Supervisor Core Competencies and Outline

Onboarding

Competencies:

After training participants will be able to:

- Prepare for the transition from peer to supervisor
- Execute the Transfer of Learning activities

Topics:

- Course Overview
- Peer to Supervisor Transition
- Acknowledge Your Role
- Get Out of the Loop
- Set Boundaries
- Listen
- Working Agreement
- TOL Activities & DISC Instructions
Module I Orientation

Competencies:

After training participants will be able to:

1. Communicate the DCS mission, vision, and philosophy.
2. Continue the transition from peer to supervisor.
3. Reflect on their own strengths and needs in conjunction with supervisee’s strengths and needs.
4. Understand the significance of culture and diversity and how it impacts supervisors and their staff.
5. Understand the DISC Assessment tool and the implications for how their profile impacts his/her ability to lead others.
6. Practically utilize the strengths related to the different DISC profiles to build a diverse team that is able to produce positive results for children and families.
7. Identify a variety of leadership styles and how to apply them appropriately depending on the needs and goals of the situation.
8. Apply the appropriate leadership style that promotes and develops the strengths of individual team members.
9. Define Clinical Supervision and how it aligns to the Indiana Practice Model.
10. Acquire and employ supervisory tools to advance permanency progress for each child/youth.
11. Demonstrate the essential importance of integrating core competencies for safety, permanency, and well-being throughout the life of the case.
12. Understand how the RPS tool is completed.

Topics:

- Agency Overview
- Transition to Supervisor
- Conscious Competence Ladder
- Self-awareness
- Culture
- DISC Overview
- Leadership Styles
- Clinical Supervision
- Kadushin’s Conceptual Framework
Module II Supervisor as Manager

After training participants will be able to:

1. Apply a system for ensuring accountability to stakeholders for agency performance by appropriately using data for decision-making and planning to ensure the proper focus on outcomes.
2. Interpret the significance of data from state reports to practice.
3. Evaluate performance of supervisees, holding them accountable for demonstrating and implementing core permanency competencies within the practice model.
4. Promote critical thinking and accountability for strategic decisions that resolve barriers and advance progress to safe and timely legal permanency outcomes.
5. Recognize and challenge traditional practices that impede, delay, or deny permanency.
6. Act as an advocate, change agent, and leader in building and sustaining a culture of permanence.
7. Apply organizational and management approaches and philosophies to self and the agency for maximum effectiveness.
8. Identify different modes of conflict management and appropriate uses for each.
9. Recognize the sources of power, the links to social motives and how they are used.

Topics:
- Critical Thinking
- Learning Organization
- Data Analyst
- Performance Monitor
- Power
- Change
- Collaboration
- Conflict Management
- Team Management
Module III Supervisor as Coach

Competencies:

After training participants will be able to:

1. Recognize different styles of perceiving, learning, communicating, and operating.
2. Establish practice expectations that monitor and provide feedback by applying Core permanency competencies to casework tasks and activities.
3. Recall the components of the state’s training program for new FCMs.
4. Assess the value of a developmental approach to supervision and adapt supervision style to each worker’s stage of development.
5. Implement the transfer of learning from the classroom to the field.
6. Recognize the value and components of a mentoring program.
7. Incorporate analysis of child, parent, family, and environmental risk/protective factors as well as strengths and needs to achieve performance.
8. Teach family case managers to integrate direct practice tools into casework including how, when, and why.
9. Proactively recognize when a family case manager’s emotional response and/or judgement interferes with the casework process and then empower the FCM to identify and examine these issues.

Topics:

- The Learning Process
- DISC Profiles and Learning
- Coaching Questions
- Feedback
- Challenging Conversations
- Stages of Worker Development
- Coaching Practice
- Understanding Psychological Responses
- Individual Staffing
- RPS as a Tool
Module IV Supervisor as Team Leader

Competencies:

After training participants will be able to:

1. Understand the value of supportive supervision and how it fits into their role.
2. Assess one’s own attitudes, needs, and behavior and the effect on relationships within the agency and team then develop a positive working environment.
3. Apply strategies to increase the job satisfaction of workers and improve retention.
4. Motivate staff to work towards a common goal.
5. Assist staff in developing self-awareness of their own grief, loss and anxiety to avoid burnout and creating barriers to permanency progress.
6. Understand resilience and how to enhance it within themselves and their staff.
7. Participate in the recruitment, selection, and transition process.
8. Develop strategies and techniques for engaging the new family case manager.
9. Able to assess and improve team functioning.

Topics:

- Leadership Theories
- Leader Characteristics
- Work Culture
- Team Formation
- Recruiting
- Welcoming and Developing New FCMs
- Team Functioning
- Conflict
- Job Satisfaction
- Retention
- Traumatized Workforce
- Secondary Traumatic Stress
- Burn Out
- Self Care
- Understanding Motivation
- Motivation and Leadership
- Resilience