Child Welfare Education and Training Partnership

Supervisor Core

Module II

Supervisor as Manager

Indiana Department of Child Services

Participant Manual
Acknowledgments

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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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03/27/2017

Participant Manual - Supervisor Core Manager
## Getting Started

### Welcome & Introductions

Welcome to Supervisor Core: Supervisor as Manager

### Building Layout

### Parking Lot

Throughout the training, this is where we will record questions that will be answered by the end of training or referred to a subject matter expert. The answers may then be provided later in email format.

### Ground Rules and Non-negotiables
Course Information

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

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

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

Course Competencies
After training, participants will be able to:

1. Promote critical thinking and accountability for strategic decisions that resolve barriers and advance progress to safe and timely legal permanency outcomes.
2. Interpret the significance of data from state reports to practice.
3. Evaluate performance of supervisees, holding them accountable for demonstrating and implementing core permanency competencies within the practice model.
4. Recognize the sources of power, the links to social motives and how they are used.
5. Recognize and challenge traditional practices that impede, delay, or deny permanency.
6. Act as an advocate, change agent, and leader in building and sustaining a culture of permanence.
7. Apply a system for ensuring accountability to stakeholders for agency performance by appropriately using data for decision-making and planning to ensure the proper focus on outcomes.
8. Identify different modes of conflict management and appropriate uses for each.
9. Apply organizational and management approaches and philosophies to self and the agency for maximum effectiveness.
In Borneo, there is a bridge connecting two islands. It is constructed of bamboo, lashed together with hemp, and it has been used for hundreds of years. The bridge is four miles long and it has a weight limit of 20 tons. One day, a truck full of sedated pigs pulls up to the bridge, ready to cross. The officials stop the truck and tell the driver, "We have to weigh you."

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

*What does the driver do to keep the truck and the sedated pigs from plunging into the abyss?*
## Critical Thinking (continued)

<table>
<thead>
<tr>
<th>Types of Problems</th>
<th>Examples</th>
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<tr>
<td><strong>Routine-</strong> Problems that are common and the supervisor encounters these regularly.</td>
<td></td>
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<tr>
<td><strong>Non-routine-</strong> Problems that do not happen often and are considered rare</td>
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<tr>
<td><strong>Expected-</strong> Problems may not have happened before but could be predicted or anticipated</td>
<td></td>
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<tr>
<td><strong>Unexpected-</strong> Problems that are not anticipated and could catch the supervisor off guard</td>
<td></td>
</tr>
<tr>
<td><strong>Crisis-</strong> Problems that could lead to dire consequences if not handled quickly and properly</td>
<td></td>
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</tbody>
</table>
Critical Thinking (continued)

Critical Thinking

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

A Critical Thinker...

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

### Critical Thinking Process

| 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? |
Critical Thinking (continued)

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

Critical Thinking (continued)

Activity: Applying Critical Thinking to Problem-Solving

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

2. Identify the problem type:

3. As a group, work through each problem and analyze it using the critical thinking process while using strategies for decision-making.

   a. Critical Thinking process:

      1. Who…?

      2. What…?

      3. Where…?

      4. When…?

      5. Why…?

      6. How…?

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

   c. Identify one strategy you could use immediately and explain why.
Critical Thinking (continued)

Supportive Learning Environment

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

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

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

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

Learning Processes and Practices

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

Leadership that Reinforces Learning

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

Critical Thinking (continued)

Activity: Defining Your Learning Organization

Step 1: *Imagine your ideal team or unit.*

Answer the following questions:

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

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

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

Step 2: Review this list and rank the items, from most important to least, in order to choose the top five (5) additional characteristics that fit your ideal image. (circle your choices)

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

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

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

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

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

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

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

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

i. People feel free to try experiments, take risks, and openly assess the results. No one is punished or ridiculed when making a mistake.
Critical Thinking (continued)

**Activity:**
Defining Your Learning Organization (continued)

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

1. 
2. 
3. 
4. 
5. 

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

1. 
2. 
3. 
4. 
5.
Critical Thinking (continued)

Activity: Defining Your Learning Organization (continued)

Step 5: As a supervisor…

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

What barriers and obstacles would have to be overcome?

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

1.
2.
3.
4.
5.

Data Analyst
Data Analyst (continued)

MaGIK

Four Categories:

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

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

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

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

Definitions:

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

There are two different types of data:

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

Information: Data that has been combined in some way to make it useful.
Data Analyst (continued)

MaGIK Reports

Contacts

- **Quantitative** report that provides information about the last date of contact between each child and the Family Case Manager. Visits are required monthly and are connected to safety and federal funding.

- **Qualitative** measurements are made by knowing that contacts are occurring timely but also about the discussions that occur during these contacts. Supervisors should ask how safety, permanency, stability and well-being are assessed during each contact with a child/family.

Child and Family Team Meetings

- **Quantitative** report that provides date for the last CFTM conducted with a family. Provides compliance data that assists a supervisor in framing conversations with their staff member about expectations for holding CFTMs with families at least once every six months, but specifically at critical junctures.

- **Qualitative** measurements are made by asking how the practice model and CFTM are used to improve outcomes for family and children. Supervisors should ask how plans are developed around QSR concepts such as role/voice of parents and children; explore any challenges to the teaming process. These questions (and their answers) can help supervisors create a blueprint for each team member’s professional development.

Child Data Summary

- **Quantitative** report that includes information such as disposition date, case plan dates, resource type, Medicaid number, and other information specific to each child. This report can assist a supervisor in getting a snapshot of what has been entered into MaGIK, but also provides compliance data that can help a supervisor frame conversations with their staff member about development, timeliness, and expectations for documentation.

- **Qualitative** measurements are made by identifying gaps in information. Supervisors should ask about the challenges of entering information in MaGIK and the support needed to ensure that it happens. Supervisors should also explore with staff and underscore the importance of maintaining current and accurate data.
Data Analyst (continued)

The Process for Analyzing Data Reports

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

**Step #1 Identify the Data Points**

- **Data Point 1:** Name of worker/case/person ID
- **Data Point 2:** Case type/Case begin date
- **Data Point 3:** Date of birth
- **Data Point 4:** Last contact date

**Step #2 Interpret the Data**

- **Data Point 1:**
  What does it tell you?
  What doesn't it tell you?

- **Data Point 2:**
  What does it tell you?
  What doesn't it tell you?

- **Data Point 3:**
  What does it tell you?
  What doesn't it tell you?

- **Data Point 4:**
  What does it tell you?
  What doesn't it tell you?
Mine the data:

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

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

Questions:

Why is this information important?

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

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

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

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

How do you measure the quality of the contact?

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

What questions are being asked during the contact?

What questions are being asked and how?
Data Analyst (continued)

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

Child and Family Team Meetings Report

Step #1: Identify data points

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

Step #3: Mine the data
Data Analyst (continued)

Child Data Summary

Step #1: Identify data points

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

Step #3: Mine the data
Data Analyst (continued)

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

Report #1

Step #1: Identify data points

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

Step #3: Mine the data

Report #2

Step #1: Identify data points

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

Step #3: Mine the data
Framework for Analyzing Performance Problems

Identify Unsatisfactory Performance:

Is it worth your effort?  
- No: Don’t waste your time on it
- Yes: Does the employee know performance is unsatisfactory?
  - No: Let the employee know and provide feedback
  - Yes: Does the employee know what is supposed to be done and when?
    - No: Let the employee know – Working Agreement
    - Yes: Are there obstacles beyond the employee’s control?
      - No: Does the employee know how to do it?
        - No: Train employee and/or provide opportunities to practice
        - Yes: Does a negative consequence follow unsatisfactory performance?
          - Yes: Change consequences
          - No: Does a positive consequence follow unsatisfactory performance?
            - Yes: Change consequences
            - No: Could the employee do it if they wanted to?
              - No: Transfer or terminate the employee
              - Yes: Redirect Behavior
Framework for Analyzing Performance Problems

Identify Unsatisfactory Performance:

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

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

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

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

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

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

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

Could the employee do it if they wanted to?  
| Yes → Redirect Behavior  
| No → Transfer or terminate the employee
Performance Monitor (continued)

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

Report #1_____________________________________

Step #4: Create a plan of action.

Step #5: How will you monitor your plan?

Report #2_____________________________________

Step #4: Create a plan of action.

Step #5: How will you monitor your plan?

Critical Reflection

How does this process help you hold your staff accountable for demonstrating and implementing the practice model skills?
Performance Monitor (continued)

Documentation should include:

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

Notes
**Power**

**Operant Conditioning**

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

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<thead>
<tr>
<th>Increases behavior</th>
<th>Something is ADDED</th>
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<tbody>
<tr>
<td></td>
<td>POSITIVE REINFORCEMENT (+R)</td>
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<table>
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<tr>
<th>Decreases behavior</th>
<th>Something is REMOVED</th>
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**Real Life Examples**

**Positive Reinforcement:**

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

**Negative Reinforcement:**

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

**Positive Punishment:**

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

**Negative Punishment:**

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

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

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

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

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

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

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

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

1.

2.

3.

4.

5.
### Power (continued)

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

Personal Power Base (earned authority):
- Information:
- Expertise:
- Goodwill:

Positional Power Base (formal authority):
- Authority:
- Reward:
- Discipline:

### Critical Reflection

Consider the results of the Power Base Inventory and reflect upon the ways in which you exercise power with your staff. Is it conducive to achieving optimal results with children and families? If not, what adjustments can you make in your management style to achieve better performance results from your staff?
<table>
<thead>
<tr>
<th>Category 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category 2:</td>
</tr>
<tr>
<td>Category 3:</td>
</tr>
<tr>
<td>Category 4:</td>
</tr>
</tbody>
</table>
**Change (continued)**

<table>
<thead>
<tr>
<th>Why is Change Necessary?</th>
<th>Change is necessary within DCS to ensure that we meet the needs of the current society and ensures the desired outcomes for the children and families of Indiana.</th>
</tr>
</thead>
</table>

**Activity: Identifying Change**

1. Policy/Procedural Changes

2. Personnel Changes

3. System Changes
Change Agent

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

Change Skeptic

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

Change Critic

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

Activity: Strengths and Challenges

**Change Agent**

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

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

**Change Skeptic**

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

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

**Change Critic**

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

**Challenges:**
- Slows change.
- Can be demoralizing to others (negative attitude).
- May hold organization back from implementing change fully.
Change Agent (continued)

**DISC**

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

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

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

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

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

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

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

*What can happen:*
Can get caught up in the details and processes and not finish the task; be too critical of others; unwilling to change or be open-minded.
1. **Why is change necessary?**
   - Focus on aligning our procedures with best practices.

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

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

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

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

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

Change Agent (continued)

Activity: Laying the Foundation

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

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

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

1. Why is the change necessary?

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

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

4. What are the barriers to successful implementation?

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

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

#### Activity: Staff Roles for Change

<table>
<thead>
<tr>
<th>Team Member #1: ___<strong><strong><strong><strong><strong>DISC</strong></strong> Change Profile</strong></strong></strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Member #2: ___<strong><strong><strong><strong><strong>DISC</strong></strong> Change Profile</strong></strong></strong></td>
</tr>
<tr>
<td>Team Member #3: ___<strong><strong><strong><strong><strong>DISC</strong></strong> Change Profile</strong></strong></strong></td>
</tr>
<tr>
<td>Team Member #4: ___<strong><strong><strong><strong><strong>DISC</strong></strong> Change Profile</strong></strong></strong></td>
</tr>
<tr>
<td>Team Member #5: ___<strong><strong><strong><strong><strong>DISC</strong></strong> Change Profile</strong></strong></strong></td>
</tr>
</tbody>
</table>

#### Why is Change So Hard

Identify the “radishes” within your office culture.
Collaboration

Activity: The Cup of Coffee

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

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

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

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

Collaboration (continued)

Activity: The Cup of Coffee (continued)

1. What went well?

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

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

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

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

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

8 Tips for Collaborative Leadership

1. Realize that silos can kill your business.

2. Build your collaboration strategy around the “human element.”

3. Use collaboration as an organizational change strategy.

4. Make visioning a team sport.

5. Utilize diversity in problem solving.

6. Help people develop relationships.

7. Focus on building trust.

8. Watch your body language.

Collaboration (continued)

### Activity: Relationships

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

![Diagram](image-url)
Collaboration (continued)

Ecomap
Notes
Conflict Management

Definition

Conflict:
An active disagreement, as between opposing opinions or needs.

Cambridge Dictionary

The Ladder of Inference
Image from: Matt Norman, Before You Make Assumptions, Check your Step.

Step 7:

Step 6:

Step 5:

Step 4:

Step 3:

Step 2:

Step 1:
Conflict Management (continued)

TKI Assessment

Step 1: Complete the Thomas-Kilmann Conflict Mode Instrument

Step 2: Score the TKI Assessment

Step 3: Identify the Five Conflict-Handling Modes

Step 4: Graph Your TKI Score

Leadership and Conflict within Organizations

![Conflicts Handling Modes Diagram](image-url)
You arrived back at work following a two week vacation. Your colleague, who was covering for you during your absence, left a pile of work on your desk marked for your attention.

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

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

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

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

Finally…Why? Who else needs to be involved?
Course Review and Evaluation

Course Competencies

After training, participants will be able to:

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

Evaluation

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

Thank you for attending!