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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
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<td>Reflective Practice Survey Scoring</td>
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<tr>
<td>Reflective Practice Survey Scoring Justifications</td>
<td>PR 35</td>
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</table>
## Getting Started

**Welcome and Introductions**
Welcome to Supervisor Core Module III – Supervisor as Coach

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**Building Layout**

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**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.

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**Ground Rules and Non-negotiables**
Course Information

Course Overview
Supervisor Core Module III Supervisor as a Coach applies the tools of DISC, Clinical Supervision, and leadership styles to promote and enhance the skills of mentoring and teaching workers through all stages of development 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 Competences
After training, participants will be able to:

1. Create a learning environment that supports professional and personal development of staff.
2. Teach family case managers how, when and why to integrate direct practice tools into casework.
3. Establish practice expectations that monitor and provide feedback by applying core permanency competencies to casework tasks and activities.
4. Assess the value of a developmental approach to supervision and adapt supervision style to each worker’s stage of development.
5. Recognize the value and components of a mentoring program.
6. Proactively recognize when a family case manager’s emotional response and/or judgement interferes with the casework process and then empower the FCM to identify and examine these issues.
7. Incorporate analysis of child, parent, family, and environmental risk/protective factors as well as strengths and needs to achieve permanence.

Computer Assisted Training Competencies
New Worker Cohort Schedule and Transfer of Learning (TOL) Checklist Review for Supervisors CAT Competencies:

1. Identify the training sequence of New Worker Cohort Training for new Family Case Managers.
2. Develop a plan for new workers that supports classroom learning, creates opportunities for experiential learning, and ensures the Transfer of Learning activities are completed.
The Learning Process

Activity: Arrange Four

Round 1

Round 2

The Learning Organization
The Learning Process (continued)

**Adult Learning Theory**

**Motivation**
Team members are motivated to learn when they understand the benefit. And they may lack motivation if they do not recognize the need for improvement. Supervisors should help team members understand the direct effect their role has on Indiana families and children then identify and communicate areas of improvement.

**Respect**
Team members feel respected when they are treated as professionals and receive the necessary support to do their jobs well. And they may feel disrespected if treated poorly, chastised or ridiculed. Supervisors should be mindful of the way in which they interact with each team member to ensure that respect and dignity are always being modelled.

**Experience**
Team members have a wide range of experience, knowledge and skills that could benefit everyone. New members who lack experience and training may feel inadequate or nervous. Supervisors should strategically plan the role each member can play in the overall functioning and success of the team and provide opportunities for sharing knowledge, insight and ideas.

**Application**
Team members are receptive to learning when they understand how it can be applied immediately. And they may not always understand that theory and concepts need to be learned and practiced before they can be applied. Supervisors should help bridge the connection between training and field application by supporting and emphasizing the importance of continuing education.

**Critical Reflection**
How are you creating an environment that “supports professional and personal development of staff?”
The Learning Process (continued)

Experiential Learning Model

- **Concrete Experience** - Action or event that occurred; serves as the foundation for the rest of the cycle.
- **Reflective Observation** - Consider the mistakes of the event, what went well, and what can be used as a teaching tool.
- **Abstract Conceptualization** - Envision a plan and consider what can be done differently next time, including alternatives, potentialities, etc.
- **Active Experimentation** - The task is repeated, utilizing and practicing concepts gained from previous phases, until mastery is achieved.

Examples:

- **Concrete Experience** - A child hears the fire alarm at school and evacuates the building.

- **Reflective Observation** - The teacher asks the students to think about the experience; discusses the things that went well and where they can improve.

- **Abstract Conceptualization** - The teacher explains what should be done the next time and asks students to visualize their reaction.

- **Active Experimentation** - The fire drill is repeated.
Activity: Applying the Experiential Learning Model

Imagine that the FCM in the video is a member of your staff. Use the Experiential Learning Model to develop a plan that will improve performance.

Identify the Concrete Experiences from the video:

How would you direct an FCM to reflect on the experiences? Be specific by identifying behaviors and alternatives.

How would you help the FCM conceptualize these alternatives and ask, “What if…”?

How could you help the FCM practice these alternatives?
The Learning Process (continued)

### DISC Preferences

<table>
<thead>
<tr>
<th>Traits</th>
<th>Driver</th>
<th>Influencer</th>
<th>Supporter</th>
<th>Calculator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on others</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Independent, Internal</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Energetic and busy</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tell rather than ask</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Focus on Big Picture/Future</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Like Stability and Predictability</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Like Change</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task Oriented (vs. People)</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>Flexible to Changing Environment</td>
<td></td>
<td>X</td>
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<td>X</td>
</tr>
</tbody>
</table>

![DISC Preferences Diagram](image-url)

Visual Analysis Guide

www.changingminds.org/explanations/preferences/disc.htm
The Learning Process (continued)

Activity: Communicating with Your Team

Imagine your staff has just experienced the same encounter as the FCM in the video CPS: No Warrant, No Entry…

1. How will the Reflective Observation look for each of the profiles? (i.e. providing feedback to your staff)

2. How will Abstract Conceptualization look for each of the profiles? (i.e. preparing staff for “next time”)

<table>
<thead>
<tr>
<th>Driver:</th>
<th>Influencer:</th>
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</table>

<table>
<thead>
<tr>
<th>Calculator:</th>
<th>Supporter:</th>
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</tbody>
</table>
Activity: Staffing Game Plan

Identify a recent event to use as a learning opportunity for one of your staff. Identify the staff member, their DISC profile and use the Experiential Learning Model as a framework to help them learn from the experience. Consider this within the context of an individual staffing meeting.

**Note:** For each step of the process consider your Profile Interactions, Critical Thinking questions, and how you plan to work through each phase of the experiential learning cycle.

**Team Member Name:**
**DISC Profile:**

**Concrete Experience**

**Reflective Observation**

**Abstract Conceptualization**

**Active Experimentation**
**Practice Tools**

<table>
<thead>
<tr>
<th>Tools to Improve Performance</th>
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<tbody>
<tr>
<td></td>
<td><strong>What are some of the tools you use as a coach to assess and improve performance on your team?</strong></td>
</tr>
</tbody>
</table>

03/27/2017

Participant Manual - Supervisor Core Coach 14
### Critical Thinking Process Review

#### Who…
- benefits from this?
- is this harmful to?
- makes decisions about this?
- is most directly affected?
- have you also heard this from?
- would be the best person to consult?
- will be the key people in this?
- deserves credit for this?

#### What…
- are the strengths/weaknesses?
- is another perspective?
- is another alternative?
- would be a counter-argument?
- is the best/worst case scenario?
- is most/least important?
- can we do to make a positive change?
- is getting in the way of our actions?

#### Where…
- would we see this in the real world?
- are there similar concepts/situations?
- is there the most need for this?
- in the world would there be a problem?
- can we get more information?
- do we go for help with this?
- will this idea take us?
- are the areas for improvement?

#### When…
- is this acceptable/unacceptable?
- would this benefit our society?
- would this cause a problem?
- is the best time to take action?
- will we know we’ve succeeded?
- has this played a part in our history?
- can we expect this to change?
- should we ask for help with this?

#### Why…
- is this a problem/challenge?
- is it relevant to me/others?
- is this the best/worst scenario?
- are people influenced by this?
- should people know about this?
- has it been this way for so long?
- have we allowed this to happen?
- is there a need for this today?

#### How…
- is this similar to__?
- does this disrupt things?
- do we know the truth about this?
- will we approach this safely?
- does this benefit us/others?
- does this harm us/others?
- does we see this in the future?
- can we change this for our good?
Practice Tools (continued)

Socratic Method

What is it?
The philosopher Socrates developed a method to teaching based on thoughtful questioning and dialogue. The Socratic Method involves a shared dialogue between coach and students. The coach leads by posing thought-provoking questions. Students actively engage by asking questions of their own. The discussion goes back and forth.

How does it work?
As the coach continues to ask questions regarding the subject, the team member will need to develop their own ideas, recognize inconsistency, and correct any ‘gaps’ along the way as they discuss a plan.

| Clarification | How does this relate to our discussion?  
|               | Why are you stating that?  
|               | What do we already know about this then?  
|               | Can you give me an example? |
| Probing Assumptions | What would happen if…?  
|                    | How can you verify or disprove?  
|                    | How did you choose those assumptions?  
|                    | What could we assume instead? |
| Probing Rationale | What do you think causes….?  
|                   | How do you know this?  
|                   | What evidence is there that supports…?  
|                   | How might it be refuted? |
| Questioning Viewpoints | What are the strengths and weaknesses of…?  
|                       | What are alternative ways of looking at this?  
|                       | Explain why this is necessary or beneficial and who benefits from this? |
| Probing Consequences | How does…fit with what our experience tells us?  
|                      | How does… affect….?  
|                      | What generalizations can we make?  
|                      | What are the consequences of this assumption? |
| Questions on the Questions | Why do you think I asked these questions?  
|                           | What does…. mean?  
|                           | What is the point of the question? |

http://www.umich.edu/~elements/probsolv/strategy/cthinking.htm
**Practice Tools (continued)**

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<th>Sample Coaching Questions</th>
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<td><strong>Assessment</strong></td>
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<tr>
<td>- What do you think is best?</td>
</tr>
<tr>
<td>- How does it look to you (or how do you feel about it)?</td>
</tr>
<tr>
<td>- What seems to be the main problem/obstacle/concern?</td>
</tr>
<tr>
<td><strong>Clarification</strong></td>
</tr>
<tr>
<td>- What do you mean?</td>
</tr>
<tr>
<td>- Can you say more?</td>
</tr>
<tr>
<td><strong>Evaluation/Exploration</strong></td>
</tr>
<tr>
<td>- What do you think it means?</td>
</tr>
<tr>
<td>- What is your goal or assignment?</td>
</tr>
<tr>
<td>- What are some other possibilities/options/meanings?</td>
</tr>
<tr>
<td>- What happens when you…? Or What would happen if…?</td>
</tr>
<tr>
<td><strong>Example</strong></td>
</tr>
<tr>
<td>- For instance?</td>
</tr>
<tr>
<td>- Like what?</td>
</tr>
<tr>
<td>- Such as?</td>
</tr>
<tr>
<td><strong>Elaboration</strong></td>
</tr>
<tr>
<td>- Tell me more about that.</td>
</tr>
<tr>
<td>- What other thoughts do you have?</td>
</tr>
<tr>
<td><strong>For Instance</strong></td>
</tr>
<tr>
<td>- How else could it have been done?</td>
</tr>
<tr>
<td>- What caused it?</td>
</tr>
<tr>
<td>- What have you already tried?</td>
</tr>
<tr>
<td><strong>Options</strong></td>
</tr>
<tr>
<td>- What are the possibilities?</td>
</tr>
<tr>
<td>- What are possible solutions?</td>
</tr>
<tr>
<td>- What options can you help facilitate?</td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
</tr>
<tr>
<td>- What is your desired outcome?</td>
</tr>
<tr>
<td>- How will you know when the family has reached the outcome?</td>
</tr>
<tr>
<td><strong>Planning</strong></td>
</tr>
<tr>
<td>- What are your next steps?</td>
</tr>
<tr>
<td>- What do you need from me?</td>
</tr>
<tr>
<td>- What will you do and when will you do it?</td>
</tr>
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5 Why’s to a Solution

Start with the most obvious symptom, or the data results. Then ask follow-up Why questions related directly to the answer just given. The fifth Why answer will guide you to the underlying cause which guides the team to change and improvement.

Example: The recent CANS Compliance Report indicates that members of your team did not complete CANS for several children on their dashboards.

Why are several CANS assessments not completed? 
Because team members do not have the confidence to complete them.

Why are they lacking confidence in this area? 
Team members do not believe they have the training to understand how to complete the CANS report accurately.

Why do they not have proper training? 
The video training course does not provide opportunity for feedback and questions.

Why can participants not ask questions about the training? 
The training is online and not interactive. Team members need someone to discuss challenging questions with.

Why are they not accessing the DCS CANS Support email? 
The team is not aware of this support staff.

Solution: Provide the DCS CANS email address to team members and instruct them to contact this team for support as needed.

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<th>Problem</th>
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Feedback

What is Feedback?

Feedback is an essential element for everyone in an organization’s workforce. Giving feedback is a task you perform again and again as a manager or supervisor, letting people know where they are and where to go next in terms of expectations and goals - yours, their own, and the organization’s.

Feedback is a useful tool for indicating when things are going in the right direction or for redirecting problem performance. Your objective in giving feedback is to provide guidance by supplying information in a useful manner, either to support effective behavior, or to guide someone back on track toward successful performance.

Some situations which require giving constructive feedback include:
1. Ongoing performance discussions.
2. Providing specific performance pointers.
3. Following up on coaching discussions.
5. Letting someone know the consequences of their behavior.

Some clues that constructive feedback is needed are when:
1. Someone asks for your opinion about how they are doing.
2. Unresolved problems persist.
3. Errors occur again and again.
4. A team member's performance doesn't meet expectations.
5. A peer's work habits disturb you.

Six Ways to Make Feedback Constructive

1. If you can't think of a constructive purpose for giving feedback, don't give it at all.
2. Focus on description rather than judgement.
3. Focus on observation rather than inference.
4. Focus on behavior rather than the person.
5. Provide a balance of positive and negative feedback.
6. Be aware of feedback overload.

Information on Recognizing Good Performance, Characteristics of Good Recognition, Coaching: An Approach to Solving Performance Problems, and Giving Constructive Feedback provided courtesy of Enrollment Services Training, Staff Development and the Work-Study Office, Boston University. https://www.cabrillo.edu/services/jobs/pdfs/giving-feedback.pdf
Feedback (continued)

Feedback Components

Manner
- Utilize Core Values.
- Be direct when delivering your message.
- Avoid phrases such as ‘need to’ and ‘you’.
- Be sincere and avoid giving mixed messages.
- In positive feedback situations, express appreciation.
- In negative feedback situations, express concern.
- Give the feedback person-to-person, not through messengers or technology.
- State specific observations, not interpretations.
- Ensure clear communication has occurred.

Timing
- Typically, feedback should be provided as soon as possible after an event when details are fresh in your mind, as well as the mind of the one receiving feedback.
- Sometimes you may need to provide feedback at a later time in order to collect your own thoughts and provide less emotional feedback, or when a critical situation dictates that you solve the problem now and provide feedback later.
- In some cases, you can provide feedback in the form of advice before an event occurs.

Frequency
- The frequency, or how often you provide feedback, will vary among employee and situation.
- Frequency of feedback can be used to sustain good performance and improve poor performance in a team member.

Feedback Tips

Use “I” statements
- Way of communicating about a problem to another person without accusing them of being the cause of the problem.
- Does not put the listener on the defensive.

Avoid “You” statements
- These are accusatory and can imply blame.
- Will often put the listener on the defensive.

The following words can often negate positive feedback:
- But, However, Although
- (You) Need To
Feedback (continued)

<table>
<thead>
<tr>
<th>Activity: Providing Feedback</th>
<th>Observation 1</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>Was there a constructive purpose for the feedback provided?</td>
<td></td>
</tr>
<tr>
<td>Was the focus on description rather than judgement?</td>
<td></td>
</tr>
<tr>
<td>Was the focus on observations rather than inference?</td>
<td></td>
</tr>
<tr>
<td>Was the focus on the behavior rather than the person?</td>
<td></td>
</tr>
<tr>
<td>Was there a balance of positive and negative feedback?</td>
<td></td>
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<tr>
<td>Was there a feedback overload?</td>
<td></td>
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<table>
<thead>
<tr>
<th>Observation 2</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>Was there a constructive purpose for the feedback provided?</td>
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<tr>
<td>Was the focus on the behavior rather than the person?</td>
</tr>
<tr>
<td>Was there a balance of positive and negative feedback?</td>
</tr>
<tr>
<td>Was there a feedback overload?</td>
</tr>
</tbody>
</table>
Feedback (continued)

<table>
<thead>
<tr>
<th>Recognition and Appreciation</th>
<th>Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Acknowledging a job well done, or “reaching a milestone.”</td>
<td></td>
</tr>
<tr>
<td>• A snapshot in time.</td>
<td></td>
</tr>
<tr>
<td>• Typically top-down and focused on improving the organization.</td>
<td></td>
</tr>
<tr>
<td>• Conditional; based upon performance.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Appreciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Showing value for a team member that is <strong>not</strong> conditional on performance or task completion.</td>
</tr>
<tr>
<td>• Demonstrating care for who the person is and what they value.</td>
</tr>
<tr>
<td>• Enduring over the course of time.</td>
</tr>
<tr>
<td>• Disseminated from all directions and is focused on improving the organization, while considering an individual’s values.</td>
</tr>
<tr>
<td>• Not role specific, not dependent on performance, and is unconditional.</td>
</tr>
</tbody>
</table>

While recognition and appreciation should be presented in front of a group, constructive feedback should always occur in private.
Feedback (continued)

| Activity:       | Hot Potato                  | Hot Topic                  |

Remember:

1. If you can't think of a constructive purpose for giving feedback, don't give it at all.
2. Focus on description rather than judgement.
3. Focus on observation rather than inference.
4. Focus on behavior rather than the person.
5. Provide a balance of positive and negative feedback.
6. Be aware of feedback overload.
Feedback (continued)

Think about a time when you made the decision to confront a problem.
- What happened?
- Was the problem resolved?
- How did the situation impact you?

Think about a time when you made the decision to avoid a problem.
- What happened?
- Was the problem resolved?
- How did the situation impact you?

Pitfalls for Confrontation:

Pitfalls for Avoidance:
Feedback (continued)

Activity: Planning for a Challenging Conversation

Team Member initials and primary DISC Profile:

Brief synopsis of the topic:

What are the benefits to confronting or avoiding this challenging topic?

How should I approach the team member based on what I know about their DISC Profile?

How do I anticipate the team member will respond? What can I do to prepare for this response?

How will I use this conversation to increase my effectiveness with this team member going forward?
Feedback (continued)

Critiquing a Writing Sample

Grammar
- Correct word choice and tense
- Sentence Structure
- No slang words (other than documenting quotes)

Composition
- Complete sentences
- Correct spelling
- Correct use of pronouns

Content
- Thorough explanation of thoughts
- No contradictions
- Explain any acronyms

Activity: Editing the Contact Note

fCM Roberts meet with Marcus at the library. Marcus is enrolled at Ivy Tech Tech and will planned to start class this fall. He has alsomade contact with his brother Jerome, who will be in town latter this month. Their going to chill while he is in town. He said they might go to Anderson to watch the ponies but he doesn’t like to gamble his dollar bills so we (dcs) don’t need to worry about it. Marcus want to major in IT Dev. at Ivy Tech and is excited to get started. Marcus seemed to be focused on school and seeing his brother. He is stable in his apartment and likes his roommate. fCM Roberto is concerned about him saving money for a Car. Marcus has a job but asks freinds for money a lot. He has been working at the AFC for three months and likes it. He can earn scholarships there to help with school expenses. Marcus and fCM Robert made a plan to meet @ appt. next mo.
Feedback (continued)

Identify the team member by their initials:

Review the document you have selected and complete the following tasks:

Mark any grammar, composition, or content errors within the document.

In regards to content errors, what clarification needs to be made to help the reader better understand this writing sample?

Prepare questions pertaining to the above content errors to solicit team member feedback and guide them to better reader understanding.
Feedback (continued)

Activity: Writing Sample Feedback (continued)

Activity Instructions:
1. Partner with a fellow new supervisor.
2. Trade writing samples and review.
3. Role play the team member under review by accepting feedback from the supervisor. Note: To help each other prepare provide additional information regarding the team member’s DISC profile and any recent challenges that may be affecting your working relationship.
4. Debrief with each other providing feedback in regards to things that went well, any challenges you had, and what you might do differently when you meet with this employee for staffing to review the document.

Notes:
Stages of Worker Development

**Beginning Stage**

**Characteristics:**
- Requires high levels of coaching and support
- Imitates coach/mentor; dependent on them for guidance
- Highly motivated to learn; asks questions
- May appear to lack confidence; be anxious and insecure
- May be over-invested in clients

**Role of the Supervisor:**
- Set clear expectations of the team member
- Define roles and responsibilities of the team member and coach
- Ensure worker performance relative to policy
- Build a supportive relationship
- Help team member identify their DISC Profile
- Staff frequently
- Help team member organize and prioritize work

**Critical Stage**

**Characteristics:**
- Increased confidence and comfort in job tasks
- Anticipates client behaviors and plans accordingly
- Recognizes patterns and makes intuitive decisions
- Needs less structured learning experiences
- May revert to beginning stage behaviors when stressed

**Role of the Supervisor:**
- Relationship becomes more comfortable with team member
- Increase in in-depth discussions during staffing
- Include self-disclosure and ‘lessons learned’ during staffing

**Consolidation Stage**

**Characteristics:**
- Displays appropriate professional boundaries
- Possesses strong theoretical knowledge and analytical skills
- Thorough understanding of job skills/policy
- More readily accepts client participation in problem solving
- Has a greater understanding of the complexity and ambiguity of human behavior

**Role of the Supervisor:**
- Relationship becomes more informal and collegial
- Guides the team member in career development
- Encourages team member to take on leadership roles
Stages of Worker Development (continued)

<table>
<thead>
<tr>
<th>Competence Ladder</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning Stage</strong></td>
<td>What are the challenges of team members in Level 1 - Unconscious Incompetence?</td>
</tr>
<tr>
<td></td>
<td>Can beginning workers be in Level 3 or 4 of the Competence Ladder? Explain when that may occur.</td>
</tr>
<tr>
<td></td>
<td>What benefits would this team member bring to your staff?</td>
</tr>
<tr>
<td></td>
<td>What challenges would this team member bring to your staff?</td>
</tr>
<tr>
<td><strong>Critical Stage</strong></td>
<td>What are the dangers of team members in Level 2 - Conscious Incompetence?</td>
</tr>
<tr>
<td></td>
<td>How will you know when a worker is moving into Level 3 - Conscious Competence?</td>
</tr>
<tr>
<td><strong>Consolidation Stage</strong></td>
<td>As team members grow and develop into Level 4 – Unconscious Competence, identify leadership roles they can take within your unit. Explain how you will incorporate them into these roles.</td>
</tr>
</tbody>
</table>
Stages of Worker Development (continued)

New Worker Cohort Schedule

What does your team member need from you as the coach to support them through the New Worker Training process? If you supervise a team that does not attend cohort, consider specifically what your team member might need from you.

• Facilitate Orientation on their first day under your supervision
• Support classroom learning that occurs during Cohort
• Understand learning that occurs in the classroom and create opportunities to test Experiential Learning in the field
• Ensure TOL Checklist activities are accomplished
• Guide new team members to peers at an advanced level of worker development to model correct work
Stages of Worker Development (continued)

<table>
<thead>
<tr>
<th>Driving Forces</th>
<th>Before Training:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Training developed with input from all levels of staff (line, supervisory, administrative, etc.).</td>
</tr>
<tr>
<td></td>
<td>• Coach meets with team member before the workshop to discuss training expectations.</td>
</tr>
<tr>
<td></td>
<td>• Coach engages the team member before the workshop to think about the level of self-competence pertaining to upcoming training.</td>
</tr>
<tr>
<td></td>
<td>• Importance of training to job effectiveness and subsequent promotions is conveyed to all newly hired staff.</td>
</tr>
<tr>
<td></td>
<td>• Trainer meets before training with line workers, supervisors, and administrators to help make the training as relevant as possible.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>During Training:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Trainer involves the workers and their coach in the action planning process.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After Training:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Training personnel send a reminder notice about action plans to trainees one week after the training.</td>
</tr>
<tr>
<td></td>
<td>• Training personnel send a transfer summary to trainees after the workshop to assess their transfer efforts.</td>
</tr>
<tr>
<td></td>
<td>• Coach meets with worker within a week after the training to review their action plan.</td>
</tr>
<tr>
<td></td>
<td>• Coach and team member make a plan of implementation for the action plan, which includes ongoing review of the action plan by the worker and supervisor.</td>
</tr>
<tr>
<td></td>
<td>• Worker formally provides an overview of the training for other staff during the next unit meeting.</td>
</tr>
<tr>
<td></td>
<td>• Coach arranges for worker to shadow another worker who has previously attended the training in an effort to observe implementation of workshop ideas.</td>
</tr>
<tr>
<td></td>
<td>• Training personnel or administration publish the names and stories of trainees who apply the training to the job via email or newsletter.</td>
</tr>
<tr>
<td></td>
<td>• Coach provides immediate and intermittent reinforcement and supports worker transfer efforts after the training.</td>
</tr>
</tbody>
</table>
Stages of Worker Development (continued)

Restraining Forces

Before Training:
- Trainee hears negative messages about the training before attending (e.g., the training is terrible; you won’t be able to use it on the job).
- Trainee thinks training is a vacation away from the job. Trainee does not come prepared to learn.
- Trainee does not have a choice in attending the training session; the trainee is signed up by the training department. The supervisor is also not involved in the decision.
- Trainee does not see the connection between training and increasing work effectiveness with clients.
- No one from the supervisory or administrative level has ever attended the training.
- Supervisor does not provide adequate notice of the training before it begins.

During Training:
- Due to “emergencies,” the supervisor interrupts the training session to staff with workers.
- Several workers are disruptive during the training.
- Trainer is not able to relate personal expertise to child welfare practice.

After Training:
- Trainees try out new ideas but are not very successful with the first two clients (e.g., one client cusses at the trainee and the other calls the agency administrator to complain).
- After the workshop, other workers convey to the trainee, “If you want to survive in this business, you had better forget about what you just learned; there is no time for it.”
- After the training, the worker is reassigned to a position where the training is not emphasized.
Stages of Worker Development (continued)

Activity:
Driving or Restraining Forces

1. The supervisor warns the new team member not to expect much from the training process and that they will learn “what they are supposed to do” when they get in the field.

2. The supervisor emails and calls the team member several times throughout training with questions that require immediate answers.

3. After each New Worker Cohort module, the supervisor and team member staff what was just learned and discuss how the team member will transfer that learning into the field this week.

4. The new worker tests a theory learned in training. It is not successful and the new worker is reprimanded after a client calls the supervisor to complain.

5. The supervisor asks the team member to provide a summary presentation of recent learning after the team member attended a conference.

6. The supervisor tells the team member to ignore portions of the training that do not apply to him. Upon completion of training, another team member resigns and the new worker is now responsible for portions of training that were ignored.
Mentoring

Mentor Definitions

Mentoring
- A developmental caring, sharing, and helping relationship where one person invests time, know-how, and effort in enhancing another person’s growth, knowledge, and skills.
- Responding to critical needs in the life of another person in ways that prepare that person for greater performance, productivity, or achievement in the future.

Mentor
- Anyone who has an important, long-lasting beneficial life- or style-enhancing effect on another person, generally as a result of personal one-on-one contact (regardless of the media used).
- One who offers knowledge, insight, perspective, or wisdom that is helpful to another person in a relationship that goes beyond doing one’s duty or fulfilling one’s obligations.

Mentee
- A person being mentored by another person or persons; especially one who makes an effort to assess, internalize, and use effectively the knowledge, skills, insights, perspective, or wisdom offered by the mentor(s).
- A recipient of a mentor’s help, especially a person who seeks out such help and uses it appropriately for developmental purposes whenever needed.

Critical Reflection

Consider a current or past mentoring relationship in which you were/are the mentee. What are the positive and negative experiences you have encountered?
Mentoring (continued)

**DCS Field Mentor Program**

Effective Staff Development is a critical component to improving outcomes for children and families in Indiana. It is essential that coursework presented in the classroom be practiced in the field with appropriate guidance and supervision. It is equally as important that the process be continually evaluated and enhanced.

The field mentor program has been developed to help reinforce learning with practice in real life situations so that trainees completing their initial 8 week training program and subsequent 4 week on the job training, can work alongside a designated mentor. This mentor will help prepare the individual trainee to accept a caseload upon graduation.

**Skills Assessment Scales**

The rating system developed to provide feedback to new Family Case Managers is called the “Skills Assessment Scales” (SAS). Prior to working with a trainee, the field mentor will receive training on how to complete these rating sheets. The trainee will be evaluated on some skills daily, while other skills are applicable to only certain situations or as the training program develops. If the new employee does not rate as “average” consistently in specified areas, a remedial program will be developed by the trainee’s supervisor in consultation with the training staff to meet the specific needs of that employee.

**Other Mentoring Programs**

What programs (in addition to Field Mentoring) are in place within your office or unit for Consolidation Stage team members to provide peer leadership?

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03/27/2017

Participant Manual - Supervisor Core Coach

36
Selecting a Mentor

What qualities will you look for in a Consolidation Stage worker who will become a mentor?

- Strong commitment to best practice, agency policies and procedures
- Experienced in applicable child welfare services
- Basic abilities to teach, and has a proven ability to relate well with all types of people
- Considered very competent in their role as a peer, and is proficient in tools used by the unit (MaGIK, KidTraks, Hotline Intake Tools, etc.)
- Model good practice to new staff.
- Ability to observe and assess skillset, provide feedback, and communicate with supervisor
- Must satisfactorily complete any training provided as appropriate (Field Mentor, Team Leaders, etc.)

Expectations for Supervisors

- Review all skill assessment scales prepared by Field Mentor and document their completion for each Trainee.
- Work with Field Mentor to develop assistance for the Trainee in any area that is below average based on the skill assessment scales.
- Complete an evaluation form for the Field Mentor six months after they begin working with the Trainee and will submit that form to the DCS Staff Development Field Mentor Coordinator.
Succession planning is a way for Supervisors to identify talented employees who could eventually move into leadership positions within the agency. There are four stages to developing an effective succession plan:

1. Identify positions for succession;
2. Develop a clear understanding of the capabilities required to undertake those positions;
3. Identify employees who could potentially fill and perform highly in such roles; and
4. Prepare employees to be ready for advancement into each identified role.
Understanding Psychological Responses

Brain Teasers  Use this page to take notes for the Brain Teasers.
Activity: Schemas and Scripts

Part I: Imagine then describe a “can”, a “dog” and a “house”.

Part II: Video and discussion

Schemas

Script

Assimilation

Part III: The Story
Understanding Psychological Responses (continued)

Activity: Recognizing Your Template

1. As a group, select and circle one of the following topics:
   - Physical Discipline
   - Money
   - Education
   - Adolescent Behavior
   - Domestic Violence
   - Mental Health
   - Respect Toward Authority

2. Briefly discuss your childhood experiences regarding your chosen topic. Be aware that you do not have to share more than you are comfortable sharing, and make sure everyone in the group has an opportunity to be involved in the discussion.

3. Identify and write down one or two of your templates about this issue. These should be only one or two sentences, and will not be shared with the large group—they are just for your own reference.

4. Discuss within your group how this template might affect your own decision making when providing feedback to a team member regarding their bias.

Critical Reflection

Why is it important in the realm of DCS Practice to understand our own templates and bias?
Understanding Psychological Responses (continued)

Activity:
A Tale of Two Templates

Jake’s Template

Melissa’s Template
Understanding Psychological Responses (continued)

Templates of Team Members

- As a coach, it is critical that you are aware of at least some of the templates of your team members.
- Without this knowledge, you are at a major disadvantage in evaluating the recommendations that your team present to you for approval.
- Remember that you are making approvals usually without direct experience of the situation. You are relying on what you are being told.

How will you learn the templates of your team members?

What are the benefits of knowing the templates of your team members?
Understanding Psychological Responses (continued)

Activity: Ethical Dilemma Buzz Groups

Use this space to make notes and organize your group’s presentation to the class.
Coaching Practice

Individual Staffing

- One-on-one meeting between the team member and supervisor
- Allows the team member to explain their current work in detail to the supervisor, and the supervisor to provide feedback
- Should be a regularly scheduled event
- Should be mandatory for all team members, regardless of their stage of Worker Development

Part of Clinical Supervision is to work with team members to develop Critical Thinking skills. Individual Staffing provides an opportunity for the supervisor to guide a team member through Critical Thinking to lead to positive outcomes for families.

Think back to the activity *Measuring Case Staffing Success* from Supervisor Core Orientation and apply the same principle to Individual Staffing and working with the team member to…

1. Identify gaps in information
2. Brainstorm possible outcomes
3. Develop an action plan
Coaching Practice (continued)

Activity: Using the Staffing Tool

1. Review the Staffing Tool from Supervisor Core Orientation.
2. Consider the scenario the group was assigned and create 2-3 Critical Thinking questions for every quality indicator that aligns to each stage of worker development.
3. You may reference the Stages of Worker Development and Supervisor As Manager module for critical thinking questions.

Safety

Stability

Well-Being

Permanency

Family Role and Voice

Long Term View
At the beginning of the Review Period, the supervisor and the employee shall meet to establish (1) the employee’s performance expectations written as specific, measurable, achievable, outcome-based goals linked to the agency’s strategic objectives, and (2) the Competencies which the employee will need to demonstrate in order to be successful. The Expectations/Goals and Competencies shall be documented on the Employee Work Profile and Performance Appraisal Report.

Routinely, the supervisor and employee will track the employee’s progress toward achieving the performance expectations/goals using the measures specified on the form. This information will enable the supervisor to provide regular specific feedback and coaching. It also will provide the employee with an opportunity to ask questions and clarify expectations, measurements, and how they relate to the Agency’s strategy.

Every supervisor is encouraged to meet with each employee at least once at the middle of the review period to conduct an interim performance appraisal. The purpose of this meeting is to make any adjustments in the performance expectations/goals needed as a result of any changes in direction and priorities of the Agency, discuss the employee’s progress toward each of the performance expectations/goals and initiate action toward improvement, if needed.

At the end of the review period, the supervisor must complete the performance appraisal form. The appraisal should be drafted only after the supervisor has met with the employee to collect information about accomplishments based on the goals and metrics previously established and has reviewed all of the information in the supervisor’s fact file. The supervisor must rate each performance expectation/goal and Competency using the ratings of Meets Expectations, Exceeds Expectations or Does Not Meet Expectations.

The full policy can be found at: http://in.gov/spd/2394.htm
Coaching Practice (continued)

SMART Goals

**S**pecific  
**M**easurable  
**A**chievable  
**R**elevant to the agency’s strategic plans  
**T**ime sensitive

http://in.gov/spd/2394.htm

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**Activity: Employee and Organizational Goals**

The Employee Development Plan is a portion of the Employee Work Profile and Performance Appraisal Report (SF 52403).

Each team member's Employee Development Plan should align in some way with the goals of our agency. They might be directly related to annual DCS Agency Goals, the Mission, Vision, and Values, or another goal the agency has.

<table>
<thead>
<tr>
<th>C - Employee Development Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education, Experience, Licensure, Certification suggested for career enhancement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal Learning Goals:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Developmental Objectives (Knowledge/Skills/Materials Needed to Reach Goals)</th>
<th>Developmental Training/Assignments (On-the-Job Training/Details)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>
Coaching Practice (continued)

The Supervisor’s Role in RPS

1. **Review the Case Assignment**: If you cannot complete the RPS, you need to select the reason for incompletion within the RPS Tool in MaGIK.

2. **Notify the FCM and Schedule Observation**: Review the RPS Tool with the team member so they understand the criteria to be assessed.

3. **Conduct Field Observation**: Focus on Practice Skills and Core Values for building trust-based relationships.

4. **Interview the FCM**: Use the RPS practice indicator questions in the Case Observation section of the RPS Tool as a guide.

5. **Score the RPS**: If something needs to be done to improve the outcome or results for this family, the score should be within *Concerted Action Needed*.

6. **Provide Feedback**: Providing feedback is a coaching opportunity, and the RPS tool can be used as a structure for clinical supervision.

7. **Submit a list of Case Characteristics to DM or LOD**: Ask your DM or LOD how they prefer to have the information presented to them.
Coaching Practice (continued)

<table>
<thead>
<tr>
<th>Comparing QAR and RPS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>QAR - Quality Assurance Review</strong></td>
<td><strong>RPS – Reflective Practice Survey</strong></td>
</tr>
<tr>
<td>Were assessments timely in accordance with policy?</td>
<td>How is the child free of abuse, neglect, and exploitation in all settings?</td>
</tr>
<tr>
<td>Are child’s educational needs reflected in case plan?</td>
<td>What leads you to believe that the child is attending school regularly and making progress in school consistent with promotion and school completion?</td>
</tr>
<tr>
<td>Is there documentation in the record that ongoing therapy (if recommended) is being provided?</td>
<td>In what way is the child doing well, emotionally and behaviorally?</td>
</tr>
<tr>
<td>Is there a plan in the file?</td>
<td>How are planned interventions and supports producing family change consistent with the outcomes needed for sustainable, safe case closure?</td>
</tr>
<tr>
<td>Was the plan signed by the parents?</td>
<td>In what ways are key family members ongoing participants in decisions made about child/family services, supports, and results?</td>
</tr>
<tr>
<td>Was the permanency goal presented to the court at the dispositional hearing?</td>
<td>What permanency efforts are being implemented on a timely basis to ensure that the child has a sense of family, stability, and belonging?</td>
</tr>
</tbody>
</table>
Coaching Practice (continued)

Activity: Providing Feedback after RPS

Meeting Preparation

Team Member's DISC Profile:

Team Member's Stage of Worker Development:

How will you (as the coach) prepare for this meeting?

How will the Team Member prepare?
Coaching Practice (continued)

Activity: Providing Feedback after RPS (continued)

Meeting Logistics

What Experiential Learning opportunities can you provide or plan for?

What Coaching Questions (or 5 Why Questions) can you expect to ask during the meeting?

What Constructive Feedback can you provide and how do you plan to present it?

How will you coach the Team Member from ‘Good to Great’?

Activity continued on next page
Coaching Practice (continued)

Activity: Providing Feedback after RPS (continued)

Follow Up
What are some specific things you will do after the meeting to follow up with your Team Member?
Course Review and Evaluation

Course Competencies

After training, participants will be able to:

1. Create a learning environment that supports professional and personal development of staff.

2. Teach family case managers how, when and why to integrate direct practice tools into casework.

3. Establish practice expectations that monitor and provide feedback by applying core permanency competencies to casework tasks and activities.

4. Assess the value of a developmental approach to supervision and adapt supervision style to each worker’s stage of development.

5. Recognize the value and components of a mentoring program.

6. Proactively recognize when a family case manager’s emotional response and/or judgement interferes with the casework process and then empower the FCM to identify and examine these issues.

7. Incorporate analysis of child, parent, family, and environmental risk/protective factors as well as strengths and needs to achieve permanence.

Evaluation

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

THANK YOU FOR ATTENDING!