Day Three

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TOPICS

Listening Skills

Use of Power

Time Management

Making Meetings Work

Culminating Projects - Project Proposals

Day Three

Part One: Self as Supervisor

Section	Time	Materials	Activities
Day 3 Introduction	15 minutes	• PPT 3.1-3.2	• Ice-breaker: The Communication Game
Listening Skills	1 hour & 15 minutes	• PPT 3.3-3.16 • Flipchart • Markers	• Active Listening • Listen Closely
Use of Power	45 minutes	• PPT 3.17 • Flipchart • Markers	• Identifying Your Power • Increasing Your Power
Time Management	1 hour & 30 minutes	• PPT 3.18-3.28 • Flipchart • Markers	• Identifying Barriers • Action Lists • Scheduling
Making Meetings Work	1 hour & 45 minutes	• PPT 3.29-3.35 • Flipchart • Markers	• Me and Meetings • Create An Agenda - Case Example • Running a Meeting
Culminating Projects—Project Proposals	1 hour		• Culminating Project Proposals • Culminating Project Homework
Wrap-up	15 minutes	• PPT 3.36 • Evaluations	• Complete Evaluations • Case Summary and Presentation Homework

Materials
PPT 3.1-3.2

15 Minutes

Presentation – Day Three Introduction

▶ Welcome back to training, I hope you are well rested from our exciting and full day of training and are ready to start on day three.

▶ Before we begin today, let's do a brief activity.

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Activity – The Communication Game

INTRODUCE the Activity

▶ Yesterday we looked at both rethinking supervision in terms of becoming a clinical supervisor and building resilience in yourself and your team.

▶ Family-centered practice requires us to involve the family in the decisions that affect them. In order to involve them, we have to be able to hear what they have to say…often there are barriers to this line of communication.

▶ Let's begin today with an icebreaker that tests our ability to listen and that illustrates the importance of effective communication skills for clinical supervisors and family-centered practice.

PURPOSE of Activity

▪ *Get ready for the day of training.*

▪ *Reinforce the importance of listening skills.*

▪ *Connect yesterday's topic with today's topic.*

DIRECTIONS for Activity

▪ ***Distribute*** *one blank sheet of 8 1/2 by 11 inch paper to each participant. Have participants hold a small group discussion.*

Say:

▶ We're going to play a game that will show us some important things about communication.

▶ Please take your paper and hold it in front of you.

▶ Now, close your eyes. No peeking!

▶ You cannot ask questions during this portion of the game.

▶ We need to move on because time is short – please keep up with me.

- *As* you give the following directions, carry them out yourself with your own sheet of paper. Pause briefly after each instruction to give the group time to comply, but keep the pace brisk:

  Say:

  ▶ The first thing I want you to do is to fold your sheet of paper in half.

  ▶ Now tear off the lower right hand corner.

  ▶ Fold the sheet in half again and tear off the upper right hand corner of the paper.

  ▶ Fold the sheet in half one more time. Now tear off the lower left hand corner of the paper.

- *After* the tearing is complete:

  Say:

  ▶ OK, now open your eyes, and let's see what everyone has.

  ▶ If I did a good job of communicating and you did a good job of listening and following instructions, all of our sheets should look exactly the same!

- *Hold* your sheet of paper up for everyone to see. It is highly unlikely that any sheet will exactly match yours. Much laughter should ensue.

- *Observe* some of the differences among the group.

  Ask:

  ? Why didn't any of your pages match mine?

  - *Elicit* responses.
    - ❖ You didn't let us ask questions.
    - ❖ Your instructions were not clear.
    - ❖ Our eyes were closed – everyone interpreted your instructions differently.
    - ❖ You spoke too fast – we didn't have time to think.
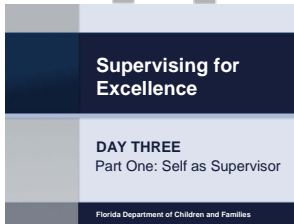
SUMMARIZE:

- *Solicit* some group conversation about the importance of good communication.

  ▶ It is obvious to all of us that listening skills are critical for a supervisor, but how do we develop them…let's find out.

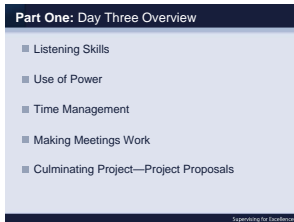## PowerPoint Presentation–Day Three Overview (SLIDES 3.1–3.2)

SLIDE 3.1

PowerPoint Title Slide: *Supervising for Excellence (Day 3)*

Supervising for Excellence

DAY THREE
Part One: Self as Supervisor

Florida Department of Children and Families

Part One: Day Three Overview

■ Listening Skills

■ Use of Power

■ Time Management

■ Making Meetings Work

■ Culminating Project—Project Proposals

Supervising for Excellence

SLIDE 3.2

PowerPoint Slide: Part One—Day Three Overview

Today's topics include:

▶ **Listening Skills** during which we will:

- ▶ Compare verbal and non verbal communications skills.

- ▶ Gain an understanding of active listening.

▶ **Use of Power** during which we will:

- ▶ Discuss the 7 bases of power.

- ▶ Determining how to increase your power to achieve positive outcomes for children and families.

▶ **Time Management** during which we will:

- ▶ Discuss barriers to time management and identify strategies to improve time management.

- ▶ Develop an action plan for implementing some of the time management strategies.

▶ **Making Meetings Work** during which we will:

- ▶ Discuss how to structure effective meetings.

- ▶ Learn to utilize an agenda and practice making one.

▶ We will end the day, by sharing our **culminating project proposals** with the group.

Transition

- ♦ Let's begin the topic of listening skills which as we discussed yesterday is key to communication with your staff and the families we work with. Better listening skills will ultimately help you increase positive outcomes for children and their families.

Listening Skills

Materials
PPT 3.3-3.17

1 Hour
15 Minutes

Presentation – Listening Skills

▶ During Developing Listening Skills we will compare verbal and non verbal communication skills— in order to be able to see that it is not just what is said that is important. Other cues are present and available for careful interpretation.

▶ We will also gain an understanding of active listening and get a chance to practice our active listening skills.

▶ Let's begin.

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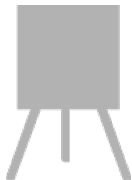## Discussion – Good Listeners

PURPOSE of Discussion:

▪ *To identify characteristics of a good listener.*

▪ *To tap into participants' previous knowledge about what an active listener looks like.*

▶ Think of someone you consider excellent listener.

Ask:

? What does that person do that makes you know he/she is a good listener?

SAMPLE RESPONSES (list on flipchart):

❖ Makes eye contact (note: not in all cultures).

❖ Expresses empathy.

❖ Doesn't interrupt.

❖ Nods head or makes other appropriate non-verbal expressions indicating an understanding of what's being said.

❖ Does not write e-mails or do other activities (phone, cell phones/Blackberries) while you are speaking to them.

❖ May ask a very brief question to clarify something they don't understand but then lets the person who was speaking continue.

Ask:

? How does it feel to be really listened to?

SAMPLE RESPONSES (list on flipchart):

- ❖ Builds trust and support.
- ❖ Deescalating/calming.
- ❖ Creates clarity to be able to express yourself.
- ❖ Legitimizes feelings.
- ❖ Builds worth—that what you have to say is important to the person listening.
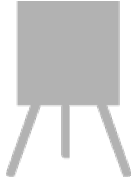
SUMMARIZE:

▶ An effective listener makes us want to share more of ourselves and ultimately we want to hear what they have to say too because they have a better understanding of us.

▶ If we want our families to share, we need our workers to listen. If we want our workers to share, we need to listen. And if we want our workers to listen to our families, we need to model the skills for them—***parallel process*** of clinical supervision.

▶ But, words are NOT the only way of communicating information.

Ask:

? What percentage of our communication comes from the actual words we use?

- ▪ *Elicit responses and write them on a flip chart. The answer is 7%.*

Ask:

? What percentage of our communication comes from our tone of voice?

- ▪ *Elicit responses and write them on a flip chart. The answer is 38%.*
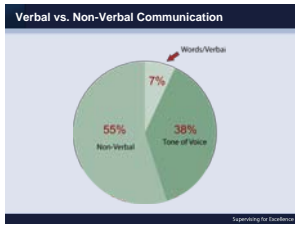
Ask:

? What percentage of our communication comes non-verbal communication—our body language and facial expressions?

- ▪ *Elicit responses and write them on a flip chart. The answer is 55%.*
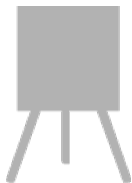
PowerPoint Presentation–Non-Verbal Communication (SLIDE 3.3)

SLIDE 3.3

PowerPoint Slide: Non-Verbal Communication

▶ As you can see we give and receive significantly less information through words than we do through non-verbal communication and tone of voice.

▶ Makes you think, doesn't it.

Discussion – Active Listening

PURPOSE of Discussion:

▪ *To bridge to presentation on active listening.*

Ask:

?   What do I mean when I say "Active Listening"?

▪ *Elicit several responses from the group, making the following points:*

▶ When interacting – people often are not listening attentively to one another.

▶ They may be distracted, thinking about other things, or thinking about what they are going to say next, (the latter case is particularly true in conflict situations or disagreements).

▶ Active listening is a structured way of listening and responding to others.

▶ It focuses attention on the speaker.

▶ Suspending one's own frame of reference and suspending judgment are important in order to fully attend to the speaker.

PowerPoint Presentation–Active and Effective Listening (SLIDES 3.4-3.5)
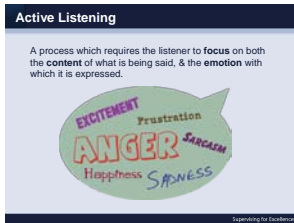
SLIDE 3.4

PowerPoint Slide: Active Listening

▶ Active listening is a way of listening that focuses entirely on what the other person is saying and confirms understanding of both the content of the message and the emotions and feelings underlying the message.

SLIDE 3.5

PowerPoint Slide: Active Listening

▶ It is a communication technique that stimulates open and frank exploration of ideas and enables the listener to establish rapport with the communicator.

Discussion – Listening Important for Supervisors

PURPOSE of Discussion:
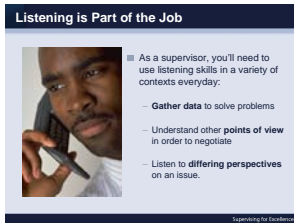
▪ *To bridge to presentation of why listening is part of the supervisor's job.*

Ask:

? Why do we think that the art of active listening is especially important for a supervisor?

▪ ***Elicit** responses and discuss briefly.*

PowerPoint Presentation–Listening is Part of the Job (SLIDES 3.6-3.7)

SLIDE 3.6

PowerPoint Slide: Listening is Part of the Job

▶ Effective listening might involve data-gathering to solve problems, listening to a staff member's problem or to understand her/his perspective, or understanding viewpoints of others in order to negotiate.

SLIDE 3.7

PowerPoint Slide: Listening is Part of the Job

▶ Effective listening includes **soliciting input from talented employees**.

▶ Good supervisors **listen for what motivates** their staff members.

▶ Only by **truly listening** to our workers can we as supervisors understand their individual challenges and know how to best support them.

Discussion – What Does Active Listening Look Like?

PURPOSE of Discussion

- *To bridge to presentation on what an active listener looks like.*

  Ask:

  ? How do we know some one is actively listening?

  - *Elicit responses and discuss briefly.*

PowerPoint Presentation–An Active Listener (SLIDES 3.8)

SLIDE 3.8

PowerPoint Slide: An Active Listener

▶ An active listener:

> ▶ Looks and sounds **interested**.
>
> ▶ Understands the **speaker's point of view**.
>
> ▶ **Clarifies** the speaker's thoughts and feelings.
>
> ▶ Shows **genuine concern**.
>
> ▶ Uses **"I Statements"** NOT "You Statements."
>
> ▶ Knows when to remain **silent**.

Activity – Listen Closely

INTRODUCE the Activity

▶ Now that we know what an active listener looks like, let's practice using some of these behaviors.

▶ This will also give us the opportunity to see what it feels like to be listened to and what you learn from truly listening.

PURPOSE of Activity

- *To practice listening actively.*
- *To identify what it feels like to be listened to.*
- *To become aware of how much more we learn by actively listening.*

DIRECTIONS for Activity

- *Advise participants that you will be giving them a topic to discuss.*

- *Instruct participants to pair up with another person and say the following instructions:*

  ▶ *Sit face to face at a comfortable distance.*

  ▶ *Decide who will speak first and who will listen first.*

  ▶ *The speaker will only speak - The listener will only listen.*

Topic Question *(Post and Read)*

  ? What is your position on corporal punishment (spanking)? Is it ever permissible?

Say:

  ▶ At the trainer's "**start**" signal:

    ▶ The speaker will take one minute to answer the question and/or express views on topic.

  ▶ At the trainer's one-minute "**stop**" signal:

    ▶ The listener paraphrases what he/she has heard, without judgment or amendment. (15 seconds)

    ▶ The speaker tells the listener what he/she has done well as a listener. (15 seconds)

- *Instruct dyads to reverse the process (i.e., first speaker now listens and the first listener now speaks).*

Topic Question *(Post and Read)*

  ? What is your position on capitol punishment (the death penalty)? Is it ever permissible?

- *Begin the process again.*

DEBRIEF:

- *After finishing the structured exercise, instruct participants to take 2-3 minutes to give feedback to each other and to share any difficulty either had with this exercise.*

- *Discuss the activity as a large group.*

  Ask:

  ? How did it feel to listen without interrupting?

  ? How did it feel to be listened to without interruption or perceived judgment about what you were saying?

  ? What are some of the benefits of active listening?

  - *Elicit several responses from the group for each question and discuss.*

SUMMARIZE:

▶ This activity allowed us to practice our active listening skills and shows us how it feels like to be listened to. We also had the opportunity to see some of the many benefits we receive when actively listening. Let's take a closer look at these now.

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PowerPoint Presentation– Benefits, Characteristics and Behaviors of Active Listening (SLIDES 3.9-3.11)

SLIDE 3.9

PowerPoint Slide: Listening is Part of the Job

▶ Actively listening:

  ▶ Yields **more information.**

  ▶ Improves **understanding**.

  ▶ Facilitates **cooperation**.

  ▶ Makes person feel understood.

  ▶ Good **fall-back position** when dealing with tension/conflict.

Ask:

? Did any of these happen during the activity?

? How did it feel to listen without interrupting?

? What happens if you don't listen attentively?

? Does any one have a story of something that may have happened because someone didn't listen?

- *Elicit several responses from the group for each question and discuss.*

SLIDE 3.10

PowerPoint Slide: Characteristics of Active Listening

▶ Actively listening:

- ▶ **Reflects understanding** back to the communicator.

- ▶ **Empathy** means understanding another person so well that you identify with him/her, you feel like he/she does.

- ▶ Reflects **intent to listen** for meaning.

- ▶ Trying to understand as **fully and accurately** as you can.

- ▶ Is **about attitude** as well as demonstrating the active listening skill.

- ▶ The listener **truly understands** and accepts the other person's message and also his/her situation and feelings.

Ask:

? What are some ways we might demonstrate each of these?

- *Elicit several responses from the group and discuss.*

SLIDE 3.11

PowerPoint Slide: Active Listening Behaviors

▶ Active Listening behaviors include:

  ▶ **Getting the story**.

  ▶ **Probing and clarifying** meaning.

  ▶ **Listening** for and responding to emotions.

  ▶ **Summarizing**.

  ▶ **Valuing silence**.

▶ Let's do an activity that allows us to demonstrate these active listening behaviors and then we will look at each in more depth.

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Activity – Active Listening

INTRODUCE the Activity

▶ Active listening does not always come easy. It can be awkward at first and requires some practice, but the benefits will reward you ten-fold.

▶ Let's get some practice now.

PURPOSE of Activity

▪ *To define active listening behaviors.*

▪ *To demonstrate active listening behaviors.*

DIRECTIONS for Activity

▪ ***Divide*** *the class into five groups. Assign each group one active listening behavior:*

  ▪ *Getting the story*

  ▪ *Probing/clarifying meaning*

  ▪ *Listening for and responding to emotions or*

  ▪ *Valuing/using silence.*

▪ ***Refer*** *participants to PG pages 3.4-3.5:* ***Active Listening Behaviors*** *and ask them to take a few moments to read about their assigned topic.*
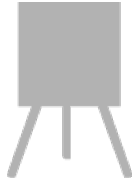
- **Distribute** *a page of flip chart paper to each group.*

Say:

▶ I want you to use the flipchart paper to **define** your assigned Active Listening Behavior

▶ Then I would like for you to **develop** a very brief (1-2 minute) **role play** that demonstrates a specific example of the behavior being used.

- **Allow** *approximately 10 minutes for small groups to record their definitions on flip chart paper and develop their role play.*

- **Instruct** *each of the small groups to post their assigned definition on the wall, share it with the large group, and demonstrate the assigned listening behavior.*

DEBRIEF after each group has presented.

Trainer Note: Display & Review of PPT slides will depend upon how well the role play demonstrations were in demonstrating the behaviors.
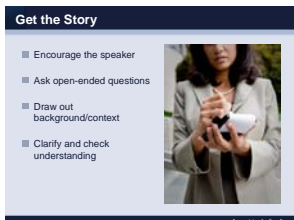
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PowerPoint Presentation– Behaviors of Active Listening (SLIDES 3.12-3.X)—*OPTIONAL*

SLIDE 3.12

PowerPoint Slide: Get the Story

▶ Getting the story includes:

▸ **Encouraging** the speaker.

▸ Asking **open-ended questions**.

▸ **Drawing out** background/context.

▸ **Clarifying** and checking understanding.

SLIDE 3.13

PowerPoint Slide: Probe/Clarify Meaning

▶ Probing and clarifying meaning includes:

▸ Using questions that **take the speaker's understanding a step deeper**.

▸ Bringing out the **meaning or significance of the situation** for the speaker.
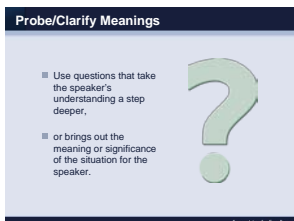
Listen for and Respond to Emotion

- Be aware of non-verbal cues
- Name the emotion in a way that validates it
- Allow venting

SLIDE 3.14

PowerPoint Slide: Listen for and Respond to Emotion

▶ Listening for and responding to emotion includes:

- ▶ Being aware of **non-verbal cues**.

- ▶ **Naming the emotion** in a way that validates it.

- ▶ Allowing **venting**.

Summarize

- Make a "story" out of what you've heard
- Try to capture what's most important to the speaker
- Include main facts, issues, concerns, feelings, perceptions
- Check accuracy…

SLIDE 3.15

PowerPoint Slide: Summarize

▶ Summarizing includes:

- ▶ **Making a "story"** out of what you've heard.

- ▶ Trying to **capture what's most important** to the speaker.

- ▶ Including main facts, issues, concerns, feelings, perceptions.

- ▶ **Checking accuracy**.

Value Silence

- Don't rush to respond. Allow time for the person talking to collect his/her thoughts if necessary
- Give time for answering questions
- Silence allows a person to hear himself and formulate thoughts more clearly

SLIDE 3.16

PowerPoint Slide: Value Silence

▶ Valuing silence includes:

- ▶ **Not rushing** to respond. Allowing time for the person talking to collect his/her thoughts if necessary.

- ▶ **Giving time** for answering questions.

- ▶ **Allowing a person to hear himself** and formulate thoughts more clearly.
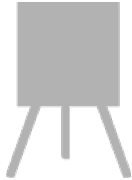
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Discussion – Listening and the Supervisor

PURPOSE of Discussion

- *To identify reasons why it is important for a supervisor to be a skilled active listener.*
- *To identify areas that participants need extra practice.*

Ask:

? Why is it important for a supervisor to be a skilled active listener?

SAMPLE RESPONSES (list on flipchart):

- ❖ To model the behavior to workers.
- ❖ To gain important information about cases.
- ❖ To identify strengths and weaknesses of workers.
- ❖ To allow workers to feel listened to and valued.

Ask:

? Would anyone like to share some insights into areas they would like to work on personally in order to improve their active listening skills?

- ▪ *Elicit* responses and discuss briefly.

SUMMARIZE:

▶ Active listening is a skill that is improved with practice.

▶ Practice will be awkward at first. Initially it is very hard to say reflective things in a way that sounds natural.

▶ You'll find that even bad attempts tend to produce immediate results, maybe because most people rarely have the experience of being listened to in this way!

▶ And remember, so much of family-centered practice requires us to engage the family in the process. A worker cannot effectively engage the family if he/she cannot hear them and he/she cannot hear them if he/she is not listening or they are not sharing. Modeling active listening with your workers will help your workers become more effective listeners and will help to improve family outcomes.

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Transition

▶ Another important tenet of clinical supervision is to increase awareness. In child welfare, the awareness of our use of power is critical. Next we're going to talk about use of power.

Materials
PPT 3.17

45 Minutes

Recommended Reading

Presentation – Use of Power

▶ During this section of training we are going to review the "Seven Bases of Power".

▶ And we will be discussing methods for building your power and influence within your organization.

Management of Organizational Behavior: Leading Human Resources, by Paul Hersey, Kenneth H. Blanchard, and Dewey E. Johnson (Paperback - Oct 3, 2000)

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Discussion – Power

PURPOSE of Discussion

▪ *To allow participants to define the word power.*

▪ *To bridge to the topic of power.*

Say:

▶ To begin a discussion on 'power' and how we, as human services professionals, are sometimes ambivalent about the word, let's do a quick word association.

Ask:

? When I say the word 'power' what is the first word that pops to mind?

? What images does the word bring to mind?

▪ *Elicit answers and facilitate a group discussion.*

SUMMARIZE:

▶ Human services professionals sometimes ally themselves with people who are powerless and think that power is bad or corrupt or all about ego.

▶ What we are focusing on in this section is the fact that we need power to bring about needed change, and power to make the right things happen for people we care about.

PowerPoint Presentation–7 Bases of Power (SLIDES 3.17)

SLIDE 3.17

PowerPoint Slide: Seven Bases of Power

▶ Each individual in an organization has power. This power can be derived from many sources.

- ▶ **Position:** By right of role or position (Director).

- ▶ **Reward:** Individual can give something someone else wants (raise, recognition).

- ▶ **Punish:** Can withhold or take away something (job, vacation time).

- ▶ **Expert:** Power because of knowledge or expertise.

- ▶ **Charisma:** Power because of charm, personality, or magnetism.

- ▶ **Association:** Power through coalitions or membership in an organization.

- ▶ **Relationship:** Grapevine, collegiality.

▶ The first three bases of power (*position, reward and punish*) are **formal**. By virtue of your position you have been given power.

▶ The last four bases (*expert, charisma, association and relationship*) are **informal**, and based on personality, character, coercive powers, representation, and relationship.

▶ As we all know, power can be abused. **Abuse of power** at any level undermines a healthy organization.

▶ **Collaborative tactics** for building power elevates everyone in an organization.

▶ **Coercive tactics** for building power create fear and animosity in an organization.

Activity – Identifying Your Power

INTRODUCE the Activity

▶ We are going to further explore the seven bases of power by identifying people who have earned their power, with either positive or negative results, through each base.

PURPOSE of Activity

■ *Allow participants to attach meaning to the seven bases of power.*

DIRECTIONS for Activity

■ Divide participants into groups of 4-5.

Ask:

? Do you "know" or "know of" anyone who has each of the seven bases? (It can be a famous person)

? What actions do they have that demonstrates this power?

■ *Allow 10 minutes for table discussion.*

■ *DEBRIEF the activity by having each group describe the people that have identified and how they were able to recognize the use of this power base.*

SUMMARIZE:

▶ As you can see from this activity and discussion, people can gain and demonstrate their power in many ways.

▶ As a supervisor, you need power to effectively do your job. And while, power is inherent in your position, there are ways you can build your power base.

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Activity – Increasing Your Power

INTRODUCE the Activity

▶ Now let's turn to where your own power comes from and how you can increase that power.

PURPOSE of Activity

- *To allow participants the opportunity to identify areas where they can increase the power they have available in their current work setting.*

- *To allow participants to identify methods for building power.*

DIRECTIONS for Activity

- ***Refer** participants to **PG page 3.6: Seven Bases of Power** and ask them to identify and describe at least one area where he/she can increase the power available to them in their current work setting.*

- ***Instruct** participants to form dyads and share their ideas. Encourage participants to use the active listening skills discussed earlier in the day to clarify understanding of their partners' ideas and convey their attention to what is being shared.*

- ***Elicit** responses and briefly discuss.*

SUMMARIZE:

▶ Power is not bad. It can be used for bad, of course, but it has many values including the power to bring about change and the power to make a difference in somebody's life.

▶ As you grow in your position of supervisor, your power should too. But there are many proactive things you can do to increase your power—and your ability to achieve positive outcomes for children and their families.

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Transition

▶ Let's begin the topic of Time Management.

Time Management

Materials
PPT 3.18–3.35

1 Hour
30 Minutes

Presentation – Time Management

▶ You have made it to the position of supervisor. You have to manage a team full of people and negotiate a mountain of paperwork. You have work and family to attend to—and this challenging course to complete. ALL of you have demonstrated a degree of time management or you wouldn't have gotten this far.

▶ This section allows us to further explore the topic of time management so that you may learn more tricks to help you stay on top of things in your complicated and rewarding life as a child welfare supervisor.

▶ During this section we will discuss some of the barriers to effective time management and identify strategies to improve time management.

▶ And by the end of this section, you will have developed an action plan for implementing some of the time management strategies we have discussed here today.

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Discussion – Listening and the Supervisor

PURPOSE of Discussion

▪ *To give participants a personal connection to the topics discussed in this section of training.*

▪ *To identify barriers to effective time management.*

Ask:

? Does anyone have some topics or problems they may want to discuss about time management?

▪ ***Elicit*** *responses. Write them on flip chart to refer to at end of topic.*

Say:

▶ Benjamin Franklin once said "Lost time is never found again."

▶ How many of us spend our days just plowing through everything there is "to do", getting distracted by the other things that come up, and then end our day thinking "what did I get done?
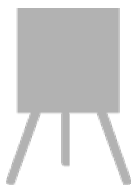
Ask:

? Can anyone tell us a story or a situation when they worked hard all day and got nothing done?

  ▪ *Elicit* responses and briefly discuss.

Say:

▶ Managing time effectively is the key to controlling workload.

▶ Time management is a skill that can be learned and applied to any profession.

▶ We're all busy. Being busy doesn't necessarily mean being effective.

Ask:

? What are the barriers that make it difficult to get all your work done in a day?

  ▪ *Elicit* responses and briefly discuss.

   SAMPLE RESPONSES:

   ❖ Constant interruptions.
   ❖ Emergencies.
   ❖ Unexpected mandates from management.
   ❖ Meetings.

Ask:

? How many of us plan our day and prioritize our tasks?

? How many of us try to plan our day and then wind up doing things as they come up?

  ▪ *Elicit* a show of hands.

Say:

▶ The second approach is the way most people wind up going through their day. It also leads to the least amount of effective productivity.

PowerPoint Presentation–Barriers to Time Management (SLIDES 3.18–3.19)

SLIDE 3.18

PowerPoint Slide: Our Own Worst Enemies

▶ **Procrastination**: Contrary to what you might think, procrastination is often related to perfectionism.

- ▶ Maintaining **impossibly high standards** for the finished product can make you afraid to start.

- ▶ The **philosophy of the procrastinator** is: better not to do it than not do it perfectly.

- ▶ Usually the procrastinator **does not break a task into bite-size pieces** and worrying that it will never be finished prevents him/her from starting.

▶ **Pre Task Avoidances (PTA's)** are rituals we perform as we are getting down to work, such as cleaning the house, tidying up our office, filing, making phone calls, or getting a snack.

- ▶ There's nothing wrong with doing these activities—for many of us, it's a preface to getting down to work— **unless we didn't calculate the time the PTAs will take and they end up taking all the time** we had allotted to the main task.

- ▶ On top of that, just as we finally get down to tackling the job, we are out of time so feel frustrated. This contributes to feeling the task will never get done.

- ▶ If you have Pre-Task Avoidance Rituals, recognize them and make sure you allow time for them.

▶ **Small Irritants:**

- ▶ Always being available to colleagues for computer questions can mean too many interruptions to keep your train of thought—this is counter-productive to doing a "thinking" task.

- ▶ Too long a commute can rob you of time and make you so stressed that you are unproductive.

- ▶ Determine whether there is a way to cancel out these irritants.

SLIDE 3.19

PowerPoint Slide: Know Your Problem Areas

▶ Each of us has a **unique style** of managing our time, as well as **unique problems** and challenges that keep us from managing time effectively.

▶ Here is a list of **common problems** that face child welfare professionals as they attempt to manage their time. Let's go through them one at a time and come up with some possible solutions.

Ask:

? What are some possible solutions for?

    ▶ Work environment?

    ▶ Lack skills?

    ▶ Lack reward?

    ▶ Lack of clarity?

    ▶ Disorganization?

    ▶ Wasting time?

        ▪ *Elicit responses and discuss briefly.*
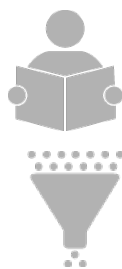
▪ *Refer participants to PG pages 3.7-3.9: **Common Problems Managing Time for Child Welfare Professionals** for reference.*

SUMMARIZE:

▶ As we have discussed, there are a lot of things that get in our way of managing our time effectively.

▶ In order to manage your time more effectively, it's imperative to be constantly mindful of your professional goals and the priority tasks which support those goals. *This is not easy in a fast paced everything-is-important kind of profession like Child Welfare.*

Discussion – Wants Vs. Needs

PURPOSE of Discussion

- *To discuss how we want to spend our time versus how we need to spend our time.*

- *To discuss prioritization in relationship to time management and the child welfare supervisor.*

Say:

▶ To clarify your time management, you should consider both:

- **Wants**—What do I want to do? and

- **Requirements—**What do I need to do?

▶ These are seldom identical although they do overlap.

Ask:

? What are some ideas of how child welfare supervisors often **WANT** to spend their time?

SAMPLE RESPONSES (list on flipchart): (NOTE: Some of the answers that may come up as wants, may actually be needs that will help us move from traditional child welfare to family centered practice.)
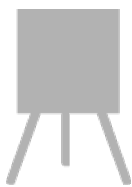
❖ Meeting with case managers to discuss their progress.

❖ Arranging for and organizing services to support workers.

❖ Mentoring/modeling.

❖ Talking with other professionals.

❖ Giving concrete help and encouragement to case managers.

❖ Developing relationships with organization.

Ask:

? How do child welfare supervisors often NEED to spend their time?

SAMPLE RESPONSES (list on flipchart):
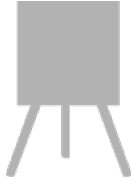
- ❖ Gathering statistics.

- ❖ Completing reports, and other written materials;

- ❖ Reacting to crises that were not predictable.

- ❖ Troubleshooting when FSFN is not working properly.

- ❖ Being available for unforeseen emergencies.

- ❖ Attending court hearings as a back up.

SUMMARIZE:

- ▶ Realizing what is really important to our jobs helps us to understand how our wants sometimes take up more of our time than needed, What about daily "to do" lists? Let's talk about planning and scheduling now.

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PowerPoint Presentation–To-Do Lists (SLIDE 3.20)

SLIDE 3.20

PowerPoint Slide: To-Do List

- ▶ To do lists are great organizational tools.

- ▶ They free our minds from having to remember everything we have to do.

- ▶ Let's try one!

Activity – Creating an Activity/Action List (Part One)

INTRODUCE the Activity

▶ We are now going to write out our typical to-do list.

PURPOSE of Activity

- *To identify the problem with a to-do list*

- *To compare a to-do list with an action list.*

DIRECTIONS for Activity

- *Refer participants to PG page 3.10: Activity/Action List.*

- *Instruct participants to take a few minutes to write down a typical to-do list that they might make for a typical day. They should fill in only the column headed "To Do".*

- *Allow two minutes.*

SUMMARIZE:

▶ We will get back to these lists in a minute; first let's see some of the problem we encounter with to-do lists.
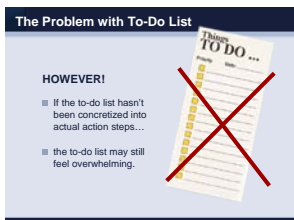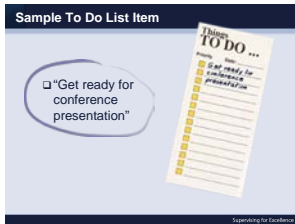
PowerPoint Presentation–Action Lists (SLIDES 3.21-3.23)

SLIDE 3.21

PowerPoint Slide: The Problem with To-Do Lists

▶ If the to-do list hasn't been concretized into actual action steps, the to-do list may still feel overwhelming.
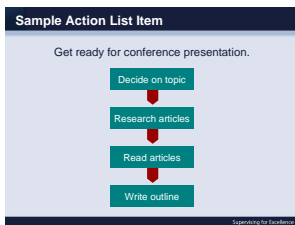
SLIDE 3.22

PowerPoint Slide: Sample To-Do List Item

▶ Here is an example of a to-do-list item:

Ask:

? What is the problem with this item?

- ▪ *Elicit* responses. Sample responses include:

  - ❖ Too vague.

  - ❖ Too unmanageable.

SLIDE 3.23

PowerPoint Slide: Sample Action List Item

▶ Here is the same example turned into an action list.

Ask:

? How has the item changed?

- ▪ *Elicit* responses. Sample responses include:

  - ❖ What was unmanageable has been reworked into smaller tasks.

  - ❖ It is specific.

  - ❖ It is sequential.

Say:

▶ Really think about **what needs to be done and what your next action step is** toward that task.

▶ Maybe all that needs to be done immediately is "decide on topic, research articles".

▶ Once those tasks are done you can **move on to defining the next step** - "read articles, write outline for presentation".

▶ This breaks down a big, ambiguous task into **manageable action steps**. Knowing in specific terms what needs to be done allows you to feel more in control of your life.

▶ A good action list **states the next small action or behavior that needs to be done** in order to move toward the goal of completing the task.

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Activity – Creating an Activity/Action List (Part Two)

INTRODUCE the Activity

▶ We are now going to take our to-do list and turn those general statements of work into specific tasks.

PURPOSE of Activity

▪ *To compare a to-do list with an action list.*

▪ *To gain experience writing an action list.*

DIRECTIONS for Activity

▪ **Refer** participants to return to *PG page 3.10:* **Activity/Action List** and ask them to list what the next logical action is to take in the column titled "Steps" for each item. Allow 5 minutes.

▪ ***Debrief** activity.*

> **Ask:**
>
> **? Were you able to break your to-do list items down into smaller steps?**
>
> **? How did this make you feel?**
>
> > ▪ ***Elicit** responses. Sample responses include:*
> >
> > ❖ More in control.
> >
> > ❖ More organized.
> >
> > ❖ More confident that I could do the tasks.

SUMMARIZE:

▶ This activity allowed us to see how to break down a standard to-do list into something more workable, more manageable. Breaking big jobs into specific tasks allows us to really see what we have to do.

▶ But, creating the tasks in an action list is just the first step. Let's look at the next step: to prioritize.

PowerPoint Presentation–Prioritization (SLIDE 3.24)
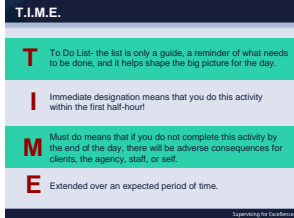
SLIDE 3.24

PowerPoint Slide: The Problem with To-Do Lists

> ▶ Here is a model for prioritizing your tasks. The T.I.M.E. Model includes:

> ▶ **T: The To Do List**–the list is only a guide, a reminder of what needs to be done, and it helps shape the big picture for the day.

> ▶ **I: Immediate designation**–means that you do this activity within the first half-hour!

> ▶ **M: Must do**–means that if you do not complete this activity by the end of the day, there will be adverse consequences for clients, the agency, staff, or self.

> ▶ **E: Extended**–over an expected period of time.

Activity – Creating an Activity/Action List (Part Three)

INTRODUCE the Activity

> ▶ We are now going to take our action list and prioritize the tasks.

PURPOSE of Activity

- *To gain experience prioritizing an action list.*

DIRECTIONS for Activity

- *Refer participants to PG page 3.10: **Activity/Action List** and 3.11: **T.I.M.E—A Model for Prioritization**.*

- *Instruct participants to prioritize their tasks using the T.I.M.E. method.*
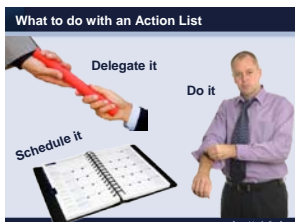
- *Allow 2 minutes.*

SUMMARIZE:

▶ So, we have created a to-do list, turned it into an action list and prioritized our tasks. What's next? Let's talk a little about that now.

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PowerPoint Presentation–Prioritization (SLIDES 3.25)

SLIDE 3.25

PowerPoint Slide: What to do with Action List

▶ Once your action list is complete you have three options:

   ▶ **Do it.**

   ▶ **Delegate it** (if appropriate).

   ▶ **Plan it** in your schedule.

▶ It is not necessary to increase your workload to be more effective and achieve better results. **Work smarter, not harder!**

▶ A "to do" list (that reflects tasks tied to your goals) is a very good tool for organizing a day.

▶ An action-oriented to-do list is an even better tool for organizing your day.

SUMMARIZE:

▶ The first time you put together an Action List will take some time. It is time well spent however, because spending this time upfront will immediately **make you feel more in control of your work life and your life in general!**

▶ Here are some tips:

   ▶ Create your Action List in electronic format.

   ▶ An Excel spreadsheet works well for Action Lists.

   ▶ Electronic Action Lists are easy to update and maintain on a routine basis without recreating it from scratch.

PowerPoint Presentation–Scheduling (SLIDES 3.26-3.28)

SLIDE 3.26

PowerPoint Slide: 80/20 Rule Need Not Apply

▶ The 80/20 Rule means 80% of our effort generates as little as 20% of our results. This rule does not have to apply!

▶ **Scheduling is the answer.**

▶ Scheduling is the process of looking at time available and planning how to use it to achieve the goals and tasks you have identified.
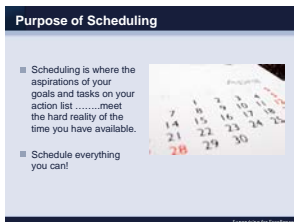
SLIDE 3.27

PowerPoint Slide: Purpose of Scheduling

▶ Scheduling is where the aspirations of your goals and tasks on your action list meet the hard reality of the time you have available.

▶ **Schedule as much as you can.**
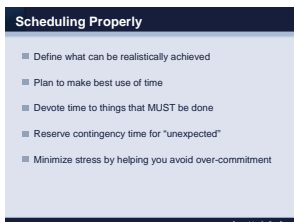
SLIDE 3.28

PowerPoint Slide: Proper Scheduling

▶ In an effective schedule you:

  ▸ Define what can be **realistically achieved**.

  ▸ Plan to make **best use of time**.

  ▸ Devote time to **things that MUST be done**.

  ▸ Reserve **contingency time** for "unexpected."

  ▸ **Minimize stress** by helping you avoid over-commitment.
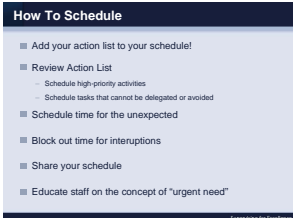
SLIDE 3.28

PowerPoint Slide: How to Schedule

▶ Schedule in **15 minutes** each morning to review your daily Action List, organize your time and revise if necessary.

▶ **Review Action List** and schedule **high-priority activities** as well as tasks that cannot be delegated or avoided.

▶ In this line of work, schedule time for **"unexpected things that come up**."

▶ Obviously you cannot schedule **unintended interruptions**, but if you **block out time** for them in your schedule, you will give yourself the flexibility to rearrange your schedule and react effectively as the situations arise.

▶ Scheduling time and letting staff know what your daily schedule includes **decreases the unplanned interruptions** (for example - the first half hour of the day you are available to discuss any cases or items which need your input from the end of yesterday or overnight).

▶ Help staff to identify the **difference between a true urgent need and a routine need**.

■ *Refer participants to PG page 3.12: **Tips for Time Management** for reference.*

Discussion – What I Wanted to Know

PURPOSE of Discussion

■ *To review the questions posed at the beginning of this topic to determine if all questions have been addressed.*

■ *To hold an informal discussion about any issues about time management that participants still might have.*

■ *To allow for sharing of ideas.*

Ask:

? Are there any items on this list that we did not address?

- *Elicit responses and discuss any questions participants may still have about time management.*

SUMMARIZE:

▶ There are no magic time management plans. Time management takes a lot of effort and planning. However, the rewards are tremendous.

▶ Taking the time upfront to clarify goals, create Action Lists, and schedule your day will allow a greater sense of control of your work life.

▶ Choose an organizational system that works for you whether it's paper based or electronic.

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Transition

▶ Time management doesn't just happen, it takes time and planning. The same should be said for managing meetings. Let's begin the topic of Making Meetings Work.

Making Meetings Work

**1 Hour
45 Minutes**

Presentation – Making Meetings Work

▶ In the child welfare profession, we meet. We meet to review cases. We meet with families. We meet with informal and formal support systems in the community. Sometimes it feels like we just meet, meet, and meet, doesn't it!

▶ So, doesn't it make sense that, as a supervisor, you are able to run a truly effective meeting so that you can gain valuable information and communicate insights, wisdom, issues, actions and plans for the future?

▶ So you as a clinical supervisor can, once again, model this behavior for your staff and so that through parallel process, they will, in turn, conduct more effective meetings in the field?

▶ The focus of this section of the training is on the meetings you, as supervisors, control. We will be looking at how supervision and meetings are not the same and we will be delving into the various purposes and components of a meeting.

▶ By the end of this topic, you will have some tools to help guide the preparation and planning of your next meeting.

▶ Let's get started with an independent activity.

Recommended Reading

Making Meetings Work—For You!, by Peter Dahlin, MS

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Activity – Me and Meetings

INTRODUCE the Activity

▶ We are going to explore our own relationship with meetings— how much time we spend in them, why we are involved with them, how we feel about them, how much time we spend planning them?

PURPOSE of Activity

▪ *To have participants examine their current relationship with meetings.*

▪ *To attach meaning to the topic of Making Meetings Work.*

DIRECTIONS for Activity

- *Refer participants to PG page 3.13: **Me and Meetings.***

- ***Instruct** participants to respond to the questions in writing. Allow 10 minutes.*

> **Ask:**
>
> **? Approximately how much time do you spend in meetings per week?**
>
> - ***Elicit** responses and discuss.*
>
> **Ask:**
>
> **? What are some reasons for being involved in meetings?**
>
> - ***Elicit** responses and discuss.*
>
> **Ask:**
>
> **? In what role(s) do you feel most comfortable during meetings? Why?**
>
> - ***Elicit** responses and discuss.*
>
> **Ask:**
>
> **? For meetings that you are responsible for, approximately how much time do you spend planning and preparing? Is this adequate? Why / Why not?**
>
> - ***Elicit** responses and discuss.*

SUMMARIZE:

- ▶ Virtually every supervisor or manager is involved in meetings that are excessively lengthy and frequent.

- ▶ Our comfort level facilitating and participating in meetings is directly impacted by our personality preferences.

- ▶ Our understanding of our Myers-Briggs Type Indicator can assist us in thinking about our strengths and challenges as they pertain to meetings.

- ▶ Many meetings could be more helpful to everyone involved if they were planned and facilitated properly.

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Discussion – Time in Meetings

PURPOSE of Discussion

- *To determine how much time participants spend in meetings.*

   Ask:

   ?   How many of you spend at least 2 hours per week in meetings? At least 4 hours? At least 10 hours?

   - ***Elicit** show of hands.*

   Ask:

   ?   What kinds of meetings do you attend and Why?

   - ***Elicit** show of hands.*

   Ask:

   ?   How many believe that some of the time spent in meetings could be put to better use?

   - ***Elicit** show of hands.*

SUMMARIZE:

   ▶ With so much of your time spent in meetings, we need to ensure it is time well spent!

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PowerPoint Presentation–Meetings: Purpose, Roles, Planning, Ordering (SLIDES 3.29 – 3.34)
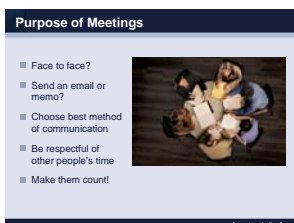
SLIDE 3.29

PowerPoint Slide: Purpose of Meetings

   ▶ Meetings should not occur "just because that's the way it's always been done."

   ▶ **Not every meeting has to be face-to-face.** They can occur via telephone or over the Internet as well.

► Before calling a meeting, consider whether it truly needs to occur. Would an email or memo serve the same purpose with less wasted time?

► Remember that everyone views meetings like you do – as **potential time wasters**.

► Meetings **can be energizing, thought-provoking, and a valuable** team building tool.

Facilitator's Role
- Provide structure
- Balance content with process
- Plan and prepare!

Supervising for Excellence

SLIDE 3.30

PowerPoint Slide: Facilitator's Role

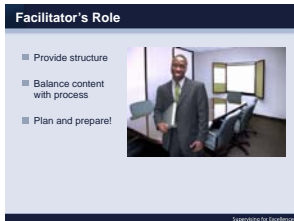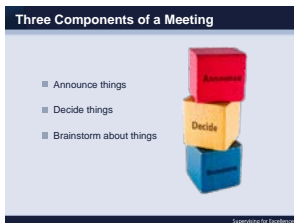► For this training we will be focusing on meeting that you as supervisors are in charge of – so you will also be the facilitator. The goal of the facilitator is to:

  ▶ **Provide structure** for the meeting.

  ▶ **Balance** meeting **content with** group **process**.

  ▶ **Plan ahead** and **be prepared** so that the meeting has positive outcomes.

Three Components of a Meeting
- Announce things
- Decide things
- Brainstorm about things

Supervising for Excellence

SLIDE 3.31

PowerPoint Slide: Components of a Meeting

► Three things are done in good meetings:

  ▶ **Announce** things.

  ▶ **Decide** things.

  ▶ **Brainstorm** about things.

► Decisions are formalized agreements that may or may not necessitate action.

  ▶ **Action is the behavior that follows the decisions made.**

► Brainstorming involves **looking downstream** at what needs to happen next.

  ▶ Brainstorming allows for the **generation of a wide range of ideas**.

► Then team members and the supervisor must select **plausible solutions**, as well as ideas for future brainstorming.

► **Only brainstorming and decisions necessitate a meeting**.

    ► If you do not have things to decide or brainstorm about, do not have meeting.

    ► Meetings without decisions and brainstorming are called **newsletter meetings** and could easily be canceled and committed to a memo.

    ► Some supervisory meetings in child welfare might be thought of as newsletter meetings because they involve announcing new agency policy or practice, but they also usually involve brainstorming about how to implement the policy and a discussion of its implications for future practice.

SLIDE 3.32

PowerPoint Slide: Meeting Planning

► **Why?** Before initiating a meeting it is the responsibility of the meeting facilitator to consider why the meeting is needed. If there are no clear reasons for the meeting, it should not be convened.

► **Who?** If the decision is made to have a meeting the facilitator should consider ahead of time who needs to attend. If there is no clear reason for someone to be involved in a meeting, he or she should not be required to attend.

► **Where?** Consideration needs to be made as to the meeting location. Is it accessible and convenient for most attendees? Does the meeting room have needed chairs, tables, and audio-visual equipment? Should the room set-up be formal or informal?

► **When?** Meeting times are important. For example, meetings held in the mid to late afternoon may be challenging because this is typically a low-energy time of day. Days of the week can also impact meeting success. Meetings days and times should be decided based on what is most acceptable to the group as a whole, not just the meeting facilitator.

SLIDE 3.33

PowerPoint Slide: The Agenda Bell

▶ **The Agenda Bell offers us a way of ordering our meetings effectively.** The Agenda Bell suggests that meetings can be conceptualized as a bell-shaped curve on a graph, with the greatest amount of time and effort going into the middle part of the meeting.

▶ Order of issues covered matters in meetings has an **impact on meeting effectiveness**.

▶ **Begin meetings begin with minutes**, followed by announcements.

▶ It is best to **put all the decision items second**, some easy decision making items. Then the harder decision making items and then the most difficult decision items.

▶ The **most difficult item is always located in the middle** of the meeting when the most participant attentiveness and energy are available.

▶ **After the decision-making** items are completed, **brainstorming can take place**.

▶ Group cohesion may diminish or disintegrate around difficult decisions, which will occur in the middle of the bell-shaped curve - **brainstorming follows to restore group cohesion**.

▶ The meeting **ends with less important and energy-taxing items** like adjournment or an agenda for an upcoming meeting.

▶ It may take some time for your workers to acclimate to this meeting strategy but once they do, it can be self-reinforcing and enjoyable.
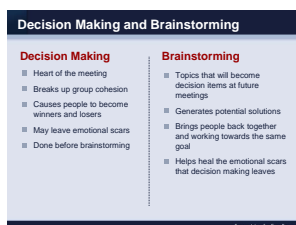
SLIDE 3.34

PowerPoint Slide: Decision Making and Brainstorming

▶ Social science knowledge informs us that **people perform better when they do not have to switch back and forth between different intellectual processes**, that is between decision-making and brainstorming (Tropman, 2002).

▶ **Decision-making is best done before brainstorming** because decision-making breaks up group cohesion and usually causes people to become winners and losers.

- **Brainstorming items are for topics that will become decision items at future meetings**. It is important to keep in mind that decision-making involves an intellectual process, in which initially there are many possible solutions, then few, and then one, the decision.

- Brainstorming involves the **generation of potential solutions**, beginning with one to a few to many.

- Brainstorming **brings people back together and working towards the same goal**. This process helps re-engage group members.

- Brainstorming **helps heal the emotional scars** that decision making leaves. It is usually fun and non-threatening, and it gives people something new to focus on.

- Brainstorming **allows people to switch gears** and start thinking a new way.

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Activity – Create An Agenda - Case Example

INTRODUCE the Activity

- Now let's take a little time practicing writing agendas.

PURPOSE of Activity

- *To reinforce the concepts of effective meeting planning.*

- *To allow time for participants to practice writing agendas.*

- *To share insight into effectively writing agendas.*

DIRECTIONS for Activity

- *Refer participants to PG page 3-14-3.15: **Agenda Template** and **Agenda Case Example**.*

Say (*in Participant's Guide too*):

> ▶ You are a supervisor of a foster care unit. You need to take care of the following business at your weekly meeting: Share with your staff that the State agency director has resigned rather than be fired and the name of the interim director, assign new cases, discuss the plans for the holiday party, talk about new rules regarding administrative leave, and discuss how well contract agencies are providing services to unit clients.

> ▶ Please answer the questions independently using the information you have learned in this topic as a guide.

- *Allow 10 minutes then **debrief**.*

   Ask:

   ? How did you order your agenda?

   SAMPLE RESPONSE:

- ❖ As supervisor, you may choose to organize the meeting based on attention and effort available from staff.
- ❖ You should start with the easy items including:
    - ❖ The announcement about the retirement of the director.
- ❖ Then move onto items that might require some discussion:
    - ❖ An overview of how well contract agencies are doing
    - ❖ New rules for administrative leave.
- ❖ Then move onto items that require more time and discussion.
    - ❖ Decision items.
    - ❖ Assigning new cases.
    - ❖ Brainstorming about the holiday party.
- ❖ And end with a summary and wrap-up.

Ask:

?   How much time would you allot to each item?

SAMPLE RESPONSE:

❖ The majority of time spent during the meeting will be during the middle phases which include decision items, assigning new cases and brainstorming about the holiday party.

❖ The first and last parts should take 20-25 minutes each at the most.

❖ In the middle phases at least one is required depending upon the number of items to be decided upon and discussed.

Ask:

?   How would you keep your workers on task?

SAMPLE RESPONSE:

❖ In order to keep staff on track supervisors can:

   ❖ State clearly the structure of the meeting.
   ❖ State clearly the time to be allocated to each agenda item.
   ❖ Redirect employees who may sidetrack.

SUMMARIZE:

▶ Time is of the essence for investigators, caseworkers and supervisors. Meetings cannot be taken lightly. They need to be well planned—with an effective agenda.

▶ There should be a rhyme and reason behind your schedule and the Agenda Bell tool can help you set up your meetings to enable you to make the most of your time together.

Ask:

?   Are there any questions or comments about developing agendas at this time?

   ▪ *Elicit questions and comments and briefly discuss.*

PowerPoint Presentation–Roles in Meetings (SLIDE 3.35)

SLIDE 3.35

Roles in Meetings

- Chair/Leader
- Facilitator
- Timekeeper
- Recorder/Scribe
- Group Member

Supervising for Excellence

PowerPoint Slide: Roles in Meetings

▶ Effective meetings are a team effort. There are several important roles to fill in meetings in order for them to run smoothly. Each role has responsibilities and requires certain personality characteristics to effectively be accomplished. These roles include:

  ▶ **Chair/Leader**—This is the person who develops the agenda and assigns the roles. Often the Chair/Leader is also the Facilitator.

  ▶ **Facilitator**—This is typically the person who runs the meetings, ensures that agenda items are covered and progress is made, seeks consensus, provides information to help in the decision-making process, encourages participation, acknowledges good ideas, summarizes ideas and more.

  ▶ **Timekeeper**—This is the person who keeps the meeting running on schedule

  ▶ **Recorder/Scribe**—This is the person who takes all the notes at the meeting to make sure everything is documented for future reference and planning.

  ▶ **Group Member**—This person comes to the meeting prepared with questions, completed work assignments. His job is to listen and to participate.

▶ Let's explore these roles now with an activity.

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Activity – Running a Meeting

INTRODUCE the Activity

▶ Now let's practice conducting a meeting using the techniques we have been talking about.

PURPOSE of Activity

- *To allow time for participants to practice the techniques involved in conducting effective meetings.*

DIRECTIONS for Activity

- *Refer participants to PG page 3.16: **Hints for Successful Facilitation**.*

- *Divide the class into two groups and conduct two separate meetings.*

  Say:

  ▶ Your meeting topic is "Should your unit have Birthday Celebrations?"

  ▶ You must assign roles to each member of your meeting group. The roles are:
    - ▶ Observer.
    - ▶ Chair.
    - ▶ Facilitator.
    - ▶ Timekeeper.
    - ▶ Recorder/Scribe.
    - ▶ Group member (if there are too many in the group for the roles above).

  ▶ You will have 8 minutes to conduct your meeting. The leaders and observers must be prepared to share their group's experience with the large group.

- *Debrief activity by instructing the leaders give their observations of the roles played during the meeting—effective and ineffective.*

  Ask:

  ? By assigning roles, were you able to get more done? Why?

  - *Elicit responses and briefly discuss.*

SUMMARIZE:

▶ Well run meetings require teamwork. By assigning roles, you are able to move through the meeting effectively and accomplish more. But, sometimes people don't show up to your meetings. Let's explore this now.
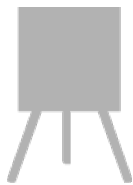
Discussion – Why People Don't Go

PURPOSE of Discussion

- *To discuss why people don't go to meetings.*

  Ask:

  ? Why don't people go to meetings?

  SAMPLE RESPONSES:

  - ❖ They don't have time.

  - ❖ They don't know about them.

  - ❖ They have not enjoyed your meetings in the past.

  - ❖ The meetings are disorganized and nothing seems to happen—so why bother going.

  - ❖ You are not talking about anything they want to hear.

  - ❖ They have no ownership and are not involved in the process.

  - ❖ You may have several members in the group from the same generation that do not value the need to have meetings.
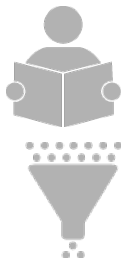
- *Refer participants to PG page 3.17: **Why Not Go?** for reference.*

SUMMARIE:

SUMMARIZE:

  ▶ In order to make sure people want to attend your meetings you need to:

  - ▶ Remember to assign the essential roles.

  - ▶ Conduct an evaluation of the process at the end of the meeting.

  - ▶ Collect the necessary pre-meeting data.

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Discussion – Review and Questions

PURPOSE of Discussion

- *To hold an informal discussion about any issues about making meetings work that participants still might have.*

- *To allow for sharing of ideas.*

> **Ask:**
>
> **?** **Can anyone tell me any ideas for planning and running meetings you will take with you from this topic today?**
>
> - *Elicit responses and discuss any ideas participants mention.*
>
> **Ask:**
>
> **?** **Are there any additional questions or comments about making meetings work?**
>
> - *Elicit responses and discuss any questions/comments participants may still have about making meetings work.*
>
> **Ask:**
>
> **?** **Does anyone have any additional tips about planning and running meetings they would like to share with the group?**
>
> - *Elicit responses and discuss any tips participants provide.*

SUMMARIZE:

▶ In child welfare, an effective meeting is your gateway to getting things done in a complicated web of people, tasks and policy.

▶ But you have to pick and choose what you hold meetings about and those meetings must meet the needs of everyone involved.

▶ Your ability to plan and conduct effective meetings and your awareness about when to hold back from holding meetings will trickle down, like so many things you do, and will impact your investigators or case managers' ability to run effective meetings with families and their support system.

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Transition

▶ Today we have continued to touch on skills that will build your confidence in and reputation as a clinical supervisor. Let's turn now to your culminating project proposals.

Materials
n/a

1 Hour

Presentation – Culminating Project—Project Proposals

▶ Yesterday, we began our conversation about your culminating projects and I asked you to start thinking of creative project ideas that would utilize information you are learning in this training and address a challenge you are currently facing.

▶ Today we are going to share our project proposals with the group.

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Activity – Project Proposals

INTRODUCE the Activity

▶ We are now going to present our project proposals.

▶ This is an excellent time for you to verbalize your ideas—so that you may continue to refine them.

▶ It is also an opportunity for you to receive feedback from the group in order for you to get the most out of your project.

▶ When providing feedback, please make it constructive and succinct. We have a lot of projects to get through. If you have a lengthy suggestion, talk to each other after class or share contact information.

▶ Remember too, that this class allows for shared risk. We are trying to push one another to help each other grow.

PURPOSE of Activity

▪ *To allow participants the opportunity to share their ideas.*

▪ *To allow participants to receive feedback from the trainer and other participants.*

DIRECTIONS for Activity

- *Refer participants to Day Two of the Participant's Guide: **Culminating Project Worksheet Proposal.***

- *Ask each participant to describe their project using the information found in the project proposal. Give each participant 5 minutes to complete this description.*

- *Ask the rest of the group for feedback and provide feedback yourself.*

SUMMARIZE:

▶ We have heard some very compelling projects today. I, for one, am very excited to see how they turn out. Remember that once you put a project in motion, the results might surprise you—and a project "failure" is as much a learning experience for you as one that succeeds.

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Homework – Project Planning

- *Refer participants to Day Two of the Participant's Guide: **Culminating Project Worksheet, Proposal, Rubric and Examples.***

DIRECTIONS for Homework

- *Ask participants to set their projects in motion when they return to their offices. They will be asked to give a status update on Day 5 of training.*

- *Instruct participants to keep the rubric in mind when designing and implementing their project.*

Ask:

? Are there any questions?

- *Elicit questions and answer.*

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Transition

▶ Let us wrap the day up now.

Wrap-Up

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?

Homework – Case Summary and Presentation

- *Refer participants to Day Six of the Participant's Guide (6.18): **Case Summary and Presentation.***

DIRECTIONS for Homework

- *Instruct participants to come prepared for Day Six Team Discussions topic by completing a case summary and presentation on a challenging case.*

- *Instruct participants to refrain from using confidential details.*

Summarize

SLIDE 3.36

PowerPoint Slide: Thank you for participating.

End of Day One

Thank you for participating today.

Supervising for Excellence

- ▶ We have learned a great deal today about how to become a more effective clinical supervisor through the use of listening skills, use of power, time management and effective meeting planning. We have also been able to spend some time presenting our culminating project proposals.

- ▶ During our next session, we will begin Part Two: Building a Highly Functional Team.

- ▶ 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.*