

# Day Nine

## Part Three: Supervisor as the Critical Link



### TOPICS

Supervisor as Change Manager

Project Presentations

Leadership Panel/  
Peer Consultation & Action Planning

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## Part Three: Supervisor as Critical Link

Section	Time	Materials	Activities
<b>Day 9 Introduction</b>	15 minutes	<ul style="list-style-type: none"> <li>▪ PPT 9.1-9.2</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ice-breaker: Wall of Wisdom</li> </ul>
<b>Supervisor as Change Manager</b>	2 hours	<ul style="list-style-type: none"> <li>▪ PPT 9.3-9.7</li> <li>▪ Flipchart</li> <li>▪ Markers</li> <li>▪ Stars/Stickers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Change is Like...</li> <li>▪ Anticipating Change, Don't Hold Your Breath</li> <li>▪ A Change I Recently Led</li> <li>▪ Change Commitment; Where Are We?</li> <li>▪ Reactions and Actions</li> </ul>
<b>Project Presentations</b>	2 hours	<ul style="list-style-type: none"> <li>▪ Participant supplied</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project Presentations</li> </ul>
<b>Leadership Panel/ Peer Consultation &amp; Action Planning</b>	2 hours & 30 minutes		<ul style="list-style-type: none"> <li>▪ Option 1: Leadership Panel</li> <li>▪ Option 2: Peer Consultation and Action Planning</li> <li>▪ Option 3: Supplemental Materials</li> </ul>
<b>Wrap-up</b>	15 minutes	<ul style="list-style-type: none"> <li>▪ PPT 9.8</li> <li>▪ Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Complete Evaluations</li> </ul>

# Day 9 Introduction

**Materials**  
PPT 9.1-9.4  
Post-It Notes



15 Minutes

## Presentation – Day Nine Introduction

- ▶ Welcome to the final day of Supervising for Excellence. It has been an absolute pleasure working with all of you and getting to know you.
- ▶ During this last day of training, we will be focused on your role as change manager.



## Activity – Wall of Wisdom

### INTRODUCE the Activity

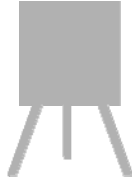
- ▶ Let's begin the day by sharing our wisdom.

### PURPOSE of Activity

- Get ready for the day of training and wrap-up Supervising for Excellence.
- Provide participants the opportunity to share and learn from each other's wisdom.

### DIRECTIONS for Activity

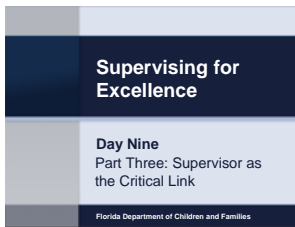
- ▶ **Distribute** three 3x5" "Post-it Notes" to each participant.
- ▶ **Tell** participants that, since this is the last day of training, they are being given an opportunity to share their wisdom as supervisors with one another.
- ▶ **Instruct** participants to use what they have learned during the **Supervising for Excellence** training, along with their own personal experiences and knowledge, to offer up to three pieces of wisdom to the group.
- ▶ **Instruct** participants to complete this statement: "My best advice as a child welfare supervisor is..." Each piece of advice should be written on a Post-It note.
- ▶ **Explain** that each participant should record at least one suggestion and offer up to three.
- ▶ **Allow** several minutes for participants to record their snippets of wisdom, then go around the room and have them read aloud.



- ▶ **Place Post-it Notes** on an identified section of the wall or to a piece of flip chart paper.
- ▶ **After the training**, record the information and send or email advice offered on the Wall of Wisdom to each participant.

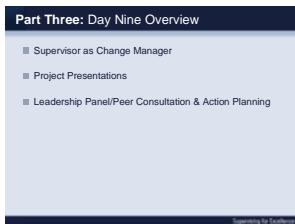


## PowerPoint Presentation – Day Nine Overview (SLIDE 9.1 – 9.2)



### SLIDE 9.1

PowerPoint Title Slide: Supervising for Excellence—Day Nine: Part Three: Supervisor as the Critical Link



### SLIDE 9.4

PowerPoint Slide: Part Two—Day Nine Overview

- ▶ Today we are going to discuss supervising as it relates to **managing change** in your unit to meet the mission and goals of the Department. Again, let’s look at this in terms of **parallel process**. You want your investigators and case managers to help families bring about **change** so that they can help families reach **positive outcomes**. So you too need to be a proactive change manager who acknowledges and addresses the barriers to change. Today’s topics include:
  - ▶ **Supervisor as Change Manager**—during which we will look at the supervisor’s role as a change manager.
  - ▶ **Culminating Project Presentations**—during which we will continue our presentations.
  - ▶ **Leadership Panel/Peer Consultation & Action Planning**—during which we will set a path for the future.



## Transition

- ▶ Let’s turn to our main topic of the day: your role as change manager.

# Supervisor as Change Manager

## Materials

PPT 9.3-9.7

Flipchart

Markers

Stars/Stickers



2 hours

## Presentation – Supervisor as Change Manager

- ▶ Much of ***Supervising for Excellence*** addresses strategies that require a change in thinking and doing business. The Department’s goal of increasing positive outcomes for children requires considerable change from traditional to family-centered practice. Readjusting your time to fully utilize qualitative discussions and mentoring require change from both you and your staff. In order to effectively conduct **quality practice** we must **embrace change**.
- ▶ Whether caused by technology or new policies, procedures or regulations or other factors, change occurs frequently and regularly in the workplace. In fact, several organizational development theorists believe that the ability to manage change is the key skill an employee needs to bring to the job today. In order to be effective in leading and modeling change management skills, child welfare supervisors must understand the dynamics of avoiding resistance to change and how to build commitment to it.
- ▶ This section addresses these topics and provides an opportunity to explore organizational issues such as efficiency, accountability, and hierarchy when a major change, such as the implementation of a new information system, occurs in the workplace.

## Recommended Reading

*Creativity*, by Mihaly Csikszentmihalyi

*The Adoption And Safe Families Act (ASFA) Training Series: Change Is All Around Us: Tools To Build Commitment To Change Trainer's Guide*, by The Institute for Child and Family Policy Edmund S. Muskie School of Public Service University of Southern Maine Portland, Maine and funded by The U.S. Department of Health and Human Services Administration for Children and Families Children's Bureau.

*Managing at the Speed of Change*, by Conner, D. R.



## Activity – Change is Like...

### INTRODUCE the Activity

- ▶ Let's begin the day by doing an activity that explores your own perception of change.

### PURPOSE of Activity

- Get ready for the day of training.
- Provide participants the opportunity to reflect on their own perceptions about change.

### DIRECTIONS for Activity



- **Refer** participants to PG page 9.4: **Change is Like...**
- **Instruct** participants to complete each of the sentences. Give the examples below:
  - ▶ *For me, change is like (name a food), because...*
    - ▶ **Like mushrooms, I hate them by themselves but placed in a casserole or part of a dish, I grow to accept them.**
  - ▶ *For me, change is like (name an animal) because...*
  - ▶ *For me, change is like (name a season) because...*
    - ▶ **Like fall, its starts to get cold so you wear more clothes to protect you from the changes.**
  - ▶ *For me, change is like (name a body of water) because...*
  - ▶ *For me, change is like (name a movie) because...*
    - ▶ **Like Back to the Future, we always seem to start something new, then go back to where we started.**
- **Ask** for volunteers to share their responses and briefly discuss.



Barriers to Change  
Must Be Addressed

## MAIN IDEA: The Essence of Change

- ▶ We can all agree that an effective organization identifies the need for and implements plans for **change** and **growth**.
- ▶ But we can also probably agree that the essence of change in organizations is dealing with barriers. Barriers like perception, beliefs, power and politics must be addressed in order for change to take place.



## Activity – Anticipating Change, Don't Hold Your Breath

### INTRODUCE the Activity

- ▶ This activity on anticipating change was developed by Brian Remer of the *North American Simulation and Gaming Association*.
- ▶ It can be used with your employees when you are trying to introduce a big change.

### PURPOSE of Activity

- *To provide supervisors with a tool they can use with staff when introducing a big change.*

### DIRECTIONS for Activity



- **Instruct** your participants to count their rate of breathing while sitting comfortably relaxed. **Give** them a start signal, count fifteen seconds to yourself, and signal them to stop. **Ask** them to record the number of breaths they took in the time period and keep their number to themselves.
- **Now** tell them that, on your signal, you'd like them to take a deep breath and hold it for as long as they can. **Emphasize** that this is not a contest. You don't care how long anyone holds their breath. Rather, you'd like them to notice what they are sensing and feeling while holding their breath. **Encourage** them to keep from breathing as long as they can, until it feels as if their eyes are ready to pop out and their skin is turning blue. **Give** the signal and wait. When the room is breathing again:

**Ask:**

? **Stop and think for a moment. I asked you to hold your breath. Your lungs began to ache and your head began to spin. You couldn't wait any longer. At what point did you first begin to feel relief?**

- ***Elicit** responses. Most people will report that they felt better as soon as they began to exhale. A few may say they felt better once they took a breath but upon reflection, they will agree that the first sign of relief comes as air leaves the lungs. In fact, it doesn't matter if you have a big gulp of air in your lungs. It's only when that air is in motion that your lungs can extract the oxygen that you need!*

**Say:**

- ▶ The point I am making is this: Many people approach change as if they were holding their breath. They try to freeze the present, hold things static, and resist change in an attempt to control the world around them. But our organizations, our teams, our families, and our communities are alive. They live, breathe, and change every day. They need movement. The purpose of work for each of us is to create movement, to produce some sort of change for the organization. Without movement toward its goals, the organization will suffocate.
- ***Next**, tell people you'd like them to hold their breath again for as long as they can. **As before**, the duration is not important. **This time, however**, ask them to silently count how many breaths they take in the first fifteen seconds after they exhale. **Instruct** them to record the number of their breaths next to their previous breathing rate. **Give** the start signal.*

**Ask:**

? **How were the two different breathing rates different?**

- ***Elicit** responses. Most will report that their second rate is higher. After holding your breath, your body needs to breathe faster and more often to reach a state of equilibrium. Even though relief comes when you exhale, every one of us is thinking about that next breath – and the ones that follow! We need that regular rhythm.*



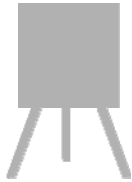
### Say:

- ▶ The second point is this: **Successful adjustment to change is not just movement, it is movement with predictability.** We know what will happen when we exhale. We will take a breath, and then another, and another. There is a predictable rhythm there that we know will sustain us, give us something solid to rely upon, and help us reorient ourselves after the initial shock of change. It's much harder to adjust to change if there's nothing familiar in sight at the other end.
- ▶ Challenge your group to think about how they can use the rhythm of their own life activities to make their adjustment to change smoother.

### Ask:

- ? **What can supervisors do to help their staff integrate changes into the flow of their work?**

#### **SAMPLE RESPONSES (list on flipchart):**



- ❖ Help your staff understand the “whys” behind change.
- ❖ Help your staff see the opportunities in change.
- ❖ See change from your staff's perspective.
- ❖ Help staff look at change proactively.
- ❖ Find strategies for getting reluctant staff on-board with change.
- ❖ Communicate effectively.
- ❖ Use your listening skills.



## SUMMARIZE

- ▶ This sense of movement and regularity is what some people refer to as “flow.” It is a state in which we are fully present in the moment because we are not preoccupied with what will happen next. We become absorbed in the present activity giving it our full attention and energy, even losing track of time.
- ▶ In his book, *Creativity*, Mihaly Csikszentmihalyi writes about the lives of creative people from all walks of life. The people he interviewed found themselves most inventive when in a state of flow. It was then they were able to make mental connections, to learn, and to grow.
- ▶ Flow is available to everyone as a way to be more creative or to adjust to change. Just take a deep breath and move into the flow!



## Activity – A Change I Recently Led

### INTRODUCE the Activity

- ▶ Let’s begin the day by doing an activity that explores changes you, as a supervisor, have led.

### PURPOSE of Activity

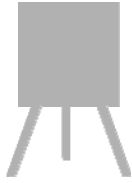
- Provide participants the opportunity to reflect on their own perceptions about change.

### DIRECTIONS for Activity



- **Refer** participants to PG page 9.6: ***A Change I Recently Led.***
- **Ask** participants to think for a few minutes about a work related change they have recently gone through, specifically a change that they led their staff through---something like introducing a new or revised policy, regulatory requirement, or a supervisory practice.
- **Instruct** participants to pair off, ask them to complete the questions on the handout and share their experiences with each other.

- *After a few minutes, ask if one or two participants would like to share with the group their answers to each question. Record the answers on a flipchart.*



**Ask:**

- ? **What changes have you led as a supervisor (be it introducing a new policy, reforming practice or supervising employees)?**

- *Elicit responses and discuss.*

**Ask:**

- ? **How did you decide to lead this change? What did you experience in your own reaction? (Include feelings and behaviors.)**

- *Elicit responses and discuss.*

**Ask:**

- ? **What reactions did you get from those impacted by the change? (Include feelings and behaviors.) Did the reactions change over time?**

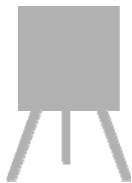
- *Elicit responses and discuss.*

**Ask:**

- ? **What are the two things about change that cause us to feel anxiety?**

**SAMPLE RESPONSES (list on flipchart):**

- ❖ Loss of control.
- ❖ Feeling a skill deficit.
- ❖ Fear of the unknown.
- ❖ Unpleasant past experiences with change.



- ***Refer participants to PG pages 9.6-9.8 **Signs of Distress in Change, MBTI Type and Stress and Effective and Committed Sponsors of Change** for more information.***



## SUMMARIZE

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



## **Presentation – Employee’s Most Essential Tools: Skills for Dealing with Change**

- ▶ As we are well aware, changes in the workplace occur regularly and will continue to occur in the future. Agency goals change, people change, procedures change and the tools needed to do our work change. Some might say that the only constant is change. Developing the skills needed to overcome the fear and loss of control that some people associate with change, and respond positively to change have become some of an employee’s most essential tools.
- ▶ As a supervisor, you need to understand the dynamics of change, be skilled at building commitment to change and have the tools you need to lead your staff through the change process by helping them develop positive, focused and flexible attitudes toward change.
- ▶ In any change, people often have more than one role to play. For example, perhaps you, at times, you have been asked both to change and to take the lead in implementing a change. In other words, you were asked to do the difficult tasks of altering your own knowledge, skills and behavior. Perhaps you were also called on to be a change leader, responsible for leading the change in your unit.



## PowerPoint Presentation – Commitment to Change (SLIDE 9.3 – 9.7)

### Commitment to Change: Characteristics

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

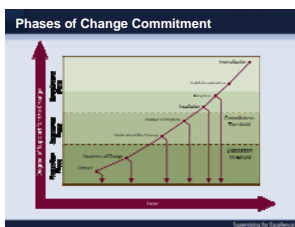
### SLIDE 9.3

#### PowerPoint Slide: Commitment to Change: Characteristics

- ▶ An effective commitment builder not only encourages and gains the commitment of staff but also assesses whether or not he/she is fully personally committed to the change.
- ▶ Commitment to major change is evident when people:
  - ▶ **Invest resources** (time, energy, money, etc.) to ensure a desired outcome.
  - ▶ **Consistently pursue their goal**, even when under stress and with the passage of time
  - ▶ **Reject ideas** or action plans that offer short-term benefits but are **inconsistent with the overall strategy** for ultimate goal achievement.
  - ▶ **Stand fast** in the face of adversity, remaining determined and persistent in their quest for the desired goal.
  - ▶ **Apply creativity, ingenuity, and resourcefulness** to resolving problems or issues that would otherwise block their achievement of the goal.
- ▶ **Commitment is the glue that bonds** people and their change goals. It is the key source of energy that propels resilient people and organizations through the transition process at the fastest, most effective pace possible — the optimum speed of change.
- ▶ The more committed a person is to change, the more personal resources like time, energy, endurance and ingenuity he/she freely invests in achieving it. Commitment building, thus, is necessary for successful implementation of change. The change could be a system implementation, like installation of a new computer system or a life style change or a change you may be asking your clients to make to support the case goal.

- ▶ In the field of Child Welfare, Supervisors are sometimes asked to lead a change driven by external demand. At times, the change makes sense to supervisors, which makes it easier to build commitment in staff. For example, most child welfare professionals will be able to find and identify at least some tenets of Family Centered Practice that are already part of their value system or their experience.
- ▶ At other times, supervisors must lead a change without fully understanding the rationale for the change, or perhaps without agreeing with the change.
- **Conduct** a brief discussion with the group about the challenges of making or leading a change when you don't agree with, fully understand, or see the long term benefit of the change.
  - ▶ Regardless of the type of change, the phases of building commitment stay constant. To look at a way that potential resistance can be overcome and commitment to change can be generated, let's look at the 'Stages of Commitment to Organizational Change' model.

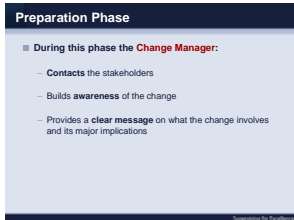
**Source:** ODR, Inc. This material is included in this curriculum based on an agreement between the Muskie School of Public Service and ODR for use in the delivery of *Change Is All Around Us: Tools To Build Commitment To Change*.



## SLIDE 9.4

### PowerPoint Slide: Phases of Change Commitment

- ▶ Regardless of the type of change, the phases of building commitment stay constant. To look at a way that potential resistance can be overcome and commitment to change can be generated, let's look at the 'Stages of Commitment to Organizational Change' model.
- ▶ The model is presented as a grid with support for the change presented on the vertical axis and the passage of time presented on the horizontal axis. The model consists of three developmental phases:
  - ▶ Preparation
  - ▶ Acceptance and
  - ▶ Commitment
- ▶ Each phase represents an opportunity for commitment to be threatened (the down arrows) or supported (the up curve) and provides opportunities for change leader intervention. Also, people tend to go forward and back through the stages---making progress forward and then slipping back. In real life, progress toward commitment is not quite as linear as the chart shows.



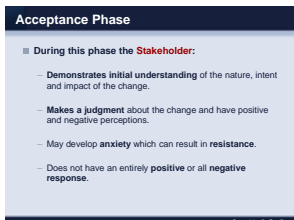
## SLIDE 9.5

### PowerPoint Slide: Preparation Phase

- ▶ Phase 1: Preparation
- ▶ It's in this phase that people are **contacted** to let them know what's going on and to begin to **build awareness** of the change.
  - ▶ Awareness does not, however, indicate a thorough understanding of the change or an agreement that the change is a benefit. In reality at this time in the change process, people may be confused about what the change will mean to them personally, how they will be affected by the change, what role they will be asked to have in the change or even why the change is needed.
- ▶ During this phase, it's critical for the change leader to provide a **clear message** on what the change involves and its major implications.

#### Ask:

- ? **What is a major change that has occurred in your workplace and how they first learned about it?**
  - *Elicit responses and discuss. (Suggested Response: Changes to Home SafeNet and the move to FSFN)*



## SLIDE 9.6

### PowerPoint Slide: Acceptance Phase

- ▶ The second phase in the commitment model is the **Acceptance Phase**.
- ▶ It's during this phase that the person **demonstrates some initial understanding** of the nature, intent and impact of the change.
- ▶ The person is, for the first time, in a **position to make a judgment** about the change and have positive and negative perceptions.
- ▶ This is where the **anxiety** that we discussed a while ago can creep in and if unchecked **can result in resistance**.

- ▶ **Rarely, by the way, is a person's response either all positive or all negative.** Usually it's a bit of both.
  - ▶ A **positive perception** is **NOT** the same as **deciding to commit time, energy and other personal resources** to making the change a success.
  - ▶ For example, you may have some negative feelings about implementing a new policy but will go along with it because it's the priority of your supervisor and one of the factors in your performance evaluation will be how well you implemented the policy.



## SLIDE 9.7

### PowerPoint Slide: Commitment Phase

- ▶ The third and final phase is Commitment.
- ▶ In this phase the change is **installed, implemented** and becomes **operational**.
- ▶ During this phase, it's common for **unanticipated problems** to arise, that **unexpected complications** occur and that **'checking out behavior'** can happen.
  - ▶ It's in this stage that initial optimism about the change can be deflated or turned into pessimism, **resistance can increase and rumors can run rampant**.
- ▶ After the change has been used long enough to demonstrate worth and visible positive impact, people **begin to assess the benefits of the change from long-term perspectives** such as logistical, organizational, personal and economic perspectives.
- ▶ Ideally the **change is now the norm** and has been thoroughly **adopted by people**, receiving maximum organizational, personal and professional support.
- ▶ **Enthusiasm, high-energy** and **persistence** characterize commitment at this level when **institutionalization** and **internalization** occur.
- ▶ At institutionalization, **the organizational structure has adapted to support the change**.
  - ▶ For example, it's reflected in policy and procedure, job descriptions and performance appraisals. At internalization, the person 'owns' the change---to them it is theirs, always has been and always will be.





## Activity – Change Commitment; Where Are We?

### INTRODUCE the Activity

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

### PURPOSE of Activity

- Provide participants the opportunity to apply the commitment model for change.

### DIRECTIONS for Activity



- *Refer participants to PG page 9.9: **Change Commitment; Where Are We?***

#### Ask:

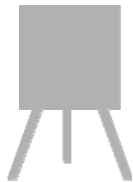
- ? **What are some major changes that are taking place in the Department right now?**

- *List those on the flipchart and then ask the group to select two changes to analyze further. **Note:** changes should span those that are statewide, agency specific, and community specific so that supervisors have a range of choices for their example.*
- *Using the **prepared flipcharts**, label each with the name of the changes that the group decided to analyze.*

#### Ask:

- ? **How are these changes affecting you and where are you in the change process?**

- *Instruct participants to complete each section in their participant's guide.*



## From Participant's Guide

### Change Commitment: Where Are We?

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

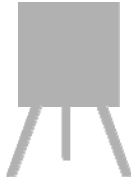
#### Change #1

- 1) The change I am addressing is:
- 2) With regard to this Change, I am in the phase of:  
Preparation\_\_\_\_\_
- Acceptance\_\_\_\_\_
- Commitment\_\_\_\_\_
- 3) To move out of that phase, I need:

#### B. Change #2

- 1) The second change I am addressing is:
- 2) With regard to Change #2, I am in the phase of:  
Preparation\_\_\_\_\_
- Acceptance\_\_\_\_\_
- Commitment\_\_\_\_\_
- 3) To move out of that phase, I need:

- **Distribute** stars/stickers to the participants and ask participants to answer Question 2 by placing a star/sticker on each of the flipcharts recording where they are on the commitment curve for each change.
- **Review** each flipchart by commenting on the numbers of participants in each phase of the curve. (The expectation here is that participants will be in all phases of the curve.)
- **Assign** each group one phase. Give them 3 minutes to list actions they could take to assure a positive outcome and progress to the next phase.
- **Instruct** each group to present their list. After each list is presented, ask if anyone has something to add to the list.
- **Ask** if any new skills or competencies are needed. If so, record them on a flipchart.



### **Ask:**

- ? **Are there any new skills and competencies needed?**
  - *Elicit responses and record on flipchart.*

### **SAMPLE RESPONSES (cover any that have not already been identified):**

#### **Preparation Phase**

- ❖ Factual, accurate, complete information—what's known.
- ❖ Make known; what's not known, will be discussion of the upcoming change at staff and other meetings.
- ❖ Public announcements.
- ❖ Frequent communication announcing the change.
- ❖ Personal communication from the supervisor.
- ❖ Checking to be sure that the message is heard.

#### **Acceptance Phase**

- ❖ Frequent communication focusing on the benefits of the change, why it's important and when it will happen.
- ❖ Expectation shaping---don't oversell.
- ❖ Show results/benefits.
- ❖ Training.
- ❖ Opportunities—formal and informal-- to participate in the planning, decision making and implementation process (SME's).
- ❖ Clarification of roles.
- ❖ Question and answer forums.
- ❖ Access to change sponsor and change leaders.
- ❖ Rewards/positive feedback.

## Commitment Phase

- ❖ Communication should be frequent and factual. When you think you've done it enough, do it more.
- ❖ Honestly acknowledging and addressing problems, issues and concerns.
- ❖ Present facts.
- ❖ Provide feedback on the status of user suggestions for modifications to the system.
- ❖ Acknowledge successes.
- ❖ Rewards/celebrations.
- ❖ Active problem resolution.
- ❖ Formal sanctioning---incorporating the change into daily operations, for example job descriptions, performance evaluations, hiring/promotional decisions.



## Activity – Reactions and Actions

### INTRODUCE the Activity

- ▶ Let's look at some current changes in the Department and your team's reactions and actions to the change.

### PURPOSE of Activity

- *Provide participants the opportunity to reflect on their team's reactions and actions involving a recent change.*

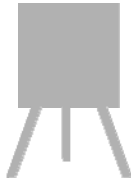
### DIRECTIONS for Activity

- **Conduct** large group discussion of change within an organization:

**Ask:**

- ? **Think about your own reaction to the change you are in: How does your response fit in with your peers? How does your response fit in with that of your supervisor?**

**SAMPLE RESPONSES (list on flipchart):**



**Preparation Phase**

- ❖ My response is a mix of my own reaction and that around me.
- ❖ When people I trust or revere, support a change, I am willing to take the risk.
- ❖ When people I trust or revere struggle with a change, I am more reluctant.
- ❖ This includes not only supervisors, but my peers and those around me.



- **Refer participants to PG pages 9.10: *Reactions and Actions***

**Say:**

- ▶ Now think about the unit/team that you supervise. List out the people in your unit/team and consider where they are in relation to this change: their 'REACTIONS' and 'ACTIONS'
  - ▶ For example, some staff members don't like change, but they do what is directed, others may state that they support the change, but their actions do not reflect this.
  - ▶ If the change does not impact them, think of a change that does impact staff.
- **Allow ten minutes to complete this list.**

**Say:**

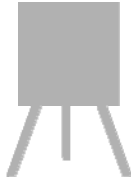
- ▶ Look at the list and identify some roles that staff members are taking on in this particular change. Think about whom, in the unit, is a '**change leader**' and who is a '**change strategist**': in other words, who can galvanize support for change, and who can figure out how to make change work.
- ▶ Think about whether unit/team members change roles depending on the change at hand.

- **Allow** five minutes to complete.
- **Discuss** the value of having an interactive and fluid team.

**Ask:**

- ? **How can you build on the unit/team dynamics to help the team cope with upcoming changes? We know there will be constant change in Child Welfare.**

**SAMPLE RESPONSES (list on flipchart):**



**Preparation Phase**

- ❖ Enlist the aid of good strategists to help the team brainstorm how to manage change.
- ❖ Facilitate team meetings where people can discuss their response to change and build commitment.
- ❖ Building commitment through using the strengths and expertise of all unit members.



**SUMMARIZE**

- ▶ Organizational development experts maintain that the pace of change is so frenetic that the ability to manage change is one of, if not THE, most important skill an employee can bring to the current work environment. For a child welfare supervisor, the ability to lead and model commitment to change building skills is an invaluable competency.
- ▶ Effective change leaders use their role and the team to build commitment to change.



**Transition**

- ▶ Let's now complete our Culminating Project presentations.

# Culminating Project—Presentations

Materials  
Participant supplied  
materials



2 hours

## Presentation – Culminating Project Presentations

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

**Trainer Note:** If a participant previously presented a poorly constructed, incomplete, or otherwise unacceptable project, this time might be used to do a follow-up presentation addressing the issues of concern identified by the trainer during the initial presentation. If this is done, the trainer should privately discuss this expectation with the trainee after class on the day of the initial presentation. Offer clear feedback, identifying areas of concern. Tell the participant exactly what is being requested in a positive and non-judgmental manner. The opportunity to remedy an inadequate or poorly prepared presentation should be presented to the participant as an invitation, not a mandate.



## Activity – Culminating Project Presentations

### INTRODUCE the Activity

- ▶ Remember, 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, failures and results.*

### DIRECTIONS for Activity

- *Instruct participants to present their projects.*
- *Complete Culminating Project Rubric found in the appendix.*
- *Thank all the participants who presented today.*



## Transition

- ▶ Let us complete the day with a culminating activity.

# Leadership Panel/ Peer Consultation & Action Planning

## Materials

Guest Speakers:  
Local Leadership



2 hour &  
30 minutes

## Notes to Trainer:

- ▶ The final training day of ***Supervising for Excellence*** offers the trainer and participating organization(s) some flexibility in ensuring that the needs of the group are best met. Please note, however, that flexibility does not suggest diminished structure or benefit, but rather acknowledges that different trainee groups will have differing priorities and needs.
- ▶ If a leadership panel is used, advance preparation is required. The trainer must work with the sponsoring agency to ensure that the appropriate leaders are scheduled.



## Activity Option #1 – Leadership Panel

### INTRODUCE the Activity

- ▶ Before we leave each other, I have brought in local leadership to discuss what leadership means to them.

### PURPOSE of Activity

- *Provide participants the opportunity to get to know local leadership and be inspired by them.*

### DIRECTIONS for Activity

#### Advanced Preparation

- *Invite local leadership to participate in a panel discussion on what leadership means to them. Before the session, visit the leaders and provide them with suggestions for discussion found in the appendix.*



## Questions for Leadership Panel (Provide in Advance)

The panel should be structured so that the trainer acts as a moderator, and also allows participants to ask questions. The following questions may be provided to the Leadership Panel in advance as potential questions:

- ▶ Did you choose your career path, or did your path choose you?
- ▶ If you had done something different in your career, what would it have been?
- ▶ What about your work makes you want to jump out of bed in the morning?
- ▶ What about your work makes you feel like hiding under your covers in the morning?
- ▶ Tell me about a time when your values were in conflict with your work?
- ▶ What is the best piece of career advice that you have gotten...and what did you do about it?
- ▶ How has a mentor made a difference in your career?
- ▶ If you had a mentor earlier in your career, what may have been different?
- ▶ What is something you learned along the way that has helped you the most?
- ▶ What is the one thing you wish someone would have whispered in your ear along the way (that would have helped you)?
- ▶ How have you learned to work with different systems?
- ▶ How do you currently work together within the system of care environment to be collaborative and get things done?
- ▶ What is your leadership style?



## Activity Option #2 – Peer Consultation and Action Planning

### INTRODUCE the Activity

- ▶ Before we leave each other, we are going to conduct a peer consultation and action planning session.

### PURPOSE of Activity

- *Provide participants the opportunity to get to learn from each other and prepare for the future.*

### DIRECTIONS for Activity

- **Divide** participants into dyads (if the group is not evenly numbered, have one group of three). Ask participants to choose a partner from another agency. If this is not possible ask participants to partner with someone from another department within the agency. Instructions are as follows:



- **Refer** participants to PG 9.11-9.12 **Peer Consultation and Action Planning**.
- **Instruct** participants to individually complete the worksheet, stressing that they should take time to really think about their responses. Allow approximately 20 minutes for completion of the worksheet.
- **After** completing the action plan (worksheet), ask the participants to work with their partners as peer consultants for the next 30-40 minutes (15-20 minutes per participant). Participants should take turns sharing their needs and action plan with peer consultant. The peer consultant should use the action listening skills enhanced during the training to discuss his/her partner's findings and action plan.

## Say:

- ▶ This is a dynamic, interactive process. The person working on his/her action plan should be prepared to “talk through” the plan with the peer consultant rather than making a presentation. The peer consultant should be prepared to actively participate by offering feedback, asking questions, and asking for needed clarification. In short, peer consultants will work with their partners in a consultative role much like that used in providing supervision to staff members.
- ▶ **After** every participant has received peer consultation bring the group back together.
- ▶ **Instruct** the peer consultant should then present her/his partner’s final action plan to the group. Presentations should be brief but thorough. As the action plans are presented by the peer consultant, input from the group at large should be solicited.
- ▶ At the end of the presentations of action plans, instruct the dyads to exchange phone numbers and email addresses and to agree on a date (between 30 and 60 days) to reconnect to discuss progress toward their action plans.



## Activity Option #3 – Supplemental Information

### Note to Trainer:

- ▶ Depending upon the specific group participating in this training, areas of remaining need might be identified. For example, if the group is comprised almost exclusively by very new supervisors they might benefit from additional training in specific areas such as coaching or time management. If the group in general appeared to struggle with any of the topics presented during the training, or seem to have a particular interest in going deeper into one of the topics presented, topic-specific information might be presented either by the trainer or by a community expert in that area. Presentation of supplemental information could be exclusively used during this time period, or combined with the peer consultation activity described above.



## Transition

- ▶ Let us wrap up for the day.

# Wrap-Up

## Materials

PPT 9.8



15 minutes



## Presentation – Wrap-Up

- *Process Supervising for Excellence with the participants.*

## Summarize

SLIDE 9.8

- ▶ PowerPoint Slide: Thank you for participating.
- ▶ We have spent a great deal of time together and have formed some strong positive relationships.
- ▶ Thanks for your input and participation. It has been an absolute pleasure working with you during ***Supervising for Excellence***.

- *You might want to offer some specific (and honest) comments about positive things that happened during the training process.*

### Ask:

- ▶ **Are there any closing comments or remarks you would like to share with others in your group or the group at large?**
- *Participants often want to exchange email addresses and telephone numbers with others in the group. This can be done in advance by the trainer, or by having participants record their contact information on a flipchart so that others can copy it. If every participant works for the same agency this might not be an issue of interest for the group.*

## Evaluations

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