Day Seven

Part Three: Supervisor as the Critical Link

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TOPICS

Conflict Management

Team Building

Project Presentations

Part Three: Supervisor as the Critical Link

Notes to Trainer

During this week of training you will be focused on the supervisor as the critical link. This includes helping your participants identify and develop skills, knowledge and effective behaviors in building team relationships and bringing about the change required to meet the Department's mission and vision.

Key Learning Objectives

✓ Supervisors will identify and practice techniques that will allow them to effectively build team synergy and manage conflict.

✓ Supervisors will identify and build on strategies for utilizing quality assurance processes and findings as well as federal and state outcomes to guide their decision making and daily activities.

✓ Supervisors will increase their awareness of professional ethics for supervisors and develop strategies for tackling common ethical dilemmas in child welfare.

✓ Supervisors will build on the understanding that they are the critical link to change in the Department and will develop skills in change management.

Important Points to Stress

You need to continue to stress the importance of family-centered practice, clinical supervision, and parallel process throughout all aspects of this training so they can build a team of staff who know how to engage families while retaining the agency role and vision.

Day Seven

Part Three: Supervisor as the Critical Link

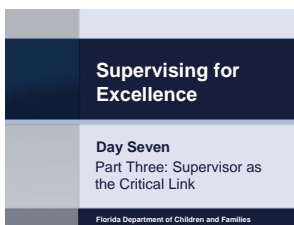| Section	Time	Materials	Activities
Part 3 Overview and Day 7 Introduction	30 minutes	▪ PPT 7.1-7.4	▪ Ice-breaker: Treasure Hunt
Conflict Management	1 hour & 45 minutes	▪ PPT 7.5-7.16 ▪ Flipchart ▪ Markers	▪ Making it Work ▪ Conflict Management Scenarios
Team Building	1 hour & 45 minutes	▪ PPT 7.17-7.30 ▪ Flipchart ▪ Markers ▪ Prepared nametags	▪ Terri, Anthony, and Tia ▪ Practice Makes Better ▪ Team Building Action Plan
Project Presentations	3 hours	▪ Culminating Project Rubric ▪ Participant supplied	▪ Project Presentations
Wrap-up	15 minutes	▪ PPT 7.31 ▪ Evaluations	▪ Complete Evaluations

Presentation – Part Three Introduction

► Welcome back to Supervising for Excellence training.

► During our last week in training, we covered the skills, knowledge and behaviors that you need in order to build a highly functional team and we focused primarily on individual employee development.

► Today we are beginning *Part Three* of the training: *Supervisor as the Critical Link* during which we will focus on the skills, knowledge and behaviors you need in order to effectively function as the critical link in the system:

  ► —the *critical link* between staff and each other.

  ► —the *critical link* between staff and leadership.

  ► —the *critical link* between the Department and families.

  ► —the *critical link* between where families are currently and positive outcomes.

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PowerPoint Presentation – Part Three Learning Goals and Overview (SLIDES 7.1–7.3)

SLIDE 7.1

PowerPoint Title Slide: Supervising for Excellence—Day Four: Part Three: Building a Highly Functional Team

Supervising for Excellence

Day Seven
Part Three: Supervisor as the Critical Link

Florida Department of Children and Families

Part Two Learning Goals: Building a Highly Functional Team

■ Supervisors will identify and practice techniques that will allow them to effectively **build team synergy** and **manage conflict**.

■ Supervisors will identify and build on strategies for utilizing **quality assurance** processes and findings as well as **federal and state outcomes** to guide their decision making and daily activities.

■ Supervisors will increase their awareness of **professional ethics** for supervisors and develop strategies for tackling common ethical dilemmas in child welfare.

■ Supervisors will build on the understanding that they are the **critical link to change** in the Department and will develop skills in **change management**.

Supervising for Excellence

SLIDE 7.2

PowerPoint Slide: Part Three Learning Goals: Supervisor as the Critical Link
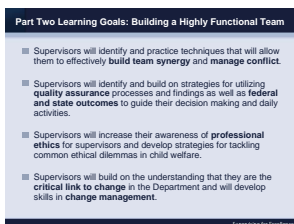
► The content in this section is designed to focus on the **supervisor as the critical link** by

  ► Identifying and practicing techniques that will allow them to effectively **build team synergy** and **manage conflict**.

- ► Identifying and building on strategies for utilizing **quality assurance** processes and findings as well as **federal and state outcomes** to guide their decision making and daily activities.

- ► Increasing their awareness of **professional ethics** for supervisors and developing strategies for tackling **common ethical dilemmas** in child welfare.

- ► Building on the understanding that they are the **critical link to change** in the Department and developing skills in **change management**.

Positive Outcomes Bridge—Part Two
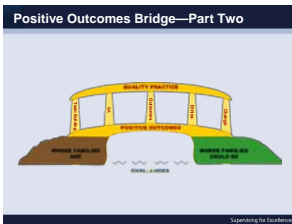
SLIDE 7.3

PowerPoint Slide: Positive Outcomes Bridge—Part Three

▶ Do you remember the **Positive Outcomes Bridge** from Day One? Let's look at Part Three in terms of this bridge:

Build team synergy

Proactively solve conflict

▶ If you work on **building team synergy** in order to creatively solve problems and proactively work to **resolve conflict**
- ► . . . you will increase the likelihood of reaching organizational goals
▶ . . . AND ultimately effect positive outcomes for children and their families.

Quality Assurance and Federal and State Outcomes to guide decision making

▶ If you use **quality assurance** processes and findings as well as **federal** and **state outcomes** to guide your activities and decision making
- ► . . . you will increase the likelihood of reaching organizational goals
- ► . . . AND ultimately effect positive outcomes for children and their families.

Professional ethics in all aspects of supervision

▶ If you use **professional ethics** in every aspect of supervision and communicate **ethical standards** to your staff
- ► . . . you will increase the likelihood that staff will be guided by ethical standards in their work with families
- ► . . . AND ultimately *they* affect positive outcomes for children and their families.

Champion change

▶ If you **champion change**
- ► . . . you will increase the likelihood of reaching organizational goals
- ► . . . AND ultimately affect positive outcomes for children and their families.

Activity – Treasure Hunt

INTRODUCE the Activity

▶ Let's do a quick team building activity that you can modify for any subject and use with your staff.

PURPOSE of Activity

▪ *To provide participants with insight into their own knowledge about team building.*

▪ *To prepare for the day of training.*

DIRECTIONS for Activity

▪ ***Refer*** *participants to PG page 7.5:* ***Treasure Hunt****.*

▪ ***Instruct*** *participants to individually fill out the "Treasure Hunt."*

▪ ***After*** *each person has completed his or her form, instruct the learner to get up from their tables and find other participants who share some of their descriptors.*

▪ ***Instruct*** *participants to put their initials on each other's forms.*

▪ ***Instruct*** *participants to form two lines of an equal number of people facing one another.*

▪ ***Read*** *each statement aloud and tell everyone to take one step forward if the statement applies to them.*

▶ I have taken training on teamwork before.

▶ I have been a supervisor for more than one year.

▶ I can identify three different types of teams of which I'm a member—anywhere outside work!

▶ I prefer working in a team as much as possible.

▶ I can think of more benefits than challenges to teamwork in child welfare.

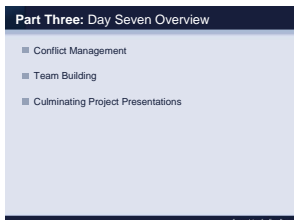▶ I believe that whoever is in charge of the team should just tell

us how to proceed.

▶ I am pretty good at solving complex problems involving more than 25 people at one time.

▶ I have heard about "forming-storming-norming & performing" as a description of team development.

▶ I get bored in teams when there isn't a need for me as the leader to take charge.

▶ I prefer when a team's leader can serve as a consultant to the team.

▶ I can list four keys to effective teamwork.

▶ I understand the elements required for team problem-solving.

▶ I receive unsolicited applause/praise from my colleagues at a satisfactory frequency.

- ***Discuss*** *how to use this activity as a team activity to gauge any groups' collective knowledge about a particular subject.*

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PowerPoint Presentation – Day Seven Overview (SLIDE 7.4)

Part Three: Day Seven Overview

- ▪ Conflict Management
- ▪ Team Building
- ▪ Culminating Project Presentations

Supervising for Excellence

SLIDE 7.4

PowerPoint Slide: Part Three—Day Seven Overview

▶ Today we are going to discuss supervising as it relates to **team building** and **conflict management**. Let's look at this in terms of **parallel process**. You want your investigators and case managers to build "family teams" for decision making and you want them to effectively assist in the process of solving family conflict—so that they can help families reach positive outcomes. Again, you need to do the same—with your staff. If you **build team synergy** and create an **environment where conflicts are resolved** in the workplace you will be both modeling quality practice and establishing the foundation for your staff to do the same in the field.

▶ Today's topics include:

▸ **Conflict Resolution**—during which we will cover the various modes of conflict resolution and mediation.

▸ **Team Building**—during which we will look at skills and knowledge for effective team building including barriers you will face and the tools you will need.

▸ **Project Presentations**—during which we will begin to present our culminating projects.

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Transition

▶ Let's begin the day by looking at how managing conflict within your team in order to work towards a cohesive team effectively accomplishes the goals and the mission of the Department.

Materials

PPT 7.5-7.16

Flipchart

Markers

🕐

1 hour &
45 minutes
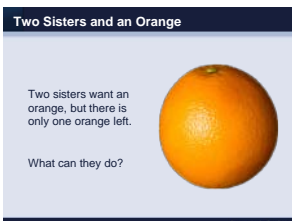
Recommended Reading

Presentation – Conflict Management

▶ As a supervisor, you *WILL* face conflict amongst your staff.

▶ This section will help you identify levels of conflict as well as typical conflict behaviors.

▶ It will also provide you with win/win approaches to conflict resolution and methods of negotiation, mediation and collaboration for resolving conflicts.

Thomas-Kilmann Conflict Instrument, by Thomas, K. and Kilmann, R. (used in the development of this training)

Getting to Yes: Negotiating Agreement Without Giving In, by Fisher, R., Ury, W., and Patton, B. (used in the development of this training)

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PowerPoint Presentation – The Supervisor as Conflict Manager (SLIDES 7.5 – 7.7)

Two Sisters and an Orange

Two sisters want an orange, but there is only one orange left.

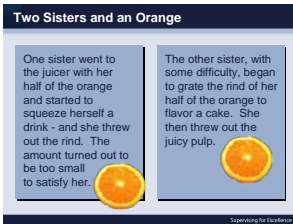What can they do?

Supervising for Excellence

SLIDE 7.5

PowerPoint Slide: Two sisters and an orange.

▶ Two sisters want an orange, but there is only one orange left.

Ask:

? What can they do?

▪ *Elicit responses. Expect suggestions that the orange be cut in half and one half given to each sister. Once this suggestion is made show the next slide.*

SLIDE 7.6

PowerPoint Slide: Two sisters and an orange.

▶ One sister went to the juicer with her half of the orange and started to squeeze herself a drink - and she threw out the rind. The amount turned out to be too small to satisfy her.

▶ The other sister, with some difficulty, began to grate the rind of her half of the orange to flavor a cake. She then threw out the juicy pulp.
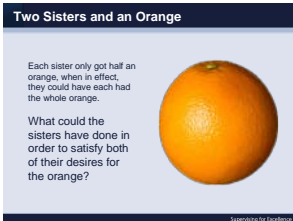
SLIDE 7.7

PowerPoint Slide: Two sisters and an orange.

▶ Each sister only got half an orange, when in effect, they could have each had the whole orange.

Ask:

? **What could the sisters have done in order to satisfy both of their desires for the orange?**

Suggested responses:

❖ Talked.

❖ Listened.

❖ Asked one another what the other one wanted.

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Discussion – Conflict

INTRODUCE the Discussion

▶ We have all faced conflict—it is how we deal with the conflict that makes the difference.

PURPOSE of Discussion

▪ *To provide participants with an opportunity to reflect on how they have handled conflict in the past.*

Ask:

? Who in this room has ever had a conflict?

? Who would have liked to have handled at least some of the conflicts you've had differently?

   ▪ *Pause after each question for a show of hands. Everyone, if being honest, should answer in the affirmative. Make the following points:*

► Conflict is a part of life. We can't choose not to have conflict in our lives.

► However, we can choose to handle conflict in productive ways rather than reactively or by avoiding it all together (which is NOT a good way to handle conflict!).

Ask:

? Think of a conflict you've experienced or observed that's been handled in a destructive way. Without being specific about the conflict itself, what were some of the outcomes?

   SAMPLE RESPONSES (list on flipchart):
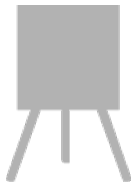
   ❖ Tension.

   ❖ Unresolved problems.

   ❖ Stress.
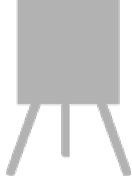
   ❖ Low productivity.

   ❖ Anxiety/Resentment.

Ask:

? Who would have liked to have handled at least some of the conflicts you've had differently?

Pause for a show of hands.

Ask:

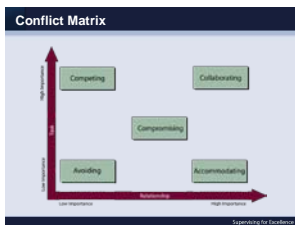**? Think of a conflict that was handled in a constructive way. What were some of the outcomes?**

SAMPLE RESPONSES (list on flipchart):

❖ Relaxation.

❖ Openness.

❖ Trust built or confirmed.

❖ Empowerment.

❖ Problem solving occurred.

❖ Sense of achievement.

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PowerPoint Presentation – Dealing with Conflicts (SLIDES 7.8)

Conflict Matrix

SLIDE 7.8

PowerPoint Slide: Conflict Matrix

▶ Kenneth Thomas and Ralph Kilmann conducted some of the first current research in conflict management as applied to the business setting. In 1974 the Thomas-Kilmann Conflict Mode Instrument (TKI) was used as a way to help people understand how their personal responses to conflict impact the behavior and dynamics of those around them.

▶ They identified five modes of managing conflict:

▶ **Avoiding** – Avoiding makes sense when the relationship is important, but the task is not. Fighting over trivial or unimportant issues may jeopardize the future effectiveness of the parties in working together. At times, it makes sense to 'let it go', or avoid a confrontation in the interest of preserving the relationship.

▶ **Accommodating** – Accommodating also values the relationship, but the conflict is acknowledge and there is an interaction. In accommodating, one party defers to the other. Examples in supervision could be when the supervisor and case manager disagree on a procedure or practice, but the case manager agrees to do what the supervisor asks in deference to the authority and role within their dynamic.

- **Competing** – Competing can be driven by ego, but more often is appropriately used when the task is so important that the individual is willing to sacrifice relationships to gain her/his point in the conflict resolution. Competing is important in Child Welfare when there is an outcome or result that we must attain for children. When do we need to compete in child welfare conflicts? (Safety, outcomes for children). We cannot compromise and agree on, for example, a safety plan that is not sufficient to assure a good outcome for a child.

- **Compromising** – Compromising is 'splitting the difference', or valuing both the task and the relationship. Compromising is a critical skill in working with collaterals, teams, and families, with the caveat that we cannot compromise on safety. What are some ways that case managers and supervisors can effectively compromise? (Find group examples, vacation and flex time, work between PI/Sheriff and CBC to divide tasks at case transfer, etc.)

- **Collaborating** – Collaborating reflects the intensive work to enter a conflict with different perspectives and solutions, and come out the other side of the conflict with a shared solution that incorporates all views. Collaboration takes time and commitment, but over the time of an investigation or a case process, collaborative solutions have the advantage of increased buy-in and commitment from the parties. Sometimes it is through collaboration that views and behaviors change, as people let go of 'positions' and work for solutions.

▶ An important premise of the Thomas-Kilmann research is the fact that, while everyone has his/her own preference for handling conflict, there is no one universal 'right' way. This is similar to the Myers Briggs Personality Type Indicator in that, while we each have our preferred personality traits we are often called upon to adapt them according to the demands of the situation. Conflict management strategies are best matched to the situation when the person in the conflict can step out of emotion and determine what is important. In some conflicts, the task or decision is most important. At other times, the relationship between the parties is more important than the task at hand. Using this as a guide: loosely speaking, understanding the relative importance of task and relationship will help determine effective conflict management.

Activity – Making it Work

INTRODUCE the Activity

▶ Think about the role of ego in conflict management. Each one of us tends toward a particular conflict management style, as does our staff. In thinking about effective use of each style, we would have to be able to set aside emotions, ego, and sometimes our history with an individual or system to be able to determine the best approach to a conflict.

▶ Let's look at our own current practices in conflict management and see if we can make some alterations.

PURPOSE of Activity

▪ *To allow participants to utilize the Conflict Management Matrix to identify alternatives to their current conflict management process.*

DIRECTIONS for Activity

▪ **Refer** *participants to PG page 7.6:* **Making It Work** *and PG page 7.7-7.8:* **Conflict Management Matrix.**

▪ **Instruct** *participants to identify one supervisory relationship they have where their current conflict management process is not working to their satisfaction.*

▪ **Divide** *participants into small groups or dyads to discuss how they can alter the process using the information in the Conflict Management Matrix.*

▪ **Facilitate** *a group discussion.*

SUMMARIZE/TRANSITION

▶ Because conflict, like taxes and death, is unavoidable, we'll spend some time looking at how conflict can be managed through use of **compromise or collaboration**. While there are numerous methods for conflict management, the one we will discuss today was developed by Roger Fisher and William Ury of the Harvard Negotiation Project. Their method was published in the book *Getting to Yes: Negotiating an Agreement Without Giving In*.

► When negotiation takes place, collaboration or compromises are always being used. Competing, accommodating, and avoiding, while appropriate in some situations, are not tools used in negotiation.

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PowerPoint Presentation – Managing Conflict (SLIDES 7.9 – 7.15)

Steps to Managing Conflict Through Negotiation

■ **Step 1:** People
■ **Step 2:** Interests
■ **Step 3:** Options
■ **Step 4:** Criteria

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SLIDE 7.9

PowerPoint Slide: Steps to Managing Conflict Through Negotiation.

► **Step 1: People** – Separate the people from the problem

► **Step 2: Interests** – Focus on interests, not positions

► **Step 3: Options** – Generate a variety of possibilities before deciding what to do

► **Step 4: Criteria** – Insist that the result is based on an objective standard

Step 1: People

■ Separate people from problems

■ Three categories of people problems:
 – Perception
 – Emotions
 – Communication

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SLIDE 7.10

PowerPoint Slide: Step 1: People.

► Personalities must be separated from problems in order to focus objectively on the issue of conflict. People problems generally fall into three categories: **perception, emotions and communication**.

Ask:

? Ask participants whether they see a vase or 2 faces?

► **Perception:** differences in how each individual views a situation. Strategies for handling differing perceptions include trying to view the situation from the perspective of the other person, not making assumptions based on fears or lack of understanding, and blaming others unnecessarily. To manage conflict successfully, each person involved should make their perceptions clear to avoid potential pitfalls.

► **Emotions:** Unstated emotions can quickly overwhelm a negotiation and take energy away from the real issue. It is important that each person involved in a conflict negotiation is able and willing to recognize and understand their own emotions as well as those of other parties. Allow people to ventilate and discuss and affirm those emotions. Outbursts are best avoided, but if they do occur, do not react emotionally to them.

▶ **Communication:** Effective communication facilitates the negotiation. Three communication-related problems are:

  ▶ Negotiators might not be talking to each other.

  ▶ True active listening might not be occurring on one or more sides.

  ▶ The meaning of what is being said is misinterpreted by the listener.

▶ Many communicating-related pitfalls can be sidestepped by using **active listening techniques**.

SLIDE 7.11

PowerPoint Slide: Step 2: Interests

▶ Determine what each person involved in the conflict wants out of the situation.

  ▶ **What interests motivate each party** – what are the needs, desires, concerns, or fears of each person involved.

▶ To address interests, specifically **state your own interests** to the other party and **ask about his or her interests**.

▶ Try to **reconcile** your **mutual interests** rather than compromising on them.

▶ As you are determining interests, it can be helpful to use the conflict framework we just discussed to separate out relationship factors and task factors.

SLIDE 7.12

PowerPoint Slide: Step 2: Interests

▶ Hearkening back to the MBTI work we did in week one, it is also useful to think about how our preferences may impact conflict.

  ▶ For example, people with a thinking preference will value points and attention to being objective and logical.

 ▶ People with a feeling preference will want to attend to values and the impact of decisions on all parties.

► Separating out interests related to values and logic can aid parties in identifying the desired outcome for resolution and can guide solutions. At the same time, frustration mounts for either preference when their interests (logic, values, impact on others) are not addressed or considered. Effective **conflict management and resolutions** address all of the above.
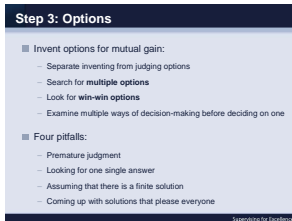
SLIDE 7.13

PowerPoint Slide: Step 3: Options

▶ Developing **creative options for mutual gain** includes:

► Separating the act of inventing options from the act of judging them.

► Searching for **multiple options** – not one single solution. Don't stop with the first option that is generated.

► Looking for **mutual gains** – everyone winning.

► Deciding on **different ways the decision could be made** before deciding on one.

▶ **Four pitfalls** of generating creative and multiple options are:

► **Premature judgment.**

► Looking for one **single answer**.

► Assuming that there is a **finite solution**.

► Generating solutions that **please everyone**.
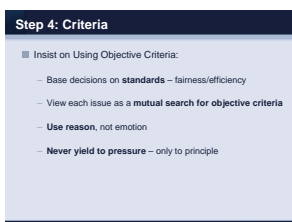
SLIDE 7.14

PowerPoint Slide: Step 4: Criteria

▶ Insist on using **objective criteria** including:

► Basing decisions on **standards of fairness**, **efficiency**, or some other objective criteria.

► Framing each issue as a **mutual search** for objective decision-making criteria.

► **Using reason** when considering standards.

► **Never yielding to pressure** – *only to principle*.

Step 4: Criteria: The Bottom Line

▪ The Bottom Lines in Child Welfare are:
– Adhere to statute and court orders
– Constantly assess the child's safety
– Constantly bring safety concerns to the agency, parents, and other team members or partners for resolution

Supervising for Excellence

SLIDE 7.15

PowerPoint Slide: Step 4: Criteria: The Bottom Line

▶ As we discussed with the Thomas Kilman Matrix, there are times when the task must be more important that the relationship: when we must insist that the task be achieved. For example, in Child Welfare, Child Safety is something we cannot compromise no matter how much we want to build good relationships.

▶ For this reason (slide) we must know our bottom line. The Bottom Lines in Child Welfare are:

  ▸ Adhere to statute and court orders.

  ▸ Constantly assess the child's safety.

  ▸ Constantly bring safety concerns to the agency, parents, and other team members or partners for resolution.

▶ Even though we hold this bottom line as something we must promote and hold, there may be different perspectives on the best ways to achieve child safety.

Ask:

? How do you resolve conflicts when the parties differ on how to meet the mission and mandate of the agency?

Elicit answers that allow you to talk about the following:

▶ Sometimes the task is non-negotiable due to our bottom line, but the way that people approach that task can be discussed, negotiated, and creatively accomplished in ways the honor the individuality of the family and the parties involved.

Activity – Conflict Management Scenarios

INTRODUCE the Activity

▶ Now let's do an activity that will allow us to gain some practice in applying conflict management modes and negotiation.

▶ As you discuss your scenario, please keep in mind the relationship between your scenario and the bottom line: child safety, statute, and court orders. Even as you may have to 'compete', or direct staff, your secondary goal is to help staff understand how their performance or response will impact children and families.

PURPOSE of Activity

▪ *To allow participants to practice the conflict management modes and negotiation.*

DIRECTIONS for Activity

▪ *Refer participants to PG page 7.9: **Conflict Management Scenarios** and PG page 7.10: **Conflict Management Worksheet.***

▪ *Divide the group into triads and assign each triad one of the scenarios.*

▪ *Instruct participants to work together to complete the worksheet using the conflict management modes and negotiation.*

▪ *Give the pairs or triads 15 minutes to prepare their skit.*

From Participant's Guide:

1. John, a case manager in your unit, has worked with the agency for three years, but has only been in your unit for 60 days. While doing good casework, John never signs in or out, and you rarely know where he is.

2. Cindy, a supervisor for another unit and your peer, leaves a note on your door telling you that the conference room was left a mess after your staff meeting and that it needs to be cleaned up before her meeting later today.

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3. Derek, a case manager in your unit, advocates recommending Termination of Parental Rights on the Alexander case. You are convinced that it is too early to recommend TPR, and know that the DCF Attorney would not file a petition in this situation.

4. While doing case supervision with Monica you recommend that she do an immediate safety assessment on an infant in the Smith home. Monica argues with you that she just saw the child 2 weeks ago, and that she can't go to the Smith home when she has other families she hasn't seen at all this month.

5. At 11:00 am your Director assigns you a task that will take at least a day, telling you that he needs it completed and returned by close of business today. This happens constantly, and you are tired of working 12 hour days.

6. Barbara and Donna have never gotten along. They come together to your office asking for your intervention. Donna says that Barbara talked about her behind her back to another co-worker.

7. Joe, another supervisor, tells that his unit gets all the "bad" cases while your unit is assigned "the fluff". He slams a case on your desk that was assigned to his unit today and says you'll just have to handle this one because his unit is too busy.

8. Sam, an excellent case manager, habitually comes into the office around 8:30 and leaves around 4:30. When you remind him that office hours are 8:00 – 5:00 he says that he gets his work done, so why should it matter when he comes in or leaves.

- *Reconvene the group and have each triad read their assigned scenario aloud, then present their role play to the large group.*

- *Facilitate discussion and solicit feedback as each presentation is made.*

- *There are numerous correct responses for each scenario, therefore the focus should be on the conflict management process rather than specific answers. So long as the discussion is moving and there is no obvious confusion regarding the information being processed, assume that the responses offered are "correct".*

PowerPoint Presentation – Mediation (SLIDE 7.16)
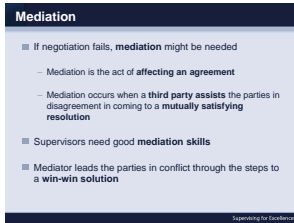
SLIDE 7.16

PowerPoint Slide: Steps to Managing Conflict Through Negotiation.

▶ Sometimes negotiation isn't effective and it requires a third party to intervene to assist in resolving the conflict. This is called mediation.

▶ Mediation assumes that conflict is a natural occurrence and that everyone will not always see things the same way.

▶ In order for a supervisor to be an effective mediator, the supervisor must know his/her employees well enough to know how each handles conflict.

▶ A supervisor can help an employee grow if the supervisor recognizes an employee's style with conflict. A supervisor can encourage a conflict-avoidant employee to assert himself/herself, or an overly aggressive employee (with a strong desire to "win") to step back and try to see the other person's perspective.

▶ A mediator leads the two parties through the steps to a win/win and makes certain both sides are heard.

▶ A supervisor who can demonstrate good mediation skills will help his/her staff by modeling the mediation skills that they can then use with their clients (parallel process).

SUMMARIZE

▶ Conflict is part of human interaction. There's no way to avoid conflict especially in this type of work.

▶ Acknowledging conflict and strengthening conflict resolution skills will allow you to work through conflict and use it as a productive force in your personal and professional lives.

Transition

▶ We can anticipate and head off conflict in the team by establishing shared vision and ground rules. Let's turn now to team building for some strategies that can help.

Materials

PPT 7.17-7.30

Flipchart

Markers

Prepared Nametags

1 hour
45 minutes

Recommended Reading

Presentation – Team Building

▶ During this section of the training we will be focused on skills for effective team building. We will focus on team processes and tools you can use to overcome barriers to team building, cultivate commitment and trust, empower people to appreciate their differences and create synergy for accomplishing organizational goals.

Helping Others Through Teamwork: A Handbook for Professionals, by Howard Garner.

Teams at Work: Seven Keys to Success, by Suzanne Willis Zoglio.

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Discussion – Team Effectiveness

INTRODUCE the Discussion

▶ I want you to think of a time when you were on a great team.

PURPOSE of Discussion

- *To provide participants with an opportunity to share some of their own experiences on effective teams.*

- *To provide a framework for the topic of team building.*

- ***Refer** participants to PG page 7.11: **Effective Team Building**.*

Ask:

? How did you know the team was great?

- * **Elicit** responses and briefly discuss. You are looking for the answer "Results."*

Ask:

? What did the team members offer that made it great? (Participation)

- *Elicit responses and briefly discuss. You are looking for the answer "Participation."*
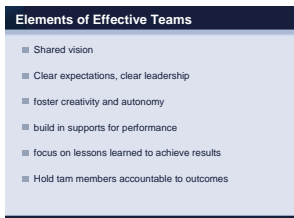
Ask:

? What did the team leader do to assist the team in greatness?

- *Elicit responses and briefly discuss. You are looking for the answer "Leadership."*

▶ Do you remember the activity on day one when we identified qualities of excellent supervisors? Some of us are great supervisors in the one-on-one supervisory mode, and others shine at making sure the team has guidance, support, and advocacy, but also allowing the team autonomy and creativity within the boundaries of the work we do.

▶ The team members also contribute to team functioning: team composition is important (having diversity on the team, shared commitment to the goal, ability to be flexible in roles, etc.)

▶ Lastly, excellent teams focus on results. Whether the result is on winning, as in a sports competition, or on improving, teams work best together with a shared vision and mission.

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PowerPoint Presentation – Elements of Effective Teams and Stages of Teams (SLIDES 7.17 – 7.23)

Elements of Effective Teams
- Shared vision
- Clear expectations, clear leadership
- foster creativity and autonomy
- build in supports for performance
- focus on lessons learned to achieve results
- Hold tam members accountable to outcomes

Supervising for Excellence

SLIDE 7.17

PowerPoint Slide: Elements of Effective Teams

▶ Elements of Effective Teams:

▶ **Shared vision**.

▶ **Clear expectations**, **clear leadership**.

▶ Foster **creativity** and **autonomy**.

- Build in **supports for performance**.
- Focus on **lessons learned** to achieve results.
- Hold team members **accountable to outcomes**.

SLIDE 7.18

PowerPoint Slide: Five Stages of Team Development

▶ The five stages of team development are:

- ▸ **Stage One:** Forming (Tentative).
- ▸ **Stage Two:** Storming (Emerging).
- ▸ **Stage Three:** Norming (Advanced).
- ▸ **Stage Four:** Performing (Mature).
- ▸ **Stage Five:** Adjourning.
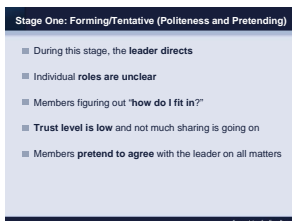
SLIDE 7.19

PowerPoint Slide: **Stage One:** Forming (Tentative)

▶ During this stage, the **leader directs.**

▶ Individual **roles are unclear.**

▶ Forming: group is dependent on the leader and members learn "how do I fit in?"

▶ **Trust level is low** and not much sharing is going on.

▶ Members **pretend to agree** with the leader on all matters. Members are polite and defer to leader.

▶ Fear and some anxiety is common for members in the forming stage.
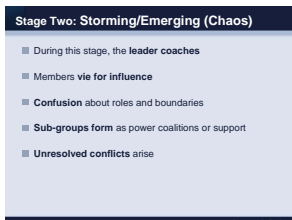
SLIDE 7.20

PowerPoint Slide: **Stage Two:** Storming (Emerging)

▶ During this stage, the **leader coaches.**

▶ Members **vie for influence.**

▶ **Confusion** about roles and boundaries.

▶ **Sub-groups form** as power coalitions or support.

▶ **Unresolved conflicts** arise. Disagreements start to arise. Much of the conflict remains buried and is expressed indirectly or non verbally. Tensions can be high.

SLIDE 7.21

PowerPoint Slide: **Stage Three:** Norming (Advanced)

▶ During this stage, the **leader facilitates and enables**.

▶ Members become **more comfortable** with one another.

▶ **Conflicts** from storming stage **resolved.**

▶ Members **speak more freely.**

▶ Group begins to feel **united and cohesive.**

▶ Members grow increasingly more comfortable and share beliefs and assumptions. Group members feel understood and better understand each other.

SLIDE 7.22

PowerPoint Slide: **Stage Four:** Performing (Mature)

▶ During this stage, the **leader delegates and oversees.**

▶ Norms become **strong** and **binding.**

▶ Individually and collectively group is **productive** and able to **resolve disputes.**

▶ New member may **upset balance.**

▶ Performance may lag due to **burnout.**

▶ During this stage, the group makes rapid progress toward goals.

SLIDE 7.23

PowerPoint Slide: **Stage Five:** Adjourning

▶ During this stage, the **leade**r **recognizes accomplishments.**

▶ Marks the **end of a team.**

▶ May result in **breakdown** of group skills.

▶ **Conflict** may increase.

▶ **Separating is difficult** for members.

▶ **Evaluation** of performance.

Activity – Terri, Anthony, and Tia

INTRODUCE the Activity

▶ Let's complete an activity that will give you an opportunity to look a little closer at the stages of team development in relationship to case management.

PURPOSE of Activity

- *To allow participants to apply the stages of team development to a case scenario.*

DIRECTIONS for Activity

Advanced Preparation

- **Create** *nametags for each role-play character (enough for four teams). Each team has to include the client mother (Terri), a supervisor, a social worker, and an observer. Optional roles are listed below.*

Activity Directions

- **Refer** *participants to PG pages 12-13:* **Terri, Anthony, and Tia Case Scenario** *and instruct them to review.*

- **Assign** *each team a Team Process Stage (Forming, Storming, Norming, Performing, and Adjourning).*

- *Select a person from each team to be the "supervisor."*

- *The "social worker" will assign roles for the role-play. Once the required roles are assigned, the "supervisor "may choose among the optional roles for the remaining participants. Optional roles include:*

  - *Foster Parent*

  - *Anthony (Father of Terri's last 3 children)*

  - *Pat (Anthony's mother who cares for 5 other children)*

  - *Michael (Father of Terri's first 3 children)*

  - *Drug treatment counselor*

  - *Public Health Nurse (PHN)*

  - *Invisible Observer*

  - *Attorney*

Terri, Anthony, and Tia

Mother: Terri 30 years old African-American

Father of last 3 children: Anthony, 32 years old African-American

Father of the first 3 children: Michael 35 years old African-American

Youngest child: Tia, one month old, in specialized foster care due to her medical problems

Other children: 5 children ranging in ages from 2 years to 12 years. They are now living with their paternal grandmother (Anthony's mother)

Paternal Grandmother: Pat (Anthony's mother)

Foster Parents of Tia (medically fragile home): Gwendolyn and Wayne Franks: Caucasian

History:
Terri has been in residential drug treatment for one month. Tia was born one month ago and tested to have cocaine in her system. Terri was involved with crack cocaine and also drank alcohol. Terri admits her fault in not stopping her drug usage while she was pregnant. She says she was always able to stop her drug use before the birth of her other children. This time she just could not stop. She was in drug treatment once before "but it did not help her."

The family was referred for services by the hospital staff as they were concerned that Tia's medical condition was severe and Terri did not seem to understand the special needs of a baby who has pre-natal drug exposure and who has a heart condition. Terri told the ER worker that she had successfully raised the other children so she did not think it should be a problem for her to take care of Tia. Anthony, the doctor and the case manager were able to convince Terri to enter a residential drug treatment program. Tia was placed in foster care due to the pre-natal drug exposure and her medical needs. The father, Anthony and his family were not able to care for a medically fragile child. There were no maternal relatives who were identified at the time of placement. Terri did not provide information on Michael or his family. The family plan is for Tia to return to the family as soon as Terri completes her drug treatment and can take care of Tia and her siblings. The case manager did a review of the condition of the 5 older siblings and found no indications of abuse or neglect.

Drug addiction is part of Terri's life. Her mother and grandmother were addicted and died from their addiction. Terri was in foster care as a child due to her mother's problem. She ran away from foster care at 17 and met Michael. They have never married but they were together for years. Seven years ago she left Michael and moved in with Anthony. Terri has been with him since then and he is the father

of her last three children Tia was born with a heart defect that required surgery shortly after her birth. She continues to need extensive medical care and is considered medically fragile. The doctors state that Terri's drug addiction did not cause Tia's medical problems but did make it hard to treat Tia until she completed her drug withdrawal. Tia visits with Terri, her siblings and Anthony once a week at the residential program. The visits are supervised. Terri has always been appropriate with Tia during the visits. The treatment staff report that Terri is a good parent with all her children. Tia has had frequent medical emergencies. The older children can move into Terri's residential drug treatment program. They are on the waiting list but the program does not have enough slots available for this large number of children. The program will NOT be able to have Tia placed in the facility due to her need for extensive in-home medical care.

Anthony has been part of Tia's visits. He has been appropriate with all the children during his visits. He is working and did not feel he could care for 5 children by himself so he agreed for them to move into his mother's home. This was done on a voluntary agreement. The grandmother said she could not handle 6 children especially as Tia would need extensive in-home medical treatment and needs to go to medical appointments several times a week. But she could handle the five older children if Anthony helps by coming over after work. There is no involvement by DCF in regard to these older children.

The case manager and family could not find a family resource that was willing and able to take care of Tia. A dependency petition was filed on Tia. Anthony and Terri were upset that Tia was placed with strangers. They both want the family to be together as soon as possible. Anthony says he does not have any drug problems and there is no evidence that he is addicted. There is no known history of Anthony abusing any children. The five older children have shown no signs of abuse or neglect. The three older children attend the local public grade school and the teachers report that they are doing fine academically. The teachers report that all the children appear to be connected with both Terri and Anthony. Anthony is often the parent who responds to the teachers' notes or phone calls.

- *Instruct the participants to review the group behaviors for their Team Process Stage (Forming, Storming, Norming, Performing and Adjourning) and then to role play a team meeting based on the developmental stage of their team.*

- *Allow 15 minutes for the role-play.*

- *Ask each team to present a 1-2 minute role-play illustrating their group dynamics and then report on their observations about how the meeting was different based upon what stage they were role-playing. For example, in Forming were they able to get anything accomplished? Was there trust to bring up sensitive issues?*
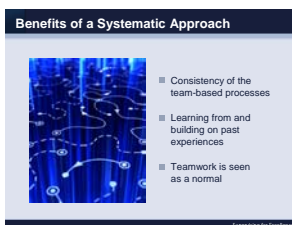
PowerPoint Presentation – Systematic Approach to Team Building (SLIDES 7.24 – 7.29)
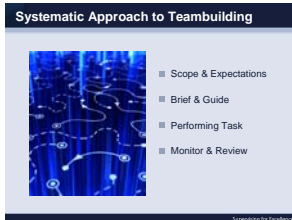
SLIDE 7.24

PowerPoint Slide: Systematic Approach to Teambuilding

▶ A **systematic approach** to teambuilding includes:

▶ Scope & Expectations.

▶ Brief & Guide.

▶ Performing Task.

▶ Monitor & Review.

SLIDE 7.25

PowerPoint Slide: Benefits of a Systematic Approach

▶ The benefits of using a systematic approach include:

▶ **Consistency** of the team-based processes.

▶ Learning from and building on **past experiences**.

▶ **Teamwork** is seen as a **normal**.

SLIDE 7.26

PowerPoint Slide: Scope and Expectations

▶ Define exactly what is **expected of the team** (use Specific, Measurable, Attainable, Relevant, and Timely—SMART objectives!)

▶ Define how success will be **measured**.

▶ Define **constraints** under which they must work.

▶ Communicate the **level of decision making** that they have.

SLIDE 7.27

PowerPoint Slide: Brief and Guide

▶ This is important because the supervisor needs to support the creativity and autonomy of the team while holding the members accountable.

   ▶ Communicate the **purpose** of the team.

   ▶ Outline the **resources** available to the team.

   ▶ Listen to and answer **questions** from the team.

   ▶ Brainstorm ideas about how to **utilize the unique strengths and expertise** within the team to meet the purpose.

   ▶ Obtain **agreement** on how and by when the tasks are to be completed.

   ▶ Explain how **progress** will be **monitored.**

SLIDE 7.28

PowerPoint Slide: Performing Task

▶ Once the first two steps have been taken, the team can set about **performing the tasks** required to meet the set objectives.

▶ Provided that the resources have been allocated and the purpose is clearly defined the team **should be able to proceed**.

SLIDE 7.29

PowerPoint Slide: Monitor and Reflect

▶ Bring the team together and **protect time to discuss what worked and what needs to be adjusted**.

▶ Ask the team to **provide updates from their perspective**, adding the supervisory perspective.

▶ **Strengths** and **What Worked** *first*…Needs and proposed changes next.

▶ Brainstorm **ways to improve results or functioning**.

▶ **Agree on a plan**, identify how you will reconvene to assess.

Activity – Practice Makes Better

INTRODUCE the Activity

▶ Let's practice some team problem solving using the elements of the systematic approach to team building we just talked about. Remember, I want you to

- ▶ Set the scope and expectations.

- ▶ Brief and guide.

- ▶ Perform the task.

- ▶ Monitor and review.

PURPOSE of Activity

- *To gain practice utilizing a systematic approach to problem solving.*
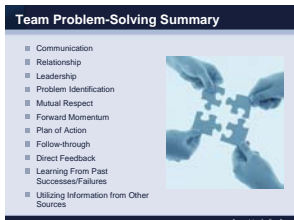
DIRECTIONS for Activity

Part One

- *Provide participants with only the following instructions:*

  ▶ Place yourselves in a circle in chronological order based on the last 4 digits of your work telephone numbers.

  ▶ The circle should start with the number closest to 0000 and end with the number closest to 9999.

- *Debrief with the participants by asking:*

  ? *How successful were you?*

  ? *How / What elements did you use? Was it easy? Difficult?*

  ? *Why is it helpful to understand how communication helps with the overall success of the team?*

  ? *How can you use what you felt during the activity and what you learned about the ease and difficulty of the activity to help with your teaming efforts?*

  ? *What did the activity show you about how specific strategies can be employed in order to help obtain the desired result?*

Part Three

- ***Inform*** *the participants that during this part of the activity there will be no talking, writing or whispering.*

- *Provide the following instructions:*

  ▶ Place yourselves in a circle by birthday—month and day.

  ▶ "Decembers" should be next to "Januarys."

- ***Debrief*** *with participants by asking:*

  ? How successful were you?

  ? How did you determine your success?

  ? What elements did you use? Was it easy? Difficult?

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PowerPoint Presentation – Team Problem Solving (SLIDE 7.30)

Team Problem-Solving Summary
- Communication
- Relationship
- Leadership
- Problem Identification
- Mutual Respect
- Forward Momentum
- Plan of Action
- Follow-through
- Direct Feedback
- Learning From Past Successes/Failures
- Utilizing Information from Other Sources

Supervising for Excellence

SLIDE 7.30

PowerPoint Slide: Team Problem-Solving Summary

  ▶ Effective team problem solving includes:

   ▶ Communication.

   ▶ Relationship.

   ▶ Leadership.

   ▶ Problem identification.

   ▶ Mutual respect.

   ▶ Forward momentum.

   ▶ Plan of action.

   ▶ Follow-through.

   ▶ Direct feedback.

   ▶ Learning from past successes/failures.

   ▶ Utilizing information from other sources.

Activity – Team Building Action Plan

INTRODUCE the Activity

▶ I want you to take a few moments to think of a practice or an opportunity where you can build your unit/team in the work you are doing currently.

PURPOSE of Activity

▪ *To allow participants to apply their new knowledge about team building to a specific **result** they want their team to achieve.*

DIRECTIONS for Activity

▪ ***Instruct** participants to identify an area of practice or an opportunity where they can build their unit/team in the work they are doing currently.*

  ▪ *They will want to make the outcome, or goal, specific.*

  ▪ *Suggest that the supervisors think about some of the projects in the room, ideas they are already working on, or other changes they think could be made to practice that would be family-centered and reflect increasing effectiveness with children and families.*

  ▪ *This may be based on a problem the supervisor/unit faces (i.e. conflict with the courts or service providers, etc) or a goal they share (to manage visits more effectively, to get paperwork done on time, etc.)*

  ▪ *This is going to be the 'result' they will be seeking with their team.*

▪ ***Refer** participants to PG page 7.14: **My Team Building Action Plan.***

▪ ***Instruct** participants to use the Action Planning worksheet on team building to identify how they can use these steps to get their unit/team motivated and moving towards this goal in a way that also builds the team.*

▪ *Have the supervisors take a few moments to use the worksheet and then pair up with one another to discuss.*

▪ ***Conduct** a brief report out.*

Transition

▶ Building a strong team that functions as a team (and not a group of individuals who happen to work together) allows for greater productivity and job satisfaction. Everybody wins.

▶ Teambuilding is a continuous process. There is no end to teambuilding! Putting this effort into your team will pay back tenfold.

▶ Let's turn now to our Culminating Project Presentations.

Culminating Project—Presentations

3 hours

Presentation – Culminating Project Presentations

▶ I am very excited to hand the floor over to each of you as you present your Culminating Projects.

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Activity – Culminating Project Presentations

INTRODUCE the Activity

▶ As you present your projects, I will be conducting an evaluation using the *Culminating Project Rubric* we discussed during the first week of training.

▶ We are here to learn from each other, so I encourage all participants to ask questions and provide feedback.

PURPOSE of Activity

▪ *To provide participants with the opportunity to share their project's successes, opportunities and results.*

DIRECTIONS for Activity

▪ *Instruct participants to present their projects.*

▪ *Complete Culminating Project Rubric found in the appendix and Day One of the Participant's Guides..*

▪ *Thank all the participants who presented today.*

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Transition

Let us wrap the day up now.
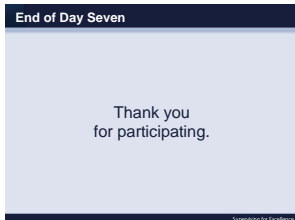
Presentation – Wrap-Up

- *Process* the work day with the participants.

15 minutes

    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 7.31

End of Day Seven

Thank you
for participating.

Supervising for Excellence

- ▶ PowerPoint Slide: Thank you for participating.

- ▶ We have learned a great deal today about your critical role as a team builder and conflict manager. We have also learned much from each other through our project presentations.

- ▶ During our next session, we will continue Part Three: Supervisor as the Critical Link by looking at your roles involving quality assurance, federal and state outcomes and ethics.

- ▶ 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.