Child Welfare Education and Training Partnership

Supervisor Core
Module III
Supervisor as Coach
Getting Started

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

Supervisor Core Module III Supervisor as a Coach applies the tools of DISC, Clinical Supervision, and leadership styles to promote and enhance the skills of mentoring and teaching workers through all stages of development 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

- Learning Process
- Practice Tools
- Feedback
- Stages of Worker Development
- Mentoring
- Understanding Psychological Responses
- Coaching Practice
- Computer Assisted Training (CAT) Competencies
The Learning Process

Activity: Arrange Four
Review: The Learning Organization
Critical Reflection

How are you creating an environment that “supports professional and personal development of staff?”
Activity: Applying the Experiential Learning Model
<table>
<thead>
<tr>
<th>Traits</th>
<th>Driver</th>
<th>Influencer</th>
<th>Supporter</th>
<th>Calculator</th>
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<tbody>
<tr>
<td>Focus on others</td>
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<td>I</td>
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<td>C</td>
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<td>Independent, Internal</td>
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<td>Energetic and busy</td>
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<td>Tell rather than ask</td>
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<td>Focus on Big Picture/Future</td>
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<td>Like Stability and Predictability</td>
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<td>Like Change</td>
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<td>Task Oriented (vs. People)</td>
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<td>Flexible to Changing Environment</td>
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Activity: Communicating with your Team
Activity: Staffing Game Plan
Practice Tools
Tools to Improve Performance
Critical Thinking Process Review
The Socratic Method
Sample Coaching Questions
Activity: Questions Only
5 Why’s to a Solution
Activity: 5 Why’s
Feedback
What is Feedback?
Six Ways to Make Feedback Constructive

1. Provide Constructive Purpose
2. Focus on Description
3. Focus on Observation
4. Focus on Behavior
5. Provide a Balance of Feedback
6. Be Aware of Overload
Feedback Components

- Manner
- Frequency
- Timing
## Feedback Tips

**Use “I” Statements**
- Does not accuse the person
- Does not put listener on the defensive

**Avoid “You” Statements**
- Accusatory and Imply Blame
- Make Listener Defensive

**Words That Negate Positive Feedback**
- But
- However
- Although
- (You) Need to

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**Feedback**

**Feedback Tips**
Activity: Providing Feedback

- Was the focus on description rather than judgement?
- Was the focus on observations rather than inference?
- Was the focus on the behavior rather than the person?
- Was there a constructive purpose for the feedback provided?
- Was there a balance of positive and negative feedback?
- Was there a feedback overload?
Recognition and Appreciation

Appreciation = Recognition

Performance, Moral Problems
Hollow, Cynical Workplace
Endless Possibilities
Activity: Hot Potato Hot Topic
Critical Reflection

Confrontation

Avoidance
Confrontation or Avoidance
Activity: Planning for a Challenging Conversation

What are the benefits to confronting or avoiding this challenging conversation?

How should I approach the team member?

How do I anticipate they will respond? What can I do to prepare for this response?

How will this increase my effectiveness with this team member going forward?
Critiquing a Writing Sample

Grammar
- Word Choice and Tense
- Sentence Structure
- Slang Words

Composition
- Complete Sentences
- Correct Spelling
- Use of Pronouns

Content
- Explanation of Thoughts
- Lack of Contradictions
- Explain Acronyms
Activity: Editing the Contact Note
Activity: Writing Sample Feedback
Stages of Worker Development
Beginning Stage

Characteristics

- Requires support
- Imitates coach
- Motivated to learn
- May lack confidence
- May be over-Invested in clients

Role of the Supervisor

- Set clear expectations
- Define roles
- Ensure performance is relative to policy
- Build relationships
- Identify DISC profile
- Staff frequently
- Organize and prioritize work
Critical Stage

Characteristics

• Increased comfort and confidence
• Anticipates client behaviors
• Recognizes patterns and makes intuitive decisions
• Needs less structure
• May revert to beginning stage when stressed

Role of the Supervisor

• Relationship with team member becomes more comfortable
• Increase in-depth discussions
• Include ‘lessons learned’ during staffing
## Consolidation Stage

### Characteristics
- Displays appropriate professional boundaries
- Strong knowledge and skills
- Accepts client participation
- Thorough understanding of complexities and ambiguities

### Role of the Supervisor
- Relationship becomes more informal
- Guides in career development
- Model professional leadership
- Encourage leadership roles
The Competence Ladder

The 4 Stages of Learning

Level 4: Unconscious Competence

Level 3: Conscious Competence

Level 2: Conscious Incompetence

Level 1: Unconscious Incompetence
What does your team member need from you as the coach to support them through the New Worker Training process?
Driving Forces
Restraining Forces
Activity: Driving or Restraining Forces
Mentoring
Mentor Definitions
Critical Reflection

Consider a current or past mentoring relationship in which you were/are the mentee. What are the positive and negative experiences you have encountered?
DCS Field Mentor Program

Child Welfare Education and Training Partnership

Experienced Worker
Field Mentor Training Program
Indiana Department of Child Services

Participant Manual
Skills Assessment Scale (SAS)

- Designed for New Family Case Managers and Field Mentors
- Coordination between Trainee, Field Mentor, and Supervisor
- Trainee evaluated over course of 12 week training
- Less than average rating may lead to remedial program (based on individual need)
Other Mentoring Programs

What programs are in place within your office or unit for Consolidation Stage team members to provide peer leadership?
What qualities will you look for in a Consolidation Stage worker who will become a mentor?
Expectations for Supervisors

- Review Skill Assessment Scales
- Collaborate with Field Mentor to assist Trainee
- Evaluate Field Mentor
Succession Planning

1. Identify positions for succession
2. Develop a clear understanding of capabilities required to undertake those positions
3. Identify employees who could potentially fill and perform highly in such roles
4. Prepare employees to be ready for advancement into each identified role.
Understanding Psychological Responses
#3
Which one of these shapes is not like the others?

This is the only one that is not symmetric around the vertical axis as illustrated in the picture to the right.
Alexander wants to reach an island which is 30 feet from the edge of the river. His wooden planks are 29 feet each. He can only cross the river using two planks as shown in the picture. How will he reach the island?
Can you tell what the picture (rebus) means?

DEAD BODY
Over my dead body
MY
The lady sitting in the chair has a detector still attached to the back of her blouse.
Can you move three matchsticks to form three triangles? Move the top matchstick down swinging right, the bottom right up swinging left, and the bottom left over swinging right.
Can you tell what the picture (rebus) means?

yourballcourt

Ball in your court
Three letters are missing in this picture. Adding these three letters will make an eight letter word. What are they?

Adding L, A, and E clockwise beginning after 'A' will create the word 'Evaluate'.
8 - Five matches lay ahead of the lighter and five are visible in the reflection of the lighter. Out of those five, we can see three matches emerging away from the surface of the lighter but two remain just as a part of reflection. Thus the total number of matches are eight.
A farmer says, “All of my horses except two are Quarter horses. All of my horses except two are Tennessee Walkers. All of my horses except two are Arabians.”

How many horses does the farmer have?
How can you place six X marks on the board without creating any three-in-a-row combinations?

Three X’s in each of the opposing corners. Top left and bottom right are shown, but could be moved to opposite corners.
Activity: Schemas and Scripts
Activity: Recognizing Your Template
Critical Reflection

Why is it important in the realm of DCS Practice to understand our own templates and bias?
Activity: A Tale of Two Templates

Jake’s Personal History

Melissa’s Personal History

Jake’s Recent Assessment

Melissa’s Recent Assessment
Templates of Team Members
Activity: Ethical Dilemma Buzz Groups

- The State of Indiana
- DCS
- National Association of Social Workers (NASW)
Coaching
Practice
Individual Staffing
Activity: Using the Staffing Tool
Employee Development Plan
Coaching Practice

Specific
Measurable
Achievable
Relevant to the agency’s strategic plans
Time sensitive
# Activity: Employee and Organizational Goals

## C - Employee Development Plan

Education, Experience, Licensure, Certification suggested for career enhancement:

<table>
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<th>Personal Learning Goals:</th>
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<tr>
<th>Developmental Objectives</th>
<th>Developmental Training/Assignments</th>
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<tbody>
<tr>
<td>(Knowledge/Skills/Abilities Needed to Reach Goals)</td>
<td>(On-the-Job Training/Details)</td>
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Reflective Practice Survey CAT Review

Policy 2.18: Reflective Practice Survey (RPS)

1. Review the Case Assignment
2. Notify the FCM and Schedule Observation
3. Conduct Field Observation
4. Interview the FCM
5. Score the RPS
6. Provide Feedback
7. Submit list of Case Characteristics to DM or LOD
The Supervisor’s Role in RPS

1. Review the Case Assignment
2. Notify the FCM and Schedule Observation
3. Conduct Field Observation
4. Interview the FCM
5. Score the RPS
6. Provide Feedback
7. Submit a list of Case Characteristics to DM or LOD
Comparing QAR to RPS
Activity: Providing Feedback after RPS
Course Review and Evaluation

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

THANK YOU