

Day Five

Part Two: Building a Highly Functional Team



TOPICS

Setting Expectations

Providing Feedback

Rewards, Recognition, Retention

Culminating Project Progress Reports

• • • • • Day Five • • • • •

Part Two: Building a Highly Functional Team

Section	Time	Materials	Activities
Day 5 Introduction	15 minutes	<ul style="list-style-type: none"> ▪ PPT 5.1–5.2 ▪ 30 pieces crumpled paper 	<ul style="list-style-type: none"> ▪ Nope, Try Again!
Setting Expectations	2 Hours	<ul style="list-style-type: none"> ▪ PPT 5.3-5.5 ▪ Flipchart ▪ Markers 	<ul style="list-style-type: none"> ▪ Have I Made it Clear? ▪ Setting Family-Centered Expectations
Providing Feedback	1 Hour 30 Minutes	<ul style="list-style-type: none"> ▪ PPT 5.6-5.12 ▪ Flipchart ▪ Markers 	<ul style="list-style-type: none"> ▪ No More “My Way or the Highway” ▪ Recognizing Effective Feedback ▪ Planning for Feedback
Rewards, Recognition, Retention	2 Hours	<ul style="list-style-type: none"> ▪ PPT 5.13-5.15 ▪ Flipchart ▪ Markers 	<ul style="list-style-type: none"> ▪ How Do You Like to be Recognized? ▪ Everyone Likes Praise ▪ The Supervisor as Retention Specialist
Culminating Project— Progress Report	1 hour		<ul style="list-style-type: none"> ▪ Progress Reports
Wrap-up	15 minutes	<ul style="list-style-type: none"> ▪ PPT 4.16 ▪ Evaluations 	<ul style="list-style-type: none"> ▪ Complete Evaluations

Day Five Introduction

Materials
PPT 5.1–5.2
30 pieces
crumpled paper



15 Minutes

Presentation – Welcome Back

- ▶ Welcome back to training. I hope you are well rested from our exciting and full day of training yesterday and are ready to start on day five.
- ▶ Before we begin today, let's do a brief activity.



Activity – Nope, Try Again!

INTRODUCE the Activity

- ▶ This brief activity is going to explore the power of effective feedback.

PURPOSE of Activity

- *Get ready for the day of training.*
- *Provide participants with a framework of why setting clear expectations and feedback is important.*

DIRECTIONS for Activity

- **Recruit** a volunteer.
- **Position** the volunteer facing the audience and place an empty cardboard box (or garbage can) behind them, but not directly behind them.
- **Have** 30 pieces of crumpled paper within arms reach of volunteer.

Say:

- ▶ I want you to throw this paper in the box/can without turning around. This is very important for your job and if you cannot do it, we are going to have to take a serious look at your future here.

Say things like:

- ▶ “Nope, you didn’t make it.
- ▶ “Great try.”
- ▶ “That was really bad.”
- ▶ “You stink at this.”

- *Do this a few times. Then,*

Say:

- ▶ Let’s try it again.

- *This time give specific instructions.*

Say:

- ▶ “A little more to the right.”
- ▶ “Slow it down.”

- **When** that person has gotten a piece into the box/can successfully, ask him/her to have a seat.

Ask:

? **What were your feelings during my first set of instructions? To the Praise? To the Criticism?**

- *Elicit response such as **happy but still confused, frustrated, scared or angry** and discuss.*

Ask:

? **What were your feelings during my second set of instructions**

- *Elicit response such as **confident or supported** and discuss.*



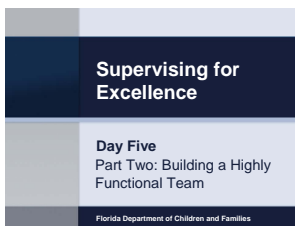
MAIN IDEA: Choose your words carefully

Feedback does not equal praise or criticism

- ▶ As supervisor's we are in a unique position to **inspire** our investigators and case managers to do great work. However, the reverse is true too. Well chosen words can motivate, offer hope, create vision, impact thinking and alter results. Poorly chosen words can kill enthusiasm, impact self-esteem, lower expectations and hold people back.
- ▶ But, while there is definitely a place for **praise** in the workplace, effective feedback is not praise *or* criticism—it is a thoughtful use of words that provide clear guidance and is applied to clearly set expectations.

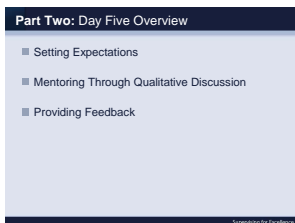


PowerPoint Presentation—Day Five Overview (SLIDES 5.1–5.2)



SLIDE 5.1

PowerPoint Title Slide: *Supervising for Excellence (Day 5)*



SLIDE 5.2

PowerPoint Slide: Part One—Day Five Overview

Today we are going to cover some of the performance management aspects of your job. These include:

- ▶ **Setting Expectations** during which we will
 - ▶ Determine the importance of setting clear expectations for our investigators and case managers,
 - ▶ Gain practice in writing clear expectations and
 - ▶ Rethink frontline practice by setting **Family-Centered** expectations.
- ▶ **Giving Feedback** during which we will
 - ▶ Determine the importance of giving constructive feedback,
 - ▶ identify the qualities of constructive feedback,

- ▶ Identify the conditions under which feedback should be offered and
- ▶ Gain practice preparing for a feedback session.
- ▶ **Reward, Recognition and Retention** during which we will
 - ▶ Explore effective methods of reward and recognition.
 - ▶ Create a plan to successfully reward and recognize your staff in order to help build retention,
 - ▶ Identify ways in which using reward, recognition and retention techniques can impact positive outcomes for families.
- ▶ It is important to note that while **monitoring** and **developing** are also part of the performance management process, we will not be covering those today in-depth.
 - ▶ We will touch on **monitoring** during the *Providing Feedback* section.
 - ▶ **Developing** your employees (which includes coaching, mentoring, training) is a **critical aspect** of your job. We talked about some of the techniques and strategies to use in motivating and developing a team of unique individuals yesterday—and we will continue this topic in-depth tomorrow during our topics on **case discussion**.
 - ▶ Today's topics are key to **setting the stage** for quality development of employees.
- ▶ We will end the day with progress reports on your Culminating Projects. I, for one, am really looking forward to seeing the exciting things you are doing in your units.



Transition

- ▶ Often, one of the most satisfying aspects of supervision is **helping case managers or investigators grow and develop** on the job. Because of the daily interaction you have with your staff, you can **dramatically affect** their learning and development.
- ▶ In addition, supervisors **set the standard for excellence** in their units. Your own **emphasis on quality and results** influences the level of staff performance. Today we are going to cover how you can have a positive impact on staff development and performance through **setting clear expectations**, providing **constructive feedback**, offering **rewards** and **recognition** and maintaining **retention**.

Setting Expectations

Materials

PPT 5.3- 5.5

Flipchart Paper

Markers



2 Hours

Presentation – Setting Expectations

- ▶ Tomorrow, the bulk of our day will be spent on **mentoring** through the use of **qualitative discussion**. This is an effective method of coaching, mentoring and providing guidance and productive feedback on cases. Quality practice requires **independent** and **critical thinkers**, so it is beneficial to you, your staff, and your families to **rethink how you spend your time**. More of your time as a supervisor should be spent **mentoring** *instead of directing* and **modeling proper discussion techniques** *instead of monitoring compliance*.
- ▶ With that said, investigators and case managers do have very specific and important **requirements** that must be met. So, sometimes just getting to the point with an explicit directive — a **“Do this” statement** — or a compliance-focused **“Have you done this?” question** — is perfectly appropriate.
- ▶ Sometimes, setting expectations is an example of where you might simply say, “Do this,” because it is an important aspect of your job to write, communicate and model **clearly defined expectations for performance**.
- ▶ However, you may **utilize qualitative discussion techniques** for both your initial meetings to define expectations with your case managers/investigator and your follow-up meetings to provide feedback. Allowing your employees **ownership** of the expectation and feedback process is a key to its success.
- ▶ Setting expectations also allows us to rethink frontline practice in order to effectively move from traditional to **Family Centered Practice**.
- ▶ In addition to expectations for performance, you will also want to set expectations that help **define your working relationship with your employees** as well as expectations for **office protocol**—in other words, how **you** run things.
- ▶ Let’s begin by talking about why it is important to set expectations.



Discussion – Why Set Expectations

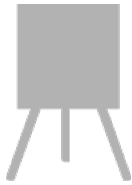
PURPOSE of Discussion:

- *To identify reasons for setting expectations for case managers and investigators.*

Ask:

- ? **What happens when you do not set and communicate clear expectations for your case managers/investigators?**

SAMPLE RESPONSES (list on flipchart):

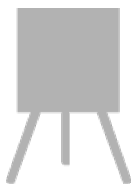


- ❖ Goals are not met.
- ❖ Effort is waste due to a lack of priorities.
- ❖ Time is wasted with unnecessary work.
- ❖ Quality of work does not meet standards for performance.
- ❖ Morale is low.
- ❖ Motivation is low.
- ❖ Performance is inconsistent.
- ❖ Case managers/investigators do not have a good understanding of their role in the Department or your unit.

Ask:

- ? **Have you ever been in a job where there were no clear expectations set for you? How did this make you feel?**

SAMPLE RESPONSES (list on flipchart):

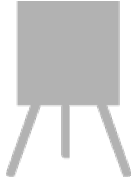


- ❖ Like my supervisor made the rules up as he/she went.
- ❖ Uneasy—did not know if I was doing the right thing at any given moment.
- ❖ Resentful—felt an inconsistency in treatment of myself and co-workers.
- ❖ Worried—when performance appraisals came around because I wasn't sure how I was going to be measured.

Ask:

- ? **Have you ever worked for a supervisor who set and communicated expectations very clearly? How did this make you feel?**

SAMPLE RESPONSES (list on flipchart):

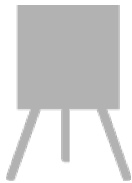


- ❖ Calm—I knew what was expected of me.
- ❖ Confident—I knew how to get there.
- ❖ Valued—I knew that the responsibilities of my job were an important part of the system.

Ask:

- ? **What specific things did the supervisor do when setting expectations?**

SAMPLE RESPONSES (list on flipchart):



- ❖ Sat down with me and talk through the expectations.
- ❖ Explained how those expectations would be measured and included in my performance appraisal.
- ❖ Involved me in the process.
- ❖ Made it a flexible, on-going process...not just a once-a-year event.
- ❖ Tailored the expectations to my needs.



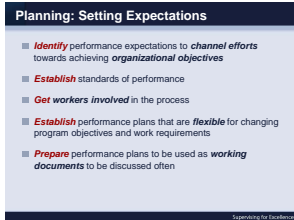
Meet goals
Build morale
and confidence
Improve the
quality of work

MAIN POINT: A Critical Supervisory Skill

- ▶ So, one of your critical supervisory skills is being able to establish and communicate clear expectations to your case managers/investigators in order to:
 - ▶ **Meet goals.**
 - ▶ **Build morale and confidence.**
 - ▶ **Improve the quality** of work.
- ▶ During the remainder of this section, we are going to identify and practice how to set clear expectations.



PowerPoint Presentation – Setting Expectations (SLIDES 5.3-5.5)



SLIDE 5.3

PowerPoint Slide: Setting Expectations

- ▶ In an effective organization, work is **planned out in advance**.
- ▶ Planning means **setting performance expectations** and goals for groups and individuals to channel their efforts toward achieving organizational objectives.
- ▶ Through performance planning, **staff are held accountable** as individuals for work assignments or responsibilities.
- ▶ Getting **case managers/investigators involved in the planning process** will help them understand the goals of the organization, what needs to be done, why it needs to be done, and how well it should be done.
- ▶ Performance plans should be **flexible** so that they can be adjusted for changing program objectives and work requirements.
- ▶ When used effectively, these plans can be beneficial **working documents** that are discussed often, and not merely paperwork that is filed in a drawer and seen only when ratings of record are required.



SLIDE 5.4

PowerPoint Slide: Performance Planning Requirements

- ▶ Performance planning sessions are not just a good idea they are also a **requirement of your job as a supervisor**. You are required to do one upon an employee's appointment or at the beginning of each evaluation period.
- ▶ During these sessions you are required to **identify the performance expectations** by which an employee shall be evaluated. This includes a **review of the performance expectations** and **rating scale**. You must also provide an opportunity for **employee feedback** regarding what is expected in the position.
- ▶ The performance plan **must be signed** by the rater and the employee, indicating that the performance expectations have been discussed. And a **copy** of the signed performance plan must be made available to the employee.



- Measurable
- Achievable
- Understandable
- Verifiable
- Equitable

SLIDE 5.5

PowerPoint Slide: Setting Performance Standards

- ▶ Performance standards are **goals, duties** and/or job-specific **competencies**.
- ▶ Performance expectations and standards should be:
 - ▶ Measurable
 - ▶ Achievable
 - ▶ Understandable
 - ▶ Verifiable
 - ▶ Equitable
- ▶ Performance standards should ask the questions:
 - ▶ **What** should be done?
 - ▶ **When** should it be done?
 - ▶ **How** should it be done?



Activity – Have I Made it Clear?

INTRODUCE the Activity

- ▶ Let's get some practice with writing clear performance expectations and standards.

PURPOSE of Activity:

- *To allow participants the opportunity to write clear performance expectations and standards.*

DIRECTIONS for Activity:

- **Instruct** participants to work in table groups.
- **Give** each group markers, flipchart paper. Ask them to write one of the following performance expectation on the top of their paper:

Say

- ▶ "Treat the children and family with respect and empathy" OR
- ▶ "Conduct a safety assessment."
- ▶ Please consider this statement and use your paper to answer the following questions:

Ask:

- ? **Is this expectation measurable, understandable, verifiable, equitable and achievable?**
- ? **Does it ask the questions: What should be done? When should it be done? How should it be done?**
- ? **How can you improve this expectation so that it is clearly written?** *Hint: participants may want to use the family-centered practice model to help break this down.*

- **Instruct** each group to present their newly written expectation(s) to the group.
- **Review** each expectation to see if it is measurable, understandable, verifiable, equitable and achievable.
- **Remind** participants about Developmental Levels

Say:

- ▶ **D1 employees** are often new to the agency. They require a high level of direction from the supervisor – S1.
- ▶ **D2 employees** have a level of job competence but might not feel fully competent, or might be experiencing boredom on the job. D2 employees require Coaching from the supervisor – S2.
- ▶ **D3 employees** are experienced and capable, but may lack the confidence to go it alone, or the motivation to do it well or quickly. The supervisor needs to be in a supporting role – S3.
- ▶ **D4 employees** are both capable and motivated. The supervisor can use their skills by delegating tasks to them – S4.

Ask:

- ? **How can we adapt performance expectations to meet individual staff member's development level?**



SUMMARIZE

- ▶ While “Treat the children and family with respect and empathy” is an admirable goal that we want all of our case manager/investigators to strive to achieve, it is simply not a performance expectation because it is not easily measurable or verifiable. The same is true for "Conduct safety assessment."
- ▶ You do not want your case managers/investigators to scramble to figure out what you mean...they do not have the time for this. If you broke this down to include smaller, more achievable expectations, you will help achieve greater results.
- ▶ You should also modify the expectation, if possible, to meet the needs of the developmental levels of your staff members.



Activity – Setting Family-Centered Expectations

INTRODUCE the Activity

- ▶ One of your critical jobs is to rethink frontline practice, local conditions and results in order to implement the values and principles **family-centered practice** and
- ▶ To assist staff to implement these practices with the children and families they serve.
- ▶ Setting, communicating and modeling family centered expectations for your staff is a key step to making this happen.

PURPOSE of Activity:

- *To allow participants to formulated performance expectations based on Family Centered Practice.*

DIRECTIONS for Activity:

- *Refer participants to 1.5: **Comparison of Traditional and Family-Centered Child Welfare Practices.***



- **Instruct** participants to work in table groups (or, if possible, divide up so that each group gets a single topic).
- **Give** each group markers, flipchart paper.
- **Assign** each of the groups one or two of the following topics:
 - *Safety*
 - *Engagement*
 - *Assessment*
 - *Safety Planning*
 - *Out-of-Home Placement*
 - *Implementation of Service Plan*
 - *Permanency Planning*
 - *Reevaluation of Service Plan*

From Participant's Guide

Comparison Of Traditional And Family-Centered Child Welfare Practices

Traditional Child-Welfare	Family-centered Child Welfare
Safety	
Safety is the first concern	Safety is the first concern
Engagement	
Efforts focus on getting the facts and gathering information, and not in the building of the relationships.	Families are engaged in ways relevant to the situation and sensitive to the values of their culture.
Assessment	
The assessment focuses on the facts related to the reported abuse and neglect; the primary goal is to determine immediate safety risks and emerging dangers, as well as to identify the psychopathology of the "perpetrator".	The assessment protocols look at families' capabilities, strengths, and resources throughout the life of the case and are continuously assessed and discussed. Awareness of strengths supports the development of strategies built on competencies, assets, and resources.

Safety Planning

The plan is developed by Child Protective Services, courts, or lawyers without input from the family or from those that know the child.

Families are involved in designing a safety plan based on information and support of worker/team members.

Out-of-Home Placement

Biological, adoptive, and foster families have little contact with one another.

Partnerships are built between families and foster/adoptive families, or other placement providers. Respectful, non-judgmental, and non-blaming approaches are encouraged.

Implementation of Service Plan

Implementation most often consists of determining whether the family has complied with the case plan, rather than providing services and supports or coordinating with informal and formal resources.

Case Managers/Investigators ensure that families have reasonable access to a flexible, affordable, individualized array of services and resources so that they can maintain themselves as a family.

Permanency Planning

Alternative permanency plans are introduced only after efforts at parental rehabilitation are unsuccessful.

Families, child welfare staff, community members, and service providers work together in developing alternate forms of permanency.

Reevaluation of Service Plan

Few efforts are dedicated to determining the progress of the family in reaching the plan's outcomes. Re-evaluation results are not shared with the families.

Information from the family, children, support teams, and service providers is continuously shared with the service system to ensure that intervention strategies can be modified as needed to support positive outcomes.

- **Ask** each group to write performance expectations that meet the criteria for clearly written expectations and are family-centered in approach. Participants should break the statement down so that staff will clearly understand the expectations within the context of family-centered practice.
- **Instruct** each group to present their newly written expectation(s) to the group.
- **Review** each expectation to see if it is measurable, understandable, verifiable, equitable and achievable.



SUMMARIZE

- ▶ Just as you need to make performance expectations clear, equitable and employee-specific, you must also write, communicate and model them to meet Department goals, which includes **Family-Centered** practice.



Discussion – More Expectations

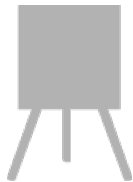
PURPOSE of Discussion:

- *To identify additional expectations to cover with staff members.*

Ask:

- ? **In addition to performance expectations, what other expectations should you cover with your staff?**

SAMPLE RESPONSES (list on flipchart):



- ❖ The outcomes and goals of Family Safety.
- ❖ The Department's **mission, vision, and values** which provide a framework for practice by providing purpose, direction, and guiding principles.
- ❖ Expectations for your **working relationship** including :
 - ❖ **What to expect** in supervision,
 - ❖ **Details** of supervision (when, how often, how much time),
 - ❖ **What to bring** to supervision and
 - ❖ How you will **discuss strengths and needs** in supervision.
- ❖ Expectations for **office protocol** including:
 - ❖ Meeting times
 - ❖ dress code



Transition

- ▶ Setting clear expectations helps your staff members feel more **comfortable** and **confident**, gives them a **greater understanding of their role** within the Department and builds a stronger relationship with you, their supervisor.
- ▶ During the next topic, we will explore how to provide effective feedback based on these expectations.

Providing Feedback

Materials

PPT 5.6-5.11



1 Hour
30 Minutes

Presentation – Providing Feedback

- ▶ During your qualitative discussions with your case managers/investigators, you will be providing in-depth, case-specific feedback that will help them develop into highly skilled investigators and case managers.
- ▶ You also have the critical role of evaluating and providing feedback on staffs overall performance.
- ▶ Feedback is the principle means of maintaining good performance and improving unsatisfactory staff performance.
- ▶ It confirms desired results, identifies gaps between what the staff are doing and what supervisors expect, and provides information about how to improve results.
- ▶ Without effective feedback, staff is left to wonder about how supervisors view them and their performance.
- ▶ Let's first talk a moment about what lies between expectations and feedback.



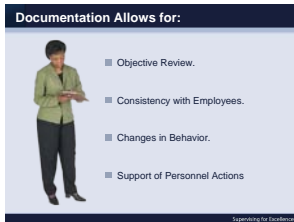
PowerPoint Presentation – Between Expectations and Feedback (SLIDES 5.6-5.8)

SLIDE 5.6

PowerPoint Title Slide: Between Expectations and Feedback

- ▶ Lies **monitoring and developing**. Let's take a closer look at monitoring – developing will be discussed more thoroughly tomorrow during the topics of case discussion.
- ▶ Monitoring provides an opportunity to:
 - ▶ Check how well employees are meeting predetermined expectations.
 - ▶ Make changes to unrealistic or problematic expectations.
 - ▶ Identify and address unacceptable performance at any time during the appraisal period.
 - ▶ Identify and support outstanding performance at any time during the appraisal period.

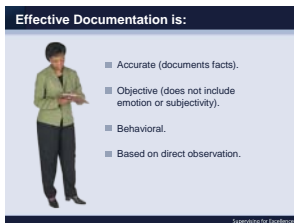




SLIDE 5.7

PowerPoint Title Slide: Documentation Allows for:

- ▶ Let's talk a moment about documentation. Documentation allows for:
 - ▶ **Objective Review** – documentation permits an objective review of the supervisor's action or recommendations. Remember, without documentation, all conclusions could be viewed as subjective.
 - ▶ **Consistency with Employees** – documentation compels supervisors to be consistent in handling performance issues and treating employees consistently.
 - ▶ **Changes in Behavior** – Employees are much more likely to respond appropriately to properly written documentation because it focuses on job related issues, not personality or emotion.
 - ▶ **Support of Personnel Actions** – documentation increases credibility in court or arbitration cases that the department has counseled, trained and disciplined the employee as appropriate.



SLIDE 5.8

PowerPoint Title Slide: Effective Documentation is:

- ▶ **Accurate** (documents facts) – Facts are the “what, when, where, who, and how” of a situation. Facts do not include opinion, emotion, assumptions, or suppositions. Describe what the employee did or did not do.
- ▶ **Objective** – Does not include emotion or subjectivity.
- ▶ **Behavioral** – Employees change behavior should be based on an understanding of facts, not on a manager's subjective reaction.
- ▶ Based on direct observation.



Activity – No More “My Way or the Highway”

PURPOSE of Activity

- *To allow participants to identify poorly delivered feedback and the consequences that might come from it.*
- *To discuss alternatives to this kind of interaction between a supervisor and a case manager/investigator.*

INTRODUCE the Activity

- ▶ Now let's do a role play on providing feedback.
- ▶ While this role play is being presented, I want you to think about how the interaction would make you feel if you were the supervisor and how it might make you feel if you were the case manager or investigator.

DIRECTIONS for Activity

- **Recruit** supervisor and case manager/investigator.
- **Give** each a copy of the “No More My Way or the Highway” script found in the appendix. Instruct the volunteers to read through their scripts and present the scene in front of the class.

Ask the Case Manager/Investigator:

- ? **How can you describe and interpret the messages the supervisor sent?**

SAMPLE RESPONSES:

- ❖ I did not meet the supervisor's personal expectations.
- ❖ The supervisor makes up the rules as he/she goes along.
- ❖ The supervisor only enforces the rules when convenient.
- ❖ The supervisor communicated an unsupportive attitude of, “I'm the boss. It's my way or the highway.”
- ❖ Individual initiative is not acceptable.
- ❖ This is wrong. You figure out how to fix it.

Ask the Supervisor:

- ? **What message was intended for the case manager/investigator?**

SAMPLE RESPONSE:

- ❖ The intent was to communicate that the home study was not done correctly and to show how it should have been done.

Engage the Audience:

- ? **How would you have felt in the role of the case manager or investigator? Of the supervisor?**

SAMPLE RESPONSES:

- ❖ Case manager/Investigator - confused, angry, threatened; invalidated
- ❖ Supervisor - frustrated, angry, disappointed

Engage the Audience:

- ? **Could this type of dialogue really happen in a unit?**
- ? **Has anyone experienced this type of feedback?**
- ? **Can you share an example of what happened?**
- ? **What could the supervisor have done differently?**

SAMPLE RESPONSES:

- ❖ Communicated more objectively and behaviorally.
- ❖ Given an example to the case manager/investigator of the format that the supervisor expected.

Engage the Audience:

- ? **What were the consequences of the supervisor's inability to provide feedback in the role play?**

SAMPLE RESPONSES:

- ❖ Misunderstandings.
- ❖ Bad feelings.
- ❖ Low job satisfaction.
- ❖ Poor performance in the future because the supervisor still did not adequately clarify the job or task expectation(s) through feedback.

Engage the Audience:

- ? **Do you think the case managers/investigators mistake could have been avoided in the first place? If so, how?**

SAMPLE RESPONSES:

- ❖ Yes. The case manager/investigator's mistake might have been avoided if the supervisor had clearly communicated expectations, any information needed to fulfill the job/task expectations, and monitored the case manager/investigator's performance before providing feedback.



SUMMARIZE

- ▶ The case manager/investigator understood what the home study should contain, but did not understand how to present the information.
- ▶ On the other hand, the supervisor assumed that the case manager/investigator would understand the expectation simply because everyone else in the unit complied.
- ▶ The supervisor probably believed that he (she) gave good feedback.
- ▶ Effective feedback helps to avoid misunderstandings and contributes to a high level of job performance and job satisfaction.
- ▶ Effective feedback should be tied to performance expectations that are already clearly defined for the case manager/investigator.

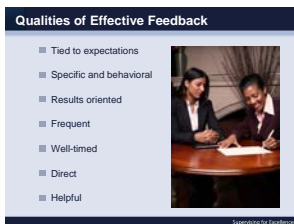


MAIN POINT: A Critical Supervisory Skill

- ▶ So, one of your critical supervisory skills is being able to provide effective feedback to staff in order to
 - ▶ **Meet goals**
 - ▶ **Avoid misunderstandings**
 - ▶ **Build trust and job satisfaction**
 - ▶ **Improve the quality** of work.
- ▶ During the remainder of this section, we are going to identify and practice how to provide effective feedback.



PowerPoint Presentation – Effective Feedback (SLIDE 5.9)



SLIDE 5.9

PowerPoint Title Slide: Qualities of Effective Feedback

- ▶ Feedback is only effective when it is related to an **expectation** already discussed or communicated. Supervisors cannot hold staff accountable for what has not been communicated.
- ▶ Feedback is behavioral when the sender isolates the practice or behaviors to be maintained or changed. A **behavior** is both **observable** and **measurable**.
- ▶ To give effective feedback, a supervisor must identify what will happen when the **desired behavior** is achieved. This quality of feedback focuses on the end product or result. Tangible examples can help employees better understand the expected results.
- ▶ Effective feedback must recur **often enough** to reinforce positive performance and change negative performance for each individual.
 - ▶ Supervisors must be comfortable providing positive and negative feedback. They must **look for opportunities** to praise staff and regularly monitor staff performance to provide timely feedback before negative performance becomes a pattern with the case manager/investigator.

- ▶ The standard rule of thumb is to provide **five positives to every negative** bit of feedback. The reason for this is that positive is more effective than negative feedback in maintaining or changing performance. Also, positive feedback **helps to establish trust and rapport** if it is genuine.
- ▶ **Well-timed** feedback refers to timing the delivery of the feedback to the emotional readiness of both the person receiving the feedback and the sender.
 - ▶ The immediacy of the feedback must be balanced with the emotional readiness of the receiver and sender.
 - ▶ Giving feedback when you or the case manager/investigator is angry, upset, or unusually stressed may distort the feedback significantly.
- ▶ **Direct** feedback means that the information is not clouded by false praise. The supervisor giving it **does not try to get the staff member to identify the problem** him- or herself, in order to avoid taking responsibility for giving the feedback.
- ▶ **Helpful** feedback occurs when the receiver perceives the motive of the giver to be genuinely supportive. When the staff member believes that the **supervisor wants to help him** or her modify job performance, he or she is much more receptive to feedback.
- ▶ **Clear feedback** is feedback that is understood.
- ▶ To ensure clear communication:
 - ▶ Restate what you have said in other words
 - ▶ **Check the case manager/investigator's understanding** and interpretation of the message



Activity – Recognizing Effective Feedback

INTRODUCE the Activity

- ▶ Let's do an activity that will help us identify the difference between constructive feedback and praise or criticism.

PURPOSE of Activity

- *Allow participants to practice distinguishing between constructive feedback and praise or criticism.*



DIRECTIONS for Activity

- **Refer participants to 5.4: Recognizing Effective Feedback.**

- **Allow 2-3 minutes for participants to individually circle the letter reflecting their belief that the statement is either constructive feedback or praise/criticism.**

- **Review each question as a group.**

Constructive Feedback

- ▶ You did a great job with that case plan. Your recommended goals were right on target based upon the Alexander family's strengths and needs.

Praise/Criticism

- ▶ Fantastic job on the smith case. Really good work!

Praise/Criticism

- ▶ Way to go, Dan. Awesome job this week!

Constructive Feedback

- ▶ My concerns about the work you did with the Wheeler family are that I didn't see that you contacted the therapist or the treatment facility for Sam to coordinate all of your work with the family.

Praise/Criticism

- ▶ You really dropped the ball with Sam Wheeler. I hope you'll do better next time.

Praise/Criticism

- ▶ What's going on with the Alexander case? I was really disappointed with your J. R.

Praise/Criticism

- ▶ Now don't take this personally. I don't think you have a clue how to proceed with the Jones family.

Constructive Feedback

- ▶ Great job with the staffing at the Family Resource Center. The way you facilitated that staffing was remarkable. You asked for ideas from everyone, and then came to a joint decision.

Praise/Criticism

- ▶ You're a really great case manager/investigator and I appreciate all your hard work.

- ▶ I'm concerned about how you're managing your time with the families in your caseload. For example, you have said that you really relate well to the Lewis family and you've scheduled three home visits with them in the last month. You've said in staffings that you are very frustrated with the Preston family and don't think they'll change, and you've only seen them once in the past month.



SUMMARIZE

Ask:

- ? **What are the commonalities among the statements we identified as Praise/Criticism?**

SAMPLE RESPONSES:

- ❖ Praise and Criticism are personal judgments.
- ❖ They offer no content, no specifics, nothing to build from.

Ask:

- ? **What are the commonalities among the statements we identified as Constructive Feedback?**

SAMPLE RESPONSES:

- ❖ They offer specifics as to what was done correctly or incorrectly.
- ❖ They are based on performance expectations.



Discussion – Conditions for Feedback

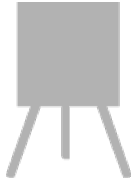
PURPOSE of Discussion:

- *To brainstorm the proper atmosphere to set when giving feedback.*
- *To brainstorm conditions that must be met for feedback to be well-received by staff.*

Ask:

- ? **If a staff member is going to truly hear what you are saying when giving feedback, what conditions have to be met in order for this to happen?**

SAMPLE RESPONSES (list on flipchart):



- ❖ Staff member must feel safe to discuss performance problems.
- ❖ Staff member needs to believe that you know what you are talking about.



PowerPoint Presentation – Conditions for Feedback and Planning for Effective Feedback (SLIDE 5.10-5.12)

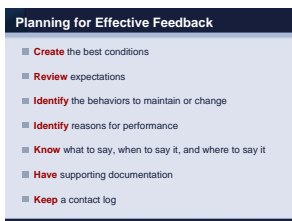


SLIDE 5.10

PowerPoint Title Slide: Conditions for Feedback

- ▶ You must set an **open environment**.
 - ▶ In an open climate, everyone **feels free to exchange information** and knows that the supervisor will always strive to resolve issues that are voiced, not punish staff for open communication.
 - ▶ To create an open climate, a supervisor must **encourage the sharing of information** between him or herself and staff members, and among staff. The standard culture should be for win-win resolutions to problems.
 - ▶ Feedback is more likely to be accepted by staff in an open atmosphere where **sharing ideas, problems, and concerns are viewed as normal**. Case Managers/Investigators will feel safe receiving and giving feedback in an open climate.
 - ▶ The more closed the climate, the more feedback will be perceived as unusual and, therefore, manipulative.
- ▶ You must establish your **trustworthiness**.

- ▶ In good working conditions, a supervisor will **create trust in his or her case managers/investigators**. Staff will be confident that the supervisor's motives are to:
 - ▶ **Assist** and **empower** staff members.
 - ▶ **Enhance** or **support** staff members' performance.
- ▶ If a supervisor is trustworthy, his case managers/investigators will view him as **a person who acts consistently** (i.e., "what you see is what you get"; he will do what he says he is going to do). The case managers/investigators will trust the supervisor's motives when he takes action or makes decisions and will not feel there are hidden agendas.
- ▶ When feedback is given within a trusting relationship, staff members are **more likely to accept criticism** because they will not question the supervisor's motives.
- ▶ When trust is low, staff members will resist the supervisor's feedback.
- ▶ You must establish your **credibility**.
 - ▶ Credibility is a condition created by a supervisor that demonstrates **ability, knowledge, and skill** by making **good decisions**.
 - ▶ A credible supervisor's staff believes what s/he says. They will believe that he knows what he is talking about because they have seen him act competently, resolve issues successfully, and make good decisions.
 - ▶ When case managers/investigators value and respect the supervisor's decisions and actions, they are more likely to believe that feedback is valid—whether it is praise or constructive criticism.
 - ▶ However, if they do not see you as credible, your feedback is likely to be discounted.



SLIDE 5.11

PowerPoint Title Slide: Planning for Effective Feedback

- ▶ Planning for feedback helps to **bring the right qualities and conditions together** for effective feedback. It also helps the supervisor identify the right opportunities to guide and reinforce counselors' casework behaviors.

- ▶ **Conditions** - Plan and implement on an ongoing basis to create the best conditions for feedback. Create the best environment possible within the work unit by selecting an office or location that is private.

- ▶ **Expectations** - Review what has been communicated to the employee and how well he or she has performed, the performance history, and noted trends.

- ▶ **Behaviors** to be maintained or changed - Identify by asking:
 - ? What behaviors demonstrate the case manager/investigator's strengths?

 - ? What behaviors need to be changed?

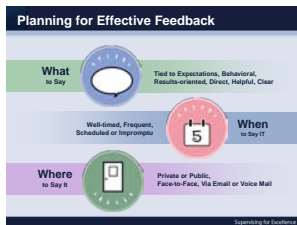
- ▶ **Reasons** for poor performance - Identify by asking:
 - ? Are the original expectations **realistic**? If not, what needs to be modified to help the case manager/investigator achieve them?

 - ? Does the case manager/investigator need one of the following?
 - ▶ More training.
 - ▶ More coaching.
 - ▶ Change in working conditions.
 - ▶ Additional tools or performance support.
 - ▶ Different incentives.
 - ▶ More frequent feedback.

- ▶ Obtain or prepare any **supporting documentation** necessary to support your feedback.

- ▶ **Contact log** - Record the date and content of the feedback, the staff member's response and any additional issues discussed, actions taken and responsible personnel (i.e., case manager/investigator, and supervisor); add to the log later as necessary.

- ▶ We are not referencing formal Disciplinary Action – just feedback.



SLIDE 5.12

PowerPoint Title Slide: Planning for Effective Feedback

- ▶ **The 3 W's - What to say, when to say it, and where to say it.** Write out feedback points, if necessary, and schedule the meeting with the case manager or investigator.
 - ▶ **What to Say:** Use the qualities of effective feedback.
 - ▶ **When to Say It:** Effective feedback is well-timed. It is given at a time when the receiver is able to respond openly to the feedback, and it is given in a reasonable time frame following the performance. Effective feedback is giving frequently. Don't wait until performance appraisals for feedback opportunities. Feedback can be scheduled or impromptu.
 - ▶ **Where to Say It:** Negative feedback is best reserved for private, not public, interactions. Public positive feedback is an opportunity for motivation. Depending on the level of feedback you are giving, you may provide face-to-face feedback, or via email or voicemail.



Activity – Planning for Feedback

INTRODUCE the Activity

- ▶ Let's do an activity that will help us plan for using effective feedback with a staff member.

PURPOSE of Activity

- *Allow participants to plan for utilizing strategies for effective feedback with a staff member.*

DIRECTIONS for Activity



- *Refer participants to PG pages 5.6-5.9: **Planning for Feedback.***
- *Ask each participant to select one case manager/investigator in his or her unit who requires or will soon require feedback.*

- **Stress** the point that, while positive feedback is equally important to negative feedback, in the interest of time we will be focusing on practicing effective negative feedback during this activity. If for some reason a participant cannot identify a supervisee who needs feedback, ask her/him to identify someone in another role (family member, friend, peer, etc.).
- **Instruct** participants to use the seven-step process to plan the feedback session for the selected feedback recipient.
- **Ask** participants to respect the privacy and confidentiality of the identified feedback recipient, omitting names and identifying information when they share.
- **Facilitate** a group discussion by asking a few participants to volunteer to share their plans. Ask the other participants to comment, make suggestions, or ask questions regarding the plans.
- **Refer** participants to PG pages 5.10-11: **Handout – Constructive Feedback: A Step-by-Step Guide**, PG page 5.12: **A Feedback Formula** and PG page 5.13 **Feedback Observation** for reference.



Transition

- ▶ Being able to give effective feedback is a critical skill for a supervisor to have.
- ▶ Create the right conditions, plan for feedback, and practice. Your staff will appreciate knowing what they do well and what needs to be improved upon.
- ▶ Additionally, as with all critical supervisory skills, you are **modeling** this behavior for your investigators and case managers. Much of their job depends of giving feedback to families. If they are able to provide constructive feedback in a way that allows for families to really hear them, they are going to make great strides towards quality practice and towards achieving positive outcomes.
- ▶ Let us move on to recognition, rewards and retention.

Recognition, Rewards and Retention

Materials

PPT 5.13-5.15

Prepared Flipchart:
“Increase Job
Satisfaction, Improve
Retention”



2 Hours

Recommended Reading

Presentation – Recognition, Rewards and Retention

- ▶ During this section we are going to explore effective methods of reward and recognition and create a plan to successfully reward and recognize your staff in order to help build retention.
- ▶ We are then going to discuss the implications implementing and effective recognition, rewards and retention program has for positive outcomes for families.

Love Em or Lose Em, by Beverly Kaye and Sharon Jordon-Evans

Contented Cows, by Bill Catlette and Richard Hadden.



Activity – How Do You Like to be Recognized?

INTRODUCE the Activity

- ▶ Let’s do an activity that will help us identify what kind of recognition motivates us personally.

PURPOSE of Activity

- *To allow participants to identify their own personal motivators: extrinsic or intrinsic.*

DIRECTIONS for Activity



- **Refer** participants to PG page 5.14: **How Do You Like to Be Recognized?**
- **Instruct** participants to complete survey individually.
- **Provide** the answers found below:

Answers

Extrinsic Rewards include:

- ▶ 1. To receive positive verbal feedback at a staff meeting.
- ▶ 3. To be asked to give a presentation on your work at a staff meeting or conference.
- ▶ 5. To be invited to a barbecue or dinner party at the home of your boss.
- ▶ 7. To have your picture and a story about your work appear in the community newspaper.
- ▶ 9. To be given the opportunity to speak about your work at an important professional conference.
- ▶ 11. To have your picture displayed in a prominent location, along with either letters of commendation or a description of your work, or both.
- ▶ 13. To receive verbal recognition for your work from a senior-level executive at a company forum attended by you and your colleagues.
- ▶ 15. A client or service provider sends a letter to your boss, praising your work.
- ▶ 17. To be presented with a T-shirt, hat, or mug with your name or other indication on it that makes it clear that it is recognition for your work.

Intrinsic Rewards include:

- ▶ 2. To be asked to take on a tough problem or a new challenge.
- ▶ 4. To receive positive, handwritten comments in the margin of a document you prepared.
- ▶ 6. To be given the opportunity to work flexible hours or work at home.
- ▶ 8. To be asked for your opinion on a difficult organizational problem or a new opportunity.
- ▶ 10. To be offered the opportunity to learn a new system or operate some new equipment, or in other ways increase your skills and knowledge.
- ▶ 12. To be asked to help a colleague get started with a project or solve a particularly difficult problem.

- ▶ 14. A solution that you recommended is being implemented throughout the organization.
 - ▶ 16. When you ask for help, your boss offers to pick up some of the load directly, share his/her expertise, or obtain outside assistance.
 - ▶ 18. To be empowered to make decisions, or to be able to act in other ways that increase control over your work.
- **Conduct** a large group discussion regarding recognition. Stress the fact that everyone wants/needs to be recognized, but the form of recognition that best motivates one person might differ from that needed by someone else.



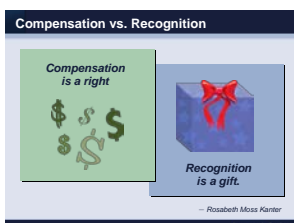
PowerPoint Presentation – Extrinsic and Intrinsic Motivation (SLIDES 5.12 – 5.14)



SLIDE 5.13

PowerPoint Title Slide: Extrinsic and Intrinsic Motivation

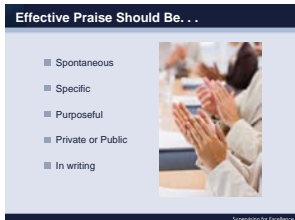
- ▶ **Extrinsic factors** are forms of recognition that come from outside the person and appeal to their outer-directed self. Examples include:
 - ▶ Money.
 - ▶ Promotion.
 - ▶ Awards.
 - ▶ Threat of punishment.
- ▶ **Intrinsic motivators** appeal to the inner self, as they focus on things that might only be important to the person. Examples include:
 - ▶ Learning new things.
 - ▶ Becoming more effective at his/her job.
 - ▶ Making a difference in the lives of others.
 - ▶ Reaching positive outcomes for children and families.



SLIDE 5.14

PowerPoint Title Slide: Compensation vs. Recognition

- ▶ Compensation is a right.
- ▶ Recognition is a gift.



SLIDE 5.15

PowerPoint Title Slide: Effective Praise

- ▶ Effective praise should be:
 - ▶ **Spontaneous** – Catch people doing something right and thank them then and there. Leave voice-mail recognition messages (takes less than a minute).
 - ▶ **Specific** – Praise people for specific (rather than generic) accomplishments or efforts. “Good job” is less meaningful than “Your presentation was right on the mark.”
 - ▶ **Purposeful** – Make it clear that their performance caught your attention. There needs to be a clear connection between the praise or recognition and the employee’s performance.
 - ▶ **Private or public** depending on what the employee prefers. Again, be careful giving public recognition to someone who prefers private. Public recognition to someone who prefers private could wind up feeling like punishment to the recipient.
 - ▶ **In writing** – Send a letter, memo, or e mail. Possibly send a copy to other team members or higher management. Many people hold onto written praise for years. It’s very meaningful to them.



Activity – Everyone Likes Praise

INTRODUCE Activity

- ▶ We’ve been talking about the power of praise. Praise in the workplace is a simple but powerful retention tool. Everyone likes to receive genuine, heartfelt praise. We’re going to wrap up this discussion with some practice.

PURPOSE of Activity

- *To allow participants to engage in effective praise in order to illustrate its impact.*
- *To identify effective elements of praise in real-life praising.*

DIRECTIONS for Activity

- **Praise** someone in the group. For example: *Terry, I really appreciate the fact that after every class you stay and help with clean-up. That's very thoughtful.*
- **Ask** for volunteers to praise someone in the room.
- **Allow** a few seconds of silence while participants think about what they want to say. Once someone volunteers, others will follow.

Say:

- ▶ *Praise does not need to be lengthy or formal – just a sentence or two acknowledging something about the other person that is genuinely appreciated.*

- **Facilitate** the group discussion by reinforcing positive aspects of the praise given. (*Was it specific, genuine, spontaneous?*)
- **Elicit** responses from those receiving the praise to reinforce the understanding that we all enjoy receiving praise.

Say:

- ▶ In the workplace it might be a good idea to transfer these sentiments to a note or email to be given to the employee.

Ask:

- ? **Does anybody have any other creative ways you have rewarded and recognized your employees?**
 - **Elicit** responses and discuss.



Activity – The Supervisor as Retention Specialist

INTRODUCE Activity

- ▶ One of the critical elements of supervising for quality practice includes improving local conditions of practice—which, in turn, includes improving retention.
- ▶ This activity will give us the opportunity to explore your role as the retention specialist—your role in identifying what really motivates staff.

PURPOSE of Activity

- *To explore the elements of supervision that contribute to retention.*

DIRECTIONS for Activity



- *Refer participants to PG page 5.14: **Motivators: A Survey.***

Say:

- ▶ Let's take a survey on workplace motivators that was written by Crane, Heart of Coaching.

- **Direct** participants to Rank order (1-10) the motivators listed for a manager and line staff member (employee) with 1=Most Important, 10=Least Important
- **Allow** 5-10 minutes to complete the worksheets.
- **Conduct** a group discussion while giving “correct” answers
- **Explain** that the answers you are giving were based on answers giving during a replication of the study within the Northwest USA Child Welfare Systems. It is linked to what staff says works.

Answers

Survey Says	Managers	Employees	Survey Says
1	Good Wages	Good Wages	5
2	Job Security	Job Security	4
3	Promotion Opportunities	Promotion Opportunities	7
4	Good Working Conditions	Good Working Conditions	9
5	Interesting Work	Interesting Work	6
6	Loyalty from Management	Loyalty from Management	8
7	Tactful Discipline	Tactful Discipline	10
8	Appreciation	Appreciation	1
9	Understanding Attitude	Understanding Attitude	3
10	Feeling “in” on things	Feeling “in” on things	2



SUMMARIZE

- ▶ **Appreciation** is the number one thing employees want. With an **understanding attitude** coming in second and **feeling “in” on things**, third. Unfortunately, supervisors ranked all three things the lowest on their surveys...so there is a gap in understanding to be sure.
- ▶ Let's talk about some ways we can close that gap.



Discussion – Use Strengths-Based Supervision, Improve Retention

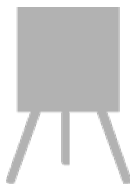
PURPOSE of Discussion:

- *To allow participants to brainstorm and share ideas for using strengths-based supervision to improve retention.*
- ▶ Strengths-based supervision is a way of shaping your job by looking at your staff; people who have come into this field to make a difference; people with good intentions, skills and knowledge. It focuses on their strengths and preferences.

Ask:

- ? **What are some outcomes and results you would expect when a supervisor uses strengths-based supervision.**

SAMPLE RESPONSES (list on flipchart):



- ❖ Staff members want to feel good about themselves.
- ❖ Productive staff members are those that have clear direction.
- ❖ Honest communication increases motivation.
- ❖ Direct feedback, both positive and negative, builds loyalty.
- ❖ Staff members who are supported and challenged have higher job satisfaction.
- ❖ Staff will exercise good judgment when encouraged to act independently.
- ❖ Staff members who understand the reasons behind specific decisions will support the organization's mission and goals.

- ❖ Staff members want to be personally successful and want the agency to be successful.
 - ❖ Staff members want their supervisor to be concerned for their welfare.
 - ❖ Positive work relationships lead to enhanced job satisfaction.
- ***Explain that strengths-based supervision focuses on competencies and strengths as a behaviorally-specific way to approach staff, but also incorporates behaviorally-specific examples of those practices the supervisor deems in need of change. Strengths-based supervision starts from a place of competence and then builds a shared quest for improvement.***



Discussion – Increase Job Satisfaction, Improve Retention

PURPOSE of Discussion:

- *To allow participants to brainstorm and share ideas for recognition and retention.*
- ***Refer participants to 5.16: 10 Sentences That Will Help You Retain Your Best Employees.***



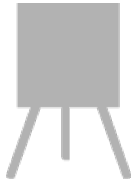
From Participant's Guide

1. You really made a difference by.....
2. I'm impressed with.....
3. You got my attention with.....
4. You're doing top quality work on.....
5. You're right on the mark with.....
6. One of the things I most enjoy about you is.....
7. You should be proud of yourself for.....
8. We couldn't have done it without your.....
9. What an effective way to.....
10. You've made my day because of.....

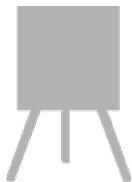
Ask:

- ? **Using these prompts, what are some ideas for recognition that will help you retain your employees?**

SAMPLE RESPONSES (list on flipchart):



- ❖ I'm impressed with your ability to identify quality community resources relevant to your families and your vigilance in connecting your families to those resources.

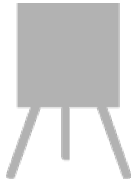


- ***Prepare*** a flipchart with the heading ***“Increase Job Satisfaction, Improve Retention”***
- ***List*** the following on the flipchart (leaving space between each for responses):
 - Challenging Job.
 - Growth Opportunities.
 - Flexibility.
 - Great Co-Workers.
 - Meaningful Work.
 - Good Boss.
 - Recognition.

Ask:

- ? **What are some ways you have recognized your staff in each of the areas shown on the flip chart?**

SAMPLE RESPONSES (list on flipchart):



- ❖ “Catch a Star” send a star to a team member with a recognition statement. Then publish it in the agency newsletter.
- ❖ Wall of Fame (bulletin board with letters of appreciation, etc.)
- ❖ Use a token of recognition (plush toy “whale”) that gets passed on periodically based on job “You did a whale of a job!”
- ❖ Have employees accompany supervisor to meetings.
- ❖ Schedule them for training.



- Refer participants to PG page 5.17: **Informal Rewards and Recognition** for more information.
- Refer participants to two resources:
 - “Love Em or Lose Em” by Beverly Kaye and Sharon Jordan-Evans and
 - “Contented Cows” by Bill Catlette and Richard Hadden.



SUMMARIZE

- ▶ Rewards and recognition are inexpensive (often free!) yet invaluable ways to raise employee morale and keep employees on the job and invested in doing good work.
- ▶ Let’s look at some of the bigger-picture aspects of recognition, rewards and retention.



Discussion – Positive Outcomes for Children and their Families

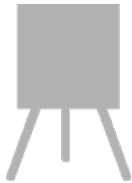
PURPOSE of Discussion:

- *To allow participants to brainstorm how utilizing recognition, rewards and retention strategies with their case manager and investigators can impact positive outcomes for families.*

Ask:

- ? **What are some examples of how retaining case managers and investigators impacts positive outcomes for families?**

SAMPLE RESPONSES (list on flipchart):

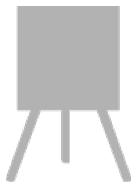


- ❖ The longer a case manager stays, the more skilled he/she is and more able to meet the challenges of family safety.
- ❖ Recognition leads to job satisfaction—which also leads to a less stressed, more focused case manager/investigator who is able to think more clearly about difficult decisions.

Ask:

- ? **How can reward, recognition and retention techniques be translated into how a case manager/investigator interacts with families (i.e. through parallel process)?**

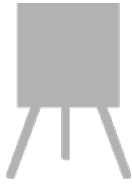
SAMPLE RESPONSES (list on flipchart):



- ❖ The case manager/investigator will be more likely to use praise to motivate families.
- ❖ Through the use of praise, the case manager/investigator will be more likely able to gain the trust of the family.

Ask:

- ? **What are some examples of praise a case manager/investigator can engage in with a family?**



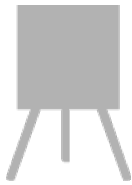
SAMPLE RESPONSES (list on flipchart):

- ❖ Praise families for reaching out or accepting help.
- ❖ Praise families for meeting their goals.
- ❖ Praise families for making the small steps along the way.
- ❖ Praise families on their strengths.

Ask:

- ? **If strengths-based and supportive work climates assist staff in better addressing their areas where development is needed, how, specifically, would you see staff 'paralleling' this process with families? What are the likely effects?**

SAMPLE RESPONSES (list on flipchart):



Strengths based and supportive work climates for staff result in:

- ❖ A sense of confidence: 'we are not alone.'
- ❖ Willingness to be open: 'my strengths are recognized'
- ❖ Commitment to the work even when the worker is not feeling motivated: 'I want to perform for my unit/supervisor'.

Parallels to families:

- ❖ Belonging: I can do this because I have supports.
- ❖ Openness: I can be honest about what has happened, good and bad, because the worker/team understand my strengths.
- ❖ Commitment: I can't let my family or my team/worker down, even when I feel like giving up.



Transition

- ▶ The organizational climate within the Department has a strong impact on retention. Naturally, most case managers or investigators enter child welfare with an interest in working with children and families. When guided and encouraged, this interest develops into a sense of mission and commitment to protecting children and strengthening families. This can be guided with the right leadership skills.

Culminating Project—Progress Reports

Materials



1 hour

Presentation – Culminating Project Introduction

- ▶ Since the last time we met, you have been working on your Culminating Projects. I am sure you have learned some exciting things and met some interesting challenges.
- ▶ Let's talk a little about this now.



Activity – Progress Reports

INTRODUCE the Activity

- ▶ We will be delivering progress reports to our tables today. This will give you an opportunity to verbalize your ideas and to share your challenges and break-throughs.
- ▶ You should use this opportunity to help each other face some the challenges and further develop ideas.

PURPOSE of Activity

- *To allow participants to share the challenges and rewards they have encountered while completing their culminating projects.*
- *To brainstorm ideas for the continued development of culminating projects.*

DIRECTIONS for Activity



- **Refer** participants to the bottom of PG pages 5.18: **Culminating Project Progress Report**.
- **Allow** participants five minutes to complete the form.

- **Instruct** participants to share their answers with their table.
- **Ask** group members to provide constructive feedback to each other on ideas for overcoming challenges or further developing their project ideas
- **Have** each group select a spokesperson who can summarize the progress made, any break-throughs or major challenges.

Ask:

? **Are there any additional comments or questions about the Culminating Project?**

- **Elicit** questions and discuss.



Transition

Let us wrap the day up now.

Wrap-Up

Materials

PPT 5.16



15 minutes

Presentation – Wrap-Up

- *Process the work day with the participants.*

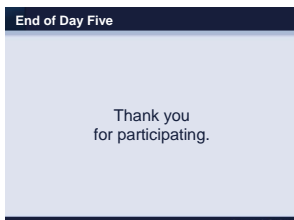
Ask:

- ? **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

SLIDE 5.16



- ▶ PowerPoint Slide: Thank you for participating.
- ▶ We have learned a great deal today about building the foundation for developing your employees for quality practice by exploring setting expectations, providing effective feedback and offering rewards and recognition. We have also talked about your critical role as a retention specialist in supervising for quality practice. Finally, we have been able to spend some time sharing the progress of our Culminating Projects.
- ▶ During our next session, we will continue Part Two: Building a Highly Functional Team by looking at Case Review.
- ▶ 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.