

Executive Summary Foundations

Course Description

The Foundations Supervisor's CORE series is a ten day training offered over five months to the supervisor's of the Bay Area Region. This series will include self-assessment components in order to help participants understand the diverse supervisees they will encounter in their work as supervisors including a direct link to parallel process. Topics will include team building, collaboration, communication, data and fiscal, case consultation, worker development and self care, supervising for performance, and rewards and recognition. Additionally, the series requires a Learning in the Field Experience (LIFE) in which participants are paired with someone from another county to visit and experience their peer's county processes. This requires an additional two half days: one in which the participant hosts a peer in his/her county and one in which the participant goes to visit the peer's county. This series will include lecturette, small group discussions, videos, and applied practice to enhance the supervisor's learning experience as well as allow time for skill development and transfer of learning.

Target Audience

This training is appropriate for new supervisors. New supervisors will be exposed to information that will allow them to expand their skills and knowledge as managers.

Outcome Objectives:

Understanding Self As Supervisor

1. Complete and score the DiSC self assessment in order to understand four different work place styles
2. Will explore their style of workplace behavior
3. Identify the four roles of a supervisor
4. Assess competency in each role
5. Recognize five essential themes of child welfare supervision and applications to the workplace
6. Recognize how their workplace style can be a strength or a barrier in working with others
7. The trainee will be able to create a learning environment in which the development and maintenance of competencies, professional judgment and sound decision making take place through clear strength-based supervision.
8. The trainee will be able to use a variety of modalities and resources to teach staff the ongoing changes in the child welfare profession.
9. The trainee will be able to apply principles of adult learning.

Foundations for Effective Supervision

1. Be knowledgeable of the Adoption and Safe Families Act of 1997 and the national goals for child welfare
2. Be knowledgeable of the eight outcomes and three processes (Self-assessment, Peer Quality Case Review {PQCR}, and System Improvement Plan {SIP}) of California's Outcome and Accountability Act of 2001 (AB636)
3. Integrate legislative measures and outcomes into their understanding of supervisory needs and outcomes
4. Define & value the concept of customer service to internal and external stakeholders
5. Practice strategies to demonstrate good customer service
6. Review and practice principles and strategies for strength-based practices in supervision in the field of CW
7. Understand the process of transfer of learning and what needs to occur before, during, and after training.
8. Encourage and assist staff to transfer knowledge and skills learned through in-service training to their jobs

Data and Fiscal: Tools and Resources to Increase Organizational Success

1. Identify different methods and limits of interpreting data, and how to apply these methods and limits to the supervisory role
2. Recognize key concepts and terminology for outcome measurements (e.g., median, point in time, entry cohort, rolling year).
3. Explain how to navigate the UC Berkeley Center for Social Services Research website (<http://cssr.berkeley.edu/cwscmsreports/>), and understand that all data on the C-CFSR quarterly, county-specific reports (as well as much more detailed information) can be located there.
4. Examine disproportionality in the system of child welfare
5. Be knowledgeable of promising practices and emerging evidence-based practices for achieving:
 - a. timely reunification
 - b. preventing re-entry into foster care
 - c. timely adoption
 - d. minimizing placement moves
 - e. keeping children safe in care
6. Identify how his or her county receives its share of the funds in the allocation
7. Understand the ways in which the State and county measures its progress toward achieving outcome indicators for safety, permanency and well-being
8. Recognize how the funding works for his or her program.
9. Recognize the link between accurate data entry and funding
10. Explain the interrelated nature of the outcome indicators for safety, permanency and well-being that are tracked on the quarterly county-specific outcome reports.
11. Identify how the time study process drives both the funding and the allocations.

Getting Great Performance

1. Link feedback and data to measurement of performance
2. Practice measuring performance and reviewing results with workers
3. Value the need for and practice giving effective feedback for the evaluation of performance
4. Practice addressing taboo topics with supervisees
5. Review strategies for progressive discipline including termination
6. Practice giving effective feedback in order to shape best practice
7. Utilize factors that motivate performance to assist staff in the improvement of job performance
8. Value the need for rewards and recognition in shaping staff morale and team development
9. Identify creative ways to provide rewards and recognition

Case Consultation

1. Apply relevant federal and state statutes, rules, policies, procedures and current practice standards to casework.
2. Communicate a relevant promising practice or evidence-based practice to casework decisions from a case scenario.
3. Demonstrate ability to structure casework supervisory conferences (individual and group) to review progress towards case goals and to hold staff accountable for the provision of services
4. Model and teach necessary elements of engagement, assessment, documentation, decision making, case planning and case progress to staff
5. Can identify issues relating to professional boundaries, such as transference.
6. Elicit critical assessment issues, such as safety, risk, protective capacity, domestic violence, substance abuse and mental health issues
7. Demonstrate a monitoring strategy to promote fairness and equity and consideration of minimum sufficient level of care
8. Practice using a genogram in providing case consultation
9. Assess staff readiness to learn.
10. Demonstrate the ability to ask policy and practice questions related to trends identified in the C-CFSR outcome measures.

11. Review and apply the situational leadership model
12. Practice using a genogram in providing case consultation

Team Development

1. Define characteristics of effective teams
2. Identify the five stages of team development
3. Consider which stage of team development best describes the supervisor's current team
4. Examine the critical components required for a high performance team
5. Devise an action plan for building an effective team
6. Explain the benefits of developing and maintaining an effective team
7. List the roles within most teams
8. Practice strategies for managing challenging team members

Strategies in Sharing the Process

1. Value the benefits of collaboration
2. Identify the internal & external barriers to collaboration and develop strategies to overcome these barriers
3. Learn how to collaborate effectively in settings where there are strong alternate perspectives
4. Illustrate helping staff integrate collaboration into practice to include community partners in case planning and decision making
5. Practice the model of "getting to yes" and the art of consensus building
6. List and apply stages of interdisciplinary team collaboration and team problem solving
7. Review the stages of Cultural Competence

Worker Well Being

- Identify the difference between burnout and secondary trauma
- List signs and indicators of both burnout and secondary traumatization
- Develop strategies to assist workers with burnout and/or secondary trauma
- Practice addressing safety and well being for workers
- Recognize the value placed on supervisors by child welfare
- Explore time management challenges and strategies

Putting it All Together

- Identify significant learnings for transferring to the job from supervisory core
- Verbally report out on LIFE experiences
- Explore readiness and strategies for managing up
- Develop a transfer of learning plan

Ways that Managers can support the Transfer of Learning from the classroom to the job...

BEFORE the training

1. Managers should meet with the supervisor to identify areas the supervisor should work on during the training.
2. Managers should review the expectations of the five month commitment stressing the importance of learning the information that will be offered and bringing it back to practice.
3. Managers should ask the supervisor to identify any supports or behaviors the supervisor learns in the training that could be modeled by the manager in order to assure parallel process between the manager and the supervisor and the supervisor and the worker.
4. The manager should share with the supervisor the manager's DiSC profile and ask the supervisor to share his/her DiSC profile after module one.

AFTER the training

1. Manager should facilitate a conversation about what the supervisor learned in Foundations.

2. Manager should ask the supervisor to identify a specific example of how the supervisor acts in each of the four roles of the supervisor.
3. Manager should ask the supervisor to list the five themes of supervision and give an example of how the supervisor has applied/identified each in practice.
4. Manager should facilitate a conversation with the supervisor about the county's progressive discipline and the performance appraisal process reviewing the forms and timelines related to both processes.
5. Manager should ask the supervisor how often the supervisor holds team meetings and ask to review an agenda of the next team meeting.
6. Manager should ask the supervisor when a good time to visit the team meeting and what message would the supervisor like the manager to deliver to the team.
7. Manager should discuss what level of team development the supervisor believes the manager's team of supervisors to be functioning under and at what level of team development the supervisor's team of workers is functioning.
8. Manager should ask to review the case consultation format the supervisor plans to employ with the unit.
9. Manager should discuss the level of worker development with the supervisor of everyone in the supervisor's unit and help strategize about ways to address each worker's developmental needs.
10. Manager should ask the supervisor about his/her level of development as a supervisor and what type of supervision he/she needs from the manager.
11. Manager should ask the supervisor to identify any potential trauma a worker in the unit may have experienced and then ask for a breakdown of how the supervisor responded to the trauma.
12. Manager should review the critical incident debrief expectations/process/procedure for the county with the supervisor.
13. Manager should review the results of the last PQCR process and the new SIP goals with the supervisor while discussing the supervisor's reaction and ways to address PQCR concerns and meet SIP goals.
14. Manager should set expectations about data reviews for each of the supervisor's workers and review data performance measures on a monthly basis with the supervisor.
15. Manager should ask what the supervisor would like to see changed about practice in the county based on what the supervisor learned about best practice and practices in other counties.