Child Welfare Education and Training Partnership

**Supervisor Core**
Module IV
Team Leader
Getting Started

• Welcome and Introductions
• Building layout
• Parking Lot
• Ground Rules and non-negotiables
Course Information
Overview

Supervisor Core Module IV Supervisor as a Team Leader applies the tools of DISC, Clinical Supervision, and leadership styles to promote and enhance the skills of building, supporting, and motivating teams in order to achieve the overall objectives of the Supervisor Core Series.

The Supervisor Core Series will prepare new supervisors to practice continuous clinical supervision in order to:

- develop and implement effective leadership that integrates the Mission, Vision and Values of DCS
- create an environment that supports increased retention, positive morale, and a learning culture, and
- utilize data to advance safety, permanency and well-being for children, youth, and families
Course Competencies

• Leadership
• Work Culture
• Team Formation
• Team Functioning
• Stress Management
• Retention
• Motivation
• Resiliency
• Legacy Statement
<table>
<thead>
<tr>
<th>Task</th>
<th>Details</th>
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<tbody>
<tr>
<td>Review Administrative Tasks, Employee Personnel files, BARS guide, MaGIK tasks</td>
<td>Review MaGIK Data Reports with mentor</td>
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<tr>
<td>Getting to Know Team Meetings, Establish Working Agreements</td>
<td>Complete DISC with staff</td>
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<tr>
<td>RPS CAT</td>
<td>Seek out professional networking opportunities</td>
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<tr>
<td>Review MaGIK Data Reports with mentor</td>
<td>Shadow mentor’s staffing, Discuss staffing strategies for staffing</td>
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<td>Complete DISC with staff</td>
<td>Practice Case Mining on cases with permanency challenges, Assess the writing skills on your team</td>
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<td>Seek out professional networking opportunities</td>
<td>Implement Change Agent Plan (Ecomap), New Worker Cohort Schedule CAT</td>
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<td>Shadow mentor’s staffing, Discuss staffing strategies for staffing</td>
<td>Conduct joint staffing</td>
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<tr>
<td>Practice Case Mining on cases with permanency challenges, Assess the writing skills on your team</td>
<td>Complete Learning Style tool with staff, observe CFTM and use RPS as coaching tool, Succession planning</td>
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<tr>
<td>Implement Change Agent Plan (Ecomap), New Worker Cohort Schedule CAT</td>
<td>Engaging New Employees CAT, CANS Super user Training, QSR Reviewer Training</td>
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Work Culture
Work Culture

- Leadership Style
- DISC Styles within the group
- Goals and mission of group
- Cohesion or tension in group
- Type of work
- Historical culture of group

Work Culture
How do staff interact with each other?

What do they talk about?

How do they talk to people outside the office?

How do they talk about clients?

Does this culture produce positive results for children and families?
Work Culture

Drivers
Influencers
Supporters
Calculators

DISC Styles within the group
Advantages and Disadvantages of each DISC Culture
Three Steps to Changing the Work Culture:

1. The team must understand the current culture.
2. The team must define its vision.
3. Individuals must change their behavior to create the desired culture.
Team Formation

WE WANT YOU

TO JOIN OUR TEAM
Recruiting Strategies

“One estimate is that nearly 80% of turnover is due to hiring mistakes. That is, if agencies are able to recruit, select, and hire the right people for the job, turnover would reduce substantially and retention will increase.”

Wow! You have three masters degrees and a PhD!

Yes, it's all very impressive, but interestingly, I have no common sense whatsoever.

That's not the sort of thing you should say during a job interview.

I don't see why not.

I don't need to see your resume. That's the old way of hiring.

Now we use data from the internet to see what you've been up to lately.

Ew.

I'll show myself out.

You'll understand if I don't shake your hand.
Activity: Selecting a Candidate
Rater Errors

- Similar to Me
- Snap Judgements
- Candidate Order
- Negative Emphasis
- Non-Verbal Behavior

- Not Knowing the Job
- Pressure to Hire
Welcome
Glad you’re here!
Engaging New Employees

‘Hub and Spoke’ Pattern

‘Star’ Pattern
Team Formation

The LEGO Challenge
The Tuckman’s Model

- Forming
- Storming
- Norming
- Performing

Team Formation
Team Formation

CHALLENGE

SOLUTION
Team Functioning
Benefits of a Cohesive Team

High productivity
High morale
Low turnover
High-quality work
Achievement of outcomes for children and families
Lower stress in the supervisor’s job
5 Traits of Cohesive Teams

1. Team members share a common goal.

2. Team members are interdependent regarding some common goals and need each other in order to successfully achieve those common goals.

3. Teams have a defined identity, distinct from the individual members, and are stable over time.

4. Team members have some level of authority and independence in managing the work of the team and its internal processes, and some degree of autonomy in determining how the work gets done.

5. Teams operate in a social system context. They operate within a larger organization and are affected by that organization in multiple ways, including needing to share resources.
Specific
Measurable
Achievable
Relevant to the strategic plan
Time sensitive
Critical Reflection

Am I supporting the culture of the team?

Does the team culture represent the team vision?

Am I supporting growth and development within my team? (Remember the stages of worker development from Supervisor as Coach.)

Am I furthering the Mission, Vision, and Values of DCS?
Assessment of Team Functioning
Stress Management

BEST PRACTICE
Stress Management

Direct Trauma

Indirect Trauma

Secondary Trauma
Stress Management

**Burnout**

- Emotional exhaustion
  - Chronic fatigue
  - Insomnia
  - Anxiety

- Cynicism and detachment from the job
  - Apathy
  - Helplessness
  - Hopelessness

- Ineffectiveness and lack of accomplishment
  - Apathy
  - Helplessness
  - Hopelessness
Assessment

ARE YOU BURNING OUT?
<table>
<thead>
<tr>
<th>Supervisors Role</th>
<th>Offer opportunities to participate in decision-making</th>
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<tbody>
<tr>
<td></td>
<td>Recognize staff efforts</td>
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<td>Work together</td>
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<td>Realistic coping strategies</td>
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<td>Career planning strategies</td>
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<td>Evaluate strengths ahead of weaknesses</td>
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<td>Special interests of staff</td>
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<td>Assignment changes</td>
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<td>Learning Environment</td>
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Stress Management

GA-17 Critical Incident Response
Stress Management

Case Scenario

- What are your concerns for Julie?
- What types of interventions might you suggest for her?
- What preventative measures could have been taken?
Critical Reflection

How can supervisors prevent trauma and burnout among staff to best ensure permanency progress for children and families?
Ardell Wellness Stress Test
Anticipatory Coping

Child welfare work takes a physical and psychological toll on the worker. Knowing this, supervisors are in a position to foresee and make plans for the traumatic events and chronic environment strains that may occur. This is called Anticipatory Coping.
Experiential Learning Model
Activity: Preparation and Planning
Is Humor the Best Medicine?

Adaptive Humor
- Affiliative
- Self-enhancing

Maladaptive Humor
- Aggressive
- Self-defeating
Retention
Retention Factors
Critical Reflection

Are you a Push Factor or a Pull Factor?

What type of team culture are you cultivating?
Motivation
Motivation: Possessing the willingness to expend the effort to perform.

**Need**: Creates desire to fulfill needs (money, friendship, recognition, achievement)

**Behavior**: Results in actions to fulfill need

**Reward**: Satisfy needs: intrinsic or extrinsic rewards

**Feedback**: Reward informs person whether behavior was appropriate and should be used again.
Motivating Characteristics
**DISC Work Culture**

**D Style: The Racer**
- Fast-paced
- Big picture
- Independent learning
- "What's in it for me?"

**I Style: The Talker**
- Fast-paced
- Interactive & Fun
- Group Projects
- "Who else is doing it?"

**C Style: The Thinker**
- Slow-paced
- Need details
- Structure & schedule
- "Is that accurate?"

**S Style: The Listener**
- Slow-paced
- Support from teachers
- One-on-one learning
- "May I take notes?"
RESILIENCY

SITUATIONS
- Fight through anything
- Sadness
- Loss
- Making a choice
- Adversity
- Concern
- Risk
- Weakness
- Staying calm
- Carry on
- Feel
- Whatever it takes
- End
- Used
- Handling fear with grace

ABILITY
- Refusal to ultimately fail or crumble
- Face
- Difficult
-Adversity
- FEAR
- Typically
- Better
- Circumstances
- Do
crunches

LIFE
- Adversity
- Circumstances
- Adversity
- Always have hope
- United against a common enemy
- Rise above

OVERCOME
- Stand strong
- Generations
- Power
- Right
- Back
- Certain
- Survive
Activity: Airplane
Resiliency Quiz #1
How do you respond to extreme setbacks?
Traits & Definition

Resilient people...

- Bounce back
- Are flexible
- Handle their feelings
- Temporarily feel emotions
- Bounce back stronger
- Expect to bounce back

They have the ability to...

- Cope well
- Handle pressure
- Bounce back easily
- Overcome adversities
- Change
- Do all of this without dysfunction
Critical Reflection

Is your response to crisis situations influencing your team culture in a negative way?
If so, what can you do to respond in a more appropriate way?
Resiliency

Locus Of Control

Internal  

External

I control my destiny.

They control my destiny.
Resiliency

Emotion-Focused

Problem-Focused
Resiliency

Enhance Resiliency

Accept responsibility for overcoming adversity

Being self-motivated

Increase self-knowledge through observation and honesty

Being receptive to feedback
Critical Reflection

How can you improve resiliency among your staff?
Activity: Reacting to Crisis

List 3-5 things in your professional life that you cannot control.
THE PESSIMIST COMPLAINS ABOUT THE WIND.
THE OPTIMIST EXPECTS IT TO CHANGE.
THE REALIST ADJUSTS THE SAILS.
Resiliency

DISC Stressors

- Drivers
- Influencers
- Supporters
- Calculators
Great leaders don't tell you what to do…they show you how it's done.
Resiliency

Activity: Applying DISC

The Golden Rule
Treat others how **YOU** would want to be treated

Platinum Rule
Treat others as **THEY** would want to be treated
Resiliency

Resilient Learners...

- Never lose curiosity
- Continue to learn
- Appreciate constructive criticism
- Want to know HOW to improve
Legacy Statement
Kadushin’s Framework

Administrative Supervision *(Supervisor as Manager)*:
• The primary goal is to ensure adherence to agency policy and procedure.
• The primary issue or problem in administrative supervision is the lack of adherence to agency policy and procedure.

Educational Supervision *(Supervisor as Coach)*:
• The primary goal is to increase knowledge and skill.
• The main problem being lack of knowledge and/or skill resulting in poor or inadequate performance.

Supportive Supervision *(Supervisor as Team Leader)*:
• The primary goal is to improve morale and job satisfaction.
• The primary issue is the lack thereof and the impact on the work.
Activity: Supervisor Core Review

- Major Concepts
- Major Challenges
- Lessons Learned
Activity: FedEx Video
Legacy Statement

Strengths & Areas to Improve

Manager
Coach
Team Leader
Activity: Legacy Statement

What would your staff say about you as a supervisor in each capacity of Manager, Coach and Team Leader?
Activity: Legacy Plan
Course Review and Evaluation

✓ Clinical Supervision
✓ Course Competencies
✓ Parking Lot
✓ TOL Activities
✓ Evaluation