THE NATIONAL CHILD WELFARE RESOURCE CENTER FOR ORGANIZATIONAL IMPROVEMENT

ASSESSING YOUR SUPERVISORY TRAINING

TRAINER'S GUIDE

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Assessing Your Supervisory Training

Time

6 hours total

Rationale

Supervisors are at the center of the agency's effort to achieve the key outcomes of safety, permanency, and well-being. The state's supervisor training sets the context for the supervisor's role and lays the foundation for the supervisor's knowledge and skills. This module systematically assesses the supervisor training curricula and program against national standards to determine strengths and areas needing future action for improvement. This module is designed to help key state supervisors and training staff understand their critical role as change agents in improving practice and in change management.

Audience

- Agency Managers
- Training Managers
- Agency Trainers
- Key Supervisors

Advance Preparation

Training participants are asked to self-assess their own training program using a guided assessment. In order to sufficiently do this, all training participants will need to review the following materials in advance of the training. All these materials should be

contained in a binder that is reviewed by the training participants prior to the training and then brought to the training. Documents to be collected include:

- State Children & Family Service Review Results
- Performance Improvement Plan and latest progress toward goals
- All core and advanced supervisory training materials including:
    - Curricula
    - Training Agendas
    - Competencies and learning objectives
    - Transfer of learning materials
    - Training evaluation plans and all related instruments

Prior to the training assign sections of the supervisor curriculum to teams. Each team should come prepared to be "Information Experts" who can speak to the content contained in those sections of the curriculum.

On the training day, prepare a flip chart paper entitled, ***The List*** and hang in a prominent position in the room.

Unit 1: Welcome and Introductions

Time: Approximately 15 minutes (9:00 – 9:15)

Materials

- Handout 1: Agenda

- Handout 2: Competencies & Learning Objectives
- Classroom Performance System AKA "The Clicker System"
- Flip Chart and Markers
- Hanging Prism

1. Welcome trainees, introduce the training, and take care of housekeeping issues as necessary. Introduce yourself and co-trainer. Ask participants to introduce themselves with the following information:

- Name
- Agency
- Position
- Experience as a Supervisor and Supervision Training

2. Refer participants to **Handout 1: Agenda** and describe the six hour training. Review **Handout 2: Competencies & Learning Objectives** to reinforce the competencies that should be achieved by the training's conclusion.

3. Introduce training participants to the concept of ***The List.*** Explain the following:

Today, we are assessing your state agency's capacity to provide a thorough Supervisor Training Program that is based in good practice and within the context of today's environment which stresses effectiveness and accountability. Throughout the day today, we'll be looking at facets of your Supervisor training program. We'll put these major components up ***The List****. We'll also ask you to evaluate how your state is doing in regards to these components. Then at the end of the day today,*

we'll prioritize these issues and develop an action plan to address them so that your state's Supervisor training can be the best it can be (yes, think army☺).

Unit 2: Super Supervision

Time: Approximately 30 minutes (9:15 – 9:45)

Materials

- PowerPoint slide: Super Supervision Summary Chart
- Handout 3: Super Supervision Summary Chart
- Classroom Performance System
- Flip Chart and Markers

Bibliography and Suggested Reading

American Public Human Services Association. (2005). *Report from the 2004 child welfare workforce survey.* Washington D.C.: Author.

Azar, S. T. (2000). Preventing burnout in professionals and paraprofessionals who work with child abuse and neglect cases: A cognitive behavioral approach to supervision. *Journal of Clinical Psychology, 56,* 643-663.

Barbee, A. (2002*). Adoption and Safe Families Act Training for Supervisors and Teams.* Louisville, KY: Kent School of Social Work, University of Louisville. http://olav.usi.louisville.edu/nrc/training/ASFA/ASFAhome.htm

Bernotavicz, F. “Retention of child welfare caseworkers: A report.” National Child Welfare Resource Center for Organizational Improvement Web. http://muskie.usm.maine.edu/helpkids/pubstext/retention.html

Brittain, C. (2005). *Putting the Pieces Together: Administrative Supervision.* Denver, CO: Institute for Families, University of Denver.

Curry, D. McCarragher, T. & Dellmann-Jenkins, M. (2005). Training, transfer, and turnover: Exploring the relationship among transfer of learning factors and staff retention in child welfare. *Children and Youth Services Review*. 27, 931-948.

Kadushin, A. and Harkness, D. (2002). *Supervision in social work*. New York: Columbia University Press.

Nelson, B. (1994). *1001 Ways to reward employees*. New York: Workman Publishing Company, Inc.

Smith, B. (2005). *Job retention in child welfare: Effects of perceived organizational support, supervisor support, and intrinsic job value.* Child and Youth Services Review. 27. 153-169.

Zischka, P. C., and Fox, R. (1983). “Burnout and the catalytic role of the supervisor.” *The Clinical Supervisor*, 1(2), 43-52.

Advance Preparation

Pre-label three flip charts with the words, “Administrative

Supervision", "Educational Supervision" and "Supportive Supervision". Hang them in a place where the trainer can write on these blank charts during the brainstorming activity.

4. Hold up a prism dangling from a string and explain how this prism is like the Supervisor Training offered in this state. Explain,

A prism offers many facets that reflect light to produce different colors within a beam of light. Slightly turning it one way into sunlight produces one color, then viewing it from another angle produces an entirely different result. We use this analogy to illustrate how we'll be talking about your state's supervisor training. Your Supervisor Training has many facets, serving many purposes and producing a plethora of results. Some of the facets are more structural in nature while others are intended to produce an effect or an outcome as a result of the content contained in the training. In order to strengthen Supervisory Training to ensure that it does indeed change practice, we need to look at every facet of your Supervisor Training. We must shine each of those facets into the light and carefully examine the structure and content of each component. Such an assessment will result in a stronger, more holistic approach to supervision training and ultimately, better outcomes for children and families.

Hang the prism in a prominent place in the room. As you move from one topic to the next during the day's training, go to the prism and turn it in different directions.

5. Ask participants about the responsibilities of the supervisor. As each one is presented, determine whether it is an "administrative", "educational", or "supportive" supervision activity. Once all ideas are exhausted, present the Kadushin framework for supervision. Cover the material below.

Alfred Kadushin, considered the guru of social work supervision, published his first book in 1976 and established a typology for understanding supervision in social work that is just as useful and relevant today as it was 30 years ago. He presents an ideal picture of social work supervision in order to compare the reality of practice so that strengths can be celebrated and adjustments made when appropriate. He said that supervision is like a 3-legged stool with each component being essential to effective supervision. Each area is distinct in terms of the goals and the issues that may arise, yet they certainly overlap and interlock with each other.

For administrative supervision, the primary goal is to ensure adherence to agency policy and procedure. The primary issue or problem to be addressed in administrative supervision is the lack of adherence to agency policy and procedure. For educational supervision, the primary goal is to increase knowledge and skill with the main problem to address being lack of knowledge and/or skill resulting in poor or inadequate performance. Within the supportive supervision domain the primary goal is to improve morale and job satisfaction as the primary issue is the lack thereof and the impact on the work.

Administrative supervision is responsible for organizing the work place, the work environment, and managing the human resources function within the unit. Most importantly, the supervisor's role is to communicate the vision and mission, operationalize them, and continuously monitor whether the vision and mission are achieved. Supervisors help to paint the big picture so that workers' understand their role in the

agency.

Within Administrative Supervision, the tasks include:

- *Recruiting and selecting staff*
- *Operationalizing the vision*
- *Orienting workers*
- *Assigning and planning work*
- *Monitoring, reviewing, and evaluating work*
- *Communicating with staff and upper management*
- *Advocating with community and other areas of the agency*
- *Managing change*

According to Kadushin, Educational Supervision is about teaching the worker what he or she needs to know to do the job and helping him or her to integrate it. Educational supervision teaches workers the knowledge, skills, and attitudes they need to have in order to their jobs. Each of the types of supervision draws strength from the other—when workers have learned their jobs effectively and feel supported, they perform more autonomously and effectively in their jobs.

The goal of Educational Supervision is to ensure case practice by staff is consistent and based on best practice standards. We want a homogeneous approach to casework so that all workers approach casework in the same way, make consistent decisions, and apply similar interventions thus achieving the agency's goals. Because good casework is based upon research and best practice approaches, when workers approach each case in a similar fashion, grounded in similar values, and with a uniform perspective then desired outcomes

are more likely to be achieved.

The activities or tasks associated with the educational aspect of supervision:

- *Orienting new employees.*
- *Teaching workers about the job.*
- *Facilitating learning.*
- *Helping workers develop professionally.*
- *Evaluating casework for strengths and needs.*
- *Helping workers solve problems.*
- *Facilitating professional growth and development.*

Methods for conducting these teaching tasks:

- *One-on-one coaching with the worker.*
- *Structured supervision time.*
- *Providing information on professional development opportunities.*
- *Mentoring staff.*
- *Training a class or encouraging or arranging for staff to attend training.*
- *"Doorway" consultation, e.g., those informal times that they answer questions and provide case specific guidance.*

In supportive supervision, we bring in the final component of supervision; that of being a team leader, the person who acts as head cheerleader and "stress manager" for the unit. The supervisor's role is to help ensure that staff are managing the challenges of the job and the resulting stress so that they find satisfaction with their job and remain motivated and committed to achieving positive outcomes with their clients.

In order to perform, workers must have clarity about the task and know what is expected of them in their position. They must also have the ability to do the job. But a worker can be clear about the task and have the knowledge and skill, but not be motivated to perform the duties of that position. So, through supportive supervision, the goal is to support each worker in finding the motivation that provides each of us the emotional energy to keep coming to work and inspires commitment to the agency and the field.

During supportive supervision, the supervisor provides:

- *Reassurance*
- *Encouragement*
- *Recognition for achievement*
- *Expressions of confidence*
- *Approval*
- *Attentive listening*
- *Stress and tension management strategies for the individual and unit as a whole*

Distribute the Handout **Super Supervision** (not in the packet) and explain that this summarizes the Kadushin framework and tasks/activities for each component of Super Supervision.

Adapted from Kadushin & Harkeness by Brittain, C. and McDaniel, N. (2005). In *Putting the Pieces Together: Administrative Supervision.* Denver, CO: Institute for Families, University of Denver.

Display the **PowerPoint slide: Super Supervision Summary Chart** and refer participants to the **Handout 3** of the same name.

In summary,

	Administrative	**Educational**	**Supportive**
Focuses on …	Organizational structure	Professional competence	Psychological and interpersonal climate

Deals with barriers that are centered around …	Tasks and resources	Knowledge and skill	Emotional stressors
Operates as …	Executive manager	Teacher and educator	Team counselor and advisor
Power base for supervisor…	Authority, reward and discipline (position power)	Information and expertise (personal power)	Goodwill (personal power)
Role model for ideal worker as…	An efficient worker	A competent worker	A compassionate, understanding worker

6. Conduct an activity to generate discussion about the importance and impact of the supervisor's role within the agency. The following questions may be used with the Classroom Performance System (called the "Clicker System); or if this system is not available, in traditional paper/pencil format. If using the Classroom Performance System, show each question, let participants 'click' in their responses, then provide the correct response to the question immediately. After each question, generate discussion around that topic. If using the paper/pencil format, allow participants time to complete the entire quiz (about 5 minutes) then go over each question. The questions and correct responses along with some additional information are presented below.

1) In a study of job retention of caseworkers, which of the following factors was rated most highly by participants in a research study?

a) Salary satisfaction (mean of 2.06)

b) Promotion satisfaction (mean of 2.34)

Source: Smith, B. (2005). *Job retention in child welfare: Effects of perceived organizational support, supervisor support, and intrinsic job value.* Child and Youth Services Review. 27. 153-169.

c) ***Supervisory satisfaction (mean of 3.58)******

d) *Intrinsic value of job (mean of 3.35)*

The study found that the job commitment of frontline staff was tied closely to perceptions of supervisory support. So turnover and competence in supervisory support has an important impact on job retention.

Anderson, D. (2000). *Coping strategies and burnout among veteran child protection workers.* Child Abuse & Neglect. 24(6), 839-848.

2) The best prevention strategies to address burnout have supervisors helping workers cope through:

a) Emotion-focused strategies**

b) Cognitive restructuring

c) Problem-solving

d) Problem-avoidance

Because of the highly-charged emotional environment of CPS work, supervisors should help workers develop more emotion-focused coping to prevent and treat their own emotional exhaustion. Workers need the opportunity to discharge the emotions that can be built up in a day of CPS work. Emotion-focused strategies allow workers to vent and process their range of emotions.

American Public Human Services Association. (2005). *Report from the 2004 child welfare workforce survey*. Washington D.C.: Author.

3) In a study conducted by APHSA, participants rated the importance of 15 organizational and personal factors that contribute to workers' remaining with the agency. What was the #1 rated factor?

a) Worker's self-efficacy

b) Good supervision**

c) Fair compensation and benefits

d) Opportunities for workers to learn and grow professionally

Other highly rated factors were:

2. *An agency mission/purpose that makes workers feel their jobs are important*
3. *Dependable management support of and commitment to workers*
4. *Worker's self-efficacy*
5. *Worker's human caring*
6. *Fair compensation and benefits*
7. *Reasonable number of cases*
8. *Manageable workloads*
9. *Opportunities for workers to learn and grow professionally*

Curry, D. McCarragher, T. & Dellmann-Jenkins, M. (2005). Training, transfer, and turnover: Exploring the relationship among transfer of learning factors and staff retention in child welfare. *Children and Youth Services Review*. 27, 931-948.

4) *Transfer of Learning strategies employed by the supervisor helped to:*
   a) *Ensure that training in the classroom transfers to the job*
   b) *Retain employees on the job*
   c) *Prevent burnout*
   d) *A* ***and B******

Azar, S. T. (2000). Preventing burnout in professionals and paraprofessionals who work with child abuse and neglect cases: A cognitive behavioral approach to supervision. *Journal of Clinical Psychology, 56*, 643-663.

5) *Secondary trauma can impact supervisors by:*
   a) *Being impacted themselves*
   b) *Compounding the supervisee's experience because the supervisor may be a source strain*
   c) *Not addressing it as a potential issue as he/she may feel it is 'above him/her*
   d) *A and B*
   e) All of the above***

Supervisors are certainly vulnerable to the same strain that

impacts their workers. Supervisors can become targets of anger and resentment by supervisees because they represent the 'system,' or because the supervisee doesn't think the supervisor understands what it's like in the trenches. Also, supervisors may not feel that they have 'earned the right' to feel secondary trauma or the distress felt by the workers. All of these are untrue. Secondary trauma can and does impact supervisors as well as workers and should be addressed supervisory training.

6) Supervisors responsibilities include:

- *a) Recruit and retain workers*
- *b) Improve outcomes for children and families*
- *c) Moderate bureaucracy*
- *d) A and C*
- ***e) All of the above****

Supervisors do all of these through supervisory efforts.

7) Supervisors analyze data to help:

- *a) Evaluate the appropriateness and effectiveness of agency policies, programs, and service delivery patterns*
- *b) Identify the barriers to service delivery*
- *c) Coordinate with community service providers*
- *d) A and B*
- ***e) All of the above****

Provide this introduction to the next question.

The supervisor serves as a catalytic role in the service delivery

Zischka, P. C., and Fox, R. (1983). "Burnout and the catalytic role of the supervisor." *The Clinical Supervisor*, 1(2), 43-52.

system. Additionally, the supervisor's ability to assess and interpret can also:

- *Identify problems and deficiencies in services and suggestions for remedial action and/or new programs.*
- *Identify problems in others systems in the agency (e.g., resource allocation, personnel, community coordination.*

The social worker supervisor is at the crossroads of agency activity.

8) In order for the supervisor to carry out his or catalytic role, the prerequisite is:

a) An ability to effectively manage workloads

b) A conviction that change is possible**

c) The knowledge and skills to conduct clinical consultation.

d) An ability to manage stress

The first requirement is a conviction that change is possible, others are important but not a perquisite.

7. Summarize the discussion on the importance of the supervisor's role with the following:

Supervisors are the keepers of the agency's culture. We know that stronger supervision will help recruit and retain workers, and encourage workers to be more productive and have higher morale, ultimately improving outcomes for children and

families (Nelson, 2004). This is all due to the fact that supervisors help set the kind of climate for staff that encourages a good fit between the individual and the position. Supervisors can offer support as well as autonomy to their workers, act as gatekeepers in protecting employees so they can complete their work, and develop workers and mentor them through crisis periods so staying with the agency becomes more likely (Bernotavicz, n.d.). Conversely, supervisors who are inaccessible or "too busy" to provide the necessary guidance and support, have too little experience themselves, lack leadership qualities, are poor communicators, or interact more punitively rather than educationally or supportively negatively impact effectiveness and morale.

Individuals are often promoted to supervisory positions due to their technical accomplishment, seniority, or ability to get along with others. Unfortunately, none of these reasons supplies the necessary supervisory knowledge and skills (Berman et al., 2001). Supervisors are key in moderating the impact of bureaucracy on workers in order to combat burnout. How well they work with staff determines how well an agency achieves its goals, implements program strategies and delivers services because supervisors are in a position to offer feedback from frontline employees to top administrators. Essentially, supervisors serve as catalysts, connecting the individual, group, and agency (Zischka & Fox, 1983).

8. Go to ***The List*** and add the first three issues to it:

    Administrative Supervision

    Educational Supervision

If the Classroom Performance System is unavailable, use the low-

Supportive Supervision

9. Refer participants back to the Classroom Performance System and ask them to rate each item on the list. Display the first question, "Administrative Supervision" and ask them to rate how this topic is currently covered in your supervisor training on a scale of 1 to 5. A rating of 1 means that the training is not covered at all, a rating of 5 means that it is thoroughly covered. After everyone has clicked in their responses, move to educational supervision and then supportive supervision. Mark the ratings on the flip chart. Transition to the next topic.

Unit 3: Supervisor as Change Agent

Time: Approximately 45 minutes (9:45 – 10:30)

Materials

- PowerPoint Slide: Characteristics of Commitment
- Handout 4: Characteristics of Commitment
- Handout 5: Stages of Commitment to Organizational Change.
- PowerPoint Slide: Change Commitment: Where Are We?
- Handout 6: Change Commitment: Where Are We?
- Handout 7: Policy Change Small Group Exercise
- Classroom Performance System
- Laminated Poster "Commitment Curve"
- Flip Chart and Markers

tech dot exercise instead. To rate items on ***the list***, give participants multi-colored peelable dots. Each dot is a different point value (e.g., blue = 4, green = 3, etc.). Participants should go up to the flip chart paper and assign each item a 'dot'. The trainer should add up the total number of points and mark it on the flip chart paper.

- Peelable multi-colored dots

Bibliography and Suggested Reading

Conner, D. R. (1993). *Managing at the speed of change.* New York: Villard Books.

A Trainer's Guide to Using Information Management to Support the Goals of Safety, Permanency and Well Being, September 27, 2000, www.muskie.usm.maine.edu/sac

The following material on change management is from: A Trainer's Guide to Using Information Management to Support the Goals of Safety, Permanency and Well Being, September 27, 2000, www.muskie.usm.maine.edu/sacwis

10. Introduce this section by presenting the following:

Organizational development experts maintain that the pace of change is so frenetic that the ability to manage change is one of, if not THE, most important skills an employee can bring to the current work environment. For a child welfare supervisor, the ability to lead and model commitment to change building skills is an invaluable competency whether the change is technology or program related.

If the state agency uses a different change model, use it instead and adapt the content accordingly.

Change inspires a wide range of emotions. Some are positive and some, like those just mentioned, can lead to resistance to change. This range of emotional responses is a natural part of the change process, common when people are going through change. Being familiar with commitment building skills can help people understand and even predict emotional responses to change.

As we are well aware, changes in the workplace occur regularly and will continue to occur in the future. Agency goals change, people change, laws change, procedures change and

the tools needed to do our work change. Some might say that the only constant is change. Developing the skills needed to overcome the fear and loss of control that some folks associate with change and respond positively to change has become some of an employee's most essential tools. As a supervisor, you need to understand the dynamics of change, be skilled at building commitment to change and have the tools you need to lead your staff through the change process by helping them develop positive, focused and flexible attitudes toward change.

In any change, people often have more than one role to play. For example, perhaps you have been asked both to change and to take the lead in implementing a change. In other words, you were asked to do the difficult tasks of altering your own knowledge, skills and behavior. Perhaps you were also called on to be a change leader, responsible for leading the change in your unit.

11. Ask them to brainstorm and list as many behaviors as they can that indicate a commitment to change.

12. Display the **PowerPoint Slide: Characteristics of Commitment** and refer participants to **Handout 4** of the same name. Compare the characteristics just mentioned and walk through the overhead highlighting items not already noted. Explain:

An effective commitment builder not only encourages and gains the commitment of staff but also assesses whether or not she/he is fully personally committed to the change.

According to Conner, a person is said to be committed to a specific outcome when he/she:

- *Invests resources to ensure a desired outcome*
- *Pursues that outcome in a consistent fashion.*
- *Rejects courses of action that may have short-term benefits if they are not consistent with the overall goal.*
- *Stands fast in the face of adversity, remaining determined and persistent.*
- *Understands that a price will be paid to achieve the outcomes.*
- *Applies creativity, ingenuity and resourcefulness to resolving problems or issues that would otherwise block achievement of the goal.*

The more committed a person is to change, the more personal resources like time, energy, endurance and ingenuity he/she freely invests in achieving it. Commitment building, thus, is necessary for successful implementation of change. The change could be a system implementation, like installation of a new computer system or a life style change or a change you may be asking your clients to make to support the case goal. Regardless of the type of change, the phases of building commitment stay constant. To look at a way that potential resistance can be overcome and commitment to change can be generated, let's look at the model on **Handout 5: Stages of Commitment to Organizational Change.**

13. Display the **PowerPoint Slide: Stages of Commitment to Organizational Change** and refer folks to the related handout. Continue the discussion.

The model is presented as a grid with support for the change presented on the vertical axis and the passage of time presented on the horizontal axis. The model consists of three developmental phases:

- *Preparation*
- *Acceptance*
- *Commitment*

Each phase represents an opportunity for commitment to be threatened (the down arrows) or supported (the up curve) and provides opportunities for a "change leader" to intervene. Also, people tend to go forward and back through the stages---making progress forward and then slipping back. In real life, progress toward commitment is not quite as linear as the chart shows.

Let's look at each of these Phases in detail:

Phase 1: Preparation

It's in this phase that folks are contacted to let them know what's going to occur, what's going on and to begin to build awareness of the change. Awareness does not, however, indicate a thorough understanding of the change or an agreement that the change is a benefit. In reality, at this time in the change process, people may be confused about what the change will mean to them personally, how they will be affected by the change, what role they will be asked to have in the change or even why the change is needed.

During this phase, it's critical for the change leader to provide

a clear message on what the change involves and its major implications.

Phase 2: Acceptance

The second phase in the commitment model is the Acceptance phase. It's during this phase that the person demonstrates some initial understanding of the nature, intent and impact of the change. The person is, for the first time, in a position to make a judgment about the change and have positive and negative perceptions. This is where anxiety can creep in and if unchecked can result in resistance. Rarely, by the way, is a person's response either all positive or all negative. Usually it's a bit of both. A positive perception is NOT the same as deciding to commit time, energy and other personal resources to making the change a success. For example, you may have some negative feelings about implementing a new policy but will go along with it because it's the priority of your supervisor and one of the factors in your performance evaluation will be how well you implemented the policy.

Phase 3: Commitment

The third and final phase is Commitment. In this phase the change is installed, implemented and becomes operational. During this phase, it's common for unanticipated problems to arise, that unexpected complications occur and that 'checking out behavior' can happen. It's in this stage that initial optimism about the change can be deflated or turned into pessimism, resistance can increase and rumors can run rampant.

After the change has been used long enough to demonstrate

worth and visible positive impact, people begin to assess the benefits of the change from long-term perspectives such as logistical, organizational, personal and economic perspectives. Ideally the change is now the norm and has been thoroughly adopted by people, receiving maximum organizational, personal and professional support. Enthusiasm, high-energy and persistence characterize commitment at this level when institutionalization and internalization occur. At institutionalization, the organizational structure has adapted to support the change. For example, it's reflected in policy and procedure, job descriptions and performance appraisals. At internalization, the person 'owns' the change---to them it's theirs, always has been and always will be.

To wrap-up, what we see here is a three-phase model for building commitment to change. Building commitment to change is not easy work, in fact the lack of skills in this area is one of the principle reasons so many change efforts fail or are very slow and painful. Understanding the model and applying it can help you be successful however in overcoming resistance to change and building commitment to change. We're going to work with this model now.

14. Refer participants to the **PowerPoint Slide: Change Commitment: Where Are We?** Ask the group to find **Handout 6** in their packets as well. Ask the group to think of a major change that has taken place in their agency related to the Program Improvement Plan. Brainstorm some ideas, then select one as a group to focus on during this next exercise.

Ask the participants to take a few minutes to think about how

these changes are affecting each of them and where they are in the change process. Then ask them to complete each section on Handout 6. Instruct the group that after they have completed the work individually, they will be asked to share their answers with the group.

Distribute a peel-able 'dot' to each participant. Ask them to write their names on the yellow dot (we are doing this to compare colors before and after discussion). Display the pre-printed laminated poster of the "Stages of Commitment to Organizational Change" and ask each person to go up this poster and place their 'dot' on where they think they are at on the "Stages of Commitment".

15. Review the flipchart by commenting on the numbers of folks in each stage of commitment. (The expectation here is that participants will be in all phases of the curve.)

16. Using the previous exercise as a springboard, explore what change leaders can do in each phase to help staff overcome potential resistance and move forward through the commitment curve. Go through each phase in the process and ask them to brainstorm actions they could take to assure a positive outcome and progress to the next phase. Ask if any new knowledge, skills, or competencies are needed? If so, record them on a flipchart.

17. Ensure that the following answers are mentioned for the related phase:

Preparation Phase

- *factual, accurate, complete information—what's*

known, make known; what's not known, will be

- *discussion of the upcoming change at staff and other meetings*
- *public announcements*
- *frequent communication announcing the change*
- *personal communication from the supervisor*
- *checking to be sure that the message is heard*

Acceptance Phase

- *frequent communication focusing on the benefits of the change, why it's important and when it will happen*
- *expectation shaping---don't oversell*
- *show results/benefits*
- *training*
- *opportunities—formal and informal-- to participate in the planning, decision making and implementation process*
- *clarification of roles*
- *question and answer forums*
- *access to change sponsor and change leaders*
- *rewards/positive feedback*

Commitment Phase

- *communication---frequent, factual---when you think you've done it enough, do it more*
- *honestly acknowledging and addressing problems, issues and concerns*
- *present facts*
- *provide feedback on the status of user suggestions for modifications to the system*

- *acknowledge successes*
- *rewards/celebrations*
- *active problem resolution*
- *formal sanctioning---incorporating the change into daily operations, for example job descriptions, performance evaluations, hiring/promotional decisions*

18. Conduct a small group exercise to review the recent change related to the PIP. This time the focus on what worked or did not in the change process. Use the same small groups and refer them to **Handout 7: Policy Change Small Group Exercise.** Provide the following instructions:

1) *Select a recent policy change or initiative related to the PIP that resulted in a significant change in practice.*
2) *Contemplate each stage of change and what actually occurred. What were the strengths? What could have been improved?*
3) *What lessons were learned?*

Allow about 10 minutes for discussion. Bring the group back together and debrief the exercise.

19. Go back to the "Stages of Commitment" Poster. Ask participants to reassess where they are on that commitment curve related to the PIP policy change. Assign them a different colored dot (e.g., red) and ask them to go up to the curve and post where they think they are at now on the Commitment Curve.

20. Ask participants to assess the extent to which Change Management is addressed in their Supervisor Training System. Write the topic "Change Management" on ***The List*** and ask participants to rate the degree to which it is thoroughly covered in some kind of organized approach within the Supervisor Training. Allow participants a few minutes to peruse through the training materials. Use the Clicker System to evaluate. Ask participants to rate their evaluation of this on a scale of 1-5 with 5 being the highest. To add drama, say something exciting, like *"Ready, Set, Go!"*.

Note the vote tallies on ***The List*** and explain that we'll continue to do this throughout the day, adding items to ***The List*** and evaluating their inclusion. This will make it easier to assess our overall supervisor training by the end of the day and prioritize topics for action planning. Transition to the next topic after break.

Break: 15 minutes (10:30 – 10:45)

Again, if the CPS is not available, use the low-tech method.

Unit 4: State's Model for Supervision Time

Time: Approximately 45 minutes (10:45 – 11:30)

Materials

- PowerPoint slide Proactive, Structured Supervision
- Classroom Performance System
- Flip Chart and Markers

21. Conduct a brainstorming activity to determine the state's theoretical model for practice. First, ask participants if they have a 'casework practice model'. This is an overriding philosophy and corresponding approach to practice. If so, ask participants to describe the components of their model. If no such formal model exists, ask them about the principles that guide practice (note, these may be reflected in the agency mission or values). Examples might include:

- Family involvement
- Strengths-based
- Solution-focused
- Equity in practice
- Developmental approach

To this author's knowledge the states of Kentucky, Michigan, and Utah, have such a formalized model.

22. Ask participants how these principles are actually implemented in practice.

23. Ask participants to describe their supervision model.

Many states may not have a formal model.

25. Ask about the expectations for providing supervision in their state in order to develop a list of the qualities/characteristics of effective supervision in their state. Generate a full list of the qualities of the casework practice model and the supervision model. Place the list on the wall.

26. Ask participants to assess the extent to which these qualities are addressed in their Supervisor Training Curricula. Write the various expectations generated from the previous discussion on ***The List*** and ask participants to rate the degree to which it is

thoroughly covered in some kind of organized approach within the Supervisor Training Program. Allow a few minutes to peruse through the training materials. Use the Clicker System to evaluate. Note, you'll be presenting a 'blank' question on the Clicker System so verbally describe and label it. Ask participants to rate their evaluation of this on a scale of 1-5 with 5 being the highest.

Note the vote tallies on ***The List*** and transition to the next topic, training systems.

Unit 5: Training System

Time: Approximately 30 minutes (11:30 – 12:00)

Materials

- Handout 8: Training System Definitions
- Handout 9: Transfer of Learning Self-Assessment
- Handout 10: Transfer of Learning Strategies
- Clicker System
- Flip Chart and Markers

Bibliography and Suggested Reading

Easterby-Smith, M., & Mackness, J. (1992, May). Completing the cycle of evaluation. *Personnel Management*, 42-45.

Hunt, D. (2003). Personal Communication.

McCowan, R., and Wegenast, D. (1998). *Training management system.* Buffalo, New York. Center for Development of Human

Services.

Parry, C. & Berdie, J. (1999). *Training evaluation in the human services.* Washington D.C.: American Public Human Services Association.

28. Provide the following introduction:

The Training System provides the structure for implementing a supervisor training program and is as important as the content. A training system is a carefully thought out process that connects agency goals, mission, and values to training and ultimately, to practice. Training systems include a formalized approach to training needs assessment, curriculum development, a competency-based approach, cultural responsiveness, transfer of learning, formal trainer development, training management, and training evaluation at multiple levels.

29. Tell participants that because many of the participants in today's training may not be involved in training development, we'll briefly review some definitions. Refer participants to **Handout 8: Training System Definitions** and provide the following information. Abbreviate the definitions and refer participants to the handout for the more detailed definitions.

Competency-based Approach *– Competencies are specific behavioral statements of awareness, knowledge, or skill that will be achieved by the conclusion of the training. Competencies are derived from the knowledge and skills necessary for the job and drive all training content. Some*

competencies may be prerequisites to the job while others are taught during formal training. Learning objectives are specific statements on the dimensions of competencies. They typically begin with action verbs (e.g., list, recognize, demonstrate). Achievement of all the learning objectives will result in mastery of the specified competency.

Curriculum *- A comprehensive guide consisting of specific instructions to a trainer to direct all learning activities, as well as content to be trained. A curriculum should also include all support materials, such as handouts, trainer material, and transparencies (if appropriate). Content should progress linearly through the training activities and material to be covered during the training course.*

A model curriculum possesses the following qualities:

- *Contains both instructions to trainer and material to be presented.*
- *Content is supported by current research.*
- *Content reflects best practice.*
- *Content reflects state and local policies as appropriate (or directs trainer to customize).*
- *Content supports educational objectives and related competency.*
- *Thorough enough to be delivered by a trainer other than the curriculum author.*
- *Appeals to different learning styles.*
- *Key concepts are reinforced throughout the curriculum.*
- *Includes a variety of activities.*
- *Training methods are appropriate for the competency level.*

- *Training activities reinforce key concepts.*
- *Sequences learning concepts so earlier content builds upon later content.*
- *Transitions content from one section to the next.*
- *Content focusing on a competency at the skill level provides instructions to complete all five steps (explain, demonstrate, practice, feedback, and discuss transfer).*
- *Contains transfer-of-learning strategies.*

While these are ideal qualities, not all curricula will contain all of them, but a curriculum to be labeled as such must, at a minimum, describe learning activities and the material to be covered during the training.

Cultural Responsiveness *- Culturally responsive practice is curious about the unique experience of the individual person, family and community. Culturally responsive practitioners recognize and value multiple and diverse worldviews and histories, and value social justice. While acknowledging the effects of racism, oppression, stereotyping and marginalization, affirming real trauma, grief and loss, the culturally responsive practitioner also celebrates the strengths, creativity and resiliency of people of color. Typically, these strengths include among other things, determination, pride in identity, loyalty to family and group, and a sense of humor. Skills of the culturally responsive practitioner include humility, respect, being willing to learn, a capacity to listen deeply while tolerating silence, and awareness of personal biases and levels of power and privilege.*

A critical component of culturally responsive practice is relationship. Culturally responsive practitioners understand

Hunt, D. (2003). Personal Communication.

the history of the other, allow time for trust to develop, and are trustworthy in their capacity to keep commitments.

The goal of culturally responsive practice is to support empowerment by increasing personal, interpersonal and political power in order to change a situation. Empowerment cannot occur in the absence of mutual respect and trust. Culturally responsive training embodies these qualities and is infused throughout the training.

***Transfer of Learning** – The extent to which knowledge, skills, and attitudes learned in a training format (classroom, e-learning, on-the-job) is retained and subsequently transferred to positive job performance.*

***Trainer Development –** Trainers are thoroughly trained in delivery of the curriculum and monitored on an ongoing basis to ensure quality and effectiveness.*

***Training Management –** A formalized system to monitor and administer training programs. Such systems manage the registration process, track trainee progress, and manage all administrative aspects of the training program. Reports document process and outcome information for more effective administration of the training program.*

Training Evaluation - Training evaluation is most productive when the evaluation design and methods follow directly from carefully defined organizational needs, clearly articulated job requirements, and a competency based job-related curriculum (McCowan & Wegenast, 1998). Evaluation can then be

designed to match the competencies and objectives of the course as a whole, to answer the questions of key stakeholders, and provide feedback for continued improvement in course design and trainee performance. Involving evaluators at the beginning of a training initiative, and at each of the steps in the design of training, increases the likelihood that the evaluation will be focused and useful.

Training evaluation content from: Parry, C. & Berdie, J. (1999). *Training evaluation in the human services.* Washington D.C.: American Public Human Services Association.

Before training, *evaluation may*

- *Identify needs or problems (Training Needs Assessment)*
- *Identify specific job competencies to close gaps*
- *Identify appropriate type and level of interventions (Is training needed?)*
- *Identify the type of evaluation needed*

During the development of the training, *evaluation may*

- *Determine which staff should be the targets of training*
- *Provide feedback to curriculum designers on content, methods and materials*
- *Provide feedback to course developers on how the curriculum worked in the classroom*
- *Assess whether the course delivery is consistent and follows the curriculum specifications*

After course delivery, *evaluation may*

- *Note changes in participant's attitudes and reactions to the course*
- *Assess trainee mastery of knowledge*
- *Assess trainee mastery of skills*
- *Assess transfer of new knowledge and skills to the job*

- *Measure whether or not performance gaps have begun to close*
- *Measure relationship of training to broader agency goals and client outcomes*

Training evaluation needs to be seen as an integral part of the training process and as part of a cycle of continuous quality improvement. This implies that training evaluation is a shared responsibility of agency management, trainers, trainees, and evaluators (Easterby-Smith and Mackness, 1992). Viewing evaluation as a separate activity, occurring after the completion of training, can result in an inability to meet the goals of the evaluation and provide needed information (Parry & Berdie, 1999).

Training Evaluation Model (Parry & Berdie, 1999)

- *Identify the purposes for the evaluation (including the information needs of key stakeholders)*
- *Determine the levels of evaluation needed*
- *Develop an evaluation design*
- *Select or develop instruments*
- *Develop a data collection plan*
- *Pilot and revise instruments and procedures*
- *Collect evaluation data*
- *Analyze evaluation data*
- *Report results*
- *Provide feedback/ disseminate results*

30. Go back to the concept of transfer of learning, a topic that may be glossed over in training. Tell participants that you'd like

them to more formally think about the activities conducted by your agency to encourage transfer of learning. Explain:

Activities to support transfer of learning fall into three time zones:

- *Before training*
- *During training*
- *After training*

Additionally, they are performed by four players:

- *Trainees*
- *Trainers*
- *Co-workers*
- *Supervisors*

Together, all of these activities performed by all the players ensure a comprehensive approach to transfer of learning and will lead to better results.

31. Refer participants to **Handout 9: Transfer of Learning Self-Assessment** and ask them to spend a few minutes assessing the transfer of learning at their agencies. Ask them to generalize for their audiences. Allow about 5 minutes to complete the self-assessment. Ask participants how many total items they checked. Congratulate those with multiple checks and commiserate with those with just a few checks. For those individuals, transfer of learning may be a topic for ***The List.***

32. Refer participants to **Handout 10: Transfer Strategies** and explain that this handout summarizes transfer strategies for each time zone and audience.

The assessment was developed from the following resource and uses the typology originally conceived by Dale Curry:

Curry, D., Caplan, P., & Knuppel, J. (1994). *Transfer of Training and Adult Learning (TOTAL).* Continuing Education program, School of Social Welfare, University at Albany/State University of New York.

33. Ask participants to assess the extent to which these structural components are addressed in their Supervisor Training program. Write the structural system components on ***The List*** and ask participants to rate the degree to which it is addressed within the Supervisor Training Program. Allow a few minutes to peruse through the training materials. Use the Clicker System to evaluate. Ask participants to rate their evaluation of this on a scale of 1-5 with 5 being the highest.

Note the vote tallies on ***The List*** and transition to the next topic, Assessing the Supervisory Training System.

Lunch: Approximately 1 hour (12:00 – 1:00)

Unit 6: Assessing the Supervisory Training System.

Time: Approximately 45 minutes (1:00 – 1:45)

Materials

- PowerPoint slide, Training System Principles
- Handout 11: NRCOI Self Assessment Instrument
- Classroom Performance System
- Flip Chart and Markers

Bibliography and Suggested Reading

Kanak, S., Maciolek, S., & O'Brien, Mary. (2005). *Training system assessment guide for child welfare agencies.* Portland,

ME: Institute for Child and Family Policy, Muskie School of Public Policy, University of Southern Maine.

34. Conduct a rating exercise to evaluate the state's supervisory training on characteristics designated as valid and relevant by the National Resource Center on Organizational Improvement. Explain that we're now looking at another dimension of supervisor training, specifically as it relates to the outcomes of the training. Refer participants to **Handout 13: NRCOI Self Assessment Instrument**. Explain the following:

From: Kanak, S., Maciolek, S., & O'Brien, Mary. (2005). *Training system assessment guide for child welfare agencies.* Portland, ME: Institute for Child and Family Policy, Muskie School of Public Policy, University of Southern Maine.

Display the **PowerPoint slide, Training System Principles** and cover the following:

The Supervisor Training System Assessment provides indicators that evaluate whether your state's supervisor training attains the following principles:

- *The training system provides supervisors with training in the clinical, administrative and educational aspects of their jobs.*
- *The training system engages supervisors as partners in the development and delivery of training for workers on their team.*

We're going to review and rate this independently first, then as a large group. First review these indicators on the handout. Next review the materials related to your state's supervisory training. Independently, mark your rating on the handout. Allow about 15 minutes to do this independently.

Next, ask people to rate each item using the Clicker System. Display each item in the instrument and ask participants to 'click' in their rating. Record the responses on a separate flip chart (need to have a pre-written flip chart). Remind participants that A = 1, B = 2, C = 3, and D = 4.

Unit 7: State and National CFSR Results

Time: Approximately 45 minutes (1:45 – 2:30)

Materials

- PowerPoint Slide: Children & Family Services Review
- PowerPoint slide State CFSR Results
- Handout 12: Supervisory Training and the CFSR/PIP.
- Classroom Performance System
- Flip Chart and Markers

Advance Preparation

Prior to the training, determine who is in charge of the CFSR/PIP for that state and make an appointment to discuss the CFSR/PIP results. The point of this discussion is to determine areas of focus or emphasis during this section of the training. Gather information about areas of strength and areas needing improvement. For items of substantial strength, consider

dropping them from the next exercise as any sort of training intervention may be superfluous.

This material may be quite basic so move quickly through it to set a context for the next exercise.

35. Review the main purposes and components of the Children & Family Services Review.

Display the **PowerPoint Slide: *Children & Family Services Review (CFSR)*** and cover the main points listed below.

Purpose and Conceptual Framework for the Child and Family Service Review:

- Federal Department of Health and Human Services reviews each state's child and family service programs to assure compliance with titles IV-B and IV-E of Social Security Act.
- Designed to improve child welfare services and outcomes for families and children by identifying the strengths and areas for improvement for State programs.
- Emphasis on accountability—opportunity to make improvements or withhold Federal funds.
- Relies on information from multiple sources (i.e., statewide assessment, onsite review of cases, interviews with State and community representatives and statewide aggregate data.)
- Examines State programs from two perspectives: family and child outcomes and systemic factors.
- Promotes practice principles that lead to improved outcomes for families and children.

CFSR Children and Family Outcomes:

- Safety (completed for all children)
  - Children are, first and foremost, protected from abuse and neglect.
  - Children are safely maintained in their homes whenever possible and appropriate.
- Permanency (completed for children in out-of-home placements)
  - Children have permanency and stability in their living situations.
  - The continuity of family relationships and connections are preserved.
- Family and Child Well-being (completed for all children)
  - Families have enhanced capacity to provide for their children's needs.
  - Children receive appropriate service to their educational needs.
  - Children receive adequate services to meet their physical and mental health needs.

36. Review the state's overall CFSR results and PIP summary. Display the **PowerPoint slide State CFSR Results** and briefly review key areas of strength and areas for improvement. Note progress that has been made with the state's PIP.

37. Conduct an exercise to review the CFSR/PIP results from the state as they relate to the supervisor's role in monitoring policy and practice. Divide participants into small groups in whatever way makes sense for the needs of this group (e.g., a cross-section of positions, counting off).

Develop the PowerPoint and corresponding handout, specific to your state in advance of the training.

Assign each of the CFSR or PIP items (determined by

management) to the groups. Write the assignments on the flip chart. Next, ask participants to respond to the questions on the handout for their assigned items. Explain that the overall purpose of this exercise is to take this information and compare it against what is currently offered in your state's supervisory training.

Ask management to decide which CFSR/ PIP items to focus on during this activity.

The handout questions are:

- What are the policy and best practice components that the supervisor should assure are happening related to each of the items?
- How should the supervisor facilitate monitoring of these items (e.g., the supervisory techniques)?
- What are the critical points for supervisory involvement?

Allow about 20 minutes for discussion. Reconvene the group and ask each group to present their results.

After all the groups have presented, ask "*What supports are the supervisors going to need to be successful, e.g., training, reports, info from their supervisors.*" Ask this question to get participants thinking about the expectations and most importantly, that these issues are not just addressed by the supervisor; rather they are the responsibility of the agency and a networked responsibility.

Tell participants that in the next set of exercises we'll be prioritizing items to address in the supervisor training.

Break: Approximately 15 minutes (2:30 – 2:45)

Unit 8: Prioritization

Time: Approximately 45 minutes (2:45 – 3:30)

Materials

- Classroom Performance System
- Flip Chart and Markers

38. Ask participants to evaluate the relative importance of each of the CFSR items to ensure that it is thoroughly addressed in the Supervisor training. Brainstorm items for ***The List*** related to the CFSR/PIP that should be addressed in the Supervisor Training. Write these on ***The List.***

Next, ask participants to rate each item in terms of relative importance. Go over each item and ask participants to 'click' in their response. Note, you'll be presenting a 'blank' question on the screen so verbally describe and label it. Ask participants to rate their evaluation of each item on a scale of 1-5 with 5 being the highest. Note that items with higher scores mean that the supervisor training is covering them well.

Note the vote tallies on ***The List.***

39. Review ***The List*** with participants. Make up two new flip chart papers, the first labeled, "Areas of Strength" and ask participants to help pick the areas that received the lowest amount of votes thus indicating that they are least in need of an action

planning.

Move to the next flip chart labeled "Areas Needing Improvement". Again ask the group to review ***The List*** and note the items that received the lowest number of votes indicating that these are areas for priority. List these items on the flip chart starting with the item that received the lowest number of votes, the next lowest and so on until a sufficient list has been generated.

Note that many of these items are tied or very close in point value. Explain that in order to further refine ***The List***, we're going to vote on them again. This time we're voting on the relative importance of each item to be addressed in our final step of the day, the action plan. Provide participants with the point system, 1 = not very important, 3 = somewhat important, and 5 = very important, (absolutely has to be attended to). Go through each item and ask participants to click in their opinions on whether the item should be addressed in our group action plan. Note, you'll be presenting a 'blank' question on the screen so verbally describe and label it. Note the scores of each item.

Select the top five (or so) vote getters and note with ** on ***The List.*** Transition to the final module of the training.

Unit 9: Action Planning

Time: Approximately 30 minutes (3:30 – 4:00)

Materials

- Handout 13: Strengthening Supervision Training - Action Plan Worksheet
- Handout 17: Training Resources
- Training Evaluation form

Advance Preparation

Print the action plan on 3 color NCR paper. Participants will keep one copy; the trainer will take the other two copies. Follow up with all training participants by sending them the electronic version of the file.

40. Develop a group action plan to address priority areas. Refer participants to **Handout 13: Strengthening Supervision Training - Action Plan Worksheet.** Lay out each of the issues prioritized in the last exercise. Ask participants what needs to happen to change this aspect of the supervisor training to make it align with the state training staff's expectations. Explain the following:

An action plan is a structured tool to help guide activities towards a goal. The plan succinctly summaries the goal, tasks, assignments, timeframes, performance indicators, and barriers that inhibit achievement of the goals within the plan. Now, we're going to translate all that we've discussed and analyzed today into a plan that addresses the issues that we've prioritized as a group.

41. Again, refer participants to **Handout 13: Strengthening Supervision Training - Action Plan Worksheet** and as a group,

Use your state's standard training satisfaction evaluation form.

If multiple issues arose in the last exercise, it may be helpful to put participants into 'work groups' and divide up the issues to develop action plans for each in order to

select a goal and go through each column in the chart to develop a plan to address that goal. Do not wordsmith the items as that will just bog down the process. Make sure that assignments and deadlines are clear. Once a goal is complete, move to the next until all the group's priorities have been addressed. Ask participants to note their individual responsibilities for the larger action plan in the Individual Action Plan section.

42. Decide how the Action Plan will be monitored and assessed. Make agreements to get back together and review progress, barriers, etc.

43. Discuss training resources and refer participants to **Handout 14: Training Resources** and review the training resources that are available from the National Clearinghouse for Organizational Improvement and the National Clearinghouse on Child Abuse and Neglect. Go over the competencies/learning objectives in a few of the training modules and relate how they might inform the efforts of this group.

44. Distribute the evaluation forms and ask participants for candid feedback to help improve this training.

45. Thank everyone for their participation and adjourn the training.

expedite this portion of the training.

Make sure arrangements are made to follow up with action plan progress.

Handout 1

Agenda

9:00 – 9:15	Introduction and housekeeping
9:15 – 9:45	Super Supervision
9:45 - 10:30	Supervisor as Change Agent
10:30 – 10:45	***Break***
10:45 – 11:30	State's Model for Supervision
11:30 – 12:00	Training Systems
12:00 – 1:00	***Lunch***
1:00 – 1:45	Assessing the Supervisory Training System
1:45 – 2:30	State and National CFSR Results
2:30 – 2:45	***Break***
2:45 – 3:30	Prioritization
3:30 – 4:00	Action Plan

Competencies and Learning Objectives

Competency 1:
Participants understand the key role supervisors and supervision play in the child welfare agency.

Learning Objectives:

- Explain the functions of supervision in relation to the Kadushin model.
- Describe key research findings related to supervision.

Competency 2:
Participants can assess their supervisor training in relation to the supervisor's role in changing practice and in change management.

Learning Objectives:

- Define the key phases in the change commitment process.
- Explain how change impacts the organization, the agency, and the unit.
- Assess their state supervisory training regarding an emphasis on change management.

Competency 3:
Participants can assess and prioritize revisions to their state's supervisory training in relation to key elements of performance on the Children & Family Services Review and corresponding Performance Improvement Plan.

Learning Objectives:

- Explain the components of competency-driven training systems, training curricula, and training evaluation.
- Compare their state's performance on the CFSR with national results.
- Define the supervisor's role in policy and practice related issues.
- Prioritize training areas to focus on to address the supervisor's role in improving CFSR results.
- Develop an action plan to address supervisory training in areas determined to be important during the assessment.

Super Supervision Summary Chart*

	Administrative	**Educational**	**Supportive**
Focuses on …	Organizational structure	Professional competence	Psychological and interpersonal climate
Deals with barriers that are centered around …	Tasks and resources	Knowledge and skill	Emotional stressors
Operates as …	Executive manager	Teacher and educator	Team counselor and advisor
Power base for supervisor…	Authority, reward and discipline (position power)	Information and expertise (personal power)	Goodwill (personal power)
Role model for ideal worker as…	An efficient worker	A competent worker	A compassionate, understanding worker

* Adapted from Kadushin & Harkeness by Brittain, C. and McDaniel, N. (2005). In *Putting the Pieces Together: Administrative Supervision.* Denver, CO: Institute for Families, University of Denver.

Characteristics of Commitment*

Commitment to major change is evident when people:

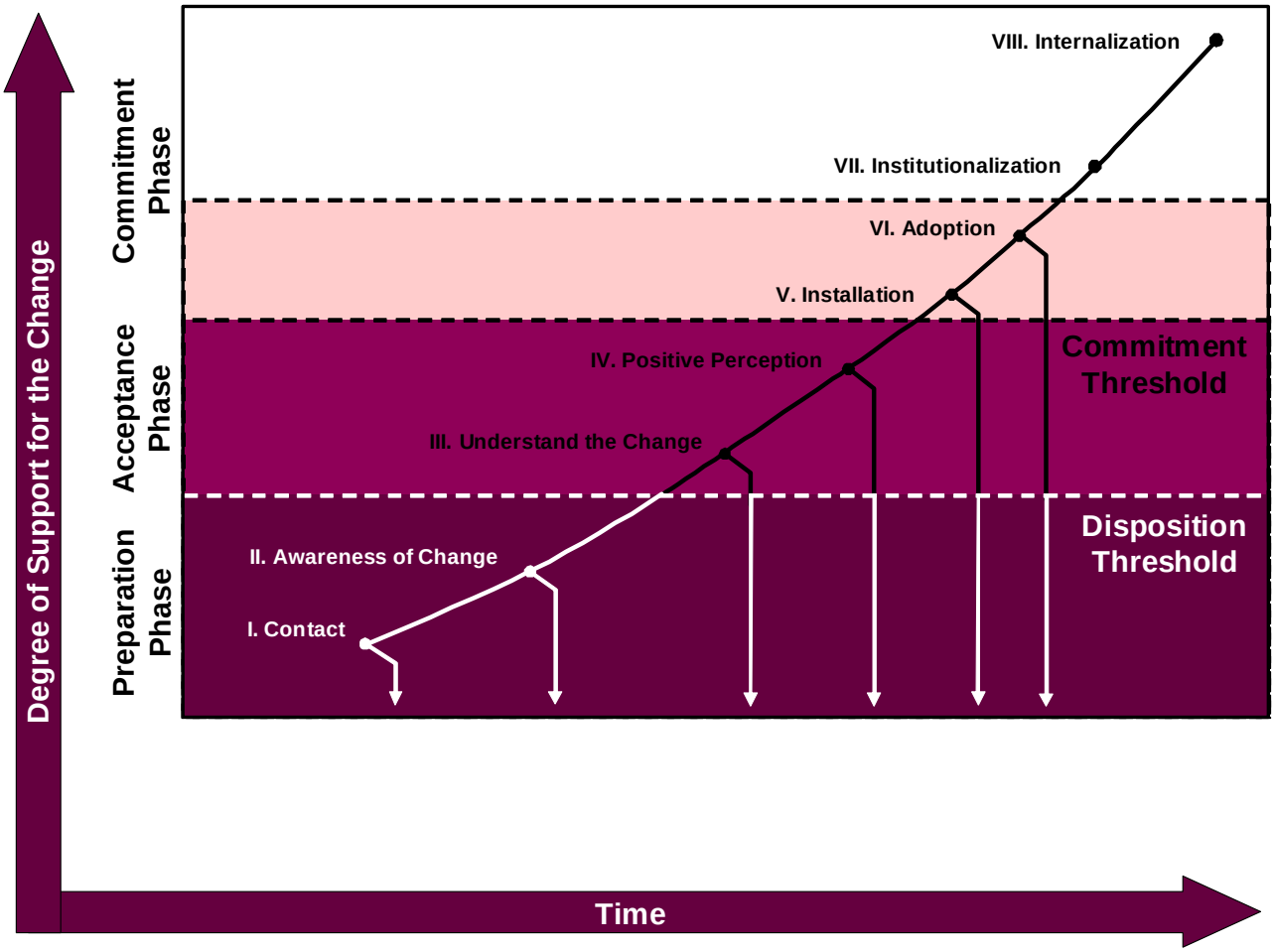
- Invest resources (time, energy, money, etc.) to ensure a desired outcome.
- Consistently pursue their goal, even when under stress and with the passage of time.
- Reject ideas or action plans that offer short-term benefits but are inconsistent with the overall strategy for ultimate goal achievement.
- Stand fast in the face of adversity, remaining determined and persistent in their quest for the desired goal.
- Apply creativity, ingenuity, and resourcefulness to resolving problems or issues that would otherwise block their achievement of the goal.

Commitment is the glue that bonds people and their change goals. It is the key source of energy that propels resilient people and organizations through the transition process at the fastest, most effective pace possible — the optimum speed of change.

Source: Conner, D. R. (1993). *Managing at the speed of change.* New York: Villard Books.

* A Trainer's Guide to Using Information Management to Support the Goals of Safety, Permanency and Well Being, September 27, 2000, www.muskie.usm.maine.edu/sacwis.

Stages of Commitment to Organizational Change



From: Conner, D. R. (1993). *Managing at the speed of change.* New York: Villard Books.

Change Commitment: Where Are We?*

Using the Change Commitment Model as a Guide, please complete the following:

1. The change related to the PIP I am addressing is:

   _____
   _____
   _____
   _____
   _____
   _____

2. With regard to this Change, I am in the phase of:

   Preparation _____
   Acceptance _____
   Commitment _____

3. To move out of that phase, I need:

   _____
   _____
   _____
   _____
   _____
   _____

* A Trainer's Guide to Using Information Management to Support the Goals of Safety, Permanency and Well Being, September 27, 2000, www.muskie.usm.maine.edu/sacwis.

Policy Change Small Group Exercise

1. Select a recent policy change related to the PIP that resulted in a significant change in practice.

_____
_____
_____
_____
_____
_____
_____

2. Contemplate each stage of change and what actually occurred. What were the strengths? What could have been improved?

_____
_____
_____
_____
_____
_____
_____

3. What lessons were learned?

_____
_____
_____
_____
_____
_____
_____

Training System Definitions

Competency-based Approach:

Competencies are specific behavioral statements of awareness, knowledge, or skill that will be achieved by the conclusion of the training. Competencies are derived from the knowledge and skills necessary for the job and drive all training content. Some competencies may be prerequisites to the job while others are taught during formal training. Learning objectives are specific statements on the dimensions of competencies. They typically begin with action verbs (e.g., list, recognize, demonstrate). Achievement of all the learning objectives will result in mastery of the specified competency.

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A comprehensive guide consisting of specific instructions to a trainer to direct all learning activities, as well as content to be trained. A curriculum should also include all support materials, such as handouts, trainer material, and transparencies (if appropriate). Content should progress linearly through the training activities and material to be covered during the training course.

A model curriculum possesses the following qualities:

- Contains both instructions to trainer and material to be presented.
- Content is supported by current research.
- Content reflects best practice.
- Content reflects state and local policies as appropriate (or directs trainer to customize).
- Content supports educational objectives and related competency.
- Thorough enough to be delivered by a trainer other than the curriculum author.
- Appeals to different learning styles.
- Key concepts are reinforced throughout the curriculum.
- Includes a variety of activities.

- Training methods are appropriate for the competency level.
- Training activities reinforce key concepts.
- Sequences learning concepts so earlier content builds upon later content.
- Transitions content from one section to the next.
- Content focusing on a competency at the skill level provides instructions to complete all five steps (explain, demonstrate, practice, feedback, and discuss transfer).
- Contains transfer-of-learning strategies.

Cultural Responsiveness[*]:

Culturally responsive practice is curious about the unique experience of the individual person, family and community. Culturally responsive practitioners recognize and value multiple and diverse worldviews and histories, and value social justice. While acknowledging the effects of racism, oppression, stereotyping and marginalization, affirming real trauma, grief and loss, the culturally responsive practitioner also celebrates the strengths, creativity and resiliency of people of color. Typically, these strengths include among other things, determination, pride in identity, loyalty to family and group, and a sense of humor. Skills of the culturally responsive practitioner include humility, respect, being willing to learn, a capacity to listen deeply while tolerating silence, and awareness of personal biases and levels of power and privilege. A critical component of culturally responsive practice is relationship. Culturally responsive practitioners understand the history of the other, allow time for trust to develop, and are trustworthy in their capacity to keep commitments.

The goal of culturally responsive practice is to support empowerment by increasing personal, interpersonal and political power in order to change a situation. Empowerment cannot occur in the absence of mutual respect and trust. Culturally responsive training embodies these qualities and is infused throughout the training.

[*] Hunt, D. (2003). Personal Communication.

Transfer of Learning:

The extent to which knowledge, skills, and attitudes learned in a training format (classroom, e-learning, on-the-job) is retained and subsequently transferred to positive job performance.

Trainer Development:

Trainers are thoroughly trained in delivery of the curriculum and are monitored on an ongoing basis to ensure quality and effectiveness.

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A formalized system to monitor and administer training programs. Such systems manage the registration process, track trainee progress, and manage all administrative aspects of the training program. Reports document process and outcome information for more effective administration of the training program.

Training Evaluation[*]:

Training evaluation is most productive when the evaluation design and methods follow directly from carefully defined organizational needs, clearly articulated job requirements, and a competency based job-related curriculum (McCowan and Wegenast, 1998). Evaluation can then be designed to match the competencies and objectives of the course as a whole, to answer the questions of key stakeholders, and provide feedback for continued improvement in course design and trainee performance. Involving evaluators at the beginning of a training initiative, and at each of the steps in the design of training, increases the likelihood that the evaluation will be focused and useful.

Before training, evaluation may

- Identify needs or problems (Training Needs Assessment)
- Identify specific job competencies to close gaps

[*] From: Parry, C. & Berdie, J. (1999). *Training evaluation in the human services.* Washington D.C.: American Public Human Services Association.

- Identify appropriate type and level of interventions (Is training needed?)
- Identify the type of evaluation needed

During the development of the training, evaluation may

- Determine which staff should be the targets of training
- Provide feedback to curriculum designers on content, methods and materials
- Provide feedback to course developers on how the curriculum worked in the classroom
- Assess whether the course delivery is consistent and follows the curriculum specifications

After course delivery, evaluation may

- Note changes in participant's attitudes and reactions to the course
- Assess trainee mastery of knowledge
- Assess trainee mastery of skills
- Assess transfer of new knowledge and skills to the job
- Measure whether or not performance gaps have begun to close
- Measure relationship of training to broader agency goals and client outcomes

Training Evaluation Model (Parry & Berdie, 1999)

- Identify the purposes for the evaluation (including the information needs of key stakeholders)
- Determine the levels of evaluation needed
- Develop an evaluation design
- Select or develop instruments
- Develop a data collection plan
- Pilot and revise instruments and procedures
- Collect evaluation data
- Analyze evaluation data
- Report results
- Provide feedback/ disseminate results

Transfer of Learning Self-Assessment

*Place a check next to each strategy **typically** employed by your agency.*

_____ 1. Before the training, do supervisors conduct pre- training conference with Trainee?

_____ 2. Before the training, do supervisors discuss workshop expectations with Supervisee?

_____ 3. Before the training, do supervisors begin to plan for the trainee's action plan?

_____ 4. Do supervisors convey an attitude that training is priority?

_____ 5. During the training, does the supervisor, ensure that there are no distractions (cover for trainee if necessary)?

_____ 6. During the training, does the supervisor convey that training is priority?

_____ 7. Does the supervisor discuss training and application with worker between sessions, if multiple-day training?

_____ 8. Does the supervisor attend training him or her self?

_____ 9. After the training, does the supervisor meet with supervisee within a week to review key points in training and action plan?

_____ 10. After the training, does the supervisor provide worker opportunity to try out new skills?

_____ 11. After the training, does the supervisor. provide reinforcement for usage of new skills?

_____ 12. After the training, does the supervisor, reduce barriers to application of new skills?

Handout 10

Transfer of Learning Strategies*

Things Trainees, Trainers, Co-Workers & Supervisors Can Do To Help Transfer Training Back To The Job			
	BEFORE	***DURING***	***AFTER***
Trainees	• Work with supervisors to plan for coverage of cases/unit while in training. • Identify cases to keep in mind. • Begin to formulate objectives for action plan. • Foster mind-set of getting involved in the learning and transfer process.	• Identify barriers and facilitative forces for application. • Ask, "How can I apply this to my caseload?" • Identify key individuals who can have an impact on barriers and facilitators. • Make a commitment with co-trainees to support each other.	• Hold a timely meeting with supervisor to discuss importance and application. • Share information with co-workers. • Follow through with action plan. • Place visual reminders where easily seen.
Trainers	• Conduct a multi-measure needs assessment. • Provide information (e.g., objectives and outline of training) to administrators, supervisors, and trainees. • Make transfer a priority in all phases of the training cycle.	• Set the stage for focusing on transfer. • Learn retention strategies (identical, elements, general principles, stimulus variability, conditions of practice). • Focus on adult learning principles and trainee learning styles. • Implement action plan.	• Offer reminders of commitment o action plan. • Use "booster shot" training sessions. • Evaluate transfer.
Co-Workers	• Involve teams in the needs assessment process. • Have teams identify the impact of training on specific cases. • Encourage active involvement in the learning and transfer process as a group norm. • Identify how training relates to team goals.	• Sit together to reinforce learning and application behavior of other team members. • Review team members' action plans. • Make plans to reinforce teammates' action plans. • Develop a team action plan.	• Review training content and application in team meetings. • Remind Team members of action plans. • Provide team recognition for transfer. • Integrate training team plans and decisions.
Supervisors	• Be involved in the planning and development of training. • Stress the importance of self-development from the start of employment; Encourage development of self-monitoring skills. • Convey training and application as a priority; Help workers see the need for training (connection to improved performance, self-development, agency mission and goals) as well as both learning and doing. • Decide when there is a need for training (only send learners with an identified	• Insure that there are no distractions (cover for trainee if necessary). • Convey that training is a priority. • Discuss training and application with worker between sessions, if multiple-day training. • Attend training.	• Reduce barriers to application of new skills. • Provide worker opportunity to try out new skills, and reinforce usage; May need some over-learning. • Observe the use of new skills and provide performance feedback (coaching). • Provide support during the time when results are reduced because of new skills. • Meet with supervisee within a week to review key points in training and action plan. • In this supervisory conference, use questions to help the worker integrate

* Curry, D., Caplan, P., & Knuppel, J. (1994). *Transfer of Training and Adult Learning (TOTAL).* Continuing Education program, School of Social Welfare, University at Albany/State University of New York.

	training need, so they're the right learners at the right training at the right time.) • Conduct pre-training conference with trainee; discuss workshop expectations. • Assess prior learning experiences; identify what helped or hindered learning and application. • Clarify goals, roles, roles and interpersonal expectations; consider developing a learning contract or action plan. • Help workers identify cases/situations relevant to an upcoming training.		learning, plan for application, promote greater depth in processing, attach new learning to previous learning and future application, utilize labels and general rules as well as identify exceptions, and see underlying principles of child welfare work. o What where the three most important learning points? o How is this learning similar to what you already know? o How is it different? o What cases/situations does it apply to? Why? o What ideas do you have for application? o When should this not be used? o How can you adapt the ideas to fit a new situation? • Have worker present learning at a team meeting. • Encourage other team members to think of possible applications. • Provide continuous then intermittent reinforcement. • Help worker plan for using retrieval cues. • Encourage the worker to do memory work and reflect on interaction with clients. • Continue to monitor the learning and application process

Handout 11

NRCOI Self Assessment Instrument*

Item	1	2	3	4
Provides supervisors with initial and ongoing training on supervisory skills.				
Provides the opportunity for supervisors to apply skills and knowledge learned to their day-to-day work.				
Enhances supervisors' ability to communicate to staff the agency's outcomes, vision, values and beliefs.				
Reinforces supervisory responsibility to communicate to executive leadership the resource, policy, system and clinical case practice issues identified through training.				
Enhances supervisor's knowledge of how to use data to improve results for children, youth and families.				
Builds skills in and creates opportunities to mentor, coach, and model desired clinical case practice with workers and teams.				
Demonstrates its capacity, utility and flexibility as a resource for staff development.				
Builds skills in how to identify learning gaps for and with workers and how to meet these training needs in order to support professional development.				
Ensures supervisors are knowledgeable about the content of the training provided to their staff.				
Creates opportunities for supervisors to give input into curriculum design and feedback on the effectiveness of training.				
Engages supervisors to participate as trainers where appropriate				

Handout 14

* Kanak, S., Maciolek, S., & O'Brien, Mary. (2005). *Training system assessment guide for child welfare agencies.* Portland, ME: Institute for Child and Family Policy, Muskie School of Public Policy, University of Southern Maine.

CFSR Executive Summary and PIP

(To be inserted)

Supervisory Training and the CFSR/PIP

Directions: Label each section with your assigned CFSR items. Respond to the questions based upon that item and record responses on this worksheet.

CFSR Item:

a) What are the policy and best practice components that the supervisor should assure are happening related to each of the items?

b) How should the supervisor facilitate monitoring of these items (e.g., the supervisory techniques)?

c) What are the critical points for supervisory involvement?

CFSR Item:

a) What are the policy and best practice components that the supervisor should assure are happening related to each of the items?

b) How should the supervisor facilitate monitoring of these items (e.g., the supervisory techniques)?

c) What are the critical points for supervisory involvement?

CFSR Item:

a) What are the policy and best practice components that the supervisor should assure are happening related to each of the items?

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c) What are the critical points for supervisory involvement?

CFSR Item:

a) What are the policy and best practice components that the supervisor should assure are happening related to each of the items?

b) How should the supervisor facilitate monitoring of these items (e.g., the supervisory techniques)?

c) What are the critical points for supervisory involvement?

Handout 13

Strengthening Supervision Training

Action Plan Worksheet

Name: _____

Office: _____

Directions: What areas of your state's supervision training would you like to improve? Determine who will participate and who you will share this with to support your efforts to implement your individual and group action plan (colleagues, managers, or others). Complete an action plan for your group and you, individually. This handwritten copy will be your rough draft. Please complete the electronic version and send it back to the trainer and state training office within 2 weeks. Please complete this form through the "Resources" column. 'Resources' refers to people, programs, community partners, or funding mechanisms that may be drawn upon to help facilitate the action step. Keep one copy and give the other two copies to the trainer.

Goal(s): You must have at least one and no more than three.

1. _____
   _____
   _____

2. _____
   _____
   _____

3. _____
   _____
   _____

GROUP ACTION PLAN							
Goal #.	**Action: What will you do?**	**How will you know you've succeeded? (Performance indicators)**	**Intended outcomes**	**Target Date**	**Resources**	**Date actually completed**	**Barriers**

INDIVIDUAL ACTION PLAN							
Goal #.	**Action: What will you do?**	**How will you know you've succeeded? (Performance indicators)**	**Intended outcomes**	**Target Date**	**Resources**	**Date actually completed**	**Barriers**

Training Resources

National Clearinghouse on Child Abuse and Neglect

http://nccanch.acf.hhs.gov/index.cfm

Child Welfare Workforce and Training Resources

http://nccanch.acf.hhs.gov/profess/workforce/

The Children's Bureau (links to all National Resource Centers)

http://www.acf.hhs.gov/programs/cb/index.htm

Brittain, C. (2005). *Putting the pieces together: Administrative supervision.* Denver: Institute for Families, University of Denver.

Brittain, C. (2005). *Putting the pieces together: Educational supervision.* Denver: Institute for Families, University of Denver.

Brittain, C. (2005). *Putting the pieces together: Supportive supervision.* Denver: Institute for Families, University of Denver.

Super Supervision*

Administrative Supervision

For administrative supervision, the primary goal is to ensure adherence to agency policy and procedure. The primary issue or problem to be addressed in administrative supervision is the lack of adherence to agency policy and procedure. For educational supervision, the primary goal is to increase knowledge and skill with the main problem to address being lack of knowledge and/or skill resulting in poor or inadequate performance. Within the supportive supervision domain the primary goal is to improve morale and job satisfaction as the primary issue is the lack thereof and the impact on the work.

Administrative supervision is responsible for organizing the work place, the work environment, and managing the human resources function within the unit. Most importantly, the supervisor's role is to communicate the vision and mission, operationalize them, and continuously monitor whether the vision and mission are achieved. Supervisors help to paint the big picture so that workers' understand their role in the agency.

Within Administrative Supervision, the tasks include:

- Recruiting and selecting staff
- Operationalizing the vision
- Orienting workers
- Assigning and planning work
- Monitoring, reviewing, and evaluating work
- Communicating with staff and upper management
- Advocating with community and other areas of the agency

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* Kadushin, A. and Harkness, D. (2002). *Supervision in social work*. New York: Columbia University Press.

- Managing change

Educational Supervision

According to Kadushin, Educational Supervision is about teaching the worker what he or she needs to know to do the job and helping him or her to integrate it. Educational supervision teaches workers the knowledge, skills, and attitudes they need to have in order to their jobs. Each of the types of supervision draws strength from the other—when workers have learned their jobs effectively and feel supported, they perform more autonomously and effectively in their jobs.

The goal of Educational Supervision is to ensure case practice by staff is consistent and based on best practice standards. We want a homogeneous approach to casework so that all workers approach casework in the same way, make consistent decisions, and apply similar interventions thus achieving the agency's goals. Because good casework is based upon research and best practice approaches, when workers approach each case in a similar fashion, grounded in similar values, and with a uniform perspective then desired outcomes are more likely to be achieved.

The activities or tasks associated with the educational aspect of supervision:

- Orienting new employees.
- Teaching workers about the job.
- Facilitating learning.
- Helping workers develop professionally.
- Evaluating casework for strengths and needs.
- Helping workers solve problems.
- Facilitating professional growth and development.

Methods for conducting these teaching tasks:

- One-on-one coaching with the worker.
- Structured supervision time.
- Providing information on professional development opportunities.

- Mentoring staff.
- Training a class or encouraging or arranging for staff to attend training.
- "Doorway" consultation, e.g., those informal times that they answer questions and provide case specific guidance.

Supportive Supervision

In supportive supervision, we bring in the final component of supervision; that of being a team leader, the person who acts as head cheerleader and "stress manager" for the unit. The supervisor's role is to help ensure that staff are managing the challenges of the job and the resulting stress so that they find satisfaction with their job and remain motivated and committed to achieving positive outcomes with their clients.

In order to perform, workers must have clarity about the task and know what is expected of them in their position. They must also have the ability to do the job. But a worker can be clear about the task and have the knowledge and skill, but not be motivated to perform the duties of that position. So, through supportive supervision, the goal is to support each worker in finding the motivation that provides each of us the emotional energy to keep coming to work and inspires commitment to the agency and the field.

During supportive supervision, the supervisor provides:

- Reassurance
- Encouragement
- Recognition for achievement
- Expressions of confidence
- Approval
- Attentive listening
- Stress and tension management strategies for the individual and unit as a whole