Child Welfare Education and Training Partnership

Supervisor Core

Indiana Department of Child Services

Transfer of Learning Activities
Acknowledgements

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Training Schedule

Supervisor Core

Onboarding

Module 1: Supervisor Core Orientation

Module 2: Supervisor as Manager

Module 3: Supervisor as Coach

Module 4: Supervisor as Team Leader
Overview of Transfer of Learning

There are two types of Transfer of Learning (TOL) activities:

1. Practical application of knowledge learned in training through field activities.
2. Computer assisted trainings (CATs) designed to support the classroom content.

All activities reinforce best practices of the Indiana Department of Child Services.

The activities for each Module are broken down into three categories:

1. Direct supervisor/supervising mentor tasks:
   - May include policy topics.
   - Also clarifying/explaining local office practice.

2. Team tasks:
   - Concepts that need to be put into practice
   - Implementing plans created in the classroom to better support your team.

3. Personal/professional development tasks:
   - Tasks to help you learn and grow in your new role.

* Transfer of Learning Activities for each Module will be distributed at the end of each training and must be completed prior to arriving at the next scheduled training.

Notes

Take notes about questions or challenges that arise in your local office. You will have an opportunity to discuss these during class.
## Onboarding TOL Activities

### Instructions

The following activities must be completed prior to arriving to Supervisor Core Orientation training.

<table>
<thead>
<tr>
<th>Category</th>
<th>DM or LOD Initials</th>
<th>Mentor Initials</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Supervisor/ Mentor Tasks</td>
<td></td>
<td></td>
<td>□ Review administrative tasks introduced in Onboarding</td>
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<tr>
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<td></td>
<td>• Including, but not limited to, Background Checks, approving Time Sheets, approving vacations, approving travel, etc. Discuss local office protocols, timeframes and expectations.</td>
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<tr>
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<td>□ Review personnel files of your team</td>
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<td></td>
<td>• Work Profiles, Fact Files, Performance Appraisals, Clinical Supervision notes</td>
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<td></td>
<td>□ Locate and Review the Behaviorally Anchored Ratings Scale (BARS) Guide</td>
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<td>• This is a tool used for completing performance appraisals and is located on State Personnel Department's website</td>
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<td></td>
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<td></td>
<td>□ Review tasks in MaGIK that are required for your new role</td>
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<td></td>
<td></td>
<td></td>
<td>• Hotline Supervisors, Assessment Supervisors, Permanency Supervisors, Foster Case Supervisors, etc. will have different job related tasks in MaGIK to learn. Discuss local office protocols, timeframes and expectations</td>
</tr>
</tbody>
</table>
Onboarding TOL Activities (continued)

Instructions

The following activities must be completed prior to arriving to Supervisor Core Orientation training.

<table>
<thead>
<tr>
<th>Category</th>
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<th>Mentor Initials</th>
<th>Task</th>
</tr>
</thead>
</table>
| Team Tasks                      |                    |                 | □ Hold a “Getting to Know” meeting with each member of your team*  
|                                 |                    |                 |   • Discuss what brought them to the child welfare field, their education background, interests, and likes/dislikes.  
|                                 |                    |                 |   • Do not discuss their cases, this is an informal meeting in order to get to know your staff in a professional way.  
|                                 |                    |                 |   • Use this as an opportunity to practice active listening with your staff                                                    |
|                                 |                    |                 | □ Establish Working Agreements with your team  
|                                 |                    |                 |   • Utilize the provided steps to establish Working Agreements with your team.  
|                                 |                    |                 |   • Topics may vary depending on the needs of your staff.                                                                          |
| Personal/Professional Development Tasks |                    |                 | □ Complete the Reflective Practice Survey (RPS) Computer Assisted Training  
|                                 |                    |                 |   • This Computer Assisted Training provides an outline for how to complete an RPS for your team.                                |
|                                 |                    |                 | □ Complete the DISC assessment.   
|                                 |                    |                 |   • Bring the results to Supervisor Core Orientation.                                                                             |
## Orientation TOL Activities

**Instructions**

The following activities must be completed prior to arriving to Supervisor as Manager training.

<table>
<thead>
<tr>
<th>Category</th>
<th>DM or LOD initials</th>
<th>Mentor Initials</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Supervisor/ Mentor Tasks</td>
<td></td>
<td></td>
<td>□ Shadow supervisor/mentor in reviewing the data report tools specific to their counties (i.e. Child and Family Team Meetings Report, Child Data Summary Report)</td>
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<td></td>
<td>- Discuss local office protocols, timeframes and expectations.</td>
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<td></td>
<td>- Print at least two examples and bring them to Supervisor as Manager training.</td>
</tr>
<tr>
<td>Team Tasks</td>
<td></td>
<td></td>
<td>□ Complete the DISC profile with staff</td>
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<tr>
<td></td>
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<td></td>
<td>- DISC instructions are included at the end of this document.</td>
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<tr>
<td></td>
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<td></td>
<td>- Print a copy and distribute to each staff member.</td>
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<tr>
<td></td>
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<td></td>
<td>- Review the results with each staff member.</td>
</tr>
<tr>
<td>Personal/ Professional Development Tasks</td>
<td></td>
<td></td>
<td>□ Develop a plan to attend a meeting for/or become a member of a task force or specialty committee in your office.</td>
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<tr>
<td></td>
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<td></td>
<td>□ Seek out opportunities for professional networking and increase your involvement with community members and professionals in your county.</td>
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</tbody>
</table>
# Supervisor as Manager TOL Activities

## Instructions

The following activities must be completed prior to arriving to Supervisor as Coach training.

<table>
<thead>
<tr>
<th>Category</th>
<th>DM or LOD Initials</th>
<th>Mentor Initials</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Supervisor/Mentor Tasks</strong></td>
<td></td>
<td></td>
<td>□ Shadow Supervisor’s /mentor’s staffing (safety staffing, case staffing, and/or group staffing); ask Supervisor/mentor to shadow your staffing for development.</td>
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<tr>
<td></td>
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<td></td>
<td>□ Discuss strategies for:</td>
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<td></td>
<td></td>
<td>• Communication with staff challenges</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Addressing Conflict with staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Willingness vs. inability</td>
</tr>
<tr>
<td><strong>Team Tasks</strong></td>
<td></td>
<td></td>
<td>□ Identify cases with staff with permanency challenges</td>
</tr>
<tr>
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<td></td>
<td></td>
<td>• Practice case mining (critical thinking, will be provided with tool to learn how to do this) with staff during clinical supervision with staff</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>□ Assess the writing skills of your team; identify team members with strong writing skills and those who have challenges.</td>
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<tr>
<td></td>
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<td></td>
<td>• Bring examples (court reports, service referrals, 311’s, contact notes, etc.) to Module 3: Supervisor as Coach</td>
</tr>
<tr>
<td><strong>Personal/Professional Development Tasks</strong></td>
<td></td>
<td></td>
<td>□ Implement Change Agent/Advocate plan (Ecomap)</td>
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<tr>
<td></td>
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<td></td>
<td>□ Complete the New Worker Cohort Schedule and Transfer of Learning checklist Computer Assisted Training</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• This CAT provides an overview of the New Worker Cohort Schedule and Transfer of Learning checklist.</td>
</tr>
</tbody>
</table>
## Supervisor as Coach TOL Activities

### Instructions

The following activities must be completed prior to arriving to Supervisor as Team Leader training.

<table>
<thead>
<tr>
<th>Category</th>
<th>DM or LOD Initials</th>
<th>Mentor Initials</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Supervisor/Mentor Tasks</td>
<td></td>
<td></td>
<td>☐ Conduct joint (safety, case, and/or group) staffing with mentor. Debrief with mentor on your strengths &amp; opportunities for growth in coaching staff.</td>
</tr>
<tr>
<td>Team Tasks</td>
<td></td>
<td></td>
<td>☐ Complete Learning Style tool with staff.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>☐ Observe a CFTM of each staff, use the RPS tool as a clinical supervision tool in order to identify staff’s strengths and needs and provide constructive feedback.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>☐ Implement strategy for discussing backup planning/Succession planning with staff.</td>
</tr>
<tr>
<td>Personal/Professional Development Tasks</td>
<td></td>
<td></td>
<td>☐ If you have not already completed the training, develop a plan for attending the CANS Super User training.</td>
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<tr>
<td></td>
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<td></td>
<td>☐ If you have not already completed the training, develop a plan for attending the QSR Reviewer training.</td>
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<td></td>
<td>☐ Complete the Welcoming New FCMs Computer Assisted Training.</td>
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<td>• This CAT provides strategies for creating a welcoming environment for newly hired FCMs.</td>
</tr>
</tbody>
</table>
## Supervisor as Team Leader TOL Activities

### Instructions
The following activities must be completed after Supervisor as Team Leader.

<table>
<thead>
<tr>
<th>Category</th>
<th>DM or LOD Initials</th>
<th>Mentor Initials</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Supervisor/Mentor Tasks</td>
<td></td>
<td></td>
<td>□ Observe staff on a CFTM or visit.</td>
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<tr>
<td></td>
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<td>□ Use the parallel process to identify staff’s strengths and needs which will align to intervening process for FCM/client.</td>
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<td>□ Implement the Legacy Plan for staff.</td>
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<td>□ This is the culminating activity for all of Supervisor Core and will include topics from each area.</td>
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<td></td>
<td>□ Implement Team building exercises with staff.</td>
</tr>
<tr>
<td>Team Tasks</td>
<td></td>
<td></td>
<td>□ Develop a plan for enrolling and attending Coaching for Successful Practice Supervisor Training within the next six months.</td>
</tr>
<tr>
<td>Personal/Professional Development Tasks</td>
<td></td>
<td></td>
<td>□</td>
</tr>
</tbody>
</table>

03/07/2017

Trainer Information - Supervisor Core Manager
<table>
<thead>
<tr>
<th>Orientation</th>
<th>Manager</th>
<th>Coach</th>
<th>Team Leader</th>
</tr>
</thead>
</table>
| □ Communicate vision, mission and values to staff with commitment to the safety, permanency and well-being of children and families | □ Facilitate staff discussions regarding outcomes and analysis of practice data  
□ Connect data to children and families | □ Understand impact of management style on staff productivity and development | □ Evaluate and implement strategies for the work environment to promote positive collaboration |
| □ Set clear expectations between Supervisor and direct reports; define work roles and responsibilities | □ Use data to measure progress in achieving successful outcomes for children  
□ Use data and outcomes to identify goals and opportunities to go from “Good to Great” | □ Engage staff in the decision-making process  
□ Assist staff in continuous process improvement | □ Vision Alignment: Develop unit/team goals based on vision, mission and values  
□ Create common goals and team concepts with staff, and assist in achieving these  
□ Use case scenarios in group settings as learning tools for vision alignment |
| □ Focus on self-awareness                       | □ Consult regions and CO on difficult cases, for safety, well-being, and sustainable case closure | □ Directly observe practice, and communicate with staff regarding strengths and challenges | □ Ensure staff understand burnout versus secondary traumatic stress; support staff needs to impact retention |
| □ Facilitate staff discussions of DISC profiles and differences; and develop skills to support each | □ Develop conflict resolution skills to resolve issues as a team | □ Model commitment to leadership strategies and promote those in the work environment (leaders creating leaders)  
□ Coach, mentor and support staff toward professional development and opportunities for succession management  
□ Encourage staff to take leadership roles – i.e. making presentations regarding practice to internal and external groups, heading a project or pilot, etc. | □ Acknowledge staff effectiveness and incorporate appreciation into work environment, as retention strategies |
| □ Incorporate leadership skills in our management style | □ Assist staff in connecting to personal goals for the organization by annually utilizing Work Profile Part C—Employee Development Plan | □ Acknowledge group and individual achievements | |
| □ Individual Supervision – Case staffing/Program staffing/Service staffing, using review tools and solution-focused questions  
□ Seek opinions, ideas and suggestions from staff | | | |
Debriefing the DISC

D = Driver (Controller)

Asks: What?

**Emphasis:** Dominance; shaping the environment by overcoming opposition to accomplish results

Behavior: Direct and self-contained
Pace: Fast
Priority: The task
Focus: Results
Irritation: Wasting time; “touchy-feely” behavior that blocks action/results

For decisions: Gives options and probable outcomes (lets them decide)
They question: What is done and by when
Specialty: Being in control
For security: Relies on being in control
For acceptance: Depends on leadership skills; strives to be a winner

To increase flexibility: Practice “active” listening;
Pace self to produce a more relaxed image
Develop patience, humility and sensitivity; concern for others’ needs
Use more caution;
Verbalize the reasons for Conclusions;
Identify with a group

Measures personal worth: Results, track record

Theme: Notice my accomplishments
Debriefing the DISC

= Influencer (The Expressive Persuader)

Asks: Who?

**Emphasis:** Influencing others; shaping the environment by forming others in an alliance to accomplish results

**Behavior:** Open and direct  
**Pace:** Fast  
**Priority:** Relationships  
**Focus:** Interaction; dynamics of relationship  
**Irritation:** Boring tasks and being alone  

**For decisions:** Gives incentives and testimonials  
**They question:** Who else uses it  
**Specialty:** Socializing  
**For security:** Relies on flexibility  
**For acceptance:** Depends on playfulness  

**To increase flexibility:** Control time and emotions  
Develop an objective mindset  
Spend more time checking, verifying, specifying, organizing  
Follow through  
Concentrate on the task  
Take a more logical approach  

**Measures personal:** Acknowledgement, recognition, applause  

**Theme:** Notice me  

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03/07/2017  
Trainer Information - Supervisor Core Manager  
14
Debriefing the DISC

S = Supporter (Organizer)

Asks: How?

Emphasis: Steadiness; cooperation with others to carry out the task

Behavior: Open and indirect
Pace: Slow and easy; relaxed
Priority: Relationships
Focus: Building trust and getting acquainted
Irritation: Pushy, aggressive behavior

For decisions: Gives guarantees and reassurance
They question: How it will affect personal circumstances
Specialty: Support
For security: Relies on close relationships
For acceptance: Depends on conformity, loyalty and helpful nature (“To have friends, to be a friend”)

To increase flexibility: Say “NO” occasionally;
Attend to completion of tasks without over sensitivity to other’s feelings
Be willing to reach beyond their comfort zone; Take risks
Delegate to others

Measure personal worth: Attention from others

Theme: Notice how well-liked I am
Debriefing the DISC

[C] = Calculator (Analytical)

Asks: Why?

**Emphasis:** Compliance; working with existing circumstances to promote quality in products or service

Behavior: Self-contained and indirect
Pace: Slow, steady, methodical
Priority: The task
Focus: The details, the process
Irritation: Surprises, unpredictability

For decisions: Give’ facts, details and documentation
They question: Why, how it works, how you reach
Specialty: Processes, systems
For security: Relies on preparation
For acceptance: Depends on being correct

To increase flexibility: Openly show concern and appreciation of others;
Occasionally try shortcuts and timesavers
Try to adjust more readily to change and disorganization
Work on timely decision making and initiating new projects
Compromise with the opposition
Make unpopular decisions
Use policies as guidelines only

Measure personal worth: Precision, accuracy and progress

Theme: Notice my efficiency