Child Welfare Education and Training Partnership

Supervisor Core

Module IV

Supervisor as Team Leader

Indiana Department of Child Services

Trainer Manual
<table>
<thead>
<tr>
<th>Name of Training</th>
<th>DCS Supervisors Training: Supervisor as Team Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>Refer to course overview on page 13.</td>
</tr>
<tr>
<td>Training Times &amp; Total Hours/ Days</td>
<td>9:00 AM to 4:00 PM</td>
</tr>
<tr>
<td></td>
<td>18 hours/3 days</td>
</tr>
<tr>
<td>Training Units</td>
<td>18 units</td>
</tr>
<tr>
<td>Community Partners</td>
<td></td>
</tr>
<tr>
<td>Pilot Date &amp; Location</td>
<td>November 15-17, 2016</td>
</tr>
<tr>
<td></td>
<td>May 23-25, 2017</td>
</tr>
<tr>
<td>Pilot Instructors</td>
<td>Samantha Sellers &amp; LeVelle Harris</td>
</tr>
<tr>
<td>Special Location</td>
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<tr>
<td>Guest Speaker</td>
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</tr>
<tr>
<td>Break Out Rooms</td>
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<td>Laptop Computer</td>
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</table>
Acknowledgments

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:

LaTrece Thompson, Indiana Department of Child Services
Pat Howes, IU School of Social Work
Fay Russell, Indiana Department of Child Services
Dawn Sanford, Indiana Department of Child Services
Mary Engle, IU School of Social Work
Nikki Henderson, Indiana Department of Child Services
Scott Derr, IU School of Social Work

Angela Smith-Grossman, Indiana Department of Child Services
Dana Gault, Indiana Department of Child Services
LeVelle Harris, Indiana Department of Child Services

Revised 2016-2017 by:
Colbi Lehman, Training Partnership Curriculum Team
Ashley Meyers, Training Partnership Curriculum Team
Erin Richardson, Training Partnership Curriculum Team
Sam McMinn, Training Partnership Curriculum Team

*Special appreciation for all previous contributions to this training from The Butler Institute for Families, Graduate School of Social Work, University of Denver; the Leadership Transformation Group, LLC (www.askltg.com); McKenzie Consulting, Inc. in collaboration with Michigan State University School of Social Work for the State of Indiana; 3P Consulting and Deloitte Consulting.

DiSC ® information came from:
The 8 Dimensions of Leadership: DiSC Strategies for Becoming a Better leader by Jeffrey Sugerman, Mark Scullard and Emma Wilhelm
## Course Logistics – Trainer Guide

<table>
<thead>
<tr>
<th>Room Set-up</th>
<th>Arrange tables into four pods. Participants may select any seat; trainers will assign groups according to instruction throughout training</th>
</tr>
</thead>
</table>
| Equipment   | Laptop Computer  
               LCD Projector  
               Computer Speakers  
               Wireless PowerPoint Remote |
| Supplies    | Name Tents  
               Dry Erase Markers  
               Tape  
               Blank Chart Paper  
               Crayons or markers |
| Handouts    |  |
| Training Materials | LEGO CREATOR Kits (inside yellow LEGO bag)  
               Helium stick  
               Laminated Scenario Cards |
| Media       | Power Point  
               Video Clips (embedded into the PPT)  
               • Why Good Leaders Make You Feel Safe (Simon Sinek)  
               • Getting Stuck in the Negative (Alison Ledgerwood)  
               • Competition (Minions Mini Movie)  
               • No Respect (Rodney Dangerfield)  
               • How Employers Kill Motivation (Dan Ariely)  
               • Failure is Part of Success (Eduardo Zanatta)  
               • FedEx Commercial |
| Computer Assisted Trainings | Welcoming the New Employee |
| DCS Child Welfare Policies | GA-17 Critical Incident Response |
This page is intentionally blank and will be removed from the participant manual.

Design Note  Page 5 can be removed during development to better view the TM and PM pages side by side.
## Table of Contents – Trainer Guide

### Day One

<table>
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<th>Trainer</th>
<th>Time</th>
<th>Topic</th>
<th>Trainer Page</th>
<th>Participant Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9:00 AM</td>
<td>Getting Started</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>9:15 AM</td>
<td>Course Information</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>9:20 AM</td>
<td>Leadership</td>
<td>14</td>
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<td>10:30 AM</td>
<td>Break</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>10:45 AM</td>
<td>Work Culture</td>
<td>18</td>
<td>8</td>
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<td>12:00 PM</td>
<td>Lunch</td>
<td></td>
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<tr>
<td></td>
<td>1:00 PM</td>
<td>Team Formation</td>
<td>24</td>
<td>11</td>
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<td></td>
<td>2:30 PM</td>
<td>Break</td>
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<td></td>
<td>2:45 PM</td>
<td>Team Formation (cont’d)</td>
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<td>16</td>
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### Day Two

<table>
<thead>
<tr>
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<th>Time</th>
<th>Topic</th>
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<td>10:30 AM</td>
<td>Break</td>
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<td>10:45 AM</td>
<td>Stress Management</td>
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<td>1:00 PM</td>
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<td>Break</td>
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<td></td>
<td>2:45 PM</td>
<td>Retention</td>
<td>62</td>
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<td>3:05 PM</td>
<td>Motivation</td>
<td>64</td>
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## Table of Contents

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<th>Participant Page</th>
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<tbody>
<tr>
<td></td>
<td>Getting Started</td>
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<tr>
<td></td>
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<table>
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<th>Topic</th>
<th>Participant Page</th>
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<td>Stress Management</td>
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<td>Retention</td>
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<td>Motivation</td>
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<table>
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<tr>
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<td>Resiliency</td>
<td>31</td>
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<tr>
<td></td>
<td>Legacy Statement</td>
<td>39</td>
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<td></td>
<td>Course Review &amp; Evaluation</td>
<td>45</td>
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<td></td>
<td>DISC Profile Interactions</td>
<td>PR 1</td>
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<td></td>
<td>Sample Welcome Plan</td>
<td>PR 15</td>
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<tr>
<td></td>
<td>Are You Burning Out?</td>
<td>PR 19</td>
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<td>Ardell Wellness Stress test</td>
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<td>DISC Profile Stressors</td>
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<td>Applying DISC to Reduce Stress</td>
<td>PR 25</td>
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<td>Topic</td>
<td>Trainer Page</td>
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<tr>
<td>9:00 AM</td>
<td>Resiliency</td>
<td>68</td>
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<td>10:45 AM</td>
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<td>Lunch</td>
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<tr>
<td>1:00 PM</td>
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<td>84</td>
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<td>2:30 PM</td>
<td>BREAK</td>
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<tr>
<td>2:45 PM</td>
<td>Legacy Statement (cont’d)</td>
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<td>3:45 PM</td>
<td>Course Review &amp; Evaluation</td>
<td>96</td>
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<td></td>
<td>TOL Activities</td>
<td>TI 1</td>
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<td></td>
<td>Clinical Supervision Checklist</td>
<td>TI 11</td>
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<td></td>
<td>Slogan Handout</td>
<td>TI 13</td>
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<tr>
<td></td>
<td>Preparation and Planning Scenario Cards</td>
<td>TI 15</td>
</tr>
<tr>
<td></td>
<td>The Airplane Activity</td>
<td>TI 17</td>
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<tr>
<td></td>
<td>Supervisor Core Series Course Competencies and Overview</td>
<td>TI 21</td>
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## Getting Started – Trainer Guide

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 AM</td>
<td>Welcome Participants to the training.</td>
<td>Welcome participants to the training.</td>
</tr>
<tr>
<td></td>
<td>Welcome &amp; Introductions</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Slide #2</td>
<td>Allow participants the opportunity to introduce themselves if they are new to the cohort.</td>
</tr>
<tr>
<td></td>
<td>Building Layout</td>
<td>Review information specific to the training site (bathrooms, fire exits, etc.).</td>
</tr>
<tr>
<td></td>
<td>Parking Lot</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Ground Rules and Non-negotiables</td>
<td>Review any necessary ground rules (e.g. the ouch rule) and any non-negotiable rules relevant to this training.</td>
</tr>
<tr>
<td></td>
<td>Special Trainer Note</td>
<td>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 focuses more on FCMs in the field simply because they comprise the majority of staff being supervised. 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.</td>
</tr>
<tr>
<td>9:15 AM</td>
<td></td>
<td>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 focuses more on FCMs in the field simply because they comprise the majority of staff being supervised. 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.</td>
</tr>
</tbody>
</table>
Getting Started

Welcome & Introductions

Welcome to Supervisor Core: Team Leader.

Building Layout

Parking Lot

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.

Ground Rules and Non-negotiables
Course Information – Trainer Guide

9:15 AM
Transition
Participant Page 5
Slide #3

After reviewing the Getting Started topics, trainers will transition into the Course Information section and review the Course Overview and Course Competencies.

9:20 AM

Course Overview
Review the course overview in the participant manual.

Course Competencies
Review the course competencies in the participant manual.
Course Information

Course 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
After training, participants will be able to:

1. Apply the appropriate leadership style that promotes and develops the strengths of individual team members.
2. Practically utilize the strengths related to the different DISC profiles to build a diverse team that is able to produce positive results for children and families.
3. Participate in the recruitment, selection, and transition process.
4. Assess and improve team functioning.
5. Assist family case managers in developing self-awareness of their own grief, loss and anxiety to avoid burnout and creating barriers to permanency progress.
6. Apply strategies to increase the job satisfaction of workers and improve retention.
7. Motivate staff to work towards a common goal.
8. Understand resilience and how to enhance it within themselves and their staff.
9. Understand the value of supportive supervision in conjunction with Kadushin’s administrative and educational supervision components and how it fits into their role.
Prep Note:
- Prepare 3 charts and place around the room. Label each sheet:
  - Direct Supervisor/Mentor Tasks
  - Team Tasks
  - Personal/Professional Development tasks

Activity Set-Up: We will begin with an activity to recall the content of the previous modules and identify application to the Transfer of Learning activities.

Instructions:
1. Review TOL activities from each of the modules.
2. Direct participants to write on the chart paper any lessons they learned about their leadership styles and abilities through the process of completing these activities.

Facilitate discussion.

Talking Points:
- Focus on lessons learned but also explore the challenges to completing specific TOL activities.
- Guide the discussion towards leadership styles and whether or not they explored using others.

Trainer Note:
- Each row of information on the PowerPoint slide corresponds to the TOL activities from Onboarding (The Office image), Orientation (DISC Image), Manager (Interpret data image) and Coach (whistle image), respectively.
Leadership

Activity: Lessons Learned

Direct Supervisor/Mentor Tasks:

Team Tasks:

Personal/Professional Development tasks:
Leadership (continued) – Trainer Guide

9:50 AM
8 Dimensions of Leadership
Participant Page 7
Slide #7

Explain:
- Upon promotion, new supervisors were given an opportunity to become a leader.
- Being the supervisor or the “boss” is a title given to you, but being a “leader” is the result of actions you take.

Review the 8 dimensions of leadership in the participant manual.
Facilitate discussion.

Talking Points:
- Effective leaders implement other leadership styles that are appropriate for particular staff and specific situations.
- Our goal is to be multi-dimensional in our leadership style.
- Leaders who are able to alternate between leadership styles create positive work environments, empower workers, boost worker confidence and competence, and help ensure the shared goals of child safety, permanency and well-being.
- There’s a link between positive work culture and performance.

Trainer Note:
- The 8 Dimensions of Leadership is in Orientation.

Play video: Why Good Leaders Make You Feel Safe (12:00).
Facilitate discussion.

Talking Points:
- Circle of safety → trust & cooperation
- Leader sets the tone
- Sacrifice the people to save the numbers/sacrifice the numbers to save the people
- Headcounts versus heart counts
- Leadership is a choice, it is not a rank
- Leaders go first/take the risk before anyone else does/they will choose to sacrifice

Critical Reflection
10:30 AM
BREAK
10:45 AM

Direct participants to the reflection question in the participant manual.

Trainer Note:
- This aligns directly to competency #1.
Leadership (continued)

8 Dimensions of Leadership

Pioneering
- Adventurous, dynamic and charismatic
- Optimistic and percussive style inspires others to join their efforts
- May be impulsive and not consider how decisions affect others

Energizing
- Spontaneous, outgoing and encouraging
- Collaborative
- They may not focus on specifics and fail to follow-through

Affirming
- Friendly, approachable and positive
- Acknowledge contributions and breed loyalty among staff
- May fail to deliver tough feedback

Inclusive
- Diplomatic, accepting and patient
- Works at a methodical pace
- Wary of rapid change and can overestimate other’s abilities

Humble
- Soft-spoken, modest and precise
- Fair-minded and practical
- May be cautious and hinder spontaneity and creativity

Deliberate
- Systematic, cautious and analytical
- Want to be seen as an expert
- May become defensive if challenged on their ideas or methods

Resolute
- Challenging, determined and rational
- Set high standards for themselves and others
- May lose their patience with things that stand in their way

Commanding
- Competitive, driven and assertive
- Often looked to for leadership
- May show little regard for other people’s needs and feelings

Critical Reflection

How is your leadership style promoting and developing the strengths of individual team members?
A supervisor’s leadership style has a substantial influence on the work culture.

**Creating Work Culture**

**Participant Page 8**

**Slide #9**

**Review** the creating work culture information in the participant manual.

**Explain:**
- Every team, agency and division has a culture and it can be anywhere from scary and non-forgiving to enjoyable and positive.
- When the culture of the team, which includes all members of the team, aligns to the goals, mission, vision and values, then the team is stronger.
- The leader’s perception of the culture may be different from that of the workers.

**Work Culture Description**

**Direct** participants to the questions in the participant manual.

**Trainer Note:**
- This is not a discussion; the final question (Does this culture produce positive results for children and families?) will be used as a prompt when explaining the necessity to change culture.

**Group DISC Profiles**

**Direct** participants to complete the graph in the participant manual with the DISC profiles of their team.

**Explain:**
- The Group Culture DISC profile will be the category with the highest percentage or number of the team member’s profiles.
Work Culture

Creating a Work Culture

A number of different factors influence work culture, such as:
- Leadership style of the group leader
- Most pronounced DISC styles within the group
- Type of work the group does
- Historical culture of the group
- Cohesion or tension within the group
- Goals and mission of the group

Work Culture Description

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?

Group DISC Profiles

+---+---+---+---+
| 1 | 2 | 3 | 4 |
|---+---+---+---|
| 5 | 6 | 7 | 8 |
|---+---+---+---|
| 9 | 10|    |   |
|---+---+---+---|

Drivers  Influencers  Supporters  Calculators
Review the DISC group cultures information in the participant manual.

Refer participants to the Profile Interactions in participant resources.

Explain:

- Just as with the individual DISC profile, there is no “ideal” group/team culture. However, understanding the culture of your team will allow you to better lead and motivate every member of your team to achieve your team vision.
### Work Culture (continued)

<table>
<thead>
<tr>
<th>Driver Culture</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
</table>
|                | • Offers dynamic and engaging environment  
|                | • Makes decisions without wasting time  
|                | • Drives towards results  
|                | • Pushes for new accomplishments  
|                | • Encourages innovations  
|                | • Gives straightforward feedback  
|                | • Leads to tension and burnout  
|                | • Fails to spend time on analysis  
|                | • Overwhelms those who are less aggressive  
|                | • Creates power struggle  
|                | • Overemphasizes status  
|                | • Discourages teamwork because of competitiveness  
|                | • Provides feedback without considering feelings  |

<table>
<thead>
<tr>
<th>Influencer Culture</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
</table>
|                     | • Fosters creativity  
|                     | • Provides fun, optimistic atmosphere  
|                     | • Encourages collective brainstorming  
|                     | • Promotes informal communication  
|                     | • Warm and caring environment  
|                     | • Changes direction frequently  
|                     | • Holds too many meetings  
|                     | • Spends too much time socializing  
|                     | • Lacks clear guidelines  
|                     | • Exerts pressure to socialize  |

<table>
<thead>
<tr>
<th>Supporter Culture</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
</table>
|                   | • Commits to getting the job done right  
|                   | • Provides relaxed atmosphere  
|                   | • Dependable and reliable results  
|                   | • Promotes comfort and security  
|                   | • Cultivates work-life balance  
|                   | • Allows a high level of teamwork  
|                   | • Fosters polite behavior  
|                   | • Fails to challenge ideas  
|                   | • Lacks competitive edge  
|                   | • Avoids tough decisions to spare feelings  
|                   | • Inhibits change and stifles innovation  
|                   | • Avoids even constructive criticism  
|                   | • Struggles with indecisiveness  
|                   | • Discourages strong individual accomplishment  |

<table>
<thead>
<tr>
<th>Calculator Culture</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
</table>
|                    | • Calculates risk thoroughly  
|                    | • Exceptional quality control  
|                    | • Makes decisions logically  
|                    | • Ensures accuracy  
|                    | • Provides well-defined goals  
|                    | • Overanalyzes  
|                    | • Misses opportunities due to caution  
|                    | • Lacks outward energy and excitement  
|                    | • Fails to foster sense of community  
|                    | • Feels critical or cold to some  |
Refer back to the question: Does this culture produce positive results for children and families? (Connect to using reports and data)

Explain:
- The decision to make a planned change to the group culture should stem from a clear underperformance in achieving the mission, vision and values of both DCS and the team.

Review the three steps to changing the work culture in the participant manual.

Direct participants into their groups to discuss the steps and brainstorm ways in which they can accomplish them.

Facilitate discussion.

Play video: Getting Stuck in the Negative (10:00).

Facilitate discussion.

Talking Points:
- Discuss the implications for building team culture.
- Natural tendency to view the world through the “loss frame” rather than the “gain frame”.
- We have the ability to retrain our minds and to have a more positive assessment and outlook.
Changing the Work Culture

Three Steps to Changing the Work Culture:

1. The team must first understand the current culture.
   - Use Case Scenarios in group settings as learning tools for vision alignment. By using Case Scenarios to identify problem areas, it creates a safe environment for team members to discuss areas that reflect their current culture that may not align to the overall Mission, Vision, and Values.

   - Ask team members to identify behaviors or attitudes that do not align to the Vision, Mission and Values of DCS. Use these in team meetings so that all team members can participate. This exercise promotes critical thinking and problem solving within the team.

2. The team must define its vision and how to accomplish that vision.
   - Create value and belief statements. Ask employees to put the mission, vision, and values into words that state their impact on each employee’s role within DCS. Then, combine the words that employees used to create a team vision.

   - This exercise gives all employees a common understanding of the desired culture that actually reflects the actions they must commit to on their jobs.

3. Individuals must change their behavior to create the desired culture.
   - Practice effective communication. Keeping all employees informed about the organizational culture change process ensures commitment and success. Telling employees what is expected of them is critical for effective organizational culture change.

Heathfield, S. M. You Can Transform Your Company Culture – Guide to Human Resources
Maintaining team culture is challenging, especially with high turnover rates. As a leader, you have influence on the stability of the group culture by recruiting, selecting, and hiring new workers to your teams. (Hiring, of course, is an HR function but the Supervisor can directly influence the recruitment and selection of team members)

**Recruiting Strategies**

Direct participants to the statistic in the participant manual and on the Power Point.

Survey participants on their impressions of the statistic.

Facilitate discussion.

**Talking Points:**

- Discuss how different offices recruit staff.
- Brainstorm additional strategies.
- While some supervisors already have a full team when they are promoted, others must build their teams through the recruitment and selection process.
- The DCS Human Resource Department will ultimately decide which candidates get through the initial screening and selection process, but there are ways that supervisors can positively affect their candidate pool.
- Supervisors should always be recruiting potential staff, not just when there is a vacancy.

**Recruiting Tip**

Direct participants to the e-mail address for identifying their local DCS HR manager in the participant manual.
Team Formation

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.”


Current recruitment strategies:

What my colleagues are doing that may work for me:

- State Personnel Department Website
- Participate in local job fairs; allow current employees who express interest in outreach opportunities to attend.
- Put ads in local newspaper
- Invest time in developing relationships with local universities. Many departments have job boards or send out e-mails to students and alumni with job opportunities.
- Participate in industry professional associations and conferences where you are likely to meet potential candidates.

Recruiting Tip

If you have any questions on ways to recruit potential new employees to apply for a position in your local office, speak with your local DCS HR manager.

You can find out who your local HR manager is by e-mailing: DCSHR@DCS.IN.gov
Activity Set-Up:

- In 2017, $201 billion will be spent on media advertisements just in the United States.
  http://www.emarketer.com

- Companies use advertising to establish and maintain their product’s distinct identity and attract new customers.
- Imagine if you could use advertising to build a positive perception of your team in order to recruit new employees.

Instructions:

1. Provide each table with markers/crayons/colored pencils, and a copy of the Slogan handout (found in trainer information).
2. Participants should review the list of slogans and select a slogan they feel best represents or describes their team at this time. They may also choose a different slogan if they know of one more fitting for their team.
3. Direct participants to create an advertisement in their participant manual that promotes and captures the culture of their team. The ad should include the slogan in a creative way.

Facilitate discussion.

Talking Points:

- What positive aspects of your team did you highlight in order to attract potential new employees to your team?
- What characteristics of your team caused you to select this slogan?
Team Formation (continued)
Selecting the Right Candidate

1:50 PM

Explain:
- After potential employees are recruited, the selection process becomes crucial.
- Human Resources screens candidates for the minimum qualifications of the position and then it is the responsibility of the supervisor to screen the candidates further and make the selection.

Review the selecting the right candidate information in the participant manual. These are the main ideas from the HR Onboarding presentation “Selection and Interviewing”.

Activity: Selecting a Candidate

Activity Set-Up: All selection or screening methods must be based on the essential tasks and skills for the position as outlined in the job description.

Instructions:
1. Direct participants to list the skills and traits that they look for in candidates applying for a position on their team.
2. Participants should identify and circle the non-negotiables. These will be different for each supervisor, but they are traits that cannot be absent. Try to limit to just five.
3. Ask participants to determine which skills and traits can be taught then write a “T” beside each one.

Facilitate discussion.

Talking Points:
- Are supervisors making hiring decisions based on the relevant skill sets necessary to perform the job?
- Are supervisors considering that some skill sets can be learned?
- Are the non-negotiables reasonable?

DISC Talking points:
- Are there any trends to these non-negotiables based on the DISC profiles? For example, do calculators require detail oriented employees?
- Discuss the importance of keeping your own DISC profile in mind when filtering candidates. There are positives and negatives to finding employees that exhibit traits that match your DISC profile.
Team Formation (continued)

Selecting the Right Candidate

Benefits of selecting the right candidate the first time:
- Increased job satisfaction
- More likely to remain in position over time
- Increased productivity
- Improve outcomes for children and families

Selecting the wrong candidate results in:
- High turnover and cost
- Loss of time spent interviewing, training, and re-hiring
- Low staff morale
- Reduced productivity
- Stress and burnout of staff
- Increased labor costs due to overtime
- Worse outcomes for children and families

Activity: Selecting a Candidate

List at least 10 skills and traits an employee needs to have to be successful.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10.

Do not include any race, color, religion, national orientation, creed, sex, marital status, ancestry, age, military background, sexual orientation, gender identity, physical or mental disability, or union membership identifiers in your candidate profile because that is illegal.
2:10 PM

Review the rater errors in the participant manual.

Explain:

- The selection process can be compromised by our own bias so being aware of rater errors is an important aspect of choosing the right candidate.
- “Similar to Me” Effect: Be aware of your own bias.
- Snap Judgements: Base the decision on the entire interview, not just your initial impression of the candidate or a single answer.
- Candidate Order: We tend to remember the first and last candidates in the process. Also be aware of your own levels of attention, enthusiasm and changing mood throughout the day.
- Negative Emphasis: Consider all answers throughout the entire interview to form a balanced assessment of each candidate.
- Non-Verbal Behavior: A nervous candidate may be the best person for a job. Don’t let their nervousness overshadow their skills, experience and potential.
- Not Knowing the Job: A diverse interview committee adds value to the selection process as others may see qualities in the candidate you do not. Consider their judgement but ultimately defer to your own knowledge of the skill set required for the job.
- Pressure to Hire: This is sometimes the case in our agency as we battle turnover and retention numbers. Remember, if you are always working to recruit quality candidates, then your selection pool will be of a higher quality when you are ready to select an employee.

Trainer Note:

- Self-awareness of our bias is important in the interview process and applies to each of these error types. The last two errors can be more institutional at times.

Selection Tip

Review the selection tip in the participant manual.

Discuss the importance of ensuring candidates have a clear vision of the job and expectations starting with the interview.

2:20 PM
Team Formation (continued)

Rater Errors

“Similar to Me” Effect: Candidates who seem to be most like the interviewer are perceived as having greater potential for success than other candidates.

Snap Judgements: Interviewers often make up their minds about candidates during the first few minutes of the interview. A decision about the applicant that is made too early in the interview contradicts the purpose of the interview.

Candidate Order: Do not compare all candidates to the first candidate or the first favorable candidate. The perfect candidate might be one of the last interviewed.

Negative Emphasis: Unfavorable information influences an interviewer more than favorable information.

Non-Verbal Behavior: Emphasis is on physical factors (such as appearance, dress, voice, body language, hair style or color, body piercing, etc.) rather than job-related factors.

Not Knowing the Job: Interviewers who are not familiar with the job are often not able to select the most suitable candidates.

Pressure to Hire: Some positions are so critical to the functioning of the agency or facility that pressure to hire can unduly influence a factorable evaluation of a candidate.

Selection Tip

Be clear and honest about the office culture and job function during the interview. This will help the prospective employee self-screen.
Direct participants to the questions in the participant manual.

Facilitate discussion.

Review the engaging new employees information in the participant manual.

Explain:
- Once you have selected a candidate it is your responsibility to support them while they are transitioning onto your team.
- The “star pattern” of communication provides the most support for new workers because...
  - Workers build relationships
  - Reduces need for supervisor’s time
  - Supports team formation

Refer participants to the sample Welcome Plan in participant resources.

Trainer Note:
- This is a review of the Engaging New Employees CAT and is part of the TOL checklist for this module.
Team Formation (continued)

Welcome Plan

"What was it like for you on your first day and week with DCS?"

"What could others have done to make you feel more comfortable, accepted, and appreciated?"

Engaging New Employees

- Create a welcoming environment for the new employee.
- Acknowledge your own DISC profile and be accommodating to other profiles to create an inclusive environment.
- Inform the employee of everything that they will need to know.
- Be open and explain your expectations as their supervisor.
- Involve the rest of the team in welcoming their new peer.

  - A common mistake of supervisors is to encourage new members to have their needs met exclusively through them. This approach undermines group development and keeps the new caseworker isolated from other group members.
  - Utilize the Star pattern rather than the Hub & Spoke pattern of communication when developing team formation.

"Hub & Spoke" Pattern

"Star" Pattern
Instructions:

Part I:
1. Handout 1 pre-made Lego packet to each group.
2. Explain that they will have 30 minutes to accomplish the assigned task.
3. Direct groups to begin and start the timer (embedded in PPT)

Part II:
1. After 10 minutes, pause the clock and ask the teams to stop what they are doing.
2. Direct one person from each group to rotate into a new group.
3. Instruct the teams to continue with the activity and restart the timer.

Trainer Note:
• The rationale you use for choosing which team member moves is up to you. But be creative, for example you may observe who the team leaders have become and put two of them together for the second round.

Part III:
1. After 10 minutes, pause the clock and ask the teams to stop what they are doing.
2. Direct each team now to choose a team member that must move to another group.
3. Instruct the teams to continue with the activity and restart the timer.

Part IV:
1. When the timer expires, stop the activity regardless of whether or not the teams have completed.

Facilitate discussion.

Talking Points:
• What happened to the team dynamic after the first transition?
• What happened to the team dynamic after the second transition?
• What challenges did you have?

Refer to participant manual for additional Talking Points.
Talking Points:

- We are in the Team Formation section of the training so focus some of the discussion on that topic.
  - For example, explore how each transition changed the team dynamic.
  - You may even ask each team whether or not, and how, they welcomed each new member at the transition, whether or not they even considered it and what effect it may have had on the team as well as the new team member.

- The next training topic (tomorrow) is Team Functioning so be careful to not go too far into that topic. But do use this as an opportunity to transition into the Tuckman Model.
Review the stages of team development information in the participant manual.

Explain:
- Adding a new member to an existing team, whether that is a new supervisor or new peer, can create certain challenges within the already developed team.
- Supervisors play a critical role in setting the tone and pace of team development.
- To become a cohesive team, groups usually progress through four stages of development.
  - At first, a new group identifies and cultivates its power, purpose, and strategy.
  - Second, conflicting values and preferences are resolved or managed.
  - Third, the group evolves norms that define acceptable behavior and start to build camaraderie.
  - Fourth, the group devotes more energy to job performance than to team development.

Review the leadership style in team development information in the participant manual.

Facilitate discussion.

Talking Points:
- Connect back to the LEGO activity and participant’s own teams.
- The team dynamic during the LEGO activity is different since everyone in the group is a leader by nature and status. So, have the new supervisors consider this in terms of their own teams, too.
- Explore where the 8 Leadership Styles would best fit in the Team Development stages.
Team Formation (continued)

Stages of Team Development

- **Forming**
  - Individual roles are unclear
  - Process usually not well established

- **Storming**
  - Team is committed to the team goal
  - Team runs well with little oversight

- **Norming**
  - Understanding how team decisions are made
  - Purpose is clear, but team relationships are blurry

- **Performing**
  - Relationships are well understood in the team
  - Commitment to team goals

Leadership Style in Team Development

- **Forming**
  - The leader needs to be directive-providing structure for the team and clarifying expectations about how the team process will be initiated.

- **Storming**
  - The leader coaches the group by helping them focus on goals & expectations, managing process and conflict, generating ideas, and explaining decisions.

- **Norming**
  - The leader acts primarily as a facilitator providing encouragement, helping to build consensus, and giving feedback.

- **Performing**
  - The leader still facilitates team process, but tasks and objectives are delegated. The leader oversees and identifies when the group is moving to a different stage.


3:40 PM

**Challenges and Solutions**

Direct groups to brainstorm and list in the participant manual potential challenges and solutions to each of the stages of Team Development.

**Facilitate** discussion.

**Trainer Note:**
- Examples of challenges and solutions are in grey.

4:00 PM
Team Formation (continued)

Challenges and Solutions

Forming
Challenges: Existing group members question what type of leader the supervisor will be and whether or not the supervisor will change the “group culture”.

Solutions: As mentioned in Onboarding; Transitioning from Peer to Supervisor, it is crucial to Acknowledge your Role with your team. Set your expectations through working agreements.

Storming
Challenges: Members of the group have established a norm and the supervisor decides to violate this group norm.

Solutions: Utilize working agreements as a framework if expectations need to be adjusted.

Norming
Challenges: Some members of the group are resistant to change and want to maintain the status quo, while other members of the group are committed to new creative and innovative methods.

Solutions: Appoint individuals who support creativity to take the lead in addressing a problem.

Performing
Challenges: There is one member of the team that seems distant from other members of the team and doesn’t participate in group activities.

Solutions: Attempt to integrate difficult individuals into the work group by involving them based on their strengths and interests.
Instructions:

Part I:
1. Arrange participants in two rows facing each other.
2. Have participants point their index fingers and hold their arms out.
3. Lay the Helium Stick down on their fingers. (Each should adjust their finger heights until the Stick is horizontal and everyone's index fingers are touching the stick)

Part II:
1. Explain the following:
   - The challenge is to lower the Stick to the ground with each person's fingers staying in contact with the Stick at all times. (Pinching or grabbing the pole is not allowed)
   - If anyone's finger is not touching the Stick, the task will be restarted.

Facilitate discussion.

Talking Points:
- Discuss the results of the activity. Remember the goal of this activity is to demonstrate how to work together and communicate in small to medium sized groups.
- How well did the group cope with this challenge?
- What skills were necessary for success?
- What would an outside observer have seen as the strengths and weaknesses of the group?
- How can the lessons learned be applied to each of their teams?
- What did each group member learn about him/herself as an individual?
Trainer Notes:

- Particularly in the early stages, the stick may paradoxically rise. This is due to the collective upwards pressure of the group.
- The facilitator can offer direct suggestions or suggest the group stop the task, discuss their strategy, and then make another attempt.
- Less often, a group may appear to be succeeding too fast. In response, be particularly vigilant about fingers not touching the pole. Also make sure participants lower the pole all the way onto the ground. You can add further difficulty by adding a large washer to each end of the stick and explain that the washers should not fall off during the exercise, otherwise it's a restart.
- Eventually the group needs to calm down, concentrate, and very slowly, patiently lower the stick as a team.
- The final prompt can be used as a reflection exercise.
Review the benefits of a cohesive team in the participant manual.

**Benefits of a Cohesive Team**

**Participant Page 18**

**Slide #26**

Review the traits of teams in the participant manual.

**Traits of Teams**

**Slide #27**

Review the traits of teams in the participant manual.

**Explain:**

- Team goals are different from the team vision which is similar to the “big picture” DCS Mission, Vision, and Values.
- A team goal should be something all members of your group can work towards.
- The Indiana State Personnel Department, along with DCS, encourage the use of SMART goals which were used in the Coach module when discussing the Employee Development Plan.

**Team Goals**

**Slide #28**

Direct participants to develop at least three team goals utilizing SMART criteria (specific, measurable, achievable, reflective of the organization, and timely) in the participant manual.

**Critical Reflection**

**Slide #29**

Direct participants to consider the questions on the PowerPoint slide.

- 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?

**Trainer Note:**

- There is not space provided in the participant manual to answer these questions. Depending on the group dynamic, you may choose to use this as a discussion opportunity.
Team Functioning

Benefits of a Cohesive Team

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

Traits of 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. The members of the team are defined, known to one another, and distinguishable from other groups in the organization. Members of the team also work together for some meaningful amount of time, even when some attrition does occur.
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.


Team Goals

Goal #1:

Goal #2:

Goal #3:
Direct participants to the assessment of team functioning questions in the participant manual.

Facilitate discussion.

Talking Point:
- Begin discussion with the final question (Does the team’s output meet the standards of policy and best practice?) and explore the other answers within that context.

Trainer Note:
- If participants respond negatively to the questions (for example, answering “no” to question #2), be prepared to provide support in the form of suggestions or allow the group to brainstorm ways to resolve challenges.
Team Functioning (continued)

Assessment of Team Functioning

Stage of Development
1. What is the stage of development for your team?

Cohesion
2. Do the team members enjoy working together?
3. How are team members expected to accommodate changes, such as additions to the team, growth, and turnover?
4. How do team members treat each other during periods of stress or duress?

Learning
5. Do the individual team members grow and develop as a result of the team experience?
6. Do team members have a chance to improve their skills or affirm themselves?

Integration
7. How does the team benefit the larger organization?
8. What do individuals outside of our unit/team say about our team and its functioning?
9. What other groups and units are affected by the team, both inside and outside the organization?

Productivity
10. How do team members feel about their work?
11. Does the team’s output (e.g., decisions, services) meet the standards of policy and best practice?
Supervisors must be aware of the symptoms of stress and trauma, guide staff toward tools to address it, and model good self-care. In addition to the information in this training, supervisors should attend the Experienced Worker Training, Managing Stress in the Workplace. (Revised April 2016)

Organizational Trauma

Explain:
- The Child Welfare/Social Work profession is stressful by nature but DCS staff also feel the pressure of federal/state rules and regulations.

Review the organizational trauma information in the participant manual.

Facilitate discussion.

Talking Points:
- The impact of organizational trauma in the workplace.
- Other stressors that lead to organizational trauma.
- Consistently overstressed organizations can lead to a traumatized workforce.
- Supervisors and staff must work through organizational trauma to ensure Quality Indicators for families.

Best Practices

Explain:
- Organizational trauma can wear down loyalty and demoralize the workforce.
- Supervisors need to provide outlets and support before staff become distracted and detached.

Review best practices information in the participant manual and connect to concepts already covered in Supervisor Core training.
  - Transparency – Mission, Visions & Values
  - Goals – Team functioning and SMART goals
  - Empower – Team staffing, Vision statement
  - Connections – Team formation
  - Assess – Team culture, DISC
  - Recognition program – Recognition & Appreciation (Coach)
Stress Management

Organizational Trauma

Pressures that lead to organizational trauma:
- Federal/State Regulations and reviews, CFSR
- Outcome measures
- Staffing changes
- Changing demographics
- Workload management
- Paperwork and documentation
- Technology
- Safety and liability
- Budgetary concerns

Best Practices

To prevent or heal from trauma, organizational leadership must:

- **Be transparent.** Eliminate rumors and build trust by providing daily, detailed communication about the changes impacting the organization. Ask for feedback.
- **Clarify organizational values and goals.** Be clear about how change will affect workers and their roles and responsibilities. Discuss the goals to foster stability.
- **Empower employees.** Rebuild confidence by involving them in decision-making. Set clear, measurable objectives and provide assistance to achieve results.
- **Build connections.** Provide ways for employees to support each other during a crisis. Encourage emotional connections throughout the organization. These relationships sustain the workforce during a crisis.
- **Constantly assess.** Know the strengths and weaknesses of the organization and its culture. Understand who are the influencers and thought leaders.
- **Create a recognition program.** Acknowledge and celebrate workers for outstanding performance while creating a positive atmosphere.

Explain:

- Beyond organizational trauma DCS staff experience varying degrees of trauma directly related to their field work.
- Supervisors must understand these different types of trauma, their warning signs and ways to prevent them.

Review the types of trauma information in the participant manual.

Facilitate discussion.

Talking Points:

- Examples direct trauma include physical assault, vandalism to property, verbal abuse, threats, stalking, first hand witness to abuse or assault.
- Examples of indirect trauma include hearing or reading about child abuse and neglect, criticism by media or individuals.
- Examples of secondary trauma can be when a case worker is gathering information directly from children and families through the assessment process or a CFTM.
Stress Management (continued)

**Types of Trauma**

*Direct Trauma* is emotional distress that results from a personal experience.

Symptoms include:
- Recurrent distressing recollections or dreams of the event
- Efforts to avoid places, people, and thoughts of the event
- Feelings of detachment from others
- Irritability
- Hypervigilance
- Exaggerated startle response

*Indirect Trauma* is a negative reaction and byproduct of working with trauma survivors. Staff who experience indirect trauma will be transformed by the work.

Symptoms include:
- Intrusive imagery and thoughts
- Physiological arousal
- Avoidance and/or anxiety
- Disruptions in relationships
- Difficulty managing boundaries
- Difficulty regulating emotions

*Indirect Traumatization in Professionals Working with Trauma Survivors (for providers); International Society for Traumatic Stress Studies*

*Secondary Trauma* is emotional distress that results when an individual hears about firsthand traumatic experiences of another person. While Indirect Trauma is a cumulative response, Secondary Trauma can occur after one significant traumatic event.

Symptoms include:
- Hypervigilance
- Hopelessness
- Avoidance of clients
- Anger & cynicism
- Sleeplessness
- Fear

*Secondary Traumatic Stress: A fact Sheet for Child-Serving Professional; NCTSN*
### Stress Management (continued) – Trainer Guide

<table>
<thead>
<tr>
<th>11:10 AM</th>
<th>Explain:</th>
</tr>
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<tbody>
<tr>
<td><strong>Burnout</strong></td>
<td>• Burnout is defined as a state of chronic stress and frustration that leads to:</td>
</tr>
<tr>
<td><strong>Participant</strong></td>
<td>o physical and emotional exhaustion</td>
</tr>
<tr>
<td><strong>Page 22</strong></td>
<td>o feelings of cynicism and detachment</td>
</tr>
<tr>
<td><strong>Slide #35</strong></td>
<td>o a sense of ineffectiveness and lack of accomplishment</td>
</tr>
<tr>
<td></td>
<td>• Together, these symptoms lead to an inability to successfully function on a personal and professional level.</td>
</tr>
<tr>
<td></td>
<td>• Although some of the symptoms within these three areas overlap, each has characteristic signs and symptoms.</td>
</tr>
<tr>
<td></td>
<td>• Many are the same or similar to those associated with stress because the difference between stress and burnout is a matter of degree, so the best way to prevent burnout is to identify the symptoms as close as possible to the less severe end of these continuums because the less severe the symptoms, the easier they are to relieve.</td>
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**Review** the burnout information in the participant manual.

https://www.psychologytoday.com/blog/high-octane-women/201205/where-do-you-fall-the-burnout-continuum

<table>
<thead>
<tr>
<th>11:25 AM</th>
<th><strong>Assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Slide #36</strong></td>
<td><strong>Refer</strong> participants to the “Are You Burning Out” assessment in participant resources.</td>
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</table>
Stress Management (continued)

**Burnout**

*Emotional exhaustion* is a reaction to feeling burnt out. Most commonly associated with burnout and connotes the individual stress related to burnout.

Symptoms:
- Chronic fatigue
- Insomnia
- Impaired concentration and attention
- Physical Symptoms
- Increased illness
- Loss of appetite
- Anxiety
- Depression
- Anger

*Cynicism and detachment from the job* is the action typically employed as a reaction to feelings of emotional depletion. Being cynical and detached from the job provides the interpersonal context of burnout.

Symptoms:
- Loss of employment
- Pessimism
- Isolation
- Detachment

*Ineffectiveness and lack of accomplishment* is related to emotional exhaustion and detachment, personal effectiveness diminishes in a downward spiral. Relates to the self-evaluative component of burnout, where an individual has feelings of inadequacy and lack of achievement.

Symptoms:
- Feelings of apathy, helplessness and hopelessness
- Increased irritability
- Lack of productivity and poor performance

https://www.psychologytoday.com/blog/high-octane-women/201205/where-do-you-fall-the-burnout-continuum
Stress Management (continued) – Trainer Guide

11:25 AM

Supervisor’s Role

Review the supervisor’s role in the participant manual.

Facilitate discussion.

Talking Point:
- Brainstorm other ways in which supervisors can recognize and address burnout with their staff.

Tools for Supervisors

Explain:
- It is important that Supervisors do not diagnose staff with any type of stress or trauma.
- Supervisors should be open to listening to staff express their feelings, and then direct them to one of many tools made available through DCS and the State of Indiana.

Review the tools for supervisors in the participant manual.

Trainer Notes:
- Employees do not have to participate in Anthem Health Insurance through the State of Indiana to utilize the EAP Program.
- The Critical Incident Response Team (CIRT) is made of DCS Staff, including FCMs, FCM Supervisors, Local Office Directors, Division Managers, and Regional Managers trained in Critical Incident Stress Management (CISM).
- Any DCS Staff may request a Critical Incident Response by contacting the Clinical Services Specialist.
- The Clinical Services Specialist will determine if the request is appropriate and contact the LOD, DM, RM, or Deputy Director within (1) business day of the request to evaluate the appropriateness of a CISM response.
- Direct participants to check ELM for Managing Stress in the Workplace in their region, or request the training through DCS Staff Development as needed.

11:35 AM
Stress Management (continued)

Supervisor’s Role

- Offer staff the opportunity to participate in decision-making.
- Meaningfully recognize efforts of staff.
- Encourage working together between staff and management.
- Help staff develop realistic coping strategies.
- Develop career-planning strategies.
- Evaluate workers’ strengths ahead of weaknesses.
- Promote special interests of staff.
- Arrange for assignment changes.
- Create a learning environment.

Tools for Supervisors

**Anthem EAP Program**
1-800-223-7723 or www.AnthemEAP.com (Log In: DCS)

**GA-17 Critical Incident Response**
Access Policy: www.in.gov/dcs/files/Critical%20Incident%20Response.pdf
Potential incidents include…
- Fatality of a child involved with DCS or fatality assessment
- Harm or threat of harm to an employee
- Media scrutiny aimed at an employee or office
- Unexpected death of an employee
- Any other critical incident that results in increased stress

**DCS Experienced Worker Managing Stress in the Workplace Training**
Instructions:
1. Direct participants to their manual to read the case scenario and answer the questions individually.

Facilitate discussion.

Talking Points:
• Encourage participants to share best practices.
• When a staff member experiences any type of stress or trauma, it can affect every aspect of their work. While the source of the stress may be one or even a few clients, all of the clients who work with this team member may suffer as a result.
• Incorporate professional and personal strategies to avoid burnout (from Managing Stress in the Workplace); Anthem EAP, CIRT, balance workload, etc.

Direct participants to the reflection question in the participant manual.

Trainer Note:
• This aligns directly with competency #5.
Stress Management (continued)

Case Scenario

Julie has been working as an ongoing case manager for almost 2 years. As a young, somewhat idealistic new worker, she joined the team full of energy, optimism, and enthusiasm. During supervision over the past 6 months, she has expressed anger and frustration with her clients and serious doubts that the families she is working with will really be able to change. She states that her efforts seem futile and her clients' problems overwhelming. She has been working long hours, often taking work home on weekends, to prepare for two very difficult court hearings on termination of parental rights. She has called in sick twice in the past two weeks, complaining of flu-like symptoms. Recently, you overheard a comment she made to a coworker: “My husband wonders where the fun-loving person he married has gone.”

What are your concerns for Julie?

What types of interventions might you suggest for Julie?

What preventative measures could have been taken?


Critical Reflection

How can supervisors prevent trauma and burn-out among staff to best ensure permanency progress for children and families?
Explain:
- Practicing Self-Care is an important way to decrease stress and reduce the risk of trauma and burnout.
- Self-Care involves taking care of one's physical and emotional health.
- Child welfare work is naturally challenging, so self-care is vital in order to avoid burnout.

Refer participants to the Ardell Wellness Stress test in participant resources.

Trainer Note:
- The instructions are in the participant manual.

Facilitate discussion.

Talking Points:
- It is important for supervisors to be aware of areas in which they should improve their own self-care.
- Supervisors must model the importance of self-care to their staff.
- This tool should also be used by supervisors with their staff to identify areas in need of improvement and support.
- The only downside to the tool is that it is self-report only so anyone completing the tool may not be aware of their own needs. But it is a good practice and starting point for supervisors to use.
- It can also be administered on a regular basis to monitor staff self-care, improvements, etc.
Stress Management (continued)

The Ardell Wellness Stress Test

Rate your satisfaction with each of the following items by using this scale:

+ 3 = Ecstatic        -1 = Mildly disappointed         0 = Indifferent
+ 2 = Very happy  - 2 = Very disappointed
+ 1 = Mildly happy  - 3 = Completely dismayed

+ 51 to + 75 You are a self-actualized person, nearly immune from the ravages of stress. There are few, if any, challenges likely to untrack you from a sense of near total well-being.

+ 25 to + 50 You have mastered the wellness approach to life and have the capacity to deal creatively and efficiently with events and circumstances.

+ 1 to + 24 You are a wellness-oriented person, with an ability to prosper as a whole person, but you should give a bit more attention to optimal health concepts and skill building.

0 to - 24 You are a candidate for additional training in how to deal with stress. A sudden increase in potentially negative events and circumstances could cause a severe emotional setback.

- 25 to - 50 You are a candidate for counseling. You are either too pessimistic or have severe problems in dealing with stress.

- 51 to - 75 You are a candidate for major psychological care with virtually no capacity for coping with life's problems.

Identify which items related more to physical health, to mental health, to emotional health, to spiritual health, and to social health.

Do you see any patterns develop? For instance, are more areas of disappointment related to physical health than to social health? Remember, for holistic health we are seeking a balance in all dimensions of health.

(Adapted from High Level Wellness: An Alternative to Doc, Drugs and Disease by Don Ardell)

http://faculty.weber.edu/molpin/healthclasses/1110/bookchapters/selfassessmentchapter.htm
Stress Management (continued) – Trainer Guide

1:45 PM
Anticipatory Coping
Participant Page 26 Slide #42

Explain:
- Anticipatory coping is introduced in New Worker Self-Care and Managing Stress in the Workplace trainings.
- It can be used to help workers plan for situations that may otherwise cause a negative impact.

Review the anticipatory coping definition in the participant manual.

Experiential Learning Model Slide #43

Explain:
- Supervisors have knowledge and experience that staff have yet to learn.
- As such, it is incumbent upon the supervisor to “anticipate” the challenges that staff will be facing and help prepare them to be successful.

Remind participants of the Experiential Learning Model from the Supervisor Core Coach Module (image on participant page).

Review the fire drill example from the Coach Module:
- Imagine that you are caring for a group of children and you know that at precisely 3:00 PM this afternoon a fire drill is scheduled.
- In your care are children who have recently suffered tragic loss due to a home fire.
- What will you do over the next hour to prepare all of the children for the event?

Facilitate discussion.

Talking Point:
- Chart the steps using the Experiential Learning Model

Activity: Preparation and Planning Slide #44 2:10 PM

Instructions:
1. Distribute one scenario card to each group. (Located in trainer information)
2. Review instructions in the participant manual.
3. Instruct each group to summarize their scenario and report their plan to the class.
Stress Management (continued)

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

Review the scenario card. Identify the physical or psychological stress potential for the staff person and develop a plan that will help them complete their expected tasks.

Remember:
- Supervisors should use the clinical supervision process with staff to work through potential situations.
- This process provides psychological safety, supports learning processes and practices, and promotes leadership that reinforces learning.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:10 PM</td>
<td><strong>Review</strong> is humor the best medicine information in the participant manual.</td>
</tr>
<tr>
<td></td>
<td><strong>Video Set-Up:</strong></td>
</tr>
<tr>
<td></td>
<td>- Having a sense of humor can reduce the amount of anxiety an individual experiences.</td>
</tr>
<tr>
<td></td>
<td>- Adaptive humor can produce positive emotions and greater psychological changes than even exercise or music.</td>
</tr>
<tr>
<td></td>
<td>- However, when used excessively, maladaptive humor can lead to high levels of anxiety, depression and lower levels of self-esteem.</td>
</tr>
<tr>
<td></td>
<td><strong>Play</strong> video: Competition (4:04).</td>
</tr>
<tr>
<td></td>
<td><strong>Facilitate</strong> discussion.</td>
</tr>
<tr>
<td></td>
<td><strong>Talking Points:</strong></td>
</tr>
<tr>
<td></td>
<td>- What type of humor does this video represent?</td>
</tr>
<tr>
<td></td>
<td>- As an example of self-enhancing humor the video presents an opportunity to laugh and forget about stressors for a brief moment.</td>
</tr>
<tr>
<td></td>
<td>- An argument could be made that this is also an example of maladaptive humor from the perspective that the Minions tend to be degrading to each other at times.</td>
</tr>
<tr>
<td></td>
<td><strong>Play</strong> video: No Respect. (1:15).</td>
</tr>
<tr>
<td></td>
<td><strong>Facilitate</strong> discussion.</td>
</tr>
<tr>
<td></td>
<td><strong>Talking Points:</strong></td>
</tr>
<tr>
<td></td>
<td>- What type of humor does this video represent?</td>
</tr>
<tr>
<td></td>
<td>- As an example of maladaptive humor the video presents self-defeating humor.</td>
</tr>
<tr>
<td></td>
<td><strong>Direct</strong> participants to answer the question in the participant manual.</td>
</tr>
</tbody>
</table>
**Stress Management (continued)**

**Is Humor the Best Medicine?**

It is likely that humor is part of the regular self-care practice in your office. In general, mental health workers use humor to cope with high levels of stress and burnout. It is important to recognize that while some types of humor are useful tools for stress management, others may contribute to emotional exhaustion.

**Adaptive Humor**
- **Affiliative Humor** enhances friendships and strengthens group relationships. (example - saying something to make others laugh)
- **Self-enhancing Humor** is used to deal with difficulties and stressors in life. (example - watching a funny movie when feeling depressed)

**Maladaptive Humor**
- **Aggressive Humor** uses sarcasm and teasing to relieve tension and/or attract attention to the individual. (example - making degrading remarks to ridicule someone)
- **Self-defeating Humor** makes degrading remarks about oneself for the approval of others. (example - critical/comical comment about yourself to make others laugh)


**Critical Reflection**

How does maladaptive humor impact the culture of your team in terms of stress management and self-care?
Retention is an issue in every sector of the economy but it’s especially prominent in child welfare. As a supervisor, you have little control over the laws and policies that effect you and your staff. But you can influence how your staff responds to stress and, as Team Leader, you have the power to create a supportive environment.

**RetentionPolicy**

**Factors**

**Participant:**

**Slide #47**

**Explain:**

- It is important for supervisors to understand some of the reasons workers leave or stay and whether or not they have influence over them.

**Review** the retention factors in the participant manual.

**Facilitate** discussion.

**Talking Point:**

- What are supervisors able or not able to control?

**CriticalReflection**

**Slide #48**

**Direct** participants to the reflection question in the participant manual.

---

**3:05 PM**
Retention

Retention Factors

Push Factors
- Expectations not met
- Mismatch between the person and the role
- Mismatch between the person and the organizational culture
- Insufficient opportunities for growth and advancement
- Insufficient recognition or appreciation
- Problems with direct manager/supervisor
- Dissatisfaction with pay
- Stress
- Lack of work/life balance
- Loss of confidence in the organization/leadership

Pull Factors
- Characteristics of the worker
  - Education and training
  - Sense of mission and investment
  - Self-efficacy
- The nature of the work
  - Realistic job preview
  - Challenging work
  - Autonomy/decision-making
  - Community engagement
- Co-Workers
  - Need for affiliation
  - Supportive and competent
- Supervision
  - Practice and learning support
  - Emotional support
- The workplace/climate
  - Clear vision and mission
  - Affirmation and recognition


Critical Reflection

Are you a Push Factor or a Pull Factor?

What type of team culture are you cultivating?
Motivation – Trainer Guide

Those who decide to work in the public sector are usually motivated by the desire to improve their communities and help others. While this type of motivation is intrinsic to the work environment, it can be overwhelming and defeating at times. As a Team Leader, it is sometimes your role to help motivate staff. In the case of DCS staff, this is especially important to ensure the goals of safety, stability, permanency and well-being of children and families.

Definition

Review the motivation definition in the participant manual.

Video Set-Up: Direct participants to take notes from the video and focus on the following:
- Motivating factors
- Demotivating factors
- IKEA Effect

Play video: How Employers Kill Motivation and What They Can Do To Change It (8:28).

Facilitate discussion.

Talking Points:
- Humans are motivated when they are happy at work.
- Behavior is driven by emotion rather than money which can actually be a demotivator.
- IKEA Effect- the more it’s yours the more willing you will be to invest in it. This can also be a demotivator when we destroy people’s work or don’t let it come to fruition.
- It’s important for supervisors to know what motivates their staff and what they care about.
Motivation

Definition

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.

Video Notes:
Motivation (continued) – Trainer Guide

3:25 PM

**DISC**

**Participant**

**Page 30**

**Slide #51**

Direct participants to brainstorm and list in the participant manual characteristics that will motivate each of the DISC profile types.

**Trainer Note:**

- You have the option of charting their responses or simply discussing them.

**Facilitate** discussion.

**Talking Point:**

- Discuss what may also demotivate each DISC profile type.

---

**DISC Work Culture**

**Slide #52**

Refer back to the culture content and the DISC profile of each new supervisor’s team.

**Explain:**

- Knowing the DISC culture profile of a team is important to understanding what may be motivating and demotivating team members.

Direct groups to discuss how each of the ‘minority’ profiles may feel within the context of the dominant DISC group culture and to brainstorm ways to maintain their motivation.

**Facilitate** discussion.

**Trainer Note:**

- If time permits, you may decide to let each group report out.

---

4:00 PM
Motivation (continued)

DISC

Motivating Characteristics:

- **Driver** - Results, Action, Challenge
- **Influencer** – Enthusiasm, Action, Collaboration
- **Supporter** – Support, Stability, Collaboration
- **Calculator** – Accuracy, Stability, Challenge

DISC

**Work Culture**

**Driver Culture**

- Influencer
- Supporter
- Calculator

**Influencer Culture**

- Driver
- Supporter
- Calculator

**Supporter Culture:**

- Driver
- Influencer
- Calculator

**Calculator Culture**

- Driver
- Influencer
- Supporter
# Resiliency – Trainer Guide

## 9:00 AM

Begin by displaying PPT slide #55

## Slide #53

### Activity:

**Airplane**

**Participant Page 31**

**Slide #54**

**Activity Set-Up:** When supervisors motivate their teams effectively, it helps them to handle their job better, work with staff effectively, and ultimately enhance resilience.

**Refer** to the instructions for this activity in trainer information.


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### 9:30 AM

---
Resiliency

Activity: Airplane

You are on your way to somewhere familiar to your team. Your team has crash-landed your cargo-plane in the middle of a barren plain. You only have time to access one cargo hold, either the aft or fore hold. Look at the list of items in each hold and choose just ten survival items. Assuming no one is injured, what ten items will you take out of the plane and which hold will you access?

<table>
<thead>
<tr>
<th>AFT HOLD</th>
<th>FORE HOLD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a case of hammers</td>
<td>1. one 1 lb. bag of raisins</td>
</tr>
<tr>
<td>2. 10 lb. sack of sugar</td>
<td>2. one 10’ x 10’ plastic tarpaulin</td>
</tr>
<tr>
<td>3. a case of nails</td>
<td>3. one magnifying glass</td>
</tr>
<tr>
<td>4. a crosscut saw</td>
<td>4. a small metal box of matches</td>
</tr>
<tr>
<td>5. a case of canned beans</td>
<td>5. a Swiss Army pocket knife</td>
</tr>
<tr>
<td>6. a case of flour</td>
<td>6. part of a New York Times newspaper</td>
</tr>
<tr>
<td>7. 6 8 x 4ft. sheets of plywood</td>
<td>7. Three 1 qt. canteens of water</td>
</tr>
<tr>
<td>8. a case of screw drivers</td>
<td>8. 2 pillow cases</td>
</tr>
<tr>
<td>9. a case of marshmallows</td>
<td>9. 2 rolls of gauze bandage strips</td>
</tr>
<tr>
<td>10. a stack of 2 x 4’s</td>
<td>10. a coiled rope</td>
</tr>
<tr>
<td>11. a case of can openers</td>
<td>11. a compass</td>
</tr>
<tr>
<td>12. a case of wrenches</td>
<td>12. six granola bars</td>
</tr>
<tr>
<td>13. a case of screws</td>
<td>13. 3 pair of boots</td>
</tr>
<tr>
<td>14. a box of paper plates and cups</td>
<td>14. a bag of marshmallows</td>
</tr>
<tr>
<td>15. a box of 6 down pillows</td>
<td>15. a scout mess kit</td>
</tr>
<tr>
<td>16. a self starting acetylene torch and tank</td>
<td>16. 2 down sleeping bags</td>
</tr>
<tr>
<td>17. 5 gallon barrel of water</td>
<td>17. 6 bandanas</td>
</tr>
<tr>
<td>18. 2 large canvas tarpaulins</td>
<td>18. a package of chewing gum</td>
</tr>
<tr>
<td>19. a case of canned fruit</td>
<td>19. six oranges</td>
</tr>
<tr>
<td>20. a case of Spam</td>
<td>20. a box of Crayola crayons</td>
</tr>
<tr>
<td>21. a king size mattress and bedding</td>
<td>21. a box of toothpicks</td>
</tr>
<tr>
<td>22. a case of neon colored Band-Aids</td>
<td>22. A roll of film</td>
</tr>
<tr>
<td>23. one 200 foot roll of cable/wire</td>
<td>23. One 1 lb bag of lentils</td>
</tr>
<tr>
<td>24. a case of Crayola crayons</td>
<td>24. One small hatchet</td>
</tr>
<tr>
<td>25. a case of rolled gauze</td>
<td>25. Two rolls of gauze</td>
</tr>
</tbody>
</table>
Direct participants to complete the Resiliency quiz in the participant manual. Score: 1 for low and 5 for high.

Review the following scoring information:

*Low Score:* A self-rating score under 54 indicates that life is probably a struggle for you and you know it. You may not handle pressure well. You don’t learn as much as you can from bad experiences. You feel hurt when people criticize you. You may sometimes feel helpless and without hope.

*Middle Score:* If you agreed with many of the statements and scored in the 55-79 range, that is a good indication that you will become better and better at bouncing back from adversity.

*High Score:* If you rated yourself high on most of these statements, you have a score over 80. This means you know you’re already very good at bouncing back from life’s setbacks.
Resiliency Quiz #1

Score: 1 for low and 5 for high

___ In a crisis situation, I am calm and focus on taking useful actions.
___ I’m usually optimistic and see difficulties as temporary, expect to overcome them, and believe things will turn out well.
___ I can tolerate high levels of uncertainty and ambiguity.
___ I adapt quickly to new developments.
___ I’m playful, find the humor in rough situations, laugh at myself, and am easily amused.
___ I’m able to recover emotionally from losses and setbacks. I have friends I can talk with. I can express my feelings to others and can ask for help.
___ I feel self-confident, appreciate myself, and have a healthy concept of who I am.
___ I’m curious. I ask questions. I want to know how things work. I like to try new ways of doing things.
___ I learn valuable lessons from my experiences and from the experience of others.
___ I’m very flexible.
___ I’m always myself, but I’ve noticed that I’m different with different people and in different situations.
___ I prefer to work without a written job description. I’m more effective when I’m free to do what I think is best in each situation.
___ I “read” people well and trust my intuition.
___ I’m a good listener and have good empathy skills.
___ I’m nonjudgmental about others and accepting of others.
___ I’m very durable. I hold up well during tough times.
___ I’ve been made stronger and better by difficult experiences.
___ I’ve converted misfortune into good luck and found benefits in bad experiences.

___ Total
Resiliency (continued) – Trainer Guide

9:40 AM
Response to Crisis
Participant Page 33
Slide #56

**Explain:**
- Staff will look to them for support and leadership during times of crisis. How they respond sets the tone for staff reaction and morale.

**Refer** participants to reflect on the images in the PPT and question whether or not they respond in any of the following ways:
- Become physically violent or enraged?
- Go numb?
- Emotional breakdown or tantrums?
- Feel helpless and overwhelmed?
- Get mired in negative thoughts and feelings?
- Portray yourself as the victim? Blame others?

**Trainer Notes:**
- This is not a discussion prompt.
- The point is to show supervisors ‘inappropriate’ ways to respond to setbacks and stressful situations.
- Allow time for them to reflect on the images.

**Special Note:** the last picture is Ethan Crouch who used the affluenza defense after killing someone in a drunk driving accident.

Traits and Definition
Slide #57

**Review** the traits and definition information in the participant manual.

**Facilitate** discussion.

**Talking Point:**
- What are appropriate responses for a supervisor?

**Trainer Notes:**
- Resile is the verb of resilience
- Resiling is the adverb of resilience
- Resiliency is something you DO, more than something you have.

Critical Reflection
Slide #58
10:00 AM

**Direct** participants to the reflection question in the participant manual.
## Resiliency (continued)

### Traits and Definition

Resilient people…

- Bounce back from life developments that may feel totally overwhelming at first.
- Are flexible, adapt to new circumstances quickly and thrive in constant change.
- Handle their feelings in healthy ways.
- Allow themselves to feel grief, anger, loss and confusion when hurt and distressed, but they don't let these feelings become a permanent state of being.
- Heal and often bounce back stronger than before. Wilhelm Nietzsche- “That which does not kill me makes me stronger”
- Most importantly they expect to bounce back and feel confident that they will.

Resilience, resilient, resiliency refer to the ability to…

- Cope well with high levels of ongoing disruptive change
- Sustain good health and energy when under constant pressure
- Bounce back easily from setbacks
- Overcome adversities
- Change to a new way of working and living when an old way is no longer possible
- Do all of this without acting in dysfunctional or harmful ways

### 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?
Direct participants to the statements in their manual and to circle the one (a or b) which best describes them.

**Explain:**
- The first statement in each pair reflects external control beliefs.
- The a choices reflect a belief that outside forces, luck, and chance determine how a person’s life goes.
- The second statement in each pair reflects internal control beliefs.
- The b statements reflect the belief that you are able to learn from experience and influence how well your life goes.
Resiliency (continued)

Resiliency Quiz #2

1a. The events that affect my life are beyond my control.
1b. I feel responsible for how well my life goes.

2a. Having a good marriage means you were lucky to find the right person.
2b. A good marriage comes from both partners working at it.

3a. Employees will slack off if a strong boss doesn’t tell them what to do.
3b. Employees work best when they are given clear goals and freedom to work in their own way.

4a. Promotions usually come from being liked by the right people.
4b. Promotions are usually earned through hard work and persistence.

5a. Making a lot of money comes from getting the right breaks.
5b. A person’s income is determined mostly by ability.

6a. Luck determines success or failure in life.
6b. Good planning and hard work determine success in life.

7a. I would be happier if the politicians and business leaders did their jobs better.
7b. It is possible to have a happy life even when there are many social and economic problems.

8a. Some people are easy to get along with and others aren’t.
8b. Establishing good relationships with others is a skill that can be learned.

9a. If your life is tough, that’s your bad luck.
9b. Life isn’t fair, but I usually learn good lessons from bad experiences.

10a. People can’t change what they are like.
10b. People can learn better ways to do things if they try.

a Total:
b Total:
Resiliency (continued) – Trainer Guide

10:10 AM

Locus of Control

Participant Page 35

Slide #60

Explain:

- External Locus of Control
  - People feel that the primary point of control is outside of them.
  - Feel helpless, victimized and blame others.
  - Don’t feel their personal efforts make anything better.
  - Solutions are out of their control/controlled by others.
  - Seldom initiate action/change no matter how unhappy they feel.

- Internal Locus of Control
  - People feel that primary control of their lives is inside of them.
  - Feel personally responsible for how well their lives go.
  - They have control over events and their responses to them.

Trainer Note:

- Connect the Locus of Control information to the results from the previous quiz.

Response to Crisis

Slide #61

Review the response to crisis information in the participant manual.

Explain:

- An emotional response isn’t necessarily wrong, but it must be at the right time and in the right place.
- Emotions and feelings can be processed after the crisis is resolved.
- Positive emotions can enhance and broaden cognitive skills.
- Negative emotions narrow cognitive functions and limit choices.
- Staff are looking to supervisors for answers and leadership.
- Model the behavior you expect from your staff.

Enhance Resiliency

Slide #62

Review the resiliency information in the participant manual.

Trainer Note:

- People with an internal locus of control are generally more resilient for these reasons

Critical Reflection

Slide #63

Direct participants to the reflection question in the participant manual.
Resiliency (continued)

<table>
<thead>
<tr>
<th>Locus of Control</th>
<th>External Locus of Control</th>
<th>Internal Locus of Control</th>
</tr>
</thead>
</table>

Response to Crisis

<table>
<thead>
<tr>
<th>Emotion-focused:</th>
<th>Problem-focused:</th>
</tr>
</thead>
<tbody>
<tr>
<td>During crisis some people disengage from the challenges by amplifying their emotional reactions.</td>
<td>During crisis emotional responses are controlled and the focus is to engage the problem, seek solutions, and take action.</td>
</tr>
<tr>
<td>They may react in overly-dramatic, attention-getting ways.</td>
<td>Problem-focused coping-steps for rational problem-solving</td>
</tr>
<tr>
<td></td>
<td>o examine the situation</td>
</tr>
<tr>
<td></td>
<td>o develop accurate understanding of the problem</td>
</tr>
<tr>
<td></td>
<td>o clarify outcomes you want</td>
</tr>
<tr>
<td></td>
<td>o consider various options</td>
</tr>
<tr>
<td></td>
<td>o select best choice</td>
</tr>
<tr>
<td></td>
<td>o take action</td>
</tr>
<tr>
<td></td>
<td>o observe effects</td>
</tr>
<tr>
<td></td>
<td>o determine what is working or not working</td>
</tr>
<tr>
<td></td>
<td>o modify actions based on results</td>
</tr>
</tbody>
</table>

Enhance Resiliency

- Accepting responsibility for overcoming adversity
- Being self-motivated to manage your own life
- Increasing self-knowledge through observation and honesty
- Being receptive to feedback of all kinds

Critical Reflection

How can you improve resiliency among your staff?
Instructions:

Part I:
  1. Have participants list 3-5 things in their professional lives that they feel they do not have control over. (Allow 2-3 minutes)
  2. Direct groups to brainstorm ways to gain control by exploring possibilities that they may have thought impossible before.

Facilitate discussion.

Talking Points:
  ● Emphasize that an emotional response can sometimes blind us from practical solutions.
  ● Using each other as sounding boards can be a very effective problem-solving technique. Sharing best practices helps everyone.

Part II:
  1. List things that were identified as truly being out of their control.
  2. Ask them to consider what effect this has on their emotional and psychological state.
  3. In their small groups have them brainstorm ways to change their reaction to these.

Facilitate discussion.

Talking Points:
  ● Emphasize that even though they may not be able to control the situation, they do have the ability to control how they react.
  ● The behavior they model has a direct impact on staff morale and retention.
  ● Remind participants that introspection, self-observation, the desire to improve and a willingness to accept feedback are all critical components of resiliency.

Direct participants to reflect upon the quote on the PPT slide and answer the questions in the participant manual.
Resiliency (continued)

Activity: Reacting to Crisis

List 3-5 things in your professional life that you cannot control.

Critical Reflection

In your role as a DCS supervisor, are you a pessimist, an optimist or a realist?
Direct participants to brainstorm stressors for each of the DISC profile types.

**Trainer Note:**
- This is an opportunity to assess how well the new supervisors understand the different traits of each DISC profile.

Refer participants to the DISC Profile Stressors in participant resources.

Review the DISC and leadership information in the participant manual.

**Trainer Note:**
- The image of the rooster crossing the bridge is analogous to a stressful situation.

**Activity: Applying DISC**

**Instructions:**
1. Review the PPT slide as a transition into the DISC activity. (Click for each bullet point)
   - The Golden Rule
     “Treat others how YOU would want to be treated”
   - Platinum Rule
     “Treat others as THEY would want to be treated”
   - Knowing your staff DISC behavior - and yours – will reduce stress in the workplace
2. Direct participants to list each of their team members and their DISC profile (as we did in the previous training).
3. Consider ways in which you are increasing their stress levels then write an action plan for changing your behavior that will help reduce their stress and enhance resiliency.

**Trainer Notes:**
- Challenge supervisors to consider how changing their behaviors will help enhance staff resiliency.
- They should remember that by modelling appropriate behaviors (e.g. problem-focused rather than emotion-focused responses) helps their staff develop those skill sets.
- The Applying DISC to Reduce Stress worksheet is located in participant resources.
Resiliency (continued)

DISC Stressors

Drivers:

Influencers:

Supporters:

Calculators:

DISC and Leadership

Real leadership inspires voluntary commitment, not just grudging compliance.

- Identify and be aware of your own stress behaviors. Don’t contribute to the problem.
- Acknowledge the stress behavior. We all have rough days - give the benefit of the doubt.
- Avoid “pushing the style buttons” of a person exhibiting stress behavior.
- Adapt your own style to that of others, with behaviors that meet the needs of those you lead. Don’t lead like you would want to be led. Lead like they want to be led.
- Identify elements in the work environment that can be adjusted to minimize style-based stressors.

http://www.slideshare.net/datadome/datadome-disc-profiles-stress-behavior

Activity: Applying DISC

Use the Applying DISC to Reduce Stress worksheet in participant resources for this activity.
Review the resilient learners information in the participant manual.

**Video Set-Up:** This video contains three (3) principles for success and encourage participants to write each one down and be ready to discuss.

**Play** video: Failure is Part of Success (7:00).

**Facilitate** discussion.

**Talking Points:**

- How do you feel about using the term ‘failure’?
- What does failure look like for social workers and child welfare?
- What is the ultimate failure? (child fatality)
- How do social workers learn from these failures? (connect to the experiential learning model)
- Failure can be a fundamental step to success.
- DCS practice and policy is driven by outcomes. Use this as an opportunity to talk about what can be learned from failing to meet outcomes and why they are important for both federal reporting/ expectations and for helping families achieve safety, permanency and well-being.
**Resiliency (continued)**

**Resilient Learners**

Characteristics:

- Never lose their curiosity
- Continue to learn from experience and consequences
- They want to know HOW to improve
- Appreciate constructive criticism

Video: Failure is Part of Success

3 Principles:

1. Don’t quit too early
   - Obstacles are only there to test our character, not to stop us.
   - John Wooden lost for 60 years before winning 12 titles.
   - Wooden called this the “preparation” phase of his career.

2. There is no such thing as failure
   - Giving your best effort is a success
   - *Don’t measure success or failure by outcome but rather by effort***
   - “Sometimes we win, sometimes we learn”
   - Failure is a connecting point leading us to success

3. The past does not equal the future
   - The perfect formula for misery is believing that just because you have been rejected in the past will mean that you will be rejected again
   - The story we keep telling ourselves (Tony Robbins)
It is time to review the major concepts that have been covered throughout the Supervisor Core training series and bring them together into a single concept that new supervisors can apply to their work in the field.

**Kadushin’s Framework**

Remind participants that in Supervisor Core Orientation the conceptual framework of Alfred Kadushin was introduced. This framework provides a structure which was used to organize all of the concepts trained throughout the Supervisor Core series.

Review the Kadushin’s framework information in the participant manual.
Legacy Statement

Kadushin's Framework

Administrative Supervision (\textit{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 (\textit{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 (\textit{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.
Instructions:
1. Arrange participants into their DISC groups.
2. Direct them to review the table of contents for all of the Supervisor Core training modules and to answer the questions in the participant manual for each.

Facilitate discussion.

Trainer Notes:
- This should be a thorough activity and discussion to refresh their memories in preparation for the next activity.
- A list of the Supervisor Core Series Course Competencies and Overview from each module is located in trainer information.
Activity: Supervisor Core Review

1. Identify each major concept by reviewing the Table of Contents from each module.
2. Identify the major challenges to implementing tools and strategies.
3. Identify the lessons learned.

Module I: Orientation

Module II: Supervisor as Manager

Module III: Supervisor as Coach

Module IV: Supervisor as Team Leader
Remind participants that when they began training they were introduced, during Onboarding, to the potential pitfalls they may encounter as they transitioned to their new role.

**Video Set-up:** The video (which is meant to be humorous) depicts a staff worker who is trying to accomplish the task of sending a package via FedEx. As they watch the video, supervisors should focus on the reaction of the supervisor in the video and consider, in the context of Supervisor Core, how they could/should have reacted differently.

**Instructions:**
1. Play video: FedEx commercial (2:00).
2. Direct each DISC group to analyze the reaction of the supervisor and determine what they could have done differently (better) as a Manager, Coach and Team Leader. To accomplish this they should use the language, tools and strategies from training.

Facilitate discussion.
Legacy Statement (continued)

Activity: FedEx Video

**Supervisor as a Manager**

Could the supervisor have recognized staff ingenuity for using a pterodactyl to send a message which in context should have been much faster than going on foot?

Maybe discuss more critical thinking skills and ask why didn’t you anticipate the T Rex having your message for lunch? After all that is probably a common occurrence in the Jurassic world. There is definite opportunity for the supervisor to create an environment more conducive to learning and using staff mistakes as learning opportunities rather than reasons for being fired.

**Supervisor as a Coach**

Unrealistic expectations from the supervisor, unreasonable response (supervisor and staff). As a coach could I have trained this staff person better in recognizing available resources, could I have at least provided feedback in a way that was more supportive and encouraging?

Where is this staff person in their development? Is this an unreasonable mistake considering their years of experience?

**Supervisor as a Team Leader**

How is the supervisor contributing to staff anxiety and fatigue? Consider then, job satisfaction and staff retention. I’m sure that living during the Jurassic Period would be very stressful for a human being and how might that personal stress affect their ability to work productively.

What types of self-care could they practice? (Maybe a dip in the hot springs of the local volcano)
Explain:

- Supervisors should strive for continuous growth and improvement in all three of the skills areas of Manager, Coach, and Team Leader.
- Accomplishing this requires honesty through self-reflection, hard-work, and commitment to the DCS Core Values and serving the needs of children and families.

Direct participants to the participant manual to complete each section listing their current strengths and areas where they need to improve.
Legacy Statement (continued)

<table>
<thead>
<tr>
<th>Strengths and Areas to Improve</th>
<th>My strengths as a...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Manager</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
</tr>
<tr>
<td></td>
<td>Team Leader</td>
</tr>
</tbody>
</table>

Areas in which I need to improve as a...

|                               | Manager              |
|                               | Coach                |
|                               | Team Leader          |
Instructio
1. Direct participants to consider the following:
   ● If we asked your team, what would they say about you as a supervisor in each capacity of Manager, Coach and Team Leader?
   ● Would their responses align to the legacy that you want to be remembered for?
2. Explain:
   ● Legacies are not built or decided overnight. Your legacy will be defined by your staff, by the actions you take each day, the choices you make, the relationships you build, and the culture you create.
3. Create a Legacy Statement that you hope to be remembered by.
Activity Set-Up: A Legacy Plan is a tool that will help guide development of a supervisor towards the path of achieving their desired legacy.

Instructions:
1. Direct participants to complete each action step of the Legacy Plan in the participant manual.

Trainer Notes:
- This is only valuable if each new supervisor holds themselves accountable for achieving these goals.
- Ideas to achieve this:
  - Partner with someone from this cohort to help you stay on track, check in with each other and support each other.
  - Review your Legacy Plan with your mentor or a peer at your local office.
  - Set an alarm on your cell phone or an appointment in Outlook for three, six, or twelve months to remind yourself to take time to review and update your plan.
Activity: Legacy Plan

Identify three goals:
1. 
2. 
3. 

Identify potential obstacles:

Determine action steps:

Identify resources and supports:

Identify benchmarks for measuring progress:

Identify criteria for measuring success:
Course Review and Evaluation – Trainer Guide

3:45 PM

**Clinical Supervision Checklist**

Review the Clinical Supervision Tasks that are located in the Team Leader column with participants.

**Trainer Note:**

- This is an opportunity to review the learning.

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**Course Competencies**

Review the course competencies.

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**Parking Lot**

Review any questions that are remaining on the parking lot.

Assure everyone that unanswered questions will be researched and answers will be provided by email or at the next training session.

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**TOL Activities**

Refer participants to the TOL activities located in their Supervisor Core Onboarding participant resources tab.

Remind participants to complete these activities prior to attending Coaching for Successful Practice. (Which they should enroll in 6 months)

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**Evaluation**

Assure participants that every comment is read and considered.

Ask them to provide specific suggestions to any challenges they encountered during training (functionalize their thoughts).

Direct participants to complete the course evaluation, then the trainer will leave the room while participants complete them.

Thank participants for attending training

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4:00 PM
# Course Review and Evaluation

<table>
<thead>
<tr>
<th>Course Competencies</th>
<th>After training, participants will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Apply the appropriate leadership style that promotes and develops the strengths of individual team members.</td>
</tr>
<tr>
<td></td>
<td>2. Practically utilize the strengths related to the different DISC profiles to build a diverse team that is able to produce positive results for children and families.</td>
</tr>
<tr>
<td></td>
<td>3. Participate in the recruitment, selection, and transition process.</td>
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<td></td>
<td>4. Assess and improve team functioning.</td>
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<tr>
<td></td>
<td>5. Assist family case managers in developing self-awareness of their own grief, loss and anxiety to avoid burnout and creating barriers to permanency progress.</td>
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<tr>
<td></td>
<td>6. Apply strategies to increase the job satisfaction of workers and improve retention.</td>
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<td></td>
<td>7. Motivate staff to work towards a common goal.</td>
</tr>
<tr>
<td></td>
<td>8. Understand resilience and how to enhance it within themselves and their staff.</td>
</tr>
<tr>
<td></td>
<td>9. Understand the value of supportive supervision in conjunction with Kadushin’s administrative and educational supervision components and how it fits into their role.</td>
</tr>
</tbody>
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# Evaluation

Please provide constructive comments and suggest solutions to any challenges you encountered during training.

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Thank you for attending!