

Executive Summary
FOUNDATIONS OF SUPERVISION

Course Description

This highly interactive, participatory training is designed for new supervisors in Public Social Services. Over a 5 month period, participants are given classroom instruction, required readings, a training binder with handbook exercises, and are encouraged to write in a learning journal. The training will use trainee's actual situations as supervisory challenges as well as other supervisors' situations as the basis of required role plays. A unique feature of the training is the use of learning partners and an opportunity for Learning in the Field (L.I.F.E.) and the DiSC Behavioral Style Profile.

Actively participating in role plays is a required learning activity in this course. Foundations trainer(s) will act in the roles of both trainer and coach in order to guide participants in simulating actual supervisory situations and to ensure appropriate learning while participating in role plays. Skill feedback forms are utilized by all participants to provide constructive comments from their observations to fellow supervisors. Another Academy participant will be the training coordinator who will also participate in the training and occasionally to coach role plays.

A unique learning exchange is derived from the Learning in the Field Experience (L.I.F.E.) module where participating partners have an opportunity for hosting each other in their home county offices to; apply concepts and methods learned in training, practice providing feedback, expand their awareness of supervisory practices, apply collaborative learning techniques and receive feedback on professional development. The final report of each L.I.F.E. partnership learning experience will be presented to the entire group at the end of the course.

In order to enhance the group facilitation skills of supervisors, an emphasis is placed on team leadership and recognizing the various stages of team development. Learners are asked to select a group to observe during the length of the entire course. Between sessions, assignments are given to participants to analyze on the dynamics of their selected groups and their own units as a group. Opportunities for participant self assessment are provided throughout all of the modules. Participants are also encouraged to use the technique of Journaling in order to record their feelings and reactions to material which is elicited through self reflection or issues which arise in discussions.

The five essential supervisory themes that are consistently emphasized throughout the training are: Applying Authority, Cultural Competence, Establishing Expectations, Parallel Process, and Tending to Teams.

The following training topics will be presented in four training modules:

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| <p style="text-align: center;"><u>Module I</u></p> <ul style="list-style-type: none"> ➤ Overview—Establishing expectations for training ➤ Five essential supervisory themes ➤ Four roles of supervisor ➤ Behavioral styles: DiSC ➤ Policy & practice implications ➤ Introduction to fairness and equity ➤ Strength-based practice ➤ Transfer of learning ➤ Tending to teams, part I | <p style="text-align: center;"><u>Module II</u></p> <ul style="list-style-type: none"> ➤ Behavioral style profile review ➤ Tending to teams, part II ➤ Establishing expectations skill practice ➤ Authority ➤ Data & fiscal ➤ Taboo topics ➤ Stress management and self care |
| <p style="text-align: center;"><u>Module III</u></p> <ul style="list-style-type: none"> ➤ Performance appraisal ➤ Time management ➤ Progressive discipline ➤ Termination & post termination ➤ Evidence-based practice ➤ Tending to teams, part III | <p style="text-align: center;"><u>Module IV</u></p> <ul style="list-style-type: none"> ➤ Situational leadership ➤ Genograms ➤ Case conferencing ➤ Authority matrix ➤ Cultural templates ➤ Strength-based principles ➤ Skills Practice |
| <p style="text-align: center;"><u>Module V</u></p> <ul style="list-style-type: none"> ➤ Fairness & equity ➤ Unit & team building ➤ LIFE reports ➤ Working in teams: interdisciplinary collaboration ➤ The art of “managing up” ➤ Team problem-solving ➤ Transferring learning ➤ Graduation | |

Material will be presented through lectures, exercises, recordings, videos, prepared readings, overheads, PowerPoint, and other planned participant presentations.

Target Audience

This course is designed for new Supervisors in Public Child Welfare and other new supervisors in Public Social Services divisions such as Public Health Nursing and Juvenile Probation. Assignments are designed to apply the principles of supervision introduced by the course and may be applied to supervision within public social services.

Outcome Objectives

As a result of this training participants will be able to:

1. Distinguish between each of the four supervisory roles of administrator, manager, teacher and service provider and expand their ability to use each role as needed.
2. Identify how a team works together effectively and demonstrate teamwork in public social services.
3. Demonstrate skills in assessing and addressing issues of cultural competence at three levels: with systems, with units, and with clients.
4. Give honest feedback to peers and staff and receive honest feedback.
5. Demonstrate good time management and prioritization of skills.
6. Demonstrate the appropriate use of authority in different supervisory roles
7. Initiate and facilitate discussion on taboo subjects with staff.
8. Provide face-to-face monitoring of staff and evaluate staff performance at least once every 12 months.
9. Identify how to be a resource person and advocate for staff and clients.
10. Develop a structure that allows staff to apply skills learned in education and training settings.

Ways That Supervisors Can Support the Transfer of Learning

BEFORE the training, trainee supervisors/managers are asked to:

1. Establish three specific supervisory learning/training goals with the supervisor attendee.
2. Establish a specific learning goal with their unit staff.
3. Provide recent state, county, and department statistics regarding the populations served.
4. Review the executive summary with the attendee; identify an objective to focus on with the staff member.
5. Invite participant to present an overview of training to section meeting or staff group.

AFTER the training supervisor/manager will:

1. Meet with participant to discuss the goals for training and whether the training goals were accomplished.
2. Determine what other learning occurred in training.
3. Find out what assistance the trainee still needs if accomplishing his/her goals.
4. Determine the ongoing training needs of the new supervisor.
5. Support the new supervisor in his/her attendance of the ongoing consult groups for graduates of Foundations of Supervision that are provided by the Bay Area Academy on a monthly basis.