Child Welfare Education and Training Partnership

Supervisor Core

Module IV

Supervisor as Team Leader

Indiana Department of Child Services

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

DiSC ® information came from:
The 8 Dimensions of Leadership: DiSC Strategies for Becoming a Better leader by Jeffrey Sugerman, Mark Scullard and Emma Wilhelm
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### Getting Started

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<td>Welcome to Supervisor Core: Team Leader.</td>
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<td>Building Layout</td>
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<tr>
<td>Parking Lot</td>
<td>Throughout the training, this is where we will record questions that will be answered by the end of training or referred to a subject matter expert. The answers may then be provided later in email format.</td>
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<tr>
<td>Ground Rules and Non-negotiables</td>
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Course Information

Course Overview
Supervisor Core Module IV Supervisor as a Team Leader applies the tools of DISC, Clinical Supervision, and leadership styles to promote and enhance the skills of building, supporting, and motivating teams in order to achieve the overall objectives of the Supervisor Core Series.

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

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

Course Competencies

After training, participants will be able to:

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

Activity: Lessons Learned

Direct Supervisor/Mentor Tasks:

Team Tasks:

Personal/Professional Development tasks:
Leadership (continued)

8 Dimensions of Leadership

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

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

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

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

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

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

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

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

Critical Reflection

How is your leadership style promoting and developing the strengths of individual team members?
Work Culture

Creating a Work Culture

A number of different factors influence work culture, such as:

- Leadership style of the group leader
- Most pronounced DISC styles within the group
- Type of work the group does
- Historical culture of the group
- Cohesion or tension within the group
- Goals and mission of the group

Work Culture Description

How do staff interact with each other? What do they talk about? How do they talk to people outside the office? How do they talk about clients? Does this culture produce positive results for children and families?

Group DISC Profiles

<table>
<thead>
<tr>
<th>10</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tr>
<td>Drivers</td>
<td>Influencers</td>
<td>Supporters</td>
<td>Calculators</td>
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### Work Culture (continued)

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

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

<table>
<thead>
<tr>
<th>Supporter Culture</th>
<th><strong>Advantages</strong></th>
<th><strong>Disadvantages</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Commits to getting the job done right</td>
<td>Fails to challenge ideas</td>
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<tr>
<td></td>
<td>Provides relaxed atmosphere</td>
<td>Lacks competitive edge</td>
</tr>
<tr>
<td></td>
<td>Dependable and reliable results</td>
<td>Avoids tough decisions to spare feelings</td>
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<tr>
<td></td>
<td>Promotes comfort and security</td>
<td>Inhibits change and stifles innovation</td>
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<tr>
<td></td>
<td>Cultivates work-life balance</td>
<td>Avoids even constructive criticism</td>
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<tr>
<td></td>
<td>Allows a high level of teamwork</td>
<td>Struggles with indecisiveness</td>
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<td></td>
<td>Fosters polite behavior</td>
<td>Discourages strong individual accomplishment</td>
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<table>
<thead>
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<th>Calculator Culture</th>
<th><strong>Advantages</strong></th>
<th><strong>Disadvantages</strong></th>
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<tbody>
<tr>
<td></td>
<td>Calculates risk thoroughly</td>
<td>Overanalyzes</td>
</tr>
<tr>
<td></td>
<td>Exceptional quality control</td>
<td>Misses opportunities due to caution</td>
</tr>
<tr>
<td></td>
<td>Makes decisions logically</td>
<td>Lacks outward energy and excitement</td>
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<tr>
<td></td>
<td>Ensures accuracy</td>
<td>Fails to foster sense of community</td>
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<tr>
<td></td>
<td>Provides well-defined goals</td>
<td>Feels critical or cold to some</td>
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Changing the Work Culture

Three Steps to Changing the Work Culture:

1. The team must first understand the current culture.

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

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

2. The team must define its vision and how to accomplish that vision.

   • Create value and belief statements. Ask employees to put the mission, vision, and values into words that state their impact on each employee’s role within DCS. Then, combine the words that employees used to create a team vision.

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

3. Individuals must change their behavior to create the desired culture.

   • Practice effective communication. Keeping all employees informed about the organizational culture change process ensures commitment and success. Telling employees what is expected of them is critical for effective organizational culture change.

Heathfield, S. M. You Can Transform Your Company Culture – Guide to Human Resources
Team Formation

Recruiting Strategies

“One estimate is that nearly 80% of turnover is due to hiring mistakes. That is, if agencies are able to recruit, select, and hire the right people for the job, turnover would reduce substantially and retention will increase.”


Current recruitment strategies:

What my colleagues are doing that may work for me:

Recruiting Tip

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

You can find out who your local HR manager is by e-mailing: DCSHR@DCS.IN.gov
Team Formation (continued)
Team Formation (continued)

Selecting the Right Candidate

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

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

Activity: Selecting a Candidate

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

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

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

Rater Errors

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

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

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

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

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

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

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

Selection Tip

Be clear and honest about the office culture and job function during the interview. This will help the prospective employee self-screen.
Team Formation (continued)

Welcome Plan  
"What was it like for you on your first day and week with DCS?"
"What could others have done to make you feel more comfortable, accepted, and appreciated?"

Engaging New Employees

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

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

"Hub & Spoke" Pattern  "Star" Pattern
Team Formation (continued)

Stages of Team Development

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

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

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

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


Leadership Style in Team Development

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

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

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

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

Team Formation (continued)

### Challenges and Solutions

#### Forming

**Challenges:**

- Existing group members question what type of leader the supervisor will be and whether or not the supervisor will change the "group culture."

**Solutions:**

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

#### Storming

**Challenges:**

- Members of the group have established a norm and the supervisor decides to violate this group norm.

**Solutions:**

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

#### Norming

**Challenges:**

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

**Solutions:**

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

#### Performing

**Challenges:**

- There is one member of the team that seems distant from other members of the team and doesn't participate in group activities.

**Solutions:**

- Attempt to integrate difficult individuals into the work group by involving them based on their strengths and interests.
Team Functioning

Benefits of a Cohesive Team

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

Traits of Teams

1. Team members share a common goal.
2. Team members are interdependent regarding some common goals and need each other in order to successfully achieve those common goals.
3. Teams have a defined identity, distinct from the individual members, and are stable over time. The members of the team are defined, known to one another, and distinguishable from other groups in the organization. Members of the team also work together for some meaningful amount of time, even when some attrition does occur.
4. Team members have some level of authority and independence in managing the work of the team and its internal processes, and some degree of autonomy in determining how the work gets done.
5. Teams operate in a social system context. They operate within a larger organization and are affected by that organization in multiple ways, including needing to share resources.


Team Goals

Goal #1:

Goal #2:

Goal #3:
### Team Functioning (continued)

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<th>Assessment of Team Functioning</th>
<th>Stage of Development</th>
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<td>1. What is the stage of development for your team?</td>
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<td><strong>Cohesion</strong></td>
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<td>2. Do the team members enjoy working together?</td>
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<td>3. How are team members expected to accommodate changes, such as additions to the team, growth, and turnover?</td>
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<td>4. How do team members treat each other during periods of stress or duress?</td>
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<td><strong>Learning</strong></td>
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<td>5. Do the individual team members grow and develop as a result of the team experience?</td>
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<td>6. Do team members have a chance to improve their skills or affirm themselves?</td>
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<td><strong>Integration</strong></td>
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<td>7. How does the team benefit the larger organization?</td>
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<td>8. What do individuals outside of our unit/team say about our team and its functioning?</td>
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<td>9. What other groups and units are affected by the team, both inside and outside the organization?</td>
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<td><strong>Productivity</strong></td>
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<td>10. How do team members feel about their work?</td>
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<td>11. Does the team’s output (e.g., decisions, services) meet the standards of policy and best practice?</td>
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Stress Management

Organizational Trauma

Pressures that lead to organizational trauma:

- Federal/State Regulations and reviews, CFSR
- Outcome measures
- Staffing changes
- Changing demographics
- Workload management
- Paperwork and documentation
- Technology
- Safety and liability
- Budgetary concerns

Best Practices

To prevent or heal from trauma, organizational leadership must:

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

Stress Management (continued)

Types of Trauma

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

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

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

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

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

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

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

Secondary Traumatic Stress: A fact Sheet for Child-Serving Professional; NCTSN
Stress Management (continued)

**Burnout**

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

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

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

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

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

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

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

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

**Tools for Supervisors**

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

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

**DCS Experienced Worker Managing Stress in the Workplace Training**
Stress Management (continued)

Case Scenario

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

What are your concerns for Julie?

What types of interventions might you suggest for Julie?

What preventative measures could have been taken?


Critical Reflection

How can supervisors prevent trauma and burn-out among staff to best ensure permanency progress for children and families?
Stress Management (continued)

The Ardell Wellness Stress Test

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

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

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

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

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

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

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

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

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

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

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

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

Anticipatory Coping

Child welfare work takes a physical and psychological toll on the worker. Knowing this, supervisors are in a position to foresee and make plans for the traumatic events and chronic environment strains that may occur. This is called Anticipatory Coping.

Experiential Learning Model

Activity: Preparation and Planning

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

Remember:
- Supervisors should use the clinical supervision process with staff to work through potential situations.
- This process provides psychological safety, supports learning processes and practices, and promotes leadership that reinforces learning.
Stress Management (continued)

Is Humor the Best Medicine?

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

Adaptive Humor

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

Maladaptive Humor

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


Critical Reflection

How does maladaptive humor impact the culture of your team in terms of stress management and self-care?
Retention

Retention Factors

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

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


Critical Reflection

Are you a Push Factor or a Pull Factor?

What type of team culture are you cultivating?
Motivation

**Definition**

**Motivation:** possessing the willingness to expend the effort to perform.

**Need:** Creates desire to fulfill needs (money, friendship, recognition, achievement)

**Behavior:** Results in actions to fulfill need

**Reward:** Satisfy needs: intrinsic or extrinsic rewards

Feedback: Reward informs person whether behavior was appropriate and should be used again.

---

**Video Notes:**
## Motivation (continued)

<table>
<thead>
<tr>
<th>Motivating Characteristics:</th>
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</thead>
<tbody>
<tr>
<td>• Driver</td>
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<tr>
<td>• Influencer</td>
</tr>
<tr>
<td>• Supporter</td>
</tr>
<tr>
<td>• Calculator</td>
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</tbody>
</table>

### DISC Work Culture

<table>
<thead>
<tr>
<th>Driver Culture</th>
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<tbody>
<tr>
<td>• Influencer</td>
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<td>• Calculator</td>
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</table>

<table>
<thead>
<tr>
<th>Influencer Culture</th>
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<tbody>
<tr>
<td>• Driver</td>
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<table>
<thead>
<tr>
<th>Supporter Culture:</th>
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<table>
<thead>
<tr>
<th>Calculator Culture</th>
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<tbody>
<tr>
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<td>• Influencer</td>
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<td>• Supporter</td>
</tr>
</tbody>
</table>
You are on your way to somewhere familiar to your team. Your team has crash-landed your cargo-plane in the middle of a barren plain. You only have time to access one cargo hold, either the aft or fore hold. Look at the list of items in each hold and choose just ten survival items. Assuming no one is injured, what ten items will you take out of the plane and which hold will you access?

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

Score: 1 for low and 5 for high

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

___ Total
Resiliency (continued)

Traits and Definition

Resilient people…

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

Resilience, resilient, resiliency refer to the ability to...

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

Critical Reflection

Is your response to crisis situations influencing your team culture in a negative way? If so, what can you do to respond in a more appropriate way?
Resiliency Quiz #2

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

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

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

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

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

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

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

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

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

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

a Total:
b Total:
## Resiliency (continued)

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

<table>
<thead>
<tr>
<th>Response to Crisis</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Emotion-focused:</td>
<td></td>
</tr>
<tr>
<td>• During crisis some people disengage from the challenges by amplifying their emotional reactions.</td>
<td></td>
</tr>
<tr>
<td>• They may react in overly-dramatic, attention-getting ways.</td>
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</table>

<table>
<thead>
<tr>
<th>Problem-focused:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• During crisis emotional responses are controlled and the focus is to engage the problem, seek solutions, and take action.</td>
<td></td>
</tr>
<tr>
<td>• Problem-focused coping-steps for rational problem-solving</td>
<td></td>
</tr>
<tr>
<td>o examine the situation</td>
<td></td>
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<tr>
<td>o develop accurate understanding of the problem</td>
<td></td>
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<tr>
<td>o clarify outcomes you want</td>
<td></td>
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<tr>
<td>o consider various options</td>
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<tr>
<td>o select best choice</td>
<td></td>
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<tr>
<td>o take action</td>
<td></td>
</tr>
<tr>
<td>o observe effects</td>
<td></td>
</tr>
<tr>
<td>o determine what is working or not working</td>
<td></td>
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<tr>
<td>o modify actions based on results</td>
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</table>

<table>
<thead>
<tr>
<th>Enhance Resiliency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Accepting responsibility for overcoming adversity</td>
<td></td>
</tr>
<tr>
<td>• Being self-motivated to manage your own life</td>
<td></td>
</tr>
<tr>
<td>• Increasing self-knowledge through observation and honesty</td>
<td></td>
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<tr>
<td>• Being receptive to feedback of all kinds</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Reflection</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>How can you improve resiliency among your staff?</td>
<td></td>
</tr>
</tbody>
</table>
Resiliency (continued)

Activity:
Reacting to Crisis

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

Critical Reflection

In your role as a DCS supervisor, are you a pessimist, an optimist or a realist?
### Resiliency (continued)

<table>
<thead>
<tr>
<th>DISC Stressors</th>
<th>Drivers:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Influencers:</td>
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<tr>
<td></td>
<td>Supporters:</td>
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<tr>
<td></td>
<td>Calculators:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DISC and Leadership</th>
<th>Real leadership inspires voluntary commitment, not just grudging compliance.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Identify and be aware of your own stress behaviors. Don’t contribute to the problem.</td>
</tr>
<tr>
<td></td>
<td>• Acknowledge the stress behavior. We all have rough days - give the benefit of the doubt.</td>
</tr>
<tr>
<td></td>
<td>• Avoid “pushing the style buttons” of a person exhibiting stress behavior.</td>
</tr>
<tr>
<td></td>
<td>• Adapt your own style to that of others, with behaviors that meet the needs of those you lead. Don’t lead like you would want to be led. Lead like they want to be led.</td>
</tr>
<tr>
<td></td>
<td>• Identify elements in the work environment that can be adjusted to minimize style-based stressors.</td>
</tr>
</tbody>
</table>

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

| Activity: Applying DISC | Use the Applying DISC to Reduce Stress worksheet in participant resources for this activity. |
Resiliency (continued)

Resilient Learners

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

Video: Failure is Part of Success

3 Principles:

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

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

3. The past does not equal the future
   - The perfect formula for misery is believing that just because you have been rejected in the past will mean that you will be rejected again
   - The story we keep telling ourselves (Tony Robbins)
Legacy Statement

Kadushin's Framework

Administrative Supervision (*Supervisor as Manager*):
- The primary goal is to ensure adherence to agency policy and procedure.
- The primary issue or problem in administrative supervision is the lack of adherence to agency policy and procedure.

Educational Supervision (*Supervisor as Coach*):
- The primary goal is to increase knowledge and skill.
- The main problem being lack of knowledge and/or skill resulting in poor or inadequate performance.

Supportive Supervision (*Supervisor as Team Leader*):
- The primary goal is to improve morale and job satisfaction.
- The primary issue is the lack thereof and the impact on the work.
Legacy Statement (continued)

Activity: Supervisor Core Review

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

Module I: Orientation

Module II: Supervisor as Manager

Module III: Supervisor as Coach

Module IV: Supervisor as Team Leader
活动：FedEx视频

Supervisor as a Manager

Supervisor as a Coach

Supervisor as a Team Leader
### Legacy Statement (continued)

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

<table>
<thead>
<tr>
<th>Areas in which I need to improve as a...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manager</td>
</tr>
<tr>
<td>Coach</td>
</tr>
<tr>
<td>Team Leader</td>
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</table>
Legacy Statement (continued)

Legacy Statement
## Legacy Statement (continued)

<table>
<thead>
<tr>
<th>Activity: Legacy Plan</th>
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<tbody>
<tr>
<td>Identify three goals:</td>
</tr>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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</tbody>
</table>

Identify potential obstacles:

Determine action steps:

Identify resources and supports:

Identify benchmarks for measuring progress:

Identify criteria for measuring success:
Course Review and Evaluation

Course Competencies

After training, participants will be able to:

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

Evaluation

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

Thank you for attending!