The core curriculum for supervisors consists of the Introductory Module (common to both middle managers and supervisors) and five subsequent on-line modules corresponding with the NCWII Leadership Model. Learning activities include pre-learning in preparation for each of the five modules (following the Introductory Module) as well as instructor led real-time discussion sessions for graduates of each module.

INTRODUCTORY MODULE
This module provides a common foundation and covers core concepts covered in more depth in subsequent modules including: child welfare in the 21st century, workforce issues, leadership and diversity, leadership for results, leadership in a changing environment and need for leadership at all levels. (2 hours)

MODULE I: FOUNDATIONS OF LEADERSHIP

COURSE DESCRIPTION
Like good social work practice, effective leadership begins with self-knowledge. This module includes leadership principles, a model and competencies specific to child welfare. By becoming aware of how competencies can be developed, participants can start to chart their own leadership development journey. (3 hours)

PRE-WORK
Participants have completed the Introductory Module and participated in the Leadership Academy for Supervisors Learning Network (LASLN) that follows the Module where they have reviewed their responses to the reflective questions posed in the Introductory Module and learned about the self-directed learning approach. When they signed up for the Foundations Module, they identified a six word personal vision of how they want to be remembered as a supervisor/leader and identified two-three priority areas from the Introductory Module Reflective Questions that they may want to address in their Change Initiative. They were also asked to read about the two main assignments they will work on throughout the Academy: the Personal Learning Plan and the Change Initiative.

INTRODUCTION
Welcome, overview and goals of the module.

UNIT #1: WHAT DO I ASPIRE TO AND WHO AM I AS A LEADER?

Training Competency:
- Able to assess one’s own strengths and challenges as a leader and also demonstrate integrity/honesty in providing personal leadership.

Objectives:
- Describe the key qualities of leaders and their impact on child welfare systems and staff.
- Based on self-assessments, identify own leadership strengths and challenges.
UNIT #2: SUPERVISORS AS LEADERS

Training Competency:
• Able to describe leadership behavior as a supervisor

Objectives:
• Describe how the National Association of Social Workers (NASW) code of ethics provides an ethical base for leadership behavior.
• Distinguish between behaviors of supervisors as managers and supervisors as leaders.
• Describe the importance of a systems perspective in moving from supervisor as manager to supervisor as leader and provide examples of the systems perspective.

UNIT #3: BEING A LEADER IN CHILD WELFARE

Training Competency:
• Understand and apply the components and dynamics of the Child Welfare Leadership Framework to the work place.

Objectives:
• Analyze and explain the balanced application of the CW Leadership Framework’s four quadrants by exemplary supervisor leaders.
• Describe the Native American relational view of the world, its relevance to child welfare leadership, and its relationship to the four quadrants.
• Define the five pillars or fundamental values of child welfare leadership and their importance to child welfare practice, commitment, and client outcomes.
• Provide examples of how leadership qualities can be demonstrated on the job.
• Define the two components of the regenerative role of supervisors: as a role model and supporting the leadership development of others.

UNIT #4: DEVELOPING AN ORGANIZATIONAL AND PERSONAL VISION

Training Competency:
• Able to establish, communicate, and implement an organizational vision in a continuously changing environment based on a personal vision that guides practice and professional development.

Objectives:
• Develop a personal vision statement based on a holistic view of child welfare leadership.
• Develop a vision statement for an organizational change initiative.
• Describe six major components of effective leadership in the adaptive change process.

UNIT #5: PERSONAL LEARNING PLAN AND AGENCY CHANGE INITIATIVE

Training Competency:
• Able to demonstrate a commitment to continuous learning by applying leadership skills to the solution of an agency problem.

Objectives:
• Develop a learning plan to address personal leadership goals.
• Develop an action plan for an agency change initiative to address pressing agency issues.

**MODULE II: LEADING IN CONTEXT - BUILDING COLLABORATIVES**

**COURSE DESCRIPTION**
To improve outcomes for children, youth and families we need to build collaborative relationships. This module provides an opportunity to develop the leadership competencies needed to create partnerships with families, youth and communities. *(4 hours)*

**PRE-WORK**
Participants have participated in the LASLN following the Foundations Module where they have reviewed their responses to the reflective questions posed in that module. Upon registration for this current module, they will have been asked to:

• Identify internal and external (community) partnerships that are critical to the work of their unit and briefly describe the successes and challenges in each of these partnerships.

**INTRODUCTION AND OVERVIEW**
Welcome, overview and goals of the module.

**UNIT#1: ASSESSING THE WORLD BEYOND MY UNIT**

*Training Competency:*

• Understands the importance of the supervisor’s leadership role in assessing collaboratives in the environment beyond the unit.

*Objectives:*

• Describe the key role of the supervisor at the intersection of the unit and the external environment.
• Apply a systems perspective to develop an eco-map of key partners in their unit’s external environment.
• Apply leadership concepts of shared values and vision, technical and adaptive change and stages of change to assess key partnerships in the unit’s external environment.
• Apply leadership concepts to assess the collaboration issues in their own change initiative.

**UNIT#2: LEADERSHIP SKILLS IN BUILDING COLLABORATIVES**

*Training Competency:*

• Able to describe the application of a range of leadership skills in the partnering process.

*Objectives:*

• Describe a continuum and range of skills in the partnering process from communication, coordination, collaboration, negotiating and advocacy.
• Provide examples of supervisory leadership skills in the partnering process.
• Apply the concepts of the partnership process continuum to own change initiative.
UNIT#3: MY COLLABORATIVE LEADERSHIP ROLE FOR MY CHANGE INITIATIVE

Training Competency:
- Able to demonstrate commitment to continuous learning as a leader and address agency issues.

Objectives:
- Reviews and applies supervisory leadership skills in the area of partnering to own Change Initiative.
- Reviews and modifies personal development plan in light of leadership partnership concepts and skills.

MODULE III: LEADING PEOPLE

COURSE DESCRIPTION
Knowledgeable and supportive supervisors are critical to attracting, supporting and developing a committed workforce, the most important asset in a child welfare agency. In this module, we will present a framework for the complex issue of workforce development and provide strategies for recruitment, selection, development, support and performance management of staff. (6 hours)

A NOTE ON THIS MODULE
This is the longest module in the Leadership Academy for Supervisors. Separate, stand-alone modules, each lasting an hour, are available on the topics of Coaching, Diversity Leadership, Recruitment and Screening.

PRE-WORK
On registering for this module, participants are asked to:


INTRODUCTION AND OVERVIEW
Welcome, overview and goals of the module.

UNIT#1: WORKFORCE ISSUES

Training Competency:
- Understands the importance of the supervisor’s leadership role in workforce development to implement systems change.

Objectives:
- Describe key child welfare workforce issues, trends and challenges from a national perspective.
- List reasons why staff stay and the key role of the supervisor in retention.
- Apply a systems perspective to understanding the relationship between workforce issues and implementation of evidence based practice.
UNIT#2: FOUNDATIONS OF WORKFORCE DEVELOPMENT

Training Competency:
- Able to describe the foundations of workforce development and the role of leadership at all levels in promoting a stable, committed and competent workforce.

Objectives:
- Describe the importance of leadership at all levels and the complementary roles of senior management, supervisors and staff in promoting workforce development.
- Describe the foundations of workforce development in terms of the agency mission, vision, explicit job responsibilities and relevant professional education for staff.
- Explain the connection between agency vision and mission and personal values in promoting recruitment and retention of staff.
- Identify key factors in creating a culture supportive of workforce development.

UNIT#3: FINDING AND SELECTING THE BEST

Training Competency:
- Understands and describes the role of the supervisor in attracting a pool of qualified applicants promoting an effective screening and selection process.

Objectives:
- Describe the key issues and provide examples of supervisory leadership behavior in the recruitment process.
- Explain the principles and importance of realistic recruitment and provide examples of Realistic Job Previews (RJPs).
- Describe the importance of expanding the pool of potential recruits including methods for recruiting them.
- Explain the importance of a competency-based selection process in making the best person/job match.
- Identify assessment methods for screening, rating and selecting candidates.
- Apply concepts of recruitment, screening and selection to own Change Initiative.

UNIT #4: CREATING A SUPPORTIVE CULTURE

Training Competency:
- Understands and describes the role of the supervisor in creating a supportive culture.

Objectives:
- Describe incentives and work conditions in child welfare and their impact on workforce development.
- List the components of a supportive culture and strategies for achieving it.
- Describe the impact of trauma on worker retention and list strategies to mitigate the stress of secondary trauma.

UNIT #4 CREATING A LEARNING CULTURE

Training Competency:
- Understands the relationship of a learning culture to staff commitment and describes the role of the supervisor in creating a learning culture.
Objectives:
- Describe the impact of a learning culture on creating a stable, competent and committed workforce.
- Identify the stages of worker development and explain the impact of mentoring new workers on job performance and retention.
- Identify approaches to mentoring and coaching for worker development and succession planning.

UNIT #6: CREATING AN INCLUSIVE CULTURE

Training Competency:
- Understands the importance of facilitating cooperation and motivating team members to create an inclusive organizational culture.

Objectives:
- Explain the importance of empowering staff to promote high performance and retention.
- Describe and apply strategies to foster an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization.
- Describe and apply strategies to encourage creative tension while managing and resolving conflicts in a constructive manner.

UNIT #7: COMMUNITY CONTEXT

Training Competency:
- Understands the importance of creating community connections to support staff recruitment and commitment.

Objectives:
- Describe strategies for promoting positive relationships with the informal community network and with community agencies.
- Describe proactive steps to develop a diverse workforce, reflective of the community.
- Identify ways to impact public perception of child welfare work through engaging the media.
- List ways in which university-agency partnerships can promote innovation and collaboration in workforce development.

UNIT #8: PERFORMANCE MANAGEMENT

Training Competency:
- Understands the impact on high performance and retention of communicating clear expectations and performance standards.

Objectives:
- Apply a systems perspective to understanding a performance management process in child welfare.
- List the inputs and steps in the performance management process.
- Apply strategies for communicating, monitoring and assessing staff performance and linking to agency outcomes.
- Identify areas of underperformance and strategies for addressing it.
- Identify strategies for recognizing high performance of staff.
UNIT #9 PUTTING IT TOGETHER

Training Competency:
- Able to demonstrate commitment to continuous learning as a leader and address agency issues.

Objectives:
- Review and modify personal development plan in light of Leading People concepts and skills.
- Review and apply supervisory leadership skills in the area of Leading People to own Change Initiative

MODULE IV: LEADING FOR RESULTS

COURSE DESCRIPTION:
In an era of increasing emphasis on accountability in child welfare, information management skills are becoming critical to sound child welfare practice. At the same time, supervisors need to know how to achieve a balance between data and people. In this module we will explore the role of the supervisor in creating a knowledge culture, promoting accountability and using data to improve practice. (3 hours)

PRE-WORK
Participants are asked to: (a) gather examples of their agency’s management reports for review during Unit 3, and (b) Read a brief handout to refresh their knowledge of CFSR basics.

INTRODUCTION AND OVERVIEW
Welcome, overview and goals of the module.

UNIT#1: IMPLEMENTATION DRIVERS AND RESULTS-ORIENTED INFRASTRUCTURE

Training Competency:
- Understands the importance of a results-oriented culture and infrastructure supports in leading for sustainable systems change.

Objectives:
- Describe the key implementation drivers (those factors that drive successful implementation) and infrastructure supports that facilitate and sustain a results orientation.
- Describe three areas of agency capacity building (management and supervisory skills in data analysis, development of effective performance reports, and ability to create an outcome-focused culture) that create an infrastructure focused on results.

UNIT#2: MANAGER AND SUPERVISOR KNOWLEDGE AND SKILLS IN USING DATA

Training Competency:
- Able to apply basic data tools for reading and interpreting child welfare data.
Objectives:
- Review federal child welfare outcomes and their importance in child welfare policy and the implementation of systems reform
- Distinguish between the five types of data used in child welfare and describe the value and limitations of each.
- Describe performance goals, measures, indicators and operational definitions for key CFSR outcomes.
- Apply basic data interpretation tools to examples and scenarios.
- Describe the use and value of CFSR outcome and supplemental reports for daily supervision and management.

UNIT#3: EFFECTIVE PERFORMANCE REPORTS

Training Competency:
- Able to interpret the meaning and assess the effectiveness of agency performance reports at the trend, management and supervisory levels.

Objectives:
- Describe the qualities of effective performance reporting, using the RESULTS Framework.
- Apply framework to agency reports (gathered in pre-work) to identify strengths and limitations.
- Describe the use, value and limitations of three common types of supplemental reports.
- Demonstrate basic analytical skills in reading and interpreting reports using a series of examples.
- Explain how performance data can inform management action using case scenarios.

UNIT#4: CREATING AN ORGANIZATIONAL CULTURE OF RESULTS

Training Competency:
- Understands and describes the role of the supervisor in creating a results oriented culture.

Objectives:
- Able to establish group and individual goals and expectations; able to hold team accountable for performance.
- Identify the key components of a results oriented culture and the strategies for achieving it.
- Apply successful strategies for creating a results oriented culture using a case study.
- Apply basic data tracking tools at the unit level to reinforce a culture of results and improved performance.

UNIT#5: DATA, PROBLEM-SOLVING AND MANAGEMENT ACTION

Training Competency:
- Understands the analytic process for using data to inform management action.
Objectives:
- Describe the use of data to identify problems and inform management action using the analytic problem solving process.
- Describe the parallels between the analytic problem solving process and the clinical casework process.
- Demonstrate how performance data can inform management action using case scenarios and examples.
- Differentiate decision alternatives based on research findings and the interpretation of data.

UNIT#6: MEASURING PROGRAM IMPROVEMENT
Training Competency:
- Able to create a measurement strategy for monitoring the progress of a change initiative.

Objectives:
- Identify a framework for measuring the progress and results of a change initiative or program improvement
- Identify data source(s) and assess the strength and limitations of relevant data elements for measuring progress of a change initiative
- Apply framework and measurement strategies to a case study and to own individual change initiative
- Monitor the progress and outcomes of a change initiative over time.

MODULE V: LEADING CHANGE

COURSE DESCRIPTION
The ability to lead and model commitment to change is an invaluable supervisory competency. In this module we will explore concepts related to change management, technical/adaptive challenges and leading staff through stages of changes. This module also provides an opportunity to synthesize learning from earlier modules and participate in action planning.

INTRODUCTION AND OVERVIEW
Welcome, overview and goals of the module.

UNIT #1: LEADING IN PERMANENT WHITEWATER
Training Competency:
- Describes supervisory challenges with leading change in a “permanent whitewater” environment.

Objectives:
- Recognize the reality of constant change in the child welfare environment.
- Identify the leader’s task in maintaining creative tension between vision and everyday reality.
- Describe the role of the supervisor as the link between top management and direct practice.
UNIT #2: THE DRIVERS OF CHANGE

Training Competency:
- Describes the implementation drivers or organizational supports (internal and external) needed to promote sustainable change.

Objectives:
- Identify three categories of implementation drivers: leadership, competency of the workforce and organizational infrastructures.
- Explain the need for implementation drivers to be integrated and compensatory.

UNIT #3: CHANGE THAT WORKS

Training Competency:
- Applies a systems perspective to the implementation of change.

Objectives:
- Relate the key components of the implementation process (characteristics of the innovation, organizational context, roles and organizational supports and infrastructure) to the Leadership Model quadrants.
- Identify aspects of the concept of “stickiness”: continuity, accessibility, ownership and value.
- Describe the functional roles that people play and their personal responses in the implementation of change.
- Apply strategies for creating organizational supports to own Change Initiative.

UNIT #4: SUSTAINING YOURSELF IN PERMANENT WHITEWATER

Training Competency:
- Describes strategies for sustaining self and other champions of your change initiative.

Objectives:
- Identify practices to sustain self and others in permanent whitewater.
- Develop a plan for sustaining self to develop resilience and renewal.

UNIT #5: PUTTING IT TOGETHER

Training Competency:
- Able to demonstrate commitment to continuous learning as a leader and address systems change issues.

Objectives:
- Modify personal development plan in light of whole learning experience.
- Modify plan for change initiative in light of the LAS learning experience.