Child Welfare Education and Training Partnership

Supervisor Core
Module II
Supervisor as Manager

Indiana Department of Child Services

Trainer Manual
# ELM Information – Trainer Guide

<table>
<thead>
<tr>
<th>Name of Training</th>
<th>DCS Supervisors Training: Supervisor as Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>Refer to Course Overview on page 13.</td>
</tr>
</tbody>
</table>
| Training Times & Total Hours/Days | 9:00AM – 4:00 PM  
3 Days |
| Training Units |  |
| Community Partners |  |
| Pilot Date & Location | September 27-29, 2016  
February 28-March 2, 2017 |
| Pilot Instructors | Samantha Sellers & LeVelle Harris |
| 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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Revised 2016-2017 by:
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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

### Room Set-up
Reorganize the DISC workgroups and assign seating arrangements for the next three days accordingly. The intention is to provide further opportunities for networking and professional growth for supervisors. The only requirement to the group formation is that all groups contain supervisors from each of the DISC profiles. This will ensure that all viewpoints are represented during activities and discussions.

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

### Supplies
- Name Tents
- Dry Erase Markers
- Tape
- Blank Chart Paper
- Power Strips

### Handouts
- Power Base Inventory Assessment
- TKI Conflict Mode Instrument

### Training Materials
- Bin of 20 objects
- Team Management Manilla Envelopes

### Media
- Power Point
- Video Clips (embedded into the PPT)
  - Sparrow in Borneo
  - Critical Thinking
  - Learning Organization
  - Big Bang Theory: Operant Conditioning
  - Why is Change so Hard
  - The Ladder of Inference
  - Leadership and Conflict within Organizations
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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>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Trainer Page</th>
<th>Participant Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 AM</td>
<td>Getting Started</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>9:15 AM</td>
<td>Course Information</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>9:25 AM</td>
<td>Critical Thinking</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>10:30 AM</td>
<td>BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:45 AM</td>
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<td>24</td>
<td>11</td>
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<tr>
<td>12:00 PM</td>
<td>LUNCH</td>
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<tr>
<td>1:00 PM</td>
<td>Critical Thinking</td>
<td>26</td>
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<td>36</td>
<td>17</td>
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### Day Two

<table>
<thead>
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<tbody>
<tr>
<td>9:00 AM</td>
<td>Data Analyst</td>
<td>38</td>
<td>18</td>
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<tr>
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<td>BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:45 AM</td>
<td>Data Analyst</td>
<td>50</td>
<td>24</td>
</tr>
<tr>
<td>12:00 PM</td>
<td>LUNCH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00 PM</td>
<td>Performance Monitor</td>
<td>56</td>
<td>27</td>
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<td>2:30 PM</td>
<td>BREAK</td>
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</tr>
<tr>
<td>2:45 PM</td>
<td>Performance Monitor</td>
<td>64</td>
<td>30</td>
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<tr>
<td>2:50 PM</td>
<td>Power</td>
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## Table of Contents

<table>
<thead>
<tr>
<th>Day One</th>
<th>Topic</th>
<th>Participant Page</th>
</tr>
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<tbody>
<tr>
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</tr>
<tr>
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<td>5</td>
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<tr>
<td></td>
<td>Critical Thinking</td>
<td>6</td>
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<table>
<thead>
<tr>
<th>Day Two</th>
<th>Topic</th>
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<tr>
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<td>Performance Monitor</td>
<td>27</td>
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<td>Power</td>
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<tr>
<th>Day Three</th>
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<tr>
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<td>Change</td>
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<td></td>
<td>Change Agent</td>
<td>36</td>
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<tr>
<td></td>
<td>Collaboration</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Conflict Management</td>
<td>47</td>
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<td></td>
<td>Team Management</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>Course Review and Evaluation</td>
<td>50</td>
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<tr>
<td></td>
<td>Learning Organization Assessment</td>
<td>PR 1</td>
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<tr>
<td></td>
<td>10th of the Month Caseworker Contact Report</td>
<td>PR 3</td>
</tr>
<tr>
<td></td>
<td>CFTM Status Report</td>
<td>PR 5</td>
</tr>
<tr>
<td></td>
<td>Child Data Summary Report</td>
<td>PR 7</td>
</tr>
<tr>
<td>Time</td>
<td>Topic</td>
<td>Trainer Page</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>9:00 AM</td>
<td>Change</td>
<td>72</td>
</tr>
<tr>
<td>9:40 AM</td>
<td>Change Agent</td>
<td>76</td>
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<tr>
<td>10:30 AM</td>
<td>BREAK</td>
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<tr>
<td>10:45 AM</td>
<td>Change Agent</td>
<td>82</td>
</tr>
<tr>
<td>12:00 PM</td>
<td>LUNCH</td>
<td></td>
</tr>
<tr>
<td>1:00 PM</td>
<td>Collaboration</td>
<td>88</td>
</tr>
<tr>
<td>2:00 PM</td>
<td>BREAK</td>
<td></td>
</tr>
<tr>
<td>2:45 PM</td>
<td>Conflict Management</td>
<td>98</td>
</tr>
<tr>
<td>3:25 PM</td>
<td>Team Management</td>
<td>102</td>
</tr>
<tr>
<td>3:45 PM</td>
<td>Course Review and Evaluation</td>
<td>104</td>
</tr>
<tr>
<td></td>
<td>TOL Activities</td>
<td>TI 1</td>
</tr>
<tr>
<td></td>
<td>Clinical Supervision Checklist</td>
<td>TI 11</td>
</tr>
<tr>
<td></td>
<td>Debriefing the DISC</td>
<td>TI 13</td>
</tr>
<tr>
<td></td>
<td>Is You’re a Learning Organization?</td>
<td>TR 1</td>
</tr>
</tbody>
</table>
This page is intentionally blank and will be removed from the participant manual.
### Getting Started – Trainer Guide

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 AM</td>
<td><strong>Welcome</strong> participants to the training.</td>
</tr>
<tr>
<td></td>
<td><strong>Introduce</strong> yourself and describe your experiences with DCS and child</td>
</tr>
<tr>
<td></td>
<td>welfare. Also share relevant experience regarding the course topic.</td>
</tr>
<tr>
<td></td>
<td>This will establish your authority as a trainer. Be honest and genuine</td>
</tr>
<tr>
<td></td>
<td>about what you know.</td>
</tr>
<tr>
<td></td>
<td><strong>Allow</strong> participants the opportunity to introduce themselves if they</td>
</tr>
<tr>
<td></td>
<td>are new to the cohort.</td>
</tr>
<tr>
<td></td>
<td><strong>Review</strong> information specific to the training site (bathrooms, fire</td>
</tr>
<tr>
<td></td>
<td>exits, etc.</td>
</tr>
<tr>
<td></td>
<td><strong>Review</strong> the parking lot and explain that all questions will be</td>
</tr>
<tr>
<td></td>
<td>answered at the end of class or referred to a SME with an email</td>
</tr>
<tr>
<td></td>
<td>follow-up.</td>
</tr>
<tr>
<td></td>
<td><strong>Review</strong> any necessary ground rules (e.g. the ouch rule) and any</td>
</tr>
<tr>
<td></td>
<td>non-negotiable rules relevant to this training.</td>
</tr>
<tr>
<td>9:15 AM</td>
<td><strong>Special Trainer Note</strong> Supervisor Core participants, while primarily</td>
</tr>
<tr>
<td></td>
<td>being supervisors to assessment and permanency workers, may also be</td>
</tr>
<tr>
<td></td>
<td>Hotline, Foster Care or supervisors from another department within DCS.</td>
</tr>
<tr>
<td></td>
<td>The Supervisor Core training series content contains several activities</td>
</tr>
<tr>
<td></td>
<td>and scenarios that, while trying to be inclusive of all supervisory</td>
</tr>
<tr>
<td></td>
<td>roles and responsibilities, admittedly focuses more on FCMs in the</td>
</tr>
<tr>
<td></td>
<td>field simply because they comprise the majority of staff being</td>
</tr>
<tr>
<td></td>
<td>supervised. As much as possible, the term ‘staff’ is used rather</td>
</tr>
<tr>
<td></td>
<td>than FCM, but often the context is obviously from the field. As</td>
</tr>
<tr>
<td></td>
<td>trainers, be cognizant of this and, when possible, allow participants</td>
</tr>
<tr>
<td></td>
<td>to modify the scenarios to fit their supervisory role.</td>
</tr>
</tbody>
</table>
Getting Started

Welcome & Introductions
Welcome to Supervisor Core: Supervisor as Manager

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
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.
Course Information

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

The Supervisor Core Series will prepare new supervisors to practice continuous clinical supervision in order to:

- develop and implement effective leadership that integrates the Mission, Vision and Values of DCS
- create an environment that supports increased retention, positive morale, and a learning culture, and
- utilize data to advance safety, permanency and well-being for children, youth, and families

Course Competencies

After training, participants will be able to:

1. Promote critical thinking and accountability for strategic decisions that resolve barriers and advance progress to safe and timely legal permanency outcomes.
2. Interpret the significance of data from state reports to practice.
3. Evaluate performance of supervisees, holding them accountable for demonstrating and implementing core permanency competencies within the practice model.
4. Recognize the sources of power, the links to social motives and how they are used.
5. Recognize and challenge traditional practices that impede, delay, or deny permanency.
6. Act as an advocate, change agent, and leader in building and sustaining a culture of permanence.
7. Apply a system for ensuring accountability to stakeholders for agency performance by appropriately using data for decision-making and planning to ensure the proper focus on outcomes.
8. Identify different modes of conflict management and appropriate uses for each.
9. Apply organizational and management approaches and philosophies to self and the agency for maximum effectiveness.
Activity Set-Up: Throughout this training, we will analyze small amounts of data so that you may leave with examples of how to effectively analyze data in your role at DCS. What does it take to do so? Critical Thinking. Critical thinking is the foundation for everything necessary to be a great supervisor.

Instructions:
2. Direct each group to brainstorm potential answers to the question in the participant manual.

Trainer Note:
- The answer is: the amount of gas used to drive to that point on the bridge is equal to or greater than the weight of the sparrow.

Facilitate discussion.

Talking Points:
- Brainstorming and gathering data from multiple sources is an important first step in the critical thinking process.
- The critical thinking process relies on a willingness to explore multiple solutions to problems.
- A thoughtful decision can be made after thorough analysis of the information and ideas.

DISC Talking Points:
- How did your profile influence the way you processed the information?
- How did your profile influence your interaction with the group?
In Borneo, there is a bridge connecting two islands. It is constructed of bamboo, lashed together with hemp, and it has been used for hundreds of years. The bridge is four miles long and it has a weight limit of 20 tons. One day, a truck full of sedated pigs pulls up to the bridge, ready to cross. The officials stop the truck and tell the driver, "We have to weigh you."

Once on the scale, the truck weighs *exactly* 20 tons. The bridge is emptied. The driver is allowed to drive across the bridge. As he drives across, a sparrow begins to follow alongside. Just when he's beyond the halfway point, the sparrow lands on the truck.

*What does the driver do to keep the truck and the sedated pigs from plunging into the abyss?*
9:45 AM  
Types of Problems  
Participant Page 7  
Slide #7

**Explain:**
- We use the critical thinking process to make better informed decisions.
- There are different types of problems that supervisors encounter on a daily basis which may call for different strategies.

**Review** the types of problems in the participant manual.

**Trainer Note:**
- Examples are provided for the trainer in grey in the participant’s manual.

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**Activity:** Types of Problems  
Slide #8

**Instructions:**
1. Assign each group a different type of problem.
2. Handout chart paper and markers to each group.
3. Group participants into their DISC groups to brainstorm as many real examples as they can for their assigned type of problem. Examples should be related to their position.
4. Direct each group to hang their chart paper on the wall.

**Facilitate** discussion.

**Talking Point:**
- Direct the entire class to choose the most common problem example for each type.

**Trainer Notes:**
- Highlight or circle the most common problem for each type.
- Do not discuss the participant’s solution to the problem, just discuss the problem itself. Participants will use these examples later in an activity to brainstorm solutions.
### Critical Thinking (continued)

<table>
<thead>
<tr>
<th>Types of Problems</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Routine-</strong>&lt;br&gt;Problems that are common and the supervisor encounters these regularly.</td>
<td>- Not having a foster home for a child needing placement.&lt;br&gt;- Technology issues.</td>
</tr>
<tr>
<td><strong>Non-routine-</strong>&lt;br&gt;Problems that do not happen often and are considered rare</td>
<td>- A judge requests an emergency hearing based on information submitted to the court.</td>
</tr>
<tr>
<td><strong>Expected-</strong>&lt;br&gt;Problems may not have happened before but could be predicted or anticipated</td>
<td>- Severe weather may impede worker’s ability to arrive to work/leave work or could impact their immediate safety inside or outside the office.</td>
</tr>
<tr>
<td><strong>Unexpected-</strong>&lt;br&gt;Problems that are not anticipated and could catch the supervisor off guard</td>
<td>- You have a meeting with a local stakeholder to submit a proposal for a working agreement. You expect the meeting to go well, however your proposal was turned down.&lt;br&gt;- Your worker is prepared to close a case. The case has gone well up to this point and the parents have been actively involved and compliant. At court, the mother appeared to be under the influence of an illegal substance and the case could not be closed.</td>
</tr>
<tr>
<td><strong>Crisis-</strong>&lt;br&gt;Problems that could lead to dire consequences if not handled quickly and properly</td>
<td>- Any problems pertaining to immediate or severe threats to child safety or workers within the team or office.</td>
</tr>
</tbody>
</table>
Remind participants that they reviewed the concepts of Critical Thinking in Supervisor Core: Orientation.

Direct participants to the Critical Thinking information, originally located in Supervisor Core: Orientation, in the participant manual.


Facilitate discussion.

Talking Point:
- How can you ensure you are asking the right questions?
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 skillfully 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.
**Critical Thinking (continued) – Trainer Guide**

**10:15 AM**

**Critical Thinking Process**

**Participant Page 9**

**Slide #10**

**Explain:**

- Asking Who, What, Where, When, Why, and How simply gathers information, but those six questions can help formulate critical thinking questions.
- For the most part, critical thinking does not come naturally. It takes effort, training and practice.
- Supervisors can facilitate the critical thinking process by asking probing questions that explore the situation and lead to multiple solutions.
- By thinking critically, we employ strategies which:
  - Help us learn from an experience
  - Help prevent it from occurring again
  - Result in a reasonable, effective solution

**Review** the critical thinking process information in the participant manual.

**Direct** participants to review the list of questions and specify which questions that they commonly use and which questions are new to them.

**Facilitate** discussion.
<table>
<thead>
<tr>
<th>Critical Thinking Process</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who...</strong></td>
<td>• benefits from this?</td>
<td>• have you also heard this from?</td>
</tr>
<tr>
<td></td>
<td>• is this harmful to?</td>
<td>• would be the best person to consult?</td>
</tr>
<tr>
<td></td>
<td>• makes decisions about this?</td>
<td>• will be the key people in this?</td>
</tr>
<tr>
<td></td>
<td>• is most directly affected?</td>
<td>• deserves credit for this?</td>
</tr>
<tr>
<td><strong>What...</strong></td>
<td>• are the strengths/weaknesses?</td>
<td>• is the best/worst case scenario?</td>
</tr>
<tr>
<td></td>
<td>• is another perspective?</td>
<td>• is most/least important?</td>
</tr>
<tr>
<td></td>
<td>• is another alternative?</td>
<td>• can we do to make a positive change?</td>
</tr>
<tr>
<td></td>
<td>• would be a counter-argument?</td>
<td>• is getting in the way of our actions?</td>
</tr>
<tr>
<td><strong>Where...</strong></td>
<td>• would we see this in the real world?</td>
<td>• can we get more information?</td>
</tr>
<tr>
<td></td>
<td>• are there similar concepts/situations?</td>
<td>• do we go for help with this?</td>
</tr>
<tr>
<td></td>
<td>• is there the most need for this?</td>
<td>• will this idea take us?</td>
</tr>
<tr>
<td></td>
<td>• in the world would there be a problem?</td>
<td>• are the areas for improvement?</td>
</tr>
<tr>
<td><strong>When...</strong></td>
<td>• is this acceptable/unacceptable?</td>
<td>• will we know we’ve succeeded?</td>
</tr>
<tr>
<td></td>
<td>• would this benefit our society?</td>
<td>• has this played a part in our history?</td>
</tr>
<tr>
<td></td>
<td>• would this cause a problem?</td>
<td>• can we expect this to change?</td>
</tr>
<tr>
<td></td>
<td>• is the best time to take action?</td>
<td>• should we ask for help with this?</td>
</tr>
<tr>
<td><strong>Why...</strong></td>
<td>• is this a problem/challenge?</td>
<td>• should people know about this?</td>
</tr>
<tr>
<td></td>
<td>• is it relevant to me/others?</td>
<td>• has it been this way for so long?</td>
</tr>
<tr>
<td></td>
<td>• is this the best/worst scenario?</td>
<td>• have we allowed this to happen?</td>
</tr>
<tr>
<td></td>
<td>• are people influenced by this?</td>
<td>• is there a need for this today?</td>
</tr>
<tr>
<td><strong>How...</strong></td>
<td>• is this similar to___?</td>
<td>• does this benefit us/others?</td>
</tr>
<tr>
<td></td>
<td>• does this disrupt things?</td>
<td>• does this harm us/others?</td>
</tr>
<tr>
<td></td>
<td>• do we know the truth about this?</td>
<td>• does we see this in the future?</td>
</tr>
<tr>
<td></td>
<td>• will we approach this safely?</td>
<td>• can we change this for our good?</td>
</tr>
</tbody>
</table>
Explain:
- We use the critical thinking process to make better informed decisions.
- There are some strategies that can also be used during a problem situation.

Review the strategies for decision making information in the participant manual.

Trainer Note:
- During the break, identify non-behavioral or non-employee performance problems that were charted in the previous activity. You will need to assign one to each group after the break for the next activity.
### Strategies for Decision Making

<table>
<thead>
<tr>
<th>Type of Problem</th>
<th>Decision-Making Strategies</th>
</tr>
</thead>
</table>
| Routine         | • Be knowledgeable about policies and protocols.  
                  • Keep staff informed on policies that affect them and present information in a variety of ways.  
                  • Document everything. |
| Non-routine     | • Check to see if there is a policy that applies to the situation.  
                  • Gain all the necessary information about the situation.  
                  • Use brainstorming to generate alternatives.  
                  • Get staff to engage in the problem-solving process so the problem does not become yours alone to solve. |
| Expected        | • In the planning process, list all the potential things that can go wrong and develop contingency plans.  
                  • Find others who have had similar situations or changes and get their input.  
                  • Rehearse with staff about possible scenarios. |
| Unexpected      | • Slow down all decision-making.  
                  • Get more information.  
                  • Distinguish between problems and symptoms. A symptom may be what you immediately see or is reported to you but is not the underlying cause or problem.  
                  • Keep the problem in perspective and avoid defining too broadly or narrowly.  
                  • Schedule time to think it over and make the final decision at a later time/day, if possible. |
| Crisis          | • Stay calm and do not overreact.  
                  • Be clear about the time you have.  
                  • Get all the information available.  
                  • Recognize that you may have to make a decision without all the necessary information.  
                  • Seek consultation. |

Activity Set-up: In your role as supervisor, you will have to work through many different types of problems. For this next activity, each group will apply critical thinking skills to each type of problem.

Instructions:
1. Group participants into their DISC groups.
2. Direct each group to assign one person one of the five types of problems.
3. Each group will have five different brainstorming sessions, one for each type of problem. Each member should lead the discussion in order to complete the questions in the participant manual for their assigned type of problem using the problem examples from the Types of Problems charting activity.

Facilitate discussion.

Talking Points:
- Did you focus on a specific type of critical thinking question (i.e. the what, who, how, or why questions)?
- In Orientation, we reviewed 8 leadership styles that aligned to our DISC profiles.
  - Driver asks ‘What?’
  - Influencer asks ‘Who?’
  - Supporter asks ‘How?’
  - Calculator asks ‘Why?’
- We typically default to our DISC profile in times of stress which could limit our critical thinking process.
- When supervisors know their default profile/questions, they can recognize blind spots and areas for improvement.
- We need to be asking all of the questions to gather as much information as possible
- Utilizing all of the questions from the critical thinking process will provide a big picture view that is more clear and expansive. This will allow the exploration of additional solutions that will lead to better outcomes for children and families.

Trainer Note:
- Refer participants to “Debriefing the DISC” in the participant resource section from Orientation for additional information.
- A copy is also located in this trainer information section.
Activity: Applying Critical Thinking to Problem-Solving

1. Describe the problem you have been assigned. (non-behavioral)

2. Identify the problem type:

3. As a group, work through each problem and analyze it using the critical thinking process while using strategies for decision-making.
   a. Critical Thinking process:
      1. Who....?
      2. What....?
      3. Where....?
      4. When....?
      5. Why....?
      6. How....?

   b. List strategies that could be utilized to resolve the problem.

   c. Identify one strategy you could use immediately and explain why.
Explain:

- The critical thinking process requires a willingness to search deeper for answers and to challenge our own assumptions.
- These qualities can be achieved by creating an atmosphere within your team that is conducive to learning.


Refer to the image of the Learning Organization in the participant manual and explain that it is composed of three essential blocks:

1. Supportive learning environment
2. Concrete learning processes and practices
3. Leadership that reinforces learning

Review supportive learning environment information in the participant manual.

Trainer Notes:

- The journal article, Is Yours a Learning Organization, pertaining to this concept of the learning organization is located in trainer resources.
- The information in this building block will be covered in greater detail in Module III- Supervisor as Coach and Module IV- Supervisor as Team Leader but it is important for supervisors to begin thinking about this concept and ways they can incorporate this now.
- Refer back to Case Staffing in Orientation. Supervisors can use case staffing as a tool for learning and reflection in one-on-one or group meetings.
Critical Thinking (continued)

- Psychological Safety
  - To learn, employees cannot fear being belittled or marginalized when they disagree with peers or authority figures, ask naïve questions, own up to mistakes, or present a minority viewpoint.
  - Instead, they must be comfortable expressing their thoughts about the work at hand.

- Appreciation of Differences
  - Learning occurs when people become aware of opposing ideas.
  - Recognizing the value of competing functional outlooks and alternative worldviews increases energy and motivation, sparks fresh thinking, and prevents lethargy and drift.

- Openness to new ideas
  - Learning is not simply about correcting mistakes and solving problems.
  - Learning is also about crafting novel approaches. Employees should be encouraged to take risks and explore the untested and unknown.

- Time for reflection
  - Supportive learning environments allow time for a pause in the action and encourage thoughtful review of the organization’s processes.
## Critical Thinking (continued) – Trainer Guide

### 1:30 PM

**Learning Processes and Practices**

**Participant Page 13**

**Review** the learning processes and practices information in the participant manual.

**Explain:**

- There are many activities supervisors can practice within their team.
  - Utilize data reports and analyze the data within.
  - Use the critical thinking process to understand how to fully utilize those reports.
  - Develop plans to focus on improvement and strengths.
- Supervisors should fully support staff development and trainings for their workers which includes; New Worker trainings, Experienced Worker trainings, In-Service trainings, and any approved external trainings.
  - Recognize something can be gained from each of those trainings when there are formal processes like this in place.
- Supervisors should ensure they fully utilize available training to ensure their staff’s development.
  - Track all education and trainings you and those you supervise attend.
  - Develop protocols that hold the supervisor and supervisee accountable for what they learn.
- When supervisors adopt this learning concept to their team, it helps to ensure the safety, stability, permanency, and well-being of the children and families in Indiana.

### 1:50 PM

**Leadership that Reinforces Learning**

**Review** the leadership that reinforces learning information in the participant manual.

**Explain:**

- Supervisors must model the desired behavior including experimentation, active listening, critical thinking, the DCS core values, etc.
- This will allow freedom for staff to develop and test new ideas.

### Slide #14

**Critical Reflection**

Refer to the following reflection question located on the Power Point slide:

- Remember a time in your own development when you made a mistake and a supervisor reacted in a way that belittled you or added to your embarrassment. Reflect upon how they could have responded in a strengths based way that would have been more productive for your learning and development.
Critical Thinking (continued)

Learning Processes and Practices

- Involves the generation, collection, interpretation, and dissemination of information.
  - Completion and utilization of DISC Profiles
  - Generating data reports and discussing results
    - MaGIK data reports
    - Practice Indicators
    - Policy and procedures
- Includes experimentation to develop and test new ideas;
- Intelligence gathering to keep track of trends;
- Disciplined analysis and interpretation to identify and solve problems;
  - Identify areas of need, develop and implement a plan for improvement.
- Education and training to develop both new and established employees.
- Knowledge must be shared in a systematic and clearly defined way and take place among individuals, groups, or the whole organization.
  - Case, group, and one-on-one staffing
  - Debrief, as a team, after trainings and conferences to discuss what was learned and how the information can be applied to the job.
- After project or case completion, the process might include post-audits, debriefing or brainstorming to determine what went well and where improvements could be made in the future (QSR).
  - As a team, evaluate difficult assessments or cases and brainstorm ideas to accomplish the main goal.
  - Four questions to ask;
    - What did we set out to do?
    - What actually happened?
    - Why did it happen?
    - What do we do next time?

Leadership that Reinforces Learning

- When leaders actively question and listen to employees – and thereby prompt dialogue and debate – people in the agency feel encouraged to learn.
- When leaders demonstrate a willingness to entertain alternative points of view, employees feel emboldened to offer new ideas.

Activity Set-Up: We will now develop a plan to ensure that each of the supervisor’s teams function as a learning organization. There are 6 steps to help supervisors develop a plan.

Instructions (Step 1):

1. Direct participants to their manual for instructions.
2. Answers must be brief and in the present tense, as if they are in that team or unit now. For example,
   - “People eagerly come to work.” Not “People will come to work more eagerly.”
   - Express the examples, images, possibilities, and details that cross their minds.
   - Be specific; functionalize
Activity: Defining Your Learning Organization

Step 1: Imagine your ideal team or unit.

Answer the following questions:

a. How do members behave and interact inside the team/unit?

b. How do members behave and interact with the outside world?

c. What policies and procedures for this ideal team/unit help it thrive and succeed?
Activity: Defining Your Learning Organization (continued)

Instructions (Step 2):
1. Direct participants to their manual for instructions.
2. They must have ranked at least their top five (5) statements.
3. Provide opportunities to amend or add to this list.

Trainer Note:
• This step allows supervisors to see ideas from people outside of DCS which may help them generate additional ideas.
Step 2: Review this list and rank the items, from most important to least, in order to choose the top five (5) additional characteristics that fit your ideal image. (circle your choices)

a. People feel they're doing something that matters – to them personally and to the larger world.

b. Every individual in the organization is somehow stretching, growing, or enhancing their capacity to create.

c. People are more intelligent together than they are apart. If you want something really creative done, you ask a team to do it – instead of sending one person off to do it on their own.

d. The organization continually becomes more aware of its underlying knowledge base – particularly the store of tacit, unarticulated knowledge in the hearts and minds of employees.

e. Visions of the direction of the organization emerge from all levels. The responsibility of top management is to manage the process whereby new emerging visions become shared visions.

f. Employees are invited to learn what is going on at every level of the organization, so they can understand how their actions influence others.

g. People feel free to inquire about each other’s (and their own) assumptions and biases. There are few (if any) sacred cows or undiscussable subjects.

h. People treat each other as colleagues. There’s a mutual respect and trust in the way they talk to each other, and work together, no matter what their positions may be.

i. People feel free to try experiments, take risks, and openly assess the results. No one is punished or ridiculed when making a mistake.
Activity: Defining Your Learning Organization (continued)

Instructions (Step 3):
1. Direct participants to their manual for instructions.

Trainer Note:
- The goals should be safety, stability, well-being, and permanency.

Facilitate discussion.

Talking Points:
- How does this impact supervision?
- How does this impact practice?

Instructions (Step 4):
1. Direct participants to their manual for instructions.
Critical Thinking (continued)

Activity: Defining Your Learning Organization (continued)

**Step 3:** From both sets of characteristics (Steps 1 & 2) narrow your list to just five (5) characteristics which are the most compelling to you and the team/unit.

1. 

2. 

3. 

4. 

5. 

**Step 4:** One by one, consider each of your choices and define the potential outcomes that could be accomplished by the team that embodied those characteristics.

1. 

2. 

3. 

4. 

5.
Instructions (Step 5):
1. Direct participants to their manual for instructions.
2. Explain it may feel daunting to overcome these barriers and obstacles but that should not hinder writing out ideas. It is important to articulate each point. Connect this back to a safe learning environment.

Instructions (Step 6):
1. Direct participants to their manual for instructions.

Facilitate discussion.

Talking Points:
- Share best practices and strategies
- Challenge participants to define when they feel like they have been successful.

Trainer Notes:
- This activity models the critical thinking process by asking questions about where the team is now, which identifies the problems or roadblocks to becoming the learning organization that you envision.
- Supervisors must think back to the critical thinking section in this training to focus on how they can truly become or maintain a learning organization.

Instructions:
1. Refer supervisors to the Learning Organization Assessment information in participant resources.
2. Each participant will take the assessment found at www.Los.hbs.edu. If a participant does not have a computer, ask participants to pair up.
3. Participants will write their scores on the Learning Organization Assessment in participant resources.

Facilitate discussion.
Critical Thinking (continued)

Activity: Defining Your Learning Organization (continued)

Step 5: As a supervisor…

What would you have to do to achieve each of these components of your vision?

What barriers and obstacles would have to be overcome?

Step 6: Considering the five components and obstacles, name one or more indicators of each that would demonstrate progress has been made.

1. 
2. 
3. 
4. 
5. 

Activity Set-Up: As a manager, it is the supervisor’s responsibility to understand what the numbers mean to the team members, the organization and families. MaGIK reports are the primary source of data for DCS so having a thorough working knowledge of the data they provide is critically important for ensuring safety, permanency and well-being.

Instructions:
1. Direct participants to the Overdue Contact problem in their manual.
2. Identify two issues that may have caused the problem. Then break down those two ideas further, two for each, as far as they can go.
3. After each participant has completed the problem tree, discuss amongst their DISC groups comparing and contrasting results.

Facilitate discussion.

Talking Point:
- Explore the commonalities and differences in the answers.

DISC Talking Points:
- How did your profile influence the way you processed the information?
- How did your profile influence your interaction with the group?

Activity adapted from: Rob Wormley, Head of Content Marketing at When I Work, http://wheniwork.com/blog/team-building-games/

Explain:
- Supervisors should never assume the first answer we come to is the correct answer.
- Critical thinking is a process that requires us to explore all possible answers and outcomes.
- Supervisors must always be willing to actively explore all possible options when addressing a problem. It is similar to exploring the underlying needs with our families.
Data Analyst

Overdue Contact

Diagram of Overdue Contact
Remind supervisors that during Onboarding they learned how to access data reports in MaGIK.

Review the MaGIK information in the participant manual.

Trainer Note:
- Use the PPT image to help explain the difference between quantitative and qualitative.

Explain:
- To fully utilize each of the reports, we need to have a basic understanding of the information in each one.
- The types of data are collected to ensure DCS remains an outcomes-focused practice and the emphasis is placed on the use of information and how that information informs decisions.
- Child welfare professionals across the country are finding it increasingly important to be able to clearly demonstrate the results of their work with children and families due to policy and legislation, as well as ensuring safety of children and families.
- Outcomes-focused practice looks at the end results or change, not just on what process leads to results or change that occurs among children and their families.
- In the past, the child welfare field has focused more on process—for instance: what services were provided, how often services were provided, and how much services cost.
Data Analyst (continued)

MaGIK

Four Categories:

1. Case Management
   • All reports related to case management.
   • For example, CFTM Status for CHINS and IA, Child Data Summary, CANS Report, IA Over 5 Months, Case and Assessment Counts by Caseworker Daily.

2. Executive Summary (PI Reports)
   • All reports related to the practice indicators.
   • For example, PI CHINS Placements, PI Length of Stay Out of Home Placements, PI Safely Home Family First.

3. Assessment
   • All reports related assessment
   • For example, Assessments 20 to 30 Days, Assessments over 30 Days, Safety Assessments for Active Assessments.

4. Licensing
   • All reports related to foster care licensing.
   • For example, DCS & LCPA Resources, Foster Family Annual Reviews and Re-licensure Due, Foster Home License In-Service Training.

Definitions:

Data: The raw facts and numbers generated by an analysis either through a computer or through a manual review.

There are two different types of data:

1. Quantitative: Objective form of data that summarizes the frequency with which an employee performs a task or merely completes it.
2. Qualitative: Subjective form of data based on observations and opinions.

Information: Data that has been combined in some way to make it useful.
9:30 AM  Review the MaGIK reports in the participant manual.

MaGIK Reports

Participant Page 20

Slide #20

9:40 AM
Contacts
- **Quantitative** report that provides information about the last date of contact between each child and the Family Case Manager. Visits are required monthly and are connected to safety and federal funding.
- **Qualitative** measurements are made by knowing that contacts are occurring timely but also about the discussions that occur during these contacts. Supervisors should ask how safety, permanency, stability and well-being are assessed during each contact with a child/family.

Child and Family Team Meetings
- **Quantitative** report that provides date for the last CFTM conducted with a family. Provides compliance data that assists a supervisor in framing conversations with their staff member about expectations for holding CFTMs with families at least once every six months, but specifically at critical junctures.
- **Qualitative** measurements are made by asking how the practice model and CFTM are used to improve outcomes for family and children. Supervisors should ask how plans are developed around QSR concepts such as role/voice of parents and children; explore any challenges to the teaming process. These questions (and their answers) can help supervisors create a blueprint for each team member’s professional development.

Child Data Summary
- **Quantitative** report that includes information such as disposition date, case plan dates, resource type, Medicaid number, and other information specific to each child. This report can assist a supervisor in getting a snapshot of what has been entered into MaGIK, but also provides compliance data that can help a supervisor frame conversations with their staff member about development, timeliness, and expectations for documentation.
- **Qualitative** measurements are made by identifying gaps in information. Supervisors should ask about the challenges of entering information in MaGIK and the support needed to ensure that it happens. Supervisors should also explore with staff and underscore the importance of maintaining current and accurate data.
Review the process for analyzing data reports in the participant manual.

Explain:
- There is a five step process for using data reports.
- Steps 1-3 (dark grey) align to the role of Data Analyst.
- Steps 4 & 5 (light grey) align to the role of Performance Monitor (which will be covered later)
Data Analyst (continued)

The Process for Analyzing Data Reports

1. Identify the Data Points
2. Interpret the Data
3. Mine the Data
4. Create a Plan
5. Check & Monitor the Plan
**Data Analyst (continued) – Trainer Guide**

**9:45 AM**

**Step #1 Identify the Data Points**

**Participant Page 22**

**Slide #22**

- **Explain:** The Contacts report generated from MaGIK will be used to complete step one.

- **Direct** participants to the Power Point to identify the data points on the 10th of the Month Caseworker Contact Report for July 2016.

**10:05 AM**

**Step #2 Interpret the Data**

**Slide #23**

- **Explain:** Beginning to interpret the data identified in the Contacts report is done by answering the questions in the participant manual.

- **Direct** participants to individually answer the questions in the participant manual.

- **Facilitate** discussion.

**Talking Points:**

- What does each point tell you? Explore the quantitative information that can be gathered from the raw data points.
- This will usually answer the questions *what* or *who*.
- What doesn’t it tell you? It is important for supervisors to avoid making assumptions based on raw data.
- Raw data points rarely provide the answer to *how* or *why* something has or has not happened.

**DISC Talking Points:**

- Drivers (what?) and Influencers (who?) may see the quantitative data more clearly and easily.
- Supporters (how?) and Calculators (why?) may see the qualitative data more clearly and easily.
Data Analyst (continued)

Step #1
Identify the Data Points

<table>
<thead>
<tr>
<th>Data Point 1:</th>
<th>Name of worker/case/person ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Point 2:</td>
<td>Case type/Case begin date</td>
</tr>
<tr>
<td>Data Point 3:</td>
<td>Date of birth</td>
</tr>
<tr>
<td>Data Point 4:</td>
<td>Last contact date</td>
</tr>
</tbody>
</table>

Step #2
Interpret the Data

<table>
<thead>
<tr>
<th>Data Point 1:</th>
<th>What does it tell you?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Quantitative Data: what is completed or not completed</td>
</tr>
<tr>
<td></td>
<td>What doesn’t it tell you?</td>
</tr>
<tr>
<td></td>
<td>Does not show the qualitative data or why all contacts aren’t completed</td>
</tr>
<tr>
<td>Data Point 2:</td>
<td>What does it tell you?</td>
</tr>
<tr>
<td></td>
<td>What doesn’t it tell you?</td>
</tr>
<tr>
<td>Data Point 3:</td>
<td>What does it tell you?</td>
</tr>
<tr>
<td></td>
<td>What doesn’t it tell you?</td>
</tr>
<tr>
<td>Data Point 4:</td>
<td>What does it tell you?</td>
</tr>
<tr>
<td></td>
<td>What doesn’t it tell you?</td>
</tr>
</tbody>
</table>
Step #3
Mine the Data

Review the mine the data definition in the participant manual.

Explain:
- MaGIK is a data mining software that collects, processes and organizes data entered into the system that becomes available to supervisors in report form for further analysis.
- Data reports help supervisors:
  - target changes or outcomes they want
  - establish benchmarks or indicators for progress
  - measure success
- The alternative is to focus only on interventions without being able to say what changes occur following interventions (the analogy is providing services for families without fully understanding their underlying needs).
- Identifying the underlying need can be difficult to establish based on data points. It is important not to make assumptions, but to critically think about the data.


Explain:
- Correlation does not imply causation.
- A correlation between two variables (or data points) does not imply that one causes the other.
- Many statistical tests calculate correlation between variables, not causation.
- This is why it is important to explore the underlying cause through ‘data mining’.

Direct participants to answer the questions in their manual based on the Contacts report.

Trainer Note:
- A copy of 10th of the Month Caseworker Contact Report for July 2016 is in participant resources.

Facilitate discussion.
Mine the data:

Generally, data mining (sometimes called data or knowledge discovery) is the process of analyzing data from different perspectives and summarizing it into useful information - information that can be used to increase revenue, cuts costs, or both. Data mining software is one of a number of analytical tools for analyzing data. It allows users to analyze data from many different dimensions or angles, categorize it, and summarize the relationships identified. Technically, data mining is the process of finding correlations or patterns among dozens of fields in large relational databases.

http://www.anderson.ucla.edu/faculty/jason.frand/teacher/technologies/palace/datamining.htm

Questions:

Why is this information important?

Do you notice any trends? If so, what? If not, why not?

Do you notice any patterns? If so, what? If not, why not?

How does this information demonstrate adherence to DCS policy/agency goals/mission, vision, values?

Does the information demonstrate lack of adherence to the above question?

How do you measure the quality of the contact?

How are safety, stability, permanency, and well-being assessed during each contact?

What questions are being asked during the contact?

What questions are being asked and how?
Activity Set-Up: Use the Child & Family Team Meetings Report and the Child Data Summary report from MaGIK to apply Steps 1-3 of the process for analyzing data.

Instructions:
1. Direct each DISC table group to the participant resources section to view the Child and Family Team Meeting (CFTM) report.
2. Direct participants to apply steps 1-3 to the CFTM report.
3. Encourage participants to look up policy as needed to help them answer the questions.

Facilitate discussion.

Talking Point:
- This is similar to the critical thinking process covered in day one and can be applied to all data reports to dig deeper to gain a better understanding of the information provided and what to do with it.
Data Analyst (continued)

Activity: Using Steps 1-3 of the Process ~ CFTM Report

Child and Family Team Meetings Report

Step #1: Identify data points

Step #2: Interpret the data
  • What does it tell you?
  • What doesn’t it tell you?

Step #3: Mine the data
**Activity:**
Using Steps 1-3 of the Process ~ Child Data Summary

**Participant Page 25**

**11:05 AM**

**Instructions:**
1. Direct each DISC table group to the participant resources section to view the Child Data Summary report.
2. Direct participants to apply steps 1-3 to the Child Data Summary report.
3. Encourage participants to look up policy as needed to help them answer the questions.

**Facilitate** discussion.

**Talking Point:**
- This is similar to the critical thinking process covered in day one and can be applied to all data reports to dig deeper to gain a better understanding of the information provided and what to do with it.

**Trainer Note:**
- If time allows, direct participants to apply the process to data reports they brought with them from the TOL activity checklist

**11:20 AM**
Data Analyst (continued)

Activity: Using Steps 1-3 of the Process ~ Child Data Summary

Child Data Summary

Step #1: Identify data points

Step #2: Interpret the data
  • What does it tell you?
  • What doesn’t it tell you?

Step #3: Mine the data
Activity: Using Steps 1-3 of the Process ~ Reports from the Field

Participant Page 26

Instructions:
1. Direct participants to now apply steps 1-3 to the reports they brought to training (refer to the TOL activity checklist)
2. Encourage them to share information within their groups.

Facilitate discussion.

12:00 PM
LUNCH
1:00 PM
Data Analyst (continued)

Activity:
Using Steps 1-3 of the Process ~ Reports from the Field

Report #1 ____________________________________________

Step #1: Identify data points

Step #2: Interpret the data
• What does it tell you?
• What doesn’t it tell you?

Step #3: Mine the data

Report #2 ____________________________________________

Step #1: Identify data points

Step #2: Interpret the data
• What does it tell you?
• What doesn’t it tell you?

Step #3: Mine the data
Steps 1-3 of the Data Analyst Process allows supervisors to identify unsatisfactory performance in staff. But low numbers doesn’t necessarily mean that staff are not capable of performing the required duties of the job. A deeper analysis is needed to understand the root causes (underlying needs) of the performance issue so that it can be addressed appropriately.

**Framework for Analyzing Performance Problems**

Review the framework for analyzing performance problems in the participant manual.

Facilitate discussion.

**Talking Points:**

*Does the employee know performance is unsatisfactory? (*Mod III)*

- Supervisors should ask, “Does the worker know that their performance is not what it should be? Does the worker know their own level of performance, but thinks everyone else’s is equally as bad? Does the worker know they are doing things they should not be doing, but did not know it was a problem?”

- The goal in addressing a performance problem is to get a worker to stop doing what they should not be doing or start doing what they should be doing.

- The behavior must be identified in very specific and positive terms. Our description of the behavior needs to indicate what the supervisee should be doing rather than what they need to stop doing.

**Trainer Note:**

- (*Mod III) is an indication the topic will be discussed further in Module III, Supervisor as a Coach.
Framework for Analyzing Performance Problems

Identify Unsatisfactory Performance:

Is it worth your effort?  
| Yes | No | Don’t waste your time on it |

Does the employee know performance is unsatisfactory?  
| Yes | No | Let the employee know and provide feedback |

Does the employee know what is supposed to be done and when?  
| Yes | No | Let the employee know – Working Agreement |

Are there obstacles beyond the employee’s control?  
| Yes | No | Remove the obstacles |

Does the employee know how to do it?  
| Yes | No | Train employee and/or provide opportunities to practice |

Does a negative consequence follow unsatisfactory performance?  
| Yes | No | Change consequences |

Does a positive consequence follow unsatisfactory performance?  
| Yes | No | Change consequences |

Could the employee do it if they wanted to?  
| Yes | No | Transfer or terminate the employee |

Redirect Behavior

03/27/2017
Trainer Manual - Supervisor Core Manager
57
Talking Points (continued):

Does the employee know performance is unsatisfactory? (*Mod III) (continued)
- One of the major reasons for unsatisfactory performance by workers is a lack of feedback about the work they are doing.
- If workers believe they are doing what they are supposed to be doing, why should it occur to them to do anything differently?
- Not knowing what should occur is a major reason for non-performance, so the first logical step to improve performance would be to determine if it is a feedback problem.

Does the employee know what is supposed to be done and when? (*Mod III)
- Evidence suggests that one of the most prevalent responses supervisors gave to the question, “Why don’t subordinates do what they are supposed to do?” is, “They don’t know what is supposed to be done.”
- We are examining whether workers know when something should be started, when something should be completed, and how it should look when it’s done.
- In these situations, the worker knows how to do something, so there is no skill deficiency. The problem is we have not communicated when something needs to be done and provided a model of what it should look like when it is completed.
- When you discover that the reason for non-performance is that the worker did not know what they were supposed to do, then you need to let them know what is supposed to be done, how, and when. (Working Agreement)

Are there obstacles beyond their control?
- The next step in determining what is influencing non-performance is to determine whether there are obstacles beyond the worker’s control that are inhibiting performance.
- You may be able to determine this without talking with the worker. However, your most direct source of information is the worker. When talking with the worker, you need to gather as much information as possible to determine if the obstacles are real or imagined. If they are real, you need to do what you can to remove them or circumvent their influence.
Framework for Analyzing Performance Problems

Identify Unsatisfactory Performance:

Is it worth your effort?  
- Yes  
  Does the employee know performance is unsatisfactory?  
    - No  
      Let the employee know and provide feedback  
    - Yes  
      Does the employee know what is supposed to be done and when?  
        - No  
          Let the employee know – Working Agreement  
        - Yes  
          Are there obstacles beyond the employee’s control?  
            - Yes  
              Remove the obstacles  
            - No  
              Does the employee know how to do it?  
                - No  
                  Train employee and/or provide opportunities to practice  
                - Yes  
                  Does a negative consequence follow unsatisfactory performance?  
                    - Yes  
                      Change consequences  
                    - No  
                      Does a positive consequence follow unsatisfactory performance?  
                        - Yes  
                          Change consequences  
                        - No  
                          Could the employee do it if they wanted to?  
                            - No  
                              Transfer or terminate the employee  
                            - Yes  
                              Redirect Behavior
Talking Points (continued):

Does the employee know how to do it?
- The second most common reason for non-performance is workers do not know how to do what is expected of them.
- One of the common problems in our field is that we assume that after workers go through basic/pre-service and in-service training, they have developed the knowledge and skills they need to do the job.
- Within the learning organization a supervisor also fulfills the role of teacher, mentor and role model.

Does a negative consequence follow non-performance?
- A negative consequence decreases the likelihood of a particular behavior. This will be discussed in greater detail in the next section.
- Behavior management theory is based on the premise that all behavior is a function of its consequences.
- Behavior modification theory states a behavior followed by a negative consequence will decrease in frequency.

Does positive consequence follow non-performance?
- Behavior modification theory demonstrates a behavior followed by a positive consequence will tend to repeat itself
- We need to determine if the performance problem is occurring because non-performance is being rewarded. It is evident that one of the reasons workers do not do what they are supposed to do is because they receive more reward for not doing it.

Could the employee do it if they wanted to? (*Mod III)
- An indicator is the question: if you told the worker that their life depended on it, could the worker do the task?
- The supervisor must also ask: is the worker unable or unwilling to do the task (inability vs unwillingness)?
Framework for Analyzing Performance Problems

Identify Unsatisfactory Performance:

- Is it worth your effort?
  - No → Don’t waste your time on it
  - Yes → Does the employee know performance is unsatisfactory?

- Does the employee know performance is unsatisfactory?
  - No → Let the employee know and provide feedback
  - Yes → Does the employee know what is supposed to be done and when?

- Does the employee know what is supposed to be done and when?
  - No → Let the employee know – Working Agreement
  - Yes → Are there obstacles beyond the employee’s control?

- Are there obstacles beyond the employee’s control?
  - Yes → Remove the obstacles
  - No → Does the employee know how to do it?

- Does the employee know how to do it?
  - No → Train employee and/or provide opportunities to practice
  - Yes → Does a negative consequence follow unsatisfactory performance?

- Does a negative consequence follow unsatisfactory performance?
  - Yes → Change consequences
  - No → Does a positive consequence follow unsatisfactory performance?

- Does a positive consequence follow unsatisfactory performance?
  - Yes → Change consequences
  - No → Could the employee do it if they wanted to?

- Could the employee do it if they wanted to?
  - No → Transfer or terminate the employee
  - Yes → Redirect Behavior
Activity Set-Up: Having a clear understanding of how to utilize steps 1-3 of the Process for Analyzing Data Reports and the Framework for Analyzing Performance Problems prepares the supervisor now to apply steps 4-5 of the process.

Instructions:
1. Direct participants to now apply steps 4-5 to the reports they brought to training. (this is a continuation of the previous activity)

Facilitate discussion.

Talking Points:
- Monitoring and evaluating performance is an ongoing process.
- Supervisors should be sure to encourage and reinforce positive behaviors just as much as they are addressing unwanted or low performance behaviors.
- Be creative in your approaches to behavior modification strategies.
- Always exercise the core values of empathy and respect, especially if you choose punishment.
- Model the behaviors you expect from your staff.

Direct participants to the reflection question in the participant manual.

Trainer Note:
- This aligns directly to competency #3.
Performance Monitor (continued)

Activity: Using Steps 4-5 of the Process: Reports from the Field

Report #1
Step #4: Create a plan of action.

Step #5: How will you monitor your plan?

Report #2
Step #4: Create a plan of action.

Step #5: How will you monitor your plan?

Critical Reflection
How does this process help you hold your staff accountable for demonstrating and implementing the practice model skills?
Explain:

- Supervisors should always document performance issues and what they (the supervisor) do in response to them.
- Maintaining accurate and complete records is good practice that will protect them, their staff, DCS and families.

Review the document performance information in the participant manual.

Facilitate discussion.

Talking Points:

- Allow participants to share best practices.
- Refer back to the critical thinking process and the five key questions to ask: who, what, when, where, how.
- This process should be used when recording specific incidents.
- Performance notes should be documented as soon as possible while still fresh in memory.
- Supervisors must keep performance notes separate from family case files.
- Performance notes must be separated from the Fact File but they can both be stored electronically.
- When documenting employee performance, additional information should be added and evaluated; MaGIK records, paper or electronic calendars, paper logs, electronic spreadsheets, notebooks, file folder, or card files, emails, voicemails, telephone logs, and case staffing notes.
### Performance Monitor (continued)

#### Documentation should include:

- Names
- Facts
- Dates
- Times
- Locations
- Relevant rules or performance expectations
- Discussions
- Actions taken
- Any supporting records or documentation

#### Notes
A supervisor’s authority to monitor and evaluate performance comes with an inherent understanding that they have the power to implement change among their staff. It becomes important then for supervisors to understand how they both view their role and exert power. The previous framework ended at the point of needing to redirect staff behavior. At other times though, when staff are doing what is expected, their behavior needs to be encouraged.

**Operant Conditioning**

**Slide #32**

**Review** the operant conditioning definition and chart in the participant manual.

**Explain:**
- The term consequence is a neutral term referring to any action that follows a behavior to modify it.
- Reinforcement is an event (consequence) following a behavior which increases that behavior.
- Punishment is an event (consequence) following a behavior which decreases that behavior.
- Positive/Negative do not mean that the behavior was good or bad. The terms refer to the adding or taking away of something as consequence.

**Real Life Examples**

**Slide #33**

**Review** the real life examples in the participant manual.

**Explain:**
- Begin by determining whether you want to increase or decrease the behavior.
- Then determine whether you should add something or remove something to achieve the desired result.
- Research supports that using positive reinforcement is the most successful and beneficial method for increasing desired behavior or performance.
- While negative reinforcement is effective, it does not encourage employees to strive beyond the minimum expectations required to end the negative situation.
- At times, it may be necessary to use punishment (disciplinary action) if the behavior or performance violates policy or endangers the life of a child or family.
Operant Conditioning

A type of learning where behavior is modified (increased or decreased) by consequences (reinforcement or punishment).

<table>
<thead>
<tr>
<th>Increases behavior</th>
<th>Something is ADDED</th>
<th>Something is REMOVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Reinforcement (+R)</td>
<td>Negative Reinforcement (-R)</td>
<td></td>
</tr>
<tr>
<td>Positive Punishment (+P)</td>
<td>Negative Punishment (-P)</td>
<td></td>
</tr>
</tbody>
</table>

Real Life Examples

Positive Reinforcement:

- A child sits quietly at their desk. The teacher provides verbal praise, recognition, a treat, a gift, etc. to increase the likelihood that the child will repeat the desired behavior.
- An employee meets their goals for the month. The supervisor provides verbal praise, recognition or a tangible reward during a staff meeting to increase the likelihood that the employee will repeat the desired behavior.

Negative Reinforcement:

- After starting the vehicle you hear a loud beeping noise indicating that you need to put on your seat-belt. Once you buckle the seat-belt the noise stops. The annoying sound has been removed thus increasing the likelihood of you repeating the desired behavior.
- Each day upon arriving to the office the employee is met by their boss who proceeds to pester and question them about their reports. In response, the employee works hard and completes all reports which stops or removes the pestering from their boss thus increasing the desired behavior.

Positive Punishment:

- A child misbehaves and is spanked to decrease the likelihood of the undesired behavior.
- An employee arrived late to work and received a written reprimand thus decreasing the likelihood of the undesired behavior.

Negative Punishment:

- A teen misbehaves and the parent removes TV and phone privileges to decrease the likelihood of repeating the undesired behavior.
- An employee made a careless mistake at work and is suspended without pay to decrease the likelihood of repeating the undesired behavior.
Instructions:

Part I:
**Video Set-Up:** Explain that the video will demonstrate the use of operant conditioning. Direct participants to look for examples for discussion and list them in the participant manual.

**Play** video: Big Bang Theory - Operant Conditioning (2:37).

**Facilitate** discussion.

**Talking Points:**
- Trainers can explore other options that could have been used:
  - Sheldon could have turned off the television or taken the phone away. (negative punishment)
  - Sheldon could have chosen to stop modifying Penny’s behavior which could have ended Leonard’s nagging. (negative reinforcement)

**Trainer Note:**
- The concept of reward versus recognition will be discussed in Module III.

Part II:
**Direct** participants to identify ways in which they could apply operant conditioning techniques with their staff.

**Facilitate** discussion.
Activity: Operant Conditioning

Identify the five (5) behaviors from the video that were modified:

1. Penny cleared the dishes. Sheldon first gave her verbal praise and then gave her a chocolate. (positive reinforcement)

2. Penny sat in Sheldon’s seat on the couch but realized she had made a mistake and moved to another spot. Sheldon gave her a chocolate. (positive reinforcement)

3. Penny realized that she was talking too much and ‘zipped’ her lips closed. Sheldon gave her a chocolate. (positive reinforcement)

4. Penny received a phone call and realized that she should leave the room. Sheldon gave her a chocolate. (positive reinforcement)

5. Leonard spoke his opinion and told Sheldon he was forbidden to experiment with Penny. Sheldon sprayed him with a water bottle. (positive punishment)

Identify five (5) opportunities that you can apply operant conditioning techniques with your staff:

1.

2.

3.

4.

5.
3:20 PM

Handout the Power Base Inventory Assessment booklet and direct participants to read and complete the activities from pages 1-10.

Review pages 11-19 of the assessment focusing on the ‘uses’ of each one.

Explain:
- All power bases can be used in varying situations.
- In an ideal situation supervisors receive adequate levels of position power.
- Supervisors should develop high levels of personal power as this is a better way to influence team members.
- Make an effort to understand which types of power each team member responds to best.

Facilitate discussion.

Talking Point:
- Reflect upon the performance issues they identified for the reinforcement activity and consider how using either position or personal power could enhance how they implement strategies for encouraging or redirecting behavior.

Critical Reflection

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

4:00 PM
Power (continued)

<table>
<thead>
<tr>
<th>Power Base Inventory</th>
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</thead>
<tbody>
<tr>
<td><strong>Step 1:</strong></td>
<td>Complete the Power Base Inventory Assessment (p. 1-4)</td>
</tr>
<tr>
<td><strong>Step 2:</strong></td>
<td>Score the Power Base Inventory (p. 6)</td>
</tr>
<tr>
<td><strong>Step 3:</strong></td>
<td>Read the six Power Bases and Your Power Base Inventory Profile (p. 7-8)</td>
</tr>
<tr>
<td><strong>Step 4:</strong></td>
<td>Graph your Power Base Inventory Scores (p 9-10)</td>
</tr>
</tbody>
</table>

Personal Power Base (earned authority):

- Information:
- Expertise:
- Goodwill:

Positional Power Base (formal authority):

- Authority:
- Reward:
- Discipline:

<table>
<thead>
<tr>
<th>Critical Reflection</th>
<th></th>
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<tbody>
<tr>
<td><strong>Critical Reflection</strong></td>
<td>Consider the results of the Power Base Inventory and reflect upon the ways in which you exercise power with your staff. Is it conducive to achieving optimal results with children and families? If not, what adjustments can you make in your management style to achieve better performance results from your staff?</td>
</tr>
</tbody>
</table>
### Activity Set-Up:
Supervisors often deal with challenges that can be solved by relying upon their basic knowledge and experience. But there are other times when a more creative solution is needed and a supervisor must be willing and able to step outside of their normal way of processing information to find the solution appropriate for the situation.

#### Prep Note:
- This activity requires a bin of objects that can be found in the storage closet.

#### Instructions:
1. Trainer 1: Handout a sheet of chart paper and markers to each group. Trainer 2: Place all objects from the bin on a table in the room where participants can see.
2. Instruct participants to classify every object into four categories, writing down the groupings on their sheet of chart paper. (They should not let the other groups hear what they are doing)
3. Regroup and have a spokesperson explain the rationale for how they classified the objects.

#### Facilitate discussion.

#### Talking Points:
- This exercise promotes teamwork and creative thinking, but it also encourages participants to rethink how they view everyday objects; they are forced to look for commonalities in otherwise unconnected objects.
- This leads to a discussion on how to work and think outside the box for solutions to problems that seem wholly unrelated.

#### DISC Talking Points:
- Did anyone’s profile cause them to take over the group to persuade members towards certain ideas?
- Did anyone’s profile cause them to select certain criteria?

Activity adapted from: Rob Wormley, Head of Content Marketing at When I Work, http://wheniwork.com/blog/team-building-games/
Change

Activity:
Think Outside the Box

Category 1:

Category 2:

Category 3:

Category 4:
Activity Set-Up: In large organizations, such as DCS, the reasons for change may not always be communicated very well and therefore, may not be clearly understood or even agreed upon by the entire organization. As supervisors, it is their responsibility to communicate and implement change effectively within their teams.

Instructions:
1. Direct participants to the Why is Change Necessary information in the participant manual.
2. Instruct participants to identify as many changes as possible that they, as supervisors, are currently dealing with and list them in their manual according to the three categories.
3. Chart participant responses.
4. Next, direct participants to identify/categorize their list by the following criteria:
   • What can I NOT control? (X out)
   • What Can I control? (Circle)
5. Updated charted lists to represent participant responses.
6. Explain that this list will be revisited later in the training.

Trainer Note:
• Focus the discussion on providing examples for ‘the needs of the current society’ and the ‘desired outcomes’.
**Change (continued)**

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**Why is Change Necessary?**

Change is necessary within DCS to ensure that we meet the needs of the current society and ensures the desired outcomes for the children and families of Indiana.

---

**Activity: Identifying Change**

1. Policy/Procedural Changes

2. Personnel Changes

3. System Changes
Now that we have identified specific areas for change, we need to understand how we (and our staff) respond to the change.

Review the change champions model and information in the participant manual.

Explain:
- The Change Champions Model is a tool for helping supervisors understand their role in supporting and implementing change that can challenge traditional practices that impede, delay, or deny permanency.
- One profile is not better than another and each one has strengths and challenges.
**Change Agent**

- Keeps an open mind regarding change and often welcomes it.
- Is open to new ideas and possibilities.
- Responds quickly to change with strategies and approaches to successfully implement change initiatives.
- Is frequently an early adopter of change who can be counted on to ‘sell’ the benefits of the change to others.

**Change Skeptic**

- Analyzes the benefits and/or consequences of change.
- Will often play a ‘wait and see’ game to determine the true impact of change.
- Does not prefer change, but in time and with enough information can learn to positively adapt to change.

**Change Critic**

- Resists change and denies impact of change or that it is even necessary.
- Has a low tolerance for risk, and will likely resist any change that could challenge the status quo.
- May openly reject change by displaying fight behaviors or ‘suffer silently’ exhibiting negative behaviors depending on the circumstance and individual.
Instructions

1. Direct participants to identify and write down the strengths and challenges of each profile using the grey talking points for guidance.
2. Chart participant responses.
3. Identify the strengths associated with the other profiles that they would like to develop within themselves and circle those.

Facilitate discussion.

Talking Point:

- Just as we identified other leadership qualities to incorporate into our own management style, it is important to do the same with the Change Champions profiles.

Trainer Notes:

- Emphasize the importance of self-reflection as a tool for both professional and personal development.
- This is also an opportunity to again reference the necessity for them to model the DCS core values for their staff when delivering change.
Change Agent (continued)

<table>
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<tr>
<th>Activity: Strengths and Challenges</th>
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### Change Agent

**Strengths:**
- Enthusiastic about change.
- Is able to “sell” the benefits of change to others.
- Can have innovative ideas to support change initiatives and motivate others.
- Keeps an open mind regarding change and often welcomes it.
- Open to new ideas and possibilities.
- Can respond quickly with strategies and approaches to successfully implement change initiatives.
- Frequently early adopters of change.

**Challenges:**
- Can lack attention to detail.
- Moves too quickly to fully and accurately assess change implications.
- Impatient with skeptics.
- May lose interest quickly.

### Change Skeptic

**Strengths:**
- Analyzes costs and benefits of change.
- Able to process a lot of data and “poke holes” in plans.
- Process driven.
- Brings “reality” to expectations, can identify potential problems.

**Challenges:**
- Slows down change initiatives.
- Slow to adapt to changes and may bring others “down” regarding change with skeptical attitude.

### Change Critic

**Strengths:**
- Keepers of organizational history (for instance, “We did that before the practice reform and xyz happened”).
- Causes others to rationalize details of change initiatives.

**Challenges:**
- Slows change.
- Can be demoralizing to others (negative attitude).
- May hold organization back from implementing change fully.
- Difficulty converting to the new reality.
Review the DISC characteristics in the participant manual.

Facilitate discussion.

Talking Points:

- Encourage new supervisors to align the DISC profiles to the Change Champions Model and consider the positive and negative aspects of the behaviors.
- Change Agent
  - Drivers may respond quickly and be ready to move forward with change but may move too fast without considering other options or how the change could be detrimental.
  - Influencers can rally the team to the idea of change.
  - Supporters will be open-minded and agreeable if they see the social benefits.
- Change Skeptic
  - Supporters will want to understand the social benefits of the change and if there are none, they may not change.
  - Calculators will analyze the consequences and could influence the process depending upon whether or not they agree that the changes will be beneficial.
- Change Critic
  - Influencers can undermine change initiatives if they do not agree with the change.
  - Calculators may be resistant if they consider the change to be too risky.
Change Agent (continued)

DISC

Drivers

*Characteristics:*
Direct; fast-paced; focused on the task and results; can become irritated when feeling like time is wasted; irritated by ‘touchy feely’ behavior. *Their specialty is results.*

*What can happen:*
Focused more on tasks than on processes and interactions. They may become irritated with sidebars and unnecessary filler.

Influencers

*Characteristics:*
Open and direct; fast-paced; focused on relationships and can become irritated when bored or left alone. *Their specialty is socializing.*

*What can happen:*
Become impatient when dealing with too many details; might exaggerate and/or be overly expressive; can become involved in sidebars.

Supporters

*Characteristics:*
Open and indirect; slow and easy; relaxed; focused on relationships and building trust; and can become irritated with pushy or aggressive behavior. *Their specialty is support.*

*What can happen:*
Might be overly tolerant; spend too much time helping others; be hesitant to speak out

Calculators

*Characteristics:*
Self-contained and indirect; slow/steady/methodical; focuses on the details of the task; and irritated with surprises and/or unpredictability. *Their specialty is the process.*

*What can happen:*
Can get caught up in the details and processes and not finish the task; be too critical of others; unwilling to change or be open-minded.
Explain:
- Supervisors need to understand that they have the power to influence their staff’s perception of change.
- It is within the supervisor’s power to present change in a positive way to ensure buy-in.
- The process starts by them reflecting on the change.
- Understanding why the change is necessary then how to implement that change will provide a clear vision and understanding that they can then communicate to their staff.

Review the laying the foundation information in the participant manual.
Change Agent (continued)

1. Why is change necessary?
   - Focus on aligning our procedures with best practices.

2. Are there logical and compelling reasons for the change and what are they?
   - Show the data to back up the decision, show evidence.
   - Seek answers from your DM/ LOD if you do not understand the reason or origin for the change so you can provide the rationale to your team.

3. How can we communicate why the change is happening in a convincing manner to people?
   - Share the information that upper management receives about why the change is necessary.
   - Share with staff examples of success stories, even if it is in another state.
   - Tap into staff work ethic, compassion, and desire to make a difference.

4. What are the barriers and implications to a successful implementation of the change?
   - Caseloads, retention, morale.
   - Staff who resist change.
   - Burn out.
   - Poor delivery of the message.
   - Lack of support from upper management.

5. Have we incorporated new values and attitudes into our culture so they are embedded?
   - Remember the importance of the parallel process. It must be practiced at all levels.
   - Supervisors must model the skills/values/practices that we expect of our staff.

6. How will we know that we’ve been successful?
   - Utilize data and analyze it.

Adapted from: http://www.torbenrick.eu/blog/change-management/embarking-on-any-change/
Activity Set-Up: We will practice working through the questions by using an example of change that participants are experiencing now.

Instructions:

Part I:
1. Refer back to the Activity: Identifying Change for the list of changes that new supervisors are currently experiencing.
2. Direct each participant to identify, from that list, the changes they have control over or will have the power to implement.
3. Write those changes in Step 1 of the current activity.

Part II:
1. Direct participants to follow Steps 2 and 3 in the participant manual.
Change Agent (continued)

Activity:
Laying the Foundation

Step 1: Identify changes you have control over or will have the power to implement.

Step 2: Choose 1 or 2 changes you would like to make immediately.

Step 3: Answer the questions from Laying the Foundation for each one.

1. Why is the change necessary?

2. What are the logical and compelling reasons for the change?

3. How can you communicate why the change is happening?

4. What are the barriers to successful implementation?

5. Have you incorporated new values and attitudes into our culture so they are embedded?

6. How will you measure our results to know that we’ve been successful?
Change Agent (continued) – Trainer Guide

11:10 AM
Activity: Staff Roles for Change
Participant Page 41
Slide #46

Instructions:
1. Direct participants to list each of their team members, their DISC and Change Champions profile.
2. Refer back to the Laying the Foundations activity.
3. Identify roles for each team member in accomplishing necessary change based upon their DISC and Change Champion profiles.
4. Complete the activity by facilitating a discussion about the process used for identifying each team member’s role in the process.

Why is Change So Hard
Slide #47

Video Set-Up: While it is important to plan for ways to incorporate change, it is just as important to help support workers through that change because change, for everyone, is hard.

Play video: Why is Change So Hard (4:00).

Direct participants to the question in the participant manual.

Facilitate discussion.

Talking Points:
- Are your staff lazy or exhausted?
- What is your role in streamlining change?
- How are you supporting staff through change?

12:00 PM
LUNCH
1:00 PM
Change Agent (continued)

Activity: Staff Roles for Change

Team Member #1: _____________DISC____ Change Profile____

Team Member #2: _____________DISC____ Change Profile____

Team Member #3: _____________DISC____ Change Profile____

Team Member #4: _____________DISC____ Change Profile____

Team Member #5: _____________DISC____ Change Profile____

Why is Change So Hard

Identify the “radishes” within your office culture.
Collaboration – Trainer Guide

1:00 PM
Begin by displaying PPT slide #48

Slide #48

Activity: The Cup of Coffee
Participant Page 42
Slide #49

1:05 PM
Direct participants to their manual to read the scenario.
Collaboration

Activity: The Cup of Coffee

A child welfare supervisor in a small town wanted to improve relationships with local law enforcement. Tensions had been growing around the issue of after-hours placements. Law Enforcement and child welfare staff didn’t see eye-to-eye on how pick-ups were to be handled after the child welfare office closed. Law Enforcement didn’t like “doing child welfare’s job for them” and child welfare staff members believed that officers were overzealous in removal and didn’t understand the threshold for child welfare intervention.

A new sheriff had just been appointed. The child welfare supervisor asked if they could meet for coffee. When they got together, they compared notes about agency missions, challenges, and goals and what it was like to be new to the job in that community. The supervisor filled the sheriff in on the history of the relationship between their agencies, and they both shared candidly the frustrations their staff had conveyed. They discovered a common interest in the local college’s basketball team and noted that both followed the season.

The conversation was so useful that the sheriff invited the child welfare supervisor to attend roll call the following week. She came, bringing doughnuts and one-page fliers on the mandates of child welfare. She talked, but mostly she listened. Tensions were considerably reduced just by her listening.

Over time, the relationship grew, and a formal program of cross-training was implemented, with a Child Protection Services (CPS) worker from the unit offering training on recognizing signs of child abuse and law enforcement providing personal safety training for the child welfare staff. When the methamphetamine epidemic hit this community, the investment in relationship paid off as the child welfare supervisor and sheriff were able to work out a collaborative protocol.

Activity: The Cup of Coffee (continued)

1:05 PM

Instructions:
1. Direct participants to their manual and answer the questions in their DISC groups.
2. Allow each group to share best practices with the entire class.

Facilitate discussion.

Talking Points:
- How does data impact this scenario?
- What Change Champion profile is being utilized?
- What DISC profiles are evident?
Activity: The Cup of Coffee (continued)

1. What went well?

2. Do cultural differences between the two agencies affect how the supervisor should approach such situation? How does this work in your community?

3. Are there legal, role, or confidentiality barriers to such communication? Can the supervisor (have coffee) with a judicial officer in the same way s/he can have coffee with the local school principal?

4. Should the LOD or DM be notified about the meeting?

5. Is there a difference in approach if the issue is with another child welfare supervisor? What might work to improve communication in that kind of relationship?

6. Would you have approached it in the same way?
Collaboration (continued) – Trainer Guide

1:30 PM

8 Tips for Collaborative Leadership

Participant Page 44

Slide #50

Explain:
- Collaboration is an essential ingredient for organizational survival and success.
- It is beneficial to not only the organization, but also the employees.
- Individuals lose the opportunity to work in the kind of inclusive environment that energizes teams, releases creativity, and makes working together both productive and joyful.

Review the 8 tips for collaborative leadership in the participant manual.

Facilitate discussion.

Talking Points:
- A silo mentality is present when one does not wish to share information with others. A silo mentality becomes synonymous with power struggles, lack of cooperation, and loss of productivity.
- Collaboration is, first and foremost, a change in attitude and behavior of people. Successful collaboration is a human issue.
- A successful change dictates that the individuals involved in the change be involved from the very beginning. Refer back to the Change section in this training.
- Remind participants of the Vision Statement created in Orientation. These should be a shared purpose and vision. The power of a vision truly comes into play only when everyone has some part in its creation.
- All collaborations have varying levels of skills and knowledge and that should be embraced due to the power of diverse thinking. Diversity causes people to consider perspectives and possibilities that would otherwise be ignored.
- Remind participants of the discussions on staffing and culture from Orientation. These are important building blocks to developing relationships, discovering each other’s strengths and weaknesses, to build personal ties, and to develop a common understanding about the work we do. This can be developed with all collaborations.
- Power can lead to a crisis of trust if others are suspicious or cynical of your attempt to collaborate. Leaders demonstrate their trust by open, candid, and ongoing communication that is the foundation of informed collaboration.
- Show that you are interested in receiving other people’s ideas by uncrossing your arms and legs, placing your feet flat on the floor, and giving them your undivided attention.

1:40 PM
Collaboration (continued)

8 Tips for Collaborative Leadership

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

Activity Set-Up: Communication, coordination, and collaboration are necessary to create the best working environments for workers and ultimately obtain the best outcomes for children and families.

Instructions:

Part I:

1. Inform participants they can go anywhere inside the classroom to work on this.
2. Tell participants to draw a circle in the center or other symbol to represent their unit or team.
3. In the space surrounding the circle, have participants draw a circle for each external group or agency that might be a source of resources or a source of other kinds of input, partnership, or stress for the unit and write the name of it within the circle.
4. Direct participants to their manual for examples of relationships and the ecomap.
5. Instruct participants to use lines to describe the relationship;
   - Straight lines with reciprocal arrows pointing both directions indicates a strong relationship.
   - Straight lines with one arrow point towards the area needing improvement (one side is putting forth work and effort while the other is not).
   - Dotted lines indicate a weak relationship with arrows pointing toward the area of weakness.
   - Zig zag lines indicate a stressful, difficult relationship.
   - No lines indicate missing or no communication at all.
6. After relationships have been identified and described, participants can see where strengths are, as well as challenges and gaps.
7. Handout a marker and piece of chart paper to each participant to complete the activity.
8. Instruct participants to put their chart paper on the wall around the room.

Information from this section is adapted from *Child Welfare Supervision; A Practical Guide for Supervisors, Manager, and Administrators*; Edited by Potter & Brittain,
## Collaboration (continued)

### Activity: Relationships

<table>
<thead>
<tr>
<th>Typical Unit Relationships</th>
<th>Formal</th>
<th>Informal</th>
<th>Intra-Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law Enforcement</td>
<td>Foster Parents</td>
<td>Ethnic Groups</td>
<td>Assessment/Ongoing Units</td>
</tr>
<tr>
<td>Courts</td>
<td>Community Organizations</td>
<td>Parents and kin</td>
<td>Surrounding Counties</td>
</tr>
<tr>
<td>Service Providers</td>
<td>Media</td>
<td>Local Neighborhood and Political Leaders</td>
<td>Local Managers or Supervisors</td>
</tr>
<tr>
<td>Schools</td>
<td>Landlords</td>
<td>Sources of Transportation</td>
<td>Central Office</td>
</tr>
<tr>
<td>Residential Treatment Facilities</td>
<td>My Unit</td>
<td>My Unit</td>
<td>Agency Training Program</td>
</tr>
<tr>
<td>Medical Treatment Facilities</td>
<td>My Unit</td>
<td>My Unit</td>
<td>Specialty Units</td>
</tr>
<tr>
<td>Court Appointed Special Advocates (CASA)</td>
<td>My Unit</td>
<td>My Unit</td>
<td>Local Office Directors</td>
</tr>
<tr>
<td>Guardian Ad Litem (GAL)</td>
<td>My Unit</td>
<td>My Unit</td>
<td>Regional Managers</td>
</tr>
<tr>
<td>Native American Tribes</td>
<td>My Unit</td>
<td>My Unit</td>
<td></td>
</tr>
</tbody>
</table>

![Collaboration Diagram](image)
Collaboration (continued) – Trainer Guide

Instructions:

Part II:
1. Direct participants to walk around the room and review everyone’s ecomaps looking for indicators of strong relationships within areas they may have weak or no relationships.
2. Direct participants to their manual to take notes as they make observations and have discussions around the room.

Facilitate discussion.

Talking Points:
- Encourage participants to share best practices.
- Supervisors can use this activity with their new staff to explain current relationships as well as identifying those they need help developing (providing an opportunity for the supervisor to use their advocacy and negotiation skills).
Collaboration (continued)

Ecomap
Notes
Conflict management skills are an important aspect of collaboration.

**Definition**

**Review** the definition in the participant manual.

**Explain**

- Conflict occurs everywhere in all aspects of life.

**Direct** participants to identify types of conflict they experience in the workplace and discuss why they think it occurs.

**Chart** participant responses.

**Trainer Note:**

- This information will be used again in the next section of the training.

---

**The Ladder of Inference**

**Video Set-Up:** Jumping to our own conclusions based on information we have obtained over time or experiences and making assumptions is a large contributor to conflict. The Ladder of Inference is a psychological thought process people go through that can create or diminish conflict.

**Direct** participants to take notes in the space provided in the participant manual.

**Trainer Note:**

- Answers from the video are provided in gray text.

**Play** video: Rethinking Thinking, made by Trevor Mabor (5:32).

**Explain:**

- Humans are neurologically wired to move up and down the ladder of inference, also known as the assumption ladder.
- Utilizing the critical thinking process can help avoid making assumptions, whether they are accurate or not.
- Zipping up the Ladder of Inference and making decisions based upon false assumptions can be prevented by being aware of one’s preferences, tendencies (and bias).
- It is important for supervisors to avoid making any assumptions as they could compromise the safety, stability, permanency, and well-being of children and families.
Conflict Management

**Definition**

**Conflict:**

An active disagreement, as between opposing opinions or needs.

Cambridge Dictionary

**The Ladder of Inference**

- **Step 1:** Take in raw data through observations
- **Step 2:** Filter information based upon our preferences and tendencies and decide what is relevant
- **Step 3:** Assign meaning and interpretation to the information
- **Step 4:** Develop assumptions based on our perspective
- **Step 5:** Develop conclusion based on those assumption that lead to an emotional response
- **Step 6:** Adjust our beliefs
- **Step 7:** Take action based on those adjusted beliefs

Image from: Matt Norman, *Before You Make Assumptions, Check your Step.*
Handout the TKI Conflict Mode Instrument and have participants follow steps 1-4 in their manual.

Interpret the scores and discuss the different conflict modes and when they should be used (pages 11-16 of the TKI assessment booklet).

Explain:
- There are no right or wrong answers—all five modes are useful in some situations.
- Do not be characterized by a single, rigid style; use the mode that is appropriate to the situation:
  - Competing - “Might makes right”
  - Collaborating - “Two heads are better than one”
  - Compromising - “Let’s make a deal”, “split the difference’
  - Avoiding - “I’ll think about it tomorrow”, “Leave well enough alone”
  - Accommodating - “It will be my pleasure”

Video Set-Up: In this video, TKI coauthor, Dr. Ralph Kilmann, discusses why it is important for leaders to be aware of their conflict handling modes.

Play video: Leadership and Conflict within organizations (3:24).

Facilitate discussion.

Talking Points:
- In the organizational hierarchy, everyone below a leader looks to upper management to see what’s important—what they’re doing, how they’re communicating and how they are responding. This gives them an understanding (a clue) to know ‘this is the way it’s done’ in the organization.
- It is critical for supervisors to be aware of their conflict management style so they can set up a culture of handling conflict appropriately.
- Supervisors are role models for staff for handling conflict situations.
- Explore how the DCS hierarchy may look and what that means to them as a supervisor.
Conflict Management (continued)

TKI Assessment

Step 1: Complete the Thomas-Kilmann Conflict Mode Instrument

Step 2: Score the TKI Assessment

Step 3: Identify the Five Conflict-Handling Modes

Step 4: Graph Your TKI Score
### Activity: Back from Vacation

**Participant Page 49**

**Slide #57**

**Activity Set-Up:** Over the last three days, the topics covered have been critical thinking process, learning organizations, analyzing data and using it to monitor performance, use of power, implementing change, collaboration, and conflict management. But how is all of this managed at the same time? Applying the critical thinking process and analysis skills should become second nature for all supervisors. For this final activity, we will look at several scenarios that will allow each of you the opportunity to practice applying these for yourself.

**Instructions:**

1. Handout one envelope to each group.
2. Review instructions in the participant manual.
3. Explain that the critical thinking process and learning organization should be first and foremost in supervisor’s minds as they analyze and come to their decisions for each task.
4. After participants have reviewed the tasks, instruct them to discuss their answers and rationale in their groups.

**Facilitate** discussion.

**Talking Points:**

- Use the following as prompts to discuss how each of the topics from this training could help or hinder their ability to address the topic:
  - critical thinking
  - learning organization
  - data analyst
  - performance monitor
  - power
  - change,
  - collaboration
  - conflict management

**DISC Talking Points:**

- How did your profile influence the way you processed the information?
- How did your profile influence your interaction with the group?
You arrived back at work following a two week vacation. Your colleague, who was covering for you during your absence, left a pile of work on your desk marked for your attention.

Review the items from the envelope and provide the following:

1. A list of actions which includes your analysis of each of the items;
2. The priority that you would assign to each item;
3. Which staff/department/stakeholder should be involved in completing each one?

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

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

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

Finally.....Why? Who else needs to be involved?
### Course Review and Evaluation – Trainer Guide

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:45 PM</td>
<td><strong>Review</strong> the Clinical Supervision Tasks that are located in the Manager column with participations.</td>
</tr>
<tr>
<td></td>
<td><strong>Trainer Note:</strong></td>
</tr>
<tr>
<td></td>
<td>• Use this as an opportunity to review the learning.</td>
</tr>
<tr>
<td>3:45 PM</td>
<td><strong>Review</strong> the course competencies in the participant manual.</td>
</tr>
<tr>
<td>Parking Lot</td>
<td><strong>Review</strong> any questions that are remaining on the parking lot.</td>
</tr>
<tr>
<td></td>
<td><strong>Assure</strong> everyone that unanswered questions will be researched and answers will be provided by email or at the next training session.</td>
</tr>
<tr>
<td>TOL Activities</td>
<td><strong>Refer</strong> participants to the TOL activities located in their Supervisor Core Onboarding participant resources tab.</td>
</tr>
<tr>
<td></td>
<td><strong>Remind</strong> participants to bring their training manuals with them to the next training session.</td>
</tr>
<tr>
<td></td>
<td>• Emphasize the importance of bringing reports to Module III: Coach as participants will be using them for an in-class activity (i.e., Child and Family Team Meetings Report, Child Data Summary Report, or something specific for Hotline, etc.).</td>
</tr>
<tr>
<td>Evaluation</td>
<td><strong>Assure</strong> participants that every comment is read and considered.</td>
</tr>
<tr>
<td></td>
<td><strong>Direct</strong> them to provide specific suggestions to any challenges they encountered during training (functionalize their thoughts)</td>
</tr>
<tr>
<td>4:00 PM</td>
<td><strong>Direct</strong> participants to complete the course evaluation, then the trainer will leave the room while participants complete them.</td>
</tr>
<tr>
<td></td>
<td><strong>Thank</strong> participants for attending training.</td>
</tr>
</tbody>
</table>
Course Review and Evaluation

Course Competencies

After training, participants will be able to:

1. Promote critical thinking and accountability for strategic decisions that resolve barriers and advance progress to safe and timely legal permanency outcomes.
2. Interpret the significance of data from state reports to practice.
3. Evaluate performance of supervisees, holding them accountable for demonstrating and implementing core permanency competencies within the practice model.
4. Recognize the sources of power, the links to social motives and how they are used.
5. Recognize and challenge traditional practices that impede, delay, or deny permanency.
6. Act as an advocate, change agent, and leader in building and sustaining a culture of permanence.
7. Apply a system for ensuring accountability to stakeholders for agency performance by appropriately using data for decision-making and planning to ensure the proper focus on outcomes.
8. Identify different modes of conflict management and appropriate uses for each.
9. Apply organizational and management approaches and philosophies to self and the agency for maximum effectiveness

Evaluation

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

Thank you for attending!