Prioritizing Supervision:
Comprehensive Supervisory Development in Indiana

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Today’s Session

- **Introduction to Topic/Context & WDF**
- **Indiana Presentation**
  - Introduction
  - Background & Context
  - Information Gathering & Planning Process
  - Strategy Description & Overview
  - Progress, Impact & Outcomes
  - Accelerators & Decelerators
  - Lessons Learned & Tips for Other Agencies
- **Q & A**
- **Closing & Next Steps**
Workforce Development Framework

To Support Staff and Advance Improved Outcomes for Children, Youth & Families

Workforce Development Planning Process
- Analyze Workforce Supply & Demand
- Gather Data: Environmental Assessment
- Identify Need: Organizational Assessment
- Identify Gaps
- Monitor & Evaluate
- Close the Gaps: Implement Workforce Development Components

Workforce Development Components
- Leadership
  - VISION, MISSION, VALUES
- Community Context
- Organizational Environment
- Professional Development & Training
- Incentives & Work Conditions
- Recruitment, Screening & Selection
- Education & Professional Preparation
- Supervision & Performance Management
- Job Analysis & Position Requirements

Continuous Quality Improvement
Introduction, Background & Context

Developing and implementing comprehensive leadership training and professional development for supervisors in the field of child welfare is critical.
Investing in Supervisors

❖ Comprehensive approach to supervisor development and leadership competency matters because:
  ❖ Supervisors play many roles: data analysts, coaches, educators, performance management specialists, and mentors.
  ❖ Supervisors who are not only managers but leaders will have a positive impact on staff retention and organizational morale.
  ❖ Responsible for developing each member of their team so that they can engage families effectively and achieve positive outcomes.
  ❖ Systems and children, youth and families are disadvantaged when we don’t make every effort to provide supervisors with the necessary tools to be successful.
Background & Context

The Indiana Department of Child Services is a state administered child welfare agency.

- 18 Regions
- 92 Counties
- Centralized Hotline
- 4000 staff
- 300 frontline supervisors
Training Needs Assessment

- Indiana’s Training Needs Assessment for Supervisors (ITNA)
  - Training assessments completed by supervisors in collaboration with managers
  - Results evaluated
  - Report generated
Deloitte Study (2015)

- Management Workgroup created to address recommendations from curriculum review and field studies
- Subgroups established to address primary areas of need:
  - Coaching
  - Accountability
  - Professionalism
  - Clinical Supervision
  - Leadership
  - Management
Workgroup

Workgroup of division managers, local office directors, supervisors and regional managers and staff from partnership/staff development trainers worked to develop multi-pronged strategy and respond to emerging needs and issues, identify topics for curricula, coaching and workshops.
STRATEGY:
Comprehensive Supervisory Development

- Overview
- Purpose/goals
- Desired outcomes/benefits
- Development of Indiana’s specific supervisory strategies
- Essential elements
- Current use/application
- Other nuts & bolts
IN’s 7 Essential Components

1. Partnership with Indiana University
2. Onboarding for New Supervisors
3. Supervisory Core Training Series
4. Supervisor Mentor Program
5. Coaching For Successful Practice
6. Annual & Quarterly Supervisor Workshops
7. NCWWI’s Leadership Academy for Experienced Supervisors (LAS)
Strategy Goals

To provide supervisors with leadership training, tools and professional development resources that will enable them to build their leadership capacity in supporting, strengthening and leading our front line workers.
Partnership with Indiana University

- Collaboration at **all** levels of training: development and implementation; analysis/evaluation; scoring LAS worksheets
- Hiring of an Instructional Design Manager
- Additional curriculum specialist positions (curricula development) and additional training specialist positions (implementation of training)
- Annual strategic planning meetings allow for additional brainstorming and goal development
- Monthly Executive Team meetings and Partnership meetings held to ensure group decision-making in planning and implementation, and ensure problems are solved quickly
Onboarding for New Supervisors

- 3-day training provides “nuts and bolts” of supervision
- Allows new supervisors to return to their offices and perform essential duties including:
  - Accessing data systems, such as MaGIK
  - Pulling relevant reports
  - Engaging with human resources
  - Conducting eligibility and background checks
- Introduction on how to navigate successful transition from peer to supervisor.
Supervisor Core Training Series

- **Orientation to Supervision**
  - Transition from peer to supervisor, leadership styles, clinical supervision, DISC.

- **Supervisor as Manager**
  - Using reports to analyze and *understand* data. Establish goals and objectives. Performance management.

- **Supervisor as Coach**
  - Coaching staff in stages of worker development using clinical supervision, Reflective Practice Survey, individual learning styles.

- **Supervisor as Team Leader**
  - Team development, support, resilience theory, reflection, self-care.
Supervisor Mentor Program

- New supervisors need strong mentors for ongoing support, development, and encouragement.

- Program pairs new supervisors with experienced supervisors:
  - Working agreements between new supervisors and mentors outline expectations and projected outcomes.
  - Opportunities are identified for new supervisors to shadow, observe, and share tools/tips/ideas with mentors.
  - A Transfer of Learning checklist for new supervisors is reviewed and completed, which includes activities in the field/local office to provide hands on experience during the training process.
Coaching for Successful Practice

- 1-day training that builds on the coaching and mentoring skills learned in Supervisor Core; held 6-months later
- Supervisors participate in activities that allow them to identify and respond to challenges using *Indiana Practice Skills*
- Apply coaching, mentoring and modeling tools and strategies to move positive practice forward
- Focus on building strengths and improving performance with Practice Skills
Supervisor Workshops

✧ **Annual Statewide Workshop**
  - Supervisors from across the state meet in central location to participate in 2-day workshop
  - Provides training and opportunities for networking
  - A committee of supervisors assists in developing the topics for this workshop, based on the needs of the field
  - Recent topics included *Supervisor Mentor Program; Organizational Trauma; Multigenerational Workforce*

✧ **Quarterly Regional Workshop**
  - Topics developed using various assessment/evaluation tools (ITNA, Deloitte, 3P Consultants)
  - 3-hour training sessions held regionally
  - Recent topics have included *Engaging New Staff; Change; Resiliency*
NCWWI’s Leadership Academy for Supervisors

- 6 online modules: Introductory; Foundations of Leadership; Leading in Context; Leading People; Leading for Results; Leading Change
- Recommendations for participants from Local Office Directors and approved by Regional Managers
- All current LAS Change Initiatives focus on Retention
- Six classroom sessions over 10 months
- Participants have former LAS graduate coach them during course
- 224 supervisors completed LAS to date
- Current cohort is 33 Supervisors
Progress, Impact & Outcomes
Progress, Impact, Outcomes

❖ Progress to date
  ❖ All 224 supervisors have gone through comprehensive training initiatives
  ❖ Completed redesign of 3 modules; redesign in progress for 2 others
  ❖ Making revisions to Supervisor Mentor program
  ❖ Upcoming revisions: Coaching for Successful Practice

❖ Impact/outcomes:
  ❖ Most LAS graduates have been promoted
  ❖ Supervisors have opportunity to train together at annual workshop
  ❖ Supervisors and management engaged in identifying training topics

❖ Anticipated outcomes:
  ❖ Improved organizational climate as supervisors develop effective leadership skills
  ❖ Enhanced retention and morale of both supervisors and front line staff
  ❖ Better outcomes for children and families, as supervisors practice clinical supervision in a supportive, learning environment and assist teams in development of critical thinking and decision-making skills
Perspective from a Supervisor in IN

• Twan Stokes, FCM Supervisor
Accelerators

- Partnership: Brings together many skill sets including social work, child welfare, and education/training.
- Workgroups: Dedicated field staff committed to excellence
- Needs assessment: A natural part of our practice; expectation now that we continue to assess training needs and make improvements.
- Supervisors are expected to attend these trainings, and we have commitment from their managers to make this happen. Training is mandatory, and all supervisors have gone through these trainings, and now speak same language.
Accelerators

❖ Other support:
  ❖ DCS Central Office staff, especially Executive Management
  ❖ IU School of Social Work
  ❖ Funding for additional positions. Addition of training site. Support from field management for supervisors to attend training

❖ Champions help with recruitment
❖ Changed LASLNs from online to in-person
Decelerators

- **Resources & Staff** – Started the year short-staffed. New curriculum team members need development.

- **Other trainings** – Team also working on revising other training for field staff, which takes time and energy away from supervisor training redesign.

- **Ongoing studies** – Curriculum redesign and workgroups (such as Deloitte and 3P) happening simultaneously. This often sends us back to the drawing board as new information is received that must be included in training material or initiative implementation.
Lessons Learned & Tips
Process Matters

- Gather the information *first*
  - Start with an evaluation of training needs
  - Establish workgroups – this involves field staff as well as training and management staff
- Begin curriculum development/redesign after the conclusion of the workgroups
  - This will save time and frustration!
  - Avoids revisiting content as new workgroup information is released.
Use Data to Drive Strategy Selection

- Indiana’s supervisory development strategy includes 7 interconnected components. If other states/jurisdictions are unable to launch all components, the most critical place to start is a thorough assessment of training and development needs, as the results guide next steps.

- Indiana developed and utilized an Individual Training Needs Assessment (ITNA) that was completed by each supervisor in collaboration with their manager. Results were analyzed and a plan to meet these needs was developed.
Build Incentives into the Strategy

- Use LAS as a motivator and incentive for promotion.
- Make all professional development and training mandatory, but build in special events (quarterly and annual conferences) to create “special status” and peer networking.
- Have LAS graduates coach and mentor supervisors going through the course – helps to transfer the knowledge and skills to the next generation, as well as refresh the content for themselves.
Other Nuts & Bolts

- Engage management to ensure their buy-in!
  - Managers and senior leaders are a critical part of the training process, as they are responsible for ensuring organizational support and encouragement for ongoing supervisory development, especially support for time to engage in the training and other events.

- Coverage
  - Think about who will provide coverage for new supervisors while they are in training? Our expectation is that supervisors are able to focus on training – not on what’s happening in the local office. They need support to be able to accomplish this!
Tips for Other Agencies

- Try to involve schools of social work to assist with training delivery and development.
- Decide how often training needs should be re-assessed or revised. Things change in the field constantly!
- Stay current! Research supervisory trends and be prepared to respond to new and emerging field needs.
- Involve management in planning the initiative and its implementation.
- Make sure time for training and professional development is an expectation for all supervisors.
Questions? Comments?
Follow-up Learning Exchange

Tuesday, October 11 at 3 pm ET

• Please join us for a 60-minute follow-up webinar offering deeper interaction between the presenters and participants through facilitated discussion designed to enhance critical thinking on this topic

• To register: http://bit.ly/NCWWILearnExch8
Additional Resources

- **MyNCWWI: Supervision & Performance Management**

- **Previous Webinars:**

- **1-page Summaries:**

- **Reference List:**
  - [http://ncwwi.org/files/NCWWI_SupPerfMgmt_Reference_List.pdf](http://ncwwi.org/files/NCWWI_SupPerfMgmt_Reference_List.pdf)
Mind the Gap
Upcoming Sessions

December 2016:
Special Two-part Session

Workforce Development & Organizational Change to Achieve Racial Equity in Child Welfare
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Thank You!

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