Child Welfare Education and Training Partnership

Supervisor Core Module I Orientation

Indiana Department of Child Services

Trainer Manual
## ELM Information – Trainer Guide

### Name of Training
DCS Supervisors Training: Orientation to Supervision

### Course Description
Refer to Course Overview on page 11.

### Training Times & Total Hours/Days
9:00AM – 4:30 PM
2 Days

### Training Units

### Community Partners

### Pilot Date & Location
August 16-18, 2016
January 31-February 1, 2017

### Pilot Instructors
Fay Russel, Nikki Henderson and Angela Smith-Grossman

### Special Location

### Guest Speaker

### Break Out Rooms

### Laptop Computer
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:

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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><strong>Room Set-up</strong></th>
<th>Arrange tables into five table clusters. Be sure that all participants can see the Power Point.</th>
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</thead>
</table>
| **Equipment**   | Laptop Computer  
|                 | LCD Projector  
|                 | Computer Speakers  
|                 | Wireless PowerPoint Remote |
| **Supplies**    | Name Tents  
|                 | Dry Erase Markers  
|                 | Tape  
|                 | Blank Chart Paper |
| **Handouts**    |                                                                                             |
| **Training Materials** |                                                                                       |
| **Media**       | Power Point                                                                                     |
| **Computer Assisted Trainings** | Reflective Practice Survey (RPS) CAT                                                        |
| **DCS Child Welfare Policies** |                                                                                              |
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Design Note  Page 5 can be removed during development to better view the TM and PM pages side by side.
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<td>9:15 AM</td>
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<td>DISC Instructions</td>
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</table>
Getting Started – Trainer Guide

9:00 AM
Welcome participants to the training.

Welcome & Introductions
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.

Participant Page 4
Allow participants the opportunity to introduce themselves.

Slide #2

Building Layout
Review information specific to the training site (bathrooms, fire exits, etc.

Parking Lot
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.

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

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

9:15 AM
## Getting Started

<table>
<thead>
<tr>
<th>Welcome &amp; Introductions</th>
<th>Welcome to Supervisor Core: Orientation</th>
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<tr>
<td>Building Layout</td>
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<tr>
<td>Parking Lot</td>
<td>Throughout the training, this is where we will record questions that will be answered by the end of training or referred to a subject matter expert. The answers may then be provided later in email format.</td>
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<tr>
<td>Ground Rules and Non-negotiables</td>
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</table>
After reviewing the Getting Started topics, trainers will transition into the Course Information section and review the Course Overview and Course Competencies.

Review the course overview in the participant manual.

Review the course competencies in the participant manual.

Review the computer assisted training competencies in the participant manual.

**Trainer Note:**
- This Computer Assisted Training is listed on the TOL list that participants will review later in this training.
Course Information

Course Overview

Supervisor Core Orientation is the first module in the Supervisor Core training series. It will introduce the primary tools of DISC, Clinical Supervision, and leadership styles that new supervisors will use 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. Communicate the DCS mission, vision, and philosophy.
2. Continue the transition from peer to supervisor.
3. Reflect on their own strengths and needs in conjunction with supervisee’s strengths and needs.
4. Understand the significance of culture and diversity and how it impacts supervisors and their staff.
5. Understand the DISC Assessment tool and the implications for how their profile impacts his/her ability to lead others.
6. Identify a variety of leadership styles and how to apply them appropriately depending on the needs and goals of the situation.
7. Define Clinical Supervision and how it aligns to the Indiana Practice Model.

Computer Assisted Training Competencies:

Reflective Practice Survey CAT Competencies:

1. Identify the goal and purpose of the Reflective Practice Survey.
2. Review the process for completing a Reflective Practice Survey.
3. Practice the scoring element of the Reflective Practice Survey.
We will begin training by reviewing the DCS Practice Model as this is the foundation for all of the work that we do.

**History**

Explain:
- Since its creation in 2005, the Department of Child Services has sought to build a child welfare agency that reflects the mission and beliefs of serving and protecting the children and families of Indiana.
- Lasting change and better outcomes can only be achieved if our work is grounded in strong principles and values. Translating those values into our everyday actions and decisions requires us to think about all aspects of how we work together with families and each other.
- The practice model is based on our vision, mission, and values and builds upon case practice that has significantly improved child safety and family reunification.

**DCS Practice Model**

Review the DCS practice model pyramid in the participant manual.

Explain:
- The vision and mission of DCS are accomplished by staff interacting with children, families and the community in a way that builds and develops trust-based relationships.

**Critical Reflection**

Refer to the following question on the Power Point slide:
- In what ways have you communicated the DCS mission, vision, and philosophy in your supervision?

**Trainer Note:**
- This aligns directly to competency #1.
Indiana's Practice Model is based on the DCS Vision, Mission and Values. Core Practice Values and Principles guide staff on interacting with children, families, the community and each other. DCS will build trust-based relationships with families and partners by exhibiting empathy, professionalism, genuineness and respect. DCS staff uses the skills of engaging, teaming, assessing, planning and intervening to partner with families and the community to achieve better outcomes for children.

**Vision**: Children thrive in safe, caring, and supportive families and communities.

**Mission**: The Indiana Department of Child Services (DCS) protects children from abuse and neglect, and works to ensure their financial support.

**Practice Principles Based on Values**

- Trust-Based Relationships
  - Genuineness, Empathy, Respect, Professionalism
- Practice Skills
  - Teaming
  - Assessing
  - Planning
  - Intervening
- DCS Values
  - We believe:
    - Every child has the right to be free from abuse and neglect.
    - Every child has the right to appropriate care and a permanent home.
    - The best place for children to grow up is with their own families.
    - Children and older youth have the right to permanent and lifelong connections.
    - Parents have the primary responsibility for the care and safety of their children.
    - In personal accountability for outcomes, including one's own growth and development.
    - Every person has value, worth and dignity.
    - Responsibility for the care and safety of their children.

**DCS Practice Model Pyramid**

- **Vision**
- **Mission**
- **Values and Principles**
- **Practice Skills**
- **Trust-Based Relationships**
- **DCS Values**
We want to begin by exploring your experiences as you have now had time to start your transitions from peer to supervisor in your local office.

**Acknowledge Your Role**

*Remind* participants of the Onboarding discussion regarding the importance of acknowledging your role as a supervisor. A crucial part of this was setting the tone with your staff by modelling expected behavior and practicing the parallel process. You were encouraged to take the effort to get to know everyone on your team in a professional way.

*Poll* participants, by a show of hands, how many have held “getting to know” meetings with each member of their teams.

*Facilitate* discussion.

**Talking Point:**
- Encourage participants to share best practices

**Get Out of the Loop**

*Remind* participants of the Onboarding discussion regarding getting out of the loop and distancing yourself from your peers in social gatherings. This can often be difficult to navigate as you transition yourself to being a part of a new peer group.

*Poll* participants, by a show of hands, how many have been successful transitioning into your new peer group.

*Facilitate* discussion.

**Talking Point:**
- Encourage participants to share best practices
Transition to Supervisor

**Acknowledge Your Role**
- Setting the tone
- Modelling expected behaviors
- Practicing the parallel process

**Get Out of the Loop**
- Social considerations
- Establishing relationships with other supervisors
Remind participants of the Onboarding discussion regarding professional boundaries. Part of this was remaining professional at all times and, treating each and every employee fairly and with respect while making an effort to get to know everyone on your team in a professional way.

Poll participants, by a show of hands, how many have been successful at consistently modeling the DCS Core Values with each staff member.

Facilitate discussion.

Talking Point:
- Encourage participants to share best practices

Remind participants of the Onboarding discussion regarding the importance of active listening with staff as one way to show your workers that you are open to their ideas and appreciate their experiences. This will be the foundation for developing your trust based relationships.

Poll participants, by a show of hands, how many have been successful at completing 1 or more Working Agreements with your team.

Facilitate discussion.

Talking Point:
- Encourage participants to share best practices
Transition to Supervisor (continued)

**Set Boundaries**
- Professionalism
- Treating staff fairly and respectfully

**Listen**
- Engagement skills (e.g. active listening)
- Trust-based relationships
Review the sources of anxiety in supervision in the participant manual.

Facilitate discussion.

Talking Point:
- Encourage participants to share their own sources of anxieties.
Sources of Anxiety in Supervisors

Organizational Anxieties

- Don’t make mistakes.
- Make sure procedures are followed.
- We expect you to get it right.
- Whatever happens, don’t go over budget.
- Make sure families do not complain.
- Supervision should be able to fix everything.
- Don’t let staff know “how crazy it is up here/out there.”

Professional Anxieties

- What happens if I show my feelings?
- Can I trust this worker?
- If I were a better supervisor, this wouldn’t happen.
- Am I still credible?
- Can I balance my roles?
- Are other supervisors doing a much better job than I am?
- How do I reconcile my former more personal work relationship with staff to my current supervisory work relationship?

Practice Anxieties

- We can’t make it all right for this family.
- Do we know what is really happening?
- How can we do this to this family?
- They must see me as so powerful, but I feel powerless.
- Sometimes I just don’t know what I’m doing.
- There simply isn’t the time to do a good enough job.
- It has been years since I was a frontline worker in the field.

Personal Anxieties

- What if I don’t like the worker?
- How does he/she feel about me as a supervisor?
- Why do I always end up looking after others?
- Who is going to look after me as a supervisor? Who will remind me to practice self-care or take time off from work to restore myself?
- What does the team think about me?
The process of growth and development to becoming an excellent supervisor begins with self-awareness. An honest assessment and understanding of skill set, knowledge, experience, ability and values is an important first step on the road to success.

**Four Stages of Competence**

**Explain:**
- Noel Burch, an employee with Gordon Training International, developed the Conscious Competence Ladder in the 1970s.
- It helped us understand our thoughts and emotions during the sometimes-dispiriting learning process.
- The model highlights two factors that affect our thinking as we learn a new skill: consciousness (awareness) and skill level (competence).
- According to the model, we move through the four levels as we build competence in a new skill.

**Review** the four stages of competence in the participant manual.

**Trainer Note:**
- Participants will discuss this again during Supervisor Core: Supervisor as Coach and how to use this as a coaching tool when developing their staff.
Self-Awareness

Four Stages of Competence

Level 1 Unconscious Incompetence
- The individual does not understand or know how to do something and does not necessarily recognize the deficit.
- They may deny the usefulness of the skill.
- The individual must recognize their own incompetence, and the value of the new skill, before moving on to the next stage.
- The length of time an individual spends in this stage depends on the strength of the stimulus to learn.

Level 2 Conscious Incompetence
- Though the individual does not understand or know how to do something, he or she does recognize the deficit, as well as the value of a new skill in addressing the deficit.
- The making of mistakes can be integral to the learning process at this stage.

Level 3 Conscious Competence
- The individual understands or knows how to do something. However, demonstrating the skill or knowledge requires concentration.
- It may be broken down into steps, and there is heavy conscious involvement in executing the new skill.

Level 4 Unconscious Competence
- The individual has had so much practice with a skill that it has become “second nature” and can be performed easily.
- As a result, the skill can be performed while executing another task.
- The individual may be able to teach it to others, depending upon how and when it was learned.

http://drillscience.com/DPS/competence4stages.pdf
Direct participants to choose 10 values that best describe their strengths as a DCS employee.

Chart the results using the interactive PPT slide.

Trainer Notes:
- If the PowerPoint can be projected onto a whiteboard (behind the screen) then you can tabulate the results with a dry erase marker.
- The tabulated results on slide #15 should be visible throughout the discussion on the following page.

Design Note
Participants should have to flip the page to see the next set of lists.
Self-Awareness (continued)

Values

Choose 10 values that best describe your strengths as a DCS employee.

☐ Achievement  ☐ Intuition
☐ Appreciation  ☐ Kindness
☐ Compassion  ☐ Knowledge
☐ Collaboration  ☐ Loyalty
☐ Competence  ☐ Openness
☐ Creativity  ☐ Optimism
☐ Decisiveness  ☐ Popularity
☐ Determination  ☐ Privacy
☐ Dignity  ☐ Professionalism
☐ Dependability  ☐ Quality
☐ Efficiency  ☐ Respect
☐ Empathy  ☐ Responsiveness
☐ Excellence  ☐ Service
☐ Fairness  ☐ Social Justice
☐ Focus  ☐ Structure
☐ Friendships  ☐ Success
☐ Fun  ☐ Trustworthiness
☐ Genuineness  ☐ Truth
☐ Honesty  ☐ Versatility
☐ Humor  ☐ Wisdom
☐ Independence  ☐ Worth
☐ Integrity
Self-Awareness (continued) – Trainer Guide

11:15 AM

DCS Core Values

Participant Page 12

Trainer Note:
- Click the PPT slide to highlight the DCS Core Values in red on Slide #15.

Facilitate discussion.

Talking Points:
- Compare and contrast the tabulated list with the DCS Core Values.
- The DCS Core Values should have ranked very high. But if they did not, then explore the reasons why.

What Employees Want from their Supervisors

Trainer Note:
- Click the PPT slide to underline the 9 things employees want from their supervisors on Slide #15.

Facilitate discussion.

Talking Points:
- Compare and contrast the tabulated list with the 9 Items that Employees want from their Supervisor.
- Explore the significant differences between each list. Emphasize that, as supervisors, they must be cognizant of the needs of their staff and how their staff are viewing them.
- New supervisors were promoted because they are good at their jobs. But the values, skill set and knowledge now required to be a supervisor are different.

Critical Reflection Slide #16

Direct participants to the reflection question in the participant manual.

Trainer Note:
- This aligns directly to competency #3.

11:30 AM
### Self-Awareness (continued)

#### DCS Core Values
- Respect
- Genuineness
- Empathy
- Professionalism

#### What Employees Want from their Supervisors
1. Honesty
2. Fairness
3. Trust
4. Respect
5. Dependability
6. Collaboration
7. Genuineness
8. Appreciation
9. Responsiveness

*What People Want, by Terry Bacon*

#### Critical Reflection
Reflect on your own strengths and needs as a Supervisor, how does that relate to the strengths and needs of your staff?
An aspect of self-awareness is understanding our own culture and how that influences our decision-making processes and our interaction with others.

**Definition**

Review the definition of culture in the participant manual.

**Explain:**
- Culture includes institutions, language, values, religion, ideals, and habits of thinking, artistic expressions, and patterns of social and interpersonal relationships.

**Culture and Supervision**

Direct participants to answer the questions in the participant manual.

Facilitate discussion.

**Talking Points:**
- Culture is so much broader than race and ethnicities. For example, participant’s professional culture is shifting from that of being a peer to a supervisor.
- It is important to acknowledge that DCS staff and clients represent literally dozens of different cultures which add richness to our agency and experiences.
Culture

Definition

- the beliefs, customs, arts, etc., of a particular society, group, place, or time
- a particular society that has its own beliefs, ways of life, art, etc.
- a way of thinking, behaving, or working that exists in a place or organization (such as a business)

Culture and Supervision

How do you define your own culture?

What are the different cultures represented in the agency?

How is your supervision affected by culture?

How do you, as a supervisor, influence the culture of your team?
DISC is an important tool for both understanding yourself and your staff.

History

History Slide #20

Explain:

- **2009**: Leadership Transformation Group, a New York consulting group, assisted DCS with developing and facilitating its first leadership training series for mid and upper level managers and directors. The Leadership Transformation Group suggested using the DISC because it is behaviorally-based. The implication is that all leaders, when aware of their own behavioral strengths and challenges, are able to learn and adapt new behaviors over time.

- **2010 – Present**: Leadership from Within is a training series that is offered to all new mid and upper level managers and directors at DCS. The DISC continues to be a part of that training and will continue to be so into the future.

- **2012**: A decision was made to add the DISC training segment to the New Supervisor CORE Orientation schedule. The professional development and self-assessment that occurs through this training helps new supervisors begin their leadership development and journey.

Behavioral Styles

Behavioral Styles Review the behavioral styles in the participant manual.

Explain:

- Your behavioral profile is one that you go to in situations that are crisis, high demand, stressful, and require you to make decisions and communicate as a leader.

- The rates of reliability and validity range from .85 to .92.
The DISC is based on a theoretical model developed by Dr. William Moulton Marston in 1928. He wrote about the model in his book, *Emotions of Normal People*.

There are 4 basic behavioral styles:
- D – Driver
- I – Influencer
- S – Supporter
- C – Calculator

The DISC dimensions of behavior (Driver, Influencer, Supporter, and Calculator) make up the DISC model and interact with other factors to describe human behavior.

DISC is a model of human behavior that helps people understand “why they do what they do.”

Learned behavioral styles are a broad topic that take into account each person’s attitudes, behavioral patterns, emotional responses, and social roles.

Behavior styles affect each person’s actions, the words he/she uses, his/her relationships and how he/she functions in the work environment.

Because it is behaviorally based, it is important that it should not be used to stereotype people or make generalizations. Rather it should be used as a tool for self-awareness and professional development.

Understanding that staff have a propensity for distinctive behavioral styles is important when looking at how people work together and how best to approach staff when offering supervisory assistance.

The characteristics that you will learn about through this training are listed as generalities. It is important to note that all people function 75% of time from all 4 profiles. That people learn how to behave and the behavior profile that you assess as today is one that you go to when you are in situations that are high demand, stressful, and require you to make decisions and communicate as a leader in times of crisis.
Refer to the scoring process and ensure that everyone knows their DISC profile before proceeding.

**Trainer Notes:**
- Participants should have completed the DISC Assessment (as a TOL activity) but may have found determining their profile challenging.
- Instructions for scoring the assessment are part of the TOL information provided to participants during Onboarding. Those instructions are included in the Trainer Information section for this training.

**Activity: Review DISC Profiles**

**Prep Note:**
- Prior to the activity, hang a piece of chart paper and divide it into quadrants designated by each DISC profile.

**Instructions:**
1. Provide each participant with a sticky note and have them write their name on it.
2. Direct participants to the chart paper on the wall and have them identify their DISC profile by placing their sticky note on the corresponding chart paper.
3. Review the meaning of each profile.
   - Highlight at least four (4) descriptive words for each profile.
   - Highlight at least 1 ‘Like’.
   - Emphasize what question the profile type asks.

Refer participants to the Debriefing the DISC document in participant resources for additional information.

**Establish DISC Groups**

**Group** the cohort into 5 heterogeneous groups.

**Trainer Notes:**
- If possible, ensure that all profiles are represented in each of the groups.
- These groups will remain the same throughout Orientation training.
- DISC groups will be reorganized at the beginning of each module to provide opportunities for networking.
## DISC (continued)

<table>
<thead>
<tr>
<th>DRIVER (Controller)</th>
<th>INFLUENCER (Expressive Persuader)</th>
<th>SUPPORTER (Amiable Organizer)</th>
<th>CALCULATOR (Analytical)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Oriented</td>
<td>Verbal</td>
<td>Patient</td>
<td>Diplomatic</td>
</tr>
<tr>
<td>Decisive</td>
<td>Motivating</td>
<td>Loyal</td>
<td>Accurate</td>
</tr>
<tr>
<td>Problem Solver</td>
<td>Enthusiastic</td>
<td>Sympathetic</td>
<td>Conscientious</td>
</tr>
<tr>
<td>Direct</td>
<td>Outgoing</td>
<td>Team Person</td>
<td>Fact Finder</td>
</tr>
<tr>
<td>Assertive</td>
<td>Convincing</td>
<td>Easy Going</td>
<td>Systematic</td>
</tr>
<tr>
<td>Demanding</td>
<td>Emotional</td>
<td>Deliberates About Things</td>
<td>Logical</td>
</tr>
<tr>
<td>Risk Taker</td>
<td>Impulsive</td>
<td>Gentle</td>
<td>Conventional</td>
</tr>
<tr>
<td>Forceful</td>
<td>Generous</td>
<td>Questioning</td>
<td>Analytical</td>
</tr>
<tr>
<td>Adventurous</td>
<td>Influential</td>
<td>Supportive</td>
<td>Sensitive</td>
</tr>
<tr>
<td>Competitive</td>
<td>Humorous</td>
<td>Stabilizer</td>
<td>Emotionally Controlled</td>
</tr>
<tr>
<td>Self-reliant</td>
<td>Socially Confident</td>
<td>Considerate</td>
<td>Orderly</td>
</tr>
<tr>
<td>Independent</td>
<td>Inspiring</td>
<td>Empathetic</td>
<td>Precise</td>
</tr>
<tr>
<td>Determined</td>
<td>Dramatic</td>
<td>Persevering</td>
<td>Self-Disciplined</td>
</tr>
<tr>
<td>Agitator</td>
<td>Optimistic</td>
<td>Trusting</td>
<td>Deliberate</td>
</tr>
<tr>
<td>Results Oriented</td>
<td>Animated</td>
<td>Congenial</td>
<td>Cautious Decision Maker</td>
</tr>
<tr>
<td>LIKES</td>
<td>LIKES</td>
<td>LIKES</td>
<td>LIKES</td>
</tr>
<tr>
<td>Challenges</td>
<td>Recognition of Accomplishments</td>
<td>Harmony</td>
<td>High Standards</td>
</tr>
<tr>
<td>Authority</td>
<td>Freedom From Details</td>
<td>Security</td>
<td>Details</td>
</tr>
<tr>
<td>Power</td>
<td>To Be With People</td>
<td>Appreciation</td>
<td>Perfection</td>
</tr>
<tr>
<td>Freedom From Controls</td>
<td>To Make a Good Impression</td>
<td>To Provide Service</td>
<td>Quality Control</td>
</tr>
<tr>
<td>Options</td>
<td>Group Activities</td>
<td>Specific Tasks</td>
<td>Systematic Procedures</td>
</tr>
<tr>
<td>ASKS</td>
<td>ASKS</td>
<td>ASKS</td>
<td>ASKS</td>
</tr>
</tbody>
</table>
Direct participants to answer the questions in their manual individually.

Group the cohort into their DISC groups to discuss answers.

**Explain:**
- Their goal should be two-fold:
  1. Focus on themselves (self-awareness);
  2. Identify qualities in other profiles that they can utilize in their role as supervisor.

Facilitate discussion.

2:10 PM
1. Based on your DISC Profile, what are two important strengths that you bring to your work team/office? List ways that you can use those strengths.

2. Based on your Profile, what are your greatest challenges as a leader that would inhibit your ability to achieve results or work with other people?

3. Based on the DISC, what is an area of development that you could work on?
Activity Set-Up: In this activity, each group will develop ways to approach their boss about a new project idea that you have developed. Each group will brainstorm ideas for the presentation that are tailored to each of the four behavioral styles.

Instructions:
1. Direct participants to the activity instructions on the Power Point.
2. Group participants into their DISC groups to complete the questions in their manual.

Facilitate discussion.
### DISC (continued)

#### DISC Presentation

<table>
<thead>
<tr>
<th>Driver Boss</th>
<th>Influencer Boss</th>
</tr>
</thead>
<tbody>
<tr>
<td>What would it take to immediately grab the boss’s attention?</td>
<td>What would it take to immediately grab the boss’s attention?</td>
</tr>
<tr>
<td>How long would the presentation be?</td>
<td>How long would the presentation be?</td>
</tr>
<tr>
<td>How detailed would it be?</td>
<td>How detailed would it be?</td>
</tr>
<tr>
<td>How would you get your boss enthused about the idea?</td>
<td>How would you get your boss enthused about the idea?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporter Boss</th>
<th>Calculator Boss</th>
</tr>
</thead>
<tbody>
<tr>
<td>What would it take to immediately grab the boss’s attention?</td>
<td>What would it take to immediately grab the boss’s attention?</td>
</tr>
<tr>
<td>How long would the presentation be?</td>
<td>How long would the presentation be?</td>
</tr>
<tr>
<td>How detailed would it be?</td>
<td>How detailed would it be?</td>
</tr>
<tr>
<td>How would you get your boss enthused about the idea?</td>
<td>How would you get your boss enthused about the idea?</td>
</tr>
</tbody>
</table>
Your DISC profile can also be used to understand your leadership style and recognize areas of improvement.

**8 Dimensions of Leadership**

Review the DISC leadership styles image highlighting each of the eight (8) leadership profiles.

**Explain:**
- This is a systematic way to understand the psychological forces that drive each of us.
- Styles are circular; non-hierarchical and non-sequential
- Leaders have a natural home on the circle but can move to an adjacent or opposite style depending on the situation.

**The DISC Axes**

Review the north-south axes and the east-west axes.

**Explain:**
- North oriented leaders are more fast-paced and outspoken.
- South oriented leaders are more cautious and reflective.
- East oriented leaders are more accepting and warm.
- West oriented leaders are more questioning and skeptical.
Leadership


Review the characteristics of each leadership dimension.

Explain:
- Knowing that we each have a ‘default’ leadership style is important.
- This is where we lead from during times of stress. (Just as we default to our DISC profile)
- But to be a good leader, we must implement other leadership styles that are appropriate for particular staff and specific situations.
- Our goal is to be multi-dimensional in our leadership style.
- To accomplish this we must recognize the strengths from other leadership styles that we want to incorporate.

Refer participants to the qualities that have significant impact on how you lead document in participant resources for additional information.
Leadership (continued)

Characteristics

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

Instructions:

Part I
1. Refer participants to the Leadership Styles Scenarios in participant resources.
2. Assign each group a different scenario.
3. Direct participants to complete the questions individually in their manual.

Part II
1. Direct groups to discuss their responses to the scenario.
2. Encourage group members (with differing styles) to express the ways in which a particular leadership style would be difficult for them to follow.
3. Each member should record qualities of other leadership styles that they will try to incorporate into their own.

Facilitate discussion.

Talking Points:
- Challenge participants to explore responses that may not be within their current leadership style, if appropriate.

Trainer Notes:
- The goal of this activity is for the new supervisors to openly and honestly share where they have recognizable differences in terms of their DISC profiles.
- Remind participants that this is a safe environment and all feedback is meant to be used for both personal and professional growth.
Leadership (continued)

Activity: Leadership Scenarios

Answer the following questions for the assigned scenario:

1. What needs to be done?

2. Does your initial response to the scenario align to your DISC leadership style, or not? Explain.
Direct participants to reflect on their own current leadership style, and identify one or two other dimensions that they would like to focus on for their personal leadership development.

Group participants into their DISC groups to share their reflections.
- Encourage group members to help each other identify ways in which they could move forward in their development.
- Refer participants to the document *8 Dimensions of Leadership* in participant resources for suggestions on strategies to develop leadership skills.

Trainer Note:
- The suggestions are greyed on the participant page for the trainer’s convenience during the large group discussion.

Facilitate discussion.

Talking Points:
- By understanding your natural home on the model and building your own repertoire of leadership behavior based on the other seven dimensions offered, you can learn to shift your style to meet the needs of a situation and the people you work with.
- Identify a variety of scenarios and goals that may require different leadership styles.
- Becoming a more effective leader is about expanding one’s leadership framework and developing a greater flexibility.
- Multiple dimensions matter. It’s easy to say “I don’t do the numbers thing” or “I’m not a hand holder” but the truth is, one dimensional leadership, no matter how good you are at that one thing, can’t provide your team with quality leadership.

Trainer Notes:
- At the end of the day, summarize for participants the learning that occurred today.
- Remind participants that they will remain in their DISC groups for the second day of Orientation training.
Leadership (continued)

Multi-Dimensional Leadership

What is your current leadership style?

What styles would you like to develop?

☐ **Pioneering:**
  - Actively seek new opportunities beyond your organizational walls
  - Don’t be afraid to shake things up
  - Learn to take leaps of faith

☐ **Energizing:**
  - Make an effort to build enthusiasm for the group’s goals
  - Be intentional about making connections with a wide variety of people
  - Provide inspiration and maintain engagement

☐ **Affirming:**
  - Monitor your “default” expressions
  - Let people know that you value them
  - Accept other people’s limitations

☐ **Inclusive:**
  - Show people that you’re open to their contributions
  - Monitor your emotional output carefully
  - Work to facilitate two-way discussion on important issues

☐ **Humble:**
  - Maintain your composure by keeping things in perspective
  - Take the time to listen to the less powerful people around you
  - Make the needs of your group a priority

☐ **Deliberate:**
  - Be deliberate in your communication
  - Show that you’ve done your homework
  - Pay attention to process management tools and methods

☐ **Resolute:**
  - Learn to hold people accountable
  - Find and address problems
  - Get comfortable making unpopular decisions

☐ **Commanding:**
  - Get comfortable making firm, public commitments
  - Learn to act without permission
  - Create some urgency
### 9:00 AM

**Activity:** Day in the Life  
Slide #29

**Prep Note:**
- Prior to training, hang two pieces of chart paper in each corner of the room. On one, write in large print D, I, S, or C (a single letter for each corner) and leave the other blank.

**Instructions:**

**Part I:**
1. Group participants by their DISC profile in each of their respective corners.
2. Direct groups to create a poster that reflects a “Day in the Life” of a DCS supervisor. Note: There are no guidelines or expectations. Allow the groups to be expressive in their own style.

**Trainer Note:**
- Observe each group’s dynamic while working, specifically which group asks to go first when presenting their poster. This often provides additional insight to the group discussion.

**Facilitate** discussion.

**Talking Points:**
- The way each DISC group expressed themselves (list, pictures, etc.) and the reasons they may be different.
- The tasks each group focused on. What is different? What is missing? What should you be doing that you had not considered?

**Part II:**
1. Direct each group to now rank the top 5 activities they should be accomplishing each day.

**Facilitate** discussion.

**Talking Points:**
- Explore the process that each group went through and how they arrived at their decisions, focusing on DISC profiles.
- The process should also include a discussion about ensuring safety, stability, permanency and well-being for children.

Leadership (continued) – Trainer Guide

9:30 AM

Explain:
- The last aspect that we will discuss regarding leadership is your vision statement.
- The very essence of leadership is that you have a vision for where you want to take your team.
- Your vision should be something that you are able to articulate clearly and work toward with every decision.

Direct participants to the instructions in the participant manual. Encourage participants to include aspects of:
1. The DCS Mission, Vision and Values
2. Other DISC profiles they want to incorporate

Review participant responses.

9:50 AM
| Vision Statement | Create a vision statement that includes your strengths, how you will apply those strengths to leading the team, and how these strengths will impact your team. |
Clinical supervision is one tool that you can use while working towards achieving your vision statement.

Review the definition in the participant manual.

**Explain:**
- Outcomes are safety, stability, permanency and well-being.
- Utilizing each of the practice skills will help to ensure positive outcomes.
- The supervisor should keep in mind that they are modelling the behavior that they expect from their staff. This is the parallel process.

Instructions:
1. Group participants into their DISC groups.
2. Assign each table group one of the Practice Model Skills: Teaming, Engaging, Assessing, Planning, or Intervening.
3. Distribute a sheet of chart paper and markers to each group.
4. Instruct table groups to label the paper with their assigned practice model skill.
5. Direct participants to list examples of ways they model each skill.

Facilitate discussion.

Talking Points:
- Supervisors constantly use the same skills and tools as their staff; supervisors are part of the same team.
- Assessing (gathering information, asking the right questions) is important for developing critical thinking skills.
- Modelling is critical for showing staff the correct way of implementing practice skills.
Clinical Supervision

**Definition**
A process where one individual with specific knowledge, expertise or skill provides support while overseeing and facilitating the learning of another individual with a focus on the practice that directly impacts outcomes for families.

**Using the DCS Practice Skills in Supervision**

- Engaging
- Assessing
- Teaming
- Intervening
- Planning

**Notes**
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:20 AM</td>
<td><strong>Review</strong> the clinical supervision competencies in the participant manual.</td>
</tr>
<tr>
<td></td>
<td><strong>Refer</strong> participants to the Clinical Supervision Model/Framework located in participant resources.</td>
</tr>
<tr>
<td></td>
<td><strong>Explain:</strong></td>
</tr>
<tr>
<td></td>
<td>- As new supervisors progress through Supervisor Core training each of these tasks/skills listed within the framework will be covered.</td>
</tr>
<tr>
<td></td>
<td><strong>Trainer Note:</strong></td>
</tr>
<tr>
<td></td>
<td>- Remind participants that everyone (assessment workers, hotline, resource parents, etc.) has a role to play to ensure safety, stability, permanency and well-being.</td>
</tr>
</tbody>
</table>

10:30 AM   | BREAK                                    |
10:45 AM   |                                           |
Clinical Supervision (continued)

**Clinical Supervision Competencies**

**Leadership**
- Demonstrate the central importance of integrating outcomes of safety, permanency, and well-being throughout the life of the case.
- Act as an advocate, change agent and leader in building and sustaining a culture of permanence.
- Recognize and challenge traditional practices that impede, delay or deny permanency.

**Communication and Staff Relationship Building**
- Establish practice expectations, coach, monitor and provide feedback to supervisees in applying core permanency outcomes to casework tasks and activities.

**Team Building/Team Orientation**
- Assist supervisees in developing self-awareness of their own values, biases, grief, loss and anxiety to avoid creating barriers to permanency progress.
- Incorporate analysis of child, parent, family and environment that includes protective factors, strengths, complicating factors and challenges to achieving permanence.

**Staff Development**
- Evaluate performance of supervisees, holding them accountable for demonstrating and implementing core competencies within the practice model.
- Employ Supervisory tools to advance permanency progress for each child/youth.
- Teach supervisees to integrate direct practice tools into casework including how, when and why.

**Data and Outcomes**
- Promote critical thinking and accountability for strategic decisions that remove barriers and advance progress towards safe sustainable case closure, as well as timely legal permanency outcomes.
Survey participant responses on the following questions:

- What are the benefits of individual staffings? (chart responses)
  - Examples:
    - Provides the opportunity for 1-1 development and modeling of critical thinking and practice guidance
- What are the benefits of group staffings? (chart responses)
  - Examples:
    - Innovative planning and intervening strategies
- What are the benefits of safety staffings in a group? (chart responses)
  - Example:
    - Others may ask questions that you may not have considered
- How does knowing your team’s DISC profile improve these individual/group/safety staffings?
  - Example:
    - Knowing staff profiles allows supervisors to better prepare and facilitate individual and group staffings

Explain:
- Each of these staffings support the five competencies within clinical supervision.

Review the structured case staffing information in the participant manual.

Review the components of structured individual case staffing in the participant manual.
Clinical Supervision (continued)

Structured Case Staffing

Structured supervision promotes an enhanced role for the child welfare supervisor to provide routine, proactive and highly structured oversight of casework practice and management. The supervisor guides staff through a systematic, frequent, clinical review of all case information with safety, stability, permanency, and well-being as the driving forces for case activities. Resource requirements and workload demands are considered important factors.

Components of Structured Individual Case Staffing

1. Assessing:
   - Constructing and understanding the Family Network Diagram, which is a combination of the family’s genogram and ecomap, to provide a visual, multi-generational representation of family relationships and patterns of behavior to engage the family and to visually summarize child safety, permanency, and well-being in the context of the child’s family and their environment.
   - Preparing and reviewing the safety assessment/safety decision/safety plan.
   - Evaluating risk assessment cluster factors such as:
     - The type and degree of maltreatment of children through time.
     - Child characteristics.
     - Adult caregiver characteristics, including victimization of other children, psychological impairment, domestic violence, mental illness, substance use, assaultive behavior, abuse/neglect as a child, or delinquency as a child.
   - Assessing the family’s social supports, using the family ecomap, which is a pictorial representation of a family’s connection to other systems or individuals in their environment that illustrates the strength, impact, and quality of the connections. The family ecomap engages the family and others by visually summarizing the family’s capacity to access, use, and benefit from resources in their environment.
Review the components of structured individual case staffing in the participant manual.
Clinical Supervision (continued)

Components of Structured Individual Case Staffing (continued)

2. Planning:
   - Classifying family needs. Supervisors and case managers examine the capacities of families, including:
     o Caregiver conditions and management of conditions through time.
     o The family’s connectedness with others to categorize prognosis for change, identifying families for alternative and concurrent planning, estimating the intensity and duration of resources they need.
   - Families are classified as having transient needs, emergent needs, limited situational needs, or multiple needs.

3. Intervening:
   - Case activity and time frames.
   - Supervisory review dates.
   - Projected permanency and closure.
   - Identifying the service effort necessary to reduce risk. The supervisor and case manager determine the amount of direct and indirect time that will be needed to achieve the permanency goal.
Review the staffing tool in the participant manual.

Explain:

- This staffing tool is based upon the QSR standards.
- Quality Service Review (QSR) is a state evaluation process that ensures that safety, stability, permanency and well-being are achieved throughout the life of a case.
- In order to utilize this tool, you should always have it on display when conducting all staffings in order to ensure that you are discussing each of the quality indicators.
- The tool helps the supervisor gather information about a case.
- Some examples of solution focused questions to ask from the QSR Protocol are located in participant resources.

Survey the class for examples of questions that they currently use to staff, or questions that you recall other supervisors using that are useful in obtaining case details for each of these categories. (Chart responses.)

Trainer Note:

- Discuss the importance of open-ended questions when staffing.
### Clinical Supervision (continued)

#### Staffing Tool

<table>
<thead>
<tr>
<th>Safety</th>
<th>Stability</th>
</tr>
</thead>
</table>
| Children are, first and foremost, free from child abuse and neglect.  
- In home  
- In placement  
- Post-reunification  
- In the community | Children deserve predictable and continuous connections with people, places and things that contribute to their development and identity.  
- School  
- Friendships  
- Community  
- Caring team of adults to look out for them |

<table>
<thead>
<tr>
<th>Well-Being</th>
<th>Permanency</th>
</tr>
</thead>
</table>
| Children's health and functioning is supported by formal and informal supports to provide them with optimal growth and developmental opportunities.  
- Physical  
- Emotional  
- Educational  
- Vocational | Children need to know where they will grow up and have lifelong connections to provide a sense of belonging.  
- A forever family.  
- A sense that, although there may be more than one permanency option on the table, the adults are working together to provide for the child. |

<table>
<thead>
<tr>
<th>Family Role and Voice</th>
<th>Long Term View</th>
</tr>
</thead>
</table>
| The family members with whom the child is living and/or will be reunited are active ongoing participants in decisions made about child/family strategies, services, and results.  
- Is this evident in recent meetings? | There is an explicit guiding view for the child and parents that should enable them to live safely and successfully without DCS supervision.  
- Does it define permanency goals?  
- Does it define things that must change in the family’s situation?  
- Does it define outcomes that must be achieved for successful case closure? |
Review the group staffing information in the participant manual.

Explain:

- Adults learn by relating new information to what they already know.
- This is an opportunity for staff to learn from you as well as each other by sharing experiences and ideas that can benefit everyone.
- As a teaching tool, a supervisor can maximize their training time since all staff are receiving the information at the same time.
- Staff are extremely busy and if participation is optional, they will find other important tasks during that time. Group staffing times should be scheduled into appointment books for up to six months to minimize scheduling conflicts.
- Ensure that your staff understands the structure, your expectations, and what they stand to gain by their participation.
- It is important to create an environment where staff feel safe and supported.
- Staffing can be an opportunity for development.

Review the preparing for the group staffing information in the participant manual.

Explain:

- New supervisors should consider making the first presentation to their staff. It is an opportunity to set expectations and model the process.
- A conducive learning environment is one where open and honest communication is encouraged and appreciated. This is an excellent opportunity to develop critical thinking skills by brainstorming and asking questions.
- Allow staff to drive the case selection process. It is an opportunity for them to receive help and support from you and their co-workers for challenging cases.
- One option for case selection is to conduct group staffings around case transitions. This uses current situations as opportunities for group staffings.
Clinical Supervision (continued)

Group Staffing

- A process by which individual cases are presented by unit members, facilitated by the supervisor or an experienced unit member, with the overall goal of enhancing the professional skill level of the entire unit.
- Allows for the deepening of the worker’s understanding of the dynamics of the specific case through comments by other unit members and the strategic injection of professional issues by the facilitator.
- Other unit members also benefit by relating the discussion to their own cases that may have similar aspects.
- Should be a regularly scheduled event.
- Should be mandatory.
- Should last between 60 and 90 minutes.
- Usually only one case is presented at each session.

Preparing for the Group Staffing

- The supervisor should guide the case selection process.
- Identify the case, then meet with the case manager to share some of the issues that you hope come out in the discussion.
- Review the presentation format to ensure the case manager is familiar with the content for each element. (genogram, ecomap, family map, etc.)
- Assure a safe environment for the case manager that will be a conducive learning experience for everyone.
- Have a backup presentation available in the event that the case manager is sick, called to court, etc.
- Each case manager should take a turn at presenting a case to ensure that this is a development opportunity for everyone.
- Protect confidentiality for the child, family and case manager.
11:30 AM

Group Staffing Format

Participant Page 29

Slide #41

Review the group staffing format information in the participant manual.

11:40 AM
1. Discuss the players

- This section presents the family, relatives, alternative caregivers, and other important players in the case. We strongly encourage the presenter to construct an ecomap, genogram, or family map of the family prior to the conference. If possible, a copy should be given to conference participants for their reference. Having a genogram helps make sense of the family and reduces the inevitable questions such as: “Who is Jake living with?” or, “Who is Madison’s mother?”
- The presenter, beginning with the parents, introduces each member of the family and points out their relationship. In some cases, it may be important to know the foster parent’s name, attorneys, or therapists. All of these individuals can be added to the ecomap.

2. Describe the incident

- This history section, described by the presenter, explains the original allegations. The presenter briefly explains why the case came into the system and when.
- It should provide answers to the following questions:
  - What are the precipitating factors that brought the case into the system? What is the underlying theme?
  - How does the family view the presenting incident?
  - What is the likelihood of repeat behavior?

3. Review risk and protective factors

- From the last assessment and issues identified in the risk assessment, what are the significant risk factors that must be addressed? What are the strengths the family possesses which will be utilized to help reduce risk? What has worked well for this family in the past? How can it be applied here?
Review the group staffing format information in the participant manual.

11:50 AM

Participant Page 30
Clinical Supervision (continued)

<table>
<thead>
<tr>
<th>Group Staffing Format (continued)</th>
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4. Review prior interventions
- If there have been prior interventions in this family, which have been successful? These may be interventions that can be employed again. What hasn’t worked? Rather than attempting the same intervention that has failed numerous times before, we may need to consider new ways to address risk issues.

5. Discuss how to reduce future risk
- **Agency-centered case plans** are designed by the agency with little regard to what the client wants or is able to accomplish. These plans are often unrealizable but look good because they identify all the issues the client probably should address (drug treatment, drug counseling, drug testing, anger management, domestic violence, child development, parenting, marriage counseling, etc.). The multitude of tasks may be overwhelming and impossible for the client to achieve. The agency may have covered itself, but it may also set the client up for failure. The plan is to reduce risk to an acceptable level, not eliminate all levels of risk. Our goal is not to make families perfect, but to assure that the outcomes for this family are achieved.

- **Family-centered case plans** include the tasks and activities that the client is willing to do to resolve the issues that brought the family into the system. Even if accomplished in stages, these must address the issues necessary to protect the children and reduce risk. The client must be a participant in recognizing the need areas, identifying family strengths, and agreeing on action to be taken.
11:50 AM

Review the group staffing format information in the participant manual.

Group Staffing Format (continued)

Participant Page 31

12:00 PM

LUNCH

1:00 PM
Clinical Supervision (continued)

Discuss how to reduce future risk (continued)

- **Cooperation** is the degree to which the client commits to achieving case plan goals. Cooperation is not how “nice” the client is. A client’s anger or frustration towards the agency, the court, the possibility their children will not be returned home, or that they will continue to be involuntarily involved in the child welfare system is normal. Clients may be motivated to participate in the plan to meet their goal solely in an attempt to get the agency out of their lives. Clients may also be depressed or feel hopeless about the situation. They need assurance that the case manager and members attending their CFTM are also interested in a successful resolution.

6. **Discuss a focus for input from the team**
- Where does staff want to focus in bringing this case to the group? This is not to answer the question, “What should I recommend to court,” but rather, “I’m having a hard time involving the client,” or, “I don’t really see a positive outcome,” or, “Working with this client makes me defensive, angry, scared, confused, etc.” The case manager may bring the case to the conference because they feel stuck or unsatisfied with how they are engaging the client. This is the opportunity for professional growth and shared decision making. Recommendations to the court will be discussed in the individual group staffing.
Review the critical thinking information in the participant manual.

Explain:
- Critical thinking is fundamental to clinical supervision.
- As a supervisor you must recognize where there are gaps of information and ask the questions necessary to fill in those gaps.
- At the same time, by modelling, you are teaching your staff how to recognize those gaps and the questions to ask.
- Supervisors should be viewing EVERYTHING through the clinical supervision lens.
- And remember, supervisors are also learning and should use their mentor when necessary.
Clinical Supervision (continued)

Critical Thinking

- Means gathering data from multiple sources, analyzing it, and then synthesizing evidence to support a decision.
- Requires an ability to be open to differing points of view, understanding causation, and realizing how one’s own biases may influence the situation.

A Critical Thinker...

- Uses information skilfully and impartially.
- Organizes thoughts and articulates them concisely and coherently.
- Suspends judgment in the absence of sufficient evidence to support a decision.
- Attempts to anticipate the probable consequences of alternate actions before choosing among them.
- Has a sense of the value and cost of information, knows how to seek information, and does so when it makes sense.
- Applies problem-solving techniques appropriately in domains other than those in which they were learned.
- Listens carefully to other people’s ideas.
- Recognizes that most real-world problems have more than one possible solution and that those solutions may differ in numerous respects and may be difficult to compare in terms of a single figure of merit.
- Looks for unusual approaches to complex problems.
- Can respect differing viewpoints without distortion, exaggeration, or characterization.
- Is aware of the fact that one’s understanding is always limited.
- Recognizes the fallibility of one’s own opinions, the probability of bias in those opinions, and the danger of differentially weighting evidence according to personal preferences.
- Can strip a verbal argument of irrelevancies and phrase it in terms of its essentials.
- Understands the differences among conclusions, assumptions and hypotheses.
- Habitually questions one’s own view and attempts to understand both the assumptions that are critical to those views and implications of the views.

http://www.practicenotes.org/v15n3/critical.htm
Activity Set-Up: In this activity, you will be reviewing a case as if you were preparing for a case staffing.

Instructions:
1. Refer participants to the Simmons Family Scenario located in participant resources and allow time to read.
2. Direct participants into their DISC groups to brainstorm answers to the questions in the participant manual using the Case Staffing Tool located in participant resources.

Facilitate discussion.

Talking Point:
- Supervisors should always utilize the case staffing tool to identify gaps in information, brainstorm possible outcomes, and develop action plans.

Review the clinical supervision measuring case staffing success questions in the participant manual.

Facilitate discussion.

Talking Points:
- The Clinical Supervision Measuring Success Critical Reflection questions are questions that supervisors can use to reflect upon after each staffing to measure their own success in clinical supervision.
- Direct participants to reflect on the activity and if their staffing was successful according to the questions.
- Discuss what participants may have done differently.
Clinical Supervision (continued)

Activity: Utilizing the Case Staffing Tool

1. Identify gaps in information

2. Brainstorm possible outcomes

3. Develop an action plan

Measuring Case Staffing Success

1. Did my work with the FCM deepen the assessment of the family (or the employee)?

2. Did my work with the FCM reveal something new or undiscovered?

3. Did we establish next steps, talk about fears, conflicts, barriers, measurements, etc.?

4. Did we create a plan around how to move forward that the FCM/Family agreed to?

5. Did I model the behavior that I expect from my staff?
Activity Set-Up: In Clinical Supervision, there are always opportunities for staff development even beyond our casework. For the next activity, the goal is to go beyond staffing and consider how to connect the work we do with our staff to clinical supervision.

Instructions:

Part I:
1. Assign each DISC group one of the staff development employee examples located in participant resources.
2. Participants will identify the areas where each staff member may struggle and need guidance based upon their DISC profile. (For example, where is the blind spot, what questions would they not ask, etc.)
3. Encourage participants to take notes in their manual.

Facilitate discussion.

Part II:
1. Group participants into their DISC groups. Groups will continue to work with their provided scenario and discuss how to:
   - Use this as an opportunity for the employee to develop their own solutions to their problems.
   - Support this employee in a self-care plan.

Review the clinical supervision measuring staff development success information in the participant manual.

Facilitate discussion.
Clinical Supervision (continued)

Activity: Staff Development

Driver

Influencer

Supporter

Calculator

Measuring Staff Development Success

- Staff stating they feel supported and have care plans that are being utilized.
- Staff knowing what they need to improve and what steps they need to take to do it.
- Children that are safe and permanency is achieved quickly.
- Workers that model the values because their supervisor does….empathetic, respectful, etc.
- Unit teams that function with humor and caring towards each other, to their supervisor and to their families.
Direct participants to the social work supervisor quote in the participant manual.

**Explain:**

- Our personal, professional and agency values will guide our work as supervisors.
- Alfred Kadushin established this typology (organized grouping/classification) for understanding supervision in social work. We use this as our framework for Supervisor Core.
  
  o **Administrative Supervision (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.
  
  o **Educational Supervision (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.
  
  o **Supportive Supervision (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.

**Trainer Notes:**

- Kadushin described supervision like a three-legged stool with each component being essential. We have taken the liberty of thinking about the components as pieces of a puzzle.
- Each puzzle piece needs the others to make a complete picture. This metaphor also applies to supervision.
A Social Work Supervisor…

“…is an agency administrative-staff member to whom authority is delegated to direct, coordinate, enhance, and evaluate the on-the-job performance of the supervisees for whose work he or she is held accountable. In implementing this responsibility, the supervisor performs administrative, educational, and supportive functions in interaction with the supervisee in the context of a positive relationship. The supervisor’s ultimate objective is to deliver to agency clients the best possible service, both quantitatively and qualitatively, in accordance with agency policies and procedures” (Kadushin & Harkness, 2002).

**Administrative Supervision** is concerned with the efficient and effective delivery of services- *Supervisor as Manager*

**Educational Supervision** is concerned with educating the case manager for a more skilled performance of their tasks- *Supervisor as Coach*

**Supportive Supervision** is concerned with supporting, sustaining, and motivating the case manager in performance of these tasks.- *Supervisor as Team Leader*
Refer participants to the Supervisor Core Clinical Supervision Checklist located in participant resources.

Review the Supervisor Core Clinical Supervision Checklist with participants.

**Explain:**
- As previously mentioned, throughout Supervisor Core training each of the Clinical Supervision Framework competencies will be covered.
- Each competency has specific skills and tasks that align to help provide a well-rounded understanding of how to work to meet that competency within your supervision.
- These have been put together within a checklist for you to track throughout Supervisor Core Training.
- These will be reviewed at the end of each training module.

Direct participants to check off each of the items listed within the Orientation module as they were covered throughout this training.

**Trainer Note:**
- Use this as an opportunity to review the learning that occurred within this module.
Course Review and Evaluation – Trainer Guide

4:00 PM

Review the course competencies in the participant manual.

Course Competencies

Participant Page 36

Slide #49

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.

TOL Activities

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

Remind participants to bring their training manuals with them to the next training session.
  • Emphasize the importance of bringing reports to Module II: Manager because participants will be using them for an in-class activity.

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.

4:30 PM
Course Review and Evaluation

**Course Competencies**

After training participants will be able to:

1. Communicate the DCS mission, vision, and philosophy.
2. Continue the transition from peer to supervisor.
3. Reflect on their own strengths and needs in conjunction with supervisee’s strengths and needs.
4. Understand the significance of culture and diversity and how it impacts supervisors and their staff.
5. Understand the DISC Assessment tool and the implications for how their profile impacts his/her ability to lead others.
6. Identify a variety of leadership styles and how to apply them appropriately depending on the needs and goals of the situation.
7. Define Clinical Supervision and how it aligns to the Indiana Practice Model.

**Computer Assisted Training Competencies**

Reflective Practice Survey CAT Competencies:

1. Identify the goal and purpose of the Reflective Practice Survey.
2. Review the process for completing a Reflective Practice Survey.
3. Practice the scoring element of the Reflective Practice Survey.

**Evaluation**

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

Thank you for attending!