Child Welfare Education and Training Partnership

Supervisor Core
Module II
Supervisor as Manager
Getting Started

✓ Welcome and Introductions
✓ Building Layout
✓ Parking Lot
✓ Ground Rules and Non-Negotiables
Course Information
Overview

Supervisor Core Module II Supervisor as a Manager applies the tools of DISC, Clinical Supervision, and leadership styles to promote and enhance the skills of critical thinking, data analysis, and performance and conflict management 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

- Critical Thinking
- Data Analyst
- Performance Monitor
- Power
- Change
- Change Agent
- Collaboration
- Conflict Management
- Team Management
Critical Thinking
Types of Problems

- **Routine**: Problems that are common and the supervisor encounters these regularly.
- **Non-Routine**: Problems that do not happen often and are considered rare.
- **Expected**: Problems may not have happened before but could be predicted or anticipated.
- **Unexpected**: Problems that are not anticipated and could catch the supervisor off guard.
- **Crisis**: Problems that could lead to dire consequences if not handled quickly and properly.
Activity: Types of Problems
Critical Thinking
Critical Thinking Process
Strategies for Making Decisions

Routine

Non-Routine

Expected

Unexpected

Crisis
Activity: Applying Critical Thinking to Problem Solving
Learning Organization
Critical Reflection

Remember a time in your own development when you made a mistake and a supervisor reacted in a way that belittled you or added to your embarrassment.

➢ Reflect upon how they could they have responded in a strengths-based way that would have been more productive for your learning and development?
Activity: Defining your Learning Organization
Assess the Depth of Learning in your Organization

Harvard Business Review Survey
Data Analyst
Activity: Problem Tree
MaGIK
- Case Management
- Executive Summary
- Assessment
- Licensing

Definitions
- Data
  - Quantitative
  - Qualitative
- Information

<table>
<thead>
<tr>
<th>Quantitative Data</th>
<th>Qualitative Data</th>
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<tbody>
<tr>
<td><strong>Overview:</strong></td>
<td><strong>Overview:</strong></td>
</tr>
<tr>
<td>• Deals with numbers.</td>
<td>• Deals with descriptions.</td>
</tr>
<tr>
<td>• Data which can be measured.</td>
<td>• Data can be observed but not measured.</td>
</tr>
<tr>
<td>• Length, height, area, volume, weight, speed, time, temperature, humidity, sound levels, cost, members, ages, etc.</td>
<td>• Colors, textures, smells, tastes, appearance, beauty, etc.</td>
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<tr>
<td>• Quantitative → Quantity</td>
<td>• Qualitative → Quality</td>
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**Example 1:**

*Oil Painting*

**Quantitative data:**
- picture is 10" by 14"
- with frame 14" by 18"
- weighs 8.5 pounds
- surface area of painting is 140 sq. in.
- cost $300

**Qualitative data:**
- blue/green color, gold frame
- smells old and musty
- texture shows brush strokes of oil paint
- peaceful scene of the country
- masterful brush strokes
10th of the Month Caseworker Contact Report

CFTM status for CHINS and IA

Child Data Summary
1. Identify Data Points
2. Interpret Data
3. Mine Data
4. Create a Plan
5. Check & Monitor the Plan
# 10th of the Month Caseworker Contact Report For July 2016

<table>
<thead>
<tr>
<th>Case</th>
<th>Case Type</th>
<th>Case Begin</th>
<th>Person ID</th>
<th>Child Name</th>
<th>Gender</th>
<th>Birth Date</th>
<th>Last Contact</th>
<th>Prior Last</th>
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<td>03/23/2009</td>
<td>05/13/2016</td>
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</table>
Step #2: Interpret the Data

Data Point 1: Name of Case Worker/case/ID
Data Point 2: Case Type/Begin Date
Data Point 3: Date of Birth
Data Point 4: Last Contact Date

What does it tell you?
What doesn’t it tell you?
Step #3: Mine the Data
Activity: Using Steps 1-3

1. Identify Data Points
2. Interpret Data
3. Mine Data

CFTM status for CHINS and IA

Child Data Summary

Reports from the Field
Performance Monitor
Framework for Analyzing Performance

<table>
<thead>
<tr>
<th>Unsatisfactory Performance</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Is it worth your effort?</td>
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</tr>
<tr>
<td>Does the employee know performance is unsatisfactory?</td>
<td></td>
</tr>
<tr>
<td>Does the employee know what is supposed to be done and when?</td>
<td></td>
</tr>
<tr>
<td>Are there obstacles beyond the employees control?</td>
<td></td>
</tr>
<tr>
<td>Does the employee know how to do it?</td>
<td></td>
</tr>
<tr>
<td>Does a negative consequence follow non-performance?</td>
<td></td>
</tr>
<tr>
<td>Does a positive consequence follow non-performance?</td>
<td></td>
</tr>
<tr>
<td>Could the employee do it if they wanted to?</td>
<td></td>
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</tbody>
</table>
Activity: Using Steps 4-5

1. Identify Data Points
2. Interpret Data
3. Mine Data
4. Create a Plan
5. Check & Monitor the Plan
Critical Reflection

How does this process help you hold your staff accountable for demonstrating and implementing the practice model skills?
<table>
<thead>
<tr>
<th>Names</th>
<th>Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dates</td>
<td>Times</td>
</tr>
<tr>
<td>Locations</td>
<td>Rules</td>
</tr>
<tr>
<td>Expectations</td>
<td>Discussions</td>
</tr>
<tr>
<td>Action</td>
<td>Records</td>
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</table>
Power
### Operant Conditioning

<table>
<thead>
<tr>
<th><strong>INCREASES</strong></th>
<th><strong>DECREASES</strong></th>
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<tbody>
<tr>
<td>likelihood of behavior being repeated</td>
<td>likelihood of behavior being repeated</td>
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</table>

<table>
<thead>
<tr>
<th><strong>GIVEN TO</strong></th>
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<tbody>
<tr>
<td><strong>POSITIVE REINFORCEMENT</strong></td>
<td><strong>NEGATIVE REINFORCEMENT</strong></td>
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<tr>
<td>(+R)</td>
<td>(-R)</td>
</tr>
<tr>
<td><strong>POSITIVE PUNISHMENT</strong></td>
<td><strong>NEGATIVE PUNISHMENT</strong></td>
</tr>
<tr>
<td>(+P)</td>
<td>(-P)</td>
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</table>
Real Life Examples
Activity: Operant Conditioning
Power Base Inventory

Personal Power Base
• Information
• Expertise
• Goodwill

Positional Power Base
• Authority
• Reward
• Discipline
Critical Reflection
Change

Be the change you wish to see in the world.

- Mahatma Gandhi
Activity: Think Outside the Box
Change Agent
Change Champions Model

- Change Agent
- Change Champions
- Change Skeptic
- Change Critic
Activity: Strengths and Challenges
DISC
Laying the Foundation

1. Why is change necessary?
2. Are there logical and compelling reasons for the change and what are they?
3. How can we communicate why the change is happening in a convincing manner to people?
4. What are the barriers and implications to a successful implementation of the change?
5. Have we incorporated new values and attitudes into our culture so they are embedded?
6. How will we know that we’ve been successful?
Activity: Laying the Foundation
Activity: Staff Roles for Change
Why is Change So hard
Collaboration
Activity: The Cup of Coffee
8 Tips for Collaborative Leadership

1. Realize that silos can kill your business.
2. Build your collaboration strategy around the “human element.”
3. Use collaboration as an organizational change strategy.
4. Make visioning a team sport.
5. Utilize diversity in problem solving.
6. Help people develop relationships.
7. Focus on building trust.
8. Watch your body language.
Activity: Relationships
CONFLICT MANAGEMENT

Teams

MANAGE INCLUDE
INTERGROUP

INTERPERSONAL

EFFECTIVENESS

IDENTIFY

NEGATIVE

PERFORMANCE

COMPROMISE

ORGANIZATION

PROCESS

SUBSTANTIATIVE

EMPOWER

LEARN

Anticipate

AIM

POSITIVE

PREVENT

ASPECTS

GROUP

ORGANIZATIONAL

INTRAGROUP

INTEGRATION

ETHICS

WORKPLACE

SUPERVISORS

Employees
The Ladder of Inference
Activity: TKI Assessment
Leadership and Conflict within Organizations
Team Management
Activity: Back from Vacation

What I would do first.....Why? Who else needs to be involved?

And then...Why?
Who else needs to be involved?

And then...Why?
Who else needs to be involved?

Finally...Why?
Who else needs to be involved?
Course Review and Evaluation

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