

Day One

Part One: Self as Supervisor



TOPICS

From Practitioner to Supervisor

Working With Others (MBTI)

Part One: Self as Supervisor

Notes to Trainer

The focus of the first three days of the *Supervising for Excellence* Curriculum is making the transition from worker to supervisor. Investigators and Case Managers have valuable experience with families and managing tasks. Their new role will require them to mentor investigators and case managers and assist them in becoming more skilled, insightful and sensitive to the needs of the children and families they work with. New supervisors must first look inside themselves to discover what has made them successful in the past and how they can use their strengths to nurture their new team.

In Day One, we frame the supervisory role in the family-centered practice model and spend time discussing the transition from peer to supervisor. Key concepts revolve around how new supervisors must let go of some of the tasks they have enjoyed and excelled at in the past. They will also take the Myers-Briggs Type Indicator in order to get a clear picture of their own personality type and see the other personality types they will encounter throughout life and work.

Day Two focuses on rethinking supervision and building resiliency. We will further explore the connection between supervision and positive family outcomes and discuss the supervisors role in helping the worker engage in a working and positive relationship with a family. When discussing resilience we will examine how the exposure to the trauma in the lives of our clients affects case managers and investigators, and will talk about some strategies we can use to help staff enhance their resilience.

In Day Three, the discussion centers on building personal skills to include: becoming a better listener, managing time effectively and managing productive meetings. These are all skills that help supervisors in the daily management of their activities so they are more available to staff and able to focus on quality practice and services which will lead to positive outcomes for the children and families we serve.

Key Learning Objectives

- ✓ Supervisors will identify and develop the necessary skills, knowledge and attitudes that will enable them to grow personally.
- ✓ Supervisors will understand their roles and responsibilities in the implementation of the family-centered practice model.
- ✓ Supervisors will see how their personal attitudes and behaviors have an impact on their team.

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Part One: Self as Supervisor

Section	Time	Materials	Activities
Part 1 and Day 1 Introduction	10 minutes	<ul style="list-style-type: none"> ▪ PPT 1.1-1.4 	
From Practitioner to Supervisor	2 hours	<ul style="list-style-type: none"> ▪ Note cards ▪ Flipchart ▪ Markers ▪ Quality Practice Toolbox ▪ Super-Worker and Supervisor “Tool” Labels 	<ul style="list-style-type: none"> ▪ Skills Assessment ▪ Super Worker to Supervisor ▪ Mini Case Studies ▪ Expectations vs. Reality
Working with Others (MBTI)	3 hours	<ul style="list-style-type: none"> ▪ PPT 1.5 ▪ MBTI Facilitator 	<ul style="list-style-type: none"> ▪ MBTI Tool ▪ That’s Cool, But...
Wrap-up	15 minutes	<ul style="list-style-type: none"> ▪ PPT 1.6 ▪ Evaluations 	<ul style="list-style-type: none"> ▪ Complete Evaluations

Part One: Self as Supervisor

Materials
PPT 1.1-1.4



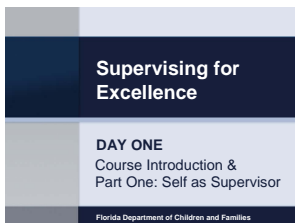
10 Minutes

Presentation – Part One Introduction

- ▶ Part One of *Supervising for Excellence* is designed to focus on the “Self as Supervisor.”
- ▶ Let’s take a little time to look at the big picture of Part One.

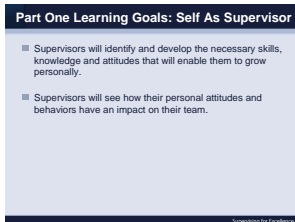


PowerPoint Presentation – Part One Learning Goals and Overview (SLIDES 1.1–1.4)



SLIDE 1.1

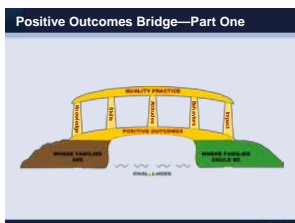
PowerPoint Title Slide: *Supervising for Excellence*



SLIDE 1.2

PowerPoint Slide: Part One Learning Goals: Self As Supervisor

- ▶ The content in this section is designed to assist you in identifying and developing the skills, knowledge, and attitudes you will need in order to be a **quality supervisor**.
- ▶ This section will also allow us to identify some of your own personality traits and behaviors so you can see their impact on the people on your team.

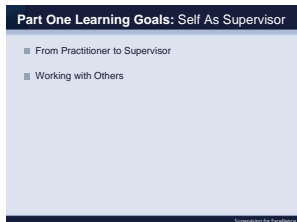


SLIDE 1.3

PowerPoint Slide: Positive Outcomes Bridge—Part One

So if we look at this in terms of the positive outcomes bridge,

- ▶ The **knowledge, and skills** you develop personally will:
 - ▶ Ultimately increase positive outcomes for children and their families.
- ▶ Keeping in tune with **how your attitudes and behaviors have an impact on your staff** will:
 - ▶ Ultimately they affect positive outcomes for children and their families.



SLIDE 1.4

PowerPoint Slide: Part One—Day One Overview

Part One is going to last three days. Today's topics include:

- ▶ Several activities and discussions involving **moving from a case manager or investigator to a supervisor**.
- ▶ Identifying **your own personality traits** and discussing how these impact your interactions with others.



Transition

- ▶ Let's begin by looking at what it means to move from practitioner to supervisor.

From Practitioner to Supervisor

Materials

Flipchart
Note cards
Markers
“Quality Practice
Toolbox”
“Tool” Labels



2 Hours

Presentation – From Practitioner to Supervisor

- ▶ The transition from practitioner to supervisor is a critical time. It’s crucial to lay a firm foundation for future success.
- ▶ You were promoted to supervisor because your abilities and successes. However, as a new supervisor, you have probably experienced some frustrations and have probably said to yourself on at least one occasion, “I don’t think I am cut out for this. I think I will go back to what I was good at.” OR “My friends don’t like me as much as they used to.”
- ▶ These feelings are normal. The skills that once set you ahead of the pack are no longer as relevant to your new position and a whole new set of skills need to be nurtured and developed. Relationships with your co-workers have changed.
- ▶ During this section of the training, we will be looking at the specific set of skills required from your supervisory position—from those of a practitioner; and we will talk about how you can navigate your changing relationships with your coworkers.
- ▶ Let’s begin by taking an honest look at your current supervisory skills so that you may be able to fully utilize your strengths and strengthen your weaknesses.

Recommended Reading

Changing Hats, Felice Davidson Perlmutter and Wendy P. Cook
The First 90 Days, Michael Watkins



Activity – Skills Assessment

INTRODUCE the Activity

- ▶ We’re going to begin this section with a **skills assessment**.
- ▶ This assessment will allow you to identify your strengths and weaknesses in the area of supervision.
- ▶ Please be completely honest. No one else is going to see this assessment. An honest assessment of their strengths and weaknesses will help them know what areas to focus on during this training.

PURPOSE of Activity

- *Provide participants the opportunity to identify their strengths and weaknesses in the area of supervision.*
- *Allow participants the opportunity connect the **Supervising for Excellence** curriculum to their particular needs.*

DIRECTIONS for Activity



- *Refer participants to PG page 1.5-1.6: **Supervising for Excellence Skills Assessment**.*
- *Allow the participants 10-15 minutes to complete the assessment.*



Activity – Skills Assessment Debriefing

INTRODUCE the Activity

- ▶ We're now going to look over each of the skills in the skills assessment as a group and discuss their importance.

PURPOSE of Activity

- *To debrief and to reinforce the importance of the skills in the assessment.*

DIRECTIONS for Activity

- ***Divide** the class into three groups.*
- ***Assign** each group four skill statements from the assessment (do one together as a group).*
- ***Instruct** each group discuss why each skill is important.*
- ***Instruct** each group to assign a transcriber to record their answers on the flipchart paper.*

Ask:

- ? **What makes this an important skill?**
- ? **What will likely be the consequences of performing this skill poorly?**



SUMMARIZE

- ▶ These skills define success as a supervisor. No one is going to perform every skill perfectly, but the more skills a supervisor develops, the better a supervisor he/she will be.



Activity – Super Worker to Supervisor

INTRODUCE the Activity

- ▶ As I mentioned earlier, most of you were promoted to supervisor because you were excellent investigators or case managers, with admirable skill at working effectively with kids and families.
- ▶ And I would imagine that most of you would agree that when you became a new supervisor, you found that, although the skills that served you well in the field were still important, now they just weren't enough — now you needed to add a whole new set of skills.
- ▶ Let's look at some of the changes that occur in the move from super-worker to supervisor and have a little fun in the process.

PURPOSE of Activity

- *Engage participants emotionally by recalling what it felt like to move from being a skilled, competent worker in the field to being a new supervisor.*
- *Help participants recall the differences between being a worker in the field to being a supervisor.*

DIRECTIONS for Activity

RECRUIT Super-worker:

- **Recruit** the participant with the fewest number of years (or months) as a super-worker.
- **Have** this “Super-worker” stand on one side at the front of the room.
- **Ask** the Super-worker to wear the Super-worker hat.

RECRUIT “Super” Supervisor:

- **Recruit** the participant with the greatest number of years (or months) as a supervisor.
- **Have** this “Super-supervisor” stand on the opposite side at the front of the room.
- **Ask** the Super-supervisor to wear the Super-supervisor hat.

ENGAGE the Audience:

- **Ask** the questions that follow and briefly entertain one or two responses.

Ask:

- ? **How many of you can vividly remember what it was like to be a “super-worker” like _____ (name of “super-worker” participant)?**
- ? **What kinds of great things probably make _____ so successful?**

- **Elicit:** *Excellent investigation or casework skills.*

Ask:

- ? **Many of you now have all the experience and wisdom of _____ (name of “supervisor” participant). But how many of you can vividly remember the first week or so of how it felt to be a brand new “supervisor”?**

- **Elicit:** *Overwhelmed.*



SUMMARIZE

- ▶ To reduce those times of beginning to feel overwhelmed, supervisors need to develop a wide array of new skills.
- ▶ Our **Quality Practice Toolbox** contains many of the critical skills, or “tools,” that effective workers and effective supervisors need for accomplishing positive outcomes for kids and families. Let’s see which skills most likely belong to our “Super-Worker” and which are most often needed by our “Super-visor.”

DRAW “Tools” from the “Quality Practice Toolbox”

- **Draw** “Tool” labels from the “Quality Practice Toolbox” (e.g., cardboard box, paper bag).
- **Ask** the group to decide whether each Skill/Ability belongs to the “Super-Worker” or the “Super-visor.”
- **Explain** that many of the skills can be used by both the “Super-Worker” and the “Super-visor,” but participants should think about where each skill fits best based on the critical skills and responsibilities of each role. Alternatively, you could ask participants to identify how each role utilizes each of the skills.

PIN “Tools” on the appropriate worker

- **Using** very large self-stick labels (or card stock labels and safety pins or masking tape), fix each of the labels (words in bold) to the appropriate person’s clothing. (See printable template in the appendix).

Super-Worker Tools (technical skills)

- ❖ Engages families.
- ❖ Builds trust.
- ❖ Maintains contact.
- ❖ [Accomplishes] insightful investigations & assessments.
- ❖ Negotiates effectively.
- ❖ Finds (identifies) creative services.

Super-visor Tools (supervisory skills)

- ❖ Sees [the] big picture.
- ❖ Anticipates problems.
- ❖ Works [the] system.
- ❖ Keeps [the ultimate] goal in mind.
- ❖ Works well with [different] people.
- ❖ Models good casework [skills].
- ❖ Develops workers.
- ❖ Shares depth of experience gained over time.
- ❖ Shares sound judgment through experience.
- ❖ Save for last: Finds Productive Supervision Zone (draw big star on this label).

PIN “Productive Supervision Zone” on Supervisor

Say:

- ▶ Perhaps one of the most important skills or abilities of a “Super-supervisor” is to be able to hit that “productive supervision” zone”.
- ▶ Where you’re providing not too much (not micromanaging) and not too little (not leaving your staff to struggle on their own), but just the right amount of helpful, productive supervision.



Supervisors need new
and different skills

MAIN IDEA: Productive Supervision Zone.

- ▶ I hope what we’ve just done illustrates that some big changes take place as a result of moving from case manager or investigator to supervisor. Being a supervisor is very different from being a case manager or investigator.
- ▶ As a case manager or investigator, you could be very successful in the area of technical skills. But as a supervisor, you now also have to have good skills in management and developing the skills of your staff.
- ▶ One of the biggest challenges you face as a supervisor might be learning to find that “productive supervision zone” where you provide just the right amount of supervision... where you’re able to keep from getting overwhelmed :
 - ▶ By avoiding working your staff’s cases yourself.
 - ▶ By learning to guide your staff in how to work their own case effectively and efficiently.
- ▶ The skills you learn in ***Supervising for Excellence*** can help you find that zone and stay in it.

One of your biggest
challenges

*Supervising for
Excellence will Help*



Discussion – Changing Relationships

PURPOSE of Discussion

- *To discuss the challenges, concerns and feelings related to transitioning from peer to supervisor in regards to forming new relationships with co-workers and being effective.*

Ask:

- ? **When you got the news that you were going to be a supervisor, what kinds of feelings did this evoke?**

SAMPLE RESPONSES:

- ❖ What will happen to my peer relationships?
- ❖ Will I be effective?
- ❖ Can I manage people?
- ❖ Will I be comfortable in a role of authority?



SUMMARIZE

- ▶ These feelings are all normal and to be expected.
- ▶ Each of these feelings has a positive and negative component.
- ▶ For example: With respect to peer relationships, some peers will be excited and supportive, others may be jealous or resentful.
- ▶ Regardless of how your peers respond, your relationship with them will change and there will be feelings of loss that accompany this change.

Ask:

- ? **Let's look back at the list of feelings you had upon becoming a supervisor. What are the positive components of each of these feelings?**

SAMPLE RESPONSES

- ❖ Concerns about your effectiveness as a supervisor will motivate you to become a better supervisor.
- ❖ Concerns about using authority will keep you from abusing your authority.
- ❖ Our insecurities can either paralyze us or inspire us to be better. Acknowledge your insecurities and fears and use them to motivate you.
- ❖ Get to know other supervisors and begin to form a new network of support.
- ❖ Ask for help and advice from supervisors you admire. They will appreciate the compliment and remember how it felt to be a new supervisor.



SUMMARIZE

- ◆ Growth is not always comfortable, but in the end it is almost always worth it. As you form new relationships and learn new skills, you will gain increasing confidence in your position as a supervisor and you will expand your world.



Activity – Mini Case Study

INTRODUCE the Activity

- ▶ We're going to continue this section by looking at a few potential situations you could encounter with co-workers as you shift from their peer to their supervisor.

PURPOSE of Activity

- *Provide participants with scenarios they could encounter with co-workers as they shift from their peer to their supervisor*
- *Allow for an exchange of ideas and solutions with other supervisors who are also facing changing relationships.*

DIRECTIONS for Activity



- **Refer** participants to PG pages 7: **Mini Case Studies** and PG pages 8: **Mini Case Study Worksheet**.
- **Instruct** participants to read the case studies and in groups of three discuss how they would handle these situations, or have handled these situations.
- **Discuss** as a class.



SUMMARIZE

- ▶ As you move from peer to supervisor, your relationships change. This could lead to jealousy, boundary issues, “insider” information—both ways—and uncomfortable interactions.
- ▶ We have discussed some possible solutions to the various situations you might encounter.
- ▶ Full Disclosure plays a part in supervision as well as in case practice: facilitating open dialog and a working agreement is one way for supervisors to work through difficult situations.
- ▶ Using the agency structures to guide your supervisory practice is critical: just as workers do not ‘own’ the case, (every case is an agency case), supervisors provide supervision in the context of the agency policies and procedures, for example H.R. systems and practice standards.
- ▶ Using your own supervision and the supervisory structure is a critical resource for you in your supervisory practice and development.



Activity – Expectations vs. Reality

INTRODUCE the Activity

- ▶ We’re going to complete this section by having you think about and discuss your actual experiences as a supervisor compared to how you thought it would be.

PURPOSE of Activity

- *Provide participants with some time to share their feelings and experiences as a new supervisor.*
- *Allow participants to see that they are not alone.*
- *Give the opportunity to see how **Supervising for Excellence** will build on their strengths and help develop their weaknesses.*

DIRECTIONS for Activity



- **Refer participants** Refer participants to PG page 1.9: **What I Expected vs. What I'm Experiencing.**
- **Instruct** participants to take a few moments to finish the statements.
- **In groups of three**, allow the participants to share their responses with one another.
- **Discuss** as a large group and have each small group share some of their insights with the large group.



SUMMARIZE

- ▶ Each of you has the necessary prerequisite skills to be an effective supervisor. What we'll do is help you develop skills in your weaker areas, build on your stronger areas and give you some resources to continue to develop professionally as a supervisor.



Transition

- ▶ Being a supervisor means managing people. Inherent in the job is the need to be able to work with and motivate different types of people. This is not easy! Next, we are going to utilize the Myers-Briggs Type Indicator to identify your predominant type, discuss others types and strategize ways to work better together.

Working with Others

Materials
PPT 1.5

Guest Speaker
MBTI Facilitator



3 Hours

Presentation – Working with Others

- ▶ As a supervisor, you will be working with a variety of personality types.
- ▶ This section of the training allows you to identify your own personality type so that you can see how you are inclined to react to situations and people.
- ▶ Then we will look at some strategies you can use to get along and manage other personality types.
- ▶ We are going to begin by taking the Myers-Briggs Type Indicator in order to get a clear picture of our own personality type and to see the other personality types you will encounter throughout your life and work.

Trainer's Notes:

Trainer should stay in the room during the presentation and facilitation by MBTI Facilitator.

Discuss with the facilitator the need to emphasize that the identification of a personality type is just one point in time and does not label someone a particular personality type for life.

Ask the facilitator to talk about the strengths and weaknesses of each type with respect to the child welfare profession.

Optional: Trainer can choose for participants to take the MBTI prior to coming to class. If this option is chosen, determine if there is anyone who has not taken the test. Allow them to complete it in class.



PowerPoint Presentation – Myers-Briggs Type Indicator (SLIDE 1.5)

Myers-Briggs Type Indicator

- Taking the Myers-Briggs Type Indicator Inventory is **voluntary**.
- Inventory results will **never** be used to label, evaluate, or limit you in any way.
- Results are **confidential** and not given to anyone without permission.
- The Inventory is **not a test**, since there are no right or wrong answers.

SLIDE 1.5

PowerPoint Slide: Myers-Briggs Type Indicator

- ▶ Taking the Myers-Briggs Type Indicator Inventory is voluntary.
- ▶ Inventory results will never be used to label, evaluate, or limit you in any way.
- ▶ Results are confidential and not given to anyone without permission.
- ▶ The Inventory is not a test, since there is no right or wrong answers.

This section of material should be facilitated by a professional trained in the administration of the Myers-Briggs Type Indicator (MBTI) tool.



2 hours & 30 minutes

Activity – Self Assessment

INTRODUCE the Guest Speaker (if required):

- ▶ Right now I am going to hand the training over to _____, who is trained in the administration of the Myers-Briggs Type Indicator (MBTI) tool.

DIRECTIONS for Activity

- *Turn the class over to the qualified Myers-Briggs practitioner for the administration of the Inventory. Myers-Briggs Facilitator reviews the results and use of the tool.*



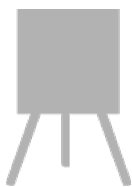
Activity – This is Cool, But...

INTRODUCE the Activity

- ▶ Knowing your personality type is the first step. Deciding what to do about it is the real key to success.
- ▶ The first thing we need to do with this knowledge in hand—is to look inward. So let's begin...

PURPOSE of Activity

- *Given their Myers-Briggs type, this activity will help participants identify the challenges they might face as a supervisor.*
- *Allow participants time to brainstorm some ways of facing those challenges.*



DIRECTIONS for Activity

Ask:

- ? **Knowing your Myers-Briggs type, what challenges might you have to overcome to meet the goals and expectations of a child welfare supervisor?**
- ? **How can you overcome these challenges?**

- **Refer** participants again to the handout **Goals and Expectations for Child Welfare Supervision**.
- **Divide** the class into groups of 3-4 participants with closely matching personality types.
- **Instruct** the participants to brainstorm as a group, specific responsibilities of a supervisor that might be challenging to their personality type and strategies they can use to overcome these challenges. Allow 15 minutes.
- **Give** each group a flipchart page and markers. Tell the participants to write their challenges and strategies for overcoming the challenges.
- **Ask** each group to select a speaker to report to the large group.
- **After** fifteen minutes, ask each small group's reporter to share their challenges.



Discussion – Practical Applications

PURPOSE of Discussion

- *Given their new knowledge of personality types, this discussion will help participants identify strategies they can use when working with varying personality types.*

Say:

- ▶ We often believe that consistency is the only fair way to deal with our staff, but what works with one person might not work with another. What motivates one person might have the opposite effect on another person.
- ▶ So, the next thing we need to do with the knowledge of personality types is to look at how we manage our staff in a new light.

Ask:

- ? **What are some of your supervisory responsibilities where you should consider differing personality types?**

SAMPLE RESPONSES:

- ❖ Conflict resolution.
- ❖ Team building.
- ❖ Delegation.
- ❖ Mentoring/Coaching.
- ❖ Scheduling.

Ask:

- ? **What are some specific examples of strategies you can use when dealing with varying personality types?**



MAIN IDEA:

- ▶ A supervisor, who is aware of and appreciates personality differences, has a better ability to communicate with his/her team, resulting in higher morale, better productivity and, ultimately better outcomes for children and their families.



SUMMARIZE

- ▶ Understanding your own Myers Briggs Type is a helpful tool in identifying how you are inclined to react in different situations. Understanding other types can help you develop other strategies you can utilize to motivate staff and create a strong team.



Transition

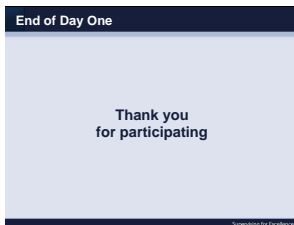
- ▶ So far, we have spent the day looking at your “self” as supervisor:
 - ▶ How you are the critical element in making important changes happen in the system, such as the adoption of the family-centered practice.
 - ▶ What skills you currently have and what skills you need to work on in order to meet the goals and expectations of a supervisor,
 - ▶ How you feel about your changing status and changing relationships and
 - ▶ How your personality type affects your choices as a supervisor and how you need to be aware of other personality types to effectively supervise.
- ▶ We are going to continue this conversation tomorrow. Let us wrap up for the day now.

Wrap-Up

Materials
PPT 1.6



15 Minutes



Presentation – Wrap-Up

- *Process the work day with the participants.*

Ask:

- ? **What did you learn from today's session?**
- ? **How will you integrate these new skills into your workday?**
- ? **What did you experience today that would not be useful to you as a supervisor?**

Summarize

- ◆ This is just the beginning session. There will be lots to learn within the next eight sessions.
- ◆ Please be open-minded, and to take advantage of this new learning experience.
- ◆ Thanks for your input and participation and I will see you _____ (*date, time, and location of the next day of training*).

Evaluations

If evaluations are being used they should be distributed and completed at this time.