crane			Entered By:	E. Crane
Method	Phone				
Location:					
Type(s):	<input type="checkbox"/> Unannounced				
Purpose(s):					
Other Participant(s):	Foster/Adoptive Parent				
Family Participant(s):					
Focus:	LaVerne Dobson				

Progress Notes Narrative:

Mrs. Preston (foster mother) stated Ms. Dobson called her about 10 minutes ago. Ms. Dobson stated she wanted to cancel the visit today as she is “out of town for awhile.” Mrs. Preston stated Ms. Dobson sounded high or intoxicated, so she asked her if she was alright. This worker isn’t surprised. Ms. Dobson told her she was “taking care” of herself and that she “can’t take the pressure any more, can’t do it all.” Mrs. Preston stated she

Dobson Family: Selected Progress Notes

TEACHING CASE: NOT FOR USE AS PRACTICE MODEL

tried to console Ms. Dobson and encouraged her to fight the need to use drugs, but Ms. Dobson hung up on her. Mrs. Preston said she feels so bad for Ms. Dobson, but doesn't know what to do for her. Ms. Dobson also missed the counseling appointment with David yesterday. Clearly she is putting her own needs ahead of the children's needs again.

*****End of Note*****

Event Date:	j/25	Event Time:	11:00am		
Entry Date:	j/27	Dist.Agy:	AXX	Note Status	Final
Author:	E. Crane			Entered By:	Elvira Crane
Method	Phone				
Location:	Parent's Home				
Type(s):	Casework Contact	<input type="checkbox"/>	Unannounced		
Purpose(s):	Case Planning				
Other Participant(s):	Worker				
Family Participant(s):	LaVerne Dobson				
Focus:	LaVerne Dobson				

Progress Notes Narrative:

Worker arrived for scheduled appointment. Ms. Dobson seemed surprised to see worker and said she "forgot" about appointment. Ms. Dobson appeared glassy-eyed, lethargic, focusing on her hands, doing a repetitive, wringing kind of motion. The worker asked Ms. Dobson if she is high now and she said she "hasn't used in two days."

The worker discussed planning for the future of the children with Ms. Dobson. Ms. Dobson explained she is just trying to get herself through one day at a time. She stated, "I've quit going to parenting classes and day treatment." Ms. Dobson said she needed "something to ease the pain now, not two years from now." The worker tried to engage Ms. Dobson in planning for her children. Ms. Dobson said the Prestons "meet their needs just fine." Worker reminded Ms. Dobson that the Prestons are meeting the children's needs, including their need for safety, on a temporary basis in foster care. It is her (Ms. Dobson's) responsibility to provide for the children and meet their needs in a safe environment or make a plan for them to have permanency elsewhere. This worker doesn't understand why Ms. Dobson doesn't "get this" yet.

Ms. Dobson stated, "I'm sick of talking about this now, please leave." The worker asked Ms. Dobson if she needed a ride to the visit later that day. She said, "No, leave. Now."

*****End of Note*****

Dobson Family: Selected Progress Notes

TEACHING CASE: NOT FOR USE AS PRACTICE MODEL

Event Date: j/26 **Event Time:** 10:15am
Entry Date: j/27 **Dist.Agy:** AXX **Note Status:** Final
Author: E. Crane **Entered By:** Elvira Crane
Method: Phone
Location:
Type(s): Casework Contact Unannounced
Purpose(s):
Other Participant(s): Foster/Adoptive Parent
Family Participant(s):
Focus: LaVerne Dobson

Progress Notes Narrative:

Mrs. Preston called the worker to inform her that Ms. Dobson did not show for yesterday's visit. David refused to come out of his room until dinner, and then picked on Ned (Mrs. Preston's son), Fatima, and Jamal relentlessly until bedtime, despite their interventions. Ms. Dobson needs to start understanding how her lack of visitation is affecting her children.

*****End of Note*****

Event Date: j/26 **Event Time:** 3:30pm
Entry Date: j/30 **Dist.Agy:** AXX **Note Status:** Final
Author: E. Crane **Entered By:** Elvira Crane
Method: Mail
Location:
Type(s): Casework Contact Unannounced
Purpose(s):
Other Participant(s): Worker
Family Participant(s): LaVerne Dobson
Focus:

Progress Notes Narrative:

A letter from the worker to Ms. Dobson outlined what Ms. Dobson needs to accomplish to provide a safe environment for the children so they can be returned to her care. Enclosed a copy of the service plan summary, highlighting what Ms. Dobson needs to do, and a copy of her visitation schedule.

Dobson Family: Selected Progress Notes

TEACHING CASE: NOT FOR USE AS PRACTICE MODEL

*****End of Note*****

Event Date: k/1 **Event Time:** 1:00 pm
Entry Date: k/3 **Dist.Agy:** AXX **Note Status:** Final
Author: E. Crane **Entered By:** Elvira Crane
Method: Phone
Location: Foster Home
Type(s): Casework Contact Unannounced
Purpose(s): Case Planning
Other Participant(s): Foster/Adoptive Parent
Family Participant(s):
Focus:

Progress Notes Narrative:

The worker told Mrs. Preston that she tried to contact Ms. Dobson, but she wasn't home. Mrs. Preston has not heard from Ms. Dobson either. Mrs. Preston explained, "David's behavior has taken a turn for the worse since he hasn't seen his mom. His acting out is mostly at home; school isn't as bad." She stated she will keep trying to reach him, but feels bad she isn't more successful. She asked about when a decision would be made around whether they could adopt the children. Worker reminded her of upcoming second permanency hearing and the continued need to support Ms. Dobson's attempts at reunification despite her recent setbacks. Personally, though, this worker doesn't think that reunification is likely to happen for this family in the necessary time frames.

*****End of Note*****

Event Date: k/7 **Event Time:** 3:00pm
Entry Date: k/10 **Dist.Agy:** AXX **Note Status:** Final
Author: J. Mercado **Entered By:** J. Mercado
Method: Face to Face
Location: Parent's Home
Type(s): Attempted Casework Contact Unannounced
Purpose(s): Case Planning
Other Participant(s):
Family Participant(s):
Focus:

Dobson Family: Selected Progress Notes

TEACHING CASE: NOT FOR USE AS PRACTICE MODEL

Progress Notes Narrative:

Contact was unsuccessful; Ms. Dobson was not present at last known address. The worker left a letter asking Ms. Dobson to call her.

*******End of Note*******

Focus on Assessment

Case Record Review Protocol

Assessment Focus

1. Do assessments indicate a focus on identifying and building on family strengths?

Positive Indicators:	Notes
<ul style="list-style-type: none"> • There are specific references to strengths in the assessment. 	
<ul style="list-style-type: none"> • Strengths identified are strengths in the context of the family’s needs and not just admirable qualities of family members. 	
<ul style="list-style-type: none"> • Service plan incorporates strengths and uses these as a basis of the service plan. 	
<ul style="list-style-type: none"> • Case plans include (as relevant) extended family and social network members capable of enhancing the family’s protective capacities. 	
<ul style="list-style-type: none"> • Progress notes indicate a discussion of strengths with family members. 	
<ul style="list-style-type: none"> • Progress notes indicate a continuing recognition and building of strengths over time, not just an initial identification of strengths. 	
<ul style="list-style-type: none"> • The case plan indicates which protective capacities (strengths specific to safety) must be increased in the family for the child to remain safe. 	

Indicators of concern:	
<ul style="list-style-type: none"> • There is no attention to strengths. 	
<ul style="list-style-type: none"> • Strengths are listed but not built upon in the case plan. 	
<ul style="list-style-type: none"> • Strengths listed have little or no relationship to the family’s needs. 	

Focus on Assessment

Case Record Review Protocol

Assessment Focus (continued)

2. What is the caseworker’s focus on using a systematic approach in assessment?

Positive Indicators:	Notes
<ul style="list-style-type: none"> Progress notes and assessment summary reflect how family members perceive one another. 	
<ul style="list-style-type: none"> Assessment summary explains how the roles of various family members, extended family members, the family’s relationship with the community contribute to the child’s maltreatment and the child’s future safety. 	
<ul style="list-style-type: none"> Assessment summary explains how family roles, boundaries, communication, and power distribution influence the child’s maltreatment. 	
<ul style="list-style-type: none"> Progress notes or assessment summary explain how during the assessment, the caseworker inquired about family members’ relationships with one another and with persons and institutions in the family’s culture and community. 	
<ul style="list-style-type: none"> Progress notes and assessment summary contain references to family interaction internal to the family and with community and social supports. 	

Indicators of concern:	
<ul style="list-style-type: none"> Focus seems entirely on individuals and excludes attention to interaction of family members. 	
<ul style="list-style-type: none"> Assessment excluded consideration of family dynamics. 	
<ul style="list-style-type: none"> Assessment focused only on the nuclear family and excluded social network and extended family resources. 	

Focus on Assessment

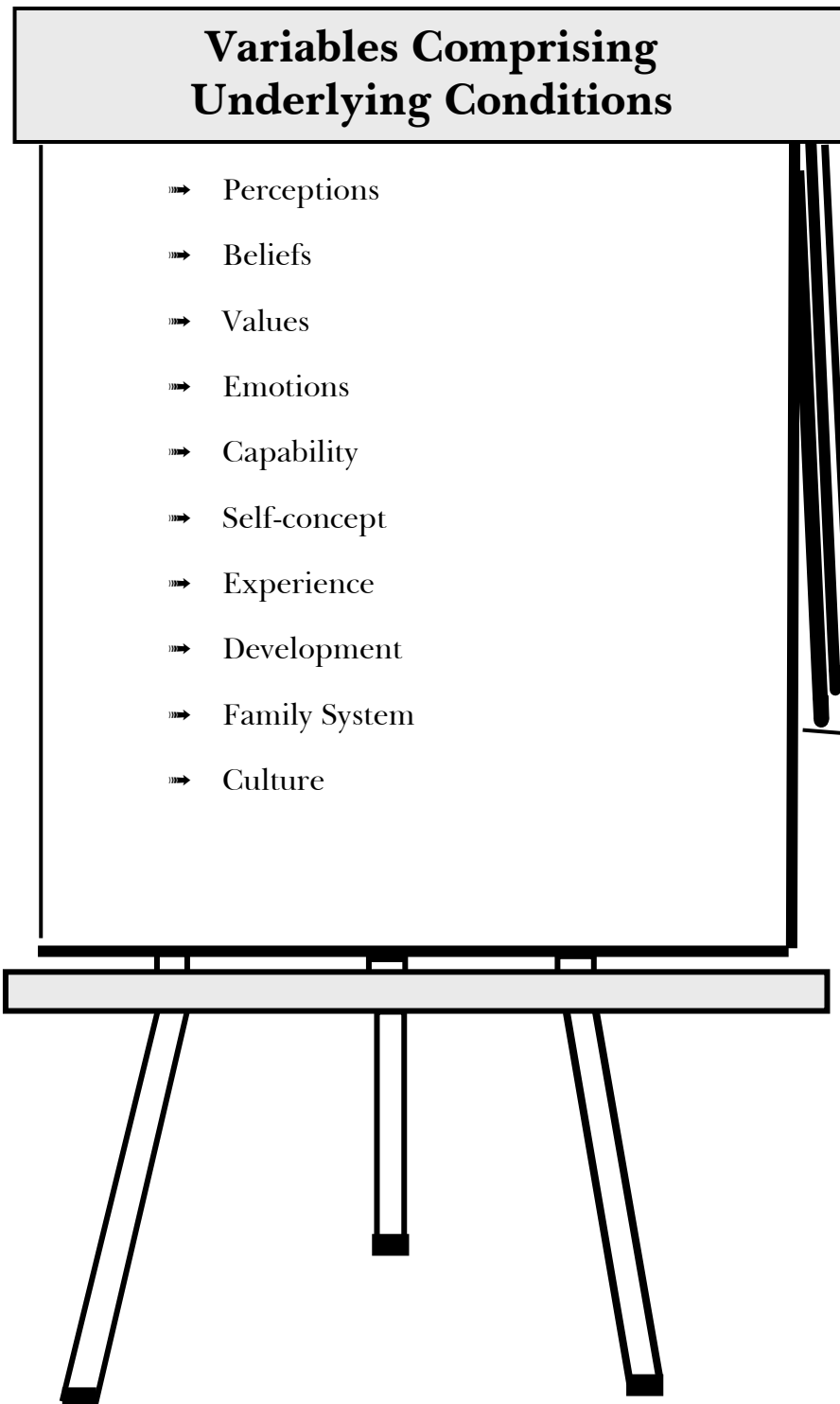
Case Record Review Protocol

Assessment Focus (continued)

3. What is the caseworker’s focus on identifying underlying conditions and contributing factors to the child’s maltreatment and unmet well-being needs?

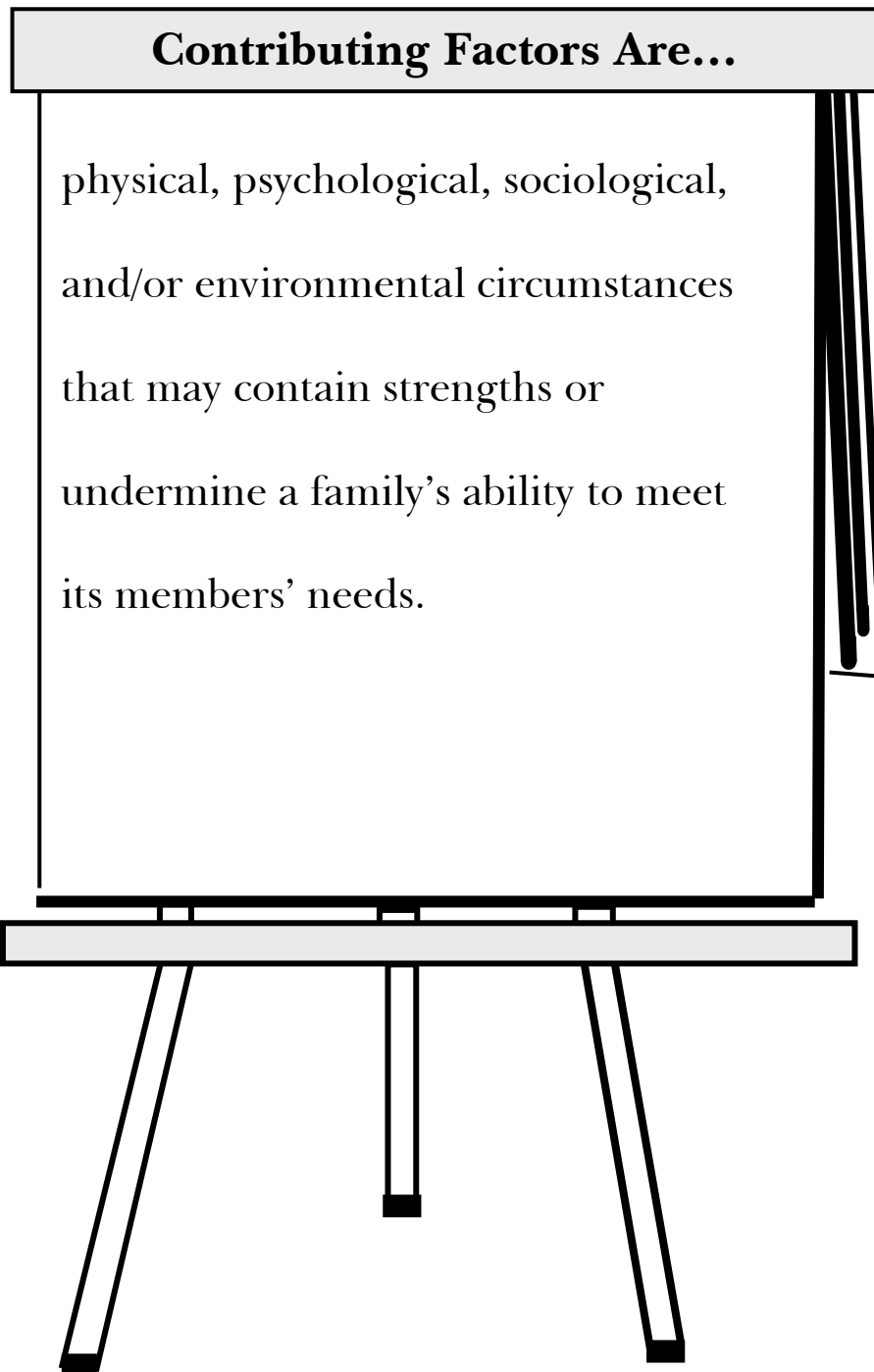
Positive Indicators:	Notes
<ul style="list-style-type: none"> Recorded information in the assessment identifies underlying conditions and contributing factors. 	
<ul style="list-style-type: none"> Progress notes indicate an exploration with family members to identify possible underlying conditions and contributing factors. 	
<ul style="list-style-type: none"> Progress notes contain information about family members’ explanations for their behavior and their perceptions and beliefs about the child. 	

Indicators of concern:	
<ul style="list-style-type: none"> There is no attention to beliefs about child rearing or caregivers’ perceptions of the child in the assessment. 	
<ul style="list-style-type: none"> Assessment only identifies highly visible issues like substance abuse without exploring the caregivers’ explanations of the maltreatment. 	



Underlying Conditions Are...

patterns in individuals that arise from their history, evolve over time, and influence behavior.



Examples of Contributing Factors

- ➔ Mental Illness/Health Status
- ➔ Substance Use
- ➔ Domestic Relations
- ➔ Developmental Capacity
- ➔ Physical Capacity
- ➔ Environment
 - ✓ Housing
 - ✓ Income
 - ✓ Social Relations
- ➔ Other

Focus on Safety

Case Record Review Protocol

Safety Throughout the Life of a Case

1. Is the current safety assessment accurate?

Positive Indicators:	Notes
<ul style="list-style-type: none"> Case record contains safety assessments at all required time frames and at mandated times during the life of the case. 	
<ul style="list-style-type: none"> There is clear attention to all safety factors, not just those associated with the incident or report. 	
<ul style="list-style-type: none"> There is credible information confirming or disconfirming the presence of a safety factor. 	
<ul style="list-style-type: none"> The safety decision reflects consideration of all children, not just those mentioned in the report, and all caregivers, not just the perpetrator. 	
<ul style="list-style-type: none"> There is documentation that the safety assessments were discussed with the involved parties and they understood the assessment. 	
<ul style="list-style-type: none"> There is documentation that the worker took into consideration all protective capacities and child vulnerabilities in making the safety decision. 	

Indicators of concern:	
<ul style="list-style-type: none"> Safety assessment examines only safety concerns specific to the last report. 	
<ul style="list-style-type: none"> Safety assessment focuses only on children named in the report. 	
<ul style="list-style-type: none"> Safety assessment does not focus on all adults living in or frequenting the home. 	

Focus on Safety

Indicators of concern:	
<ul style="list-style-type: none"> • Safety assessment does not focus on all adults living in or frequenting the home. 	
<ul style="list-style-type: none"> • Information is inadequate to support the safety conclusions. 	
<ul style="list-style-type: none"> • The information is not sufficient. 	

Focus on Safety

Case Record Review Protocol

Safety Throughout the Life of a Case (continued)

2. Does the safety plan (if relevant) immediately and adequately control all identified safety factors?

Positive Indicators:	Notes
<ul style="list-style-type: none"> Safety plan immediately controls safety factors and does not confuse immediate safety interventions with change services. 	
<ul style="list-style-type: none"> There is clear documentation that the safety plan is specific to each adult and child. 	
<ul style="list-style-type: none"> Safety plan clearly identifies who is responsible for each part of the safety plan and how the plan will protect the child(ren) from immediate or impending danger of serious harm. 	

Indicators of concern:	
<ul style="list-style-type: none"> Safety plan is confused with the service plan. 	
<ul style="list-style-type: none"> Safety plan does not immediately control safety factors. 	

Focus on Safety

Case Record Review Protocol

Safety Throughout the Life of a Case (continued)

3. Did the family collaborate in assessing child safety and developing a safety plan (if a plan is present)?

Positive Indicators:	Notes
<ul style="list-style-type: none"> Information indicating the family’s view of a child’s safety and the seriousness of any identified safety factors 	

Indicators of concern:	
<ul style="list-style-type: none"> There is little or no evidence of family members’ view of the child’s safety. 	
<ul style="list-style-type: none"> There is little or no evidence of the caseworker’s attempt to involve the family in safety planning or safety plan implementation. 	

Focus on Safety

Case Record Review Protocol

Safety Throughout the Life of a Case (continued)

4. Does the safety plan (if present) incorporate extended family and social network members as additional protective capacities if appropriate?

Positive Indicators:	Notes
<ul style="list-style-type: none"> Safety plan identifies extended family and social network members who can help promote a child’s safety and how they will do so. 	

Indicators of concern:	
<ul style="list-style-type: none"> There is little or no evidence that extended family resources were explored. 	
<ul style="list-style-type: none"> Evidence exists that extended family or network resources were potentially available and appropriate but not used. 	

Focus on Safety

Case Record Review Protocol

Safety Throughout the Life of a Case (continued)

5. Is there a continuing focus on safety?

Positive Indicators:	Notes
<ul style="list-style-type: none"> Progress notes indicate regular inquiry with the family and/or caseworker observations regarding the status of safety factors and other possible high or very high risk factors. 	
<ul style="list-style-type: none"> Progress notes indicate current knowledge of how a safety plan is working, and awareness of any indicators that a safety plan may not be working. 	
<ul style="list-style-type: none"> Contacts with collaterals and service providers indicate a regular inquiry about the child's recent safety. 	
<ul style="list-style-type: none"> Concerns about safety communicated by collaterals and service providers are actively considered and evaluated. 	
<ul style="list-style-type: none"> Progress notes document attention to assessing safety during every contact. 	

Indicators of concern:	
<ul style="list-style-type: none"> Progress notes contain no or inadequate information about the continuing efficacy of any current safety plans in place. 	
<ul style="list-style-type: none"> Progress notes contain no or inadequate information about the current state of previously identified safety factors. 	
<ul style="list-style-type: none"> There is no information about the current state of risk factors that could become safety factors (e.g., substance abuse). 	

Observer Feedback: Monitoring

1. What core conditions/interpersonal helping skills did you observe the supervisor integrating with this component of the PMC?
2. What other SET behaviors, if any, did you observe?
3. What would you have done differently if you were the supervisor in this round?

Supporting A Worker's Growth

1. What feedback do you need to provide the worker relative to his or her performance in one or more of the domains of practice?
2. What expectations do you need to set for the worker?
3. Describe some specific components that you will need to address in your expectations.
4. How can you utilize coaching to support the worker's growth?

Observing Supervision

1. Provide an example of each type of feedback you saw offered, if any:

➤ Positive:

➤ Developmental:

➤ Negative:

2. What expectations did you see communicated? Describe the specific components of the expectations you observed.

3. How did the supervisor use coaching to advance the worker's practice?

Applying Time Management Tools

Purpose	To strengthen supervisors' time management skills in order to effectively and efficiently achieve organizational goals and child welfare outcomes.
Rationale	The time of both supervisors and workers is extremely valuable. Therefore, supervisors must lead their unit in assessing their current use of time and creatively employing time management strategies to their own work, in addition to coaching workers to effectively and efficiently manage their time. When supervisors proactively attend to unit workload challenges, as opposed to individual caseload challenges, they are better able to address mutual concerns. Furthermore, supervisors/leaders who utilize a proactive supervisory approach promote the effective and efficient use of time to achieve organizational goals and child welfare outcomes.
Enabling Abilities	<p>Participants will be able to:</p> <p><i>Cognitive</i></p> <ul style="list-style-type: none"> • explain the relationship between time management, leadership, and best practices in child welfare • describe proactive and reactive supervisory activities • explain a method for prioritizing tasks • describe time-wasters • explain tools for managing unit workload <p><i>Affective</i></p> <ul style="list-style-type: none"> • appreciate how time management and workload management tools can support best practice • value proactive supervisory activities as a means of time management and leadership <p><i>Operative</i></p> <ul style="list-style-type: none"> • utilize a method for prioritizing tasks • assess workers' time management skills

- coach workers to employ tools to manage their work and time in a more effective and efficient manner

Materials

Flipcharts, TIME WELL SPENT, AVAILABLE INFORMATION ON CONNECTIONS, DEMONSTRATION TASKS, SIMULATION TASKS; handouts, T.I.M.E., TIPS FOR MANAGING COMPETING PRIORITIES, UNDERSTANDING AND HANDLING TIME WASTERS, CONNECTIONS DATA WAREHOUSE REPORTS, STANLEY; worksheets, CIRCLES OF CONCERN AND INFLUENCE, SUPERVISORY LOG*, NO TIME TO SAY HELLO, GOOD-BYE, DELEGATE OR ELIMINATE?, CONTROL POINT ID CHART, IMAGINE IF, INTERVIEWING STANLEY: DEMONSTRATION FEEDBACK, INTERVIEWING STANLEY, SIMULATION FEEDBACK; guidebook, *A Supervisor's Guide to Assessing Practice*.

Time

270 minutes.

Learning Process

Integrative Statement: In previous activities, we assessed worker development and utilized supervisory behaviors and functions as well as leadership styles to advance workers' practice in the four practice domains. Now, we will examine how a supervisor can further worker development through proactive supervision in the area of time management, in order to better meet the needs of workers, the unit, and families.

Expending supervisory
time

State: "One of the shared challenges that workers and supervisors often face is how to meet competing needs and expectations with limited time."

Discuss:

- How many of you feel that time management is an issue you struggle with? That your workers' struggle with?
- What are some of the specific problems you or your workers struggle with in this area?

Ancillary instruction: Records responses on the flipchart under the labels, Supervisor Concerns and Worker Concerns.

Example:

- Not enough staff to meet workload demands
 - Keeping up with documentation
 - Competing personal needs
 - Differential skill levels of staff
 - Let's look at a worksheet to help us differentiate which of these issues we have personal control over.
- Ancillary instruction:** Refer to the worksheet, CIRCLES OF CONCERN AND INFLUENCE.
- We've just identified a number of general concerns that many of you and your workers struggle with in relation to managing your time.
 - Now, we want you to think more concretely about your control in relation to your concerns. In the circle of concern, write specific items which take up your time at work.

Ancillary instruction:

- Elicit examples from participants.
- Refer to the preclassroom worksheet, SUPERVISORY LOG*, and inquire whether the items on participants' circles of concern are similar to any of the daily tasks they listed in the log.
- Tell participants to look at their circles of concern and decide which items they have control over and which they do not. Those items which they can control should be moved into their circles of influence.
- Elicit examples from participants of items moved into their circle of influence.

Explain:

- Stephen Covey (1989), the famed time-management and organization entrepreneur, reminds us that the problems we all face fall into one of three areas:
 - ✓ Direct control (i.e., problems involving our own behavior)
 - ✓ Indirect control (i.e., problems involving other people's behavior)
 - ✓ No control (i.e., problems we can do nothing about, such as our past or situational realities)¹
- Covey writes that the solution to all three kinds of problems present within the Circle of Concern and the time that can be saved by dealing with them effectively can be realized by adopting a proactive supervisory approach².

Ancillary instruction: Elicit from participants a definition of what *proactive supervision* means to them.

- Proactive supervision involves a more thoughtful approach to supervision, such as a scheduled supervisory meeting with a worker, coaching a worker to conduct a concurrent planning discussion with a family, and/or helping workers learn how to think through and consider all the potential collaterals in a case rather than telling them who to contact.

^{1, 2} Covey, Stephen. The 7 Habits of Highly Effective People. Simon and Schuster: New York, 1989.

- Underlying all proactive supervision is the effective engagement of workers.
- Recall the SET behavior of “People” as well as the supervisory function of empowerment. Proactive supervisors are seen as accessible, approachable, and supportive, thus creating the open flow of information required for this type of supervision.
- This approach is also more likely to *position* workers closer to the unit’s and the agency’s **vision**, and generally includes the **educative** function and coaching as a method for attending to concerns before they become a crisis situation.
- Unfortunately, many of us cannot “find the time” to be proactive supervisors—thereby saving time—or we haven’t integrated the skills necessary to proactively supervise, so we consistently supervise in a reactive manner instead, thereby managing time less efficiently.
- Reactive supervision involves responding to problems or concerns as they are presented and is necessary when workers or families present immediate needs.
- In the extreme, reactive supervision involves frequent crisis management because problems are not attended to in a way that could save time by diffusing situations earlier.

Example: A worker calls following a home visit in which a major confrontation with a father occurred and the parent kicked the worker out of the home. The supervisor’s assessment with the worker resulted in the mutual understanding that the worker suspended the use of the skills of attending and reflecting when she became frightened in response to the parent who became angry, perhaps because he was not feeling successful in performing a new skill with the child that was called for in the service plan.

Ask:

- How does having a proactive supervisory approach relate to best practice in child welfare work?

Comment: Consistent proactive supervision helps enhance a worker’s ability to think critically about a family’s strengths and needs and then mutually develop a plan with them. Coaching is a method for employing a proactive approach.

- How does effective time management relate to best practice in child welfare work?”

Comment: Since best practices have been developed with the specific goal of achieving child welfare outcomes of safety, permanency, and well-being, it is often overlooked that these practices are often the most time-efficient way to achieve these desired outcomes for children.

Example:

- Utilizing the core helping conditions with families greatly reduces resistance in the relationship and the subsequent precious time that might need to be spent overcoming this resistance.
- Prompt return of phone calls decreases worker or parent anxiety and uncertainty as well as interruptions of phone calls from people trying to catch you at your desk.

Ask: “How can your leadership style influence your ability to manage time effectively?”

Example:

- A directive leader may save time by attending to tasks him/herself or closely monitoring completion of the tasks by another.
- A delegative leader will save time by assigning tasks to senior workers as long as the workers are capable and skillful.
- A participative leader will save time by reducing resistance to new ideas by inviting workers to be involved in the process of creating change.

State: “In the rest of this activity, we are going to focus on how to build your time management skills as well as those of your workers. We will also examine a number of tools to help you take a proactive supervisory approach in order to more effectively and efficiently achieve organizational goals and child welfare outcomes.”

Utilizing time
management techniques

Refer to the flipchart, TIME WELL SPENT.

Ancillary instruction: Allow 5-10 minutes for table discussion and then elicit examples from participants.

Explain:

- As you’ve just noted, we decide which tasks to complete and the order to complete them in by prioritizing.
- Both efficiency and effectiveness can be achieved by differentiating what’s important from what is urgent from what is neither.

- The first time management tool that we want to introduce you to is T.I.M.E, which is a method for prioritizing.

Ancillary instruction: Review the handout, T.I.M.E.

Instruct participants:

- To help you understand the process involved with using this tool, individually complete the worksheet, NO TIME TO SAY HELLO, GOODBYE.
- Discuss your worksheet responses with your table and post your collective “Ms” on the flipchart.

Comment: It is anticipated that many participants will share a number of common “must do tasks” (i.e., the “Ms”).

Ancillary instruction:

- Review the flipcharts of the “must do” tasks and note any similarities across the groups.
- Tell participants to now code the priorities on their flipcharts relative to the supervisory functions of administrative, educative, and supportive.

Example: Holding a conference with a worker who is returning from maternity leave today can be both supportive (e.g., checking in to see how she and her child are doing, whether she is prepared to return to work) and educative (e.g., bringing her up to speed on her caseload).

- It appears that a number of you have the same priorities and that you also have a lot of competing priorities.
- Let’s take a look at a handout for helping us deal with competing priorities.

Ancillary instruction: Refer to the handout, TIPS FOR MANAGING COMPETING PRIORITIES.

Suggestion: Elicit a few volunteers to share how they could use some of these tips to attend to an identified task from the worksheet, NO TIME TO SAY HELLO, GOOD-BYE.

- Now, let’s examine two of these tips, identifying time wasters and delegating.

Ancillary instruction:

- Tell participants to break into dyads and discuss the questions on the worksheet, DELEGATE OR ELIMINATE?
- Elicit examples from participants’ responses to the delegation task on the worksheet.

Explain:

- As we mentioned earlier, employing a delegative leadership style can help you to effectively supervise by creating more time in your day – so long as you delegate well.
- As child welfare supervisors, it may be difficult to delegate to anyone besides a senior worker.

Ancillary instruction:

- Ask, “How many of you are able to delegate tasks?”
- If participants are not delegating, inquire whether it is because they feel they have no one capable to delegate to or is it because they are not comfortable giving up control.
- If we do have trusted staff we can delegate to, it is important to remember that while responsibilities can be delegated, final accountability cannot. Therefore, it is very important to choose your delegates wisely and monitor task completion.
- Lack of delegation is also a time-waster.

Ancillary instruction: Elicit examples from participants’ responses to the elimination task on the worksheet, DELEGATE OR ELIMINATE?

- Wasting our valuable work time is generally attributed to:
 - ✓ Lack of planning
 - ✓ Lack of self-management
 - ✓ Lack of control over the work environment
- Thinking back to our Circles of Influence, we realize that we are accountable for about 2/3 of our wasted time (i.e., lack of planning and lack of self-management).

Ask:

- What percentage of your daily time is taken up by these time-wasters?
- What would you do with that time if it wasn’t being wasted?

Do you think you would be a more effective supervisor/leader if you had that extra time built into your day? How so?

State: “The handout, UNDERSTANDING AND HANDLING TIME-WASTERS, can be useful in establishing solutions to the areas we can influence in our work.”

Using child welfare tools to meet unit workload challenges and better manage time

Explain:

- Now that we've looked at managing your workload, let's look at how you specifically manage your unit's workload and what tools can help you to meet workload challenges.

- A tool we've already explored in this training is *A Supervisor's Guide to Assessing Practice*.

Ancillary instruction: Ask, "How can this guide be utilized as a time-management tool?"

Comment: Utilizing tools such as the case record review protocol and the case conference protocol can help supervisors structure their assessments of workers' development, thereby saving time by staying focused and on task.

- As we discovered in earlier activities, the performance management cycle can also be a useful tool for controlling unit work in progress.
- When implementing the performance management cycle, though, there are three parameters to consider.
- They are:
 - ✓ Quality (i.e., criteria for success)
 - ✓ Scheduling/Timeliness
 - ✓ Resources
- The CONTROL POINT IDENTIFICATION CHART is a tool that assists supervisors in troubleshooting and anticipating problems at their earliest manifestation. It supports the worker in returning to and thinking through the considerations of quality, timeliness, and resources.
- The chart can be completed at the start of a task or while a task is in progress.

Instruct participants:

- Individually identify a unit level concern or problem that you have not yet dealt with.
- This should be a "glass bubble" concern that responds to needs within your unit but also involves administrative implications.

- Then identify the goal and/or task you will establish in response to the identified concern or problem and share both your problem/concern and related goal/task with a partner.
- Together, complete the CONTROL POINT IDENTIFICATION CHART for each of your problems/concerns.

Ancillary instruction:

- Allow at least 15 minutes for this process.
- Circulate among participants to provide assistance as needed.

Ask:

- What were some examples of problems/concerns you chose to work on with this tool?
- What were your goals/tasks you wanted to achieve?
- How did this tools support your thinking related to your goal/tasks?
- How can use of this tool assist you in implementing the performance management cycle?

Example: By identifying what is likely to go wrong with a task delegated to a worker, a supervisor can monitor for problems, provide feedback to how a worker is handling the problem, and set expectations for what the supervisor and worker should both do about the problem, resulting in a more efficient and effective unit

- Which supervisory functions can this tool fulfill?

Comment: This tool can aid supervisors in reinforcing the *vision*, establishing *values*, identify the *worker development* needs, *positioning* workers closer to the *vision*, and *empowering* workers through coaching in how to respond to problems that arise.

State: “One valuable source of support for managing your unit workload is data and information gathered from various sources.”

Discuss: “What sources of information and data do you currently use or do you have available to help you manage the unit workload?”

Ancillary instruction: Record participants’ responses on the flipchart and compare them with the flipchart, AVAILABLE INFORMATION ON CONNECTIONS.

Comment: Participants maintain that they have familiarity with these reports and may not need the following exercise to strengthen their skills in this area.

Instruct participants: “Individually review the handout, CONNECTIONS DATA WAREHOUSE REPORTS, and then discuss each report at your table for efficacy and applicability in managing the unit workload.”

Ask:

- Do you make regular use of these resources? If so, how?
- How else can supervisors more effectively utilize these sources of data and information?

Example:

- To enhance the PMC and the SET practices of supervisory focus and production.
- To create a more efficient and seamless flow of cases between units.

Coaching workers to more effectively and efficiently manage time and workload

State: “At the beginning of this activity, you identified some of the struggles your workers have with time management.”

Ancillary instruction: Refer to the flipchart with supervisor/worker concerns.

Discuss:

- Do you think your workers have time wasters similar to the ones you identified?
- What additional time wasters, if any, do they have to deal with?
- What percentage of your unit’s time is taken up by these time wasters?

Explain:

- You can use a number of the tools we just reviewed to coach your workers to manage their time more effectively and efficiently.
- For example, you can train your workers to employ the T.I.M.E. method of prioritization and review the handout, TIPS FOR MANAGING COMPETING PRIORITIES, with them.

- You can use group supervisory meetings to help workers identify their circles of influence and eliminate time wasters.

Ask:

- How could the stages of learning affect workers' ability to manage time effectively and efficiently?

Example:

- A worker who is unconsciously unskilled may waste a lot of time trying to figure out how to work with families even though he or she remains ineffectual in doing so.
- A worker who is unconsciously skilled in one area, such as engaging families, may be consciously unskilled in another area, such as utilizing CONNECTIONS, and is therefore taking an incredible amount of time with documentation.
- Can you envision yourselves making the time to coach your workers on time management?
- What other ideas do you have about helping workers manage their time and their caseloads better?
- What challenges do you anticipate that workers could bring to you in this area?

Example:

- Workers may not understand the need for time management and how it relates to promoting best practice.
- Workers are overwhelmed and can manage time when they are focused, but when crisis occurs they become less skilled in this area.

Instruct participants:

- Now we want you to consider how you would help a worker who is struggling with managing her time, which is affecting her ability to meet her caseload demands.
- Individually review the handout, STANLEY, and then complete the worksheet, IMAGINE IF, with your table group.

Ancillary instruction:

- Allow 20 minutes for table groups to complete the worksheet and then elicit participants' responses.
- Provide feedback to participants' responses and reach mutual understanding on the answers to the questions on the worksheet, as they will prepare participants for the upcoming demonstration and fishbowl simulation.

State:

- We have just reviewed how to assess a worker who may be having trouble managing his caseload because he is wasting time dealing with menial tasks and problems.
- Now, we're going to demonstrate how to coach Stanley to more effectively and efficiently manage his time and caseload. You will then pick up and continue coaching him in a "fishbowl" simulation.
- We're going to use the work we just did on the worksheet, IMAGINE IF, to guide our meeting with Stanley.

Ancillary instruction: Refer to the flipchart, DEMONSTRATION TASKS.

- These are the tasks that we will demonstrate in a role-play with Stanley.
- After we complete these tasks, you will then continue the interview in a "fishbowl" and focus on the following tasks.

Ancillary instruction: Refer to the flipchart, SIMULATION TASKS.

Instruct participants: "As you observe the demonstration, complete the worksheet, INTERVIEWING STANLEY: DEMONSTRATION FEEDBACK."

Begin the demonstration.

Ancillary instruction:

- Conduct the demonstration, with one trainer in the role of the supervisor and one trainer in the role of Stanley.
- Use the handout, STANLEY, for support, and embellish any facts that will advance the interview.
- The trainer playing the supervisor should portray a directive leadership style, supportive and educative supervisory functions, and start by providing Stanley feedback on his strengths.
- The trainer portraying the supervisor should then assess with Stanley how his time is currently spent and identify time wasters together.
- Be sure to demonstrate supervisory functions (e.g., empowering, positioning) and core conditions and interpersonal helping skills that participants determined to be useful during preparation.

- The remaining trainer should observe, take notes, and prepare to process the demonstration.
- “Freeze-frame” the demonstration here and allow the trainer who is facilitating the processing of the demonstration to facilitate participants’ reporting of feedback from their worksheets, INTERVIEWING STANLEY: DEMONSTRATION FEEDBACK.

State: “Now you will continue our interview with Stanley.”

Refer to the flipchart, INTERVIEWING STANLEY: SIMULATION TASKS.

Ancillary instruction:

- Elicit a number of participants to portray Stanley’s “collective supervisor”.
- Tell these participants to use the handout, STANLEY, for support.
- Tell the participants portraying the “supervisor” that they can “freeze” the simulation at any time and elicit coaching from either of the trainers or other participants.
- The trainer portraying Stanley should continue in the role.
- The remaining trainers should observe, take notes, and prepare to process the simulation
- Tell the remaining participants to complete the worksheet, INTERVIEWING STANLEY: SIMULATION FEEDBACK.

Begin the simulation.

End the simulation.

Discuss:

“Supervisors”

- What leadership style did you use during your interview with Stanley? Was it effective? If so, how?
- What core conditions and interpersonal helping skills did you utilize?
- How did you employ the supervisory functions during the interview?

“Worker”

- What feelings and needs were generated during this interview?
- What expectations did your supervisor set relative to your ability to manage time and your workload?
- How will your supervisor monitor your performance on these tasks?

Facilitate observers' reporting of their responses on the worksheet, INTERVIEWING STANLEY: SIMULATION FEEDBACK.

Explain:

- As we just practiced, there are a number of useful tools that you can use to coach your workers relative to their ability to effectively and efficiently manage their time and workload.
- Coaching workers in this way involves the integration of the core conditions, interpersonal helping skills, leadership styles, supervisory functions, as well as SET behaviors.
- We encourage you to continue to monitor how you spend your own time as well as how your workers spend their time. Regular monitoring and attendance to time management will result in increased productivity and a stronger workforce.

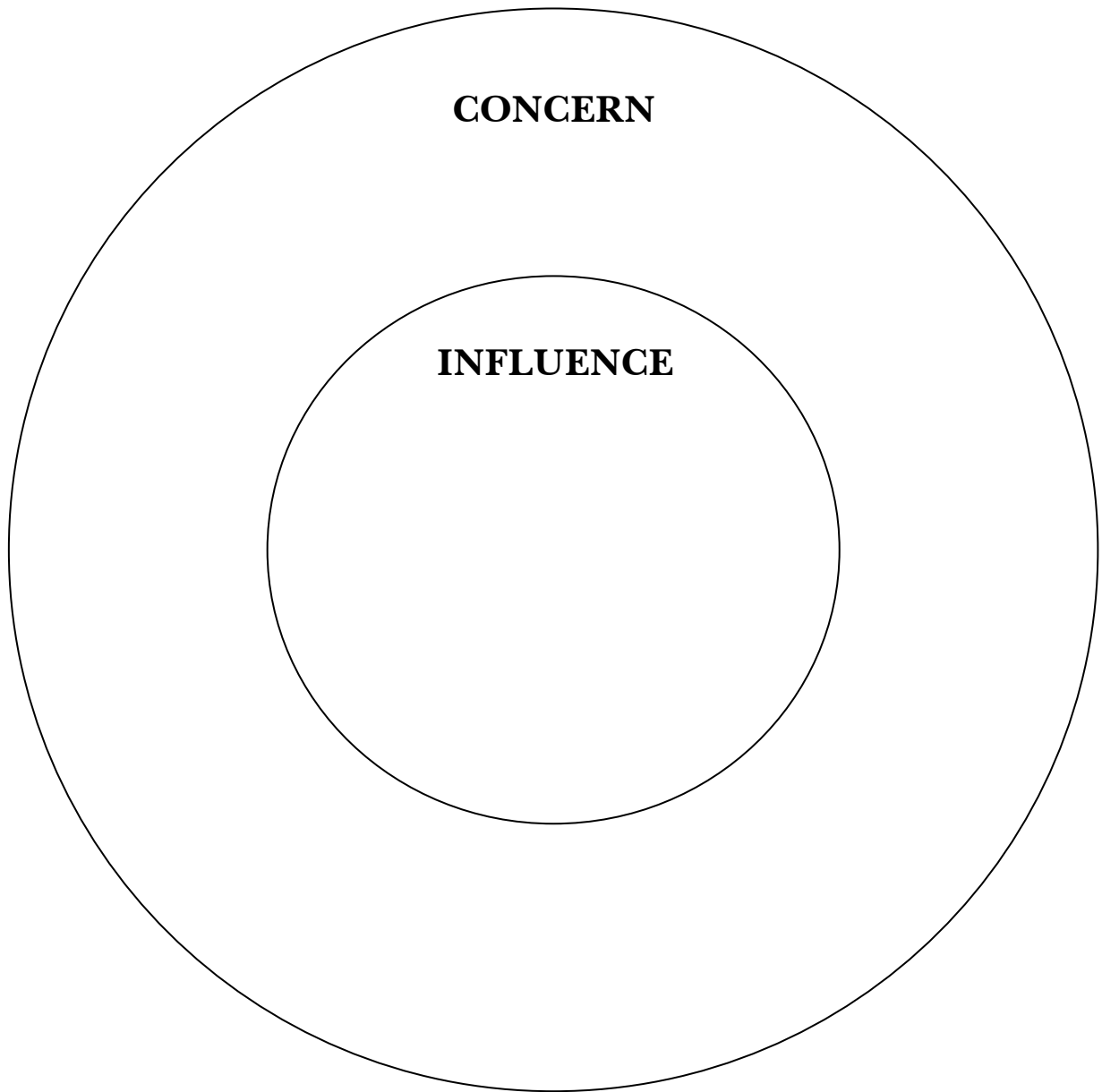
Summary

Conclude:

- Supervisors can better manage their time as well as that of their workers by employing a more proactive approach in their unit.
- A proactive approach includes utilizing core conditions and interpersonal helping skills, supervisory functions, SET behaviors, and leadership styles.
- There are a number of time and workload management tools that are available to attend to these tasks.

Postlude: You have discussed, observed, practiced and offered feedback on the SET behaviors, leadership styles, and many other facets of supervisory practice this week. In the next—and last—activity we will be developing an action plan that will ask you to make a commitment to yourself how you want to apply the knowledge and skills back at your agency.

Circles of Concern and Influence



Covey, Stephen. The 7 Habits of Highly Effective People. Simon and Schuster: New York, 1989.

Supervisory Time Log*

Supervisor: _____

To find out if you are meeting your time management goals, learn how you are presently using your time. One way to assess your current use of time is by keeping a Supervisory Time Log. For one or two typical workdays, keep track of all your time, including breaks and distractions as well as productive time. We will review your results in the classroom.

Sample Time Log

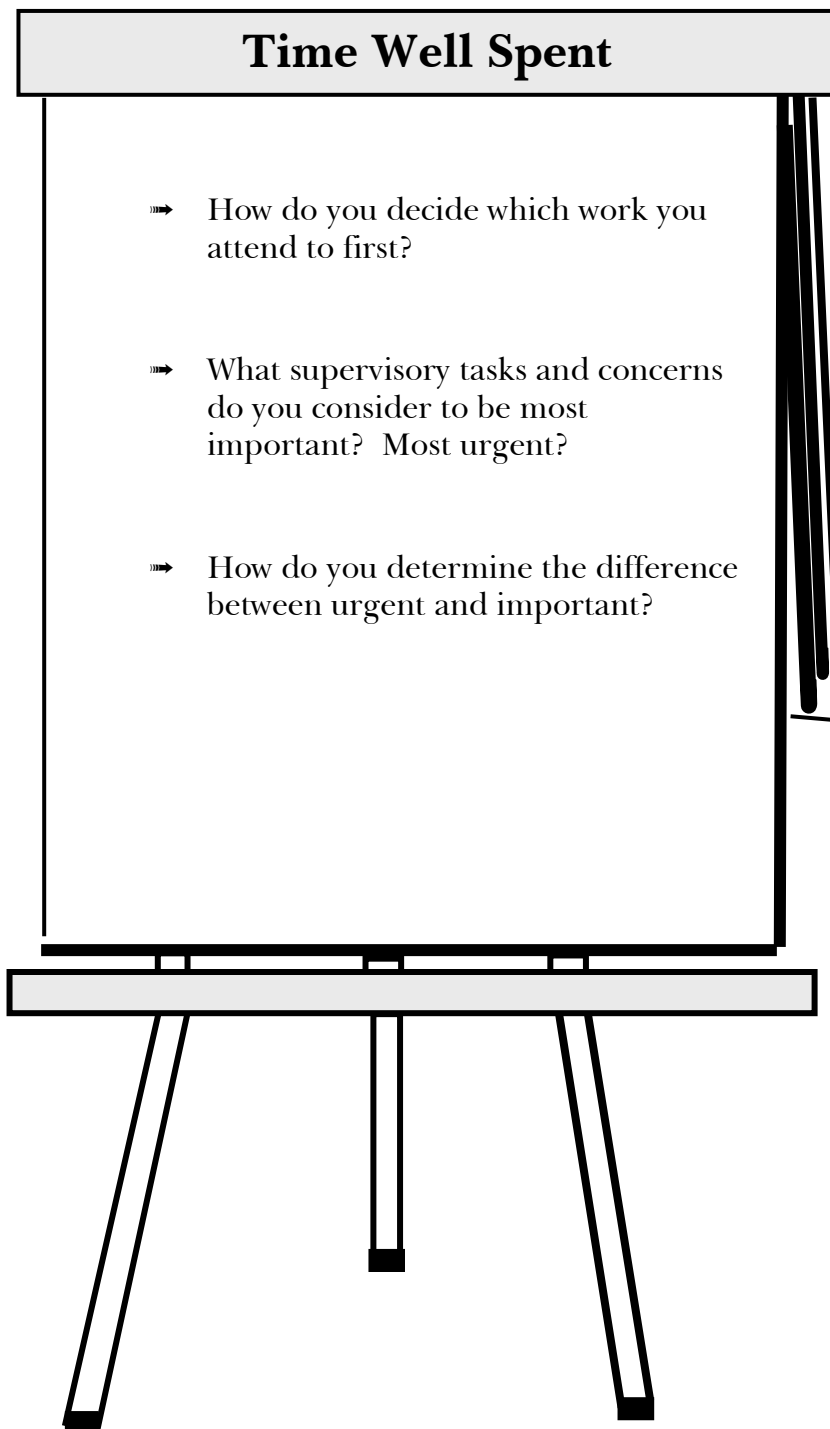
Date	Time	Cues	What I Did	Consequences
11/16	8:30am	Smell of Coffee	Chatted with Jan and Dave	Avoided phone messages
11/16	8:45am	Message Light On	Checked msgs/made calls	Got stiff from sitting
11/16	9:30am	Stiff Legs	Went into lobby to stretch	Felt better
11/16	9:45am	Looked at calendar	Ran to car to make home visit	Stressed at not remembering home visit
11/16	10:15am		Travel Time	Late for home visit because I was caught in traffic

Adapted from *Time Management* (2001); California Social Work Education Center, University of California, Berkeley.

Supervisory Time Log*

Date	Time	Cues	What I Did	Consequences

Adapted from *Time Management* (2001); California Social Work Education Center, University of California, Berkeley.



T.I.M.E.

Setting Priorities in Child Welfare

Few jobs have as many competing demands upon their time as a child welfare worker's. As you go through your day, it is sometimes difficult to sort through what to do first because nearly every task has a person or process attached to it that appears to demand immediate attention. Jumping from task to task or trying to complete too many tasks simultaneously can lead to none of the tasks being completed. Therefore, prioritizing tasks becomes an essential skill in effective child welfare practice. The following model is a useful tool for prioritizing tasks.

The T.I.M.E. Model of Prioritization

To Do List. First, make a list of all the things that need to be done today. Research shows that people who make lists get more done and they receive more satisfaction from what they get done than those who don't make lists. The list is only a guide, a reminder of what needs to be done, and it helps shape the big picture for the day. It is best to review this list or redo it every day at the beginning of the day. Once you have your list to guide you, you can begin to prioritize your list using the following codes.

Immediate attention is needed for this item. Not everything can fall into this category even though each activity may seem to need your immediate attention.

- ➔ Immediate means that to put off this activity may have additional adverse effects for families, the agency, staff, or self!
- ➔ Immediate designation means that you do this activity within the first half-hour!
- ➔ Immediate designation means you can do something toward resolving this item with the attention you give it.

Urgent threats to child safety are the most obvious tasks that fall into this category. For example, you may need to begin calls immediately in order to begin a 2-hour emergency response investigation.

You may be able to determine by a smaller task that some activities that appear immediate can be placed on the Must Do or Extended list. For instance, a foster parent has left you a message that she has an "emergency" and needs to talk to you right away. Giving this your immediate attention may preclude other actions and activities.

T.I.M.E.

By calling the foster parent, you can determine the level of emergency and, if possible, set an appointment by the end of the day or later on in the week. This frees you to attend to other immediate items.

Must Dos are most important tasks. You must do these items today, although they may be tasks that remain from yesterday or be on-going activities required of your position. Must do means that if you do not complete this activity by the end of the day, or at least get started on it, there will be adverse consequences for families, the agency, staff, or self.

These may include court reports and discovery that are due that day, required court appearances, referrals to crisis services for families and children, and required visits. These may also include items that you have put off because you really don't want to do them. Rank them in order according to the amount of time needed to complete the task. Also, plan your day strategically in order to complete these items. If you must remain in the office as the duty worker from noon until 5:00 pm, for example, complete any activities that would require your leaving the office prior to this time.

Extend or Eliminate. Extended activities are those tasks that you can extend over an expected period of time. You need to attend to some of the activities involved and check off their completion. When you are 75 percent done, this activity should move up to Most Important because it can probably be completed with additional priority. If you are not going to extend a task, the final step is to decide whether you can eliminate it. These are generally tasks that are not relevant to your work (e.g., doing your holiday shopping during your lunch hour, catching up with your office mate who has just returned from vacation).

Adapted from *Time Management* (2001); California Social Work Education Center, University of California, Berkeley.

No Time To Say Hello, Good-bye

1. List below all the tasks you have to do when you return to your agency from training (i.e., your T's).
2. Review your list and decide which tasks are I's (Immediate), M's (Must Do), E's (Extend or Eliminate). Put the corresponding letter next to each task on your list.
3. Review the tasks on your I list and decide the order in which you would like to do them. Place a 1 next to the first task you will do, a 2 next to the second, and continue until you have all your tasks numbered.

No Time To Say Hello, Good-bye

4. Repeat step 3 for your M tasks and your E-extended tasks.

5. Cross out all your E-Eliminate tasks.

Tips for Managing Competing Priorities

1. Set Goals and Prioritize Your Efforts

Make the distinction between things that are important and things that are urgent. Doing things that are important results in greater effectiveness. Sometimes you have to attend to urgent matters. However, it's vitally important to take time to clarify your goals and prioritize those tasks that relate directly to accomplishing your goals.

2. Make a plan and stick to it

Develop an annual plan that clarifies your goals and priorities. Develop short term plans (monthly, weekly, and daily) to accomplish tasks necessary to achieve your goals. Don't get distracted by interruptions, e.g., unimportant phone calls. Do the most important things first.

3. Eliminate Energy Drainers and Time Wasters

There could be situations or people in your work environment that are draining your energy without contributing value to your efforts. If they distract you from your priorities, minimize your interactions with them as much as possible.

4. Simplify your Environment

Clutter in your office can create stress. It can actually "feel" like you have more to do than you really do. Clearing clutter out of your office is one of those important but seemingly not urgent tasks. Clutter is anything that does not relate to your priorities.

5. Decide what you can give up or delegate

When you have to choose among multiple priorities, you probably have to give something up. If you feel that there isn't enough time to do all the things you have to do, begin by saying "no" to a project or task that isn't mandatory. If you think it has value, consider if you can delegate it to someone else. Sometimes *expectations* are the problem, i.e., learning to accept "good enough" when there isn't time to achieve perfection.

Tips for Managing Competing Priorities

6. Do one thing at a time

Make note of other tasks as you think of them, but do not interrupt what you're doing to work on them. One of the most difficult skills to learn is doing just one thing at a time. Often, since there is always too much to do, we have a tendency to start one task, then think of two or three others and skip to those. As a result, we are distracted and lose momentum. Essentially, we interrupt ourselves. (Maher & Cook, 1985)

7. Write “next step” reminders

When you finish one piece of the task and/or stop working on that task, remember to write a note to indicate where you stopped and what the next step is. Otherwise, you will have to go back and rethink the whole project.

8. Plan ahead

- ➔ Set things out the night before, develop tomorrow's “Today List” at the end of the day (or first thing in the morning).
- ➔ Budget your time realistically. HINT: Estimate how long it will take and then double that.

9. Avoid interruption

- ➔ Use a space away from your colleagues and telephone to complete tasks that require concentration.
- ➔ Use call-forwarding to voice-mail to protect time.
- ➔ Let your chatty colleague know you are under deadline and need not to be disturbed for the next hour or so.
- ➔ Set times to be available to take phone calls each day (i.e., 8:30 – 9:30 am, 4:00 – 5:00 pm.).
- ➔ Interruptions by supervisors can be troubling. An effective way to deal with this is to say something like: “I'm about halfway done with the report you asked me to complete by this afternoon. Would you prefer I put the report on hold for the moment, or shall I get back to you regarding this new issue later?” This approach lets your supervisor know how you are doing and takes the choice

Tips for Managing Competing Priorities

about giving in to the interruption out of your hands. (Bernstein and Halszyn, 1989)

10. Use the T.I.M.E. method of prioritizing

Some of the material in this handout is adapted from *Time Management* (2001); California Social Work Education Center, University of California, Berkeley.

Understanding and Handling Time Wasters

Time wasters are generally caused by three problems; lack of planning, lack of self-management, and lack of control over the environment. We've highlighted these problems below and provided some solutions to them.

I. Lack of Planning

Problems	Solutions
• Lack of clear goals and objectives	• Establish clear goals
• Lack of daily priorities	• Develop daily priorities
• Everything is “urgent!”	• Prevent and/or manage crises before they become “urgent!”
• Unrealistic time estimated	• Establish realistic deadlines

II. Lack of Self-Management

Problems	Solutions
• Self-discipline	• Plan, prioritize, reward!
• Disorganization	• Organize every day
• Leaving tasks unfinished	• Finish priorities every day
• Inability to say “No”	• Practice saying “no”
• Socializing	• Reduce socializing at work to accomplish priorities. If socializing is important to you, do it after work.

Understanding and Handling Time Wasters

III. Lack of Control over Environment

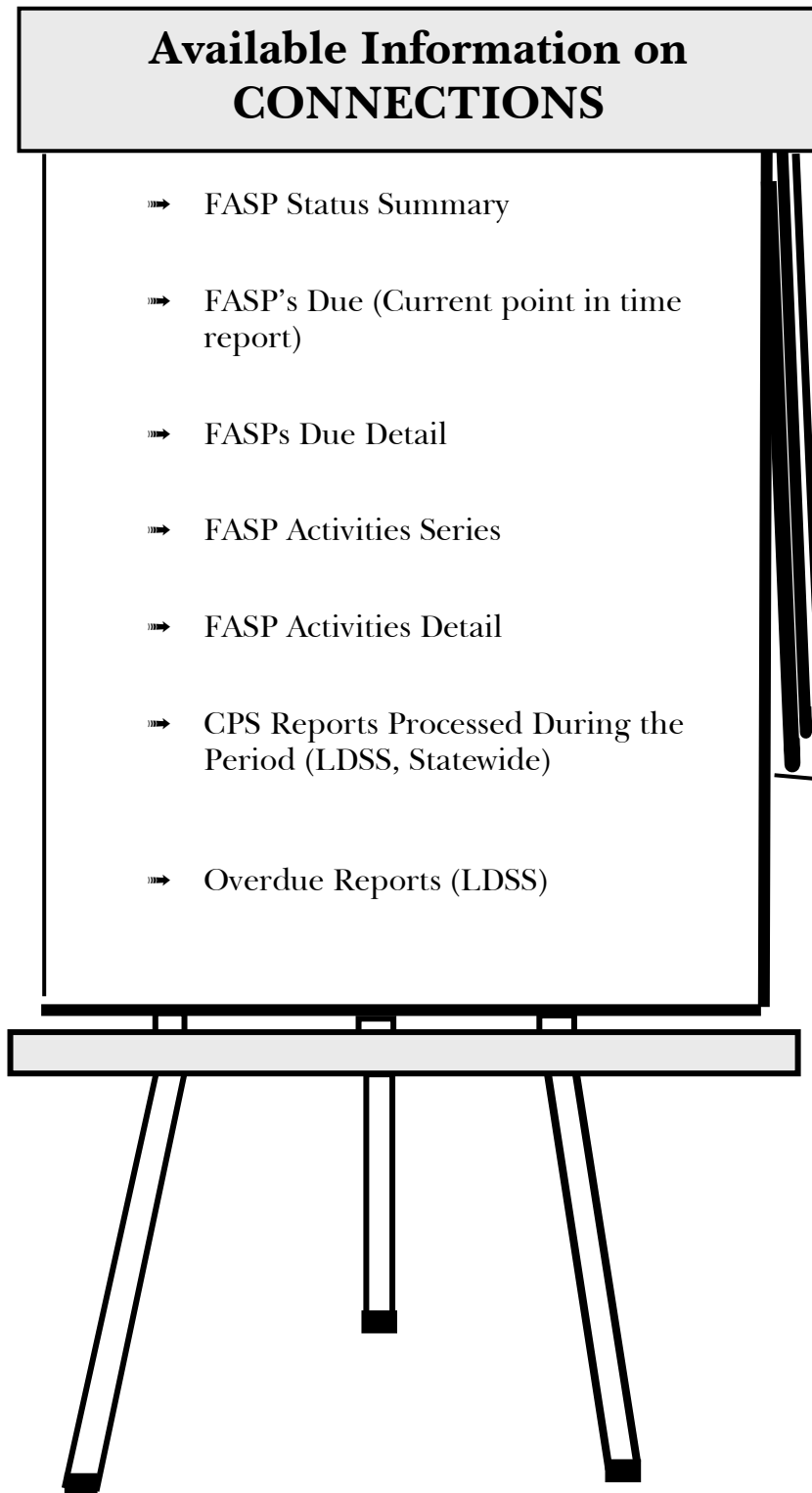
Problems	Solutions
• Telephone	• Use call-forwarding and voice mail
• Unexpected “drop-ins”	• Set time limits, be assertive with your needs, wrap up at your time limit
• Meetings	• Use an agenda
• Unskilled staff	• Assess training needs and attend to as soon as possible
• Confused about responsibility	• Clarify and communicate
• Lack of standards	• Set standards, even if it is just in your department
• Unclear communication	• Give and receive feedback

Control Point ID Chart

Select an upcoming or current work project, task, or goal. Complete the chart with this in mind.

Project/Goal/Task:: _____

Control Element	What is likely to go wrong in the following areas?	How and when will I know if something is wrong in these areas?	What will I do about it?
Quality			
Timelines			
Resources			



CONNECTIONS Data Warehouse Reports

FASP Summary: A monthly statistical report that:

- ➔ Details total open FASPs for the agency:
 - ✓ No CIDs
 - ✓ FASPS approved on time
 - ✓ FASPS due
 - ✓ FASPS overdue
 - ✓ FASPS missed
- ➔ Used by upper management to see where the problems lie.
- ➔ Used at the end of the month, as they are reports for the completed month only.

FASPs Due: A statistical report that:

- ➔ Tracks FASP activity
- ➔ Specifies overdue FASPs by “day range”
- ➔ Identifies FASPs coming due (within 30 days) by “day range”

FASPs Due Detail: A tool that:

- ➔ Maintains up-to-date information (i.e., to the current point in time)
- ➔ Allows two types of reports to be reviewed:
 - ✓ Alphabetically by worker
 - * Worker selected by prompt
 - * FASPs may be listed multiple times, depending on number of workers that have a role in that stage
 - ✓ By stage ID number
 - * Ordered numerically by Case ID and Stage ID
 - * All workers with a role in particular stage will be listed

CONNECTIONS Data Warehouse Reports

FASP Activities Series: A tool that:

- ➔ Maintains up-to-date information (i.e., to the current point in time)
- ➔ Is made up of four reports:
 - ✓ Approved FASP activities
 - ✓ Overdue FASP activities
 - ✓ FASP activities that are currently due
 - ✓ Current Pending FASP activities
- ➔ Lists case names alphabetically for a specific agency/unit
- ➔ Details:
 - ✓ First submission date
 - ✓ Final approval date
 - ✓ Number of submissions
 - ✓ Number of rejections
 - ✓ Number of approvals
 - ✓ Number of approvals in process
 - ✓ Duration in days

FASP Activities Detail: Targets areas of the FASP submission/approval process in need of attention for a specific case.

- ➔ Maintains up-to-date information (i.e., to the current point in time)
- ➔ Provides a detailed list of submission, rejection, approval activities for selected FASP, including:
 - ✓ Approval status
 - ✓ FASP activity date
 - ✓ Worker/Agency
 - ✓ Worker Unit
 - ✓ Worker Name

CONNECTIONS Data Warehouse Reports

CPS Reports Processed During the Period: A statistical report that can be generated yearly, quarterly, or monthly.

- ➔ Provides information on investigations at the following levels:
 - ✓ Statewide
 - ✓ Region
 - ✓ Local district
 - ✓ Office
 - ✓ Units
 - ✓ Individual staff
- ➔ Provides CPS specific information during the given period on:
 - ✓ Reports active
 - ✓ Reports at start/end of period
 - ✓ Reports assigned
 - ✓ Initial CPS reports
 - ✓ Subsequent reports
 - ✓ Reports overdue on last day of period
 - ✓ Reports indicated
 - ✓ Reports unfounded
 - ✓ Reports opened

CONNECTIONS Data Warehouse Reports

Overdue Reports: A tool that tracks reports not determined within 60 days and can:

- Search for any date
- Provide information on overdue reports by:
 - ✓ Office/unit
 - ✓ Unit approver name
 - ✓ Worker name
 - ✓ Report ID
 - ✓ Intake date
 - ✓ Investigation close date
 - ✓ Report age (i.e., days since start date)

Stanley

You are the newly appointed supervisor of a preventive unit with five workers. Stanley is the newest worker, joining your team a little over a year ago. From working with Stanley in the field before your promotion two months ago, you know that he is quick to engage families and has a keen ability to work with fathers. However, Stanley is probably one of the most unorganized people you know. His cubicle is a disaster, with post-it notes of important and confidential family information all over the place. You are constantly reminding him about confidentiality and to be more careful with his notes and paperwork. He is constantly losing things, never makes it to home visits on time and, when he arrives, is often disheveled and takes an extraordinary amount of time to get on task. Once he does, though, he is magnetic.

Since you've been promoted, you've noticed that Stanley also spends a lot of his time back at the office attending to tasks that you feel could be better prioritized. For example, he spends the first twenty minutes of each day "catching up" with a particular colleague. He then seems to have an endless amount of phone calls to return. One of the reasons that Stanley seems to be liked by parents so much is because he makes himself constantly available to them via phone calls or "office drop-ins." And while you applaud his commitment to attending to families, he needs to set boundaries and also establish priorities for which families need his immediate attention. You would like to see him take a more proactive approach to his work with families. Furthermore, his work in the office is also interrupted by personal phone calls from his elderly mother. You've also just heard that Stanley has picked up some "on-call" hours in another department and are concerned that he is dealing with too many demands.

You're planning to meet with Stanley today to discuss your concerns and develop a plan for how to help him effectively and efficiently manage his time and caseload.

Imagine If...

Read the handout, STANLEY, and imagine that you are his supervisor. Answer the following questions:

1. How would you conduct an interview with Stanley to assess his ability to manage his time and workload?

2. How would you use the following components of the performance management cycle with Stanley?
 - Monitoring

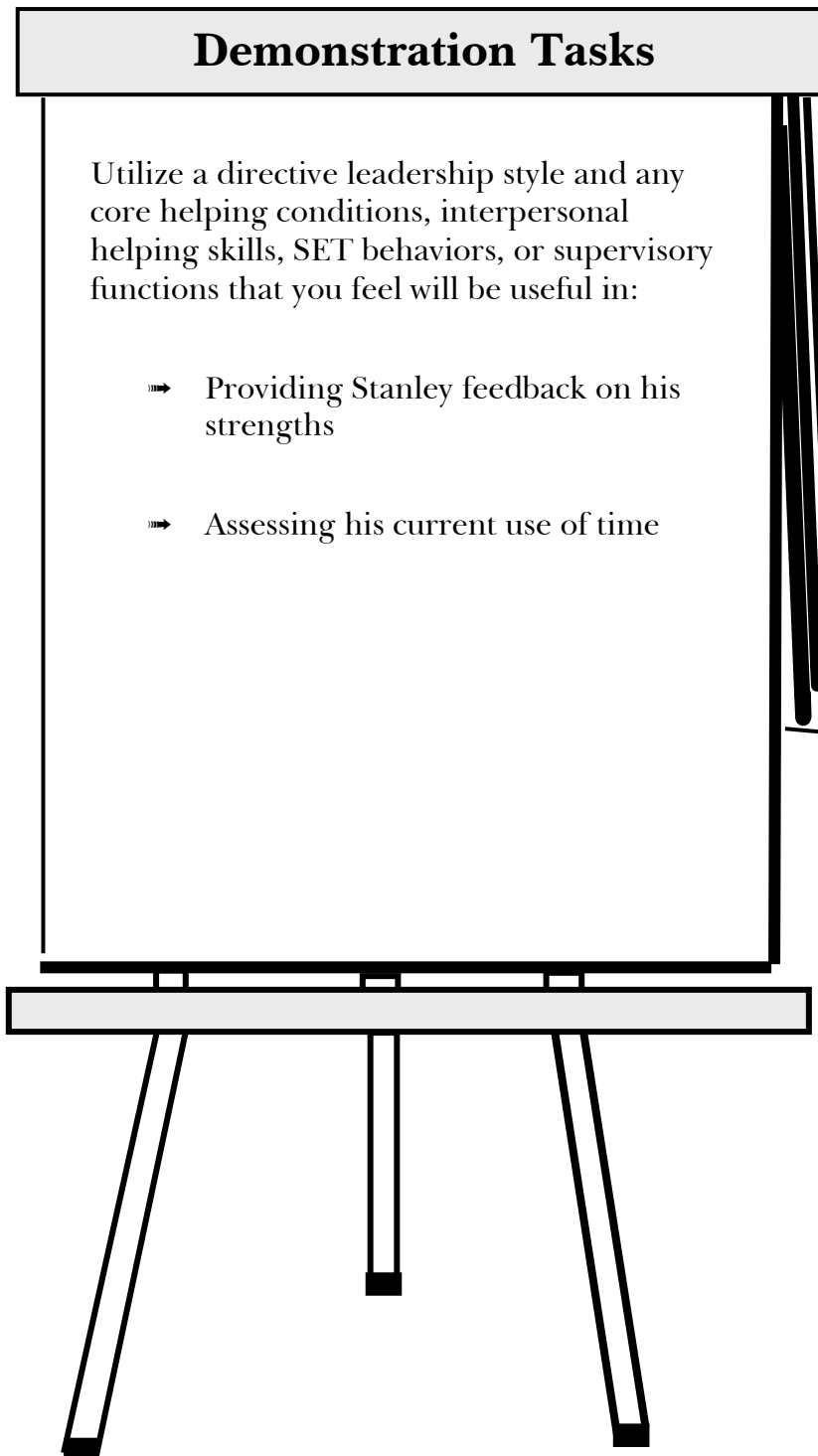
 - Providing Feedback

 - Setting Expectations

3. What core conditions and interpersonal helping skills would be useful in implementing the PMC with Stanley?

Imagine If...

4. What leadership style and supervisory functions would you utilize to advance Stanley's ability to use his time more effectively and efficiently?
5. What other time management or workload management tools could be useful in coaching Stanley?



Simulation Tasks

Utilize any core helping conditions, interpersonal helping skills, SET behaviors, supervisory functions, and leadership styles that you feel will be useful in:

- ✓ Setting expectations for Stanley relative to his use of time and his ability to manage his work
- ✓ Identifying and coaching him to use any time management tools that you think will be useful in advancing his practice
- ✓ Discussing a plan for how you will monitor Stanley's performance

Interviewing Stanley: Demonstration Feedback

1. Was a directive leadership style useful with Stanley? If so, how?
2. What feedback did the supervisor share with Stanley?
3. Besides feedback, what other SET behaviors, if any, did you see demonstrated?

Interviewing Stanley: Demonstration Feedback

4. What did you learn about how Stanley is spending his current time?
5. What core conditions and interpersonal helping skills did the supervisor utilize?
6. How did the supervisor employ supervisory functions during the interview?

Interviewing Stanley: Simulation Feedback

1. What leadership style did the supervisor use with Stanley? Was it effective? If so, how?

2. What expectations did the supervisor set with Stanley? What components of expectations did you observe?

3. How will the supervisor monitor Stanley's performance relative to the expectations?

Interviewing Stanley: Simulation Feedback

4. What additional SET behaviors, if any, did you observe?
5. What core conditions and interpersonal helping skills did the supervisor utilize?
6. How did the supervisor employ supervisory functions during the interview?
7. What would you have done differently?

Participant Action Plan

Purpose	To enable participants to integrate into their supervisory practice newly developed knowledge, attitudes, and skills through the use of an action plan.
Rationale	Training is effective only when skills learned in training are applied on the job. A valuable tool for facilitating this process is the use of a participant action plan. Such a plan encourages participants to customize the training to meet their own developmental needs, think through barriers, and consider how to incorporate what has been learned and mastered into their day-to-day practice.
Enabling Abilities	<p>Participants will be able to:</p> <p><i>Cognitive</i></p> <ul style="list-style-type: none"> • identify skills and strategies to be integrated into their current supervisory practice • describe barriers to implementing newly developed skills • identify resources needed to facilitate transfer of learning <p><i>Affective</i></p> <ul style="list-style-type: none"> • value the skills and strategies they have learned throughout the supervisory training <p><i>Operative</i></p> <ul style="list-style-type: none"> • develop a customized action plan that meets their unique needs and maximizes their strengths to allow for effective transfer of learning and implementation in their supervisory role
Materials	Worksheets, PARTICIPANT ACTION PLAN: WORKER ISSUE, PARTICIPANT ACTION PLAN: UNIT ISSUE.
Time	80 minutes.

Learning Process

Integrative Statement: Participants have expanded their ability to implement the SET behaviors, recognize their dominant leadership style, influence worker development, and manage their time more effectively. The final activity in Module One will ask participants to develop an action plan to encourage transfer of learning as they return to their jobs as supervisors of child welfare workers.

Developing participant
action plans

State:

- We have spent the past five days and our *LearnLinc* sessions developing skills and strategies that are designed to enhance your supervision of the child welfare workers in your unit.
- The focus has been on leadership styles, supervisory functions, worker development, effective use of the Performance Management Cycle and coaching, and time management.
- Your supervision of child welfare workers occurs in four domains: the professional helping relationship, assessment, influencing change, and ongoing attention to safety. Your influence on best practice in these domains will be affected by the skills and strategies you developed this week.
- As we all know, you leave the training room and return to the reality of the job. Our challenge to you is to develop plans that you will actually use to address the challenges you're facing at work.
- Your task is to take the knowledge and skills we discussed and demonstrated and that you practiced this week and apply them to the issues you are finding challenging in your jobs.

Refer participants to the worksheets, PARTICIPANT ACTION PLAN: WORKER ISSUE and PARTICIPANT ACTION PLAN: UNIT ISSUE.

Instruct participants:

- You will be writing out action plans for two issues you find challenging: one that involves a worker and one that relates to a number of workers or your entire unit.
- As you can see by the headings, the plan asks that you incorporate the knowledge and skills that were the focus of the training this past week.
- Plans should be concrete and specific.
- On PARTICIPANT ACTION PLAN: WORKER ISSUE, please identify the issue and answer questions 1-7.
- On PARTICIPANT ACTION PLAN: UNIT ISSUE, please identify the issue and answer questions 1-6.
- You will answer the last two questions on the action plan later.
- Trainers will circulate to monitor your work and/or offer assistance.
- You have 10 minutes.
- Please begin.

Identifying barriers

State: “Whenever a plan is developed we must always foresee the possibility of obstacles.”

Ask: “Can you give us some broad examples of what some obstacles might be?”

Ancillary instruction: Lead a brief large-group discussion, eliciting broad examples.

State: “We’re now going to have you identify more specifically some of the obstacles that you face regarding your identified worker issue and your unit issue.”

Instruct participants to return to the worksheets and complete questions 8 and 9 on PARTICIPANT ACTION PLAN: WORKER ISSUE and questions 7 and 8 on PARTICIPANT ACTION PLAN: UNIT ISSUE.

State:

- You've been asked to develop an action plan for dealing with dilemmas that involve an individual worker and your unit, and we want to be respectful of the privacy of you and your agency. We remind you that—as always—you are in complete control of how much you share.
- We know that in many districts supervisors serve as capable sounding boards and advisors to each other.
- You are now going to act as consultants to each other.
- You will each be partnered with a colleague in the room.
- It will **not** be someone from your district or your agency.
- You will each share with your partner your action plans—for both the worker and the unit issues—you think you will encounter.
- The job of your partner is to offer you suggestions and additional responses for questions 2, 4, and 5 on the Worker Issue Plan and questions 2 and 4 on the Unit Issue Plan.

Ancillary instruction: Post the numbers of questions that you want them to consult about on the flipchart.

- They may not be a perfect fit, but we ask you to consider them; at least avoid falling into the “yes, but” mode!
- After you and your partner have each had the opportunity to share your plans and receive some consultation, you will separate.
- Trainers will be circulating to offer assistance.
- You have 20 minutes.
- Please begin.

Reconvene the large group.

Ask: “Are there any barriers that—even in the face of the combined wisdom of you and your partner—seem insurmountable?”

State:

- We encourage you to bring your participant action plans and any seemingly insurmountable barriers to the attention of your supervisor.
- We will discuss the implementation of your action plan when we meet with you and your supervisor at our posttraining conference.
- Thank you for your great work developing your action plans and for your time and participation in this training.

Summary

Conclude:

- Any training is only as good as its transfer of learning, and supervision requires constant updating and development of supervisory skills and child welfare practice.
- When participants have the opportunity to plan for how they will implement new supervisory skills and strategies, they are more likely to use these in their daily practice.
- Anticipating and thinking through barriers to transfer of learning provides supervisors with more informed strategies for overcoming such challenges and difficulties when adopting new skills and strategies in supervision.

Postlude: This activity in particular and the course in general were designed to enhance supervisory practice in child welfare. Effective supervision is key to retaining and developing workers who can implement best practices and continually hone skills to achieve the child welfare outcomes.

Participant Action Plan: Worker Issue

My worker issue is:

1. What leadership style (directive, participative, or delegative) will be most effective in addressing this issue? How will you use the leadership style you've selected to address the issue?
2. How will you implement the supervisory functions to address this issue?
3. At what stage of learning (unconsciously unskilled, consciously unskilled, consciously skilled, and unconsciously skilled) is the worker in relation to the knowledge or skills needed to successfully resolve the issue? How will you influence the worker to become more consciously skilled?

Participant Action Plan: Worker Issue

4. How will you use the Performance Management Cycle behaviors of communicating expectations, monitoring, and feedback to address the issue?

5. Will you use the coaching behavior in addressing this issue? If so, how will you coach? If not, why isn't the coaching behavior appropriate in addressing this issue?

6. What steps will you take in the next two weeks to address this issue?

7. What support and/or resources will you need to address this issue?

Participant Action Plan: Worker Issue

8. What obstacles do you think you will encounter as you address this issue?

9. What is your strategy for overcoming these obstacles?

Participant Action Plan: Unit Issue

My unit issue is:

1. What leadership style (directive, participative, or delegative) will be most effective in addressing this issue? How will you use the leadership style you've selected to address the issue?
2. How will you implement the supervisory functions to address this issue?
3. How will you use the Performance Management Cycle behaviors of communicating expectations, monitoring, and feedback to address the issue?

Participant Action Plan: Unit Issue

8. What is your strategy for overcoming these obstacles?