Child Welfare Education and Training Partnership

Supervisor Core

Onboarding

Transitioning from Peer to Supervisor

Indiana Department of Child Services

Trainer Manual
# ELM Information – Trainer Guide

<table>
<thead>
<tr>
<th>Name of Training</th>
<th>DCS IN Supervisor Series: Supervisor On-Boarding</th>
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<tbody>
<tr>
<td>Course Description</td>
<td>Refer to Course Overview on page 11</td>
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<tr>
<td>Training Times &amp; Total Hours/Days</td>
<td>Day 3 of Supervisor Core: On-Boarding 3:15PM – 4:30PM</td>
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<tr>
<td>Training Units</td>
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<td>Community Partners</td>
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</table>
| Pilot Date & Location | July 13, 2016 Central Office  
August 10, 2016 Central Office |
| Pilot Instructor(s) | Michelle Mitchell  
Samantha Sellers |
| Special Location | |
| Guest Speaker | |
| Break Out Rooms | |
| Laptop Computer | |
Acknowledgements

The Indiana Child Welfare Education and Training Partnership wish to thank all of the staff at the Indiana Department of Child Services for their contributions to this content.

In addition, we would like to express our appreciation to the work group for their time and dedication to completing this project:

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Developed in 2016-2017 by:
Colbi Harmon, Training Partnership Curriculum Team
Course Logistics – Trainer Guide

Room Set-up

Equipment
- Laptop Computer
- LCD Projector
- Computer Speakers
- Wireless PowerPoint Remote

Supplies

Handouts
- Supervisor Core Participant Binders

Training Materials

Media
- Power Point
- Video Clips (embedded into the PPT)
  - The Office: Acknowledge Your Role
  - The Office: Get out of the Loop
  - The Office: Set Boundaries
  - The Office: Listen

Computer Assisted Trainings

DCS Child Welfare Policies
This page is intentionally blank and will be removed from the participant manual.

Page 5 can be removed during development to better view the TM and PM pages side by side.
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<th>Topic</th>
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<td>3:20 PM</td>
<td>Course Information</td>
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<td></td>
<td>3:25 PM</td>
<td>Peer to Supervisor</td>
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<td>6</td>
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<tr>
<td></td>
<td>4:15 PM</td>
<td>Transfer of Learning</td>
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<td></td>
<td>4:20 PM</td>
<td>Course Review</td>
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<td>TOL Checklist</td>
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<td></td>
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<td>DISC Assessment Instructions</td>
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<td>Peer to Supervisor</td>
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<tr>
<td>TOL Activities</td>
<td>PR</td>
</tr>
<tr>
<td>DISC Assessment Instructions</td>
<td>PR</td>
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</table>
Welcome participants to the training.

Introduce yourself and describe your experiences with DCS and child welfare. Also share relevant experience regarding the course topic. This will establish your authority as a trainer. Be honest and genuine about what you know.

Allow participants the opportunity to introduce themselves.

Handout a Supervisor Core Participant Binder to each participant.

Explain to participants that this is their training manual for the entire Supervisor Core series, Modules 1-4. They are only receiving the information for Tab 1: Onboarding today and will receive the subsequent inserts with each training.

Review the parking lot and explain that all questions will be answered at the end of class or referred to a SME with an email follow-up.

Review any necessary ground rules (e.g. the ouch rule) and any non-negotiable rules relevant to this training.

Supervisor Core participants, while primarily being supervisors to assessment and permanency workers, may also be Hotline, Foster Care or supervisors from another department within DCS. The Supervisor Core training series content contains several activities and scenarios that, while trying to be inclusive of all supervisory roles and responsibilities, admittedly focus more on FCMs in the field simply because that is the overwhelming majority of the work done. As much as possible, the term ‘staff’ is used rather than FCM, but often the context is obviously from the field. As trainers, be cognizant of this and, when possible, allow participants to modify the scenarios to fit their supervisory role.
## Getting Started

<table>
<thead>
<tr>
<th>Welcome &amp; Introductions</th>
<th>Welcome to Supervisor Core: Onboarding: Transitioning from Peer to Supervisor</th>
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<tbody>
<tr>
<td>Parking Lot</td>
<td>Throughout the training, this is where we will record questions that will be answered by the end of training or referred to a subject matter expert. The answers may then be provided later in email format.</td>
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<td>Ground Rules and Non-negotiables</td>
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### Course Information – Trainer Guide

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tr>
<td>3:20 PM</td>
<td>After reviewing the Getting Started topics, trainers will transition into</td>
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<td></td>
<td>the Course Information section and review the Course Overview and</td>
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<td></td>
<td>Course Competencies.</td>
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<tr>
<td>3:25 PM</td>
<td>Review the course overview in the participant manual.</td>
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<tr>
<td></td>
<td>Review the course competencies in the participant manual.</td>
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**Slide #3**

**Course Overview**

Review the course overview in the participant manual.

**Slide #4**

**Course Competencies**

Review the course competencies in the participant manual.
Course Information

Course Overview

Onboarding initiates the transition from peer to supervisor and provides a review of the Transfer of Learning activities to be completed prior to arriving to Module I Orientation to Supervision.

Course Competencies

After training, participants will be able to:

1. Prepare for the transition from peer to supervisor
2. Execute the Transfer of Learning activities
Being promoted to supervisor deserves recognition and you should feel proud of your accomplishments.

**Trainer Note:**
- Celebrating accomplishments is a self-care strategy.

Direct participants to the questions in the participant manual.

Review participant answers to the questions in the participant manual.

**Explain:**
- Each supervisor's transition is different and comes with a unique set of challenges.
- Some will be supervising former peers while others will have a team of new FCMs.
- New supervisors may immediately face conflict within the office and/or their unit from someone who also applied for the job.
- The transition from being a peer to a supervisor is common in almost all workplaces. With a thoughtful approach you will become a successful leader.

Explain:
- To help you get started on the “right foot”, we will review some common pitfalls that people make and provide some tips for creating a smooth transition.

Direct participants to the four things to consider in the participant manual.

**Trainer Notes:**
- These four suggestions are the framework for the training.
- For each we will use a video clip from The Office to show, in a humorous way, how “Not” to do each of these things.
- The Office is a comedy “mockumentary” that was shown on NBC from 2005-2013. The series depicts the everyday lives of office employees in the Scranton, Pennsylvania, branch of the fictional Dunder Mifflin Paper Company.
Peer to Supervisor

Congratulations

Being promoted to Supervisor is a sign that you have proven yourself to be a hardworking and dedicated individual who has consistently supported the agency’s mission of protecting children from abuse and neglect.

This is an opportunity to celebrate and feel proud of your accomplishments.

Beginning the Transition

What are your concerns and fears about the transition?

Have you thought about a transition plan?

Things to Consider

1. Acknowledge your role
2. Get out of the loop
3. Set boundaries
4. Listen
3:30 PM

**Acknowledge Your Role**

**Explain:**
- Regardless of the size of your office, by now, most everyone is aware of your promotion whether you have directly told them or not.
- Some may have already approached you while others may be silently wondering and speculating about the type of supervisor you will be.
- It is crucial to acknowledge your new role in a way that lays the foundation and sets the tone for a positive and productive work environment.

**Video Set Up:**
- Ryan, a former peer, returns for the first time since being promoted to Regional Manager to explain his ideas for upcoming changes.

**Direct** participants to take note of Ryan’s approach to acknowledging his new role and how he communicates with his team.

**Play** video: The Office: Acknowledge Your Role (2:55).

**Facilitate** discussion.

**Talking Points:**
- Highlight Ryan’s mistakes and the following questions allowing participants to provide answers and share best practices:
  - What tone do you want to set for your team?
  - What can you do to lay the foundation for a positive and productive work environment?

**Tips**

**Review** the tips in the participant manual.

**Trainer Notes:**
- Suggest to supervisors that this can be done through “getting to know” one-on-one staff meetings. (*this is a TOL activity*)
- A “getting to know” meeting is to get to know staff on a professional level. Ask questions such as “What brought you to Child Welfare?” and “What are your professional and personal interests?” These are questions that you may never have asked as a former peer, but will be helpful as a supervisor to start building your relationship.
Peer to Supervisor (continued)

Tips

Model the behavior you expect from your staff.

Focus on the DCS Core Values: Genuineness, Respect, Empathy, and Professionalism.

Practice the parallel process.
Peer to Supervisor (continued) – Trainer Guide

3:40 PM

Get Out of the Loop

Explain:
- The transition from peer to supervisor must be whole, meaning that you cannot expect to be a peer in some aspects and supervisor in others.
- You must distance yourself from some of the behaviors that were common in your role as a Family Case Manager.

Video Set Up:
- Michael, the branch manager, wants to be “in the know” regarding office gossip.

Direct participants to take note of Michael’s unprofessional behaviors.


Facilitate discussion.

Talking Points:
- Highlight Michael’s mistakes and the following questions allowing participants to provide answers and share best practices.
  - How might this affect progressive discipline?
  - Can you remain objective?

3:50 PM

Tips

Review the tips in the participant manual.

Trainer Notes:
- Supervisors and other management staff in the office have made this same transition that you are about to make and can be a beneficial resource to you in your new role.
- It is important that you don’t just leave one peer group without utilizing another. Everyone needs supports in the office, it is crucial to your emotional well-being. Developing relationships with your new peer group will not only help you make connections, but your supervising peers will be better suited to understand your experiences.
- If you are the only supervisor in the office then consider reaching out to supervisors in other offices for support.
- This section provides an opportunity to discuss aspects of social media, such as Facebook, and how new supervisors should be relating to their former peers and new staff in that context.
Peer to Supervisor (continued)

Get Out of the Loop

<table>
<thead>
<tr>
<th>Tips</th>
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<tbody>
<tr>
<td>Reconsider social events such as lunch or drinks after work.</td>
</tr>
<tr>
<td>Eliminate any water-cooler or break-room gossip and venting sessions with previous peers.</td>
</tr>
<tr>
<td>Look to your mentor or other supervisors for help and guidance.</td>
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</table>
3:50 PM

**Set Boundaries**

**Participant Page 9**

**Slide #11**

**Explain:**
- The first “official steps” as a supervisor will help you set the tone for your team.
- Part of this process should include setting professional boundaries.

**Video Set Up:**
- Michael, the branch manager, hears a joke and tries to retell it to his staff.

**Direct** participants to take note of Michael’s attitude towards the different employees and how he responds to them.

**Play** video: The Office: Set Boundaries (1:17).

**Facilitate** discussion.

**Talking Points:**
- Highlight Michal’s inability to maintain professional boundaries and treating each staff member with respect and around the following questions allowing participants to provide answers and share best practices:
  - When is joking/humor appropriate in the workplace? When is it not?
  - What types of boundaries do you need to establish with your staff?

**Tips**

**Review** the tips in the participant manual.

**Trainer Notes:**
- This is a good place to review the sexual harassment training points, especially in regards to perception.
- Suggest that they may need to reconsider after hours/social activities that they participated in with their peers as a Family Case Manager.
- Implement the Core Values.

4:00 PM
Peer to Supervisor (continued)

Set Boundaries

Tips

Remain professional at all times and treat all staff with respect.

Act with integrity.

Be fair to everyone; Do not allow previous friendships to influence your supervisor responsibilities such as vacation approvals or workload assignments.

Make the effort to get to know everyone on your team in a professional way. Taking the time to get to know your entire team will show them that you care about each member equally.

Enforce the rules as needed, but make it a point to utilize power appropriately.
4:00 PM

**Explain:**
- As mentioned earlier, your offices are awaiting your return after today.
- In the beginning stages of your transition, workers may not quite know how to approach you or even if they can approach you with their ideas or concerns.
- Building a trust based relationship with your staff will take time. In the early stages of building a trust based relationship with your staff, it is important to spend time listening to them.

**Video Set Up:**
- Michael, the branch manager, is discussing his communication problems with his staff and attempts to come up with a solution.

**Direct** participants to take note of Michael’s problem and how he attempts to solve it.

**Play** video: The Office: Listen (1:55).

**Facilitate** discussion.

**Talking Points:**
- Highlight Michael’s mistakes and around the following question allowing participants to provide answers and share best practices:
  - How will you create an environment that supports your staff and encourages trust?

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**Tips**

**Review** the tips in the participant manual.

**Trainer Notes:**
- Explore how listening creates a trust based environment.
- Develop a structure for both group and one-on-one meetings with your team. (How does meeting consistently help to establish trust?)
- Create opportunities with your team to model your own skills so that they can build a relationship with you based on trust and appreciation of your skills as a supervisor (i.e. assisting with a visit, helping to develop a case plan).
Listen

Tips

Utilize engagement skills and active listening (including body language, eye contact, facial expressions) to establish trust-based relationships with your staff.

Utilize the experience and knowledge of your team by asking staff to share their successes and best practices.

Ask what you can do for them, to help them be more successful as an FCM.
Review developing a working agreement in the participant manual.

Explain:
- The Working Agreement can be used as a tool to accomplish the four transition strategies.
- Establishing a Working Agreement with your team and each staff member is also an opportunity to model behavior and practice the parallel process.
- There are different methods and strategies to creating a Working Agreement with your team. You will most likely adapt your strategy for each of your staff. (*this is a TOL activity)
- A Working Agreement will be more impactful for your team if you collaborate in these decisions and development.

Survey participants to identify potential topics that they can approach their new team members on while making their transition from peer to supervisor.
- Examples:
  - Safety Staffing, 1-1, team meeting times and protocols
  - Organization
  - Timelines
Peer to Supervisor (continued)

Working Agreement for Supervision

Supervisor/Director ____________________________

Staff Member ____________________________

Key Areas
1. To ensure that the staff member is clear about roles and responsibilities.
2. To assist in the staff member’s professional development.
3. To acknowledge a source of support for the staff member.
4. To provide regular and constructive feedback to the worker on his or her performance.
5. To set formal individual supervision times and process.
6. Assistance for staff member to perform to the standards specified by the agency.
7. To ensure accountability for the work of the staff member.

Making Supervision Work: What Each Party Agrees to Contribute

Expectations and plan to reach these:

Challenges that impact expectation and how to support working through these:

What does the staff member want/need from the Supervisor?

What will the staff member contribute to make the agreement work?

What will the supervisor and staff member do if there are difficulties working together or achieving agreement?

Adapted from Tony Morrison, Staff Supervision in Social Care, Pavilion Press, 2005
We will continue to discuss these topics and more as you transition through the Supervisor Core series. Along with your face to face training, you will also have transfer of learning activities to help support your transition.

**TOL Categories**

**Slide #15**

**Explain:**
- The TOL checklist will be organized into three separate areas
  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

**TOL Checklist**

Review the TOL checklist and the DISC assessment manual with participants.

**Trainer Notes:**
- This is the list of activities for the entire Supervisor Core training.
- Each section designates what activities should be completed prior to each Supervisor Core module.
- DISC Assessment instructions are attached to the TOL activities.
- Supervisor’s LOD or DM and Supervisor Mentor are to initial each of the TOL items once they have been completed by the Supervisor.
Remove from participant manual

TOL Checklist 1. Direct supervisor/supervising mentor tasks:
   • Review administrative tasks introduced during this Onboarding training (Background checks, approving time sheets, approving vacations, approving travel)
   • Review the personnel files of your team (work profile, Fact Files, Performance Appraisal, Clinical Supervision notes
   • Locate and Review the Behaviorally Anchored Ratings Scale (BARS) guide located on the Indiana State Personnel Page, this will provide assistance in completing performance appraisals.
   • Review tasks in MaGIK that are required for your new role

2. Team tasks:
   • Hold “Getting to Know” 1-1 meetings with your team (This is a piece of your activity from today)
   • Establish Working Agreements with your team regarding items that are important to you and your team. (This is a piece of your activity from today)

3. Personal/professional development tasks:
   • Take the Reflective Practice Survey (RPS) CAT
   • Complete the DISC Assessment
**Course Review – Trainer Guide**

4:20 PM

**Next Steps**

**Slide #16**

**Review** the course competencies and address any unanswered questions.

**Remind** participants:

1. That they should complete the TOL activities before arriving at Supervisor Core Orientation.
2. They should bring their training binders with them to each training session.

**Thank** participants for attending training.

4:30 PM