

Tools of the Trade: Preparation for Supervision



Trainer's Guide
July 12, 2007



Table of Contents

Table of Contents	2
Acknowledgements	5
Overview	6
Trainer Roles and Responsibilities.....	6
Who the Training is For	6
Module Rationale.....	6
Module Goal.....	7
Module Design and Objectives	8
Module Preparation	13
Recommended Training Setup.....	15
Module Materials	16
Recommended Readings	19
Agenda	21
Introduction and Overview	24
Course Overview (20 minutes)	26
Introductions and Expectations (60 minutes)	31
Making the Transition to Supervisor	37
Thinking About the Transition (15 minutes)	40
Managing Your Own Change (25 minutes).....	41
Hello, Goodbye (30 minutes).....	45
The Role of Supervisor (1 hour)	50
Foundational Guides (1 hour).....	59
In Box Exercise (1 hour)	66
Advice from Experienced Supervisors (10 minutes).....	68
Summary (10 minutes)	69
Connecting Day One to Day Two (20 minutes).....	70
Self-Assessment and Development Planning (40 minutes).....	71
Summary (10 minutes)	74
Communicating	75
Supervisor's Communication Connections (30 minutes).....	77
Communications Guidelines (15 minutes).....	81
Communications Styles (40 minutes)	83
Planning for Communication (45 minutes).....	87
In Box Activity: Selecting a Method (40 minutes)	94



Activity: Planning Communications (35 minutes) 95
Communications Skills Practice (2 hours)..... 97
Communications Summary (5 minutes) 100

Coaching.....102
Connecting Day Two to Day Three (30 minutes) 104
Introduction to Coaching (1 hour, 15 minutes) 107
Praising Desired Behavior: Overview (40 minutes) 119
Praising Desired Behavior: Skills Practice (40 minutes) 120
Correcting Problem Performance: Overview (45 minutes) 124
Correcting Problem Performance: Skills Practice (40 minutes)..... 125
Summary (20 minutes)..... 127
Stress Management (40 minutes) 130
Day Three Summary (20 minutes) 135

Planning and Managing Unit Work137
Connecting Week One to Week Two (20 minutes) 140
Introduction to Planning and Managing Unit Work (10 minutes) 142
Planning Application (45 minutes) 144
Organizing: Start With the End in Mind (60 minutes)..... 147
Establishing Structures (40 minutes) 152
Presenting Expectations (30 minutes) 154
Introduction to Delegation (10 minutes)..... 157
In Box Exercise: What to Delegate (35 minutes) 158
Teamwork Within a Framework (1 hour, 5 minutes)..... 159
Time Management (50 minutes) 161
Summary (25 minutes)..... 165

Building Better Relationships167
Introduction to Day Five (10 minutes) 169
What Are Our Critical Relationships? (10 minutes) 170
People as Resources (50 minutes) 170
Building Relationships With Staff (1 hour) 179
Building Relationships With Families (35 minutes) 183
Building a Relationship With Your Supervisor (5 minutes) 186
Building Relationships With Peers (5 minutes) 188
Relationships With Community Agencies (5 minutes) 189
Building Relationships With Partner Agencies (5 minutes)..... 190
Exercise: Building Relationships (40 minutes) 191
Summary (15 minutes)..... 192

Using Data194
Keeping Track (20 minutes)..... 196
Child and Family Services Reviews (30 minutes) 200
Using Data to Inform Decisions (1 hour, 30 minutes) 206



Summary (25 minutes)	217
Team Building.....	220
Introduction to Team Building (10 minutes)	222
Stages of Team Development Game (30 minutes)	225
Summary (15 minutes)	226
Introduction to Day Six (20 minutes)	228
Characteristics of Effective Teams (1 hour)	230
Summary (15 minutes)	232
Maximizing Individual Performance	234
Introduction to Maximizing Individual Performance (25 minutes)	237
How to Measure Performance (20 minutes)	241
Confronting Unacceptable Behavior (30 minutes)	245
Motivation, Reward, and Staff Retention (1 hour, 15 minutes)	247
Summary (10 minutes)	252
Course Summary	254
Closing Thoughts (10 minutes)	255
Course Content Summary (20 minutes)	256
Closing Up the Tool Shop (1 hour, 5 minutes)	257
Poster: Guiding Principles for New Supervisors: Advice from Experienced Supervisors	262
Do's and Don'ts of Moving Into a New Role and Team.....	262
Handout: Praising Desired Behavior: Supervisor's Notes	263
Handout: Praising Desired Behavior: Case Manager's Notes.....	264
Handout: Coaching: Observer's Notes	265
Handout: Correcting Performance Gaps: Supervisor's Notes	266
Handout: Correcting Performance Gaps: Case Manager's Notes.....	267
Growing a Team Cards	268
Handout: Stages of Team Development Feedback Table	281



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Overview

Trainer Roles and Responsibilities This training will require of you a different set of skills than most other instructor-led training programs. There is less presentation and lecture; you will have to use more facilitation, questioning and clarifying skills. This guide includes instructions for facilitating participants as they build on current knowledge and apply it to new challenges; *your* challenge as a facilitator is use this guide to set up the conditions and exercises that allow participants to construct new knowledge and apply new skills and attitudes.

Who the Training is For The target population for this course is new supervisors in OFI and Social Services. The Steering Committee for this training is comprised of people from both OFI and Social Services, and there was unanimous agreement that their skill needs were very similar; furthermore, it was felt that the networking and sharing involved in training a heterogeneous group would be beneficial for all. The title of the training, *Training for New Family Services Supervisors*, reflects this blend of OFI and Social Services.

This training is to take place during a supervisor's first six months on the job, and it is part of the certification process.

For maximum effectiveness, the workshops should be conducted with groups of no fewer than six and no more than 20 participants.

Module Rationale DHR supervisors have a quick learning curve and a variety of training needs. First, they must make the transition from being an individual contributor to being a supervisor who gets work done through others. It is often difficult for former case managers to give up case work when they have set high standards for themselves and felt they met those standards. It is also hard to give up being a friend and peer of everyone in the office when becoming a supervisor means those relationships must be redefined.



Making the transition to supervisor is more than just a mind set. It is skill set as well. Effective supervisors use a variety of interpersonal skills and processes to manage the people of the unit. These include communication, team building, performance management, building relationships, and coaching. In addition to this critical area of people management is management of the unit's work, which includes using data, planning, managing emergencies and crises, and managing the overall caseload of the unit.

Clearly, supervisors have a lot on their plates. So what do they bring to the table, and what can the agency do to help build the right mind set, skill set, and tool set of new supervisors? New supervisors bring a variety of skills and expertise. They most likely have DHR experience, but they may come from outside the department. They may be hired into a supervisory area that is or is not in their area of program expertise or in a geographical area that is familiar to them. They may or may not have previous supervisory experience in another agency or state.

In order to support supervisors in learning their jobs, DHR has a supervisory certification program that supervisors should complete during their first six months. It includes Internet training, field-based training with mentoring, observations, management ratings, PMP training, a three-day overview called *Skills for Supervisors*, and a six-day classroom training experience. It is this classroom experience which is addressed by this design document.

Module Goal

Upon completion of this training, participants will be able to:

Given a variety of demands, identify and perform appropriate supervisory actions in a variety of situations, in accordance with department mission and values and supervisor's own PMF.



Module Design and Objectives

This program includes two three-day sessions for a total of six days of training. This instructor-led classroom training session complements other training offered to new supervisors by the department. It includes presentation, large and small group activities, reflection, reading, and application.

Key design principles. The training design gives consideration to the following factors:

- Participants should be presented the content within the *context* of their daily work. There should be scenarios for discussion and role playing that enabling them to incorporate new information into their existing processes.
- Participants should have a chance to *reflect* on new learning and think, write, and talk about how it relates to what they already know.
- Participants should be engaged in small and large group *discussions* so that they can learn from each other.
- Participants are under tight time pressures and need easy-to-use *tools* and general *principles*. Participant materials include check sheets or summaries that they can use in their daily work.
- *Practice* is essential to mastery of any skill, and management/leadership is no exception. Participants should have multiple opportunities to *apply* principles that they have learned and receive feedback from the trainer and from peers.

Key design strategies. The following strategies are used throughout the course:

- A paradigm that includes leading and managing work and leading and managing people. We'll look at each skill area in relation to the other skill areas and the paradigm as a whole
- A Learning Journal for participants to record their key learning points during regular reflection periods
- A development plan that participants add items to as the training progresses



- A “to do” list that participants add items to as the training progresses
- Looking at the benefits of learning each skill set
- An “In Box.” This In Box contains various artifacts that relate to a single, fictional (but typical) unit and also relate to the skills being taught in the course. Each section of the training asks participants to access and use some of these artifacts to apply some skills and information from the training. Sample artifacts include PMFs, personnel dossiers, unit and individual productivity reports, audit results, various requests for help, information, or follow-up from clients, staff, and management, administrative chores, unit meeting minutes, press requests, a request for someone to speak at a community event, training opportunities for staff and supervisor, calendar items (meeting with supervisor, monthly conferences, unit meeting), personnel/coaching issues, case reviews, and sample data sets.
- Posttest. There will be a multiple choice, objective-based test, of 50 items, that will be administered at end of training to measure participant mastery of the objectives.

Sections and objectives. The objectives for each section are listed below, organized by the various sections of the training program.

Introduction:

1. Identify differences in roles and responsibilities between a case manager and a supervisor.
2. Identify transitioning from case manager to supervisor as an experience involving loss as well as gain.



Making the Transition to Supervisor:

3. Describe the meaning of statements in the County Director's PMF and identify high-priority items.
4. Complete a self-evaluation to identify areas of strength and need.
5. Complete a developmental plan to address at least one area of strength and one area of need (consider the following factors: new county, new program area, policy needs, leadership skills).
6. Identify differences in roles and responsibilities between a case manager and a supervisor.
7. Identify the three main roles of a supervisor using Kadushin's framework.
8. Given a list of demands on your time and the time of your staff, identify which tasks are most important.
9. Describe ways that supervisors can communicate, process, model, and reinforce values.
10. Identify do's and don'ts of moving into a new role and team.
11. Given a variety of scenarios, identify the best strategies and actions for the supervisor, based on the PMF and department mission and values.

Communicating:

12. Identify urgent and routine information that needs to be communicated to supervisor, peers, and staff.
13. Identify the most effective ways to deliver/disseminate different types of information (e.g. unit meeting, e-mail, impromptu meeting, in-person discussion).
14. Demonstrate active listening skills.
15. Given a request for information or comment, identify the correct response.
16. Describe key agenda items for unit meeting.
17. Demonstrate how to conduct a unit meeting and scheduled conference with staff or immediate supervisor.
18. Identify strategies for redirecting staff and regaining control during challenging meetings and conferences.
19. Describe procedures for developing agendas and conducting scheduled monthly conferences and unit meetings.



Coaching:

20. Identify goal of coaching.
21. Identify appropriate expectations for staff.
22. Given a specific coaching situation, identify the best approach and most effective strategies (e.g., feedback, modeling, teaching).
23. Identify ways to present and discuss problems in light of strengths.
24. Given a description of a coaching situation identify whether supervisor took the correct actions.
25. Demonstrate how to plan and facilitate a discussion around performance. Demonstrate how to provide feedback, model, direct, and teach.
26. Identify stages of Case Worker development.
27. Identify strategies for self-care.
28. Identify causes of Case Worker stress.
29. Identify ways to reinforce desired behavior.

Planning and Managing Unit Work:

30. Demonstrate the ability to set and assess unit goals.
31. Demonstrate how to communicate expectations in a clear, positive, respectful manner.
32. Identify areas for which you must set expectations.
33. Given the workload of the unit and the resources available, determine the best way of meeting goals.
34. Describe value of delegating.
35. Identify tasks that may and may not be delegated.
36. Identify methods used for delegation.
37. Given a description of potential crisis situation, identify proactive vs. reactive steps to deal with it.
38. Identify strategies to reduce the need for crisis management by proactive planning.
39. Identify strategies to improve time management.



Building Better Relationships:

40. Identify critical relationships.
41. Identify the treatment of "clients as resources" as a hallmark of a positive customer focused organization.
42. Demonstrate use of "Solution Based Questions" as a strategy to develop Case Managers and a way to treat them as "resources."
43. Identify ways to involve unit in improving their own service standards.
44. Recognize how "parallel process" can affect clients and families.
45. Identify best practices when working with partner agencies and others in DFCS
46. Identify purposes for talking to a variety of groups.
47. Demonstrate how to speak formally and informally to a variety of groups.

Using Data:

48. Demonstrate how data can be used to make decisions that help us do the "right work, right way."
49. Identify the seven goals of the CFSR—Child and Family Services Review.
50. Identify measures of individual and unit performance.
51. Describe the purpose and process of audits.

Team Building:

52. Identify actions that a new supervisor can take to promote team building.
53. Identify the strengths and weaknesses of the unit as a team and develop a plan for addressing areas of greatest need.
54. Given a description of a team, identify its stage of development.

Maximizing Individual Performance:

55. Identify what to include in a Productivity file (Performance Diary) and how to use it.
 56. Identify the "Four Laws of Performance."
 57. Identify the purpose of case review tool to improve individual and group performance.
 58. Identify requirements for number of cases to be reviewed.
 59. Identify strategies for motivating individuals, work group and self.
-



Module Preparation

Preparation is critical to a successful training session. Listed below are some tips that will help you prepare for your session.

Several months prior to training:

1. Read through all training program materials. You may also want to supplement your knowledge by perusing some of the readings in the *Recommended Readings* list on page 19.
2. Observe and/or co-facilitate the training with an experienced trainer, making notes in your Trainer's Guide about points to emphasize, how to organize exercises, and what questions to expect from participants.
3. Identify dates, times and location for all sessions required to complete this training. Prepare a handout with this information and photocopy it for the participants. You can use the agenda on page 21 to guide you.

One month prior to training:

4. If possible, communicate with participants before they attend the training. Anything you can do to establish a relationship with participants and understand their context for implementing the training will help to ensure a meaningful and successful training experience.
5. Determine how course follow-up will be handled. Here are some questions you must answer before conducting the training:
 - For how long will we provide support for participating supervisors? Who will provide this? What form will it take? How can we get the contact information to the participants?
 - Will there be any follow-up conference calls to discuss progress and provide an information-sharing and networking forum? If so, who will lead them? When? How?
 - Are there arrangements for course credit? How will this be managed?
 - How will we track attendance? Who will need this information?
7. Gather all materials listed in the "Module Materials" list on page 16.



One week prior to training:

8. Make arrangements for your training site.
 - Mailing address, contact person with phone number (participant materials need to be shipped to a specific location and someone needs to receive the materials.)
 - Size of room: Enough space for participants to work in small groups
 - Audio visual equipment
 - Projection system for PowerPoint slides
 - Two flipcharts with pads
 - Table and chairs: One table for trainer, one for materials, enough tables for the number of participants to sit by university-district partnerships and one for coffee and breaks
 - Wall space for your posters and flipcharts
 - Order food and drinks
 - Coffee, juice and rolls
 - Lunch
 - Breaks (soda, cookies)

9. Go through the entire Trainer's Guide.
 - Prepare an agenda with times of day. (You may also want to mark key times with sticky notes put in your guide or to prepare a pacing guide.)
 - Use margins to note key points you plan to emphasize.
 - Make any adjustments that are needed to the activities, room layout, audio-visuals, etc., based on the number of participants.

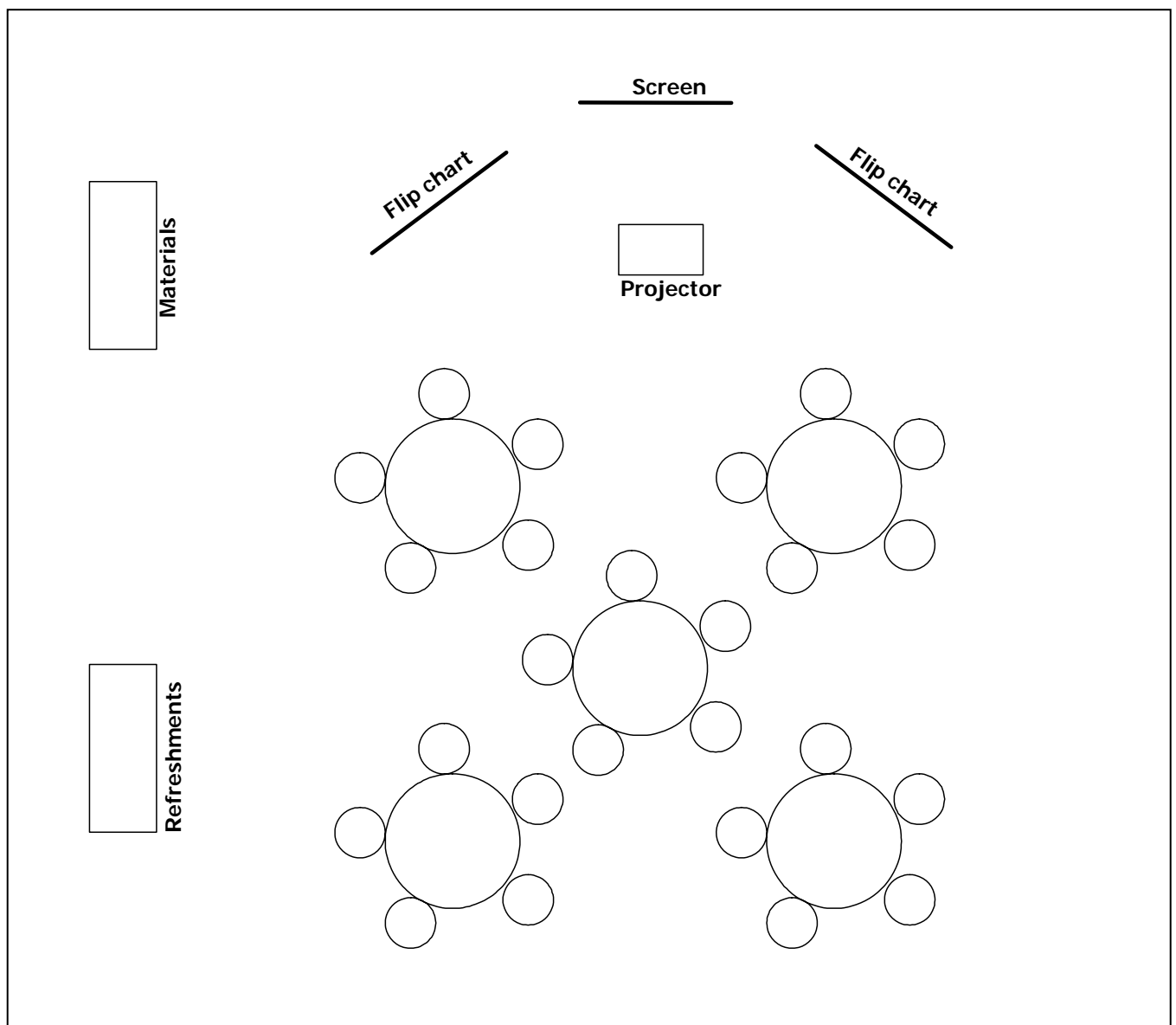
One day prior to training:

10. Check your training site.
 - Check size of room.
 - Set up your training room: One table for trainer (in front), one for materials, enough tables for the number of participants to sit in groups of four to six and one table for coffee and breaks.
 - Check wall space for your posters and flipcharts.
 - Review the graphic of the ideal site setup on the following page.
 - Test all equipment and make sure you have all of your materials organized for efficient distribution.



11. Go through the entire Trainer's Guide.
 - Walk through all activities with the time allocated for each.
 - Prepare any flipcharts.
 - Make sure your materials are organized according to when you will need them.

Recommended Training Setup



**Module Materials Trainer's Kit Contents:**

- Trainer's Guide (one for each trainer)
- Complete set of PowerPoint slides
- Participant's Guide (one per participant and one per trainer)
- One copy of Thiagarajan, Sivasailam. *Teamwork and Teamplay*. San Francisco: Jossey-Bass. 1999.
- One copy of McEwan, Elaine K. *Leading Your Team to Excellence: How to Make Quality Decisions*. Thousand Oaks, CA: Corwin Press. 1996.
- One copy of Sugar, Steve and George Takacs. *Games That Teach Teams*. San Francisco: Jossey-Bass. 2000.

Handouts:

Make the appropriate number of copies of each of the following handouts. (Note: It is a good idea to have one labeled file folder for each set of handouts, so they are available when you need them.)

- Classroom Expectations
- Field Practice Guidebook
- *Praising Desired Behavior: Supervisor's Notes* (see page 263) (one per participant)
- *Praising Desired Behavior: Supervisor's Notes* (see page 264) (one per participant)
- *Coaching: Observer's Notes* (see page 265) (one per participant)
- *Correcting Performance Gaps: Supervisor's Notes* (see page 266) (one per participant)
- *Correcting Performance Gaps: Case Manager's Notes* (see page 267) (one per participant)
- County Outcome Measures (need to obtain and copy prior to each training session)
- Handout: Current month's Outcome Measures and Results: Family Independence **AND** Outcomes Measures and Results: Child Welfare for the state level (see page 165), one per participant (either OFI or Services)
- Course posttest (one per participant)



Supplementary Readings:

The following supplementary readings should be placed in an appendix in the Participant's Guide, in the order in which they are listed below.

- Salus, Marsha K. *Supervising Child Protective Services Caseworkers*. 2004. US Department of Health and Human Services, Administration for Children and Families. Administration on Children, Youth, and Families, Children's Bureau, Office on Child Abuse and Neglect. (Note: The reading is chapter 2 of the book, pages 13-16, "Making the Transition from Caseworker to Supervisors." There are two versions of this chapter—one for Services supervisors and one for OFI supervisors. Both should be included in the Participant's Guides.)
- County Director PMF
- Standards of Conduct and Ethics
- *Tips To Improve Interaction Among The Generations: Traditionalists, Boomers, X'ers And Nexters*. From the National Oceanographic and Atmospheric Association Office of Diversity.
<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/intergencomm.htm>
- Oncken, Jr., William and Donald L. Wass. "Who's Got the Monkey?" *Harvard Business Review*. 2002. Pages 1-10.

Other materials needed:

- The 8th Habit Companion Film DVD available for \$7.95 from <https://www.echodata.com/stephencovey/order.asp>
- Name tags (one per participant)
- A variety of colored markers for flipchart
- Highlighter markers (one per participant)
- Flipchart paper and stand and extra pads
- Masking tape to post flipchart pages
- Sign-in sheet
- Post-it notes
- Blank index cards (at least enough for ten per participant)
- Small prize for introductions contest (optional)
- Small scraps of paper (about 10 sheets per participant)
- Contact Information Index Cards (one per participant)—see template on page 258
- Stack of sticky notes at each table



- Course Framework flipcharts (see below)
- “Gaining” and “Losing” flipcharts (from introductory activity)
- Small scraps of paper (about 10 sheets per participant)
- Flipchart paper, markers
- Poster: Guiding Principles for New Supervisors: Advice from Experienced Supervisors (see page 262 for content)
- Two different sets of stickers, enough for each person to have at least ten of each type. This can be something simple, like sets of blue and green dots from an office supply store, or more elaborate. They are used in the activity on page 104.
- One piece of paper and two paper clips for each participant (make sure you have the right size and shape of paper and the right paper clips to make the “trick” work; see page 128 for more details)
- Large sheets of drawing paper
- Crayons of different colors
- Timer
- Whistle
- Two large, clear containers, such as glass vases, with enough golf balls to fill it, some marbles or pebbles, and a large glass of water (see page 161)
- Blank index cards (about 5 per person)

Equipment:

- Projection system for PowerPoint slides or overhead transparencies
- Computer
- Access to copier is desirable



Recommended Readings

- Bittel, Lester R. and John W. Newstrom. *What Every Supervisor Should Know*. New York: McGraw-Hill. 1992.
- Blanchard, Ken. *The One Minute Manager Balances Work and Live*. New York, NY: William and Morrow Company. 1999.
- Brown, Steven. *13 Fatal Errors Managers Make and How You Can Avoid Them*. New York: Berkley Books. 1995.
- Covey, Stephen R. *Principle-Centered Leadership*. New York: Free Press. 1991.
- Covey, Stephen R. *The 8th Habit*. New York: Free Press. 2004.
- Kadushin, A and D. Harkness. *Supervision in Social Work*. New York: Columbia University Press. 2002.
- Kouzes, James M. and Barry Z. Posner. *The Leadership Challenge: How to Get Extraordinary Things Done in Organizations*. San Francisco: Jossey-Bass. 2003.
- Lloyd, Sam R. *Coaching Skills for Leaders: Helping Others Reach Their Potential*. Los Altos, CA: Crisp Publications. 2005.
- Maddux, Robert B. *Delegating for Results*. Los Altos, CA: Crisp Publications. 1998.
- Maddux, Robert B. *Team Building: An Exercise in Leadership*. Los Altos, CA: Crisp Publications. 2003.
- McEwan, Elaine K. *Leading Your Team to Excellence: How to Make Quality Decisions*. Thousand Oaks, CA: Corwin Press. 1996.
- McKnight, Wil and Elwood Chapman. *The New Supervisor: Stepping Up With Confidence*. Los Altos, CA: Crisp Publications. 1997.
- Moglia, Tony. *Partners in Performance: Successful Performance Management*. Los Altos, CA: Crisp Publications. 1997.
- Nelson, Bob. *101 Ways to Reward Employees*. New York, NY: Workman Press. 2003.
- Preuss, Paul G. *Root Cause Analysis*. Larchmont, NY: Eye on Education. 2003.



Salus, Marsha, K. *Supervising Child Protective Services Caseworkers*. Washington DC: U.S. Department of Health and Human Services. 2004.

Smith, Dayle, M. *Motivating People..* Hauppauge, New York. Barron's Business Success Series 1997.

Sugar, Steve and George Takacs. *Games That Teach Teams*. San Francisco: Jossey-Bass. 2000.

Thiagarajan, Sivasailam. *Teamwork and Teamplay*. San Francisco: Jossey-Bass. 1999.

Wellman, Bruce and Laura Lipton. *Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry*. Sherman, CT: MiraVia. 2003.

Winget, Larry (ed.). *Only the Best on Leadership*. Tulsa, OK: Win Publications. 1996.

Zenger, John H. *22 Management Secrets to Achieve More With Less*. New York: McGraw-Hill. 1997.



Agenda

Day One

Introduction and Overview..... 1 hour 20 min.

- Course Overview (20 minutes)
- Introductions and Expectations (60 minutes)

Making the Transition to Supervisor..... 4 hours, 30 minutes

- Thinking About the Transition (15 minutes)
- Managing Your Own Change (25 minutes)
- Hello, Goodbye (30 minutes)
- The Role of Supervisor (1 hour)
- Foundational Guides (1 hour)
- In Box Exercise (1 hour)
- Advice from Experienced Supervisors (10 minutes)
- Summary (10 minutes)

Day Two

Making the Transition to Supervisor (cont.)..... 1 hour, 10 minutes

- Connecting Day One to Day Two (20 minutes)
- Self-Assessment and Development Planning (40 minutes)
- Summary (10 minutes)

Communicating 4 hours, 30 min.

- Supervisor's Communication Connections (30 minutes)
- Communications Guidelines (15 minutes)
- Communications Styles (40 minutes)
- Planning for Communication (45 minutes)
- In Box Activity: Selecting a Method (40 minutes)
- Activity: Planning Communications (35 minutes)
- Communications Skills Practice (2 hours) (part on day one, part on day two)



Day Three

Communicating (cont.) **1 hours, 10 min.**

- Communications Skills Practice (2 hours) (part on day one, part on day two)
- Communications Summary (5 minutes)

Coaching..... **5 hours, 20 min.**

- Connecting Day Two to Day Three (30 minutes)
- Introduction to Coaching (1 hour, 15 minutes)
- Praising Desired Behavior: Overview (40 minutes)
- Praising Desired Behavior: Skills Practice (40 minutes)
- Correcting Problem Performance: Overview (45 minutes)
- Correcting Problem Performance: Skills Practice (40 minutes)
- Summary (20 minutes)
- Day Three Summary (20 minutes)

Day Four

Planning and Managing Unit Work..... **6 hours, 30 min.**

- Connecting Week One to Week Two (20 minutes)
- Introduction to Planning and Managing Unit Work (10 minutes)
- Planning Application (45 minutes)
- Organizing: Start With the End in Mind (60 minutes)
- Establishing Structures (40 minutes)
- Presenting Expectations (30 minutes)
- Introduction to Delegation (10 minutes)
- In Box Exercise: What to Delegate (35 minutes)
- Teamwork Within a Framework (1 hour, 5 minutes)
- Summary (25 minutes)

Day Five

Building Better Relationships..... **3 hours, 5 min.**

- Introduction to Day Five (10 minutes)
- What Are Our Critical Relationships? (10 minutes)
- People as Resources (50 minutes)
- Building Relationships With Staff (1 hour)
- Building Relationships With Families (35 minutes)
- Building a Relationship With Your Supervisor (5 minutes)
- Building Relationships With Peers (5 minutes)



- Building Relationships With Partner Agencies (5 minutes)
- Relationships With Community Agencies (5 minutes)
- Exercise: Building Relationships (40 minutes)
- Summary (15 minutes)

Using Data..... 2 hour, 45 min.

- Keeping Track (20 minutes)
- Child and Family Services Reviews (30 minutes)
- Using Data to Inform Decisions (1 hour, 30 minutes)
- Summary (25 minutes)

Team Building 55 min.

- Introduction to Team Building (10 minutes)
- Stages of Team Development Game (30 minutes)
- Summary (15 minutes)

Day Six

Team Building (continued) 1 hour, 35 min.

- Introduction to Day Six (20 minutes)
- Characteristics of Effective Teams (1 hour)
- Summary (15 minutes)

Maximizing Individual Performance 2 hours, 40 min.

- Introduction to Maximizing Individual Performance (25 minutes)
- How to Measure Performance (20 minutes)
- Confronting Unacceptable Behavior (30 minutes)
- Motivation, Reward, and Staff Retention (1 hour, 15 minutes)
- Summary (10 minutes)

Summary 1 hour, 50 min.

- Closing Thoughts (10 minutes)
- Course Content Summary (20 minutes)
- Closing Up the Tool Shop (1 hour, 5 minutes)



Introduction and Overview

Time	1 hour, 20 minutes
Overview	Participant introductions are made through a contest designed to make this necessary portion of the training more interactive and memorable. Then, participants get an overview of the course and set expectations for the next five days.
Objectives	<ol style="list-style-type: none">1. Identify differences in roles and responsibilities between a case manager and a supervisor.2. Identify transitioning from case manager to supervisor as an experience involving loss as well as gain.
Activities	<ul style="list-style-type: none">➤ Course Overview (20 minutes)➤ Introductions and Expectations (60 minutes)
Materials	<ul style="list-style-type: none">➤ Participant's Guides➤ PowerPoint slides➤ Flipchart stand and extra pads➤ Small prize for introductions contest (optional)➤ Small scraps of paper (about 10 sheets per participant)➤ Contact Information Index Cards (one per participant)—see template on page 258➤ Variety of markers➤ Stack of sticky notes at each table➤ Handout: Classroom Expectations➤ Two flipcharts taped together for "expectations."
Related Competency	Attitude towards social work: Views her/his career in terms of personal motivation, goals, organization, and acceptance of the responsibilities of the job.



Preparation

Designate a flipchart close to a heavily traveled spot such as the door as your *Catch People Doing Things Right* bulletin board. Decorate it so that people are attracted to it. On the board write something like: "We need your help so our *Catching People Doing Things Right Bulletin Board* succeeds. We believe acknowledging what is going right is more important than finding fault. Therefore, when you see someone doing what helps us achieve our goals, please write a sticky note. Be sure to include your name, the name of the person being acknowledged and what they did. Thanks!"



Course Overview (20 minutes)

Slide 1

Trainer's Note: As participants enter the room, make sure slide 1 is showing, and direct them to follow the instructions on the slide.

Tools of the Trade: Preparation for Supervision



Welcome!

1. Please complete and turn in the contact information index card.
2. Please label your name plate with your name, county, and program(s) you supervise.



1. Introduce yourself and briefly describe your background.

Slide 2

2. Show Slide 2, *Housekeeping*, and let participants know these details.

Housekeeping

- Phone calls
- Restrooms
- Breaks
- Lunch
- Punctuality
- Sharing



3/07 Tools of the Trade 2





Contact Information Index Cards 3. Refer to index cards and ask participants to complete them and turn them in. Explain how these are used.

Slide 3 4. Show Slide 3, *Norms*. Ask if anyone would like to add any additional norms. If so, write them on a flipchart. Ask group if they can agree to these norms.

Norms

- Listen with an open mind.
- Meet commitments or let others know if you are struggling to do so.
- What happens here, stays here! (We respect each others' rights to ask questions, take chances, and make mistakes in trusting atmosphere.)

3/07 3



Slides 4 and 5

5. Show Slides 4 and 5, which contain the module overview information.

Week 1 Overview

- Introduction
- Transitioning to Supervisor
- Communications
- Coaching

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3/07

Tools of the Trade

4

- Week One. During the first week, we will build the foundational interpersonal skills that will help you succeed as a supervisor. There will be many practice opportunities so you can grow in confidence and skill.

Week 1 Overview

- Introduction
- Transitioning to Supervisor
- Communications
- Coaching

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3/07

Tools of the Trade



4



- Week Two. In week two, we'll focus more on the technical skills you need, while continuing to practice interpersonal skills.

Week 2 Overview

- Planning and Managing Unit Work
- Building Better Relationships
- Using Data
- Team Building
- Managing Performance
- Summary and Conclusion

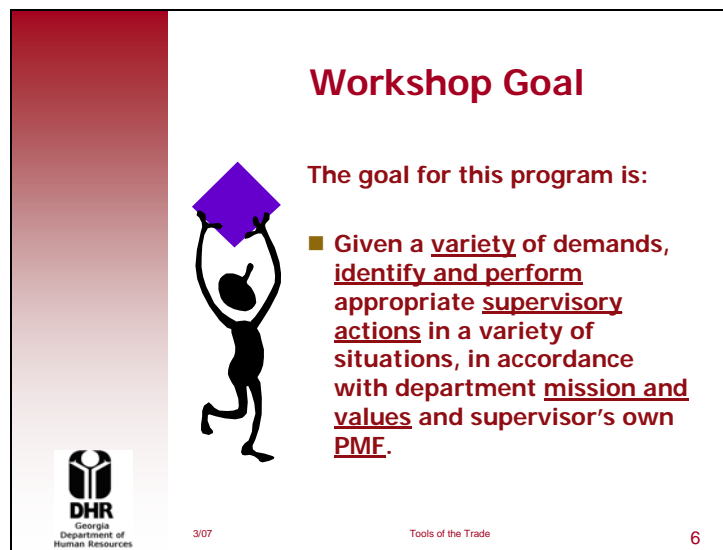


3/07 Tools of the Trade 5



Slide 6


6. Show Slide 6, *Workshop Goal*. Present: This goal is very broad, because it encompasses all your learning in this program. Some words are highlighted.
 - Variety: You face a variety of demands in your job as supervisor—everything from a customer complaint to a request for a report, to providing feedback and coaching to case managers. Throughout this training, we will discuss these demands and how to respond to them individually and how to prioritize what to do first.
 - Identify and perform: Part of your skill building will be figuring out the right actions to take—making good decisions, and another part is actually demonstrating these actions. For some skills, we'll be able to practice both aspects in training; for others, you will have to get further practice in your field-based training.
 - Mission and values and PMF: Throughout this training, we'll be emphasizing how you can use the department's mission and values, along with your own PMF, as "guiding stars" in your decision making.



Workshop Goal

The goal for this program is:

- Given a variety of demands, identify and perform appropriate supervisory actions in a variety of situations, in accordance with department mission and values and supervisor's own PMF.

 3/07 Tools of the Trade 6

- Parking Lot flipchart
7. Post a flipchart that looks like a parking lot. Tell participants that any discussion points that have to be temporarily "tabled" will be posted here for review at the end of the training.



- Participant's Guide
8. Refer participants to the Participant's Guide and explain how it is organized (introductory material, training session materials, readings, slides, etc.). Refer participants to the following sections at the beginning of the guide and allow some time for them to skim through and ask questions:
 - Overview (page 5)
 - Who the Training is For
 - Module Rationale
 - Research Base
 - Module Goals
 - Module Objectives
 - Recommended Readings (page 10)
 - Agenda (page 12)

Introductions and Expectations (60 minutes)

1. Announce that you are going to facilitate introductions in the usual fashion by asking everyone to take turns to stand up and briefly introduce themselves. Explain that most participants do not pay too much attention to these introductions. For a change, ask participants to listen carefully to what other participants say about themselves.



Slide 7



2. Show Slide 7, *Introductions*. Read the directions, then allow several minutes for participants to jot down some notes for their introductions.

PG-15

Trainer's Note: Invite participants to take notes on the sheet Hello, Goodbye on page 15 in their Participant's Guide throughout this and the next activity.

Introductions

- Stand up and introduce yourself: Name, position (what you do), location, and something special about you.
- Complete the phrase: "By becoming a supervisor I am losing _____, but I am gaining _____."



3/07 Tools of the Trade 7



Two blank flipchart pages

3. Ask the first person to stand up, clearly state her name, position, location, and a bit about herself. She should also complete the phrase on the slide. Ask other participants to continue the activity by repeating this procedure. Once again, remind participants to pay careful attention to the others.

Trainer's Note: *You may want to give an example, such as "I'm losing some old peer relationships, because I'm now their boss, but I'm gaining the chance to interact with more and different people." Try to encourage participants to think about what they're gaining and losing professionally.*

Trainer's Note: *Ask for a volunteer to use two blank flipchart ("Gaining" and "Losing") to record responses to the prompt on the slide.*

Trainer's Note: *Listen carefully and jot down a list of questions related to content of participants' introductions. This is for your benefit only and so you don't have to practice your best penmanship (but make sure that you can read your writing later). Each question should have a single correct answer. (Be sure to jot down the answer also.) Here are some samples: Who had formerly worked as a secretary for a law firm? What is Leeva's last name? Which participant claims to have learned a lot of leadership skills by working with her horse? Who has been a case manager for more than 15 years? You don't have to write down a question related to each participant. However, you may want to write more than one question about the same participant just to keep participants wide awake. You may have to edit some of the earlier questions during later introductions to ensure that there is only one correct answer. Example: Who has been a case manager for more than 15 years and recently visited Disney World?*

4. Announce a contest. Announce that you are going to conduct a quiz contest. Ask everyone to grab a piece of paper and a pen. Read your questions, one by one, and ask participants to write down the answer. After a suitable pause following each question, give the correct answer. Ask each participant to show her written answer to her neighbor to get credit. Keep this moving along.



Small prize
(optional)

5. Determine the winner. After about a dozen questions, identify the participant with the most correct answers. If there is more than one participant with the highest "score" ask a few more tie-breaker questions until you have singled out a winner. Lead a round of applause for this participant. Optional: Provide a prize.

Index cards (one
per participant)

6. Optional: Facilitate a quick exercise to give participants a mental break and raise their energy levels:
 - On an index card or sheet of scratch paper, ask each participant to write down two true statements about themselves and one false statement (without writing their names).
 - Collect all the cards and shuffle them.
 - Choose a card at random and ask participants to try to guess which statement is the false one.
 - Ask for a volunteer to try to identify who wrote the card.
 - Ask the person who was identified to stand up and say whether that was his/her card.
 - Ask the person to remain standing and make another guess.
 - Continue until the correct person is identified.
 - Ask: Now that we know who wrote this, which statement is false?
 - Allow guesses until the one false statement is identified.

Trainer's Note: Let participants know you will be following up on additional cards throughout the training.

7. Facilitate a discussion of expectations:

Two flipcharts

- Expectations: To encourage everyone to contribute to the process of clarifying expectations, post two flipcharts side by side to form a large rectangle on the wall. Draw a large circle that extends across all sheets, with about as much space inside the circle as outside.

Variety of markers

- Give everyone a marker and ask them to write down what they want to experience during the course within the circle, and experiences they don't want outside the circle. (Ask people to focus on processes rather than on goals.) Then ask everyone to step back and say what they can do to help prevent the unwanted experiences (outside the circle) from happening and what they can do to help generate the wanted experiences (inside the circle): **Trainer's Note:** *If it is a large group, it may be helpful to have more than one flipchart.*
- Ask: What are some questions that you have about learning to be a supervisor that you would like to have answered by the end of training?
- Write questions on a flipchart. Clarify which questions will be directly addressed by the content of the training session.

Trainer's Note: *As you address the posted questions during the training session, acknowledge this by checking each question on the flipchart.*

Handout:
Classroom
Expectations

8. Distribute the classroom expectations handout and ask participants to sign and return it.

Catching People
Doing Things Right
Bulletin Board

9. Refer participants to the *Catching People Doing Things Right Bulletin Board*. Read the instructions on the bulletin board:
 - "We need your help so our *Catching People Doing Things Right Bulletin Board* succeeds. We believe acknowledging what is going right is more important than finding fault. Therefore, when you see someone doing what helps us achieve our goals, please write a sticky note. Be sure to include your name, the name of the person being acknowledged and what they did. Thanks!"



10. Refer participants to the sticky notes on their tables. Encourage participants to look throughout the day for opportunities to recognize people.

Trainer's Note: Prime the pump by periodically adding cards and encouraging others to do so. When someone acknowledges the contribution of another participant, ask them to record it on a sticky note and post it. Also, add cards to acknowledge those who do a good job acknowledging others! Note that we will actively use the contents of the board at the beginning of day three, so be sure to encourage people to use it throughout days one and two.

11. Transition: Let's discuss the transition process in more detail next.



Making the Transition to Supervisor

Time 5 hours, 10 minutes

Overview In this section, which takes most of day one, participants take a hard look at their accountabilities and how those accountabilities relate to the everyday demands of their jobs. The section starts with a look at supervisory roles and functions. Then, participants learn how to refer to the departmental values and their own PMF in order to sort out what is important. Next, participants are introduced to the "In Box," a set of artifacts (one for OFI and one for SS) that exemplify the demands on a supervisor's time. Using the values, PMF, and ethics code, participants prioritize the items in the In Box, decide how to handle each, and create a calendar and to do list that reflects these priorities. Finally, participants create their own development plan.

The goal of this section is to make sure all participants understand their responsibilities and the department's values and ethics as more than just abstract concepts. They should see them as decision-making guides that impact everything a supervisor does.

- Objectives**
1. Describe the meaning of statements in the County Director's PMF and identify high-priority items.
 2. Complete a self-evaluation to identify areas of strength and need.
 3. Complete a developmental plan to address at least one area of strength and one area of need (consider the following factors: new county, new program area, policy needs, leadership skills).
 4. Identify differences in roles and responsibilities between a case manager and a supervisor.
 5. Identify the three main functions of a supervisor using Kadushin's framework.
 6. Given a list of demands on your time and the time of your staff, identify which tasks are most important.
 7. Describe ways that supervisors can communicate, process, model, and reinforce values.



8. Identify do's and don'ts of moving into a new role and team.
9. Given a variety of scenarios, identify the best strategies and actions for the supervisor, based on the PMF and department mission and values.

Activities

- Thinking About the Transition (15 minutes)
- Managing Your Own Change (25 minutes)
- Hello, Goodbye (30 minutes)
- The Role of Supervisor (1 hour)
- Foundational Guides (1 hour)
- In Box Exercise (1 hour)
- Advice from Experienced Supervisors (10 minutes)
- Summary (10 minutes)
- Connecting Day One to Day Two (20 minutes)
- Self-Assessment and Development Planning (40 minutes)
- Summary (10 minutes)

Materials

- Supplementary Reading: Chapter 3 from Salus, Marsha K. *Supervising Child Protective Services Caseworkers*. 2004. US Department of Health and Human Services, Administration for Children and Families. Administration on Children, Youth, and Families, Children's Bureau, Office on Child Abuse and Neglect.
- Index cards
- Course Framework flipcharts (see below)
- "Gaining" and "Losing" flipcharts (from introductory activity)
- Small scraps of paper (about 10 sheets per participant)
- Flipchart paper, markers
- Supplementary Reading: County Director PMF
- Supplementary Reading: Standards of Conduct and Ethics
- Poster: Guiding Principles for New Supervisors: Advice from Experienced Supervisors (see page 262 for content)
- Supplementary Reading: Field Practice Guidebook
- Two sticky notes per participant



Related Competencies

- Attitude towards social work: Views her/his career in terms of personal motivation, goals, organization, and acceptance of the responsibilities of the job.
- Supervisor Functions: Can identify and apply the three primary roles of a child welfare supervisor: administrative, educative, and supportive.
- Time management skills: Knows and uses effective time management skills, such as organization, planning, use of discretionary time, delegation, avoidance of procrastination, and teamwork.
- Ethical responsibilities: Knowledge and application of social work ethics.
- Philosophy of the Department: Integration of the mission and vision, underlying assumptions, and guiding principles of the Department, and the achievement of Department outcomes, into the day to day operations of the team.

Preparation

Prepare Course Framework flipcharts:

- Framework One, from Stephen R. Covey (see slide 13)
- Framework Three, from Alfred Kadushin (see slide 14)



Thinking About the Transition (15 minutes)

1. Introduce the topic by facilitating the *Blockbuster Activity*. In this activity participants will describe their new role of supervisor in different ways using familiar video store categorizing techniques: Horror, Drama, Action, Suspense, Comedy, Sci-fi.
 - Explain: Many programs, situations, or experiences in the workplace could be analyzed using similar categories to those that you find in a video store.
 - Refer participants to *Worksheet: Blockbuster* on page 16 of their Participant's Guides.
 - Ask: Think about your role as a new supervisor and described briefly the horror, the drama, the comedy, the suspense, the action, and sci-fi quality of being a new supervisor. Jot your notes on this worksheet.
 - Allow three minutes.
 - Hear responses from several people. As needed, prompt for a variety of answers. For example, if someone volunteers a horror example, ask, "Does anyone else have a drama or comedy?"
2. Summary and transition: It is natural to have a sense of drama, suspense, or even fear or humor when you are taking on the important responsibility of supervising. We are helping you in this transition by asking you to label your experiences and feelings and also learn how to manage them.

PG-16



Managing Your Own Change (25 minutes)

Trainer's Note: The following lecturette is adapted from North Carolina's Curriculum for New Child Welfare Supervisors. Source material is from Bridges, W. (1991). *Managing transitions: Making the most of change*. Reading, MA: Addison-Wesley.

Slide 8

1. Show slide 8, *Change and Transition (1)*. Present:

Change and Transition (1)

- **Change ≠ Transition**
- **Change: Situational, external**
- **Transition: Internal**
 - **First, an ending**
 - **Ending = loss**

Adapted from the work of William Bridge

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3/07 Tools of the Trade 8

- Let's discuss the processes of change and transition. This model is adapted from the work of William Bridges.
- Change is not the same as transition. Change is situational: a new job, a new home, a new job, marriage, the birth of a child, divorce, death. When we talk about change, we naturally focus on the outcome that the change will cause. So, change is external; you can notice the outcomes.
- Transition, however, is different. Transition is the internal process that we must go through to make the change our own, to come to terms with the new situation. Several of the important differences between change and transition are overlooked when people think of transition as simply gradual or unfinished change.



- Transition starts with an ending. Test this out in your own experience. Think of a big change in your life. Many of them are positive, but, as transitions, each one started with an ending.
- The failure to identify and be ready for the endings and losses that change produces is the most significant problem that people in organizations encounter. Once you understand that transition begins with letting go of something, you have begun taking the first step in the task of managing the transition. We talked about this in our introductory activity.

Slide 9

2. Show slide 9, *Change and Transition (2)*. Continue with lecture: The second step in Bridges' transition model is understanding what comes after the letting go: the neutral zone. This is the no-man's-land between the old reality and the new. It's the limbo between the old identity and the new. It is a time when the old way is gone (or doesn't work) and the new way isn't clear or doesn't feel comfortable yet.

Change and Transition (2)

Loss → Neutral Zone →

Adapted from the work of William Bridges.

DHR Georgia Department of Human Resources

3/07 Tools of the Trade 9

3. Ask participants what feelings they've had while in the neutral zone.

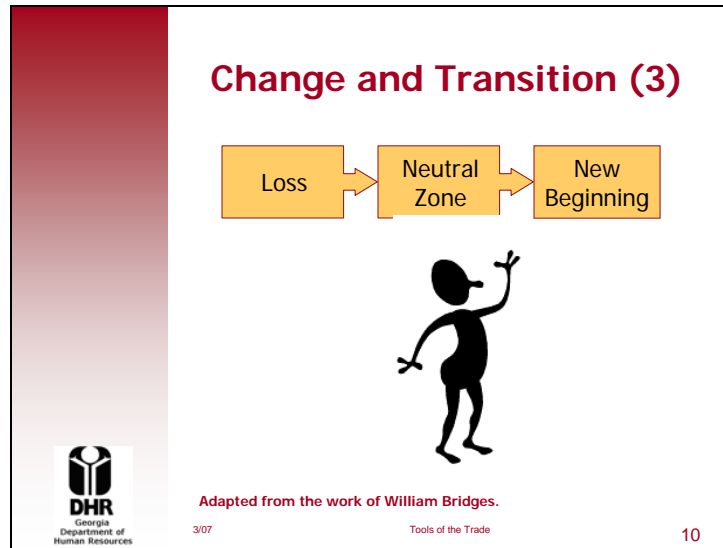


4. Present:

- When you had the baby, or got the new job, the change probably happened pretty fast. But, that's just the external situational change. Inwardly the psychological transition happened much more slowly because, instead of becoming a new person as fast as you changed outwardly, you actually struggled for some time in a state that was neither the old nor the new. It was a kind of emotional wilderness, a time when it wasn't clear who you were or what was real.
- It's important to understand the neutral zone for several reasons. First, if you don't expect it and understand why it's occurring, you're likely to try to rush through it, and be discouraged when you cannot do so. You may mistakenly conclude that the confusion you feel is a sign that there's something wrong with you.
- Second, you may be frightened in this no-man's-land and try to escape, perhaps by slipping back into tasks you did well in your previous job. To abandon the situation, however, is to abort the transition, and to jeopardize the change.
- Third, if you leave the neutral zone prematurely, you'll not only compromise the change, but also lose a great opportunity. Painful though it often is, the neutral zone is our best chance for creativity, renewal, and development. The gap between the old and the new is the time when innovation is most possible and when revitalization begins.
- "The neutral zone is thus both a dangerous and an opportune place, and it is the very core of the transition process. It's the place and time when the old habits that are no longer adaptive to the situation are let go of and new, more adaptive patterns of behavior begin to take shape.... It is the chaos in which the old form of things dissolves and from which the new form emerges. It is the seedbed of the new beginning that you seek." (Bridges)



Slide 10

5. Show slide 10, *Change and Transition (3)*. Continue:

- Ending—neutral zone—new beginning. People are only able to make the new beginning if they have first let go of the old ways or identity (loss) and then spent significant time in the neutral zone. Staying in the neutral zone takes considerable courage and commitment because it is an uncomfortable and unfamiliar place of not knowing. Yet most people and organizations try to start with the beginning. Most pay little or no attention to endings and losses. “They do not acknowledge the existence of the neutral zone, and then wonder why people have so much difficulty with change.” (Bridges)
- People can develop a new attitude and understanding of the change process by recognizing that lasting change is dependent on transition. People can learn to manage transitions so that changes do not become unmanageable.



Supplementary
Reading: Chapter 3
From Salus:
"Making the
Transition from
Caseworker to
Supervisors"

6. Refer participants to Supplementary Reading: "Making the Transition from Caseworker to Supervisors." Present: This reading provides more information about your changing role, especially what the possible stressors are and some strategies for dealing with them. You may read this at your convenience.

Trainer's Note: *There are two versions of this chapter—one for Services supervisors and one for OFI supervisors. Both should be included in the Participant's Guides, and participants should read the one that pertains to them.*

7. Ask: What questions, issues, or practical implications should we discuss before moving on?
8. Transition: In the introductory activity, you each had to state one thing you were gaining and one thing you were giving up. Transitioning to supervisor is about more than just two changes, though. Let's think more deeply about this in an exercise called, *Hello, Goodbye*.

Hello, Goodbye (30 minutes)

1. Present: The transition to supervisor goes most smoothly when you understand and embrace the way your role, scope of influence, relationships, and responsibilities change. We're going to help you do this in a deliberate manner.



-
- "Gaining" flipchart
2. Refer to the "Gaining" flipchart from the introductory activity.
 3. Discuss: What items might we add to this list?
 - Is leader instead of follower
 - Has more responsibility and authority
 - Manage works, manages people
 - Is primary conduit of information among front line and management
 - Makes a difference in more lives
 - Is satisfying for those who feel personally rewarded by developing and empowering others
 - Can interact with more and different people
 - Has a career path to greater advancement
 - Has a broader sphere of influence
 - Embraces authority to help the unit function well
 4. Discuss: How do you feel about the things you are gaining?
 - Encourage participants to be excited about new role.
- "Losing" flipchart
5. Refer to the "Losing" flipchart from the introductory activity.
 6. Discuss: What items might we add to this list?
 - Need to give up responsibilities and job duties from previous role that gave you satisfaction and a feeling of competence
 - Must separate self from work group and align with a new peer group—giving up old peer relationships
 - Difficulties in letting go of old role may lead to micromanagement and being overwhelmed
 - Must give up direct casework
- PG-15
7. Refer participants to the *Hello, Goodbye* worksheet on page 15 in their Participant's Guides and allow several minutes for them to complete it silently.



8. Discuss: How do you feel about the things you are losing and the things that you are gaining?
 - Encourage participants to express their feelings. Explain that it is normal to experience feelings of sadness or regret.
 - Discuss the consequences/risks of not saying “goodbye” to these things—losing credibility, confusion, inability to function in role of giving direction and feedback, being overwhelmed, not being able to complete supervisory tasks because one is still doing case management tasks, etc.

Small scraps of paper (about 10 sheets per participant)

9. Distribute small pieces of scrap paper to participants.

Trainer's Note: You may want to cut up pieces of paper bound for the recycling bin for this exercise.

10. Invite participants to write down the things they are saying “goodbye” to on the sheets of scrap paper and then to toss them into the trash to symbolize their willingness to embrace their new roles.

11. Discuss:

- What were you willing to throw away?
- Were there any things you were unwilling to throw away?
- Were there any things/duties you should NOT have thrown away?



Slide 11

12. Show slide 11, *Tips for Transitioning*, and go over the points.

Tips for Transitioning

- Differentiate between what you were hired to do as a case manager and what you were hired to do as a supervisor.
- Work toward establishing healthy boundaries with former peer relationships.
- Start steering the boat rather than continue to bail out water.
- Act your way into a new way of thinking.
- Dress the part.

DHR Georgia Department of Human Resources 3/07 Tools of the Trade 11

Slide 12

13. Show slide 12, *Reflection*.

Reflection

What squares with my thinking?

What's still rolling around in my mind?

What do I need to change?

DHR Georgia Department of Human Resources 3/07 Tools of the Trade 12



- PG-Learning Journal
14. Refer participants to the *Learning Journal* at the back of the Participant's Guide. Explain:
 - It is important to reflect on what you learn in training. This helps the content become more organized and meaningful to you.
 - These *Learning Journal* pages are for personal reflections. Nobody will see them but you, so we encourage you to be honest about your thoughts and feelings.
 - You may use your learning journal to jot down new insights, affirmations of ideas you already have, questions or concerns you have, or anything else you choose.
 - We will allow you a few minutes at the end of every section to record your thoughts in your *Learning Journal*.
 15. Allow a few minutes for participants to record their thoughts.
 16. Invite group members to ask questions about the Bridges model of change and put them concepts into their own words.
 17. Ask: What questions, issues, or practical implications should we discuss before moving on?
 18. Transition: Let's now look more closely at the "new"—your new role as supervisors.



The Role of Supervisor (1 hour)

Blank flipchart:
Roles of the
Supervisor

1. Ask participants to brainstorm roles of a supervisor. Record these on a flipchart. Probe for answers such as the following:
 - Is leader instead of follower
 - Delegates
 - Communicates (all ways)
 - Models the mission
 - Evaluates staff
 - Motivates
 - Gives feedback
 - Coaches and mentors
 - Monitors
 - Analyzes problems
 - Makes decisions
 - Influences others
 - Mediates and negotiates
 - Recruits and hires
 - Trains
 - Leads changes
 - Supports case managers in their work
 - Help workers deal with stress
 - Advocates and serves as a buffer (families, workers, management)
 - Rewards
 - Uses data to measure unit and individual accountabilities
 - Plans and organizes the workload

Trainer's Note: Focus on roles, more than specific tasks.

2. Present: There are so many roles; it might be helpful to organize them into a framework.
3. Display Covey and Kadushin framework flipcharts (see instructions at beginning of this section). Also, refer participants to *Frameworks For Understanding Supervision* on page 17 in their Participant's Guides.
4. Present: There are different ways of understanding the roles and functions of a supervisor. Here are the frameworks developed by two different authors.

Framework
Flipcharts

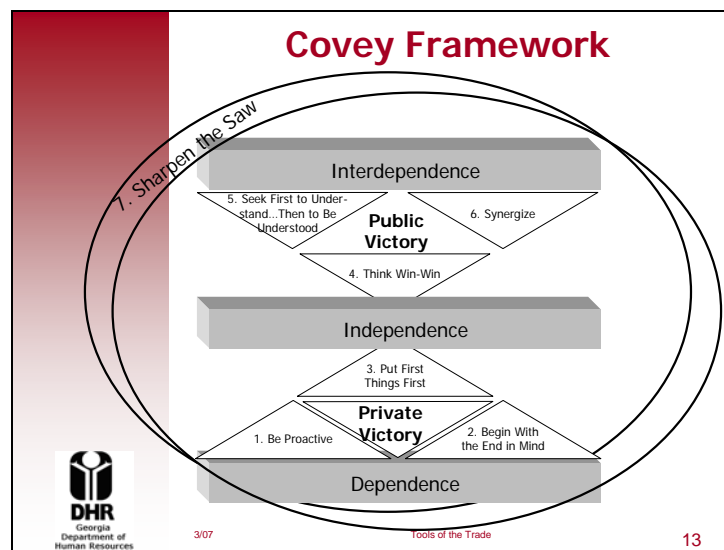
PG-17



Slide 13

5. Show slide 13 and present an overview of the framework:

- The Covey model is built around Stephen Covey's *Seven Habits of Effective People*.
- Covey considers the first three habits (labeled by numbers on the diagram) to be primary human endowments. They are the result of you exercising your self-knowledge (1), imagination (2), conscience (2), and will power (3). If you practice these three habits, you will feel empowered and disciplined, which is your *private victory*. Think of these as muscles; the more you use them, the stronger they become and the more effective we become.
- Once you have these three habits mastered, you can move on to the second three habits, which help build an abundance mentality (4), courage balanced with consideration (5), and creativity (6). These will lead to public victories.
- The seventh habit, sharpen the saw, surrounds the others because it represents continuous improvement.





6. Continue:

- Covey proposes that there are three levels of maturity. At any given time, you may be at one level of maturity in one area of your life and another area of maturity in a different area of your life.
- *Dependence* means being directed, nurtured, and sustained by others. The thinking in this area of maturity is that someone else is responsible, someone else is making decisions and taking risks.
- *Independence* is when we can better take care of our own needs—physical, emotional, mental, and social. The thinking in the area of maturity is, “I do not need you so much. I will make my own decisions and be responsible for them.”
- *Interdependence* is a stage characterized by a greater awareness of the interconnectedness of actions—how what we do fits into what others do and the “big picture.” The thinking here is, “Together, we can do more than any of us can do alone. We all have responsibility for what happens.”
- “Dependent people need others to get what they want. Independent people can get what they want through their own effort. Interdependent people combine their own efforts with the efforts of others to achieve their greatest success.” (Covey, 2004)

7. Ask: Which level would you like to be at, and why?

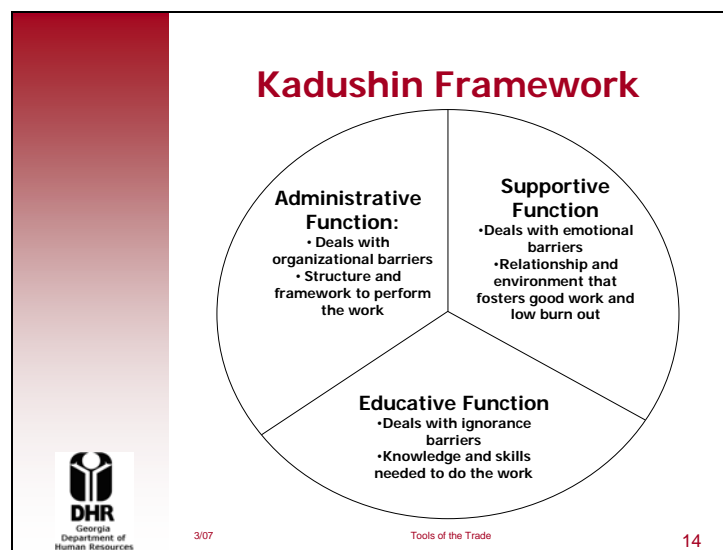
8. Present: As you think about your own development, consider these levels of maturity and how you can use your strengths to advance to higher levels. Realize that as you tackle new skills and new challenges, or as there are times of tension, you will probably slip back temporarily in maturity level, and that is OK.



Slide 14

9. Show slide 14 and present an overview of the framework:

- Unlike the other framework, Kadushin's three functions are specific to social work supervision. Kadushin explains the evolution of these functions as having come from a “parallel process” model—the idea that the relationship between supervisor and case manager is in many ways parallel to that between case manager and family.
- The administrative function involves promotion and maintenance of good standards of work, coordination of practice with policies of administration, and the assurance of an efficient and smooth-working office. Administration is concerned with policies and procedures.
- The educational function involves the development of each individual case manager on the staff in a manner calculated to evoke the fully realization of possibilities of usefulness. Education is concerned with skills, knowledge, and attitudes.
- The supportive function involves the maintenance of harmonious working relationships and a positive work culture. Support is concerned with morale and job satisfaction.
- Kadushin contends that the relative importance of each of these functions has changed frequently in the past hundred years, but at any rate, all three complement each other.





Slide 15 - 21

10. Show slides 15-21 and discuss each function.

Administrative Activities:


- Hiring
- Introducing and placing the worker
- Planning the work
- Delegation of work and task
- Monitoring, Reviewing and Evaluating the Work (Performance Management)
- Administrative communication
- Administrative buffer
- Change agent
- Community liaison



3/07 Tools of the Trade 15

Educative Function

- "Teaching the worker what he needs to know in order to do his job and helping him learn it" Kadushin, Role of the Supervisor
- Teaching the basic skills and knowledge needed to do the job
- Focusing on what the individual employee needs to do the job and on promoting the growth, development and skill of the person



3/07 Tools of the Trade 16



Educative Function

- Experiential education – processing, reflecting and examining the parallel process between staff and clients.
- Didactic education – Direct teaching of a skill or theory to supervisee.



3/07

Tools of the Trade

17



Educative Activities

- Training (OJT)
- Sharing experiences and knowledge
- Informing
- Clarifying
- Guiding
- Finding solutions/problem solving



3/07

Tools of the Trade

18



Supportive Function

- Excuses 'failure' when appropriate
- Shares and sanctions responsibility for difficult decisions
- Provides a framework or perspective through which to view the work
- Decides on the style of management that is most appropriate for each individual
- Purpose: To help supervisees with job-related stress and develop attitudes and feelings conducive to maximum job performance



3/07

Tools of the Trade

19

Supportive Activities

- Assessment
- Exploration of problems
- Strength-based approach
- Case planning
- Relationship building
- Goal attainment
- Re-evaluation and planning
- Modeling these things gives employees a chance to see them in action.



3/07

Tools of the Trade

20



Supportive Function Includes...

- Spending time with staff: You're worth my time
- Active, empathetic listening
- Reaffirming their purpose in the work, even if the result looks like failure.
- Reassurance
- Sense of humor
- Rewarding comments and gestures
- Constructive feedback
- Expression of confidence

3/07Tools of the Trade21

11. Discuss: What do each of these frameworks mean to you? How do they help you understand the scope of a supervisor's job?

12. Facilitate framework activity. This activity helps participants to reflect on the meaning of the various roles:

Flipchart paper,
markers

- Ask participants to work in table teams of four to five.
- Ask each of them to construct a diagram that shows how the various roles (from the Roles of the Supervisor flipchart) fit into the three functions Kadushin outlines. Note that some roles may fit into more than one area. They should put their diagram on a flipchart.
- Allow fifteen minutes.
- Ask participants to post their flipcharts.
- Ask for a few participants to comment on the common themes in the various flipcharts.
- ***Trainer's Note:*** *There is no single correct answer to this activity; instead, the purpose is just to get them thinking about the different functions and roles. A possible teaching point is how many tasks are under "administrative," and how much time we spend on that, versus the amount of time we should spend there.*




Slide 22

13. Show slide 22, *Temptations to Avoid*. Present: We have been talking about what the supervisor's role is; this slide shows what it is not. All of these things can be tempting to the new supervisor; resist the temptation!

Temptations to Avoid

- **Skipping necessary training**
- **Attending meetings but not taking time to disseminate information and apply what you've learned**
- **Automatically responding to the "squeaky wheel"**
- **Not asking for supervision for yourself**
- **Nowhere on the PMF does it say "do casework."**

 3/07 Tools of the Trade 22

14. Discuss: Are there other items we should add to this list?
15. Ask: What questions, issues, or practical implications should we discuss before moving on?



Slide 23
PG-Learning Journal

16. Show slide 23, *Reflection*. Ask participants to think about this question and make notes in their Learning Journals.

Reflection

What does your unit need from you as a supervisor, and what are you prepared to offer?

What squares with my thinking?

What's still rolling around in my mind?

What do I need to change?

DHR Georgia Department of Human Resources

3/07 Tools of the Trade 23

17. Optional: Facilitate a quick energizer by repeating the two true/one false exercise with another card.

Foundational Guides (1 hour)

1. Discuss: Supervisory work has many components, and there are many times when supervisors have to make hard decisions about how to spend their time. With so many roles, and so many demands on your time, how do you decide what is most important to do at any given time?
 - Accept all answers.
2. Present: Supervisors need something to help supervisors stay grounded when faced with multiple demands.



Slide 24

3. Show slide 24, *Foundational Guides*. Present: When you are up to your neck in alligators, these are the four sources—in no particular order—you should turn to so that you better understand your priorities.



4. Discuss information on the PMF:
 - Your PMF describes the things you are expected to do, the things you'll be evaluated on each year.
 - You may already have a copy of your personal PMF; if you do not, you should receive one before you complete field practice.
 - Although there may be slight variations in PMFs from one supervisor to another, we all are part of the work that the county director is accountable for completing, so we are going to look at a County Director PMF.
 - Refer participants to the County Director PMF Supplementary Reading in their Participant's Guides.
 - Discuss: What parts of this PMF do you contribute to, in your role as supervisor? What supervisory actions provide the most/least impact? **Trainer's Note:** *Make sure there is clarity of meaning for each statement ("what does it look like?")*

Supplementary Reading: County Director PMF



5. Discuss the mission, vision, and values:

PG-18

- Refer participants to *Mission, Vision, and Values*, on page 18 in their Participant's Guides.
 - In looking at any situation, we need to first discuss it in light of mission and values then discuss the supervisor's role.
 - Doing the *Right Work Right Way* means acting on our values and using our values, knowledge, and common sense to guide our behavior.
 - We all have different personal values; however, we should all share these professional values. If these aren't your professional values, we need to talk! (Ask participants to tell the difference between values and judgments/prejudices.)
6. Ask for several examples of how the mission, vision, and values can be not just lofty statements but real guides in real situations. Discuss ways supervisors can communicate, process, model, and reinforce values. **Trainer's Note:** *This might be a good opportunity to introduce the idea of "parallel process."* Examples might include:

- *Be a resource and support, not a substitute, for families.* Clients receiving services from multiple parts of our agency (Social Services and OFI) should have integration within the agency of the delivery of these services so we are a resource and support, not an additional barrier. As a supervisor, you can reach out to your peers and establish relationships that can make this a reality. (This is part of the reason why this training is integrated among OFI and Services.)
- *Spend government money like it's your own.* When looking at budgets, use strategy—divide the annual budget by 12 and try to stay within that amount monthly, rather than just signing off on any expense.
- *Do not accept "business as usual"- it's not good enough.* As a new supervisor, you don't want to go in all gangbusters and change everything—"seek first to understand, then to be understood." However, you have been given this job to make a difference, to find better ways. You can do this by collaborating with your team to find ways to go "above and beyond" any policy requirements and set higher goals.



7. Discuss the importance of having OFI and Services supervisors in the same training:
- Why do we have *one* training session for both OFI and Services supervisors? (We are all part of the same agency, all serving the same families.)
 - How can learning and working together help us to do a better job? (Example: If a supervisor in food stamps can improve the accuracy and timeliness of food stamp payments, we could have fewer CPS cases because we are reducing the stress on the family.)
 - What can supervisors do to help us move forward as an agency, being more integrated not only across programs, but also up and down the organization? (Supervisors are the main influence telling front-line workers what is important and how we view agencies. They also influence upward, when they talk with their supervisors. In addition, they are the main transmitters of information and influence to and from the front line. By the end of this training, we are very hopeful that you will have both the skills and knowledge to serve this critical role.)

***Trainer's Note:** Ask probing questions to make sure participants understand how values influence behavior and the role supervisors play in moving the agency forward.*


Slide 25

8. Show slide 25, *Conduct/Ethics*.

Supplementary
Reading: Standards
of Conduct and
Ethics

Conduct/Ethics Sections

1. **Conflict of interest**
2. **Use of privileged or confidential information**
3. **Disclosure of information**
4. **Activities and relationships with non-employees and organizations**
5. **Conditions of employment**
6. **Activities and conduct during working hours**
7. **Use of state property**
8. **Personal appearance during work hours**

3/07Tools of the Trade25



9. Discuss the role of the Standards of Conduct and Ethics:
 - Refer participants to *Standards of Conduct and Ethics* Supplementary Reading.
 - Explain that while the mission, vision, and values describe what we aspire to—us at our best, the code of conduct looks at the other end of the spectrum to describe the minimum behavior standards that are expected in the department.
10. Present: While this code provides some guidelines that promote integrity, integrity is also something that comes from the inside.
11. Refer participants to the quote *Integrity* on page 19 in their Participant's Guides and allow time for them to read it.

PG-19



Slide 26

12. Show slide 26, *Activity: Foundational Guides*. Facilitate small group activity in which participants determine guidelines for decision making based on the PMF; mission, vision, and values; and Standards of Conduct and Ethics.
- Ask participants to work in small groups.
 - Ask each small group to brainstorm two “tough decisions” a supervisor might have to make. For example, one tough decision for a supervisor to decide who can get annual leave during holidays; another might be determining coverage when someone is ill; another is determining when to have “protected time,” also known as “productivity time,” when your door is closed.
 - Ask groups to switch notes, so that each small group has the two “tough decisions” generated by another group.
 - Ask groups to select one of the “tough decisions” that were given to them and identify ways that the PMF; mission, vision, and values; and with the Standards of Conduct and Ethics provide guidelines on the right decision to make.
 - Allow ten minutes for small group work.
 - Ask groups to report out.

***Trainer’s Note:** Participants may have a tendency to focus on disciplinary issues or termination. Acknowledge their feelings about this, and assure them that they will have a lot of support in these situations.*


Activity: Foundational Guides

Part One:

- Brainstorm two “tough decisions” a supervisor might have to make.
- Switch notes with another group.

Part Two:

- Select one of the “tough decisions.”
- How can the guides help with a decision?
 - Mission, vision, and values
 - Standards of Conduct and Ethics
 - PMF

3/07Tools of the Trade26

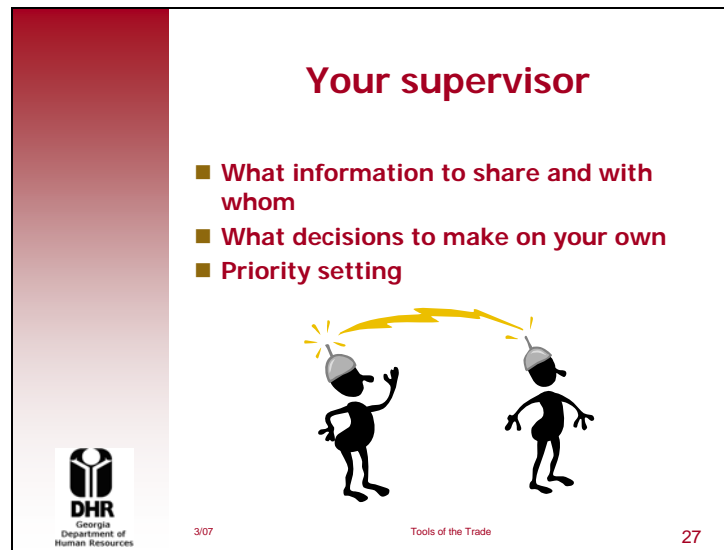


13. Ask: If you really get stumped, what is a logical next source to help you problem solve, prioritize, or make tough decisions?

- Go to your supervisor.

Slide 27

14. Show slide 27, *Your Supervisor*. Present the role of the supervisor's supervisor.



15. Discuss: Based on the previous "tough decisions," what guidance would you want from your supervisor?

16. Ask: What questions, issues, or practical implications should we discuss before moving on?

17. Transition: The "tough decisions" you suggested are realistic. An additional dose of reality is that a supervisor often has many demands on his/her time. This makes having a solid grounding in the expectations of the department and your supervisor even more critical. In the next section, we'll give you a chance to weigh and prioritize multiple demands.




In Box Exercise (1 hour)


Slide 28

1. Show slide 28, *In Box*, and introduce the components and purpose of the In Box.
 - **Real work from real supervisors.** The In Box is a set of documents gathered from the field that represent the many roles of the supervisor.
 - **A snapshot of the demands on a supervisor's time.** The In Box includes schedules, emails, complaints, requests for help and information, outcome measures and other information from a fictional—but realistic—unit.
 - **A chance to apply what you've learned in the safety of the training environment.** Throughout this training program, we will look through this material to find real-life applications for what we learn, whether it is about using data, coaching people, or organizing unit work. This should help you be better prepared for times when these same situations pop up in your jobs.
 - **Two samples: Social Services and OFI.** Many issues that face supervisors are similar whether you are in Social Services or OFI, so a good percentage of the material in the In Boxes are very similar; however, each area has its own concerns and issues, so we have two different In Boxes.

In Box

- **Real work from real supervisors**
- **A snapshot of demands on a supervisor's time**
- **A chance to practice in the safety of the training environment**
- **Two samples: Social Services and OFI**

 Georgia Department of Human Resources

 Tools of the Trade

28



2. Present: In our first activity using the In Box, I'm going to ask you to look through the In Box and identify the top five priorities for this supervisor.
3. Facilitate activity on In Box Prioritization:


Slide 29

In Box

- Show slide 29, *In Box Prioritization*.
- Ask participants to form small groups, separated by SS/OFI.
- Distribute an appropriate In Box to each group, and ask them not to open it yet.
- Present activity purpose and directions (on slide).
- Emphasize that they should use their foundational guides (PMF, Mission/vision/values, code of conduct and ethics) to help guide their decisions.
- Ask them to prepare a flipchart showing their answers.
- Distribute flipchart paper and markers to each small group.
- Ask a volunteer to state back the instructions for the activity.
- Ask participants to begin.
- Allow 40 minutes.
- Debrief: Identify commonalities among the groups' work and discuss any differences. Where there are differences, probe participants to provide a rationale for their choices. As needed, provide guidance, but do not get into too much detail at this time.
- Relate the items on their to-do lists to the sections of this training program.

In Box Prioritization

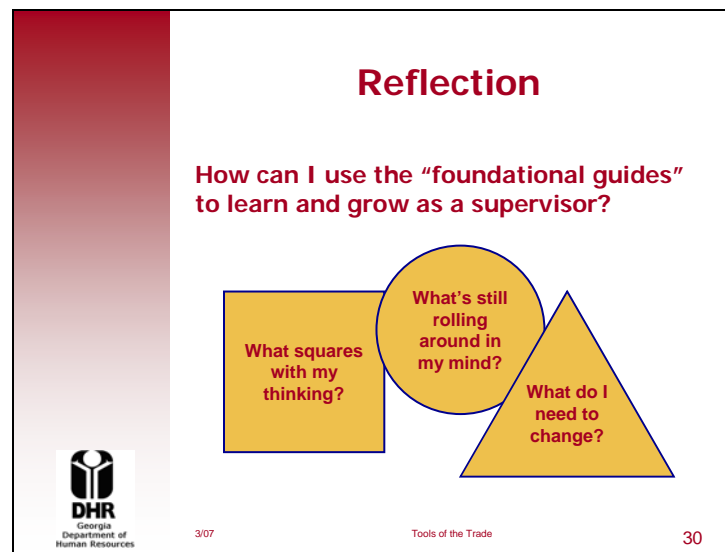
- **Purpose:**
 - Use foundational guides to identify which supervisory demands are most important.
- **Directions:**
 - Look through the in box items.
 - List demands on supervisor's and unit's time.
 - Prioritize by identifying the top five items (in no particular order).
 - 40 minutes

3/07Tools of the Trade29



4. Ask: What questions, issues, or practical implications should we discuss before moving on?
5. Transition: Emphasize that we'll come back to this work as we build more knowledge and skills.
6. Show slide 30, *Reflection*. Ask participants to think about this question and make notes in their Learning Journals.

Slide 30
PG-Learning Journal



7. Optional: Facilitate a quick energizer by repeating the two true/one false exercise with another card.

Advice from Experienced Supervisors (10 minutes)

Poster: Guiding Principles for New Supervisors: Advice from Experienced Supervisors

1. Display poster, *Guiding Principles for New Supervisors: Advice from Experienced Supervisors* (see page 262 for content).
2. Point out that this content is also in their Participant's Guide, on page 20.
3. Present: As you make your transition from *ending* to the *neutral zone* to a *new beginning*, it may be helpful to keep in mind that the supervisors and managers you most admire have been through the same thing. We asked a group of experienced, successful Services and OFI supervisors and managers what advice they would give to new supervisors. The result, their "Top Ten Tips" is on this poster.

PG-20



4. Point out that there are references to several topics we've discussed: Transitioning (#1), Covey (#2), and the foundational guides (#4). In fact, we will address all these points in our training program.
5. Discuss special needs of supervisors moving into new groups vs. those promoted from within group.
6. Ask a few volunteers to identify a guideline that is particularly meaningful to them—either because it is a new insight or because it confirms something they already know—and describe why.
7. Transition: We're going to deal with building on strengths (#5) when we discuss both your own development tomorrow and coaching others on day three.

Summary (10 minutes)

Slide 31
PG-Learning Journal

1. Show slide 31, *Reflection*. Ask participants to think about this question and make notes in their Learning Journals.

Reflection

How can I take control of my destiny and learn and grow as a supervisor?

What squares with my thinking?

What's still rolling around in my mind?

What do I need to change?

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Georgia
Department of
Human Resources

3/07

Tools of the Trade

32

2. Refer to “parking lot” flipchart and resolve issues and answer questions as appropriate.
3. Thank participants for their efforts and confirm the starting time for day two.



Connecting Day One to Day Two (20 minutes)

1. Welcome participants back to training:
 - Go over any notes you have from the previous day.
2. Facilitate activity to bridge from day one to day two:
 - Ask participants to take one or two sticky notes and on them, write "I still have a question about...", completing the phrase based on what they learned in day one. Ask participants to post their notes on the designated wall or flipchart.
 - Allow a couple of minutes.
 - Once all the notes are posted, choose several sample questions and discuss them.
 - Allow about fifteen minutes for this discussion.
 - Emphasize that other questions may be discussed or answered as the day proceeds.
 - Debrief: What questions were most interesting to you? Why? What questions do we still have to answer?
 - Ask participants for additional insights, affirmations, questions, or concerns from day one.

A pre-designated walls or flipchart



Self-Assessment and Development Planning (40 minutes)

Slide 32

1. Show slide 32, *Self Assessment and Development Planning*. Introduce self-assessment and development planning:
 - As we discussed throughout the day yesterday, understanding yourself is an important part of being a supervisor. In your career, you can probably recall supervisors/managers who were quiet and confident, and others who were social and excitable. Either type—and many, many other types of personalities—can be successful as a manager if they understand their strengths, use them to the best advantage, and stretch themselves to develop in areas of need.
 - There are many tools that are used to assess the characteristics and attitudes of supervisors; we've gathered three self-assessment tools for you to use today.
 - We encourage you to be very honest in completing these; they are confidential and you do not need to share your results with anyone unless you want to (although you might want to ask others to give you feedback on these areas).

Self Assessment and Development Planning

- Understand yourself: Build on strengths and stretch to strengthen weaknesses
- Complete a self assessment
- Be honest with yourself and solicit honest feedback from others

DHR Georgia Department of Human Resources

3/07 Tools of the Trade 32

PG-21 and 22

2. Refer participants to *Self Assessment: Transitioning to Supervisor*, on pages 21 and 22 in the Participant's Guide.



3. Ask participants to complete the self assessment, including the narrative on the second page.
4. Allow about eight minutes.
5. Ask volunteers, if they feel comfortable doing so, to share one or two strengths.
6. Present:
 - We are emphasizing strengths because these are the areas you can most easily leverage in your new position.
 - When most people think of “development,” they think of identifying weaknesses and then trying to develop those areas, but identifying and working on strengths is just as important, if not more so, for both you and your staff.
 - Think of when you went to college. Of course, you had to take the basic math, science, social studies, and English classes, but you spent most of your time working on developing your strengths through your chosen major. It would be weird, for example, to think of a social work major spending most of his time on calculus because math is his weakness, rather than getting better at his strength, social work.
 - The same thing applies to your development as a new supervisor. Throughout this training program and the rest of your training as a new supervisor, we will make sure you get the basics, but we also want you to identify both your strengths and needs and figure out ways to develop *both*.
 - Your supervisor can help you with this, by giving you feedback, letting you know what skills are most important to your success, and providing you with growth opportunities, just as you should do the same for your staff. However, you are an active participant in this process, and this means you should ask about what you need and ask about how you can develop as a supervisor. You are empowered to ask, “Why?” and to challenge others in order to determine priorities.



7. Present:

- Supervisory development is a long-term endeavor, not something you will complete during six months.
- It starts with the certification process.
- The certification process includes on-line training, this classroom training, and field practice.
- Field practice provides you with an opportunity to apply the knowledge gained in the classroom to the environment in which you work.
- Field Practice begins immediately after you complete classroom training.
- To assist you in Field Practice, you will have a guidebook that outlines crucial skills and duties and exercises to help you practice these skills and demonstrate your competence.
- There is a 15-day time frame to complete all the exercises in the guidebook (although not all exercises will relate to the work of all supervisors, and this is negotiated at the beginning of the field practice).
- You will also have an experienced mentor, most likely one of your classroom trainers. The mentor will provide coaching, continued training, clarification, occasional observation, and feedback. You are responsible for maintaining contact with your mentor. At the end of the Field Practice, the mentor will provide formal feedback to your supervisor.

PG-23

8. Facilitate development planning activity:

- Refer participants to the *Supervisor's Development Plan*, on page 23 in the Participant's Guide.
- Go over the directions.
- Allow about ten minutes for participants to complete the worksheet.
- Ask them to get a partner and listen to each other's plans, providing encouragement and suggestions for additional skill building strategies.



Summary (10 minutes)

Slide 33
PG-Learning Journal

9. Show slide 33, *Reflection*. Ask participants to think about this question and make notes in their Learning Journals.

Reflection

How can I take control of my destiny and learn and grow as a supervisor?

What squares with my thinking?

What's still rolling around in my mind?

What do I need to change?

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3/07 Tools of the Trade 33

10. Transition and summary: Throughout our six days of training, we will move between “technical topics” and “people skills.” One skill that supports both of these areas is *Communications*, so we'll begin with that.



Communicating

Time 6 hours, 10 minutes

Overview In this section, participants look at a variety of different aspects of communication: who, how, and what. First, they create a graphical representation that shows all the parties with whom they communicate. This representation will show the critical information flows for supervisors. Then they will look at general guidelines for effective communication and for individual communication styles. Participants then look at the contents of their In Boxes and determine who needs what information, and how. Finally, participants look at key methods supervisors use for communication, including those for unit meetings and monthly conferences. A series of small group activities and resource materials will help them explore guidelines for these different methods, apply them to the In Box, and demonstrate their use in skills practice.

- Objectives**
1. Identify urgent and routine information that needs to be communicated to supervisor, peers, and staff.
 2. Identify the most effective ways to deliver/disseminate different types of information (e.g., unit meeting, e-mail, impromptu meeting, in-person discussion).
 3. Demonstrate active listening skills.
 4. Given a request for information or comment, identify the correct response.
 5. Describe key agenda items for unit meeting.
 6. Demonstrate how to conduct a unit meeting and scheduled conference with staff or immediate supervisor.
 7. Identify strategies for redirecting staff and regaining control during challenging meetings and conferences.
 8. Describe procedures for developing agendas and conducting scheduled monthly conferences and unit meetings.

Materials ➤ Flipchart paper and markers



Activities

- Connecting Day One to Day Two (20 minutes)
- Supervisor's Communication Connections (30 minutes)
- Communications Guidelines (15 minutes)
- Communications Styles (40 minutes)
- Planning for Communication (45 minutes)
- In Box Activity: Selecting a Method (40 minutes)
- Activity: Planning Communications (35 minutes)
- Communications Skills Practice (2 hours)
- Communications Summary (5 minutes)

Related Competencies

- Communication skills: Knows communication dynamics, including verbal and non-verbal communication; levels of awareness (sensing, thinking, feeling, wanting, doing); formal and informal channels; and barriers. Uses effective communication skills with case managers.
- Meeting management: Facilitates effective and productive unit meetings by being punctual, organized, planful, focused, and decisive.
- Interaction with staff: Ability to interact with their staff in a supportive manner.
- Interaction with families: Ability to interact with families served by the Department in an appropriate and efficient manner, both individually and when supervising staff.
- Interaction with Cultural Groups other than their own: Ability to interact with members of ethnic or racial groups other than their own (including religion, sexual orientation, socio-economic, etc.) in an appropriate, efficient manner.
- Interaction with other DFCS and Divisions of DHR: Ability to effectively interact with other Department and Departmental members of various positions and in various capacities.
- Interaction with community partners: Ability to effectively interact with community partners of various positions and in various capacities.
- Can join with the family in case conferences by use of "I" messages, eye contact, universalizing, use of reflective listening techniques, shows empathy, respectful.
- Recognizes that there is a parallel process between the supervisor-case manager relationship and the case manager-family relationship, and uses this parallel process to model appropriate interactions and skills.



Supervisor's Communication Connections (30 minutes)

1. Transition: We'll spend the rest of the day today on communications. Let's begin now.

Slide 34

2. Show slide 34, *My Communications Network*. Present: First, let's look at "who."



Blank flipchart

3. Ask: Who are your most important communications links?

Trainer's Note: Record these on a blank flipchart.

- Case managers
- County director
- Customers
- State office
- Administrative hearing (OFI)/courts (Services)
- School system
- Legal system
- Community organizers
- Field program office
- Peers (other supervisors)
- Support staff

4.




5. Present: In the next exercise, you are going to construct a communications network diagram. This diagram will look a lot like an ecomap.

Blank flipchart
Slide 35

6. Show slide 35, *Communications Network Diagram*.

Communications Network Diagram

- Ovals for each person or group
- Supervisor (you) in the middle
- Connect with arrow indicating direction of communication
- Label with words indicating content
- May have multiple arrows between the supervisor and another party
- Focus on communications directly with the supervisor



3/07 Tools of the Trade 35



7. Facilitate small group exercise where they create a diagram for a typical supervisor.

Flipcharts, markers

- Provide each small group with a flipchart and markers.
- Ask them to draw a circle or oval in the middle of a flipchart and label it, "Supervisor."
- Ask participants to draw ovals for other parties, draw arrows between the two parties, and label the arrows with the content of the communication. (For example, one party might be the field program office, and there might be one arrow from the office to the supervisor labeled, "information on policy and practice," and another arrow from the supervisor to the field program office that says, "Request for assistance." You may have multiple arrows between the supervisor and another party. For example, the school might contact you about abuse/neglect reports, requests for help, or questions about policy. You can make separate arrows for each of these.)
- Ask participants to complete the diagram, following the guidelines on the slide. Emphasize that they should focus on communications directly with the supervisor. That is, do not draw arrows or label communications between other parties.
- Allow ten minutes. Ask participants to post their charts and quickly compare them.

Trainer's Note: Save these flipcharts. You'll need it on day five of training.

8. Discuss ways in which supervisor serves as a communications bridge:

- Take information from county director or field program office to others in the unit
- Take unit information to county director
- Intervene when there is an issue between a case manager and a customer



9. Emphasize:

- The tone and attitude of the supervisor makes a big difference in how well these “bridge” communications work.
- It is important to represent yourself as part of the management team when talking to your unit; that is, you take ownership by saying “we” rather than “they.” This also applies to communications from your unit to management.
- We believe that the way we talk about our work, our colleagues, and our customers affects the way we see them. If we talk about how sad or pitiful or despicable they are, we begin to see them that way. If we talk about the hope in their lives or the strengths they show, we see them that way. This is not to suggest that we pretend that there are no problems. It is only to call attention to our ways of framing our world and to invite us to be conscious about our language.

10. Discuss: When we look at the roles of the supervisor from yesterday (refer to flipchart), which of these roles require good communications skills to be done effectively?

- All of them require communication; all can be done better when the supervisor has good communications skills.

11. Ask: What questions, issues, or practical implications should we discuss before moving on?

12. Transition: So we know communications are important and affect a lot of people. What makes them effective? We'll explore that question next.

13. Optional: Facilitate a quick energizer by repeating the two true/one false exercise with another card.



Communications Guidelines (15 minutes)

1. What are some modes or media of communication available to you as supervisors?
 - Impromptu meetings
 - Regular meetings
 - Email
 - Phone
 - One-on-one impromptu conversations
 - One-on-one planned conversations, such as monthly conferences
 - Community speaking engagements

Blank flipchart

2. Ask: When we look across these media, what are some general communications skills that apply generally to all of them? Let's first look at establishing a good reputation. What can you do to build a reputation as a good communicator?

Trainer's Note: Record answers on a flipchart. Try to elicit the following:

- Be known as a straight shooter—honest, open, and direct
- Acknowledge difficulty in dealing with a lot at once
- Establish a common purpose or point of agreement as a starting point
- Always reinforce your key messages
- Make sure your body language matches your intention
- Avoid politics, religion, social values



3. Ask: We can see that communications includes your words, your voice, and your body language. How important do you think these three things are in terms of the message the other person receives?

Slide 36

- Show slide 36, *Sources of Meaning*. Explain: This slide, based on the work of Albert Mehrabian in the 1970's, shows the truth in the expression, "It's not what you say; it's how you say it."
- You must pair positive words with a positive tone and demeanor.


Sources of Meaning

Face-to-face communications:

7%	Words
38%	Vocal qualities (tone, volume, inflection)
55%	Nonverbal cues (e.g., body language)

Telephone communications:

18%	Words
82%	Vocal qualities (tone, volume, inflection)



3/07 Tools of the Trade 36



Blank flipchart

4. Ask: What about active listening? Which active listening skills are important to a supervisor?

Trainer's Note: Record answers on a flipchart. Try to elicit the following:

- Give full attention
 - Listen instead of preparing to speak
 - Seek first to understand, then to be understood
 - Attend to feelings, meaning
 - Questioning strategies
 - Using interviewing and engagement skills you already have
 - Listening is an investment (saves time later)
 - Ask other person to restate understanding
 - Don't assume
5. Explain that active listening skills will be practiced in day three of training, *Coaching*.
 6. Emphasize:
 - Practice, practice, practice
 - Communication is the link between planning and action
 - Be specific
 7. Ask: What questions, issues, or practical implications should we discuss before moving on?
 8. Transition: These guidelines apply across people, across media, and across different communication styles. In your assignment yesterday, you were asked to complete a self assessment on your communication style. Let's discuss that next.

Communications Styles (40 minutes)

PG-24 to 26

1. Refer participants to the communications styles assessment and scoring guide on pages 26-28 in their Participant's Guide.



2. Present instructions for assignment:
 - Refer participants to the *Assignment: Communications* on page 25 in their Participant's Guides.
 - I'd like you to complete the communications self assessment on page 26, then read information on your results on the following two pages. Please do not read about the results until you complete the self assessment.
3. Ask: Before we proceed, do you have any questions about the assessment and the four styles?

Trainer's Note: *As needed, clarify the differences between the four styles. Let participants know that some people may have found that their dominant style is very dominant, while others may have found that they have a "secondary" style that they also scored high on.*

Slide 37

4. Show slide 37, *Exercise: Communications Styles*.

Exercise: Communication Styles

- Go to the corner of the room that best describes you.
- With others in your group, brainstorm items for your section of the worksheet.
- Designate a spokesperson to post and present the group's ideas.



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Georgia
Department of
Human Resources



Tools of the Trade

37



5. Facilitate an activity that helps participants explore their dominant style and how they can relate to people with other styles.

PG-28 and 29

- Refer participants to the worksheet on pages 28 and 29 in their Participant's Guides.
- Present: The assignment is for each group to brainstorm ideas for things you can do as a supervisor to meet the needs of your case managers who have different styles from your own.
- Present: For example, the *Thinker* Supervisors might need to give *Feelers* more positive feedback and express appreciation more frequently, respond promptly to *Sensors* and inform them of the status of decisions, and allow *Intuitors* to explore and experiment with alternative and new solutions.
- Present: You will have 15 minutes to generate your ideas. Then, a spokesperson for each group will report out.
- Show them where you've designated the four corners of the room to each style.
- Ask them to bring their worksheet to the corner of the room that best describes them.
- Allow fifteen minutes.
- Debrief: Ask teams to report out.
- Emphasize: When people get in "like groups" in this way, they tending to bond with each other, talk about "us" vs. "them," and defend themselves against others. What implications does this have for supervision?

Supplementary Reading: Tips To Improve Interaction Among The Generations

6. Refer participants to the supplementary reading, *Tips To Improve Interaction Among The Generations: Traditionalists, Boomers, X'ers And Nexters* for another perspective on style adaptation.




Slide 38

7. Show slide 38, *Communications and the New Supervisor*. Present: Your style is not the only factor that influences your communications. As a new supervisor, experienced supervisors recommend that you work with them to help ease your transition.

Communications and the New Supervisor

- Talk with peers about “how things are done” and the “do’s and don’ts” for surviving and thriving in the county.
 - Handling information about staff in another supervisor’s unit
 - Brainstorming best practices
 - Coverage
 - How to be consistent in issues such as comp. time, attendance, policies, procedures, documentation standards
 - Keeping in tune with the grapevine

 Georgia Department of Human Resources 3/07 Tools of the Trade 38

8. Ask: What questions, issues, or practical implications should we discuss before moving on?
9. Transition: As we’ve discussed, it is best to be conscious and planful in your communications. This applies not only to communication styles, but also to your choice of method and audience. Let’s discuss that next.



Planning for Communication (45 minutes)

Slide 39

1. Show slide 39, *Deciding the Best Method*. Present: In deciding how to communicate, ask yourself the questions on this slide.

Deciding the Best Method

- Does this require a response?
- How urgent is this?
- Do I need a paper trail?
- Is this a one-time communication or something that will come up again?
- Do I need back-and-forth discussion?
- Is this information or discussion for a group of people or an individual?

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Department of
Human Resources

3/07

Tools of the Trade

39

2. Discuss: Ask participants for examples of situations where one method (phone, email, individual conference, group meeting, etc.) is more appropriate than another.
3. Present: In a few moments, you are going to have an opportunity to go through the In Box and determine the best method of communication for the various items, but first, let's discuss four specific methods that are critical to your job:
 - Individual conferences with your supervisor
 - Media requests
 - Unit meetings
 - Monthly conferences with your case managers



Slide 40
PG-30

4. Show slide 40, *Individual Conferences with Your Supervisor*. Also, refer participants to *Worksheet: Individual Conference With Your Supervisor* on page 30 in their Participant's Guides.

Individual Conferences With Your Supervisor

- Your supervisor is a “foundational guide” for you as a supervisor.
- Get clarity at the beginning of your relationship.
 - What information you want and don't want
 - What should/shouldn't be share with unit
- Schedule regular conferences to:
 - Talk about your PMF
 - Ask for constructive feedback
 - Check about priorities for your own work

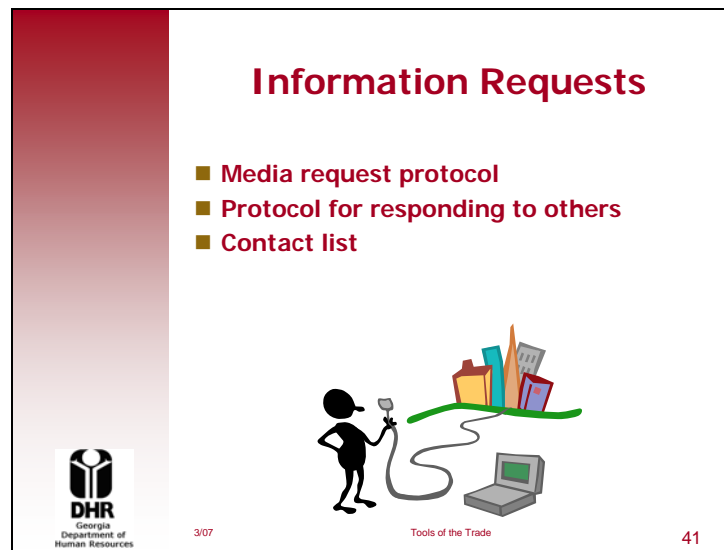
DHR Georgia Department of Human Resources 3/07 Tools of the Trade 40

5. Present information on individual conferences with your supervisor, using the slide and the information in the Participant's Guide. Emphasize the importance of talking to one's supervisor and what to bring to his/her attention.
6. Refer participants to the box at the bottom of the worksheet and ask them to create their own lists of things they would like to discuss with their supervisors regarding communications.
7. Allow a few minutes.
8. Ask participants for questions and concerns conferences with their supervisors.



Slide 41

9. Show slide 41, *Information Requests*. Emphasize the following points:
 - If you get a request for information from the press, refer it to your supervisor. You really do not have to worry about what is an appropriate question to answer. This is really simple for you, and extremely important.
 - Your county will have protocols for responding to others such as partner agencies. This will be covered in your Field Practice.
 - Your county will also have a contact list for partner agencies and others, This also will be covered in your Field Practice.



10. Ask participants for questions and concerns regarding information requests.



Slide 42
PG-31

11. Show slide 42, *Monthly Conferences With Case Managers*. Also, refer participants to *Monthly Conferences* on page 31 in their Participant's Guides.

Monthly Conferences With Case Managers

- **Purpose:**
 - Explain or review policy
 - Pinpoint individual areas of need
 - Plan methods for improving performance
 - Reinforce areas of commendable performance
- **Have a set, predictable structure to these meetings and a record of them**
- **Permit no interruptions. Show respect for this time.**

DHR
Georgia
Department of
Human Resources

3/07 Tools of the Trade 42

12. Present information on monthly conferences, using the slide and the information in the Participant's Guide. Emphasize the following:

- Always focus on the positive first. Use strengths to reduce problems.
- Ask what the person needs from you in order to do well.
- Be prepared; know what you are going to say.
- Permit no interruptions. Show respect for this time.
- Focus on performance and behavior rather than personality or attitude.
- Give case manager an opportunity for input and venting.
- Document the conference. Have case manager sign or initial conference notes. Place notes in performance diary.
- Be aware of your own attitudes and emotions—what biases do you bring to the table?

13. Ask participants for questions and concerns regarding monthly conferences.



Slide 43
PG-32 and 33

14. Show slide 43, *Unit Meetings*. Also, refer participants to *Unit Meetings* on pages 32 and 33 in their Participant's Guides.

Unit Meetings

- **Regular unit meetings no less often than once a month**
- **1½ to 2 hours per meeting**
- **Reasons for unit meetings:**
 - **Information sharing**
 - **Staff retention**
 - **Translate the mission/vision**
 - **Recognize individual, team, and agency achievements.**
 - **Celebrate successes and share with other team members.**

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Georgia
Department of
Human Resources

3/07 Tools of the Trade 43

15. Present the rationale for unit meetings:

- Information sharing. Information is power, but we've all known that for a long time. Even as kids we all knew that having the inside scoop was cool, and we really felt important know something others didn't. So if having information is power, then being out of the loop can make people feel powerless, unimportant, and left out. Now this information doesn't have to be national security secrets; it may be as simple as learning that the building will be painted, and we are doing a walk through to see if we see problems. In the absence of accurate information, the rumor mill will usually dream up inaccurate information that can cause problems. If there are times when you have information but are unable to share it, you can admit that by saying, "I am expecting an announcement about that soon, and as soon as I am permitted to do so, I'll let you know right away."



- Staff retention. According to Stephen Covey's group, the largest reason people reported leaving employment was not money, but the lack of feeling part of a team. Especially as we continuously have new employees joining units, having regular unit meetings gives them a clear idea of what their unit is and helps them bond and feel a part of the team. People who feel connected to a team look forward to interacting with other team members.
- Translate the mission/vision. Unit meetings are a chance for supervisors to understand how their work fits into the purpose of our agency. It builds pride when a direct link is made between what an individual or the unit does and what the agency is trying to accomplish. This should be done in a deliberate way.
- Recognize individual, team, and agency achievements.
- Celebrate successes and share with other team members.

16. Present additional information on unit meetings, using the information in the Participant's Guide. Emphasize the following:

- Planning and communicating an agenda is *critical*. Have the meatiest items in the middle; start and end with more cut-and-dried items, and make sure staff has a chance to contribute items.
- Get everyone to participate and to have an ownership role in the success of the unit. This may include asking different people to present information or facilitate parts of the agenda.
- Control the agenda. If you don't have the right information, documents, or people to make a decision, table it for follow up. If the pace is lagging, summarize and ask for agreement.
- Observe, listen, and ask questions, rather than doing all the talking yourself.
- Encourage diverse views, and encourage each person to contribute.

PG-34 and 35

17. Refer participants to *Roles People Play in Meetings*, on pages 34 and 35 in their Participant's Guides.



18. Emphasize that supervisors make a big difference in when and why people assume these roles. There can be times when everyone becomes withdrawers because the supervisor is a control freak. Think of Max and Max—after a while, people stop trying. Doing things like getting input on the agenda and rotating facilitation helps avoid people lapsing into unhelpful roles.
19. Present: Many of these roles have potential for both positive and negative impact. For example, there is a fine line between a *blocker* (an unhelpful role) and an *opinion giver* (a helpful role). Your job as a supervisor is to identify when each role is being played out and take a proactive role in moving people toward more helpful roles.
20. Ask participants for suggestions for strategies for encouraging group building and group maintenance behaviors and discouraging group blocking roles. They can take notes on this in the third column of the charts on these pages.
 - Emphasize that the phrase “build on strengths” is as true for groups as it is for individuals. Often, encouraging helpful behaviors is all you need to do to discourage the unhelpful ones.
21. Ask participants for questions and concerns regarding unit meetings.
22. Ask: What questions, issues, or practical implications should we discuss before moving on?
23. Transition: We've discussed a lot of information here. You are now going to have several opportunities to apply this information, starting with our In Box.
24. Optional: Facilitate a quick energizer by repeating the two true/one false exercise with another card.




In Box Activity: Selecting a Method (40 minutes)

Slide 44
PG-36

1. Show slide 44, *In Box Activity: Selecting a Method*. Also refer participants to *In Box Activity: Selecting a Method*, on page 36 in their Participant's Guide.

**In Box Activity:
Selecting a Method**

- **One of three parties:**
 - **Your supervisor**
 - **A particular case manager**
 - **The unit as a whole**
- **Look through in-box items and identify what the supervisor needs to communicate to that party and the best method to use.**
- **You will be assigned a style. Decide how people with that style can be most effective in communicating with the party assigned to you.**

 3/07 Tools of the Trade 44

2. Present an overview of the activity:
 - In the next In Box activity, you will work in small groups. Each small group will be assigned one of the three parties on the slide.
 - Your group will look through the in-box items and identify what the supervisor needs to communicate to that party and the best method to use.
3. Facilitate preparation for the activity:
 - Ask each group to find a place to work and to take their worksheet and one In Box (either OFI or Services—it doesn't matter) with them.
 - Assign one of the three parties (supervisor, case manager, and unit) to each group. Depending on the number of groups you have, some parties may be assigned to multiple groups.
 - Ask participants to record their In Box type (OFI or Services), and assigned party in the blanks on page 36.

PG-36



4. Facilitate the activity:

PG-37

- Instruct participants that they can use the *Worksheet: Selecting a Method*, on page 37 in their Participant's Guides, to organize their work.
- Allow 30 minutes for small group work.
- Ask teams to post their work.

5. Debrief discussion questions:

- What are some common themes among the posters?
- What factors did you keep in mind in choosing a method and key messages? Did you keep in mind our "foundational guides" in making your decisions?
- How did your work relate to the previous work you did on the In Box—establishing priorities?
- What general guidelines can we infer from your work?

6. Ask: What questions, issues, or practical implications should we discuss before moving on?

7. Transition: In the next activity, we're going to look at these same In Box items again, but from a different perspective.

Activity: Planning Communications (35 minutes)

1. Present: In this exercise, your small group will be assigned one of three methods (unit meeting, conference with supervisor, and conference with case manager). You must plan out that communication.

2. Ask: What resources do you have to help with this work?

PG-30 to 35

- Guidelines for each method on pages 30 to 35 in the Participant's Guide.
- Work from previous In Box activity
- Flipchart on communications guidelines

3. Ask participants to form three groups.



4. Assign each of the three groups one of the following:

- Unit meeting
- Conference with supervisor
- Conference with case manager

Slide 45

5. Show slide 45, *Activity: Planning Communications*. Present instructions. Emphasize:

- Groups that have a monthly conference should assume that it is with the employee whose file is in the In Box. The other groups may choose whether to use the in box for the activity or a scenario of their own.
- The work you present to the whole group may include, as appropriate, an agenda (or at least a suggested structure), key talking points, questions, and guidelines to help make sure everything goes smoothly.
- I want you to really get into the mindset of this exercise. The meeting is next week! It is important to you! You want to make a good impression and do your best for the unit! Make sure that you prepare as if you really are the supervisor and this really is your job.
- In the exercise after this one, we will have “mock” meetings (each of the three types on the slide), so in a sense, you are preparing for a real meeting.

Activity: Planning Communications

- One of three methods:
 - Meeting with your supervisor (page 30)
 - Monthly case manager conference (page 31)
 - Unit meeting (pages 32-35)
- Identify what items to include in that communication.
- Plan out the communication, including the who, how, what, when, where.
- Present plans and guidelines to the class.

3/07Tools of the Trade45



6. Facilitate exercise:

- Assign each small group one of the three methods.

***Trainer's Note:** Depending on the group dynamics and pacing, you may decide to use the same groups from the previous exercise or form new ones. The advantage to forming new groups is that participants will have a richer experience when working with others who might have a different perspective. The advantage of keeping the same groups is that they will get down to business more quickly. It is recommended that, if time is available, you form new groups.*

If you have 3, 6, or 9 groups, you can assign each method twice. However, if you have a number of groups that is not divisible by three, you should first assign an additional group to unit meetings, and then to case manager conferences. This will help with the activity that follows this one.

- Ask them to prepare for their meeting, including both content and process.
 - Allow about 25 minutes.
 - Debrief: Ask each group to present their plans.
7. Ask: What questions, issues, or practical implications should we discuss before moving on?
8. Transition: In the next exercise, we are going to put this preparation to work.

Communications Skills Practice (2 hours)

1. Present: In this activity, you are going to take what you've learned and demonstrate both good and bad practices for a single method—either a case manager conference, a unit meeting, or a meeting with your supervisor. For the meeting with your supervisor, assume that this is early in your relationship and you are trying to establish the “ground rules.”



2. Form three groups—case manager conference, unit meeting, and meeting with supervisor. Ask participants to get into their groups. Explain that each group will develop and perform two skits, one with a “Taboo” theme and the other with a “Do” theme.
3. Ask each group to subdivide into two teams. Each team should select:
 - One or more directors to guide the action
 - Cast members/writers to star in the skit and help with scriptwriting
 - A producer to make sure the team stays on track and on time

PG-38

4. Refer participants to *Communications Skills Practice: “Taboo” and “Do” Skits* on page 38 in their Participant’s Guides.
5. Go over the directions.
6. Ask each team’s producer what questions they have about keeping the process on track.
7. Allow 25 minutes for teams to prepare their skits.

Trainer’s Note: You may want to suggest to the group who is working on unit meetings that they could incorporate the different “roles participants play in meetings” into their skit.

8. Optional: Facilitate a quick energizer by repeating the two true/one false exercise with another card.
9. When the skits for the Taboos and Dos are ready, ask the teams to act them out. Keep them within the time limits by calling “cut” when eight minutes have passed.

Trainer’s Note: During the skit, you may want to do such things as knock on the door or otherwise interrupting the work to see how they handle interruptions.



10. After each "taboo" skit, briefly discuss:

- How will this interaction impact the relationship between the supervisor and the other person (or other people, if it is a unit meeting)?
- How will this interaction impact the organization?
- What can we learn from this skit?

11. After each "do" skit, briefly discuss:

- What behaviors did you recognize as being different?
- Who has initial control of the interaction?
- What are the lessons learned from this scenario?

Trainer's Note: Depending on how your time is progressing, you may need to complete some of the skits on day three. In most cases, and depending on the size of the group, you will complete about half the skits on day two and half on day three. Adjust the section summary and day two summary as needed.



12. After all skits, ask participants to look back over the pages in their Participant's Guides for each of these methods and jot down additional do's and don'ts, tips, or reminders to themselves. Allow several minutes for this.

Communications Summary (5 minutes)

1. Present: This is a lot to remember, and it will take a lot of practice. You will not always be perfect! For some perspective on this issue, I'm going to read you a story from *13 Fatal Errors Managers Make and How You Can Avoid Them*:
2. Read the following passage from Steven Brown, *13 Fatal Errors Managers Make and How You Can Avoid Them*:

When we dodge issues or duck the facts, when we pretend to know more than we do, we demonstrate a lack of emotional maturity, something that any leader greatly needs. Harold Geneen scores this point:

One of the essential attributes of a good leader is enough self-confidence to be able to admit his own mistakes and know that they won't ruin him. The true test is to be able to recognize what is wrong as early as possible and then to set about rectifying the situation. I made my share of mistakes at ITT and they did not ruin me. I admitted them at general managers' meetings, often with the expression, "I guess I pushed the wrong button," and then I outlined my plan to save as much as could be saved from the situation. Usually such mea culpa were well received. Anyone who has made a goof gets a little enjoyment out of seeing The Man up there admit to one. There's nothing lost and much to be gained by admitting that you're human.

Each of us projects an image to the public, but we also have another image, a real one, that we admit privately (we call it our concept of self). The closer the public image we project is to our concept of self, the greater our emotional maturity.

The manager who lacks emotional maturity, who feels compelled to project the image of being all-knowing, of being the answer person, soon loses credibility, and consequently, destroys her ability to lead.



The manager who, in response to a question for which she doesn't have the answer, says, "You've posed an important question, and we need to know the answer; see if you can get it from one of these sources," sends an employee back to work with guidance, encouragement, and a compliment in the bargain. Such a manager has shown her emotional maturity and receives respect.

3. Emphasize: As new supervisors, you should calmly accept that you will often not have all the answers. You were not selected for this important position because you have answers, but because you have leadership abilities. Be confident, be honest, and your unit will follow you.

Slide 46
PG-Learning Journal

4. Show slide 46, *Reflections*. Ask participants to think about this question and make notes in their Learning Journals.

Reflections

What can a supervisor do to make sure that the right communications get to/from the right people, in the right way, at the right times?

What squares with my thinking?

What's still rolling around in my mind?

What do I need to change?

DHR Georgia Department of Human Resources

3/07 Tools of the Trade 46

PG-23

5. Refer participants to the *Supervisor's Development Plan* on page 23 and ask them to add any notes—either development ideas or action items—based on the section on communications.
6. Refer to “parking lot” flipchart and resolve issues and answer questions as appropriate.
7. Thank participants for their efforts and confirm the starting time for day three.



Coaching

Time 5 hours, 20 minutes

Overview Coaching is an important new set of skills for supervisors. This is reflected in the time devoted to this module. Participants start with getting familiar with coaching concepts through large and small group discussions. Next, the participants look at three aspects of coaching (presenting expectations, praising desired behavior, and correcting problem performance) and learn the principles related to each aspect and how to apply them to relevant case scenarios and role plays. They also relate what they've learned to the coaching needs that they identify in the In Box. Finally, they complete a self assessment and action plan for their own development as coaches.

- Objectives**
1. Identify goal of coaching.
 2. Identify appropriate expectations for staff.
 3. Given a specific coaching situation, identify the best approach and most effective strategies (e.g., feedback, modeling, teaching).
 4. Identify ways to present and discuss problems in light of strengths.
 5. Given a description of a coaching situation identify whether supervisor took the correct actions.
 6. Demonstrate how to plan and facilitate a discussion around performance. Demonstrate how to provide feedback, model, direct, and teach.
 7. Identify stages of Case Worker development.
 8. Identify strategies for self-care.
 9. Identify causes of Case Worker stress.
 10. Identify ways to reinforce desired behavior.

**Related Competencies**

- Knows and uses the characteristics of effective feedback for case managers (immediate, specific, objective, descriptive, behavioral, tentative, tied to learning, focused on sharing ideas, selective).
- Engages case managers in all aspects of the coaching and mentoring process.
- Accurately assesses strengths and needs of case managers.
- Chooses coaching method to reinforce positive behavior and influence performance improvement.
- Demonstrates the value of coaching, mentoring, and monitoring.

Activities

- Connecting Day Two to Day Three (30 minutes)
- Introduction to Coaching (1 hour, 15 minutes)
- Praising Desired Behavior: Overview (40 minutes)
- Praising Desired Behavior: Skills Practice (40 minutes)
- Correcting Problem Performance: Overview (45 minutes)
- Correcting Problem Performance: Skills Practice (40 minutes)
- Summary (20 minutes)
- Stress Management (40 minutes)

Day Three Summary (20 minutes)**Materials**

- Two different sets of stickers, enough for each person to have at least ten of each type. This can be something simple, like sets of blue and green dots from an office supply store, or more elaborate. They are used in the activity on page 104.
- Max and Max video, from The 8th Habit Companion Film DVD
- Index cards (one per participant)
- Handout: *Praising Desired Behavior: Supervisor's Notes* (see page 263) (one per participant)
- Handout: *Praising Desired Behavior: Supervisor's Notes* (see page 264) (one per participant)
- Handout: *Coaching: Observer's Notes* (see page 265) (one per participant)
- Handout: *Correcting Performance Gaps: Supervisor's Notes* (see page 266) (one per participant)
- Handout: *Correcting Performance Gaps: Case Manager's Notes* (see page 267) (one per participant)
- One piece of paper and two paper clips for each participant (make sure you have the right size and shape of paper and the right paper clips to make the "trick" work; see page 128 for more details)
- Supplementary Reading: Oncken, William and Donald L. Wass, "Who's Got the Monkey." *Harvard Business Review*. 2002. Pages 1-10.



Connecting Day Two to Day Three (30 minutes)

1. Welcome participants back to training:
 - Go over any notes you have from the previous day.
 - Ask participants for additional insights, affirmations, questions, or concerns.

2. Present:
 - Today we are going to work on giving feedback. As we've stated several times, we believe that the best path to outstanding performance is building on people's strengths—yours, your staff's, our families'. This means developing the skill of giving meaningful, specific, sincere positive feedback.
 - In the past two days, we've modeled this principle of "catching someone doing something right through our *Catching People Doing Things Right Bulletin Board*. For an icebreaker and energizer this morning, I'd like to ask you to take this to a conversational level.
 - In the next five minutes, I'd like you to present sincere, specific, meaningful positive feedback to as many other participants as you can.



Sets of stickers

3. Prepare for activity:

- Distribute two sets of stickers to each person. (For example, one set of blue stickers and one set of red stickers, or one set of "Good job" stickers and one set of "thank you" stickers.)
- Explain that the first set of stickers is to be used to give someone else in the training positive feedback. For example, James might say, "Barbara, it was really helpful when you told us about your experiences in having an initial meeting with your supervisor. I am going to take some of those ideas to a meeting with my own supervisor." Then, you give Barbara one of these stickers for her to put on her lapel or wherever works for what she is wearing.
- Explain that the second set of stickers is to thank the person giving the feedback. For example, Barbara would give James one of these stickers for his shirt and say, "Thank you."
- The stickers will let us know who is giving and receiving feedback. We encourage you to look for people who haven't received any "positive feedback" stickers and find some sincere way to praise them. Our goal is for each person to receive at least one positive comment, and hopefully more!

4. Facilitate activity:

- Give participants a few minutes to jot down some feedback that they'd like to give to others. They may use the bulletin board for inspiration. Encourage them to think of honest, specific, meaningful feedback.
- Start the activity. Encourage participants to move quickly and to be sincere. (Everyone should be doing this at once, moving around the room and talking with each other.)
- You should also join in, particularly with an eye for making sure everyone receives some positive feedback.
- Allow five minutes.



5. Debrief:

- What did this exercise do to the mood and energy level of the group?
- How did it feel to give someone genuine positive feedback?
- How did it feel to get honest, positive feedback?
- Did anyone feel like they got or receive too much positive feedback?

***Trainer's Note:** Emphasize that, if it is sincere and earned, nobody ever gets tired of compliments. They build energy and enthusiasm. They build team spirit and a sense of individual worth, and they shape behavior because people want to repeat the same behavior that won them praise. It takes some thought, but very little time.*

6. Transition: Let's take those skills and that energy into our next section of training, as we work on coaching skills.



Introduction to Coaching (1 hour, 15 minutes)

- Max and Max video
1. Show *Max and Max videotape*. It is 15 minutes long.
 2. Discuss: What were Max and Max like at the beginning of the videotape? What were their thoughts and hopes? How and why did they change by the end of the tape?
 - Both Max and Max start out prepared, enthusiastic, and ready to make a contribution. Both look forward to recognition and validation.
 - The boss provides a warm greeting and welcome and orientation to the mission, but is very set in his ways. When Max or Max try to “go the extra mile” to contribute, they are quickly rebuffed for their initiative.
 - Eventually, their initiative is completely squashed and they've lost all motivation.
 3. Discuss: What does this have to do with coaching?
 - Open responses
 4. As DFCS supervisors, how much of your time should be spent coaching?
 - Accept all answers; we'll revisit this question later.



5. Ask participants to think of their favorite team sport, whether it is the NFL, peewee soccer, or college basketball. Ask: What does a sports coach do?

Blank flipchart

Trainer's Note: Try to facilitate answers such as the following. Record answers on a blank flipchart.

- Builds relationships; establish a sense of team
- Builds skills and confidence
- Instructs
- Strategizes about the best way for each individual to contribute
- Provides feedback to team and to individuals
- Motivates
- Rewards and recognizes individual and team achievements
- Adjusts his/her style and techniques to different players, sometimes exhorting them to do more and other times telling them not to worry about their performance
- Balances team needs and individual needs



Slides 47 and 48

6. Show slides 47 and 48. Present:

- The statistics of this slide and the next one are excerpted from *The 8th Habit*, and are the results of a Harris poll of 23,000 workers.
- Let's go back to our sports analogy and think of a soccer team of eleven players. If the percentages from the slide applied to them, only four of the eleven players would know what the team was trying to do. Only two of the eleven would care. Only two would know what position they play and exactly what they are supposed to do. All but two players would, in some way, be competing against their own team members rather than the opponent. (Source: 8th Habit, page 3)
- Clearly the team's coach has a pivotal role in boosting these percentages. So it is with the unit supervisor.

Statistics Good Coaching Can Influence (1)

- **37% have a clear understanding of what their organization is try to achieve and why**
- **20% enthusiastic about team's and organization's goals**
- **15% felt their organization fully enables them to execute key goals**
- **15% felt they work in a high-trust environment**

Results of a poll of 23,000 workers, from *8th Habit*.



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3/07

Tools of the Trade

47



Statistics Good Coaching Can Influence (2)

- 19% felt that their organization holds people accountable for results
- 17% felt their organization fosters open communication and is respectful of differing opinions
- 20% fully trusted the organization they work for

Results of a poll of 23,000 workers, from *8th Habit*.



3/07 Tools of the Trade 48

7. Present: Let's discuss coaching within the context of DFCS. Let's start with a definition.

Slide 49

8. Show slide 49, *Coaching is*. Present our "official" definition of coaching.

Coaching is...

- Coaching is an active, ongoing process that helps individuals reach personal potential and organizational goals.



3/07 Tools of the Trade 49

9. Ask participants to give their ideas about the underlined words and phrases.



10. Ask: Why does this definition include both personal potential and organizational goals?

- You can't separate the person from the work they do.
- People are not machines.
- Our purpose is to work toward unit, county, departmental, and division goals.
- It is impossible to achieve one without the other; all are linked.

11. Present:

- Coaching is not the same as training, performance management, mentoring, or a host of other supervisory activities.
- Coaching is the power behind these activities.
- Coaching is a vital element in each of these activities if we are to succeed.
- Coaching is an ongoing process. It is a way of interacting with your staff.
- Spontaneous and informal coaching activities are as important as planned, formal coaching activities.
- Coaching should be a regular part of your supervision.
- Coaching is about relationships. It is about expectations. And it is about perspective, or point of view. Good coaching is about building a bridge between your expectations and perspective and those of the people that you supervise.

12. Ask: What activities or characteristics are part of coaching, when we are talking about DFCS supervisors?

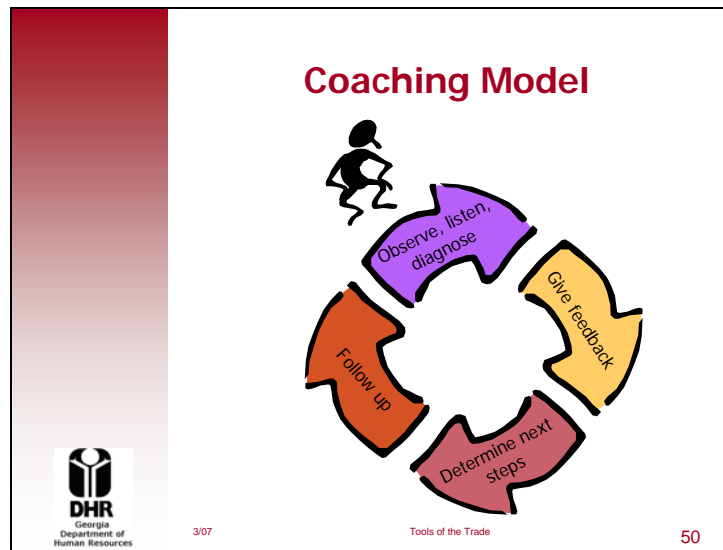
- Building relationships
- Building skills and confidence
- Getting work done through others
- An extension of skills used with families
- Thoughtful and planned
- Based on individual and unit needs and expectations
- Building up
- Providing choices
- Linked to values



13. Ask: Now, let's look at the opposite—what coaching is NOT. What activities would you say are not part of good coaching?
- Directing
 - Working from a deficit mind frame (you are trying to build people up, not identify and point out their weaknesses)
 - Manipulating
 - Tearing down
 - Performance evaluation (performance evaluation is a formal process, while coaching is informal or formal; performance evaluation is a regularly-scheduled event for the purpose of seeing whether an employee meets standards, while coaching is an ongoing process for the purpose of increasing personal potential and reaching organizational goals)

Slide 50

14. Show slide 50, Coaching Model.





15. Ask for a volunteer to play the role of case manager while you play the role of supervisor and coach him/her. Ask the volunteer to act as a “typical” case manager would, making the role play neither unrealistically difficult nor unrealistically easy. Provide this volunteer with the following information to read while you refer the others to the Coaching Model:

- You are a case manager who has been asked to come to your supervisor’s office for a special conference.
- You were hired six months ago and completed your policy training a few weeks ago. You did very well on the tests from training and are excited to have a job where you can use both your personal interaction skills and your fluency in Spanish.
- You wonder if your supervisor wants to talk with you about how hard you’ve been working to see all of your clients this month despite the fact that you are called to the front desk to interpret several times a day and have been asked by many units to interview Spanish-speaking clients for them. The office has a language line, but the case managers don’t like to use it, they prefer to ‘grab’ you for a few minutes rather than use the language line.
- Last month, you did not get all of your face-to-face interviews completed, but you kept track of the number of times you provided interpreting services - 28 times – so that you could explain why you didn’t meet your numbers. No one has asked for that information, in fact, you’ve received no feedback at all. Maybe that’s part of what your supervisor wants to talk to you about.

PG-43

16. Refer participants to *The Coaching Model*, which starts on page 43 in their Participant’s Guides.

17. Ask participants to look through the information while your volunteer is reading his/her material. Explain that they should keep this information in mind as they watch you role play the role of supervisor.

18. Allow a few minutes for reading.



19. Emphasize that you, playing the role of supervisor, will do some things right and also have room for improvement. This is not intended as a perfect model, but as a discussion starter.
20. Present situation:
 - I want to talk to a case manager because I am concerned that this case manager does not seem to be able to get all his/her work done. This case manager was highly recommended and did very well in training, so I am disappointed that he/she is falling behind on his/her case work.
21. Refer all participants, except your volunteer, to the information on the coaching model. Ask them to look at this information while you act it out, and to look for specific examples of each of these items in the role play.
22. Begin role playing.

***Note:** Be sure that you touch on all four parts of the coaching model in your role play.*
23. Refer participants to the information on the first phase of the coaching model, *Observe, Listen, and Diagnose* and show slide 51.

Slide 51

A presentation slide with a white background and a red vertical bar on the left. The title "Coaching Model: Observe, Listen, and Diagnose" is in red. Below it are three bullet points in red: "What do you observe?", "How do you observe?", and "What do you listen for?". At the bottom, there is a circular diagram with four colored segments (purple, yellow, red, blue) and a small icon of a person climbing a gear. The DHR logo is in the bottom left, and "Tools of the Trade" and "51" are in the bottom right.



24. Discuss:

- What did I do, as a supervisor, to *Observe, Listen, and Diagnose*?
- What did I do well?
- What could I do to improve next time?

Slide 52

25. Refer participants to the information on the second phase of the coaching model, *Give Feedback* and show slide 52.

Give Feedback

Motivational	➔	Encourages
Developmental	➔	Pushes for improvement
Evaluative	➔	Is performance "good" enough

- Private
- Specific
- Clear
- Timely

DHR Georgia Department of Human Resources

3/07 Tools of the Trade 52

26. Discuss:

- What did I do, as a supervisor, to *Give Feedback*? Describe it objectively.
- What did I do well?
- What could I do to improve next time?



Slide 53

27. Refer participants to the information on the third phase of the coaching model, *Determine Next Steps* and show slide 53.

Determine Next Steps

- Praise
- Ignore
- Correct
- Train
- Provide new opportunities

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3/07 Tools of the Trade 53

28. Discuss:

- What did I do, as a supervisor, to *Determine Next Steps*? Describe it objectively.
- What did I do well?
- What could I do to improve next time?

29. Refer participants to the information on the fourth phase of the coaching model, *Follow Up*.

30. Discuss:

- What did I do, as a supervisor, to *Follow Up*? Describe it objectively.
- What did I do well?
- What could I do to improve next time?

31. As time permits, you can repeat this four-part role play with other situations, perhaps one suggested by the participants. You may even have a volunteer who wants to play the role of supervisor. You may even decide to do all four parts at once, if you feel the participants have a good understanding of the different concepts.



32. Ask: When does a supervisor have opportunities to coach?
- Any interaction is a coaching opportunity
 - Monthly conferences are ideal coaching opportunities for individuals
 - Unit meetings are opportunities to coach groups of people (e.g., on policy, on teamwork, on case management skills)
33. Ask: How much time do you think it takes to work through this model?
- You make split decisions every day based on the elements in the model, even when you don't realize it. When you thank an employee for giving extra effort because someone is sick, you are going through the steps in the model.
 - The model may be used in both formal and informal ways. When used informally, it might be a one-minute interaction. When used formally, it might be months of effort.
34. Ask: How much time does a soccer coach spend coaching, as opposed to doing other things, like taking care of administrative tasks for the team?
- There is no correct answer, but most will indicate that a high percentage of time is spent coaching.
35. As DFCS supervisors, how much of your time should be spent coaching?
- This question was asked earlier. Now that participants have a better understanding of what coaching is, they should indicate that a high percentage of a supervisor's time should be spent doing it; it is a key role, if not *the* key role, of a supervisor.



Slide 54

36. Show slide 54, *Not a Factory*. Present:

- You need to adjust to different styles, and realize that your job as supervisor is not to create “mini-yous.” At the same time, it is a natural inclination. If you are analytical, you may be tempted to assume everyone else is analytical or to try to make them more analytical.
- Remember Max and Max—people need the freedom to accomplish goals using their own styles, as long as it is within reasonable parameters set by you and expectations are clear.
- You also need to consider the case manager’s stage of development.

Not a Factory

- **Consider individual styles**
- **Consider stage of development:**
 - **High anxiety**
 - **Engagement**
 - **Basic mastery**
 - **Independence and commitment**

DHR Georgia Department of Human Resources

3/07 Tools of the Trade 54

37. Ask participants to try to think of a case manager that they know who is in the first stage of development.

38. Discuss:

- How do you know that this person is in this stage?
- What do you think the person is going through?
- What can you do as a coach to support this person?

39. Repeat for other stages.

40. Ask: What questions, issues, or practical implications should we discuss before moving on?



41. Summarize:

- Coaching is about relationships. It is about expectations. And it is about perspective, or point of view. Good coaching is about building a bridge between your expectations and perspective and those of the people that you supervise.
- Coaching is an ongoing process. It is a way of interacting with your staff.
- Spontaneous and informal coaching activities are as important as planned, formal coaching activities.
- Coaching should be a regular part of your supervision.

PG-Learning Journal 42. Ask participants to reflect on the content and make notes in their Learning Journals.

43. Transition: We know that one of the key components of coaching is effective feedback. Let's move on to feedback next.

Praising Desired Behavior: Overview (40 minutes)

1. Ask: Which topic do you think we'll address first, "Praising Desired Behavior" or "Correcting Problem Performance?" Why?
 - We will address praising first, because we believe in building on strengths.
2. Ask: From what we've discussed so far, including yesterday's information on coaching and this morning's ice breaker, what do you think are some principles of effective positive feedback, or praise?
 - Make sure you have the facts.
 - Be specific.
 - Do it all the time, like a one-minute manager.
 - Be sincere.



3. Ask: What are some ways, other than praise, that we can reinforce desired behaviors?
 - Give person additional control over job
 - Assign a special high-profile project
 - Giving person greater visibility to management
 - Being involved to a deeper scope/breadth
 - Training or coaching others
 - Putting a letter of praise in personnel file
 - Receiving public praise (note that not everyone likes this)
4. Present: Our next activity is a chance for you to see how praise fits into the coaching model as you read and discuss a case story.
5. Facilitate activity:
 - Refer participants to *Case Story Carl, Maria, and Maria's Team*, on pages 42 and 43 in the Participant's Guide.
 - Ask participants to work independently and read the story and the analysis questions.
 - Allow eight minutes for reading and reflection.
 - Debrief: What were your major observations and insights about this case story? In what way did it follow our model? What principles were illustrated?
6. Ask: What questions, issues, or practical implications should we discuss before moving on?
7. Transition: Coaching looks easy when a "pro" does it. Like any skill, coaching becomes easier with practice. Coaching also becomes a *habit* with practice. We are going to give you several opportunities to practice.

PG-42 and 43

Praising Desired Behavior: Skills Practice (40 minutes)

1. Present: In this next activity, you are going to use the elements of the coaching model to praise desired performance. To do this, it may be helpful to consider stages of case manager development.



2. Transition: Our next unit is on coaching. I'd like you to start thinking about coaching this evening.

PG-44 to 46

3. Refer participants to *Assignment: Coaching*, on page 44 in the Participant's Guide. Go over the instructions. Emphasize that this is really a reflective activity.



Trainer's Note for following activity: *The practice cases include three distinct roles: a supervisor, a case manager, and an observer. As in real life, each person knows only part of the situation and may frequently have a "hidden agenda." In many instances, full disclosure by either or both participants depends on good communication and a trusting relationship. We have purposefully built this type of interpersonal complexity into the cases.*

Encourage participants to get into their roles and to interact with their partner in a realistic manner. This will help participants gain comfort dealing with the hidden agendas of others.

The practice cases encourage authentic interaction between the coach and the case manager. To facilitate this, the background descriptions for each case situation are divided by role. Participants should read only the material they need for their role and case.

During subsequent practices, participants will change roles.



4. Facilitate skills practice:

Handout: *Praising Desired Behavior: Supervisor's Notes*

Handout: *Praising Desired Behavior: Case Manager's Notes*

Handout: *Praising Desired Behavior: Observer's Notes*

- Ask participants to work in triads. If there is one extra person, ask him/her to join an existing group. If there are two extra people, join them yourself to make another triad.
- Ask participants to designate one person in the triad as a supervisor, one as a case manager, and one as an observer. (If there are four people in a group, there will be two observers.) Note that roles will rotate in subsequent practice activities.
- Distribute one handout *Praising Desired Behavior: Supervisor's Notes* (see page 263) to each person playing the role of supervisor and to each observer.
- Distribute one handout *Praising Desired Behavior: Case Manager's Notes* (see page 264) to each person playing the role of case manager and to each observer.
- Distribute one handout *Praising Desired Behavior: Observer's Notes* (see page 265) to each person playing the role of observer.
- Allow participants about eight minutes for reading and preparation.
- Allow five minutes for role play.
- Ask the observers to provide feedback. Remind the observer to also use good coaching skills while they are providing feedback! Then, the case manager and supervisor can give their impressions.
- Allow ten minutes for debrief among triads.

5. Debrief:

- How did you feel in your role?
- What happened in the skills practice?
- What would you do differently?
- What can you learn from this that will help you be a better supervisor?
- Did you consider stages of case manager development (pages 43 and 44) while doing this role play? If so, how?



6. Ask: What parallel situations might we expect to see in our work?
 - Supervisor praises services case manager for closing cases without realizing that the case manager took short cuts.
 - Supervisor praises someone for making their numbers without looking further to see that they aren't doing a good job of assessment.

Correcting Problem Performance: Overview (45 minutes)

1. Present: Let's now turn our attention to how you can coach through situations when there is a gap between the staff's actions and the expected performance and you need to provide corrective feedback.
2. Ask: From what we've discussed so far, including yesterday's information on coaching and this morning's ice breaker, what do you think are some principles of effective corrective feedback, or closing performance gaps?
 - Make sure you have the facts.
 - Be specific.
 - Be clear about expectations.
 - Build from strengths.
 - Do not shy away from the "tough conversations;" things will only get tougher if you fail to act.
3. Present: Our next activity is a chance for you to see how corrective feedback fits into the coaching model as you read and discuss a case story.



4. Facilitate activity:

PG-47 and 48

- Refer participants to *Case Story Leann and Rick*, on pages 47 and 48 in the Participant's Guide.
 - Ask participants to work independently and read the story and the analysis questions.
 - Allow eight minutes for reading and reflection.
 - Debrief: What were your major observations and insights about this case story? In what way did it follow our model? What principles were illustrated?
 - Emphasize: Even in "negative" situations, we can often find a "positive" to leverage. Leann realized that Rick was in a stage of his development where she needed to encourage appropriate risk taking, support Rick's attempts at problem solving, and recognize his growth. She also modeled an appropriate attitude.
5. Ask: What questions, issues, or practical implications should we discuss before moving on?
6. Transition: As in the previous section, we will now have a skills practice activity.

Correcting Problem Performance: Skills Practice (40 minutes)

1. Present: In this next activity, you are going to use the elements of the coaching model to correct a performance gap.



2. Facilitate skills practice:

Handout:
*Correcting
Performance Gaps:
Supervisor's Notes*

Handout:
*Correcting
Performance Gaps:
Supervisor's Notes*

Handout: *Coaching:
Observer's Notes*

- Ask participants to work in triads. If there is one extra person, ask him/her to join an existing group. If there are two extra people, join them yourself to make another triad.
- Ask participants to designate one person in the triad as a supervisor, one as a case manager, and one as an observer. (If there are four people in a group, there will be two observers.) Note that roles will rotate in subsequent practice activities.
- Distribute one handout *Correcting Performance Gaps: Supervisor's Notes* (see page 266) to each person playing the role of supervisor and to each observer.
- Distribute one handout *Correcting Performance Gaps: Case Manager's Notes* (see page 267) to each person playing the role of case manager and to each observer.
- Distribute one handout *Coaching: Observer's Notes* (see page 265) to each person playing the role of observer.
- Allow participants about eight minutes for reading and preparation.
- Allow five minutes for role play.
- Ask the observers to provide feedback. Remind the observer to also use good coaching skills! Then, the case manager and supervisor can give their impressions.
- Allow ten minutes for debrief among triads.

3. Debrief:

- How did you feel in your role?
- What happened in the skills practice?
- What would you do differently?
- What can you learn from this that will help you be a better supervisor?
- Did you consider stages of case manager development while doing this role play? If so, how?



Summary (20 minutes)

1. Ask participants to brainstorm possible benefits of coaching to themselves and to the organization:
 - It is personally rewarding to help people do their jobs better.
 - Success in coaching will help you be more successful.
 - Coaching helps development communication and leadership skills.
 - Coaching helps reinforce and channel the talent and skill in the work force.
 - Coaching strengthens succession planning; that is, it helps you prepare your successor, so that you may take advantage of new opportunities.
 - Coaching helps boost morale and retain good employees.
2. Present:
 - As a supervisor, your success depends on the success of others. Coaching is a valuable tool to strengthen each member of your team.
 - Coaching is nothing new. Coaching is about relationships and working with people to help them development to their full potential—skills every case manager learns.
 - Coaching is a tool that “cuts across” many of the other topics in this training. It binds them together, makes unit and workload management (our next topic) a reality, and support our departmental values
3. Present: Coaching is a journey. It is one skill that is never mastered. Excellent, seasoned supervisors are constantly reflecting on their coaching skills and refining them. I'd like you to keep that in mind as you complete a coaching self assessment.
4. Facilitate coaching self assessment:
 - Refer participants to coaching self assessment on page 49 in the Participant's Guide.
 - Allow about five minutes for participants to complete it.
 - Ask them to discuss their insights with a partner. Allow about four minutes.

PG-49



Trainer's Note: *The following activity shows that when you link reinforcement of desired behaviors to correction of undesired behaviors, you can improve performance.*

one strip of paper
and two paper clips
for each participant

5. Distribute one piece of paper and two paper clips to each participant.
6. Ask them to write "Coaching leads to improved performance" on the piece of paper.
7. Demonstrate how to do the magic trick.

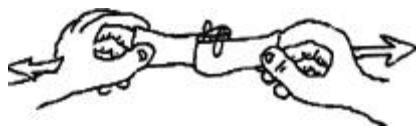
Curl the piece of paper into an S shape:



Insert the paperclips as shown:

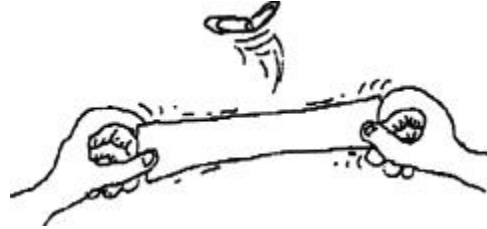


Holding on to the ends, pull the piece of paper to straighten it out:





The two paperclips fly off, linked together:



8. Allow time for the participants to practice the magic trick.
9. Explain that one paper clip represents "reinforcing positive behaviors" and the other represents "correcting undesired behavior." "Coaching leads to improved performance" is what happens when these two are linked together effectively.
10. Discuss other words that can be linked with the magic trick so that this brief icebreaker can be used with staff.

Slide 55
PG-Learning Journal

11. Show slide 55, *Reflection*. Ask participants to think about these questions and make notes in their Learning Journals. Ask them also to reflect on the coaching situation they described in their assignment yesterday evening.


Reflections

What does coaching mean? Why is it important? What does effective coaching involve?

What squares with my thinking?

What's still rolling around in my mind?

What do I need to change?

3/07Tools of the Trade55



PG-23


12. Refer participants to the *Supervisor's Development Plan* on page 23 and ask them to add any notes—either development ideas or action items—based on the section on coaching.

Stress Management (40 minutes)

Slide 56

1. Show slide 56, *Are you experiencing stress?* Present:
 - This is a simple test designed to indicate whether people have too much stress in their life. It's a picture of two dolphins. The two dolphins appear normal when viewed by a stress-free individual.
 - If there is anything that appears different about the dolphins (ignore the slight color differences) it is an indication that you are experiencing stress-related problems.
 - Sit upright, take a deep breath and view the screen. If you see anything out of the ordinary then you should consider taking it easy and remain for the presentation on stress management.

Are you experiencing stress?



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3/07 Tools of the Trade 56



2. Present:

- Not all stress is bad. It can be exciting and stimulating. Research by Segerstrom and Miller published in 2004 examined some 300 scientific papers and found that a short burst of stress, such as that caused by giving a speech, may strengthen the body's immune system by triggering the immune system-boosting 'fight or flight' instinct that dates back to when early man was threatened by predators.
- But long-term stress such as an injury or trauma that caused permanent or life-changing damage, such as having a long term disability, losing a partner or spouse or being abused as a child, appeared to wear out the immune system, leaving people more prone to infections.
- Furthermore, the causes of stress are highly individual. What you consider stressful depends on many factors, including your personality, general outlook on life, problem-solving abilities, and social support system. Something that's stressful to you may be neutral or even enjoyable to someone else. For example, your morning commute may make you anxious and tense because you worry that traffic will make you late. Others, however, may find the trip relaxing because they allow more than enough time and enjoy playing music or listening to books while they drive.




Slide 57

3. Show slide 57, *Categories of Stress*. Present: Stressors can be divided into three broad categories:
 - **Frustrations** – Frustrations are obstacles that prevent you from meeting your needs or achieving personal goals. They can be external—such as discrimination, an unsatisfying job, divorce, or the death of a loved one—or internal. Examples of internal frustrations include physical handicaps, the lack of a desired ability or trait, and other real or perceived personal limitations.
 - **Conflicts** – Stressors involving two or more incompatible needs or goals are known as conflicts. For example, a working mother might feel torn over a job offer that would advance her career, but take time away from her family. Sometimes the conflict involves a choice between two desirable options, such as deciding between two offers from equally appealing jobs. At other times, the decision involves disagreeable alternatives.
 - **Pressures** – Stress can stem from the expectations of others or the demands you place on yourself. You may feel pressure to excel at work, make a difference in your community, or be the perfect mother.

Categories of Stress

- **Frustrations**
 - **External: discrimination, an unsatisfying job, divorce, or the death of a loved one**
 - **Internal: physical handicaps, the lack of a desired ability or trait, and other real or perceived personal limitations.**
- **Conflicts**
 - **A choice between two options—both may be positive or both negative**
- **Pressures**
 - **Expectations of others or the demands you place on yourself.**

3/07Tools of the Trade57



4. Present: Whether the source of stress causes significant emotional and physical symptoms depends in part on the nature of the stressor itself. Stressors that involve central aspects of your life or that persist for extended periods of time are more likely to result in severe distress and disruption of functioning. Furthermore, the more stressful situations or life changes you're dealing with at one time, the more intense the symptoms of stress. To assess the amount of stress you're under, you can take Dr. Rahe's Life Changes Stress Test.
- PG-50
5. Refer participants to *Stress Test*, on page 50 in their Participant's Guides. Present: The relative stressfulness of each event is indicated by the numbers on the right. Notice that change—both positive and negative—is a common factor in many of these events, often in either direction. To calculate an index of the amount of stress in your life, list all the life events from this table that have affected you in the last year and add up their total scores. Persons with higher scores are much more prone to experiencing major illness or other stress-related conditions in the coming year.

Trainer's Note: You may ask participants to complete the stress test at this time and discuss what they learned from it, or you may discuss it and then ask them to complete it privately at another time.
- PG-51
6. Refer participants to the information on signs and symptoms of stress on page 51 in their Participant's Guides. Emphasize that these signs help you differentiate between "normal" stress and a level of stress that is having a serious effect.
- PG-52
7. Ask participants to suggest strategies for reducing stress and the effects of stress, then refer them to *Stress Management Strategies*, on page 52 in the Participant's Guide.




Slide 58

8. Show slide 58, *Stress Management* and present the points on the slide. Emphasize that “parallel process” applies to stress management. By managing your own stress, you model how to manage stress. Case managers can then do the same with their families.

Stress Management

- **Supervisors can assist staff in managing the stress of the work by modeling 'healthy' behavior through:**
 - **Learn to say 'no'; establishing healthy boundaries with work.**
 - **Alternate scheduling unpleasant tasks with ones that are pleasant**
 - **Learn to prioritize the work so that what's most important is what gets done each day.**

 Georgia Department of Human Resources 3/07 Tools of the Trade 58

PG-53

9. Refer participants to page 53, *Reflection: Case Manager and Supervisory Stress*.
10. Present: Supervisors often experience “secondary stress;” that is, stress that they feel indirectly when their case managers are stressed. This section in your Participant's Guide explains some of the sources of stress that may affect you either directly or indirectly.
11. Ask participants to look through these pages and identify sources of stress that they have seen and discuss the effects on case managers and supervisors.

PG-56

12. Refer participants to page 56 in their Participant's Guides, *Stress Management Strategies*.
13. Divide the class into four or five groups, and assign each group their share of the 20 items on pages 51-52. Ask them to complete the chart on page 53.
14. Allow about 15 minutes.



15. Ask groups to report out sample strategies.

Day Three Summary (20 minutes)

1. Facilitate summary activity:

- Ask participants to each (individually) jot down some notes summarizing the key points so far in the first three days of training. (It may be of any length.
- Ask table teams to prepare a 32-word summary of all the material covered so far.
- Listen to the summaries from different teams and encourage applause for each one.
- Now ask teams to rewrite the summary in exactly 16 words, retaining the key ideas and borrowing thoughts and words from other teams' earlier summaries.
- Listen to the summaries from different teams and encourage applause for each one.
- Now ask teams to rewrite the summary in exactly 8 words, retaining the key ideas and borrowing thoughts and words from other teams' earlier summaries.
- Listen to the summaries from different teams and encourage applause for each one.

***Trainer's Note:** If time permits, repeat the process, asking teams to successively reduce the length of the summary to four, and then two words.*

PG-Learning Journal 2. Ask participants to write individual summaries of appropriate length in their Learning Journals.



Supplementary
Reading: Who's Got
the Monkey?

3. Refer participants to the supplementary reading *Who's Got the Monkey?*
 - Present: Supervisors have a tendency to “place monkeys on their backs.” This means taking on responsibilities that should belong to others in the unit.
 - Explain that this is a very motivational piece on how supervisors get sucked into the black hole of taking on everyone else's responsibilities. It tells how it happens and, more importantly, how to avoid it.
 - Present: Please read this article before next week and think about how it relates to your work as a DFCS supervisor. Bring it to class with you next week.
4. Refer to “parking lot” flipchart and resolve issues and answer questions as appropriate.
5. Thank participants for their efforts and confirm the starting time and location for day four.



Planning and Managing Unit Work

Time 6 hours, 30 minutes

Overview This unit focuses on the supervisor's role as the person accountable for unit performance. First, participants look at how monthly reports measure unit productivity and provide direction for work that needs to be done.

Participants complete a planning game designed to teach them the importance of planning and how different factors influence the success of planning. They learn that planning is a part of everything they do, and that their planning supports the larger goals of the department. Then, participants learn some guidelines for planning and apply those to the In Box. Next, they make some notes about planning for follow-up during field-based practice.

Then, they look at ways to get organized by thinking of the various structures that support unit work. Participants learn principles for delegating work and how to use a "delegation pyramid" to make delegation decisions in a thoughtful way. They complete an activity called "double negative" which helps them think through these principles. All this is applied to the In Box, as they work on organizing the work in the In Box and creating a plan for delegating it. Finally, participants discuss how to anticipate and plan for a variety of different potential crises that may occur.



Objectives

1. Demonstrate the ability to set and assess unit goals.
2. Demonstrate how to communicate expectations in a clear, positive, respectful manner.
3. Identify areas for which you must set expectations.
4. Given the workload of the unit and the resources available, determine the best way of meeting goals.
5. Describe value of delegating.
6. Identify tasks that may and may not be delegated.
7. Identify methods used for delegation.
8. Given a description of a potential crisis situation, identify proactive vs. reactive steps to deal with it.
9. Identify strategies to reduce the need for crisis management by proactive planning.
10. Identify strategies to improve time management.

Related Competencies

- Recognizes supervisor's role in case manager's performance (**accountability**).
- Supervisor Functions: Can identify and apply the **three primary roles** of a supervisor: administrative, educative, and supportive.
- **Time management skills:** Knows and uses effective time management skills, such as organization, planning, use of discretionary time, delegation, avoidance of procrastination, and teamwork.
- **Acceptance of feedback from managers:** Accepts criticism from higher management and how that feedback is used to further the learning process and improve performance.
- **Philosophy of the Department:** Integration of the mission and vision, underlying assumptions, and guiding principles of the Department, and the achievement of Department outcomes, into the day to day operations of the team.
- Interaction with staff: **Ability to interact with their staff in a supportive manner.**



Activities

Day Four:

- Connecting Week One to Week Two (20 minutes)
- Introduction to Planning and Managing Unit Work (10 minutes)
- Planning Application (45 minutes)
- Organizing: Start With the End in Mind (60 minutes)
- Establishing Structures (40 minutes)
- Presenting Expectations (30 minutes)
- Introduction to Delegation (10 minutes)
- In Box Exercise: What to Delegate (35 minutes)
- Teamwork Within a Framework (1 hour, 5 minutes)
- Time Management (50 minutes)
- Summary (25 minutes)

Materials

- One deck of UNO cards, sorted to include only numbers 1 through 6 in green and yellow and numbers 1 through 7 in blue and red.
- Two large, clear containers, such as glass vases, with enough golf balls to fill it, some marbles or pebbles, and a large glass of water (see page 161)

Preparation

- Prepare UNO cards as described above



Connecting Week One to Week Two (20 minutes)


1. Welcome participants back to training:
 - Go over any notes you have from the previous day.
 - Ask participants for additional insights, affirmations, questions, or concerns.
2. Transition: To kick start your brains for the next three days, let's recall key points from week one of training.

Slide 59

3. Show Slide 59, *Effective Supervision: Communications & Coaching*, and explain that first, participants are going to thinking of some key points on their own, then we're going to share.

Effective Supervision: Coaching & Communications

- Think of three "do's" and three "don'ts" that relate to our learning in communications and coaching:
 - Do's: You can tell a supervisor is really effective in coaching and communicating by the way s/he...
 - Don'ts: An supervisor who is NOT effective at coaching and communicating...



3/07 Tools of the Trade 59



4. Present:

- Now, working on your own, I'd like you to make a list of three Do's and three Don'ts for being an effective coach and communicator as a supervisor. Draw on your knowledge from the coaching and communications sections we explored last week.
- This list should be one that you wouldn't mind posting in your office or on a card, to remind you of what to do as you coach and communicate with others.

Blank flipchart

5. After five minutes, ask group to suggest answers. Record their thoughts on a flipchart.

PG-57

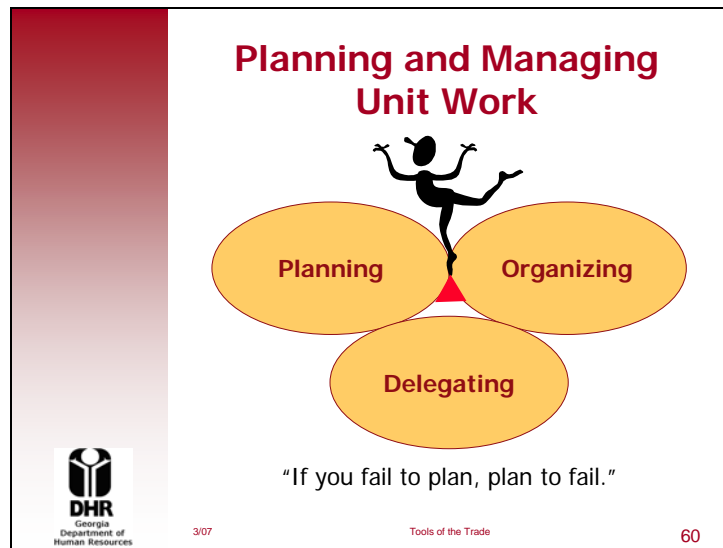
6. Refer participants to *Top 10 Traits of a Good Coach and Communicator*, on page 57 in their Participant's Guide and ask them to record their Top Ten.



Introduction to Planning and Managing Unit Work (10 minutes)

Slide 60

1. Show slide 60, *Planning and Organizing Unit Work*. Introduce this section:
 - Discuss supervisor's role (managing) and how supervisor gets everything done (planning, organizing, delegating). We'll talk about all three of these areas in detail.
 - Discuss how coaching and communicating can help with managing the unit.



Blank flipchart

2. Ask participants to suggest emergencies, or situations, that keep them from spending time planning. What are the types of things that can occur that really mess up our workload management? Record these on a flipchart. Possible answers include:
 - Urgent request for information
 - Building problem (fire, crime, electrical)
 - Bad weather
 - Resignations
 - Multiple people out sick
 - Closing a group home
 - Removing a child from a home



3. Ask: Is having a flat tire a crisis for you?
 - For some it is; for others, it isn't.
4. Present this story: One night, I had a flat tire on I-75. It was a crisis for me because I had no idea how to change a tire, and I didn't have AAA or any service like that. To top it off, my cell phone battery was dead.
5. Ask: What would have made it less of a crisis?
 - Having AAA
 - Learning ahead of time how to change a tire
 - Knowing that step-by-step instructions were in the manual in the glove compartment
 - Making sure the cell phone battery was charged (or having a car charger)
6. Present: Had I been more prepared, had I thought about this possibility ahead of time and planned what to do, it still would have been an inconvenience, but it would not have been a crisis.
7. Ask: How does this relate to your job as a supervisor?
 - Being prepared ahead of time can make all the difference.
 - We need to think about all the possible things that can happen and make sure we are prepared for them.
 - We have resources like the car's manual that can help us, if we only know what they can do and how to access the information we need.
 - When we have a plan—when we are prepared, potential crises become simply inconveniences.
 - In our private lives, many of us have flashlights, candles, and battery-powered radios in the case of a weather emergency.
 - As supervisors, we can shine during unexpected events by always having a plan. It should be a plan that everyone is ready to implement. This also inspires confidence in our staff, because they know what to do when something happens.



8. Ask: What do you think of the statement, "I can't plan for our type of emergencies. How could I know that four case managers would call in sick today?"
 - Discuss how you might not know that it would happen today, but you can reasonably predict that something like this can happen at any time. What can you do ahead of time that would minimize the disruption?
9. Ask: What questions, issues, or practical implications should we discuss before moving on?
10. Transition: In this unit, we will talk about all kinds of planning, not just for crises, but for reaching our outcome measures and for developing people.

Planning Application (45 minutes)

1. Ask participants to work in groups of three or four.
2. Refer participants to pages 58 and 59 in the Participant's Guide, *Emergencies We Can Anticipate*.
3. Ask each group to select one item from the list of emergency situations they brainstormed and recorded on a flipchart earlier.

PG-58 and 59




Slide 61

4. Show slide 61, *Planning Exercise*. Explain:
 - I would like you to create a poster presentation explaining what you are going to do as supervisor to plan for these situations so as to minimize the impact they have on the unit and others.
 - The questions on the slide should serve as thought joggers as you think of what you can do *proactively* so that everyone responds *reactivity* in the most efficient manner.
 - You will have 20 minutes to create your poster presentation. After this time, you'll all have time to "tour" the gallery created by the different posters and take notes on each emergency in the third column of the chart.

Planning Exercise

- **What should you anticipate?**
- **What are the "constraining factors" that impact what you can/cannot do?**
- **What process will you use to create and finalize your plans?**
 - **How can you involve the unit in planning? Who else should be involved?**
 - **Who needs to be involved in implementation?**
 - **Who needs to be informed of the plan?**

3/07Tools of the Trade61

5. Allow 20 minutes for small group work.
6. Ask participants to post their work around the room and invite participants to tour the "gallery" and make notes in their Participant's Guides.

Trainer's Note: *If time permits, you may skip the gallery tour and instead ask each group to present their work.*

7. Debrief: What are some key learning points you can take from this exercise?



PG-60

8. Refer participants to *Benefits of Managing Work and Delegating Effectively* on page 60 in their Participant's Guide. Ask them to complete the survey and answer the question at the bottom.
9. Ask volunteers to state hoped-for benefits. Record these on a flipchart.
10. Summary: Discuss how mission, vision, and values support planning and how planning supports teamwork, coaching, unit management, data use, and communication.
 - Need to always keep planning in the context of what it will take to realize department mission and values
 - Need to take time to think differently-proactive instead of reactive
 - Need to prioritize based on values and manager input
 - Need to understand and use chain of command
 - You can seriously decrease the amount of time spent in "crisis mode" through planning
 - Coaching individuals and the team to think proactively and have solid plans in place for emergencies helps build the team
 - Communication is a critical part of any crisis plan and response
11. Ask: What questions, issues, or practical implications should we discuss before moving on?
12. Transition: One of Covey's sayings is, "Begin with the end in mind." Let's explore that idea next.



Organizing: Start With the End in Mind (60 minutes)

Slide 62

1. Show slide 62, *Steps in Planning*. Present information on slide and for each of the items below, ask participants to think of an example from their previous exercise on preparing for emergencies:

Trainer's Note: *There are examples in italics after each point below, but it would be preferable to elicit these examples from the participants.*

Steps in Planning

1. Set your vision, goals, and expectations.
2. Set parameters and boundaries.
3. Identify and, as possible, remove barriers.
4. Design a plan of action.
5. Communicate and carry out the action plan.
6. Evaluate what you have done.
7. Repeat what you have done.

DHR Georgia Department of Human Resources 3/07 62

Planning Organizing Delegating

- Set your vision, goals, and expectations. Organizing unit work starts with receiving and/or establishing a vision, goals, and priorities for the unit. *Example: The supervisor's vision was that the unit always reach its outcome measure goals, regardless of what happens. Therefore, the supervisor had a goal of making sure that all work was completed even if a key employee was absent for a length of time.*



- Set parameters and boundaries. These are the limits, constraints, expectations, policy, and practices that define what it is you can and cannot do. Some of these are already set for you; others you must set as supervisor. *Example: Continuing from the example above, some parameters were that no single person is overwhelmed, that nobody be required to perform a task for which they have not been trained, and that there is a tracking system to show who is doing what.*
- Identify and, as possible, remove barriers. Too often, supervisors and other employees assume that a barrier is set in stone, when the truth might be that there is an assumption that something is required/forbidden because "it has always been done that way." *Example: A barrier might be having access to all the information that the absent employee has; removing that barrier might mean planning ahead a common system of filing papers and computer files.*
- Design a plan of action. Depending on the nature and size of the issue you are facing, a "plan" might be a long report or a simple statement in an email. *Example: The supervisor's plan was to make sure a designated person was cross trained on every task that was generally done by a single individual, and to create a schedule of assignments for each person (e.g., if Juniata is absent, this is the plan; if Fred is absent, this is the plan, etc.) Each person was responsible for creating a filing system that would support the work continuing in their absence.*
- Communicate and carry out the action plan. Plans fall apart quickly when people are not fully informed. *Example: The supervisor made sure that each person knew what their responsibilities were in the case of a long-term absence of a fellow employee.*



- Evaluate what you have done. After you try out your plan, have a frank discussion with all involved about what went right and what could have been done better. *Example: For two weeks after the death of her mother, Meredith was away from work. After she got back to work and was settled in again, the supervisor gathered the team together to debrief how everything had gone in her absence and to “tweak” their plans as needed.*
 - Repeat what you have done. This is self-explanatory!
2. Go through the steps again as a large group, using a situation that they suggest from the In Box.

Trainer's Note: Encourage participants to think of something in the In Box that requires planning.

3. Ask: What questions, issues, or practical implications should we discuss before moving on?
4. Present: Let's focus, for a few minutes, on the first step in the planning process: Setting a vision, goals, and expectations.



Slide 63

5. Show slide 63, Step 1: *Set your vision, goals, expectations.*

Explain:

- You have unit expectations that have been set for you by *your* supervisor, but we all know that supervisors vary widely in the vision that they have for their unit—if they have a vision at all—and their goals and expectations.
- Besides, your vision and goals for your unit may include “intangibles” such as the spirit of team work in the office and how we treat each other and families that we provide services to.
- As a new supervisor, you will have to understand the dynamics and performance of the unit before you can determine and instill your own vision, but now when you are starting is a good time to think of what that vision might be.

Step 1: Set your vision, goals, expectations

- **Priorities**
- **Standards**
- **Team process**
- **Family focus**
- **How we treat each other in unit**

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Human Resources

3/07

63

Planning Organizing Delegating

6. Facilitate a vision visualization:

- Close your eyes.
- Think of what you want your unit to be like. As you walk by, do people look up and say, “Hi,” or are they busy working? Is the atmosphere relaxed or energetic? Are you confident that people are working productively, or are you nervous? Does everyone seem to have a sense of common purpose? If so, what is that purpose?
- Open your eyes.



PG-61

7. Refer participants to *Establishing a Vision and Goals*, on page 61 in the Participant's Guide.
 - Ask participants to read through the page.
 - Allow several minutes.
 - Ask participants to do *briefly* say something that was meaningful to him or her—just a word or two or a short phrase. Then, another person may say something and so on, until nobody has anything left to say.

PG-62

8. Refer participants to the worksheet, *Reflections: My Thoughts on a Vision for the Unit*, and ask them to complete the worksheet.
 - Make the point that asking supervisors to plan a vision during training is like asking you to buy a birthday gift without telling you the age, gender, or any personal information about the intended recipient. We expect you to follow up on this after training.
9. Allow several minutes, then ask volunteers to suggest some elements of a vision they'd like to establish for their unit.
10. Ask: What questions, issues, or practical implications should we discuss before moving on?
11. Transition: A vision and goals provide structure to the work of the unit. Next, we'll discuss another type of structure.




Establishing Structures (40 minutes)

Slide 64

1. Show slide 64, *Creating Structures Based on Policy: Examples*.
2. Present: Imagine that every time you open a case, it is like a brand-new experience. You have no forms to guide you, no deadlines to meet, no procedures to follow. So, you figure out the best way to do what is best for the family, and hope for the best.

Creating Structures Based on Policy: Examples

- Receipt of referrals
- Initial contacts with the family
- Initial assessments
- Assessments
- Case planning
- Visitation
- Family team meetings
- Travel and time sheets
- Phone lists and call list procedures



3/07 Tools of the Trade 64



3. Discuss:

- What is wrong with this picture? (It is very inefficient.)
- In what ways do “structures” help us with our jobs? (Efficiency, standardization, comfort, minimize unexpected situations and crises, legality)
- What do we mean by “structures?” (procedures—either written or oral common knowledge)
- How do structures develop? (Some are department or county wide and are given to us; others we develop as supervisors)
- What structures might be necessary in your unit, in addition to the ones listed on the slide? (open responses)

***Trainer's Note:** You may want to acknowledge that the number and extent of existing structures vary with size and leadership of the county. Therefore, some supervisors may already have many mandates structures in place, while others will have fewer. In either case, the supervisor always has opportunities to develop new structures to help serve families better.*

4. Present examples of ways that supervisors have developed structures to address problems or new policy:

- In order to address LEPSI, region four placed an icon on the desktop of every worker's computer. Clicking on the icon enabling them to pull up a variety of resources to serve families who don't speak English, including the “I speak...” card and the translation line.
- In CPS, one unit had a problem with referrals not getting into IDS in a timely, accurate manner. They developed a step-by-step procedure that immediately impacted their timeliness.
- In OFI, one unit decided to make case managers more efficient in handling eligibility appointments by scheduling them all one day each week, overbooking by 30%, and then having everyone work intake for the day.

5. Ask participants to provide additional examples of structures they've set up (or have seen or hear of others setting up) to address problems, opportunities, or new policy.



PG-63

6. Refer participants to *Creating Structures for the Unit*, on page 63 of the Participant's Guide.
7. Facilitate activity:
 - Ask someone to read the directions on the worksheet.
 - Allow 5 minutes for independent work.
 - Ask volunteers to report out one proposed structure and what they hope to gain from it.
8. Summarize:
 - This information will be followed up in field-based training.
 - As a new supervisor, you should first learn the existing structures before you set about changing them.
 - When you do change them, make it a collaborative process with your team.
9. Transition: Whether you are talking about structures, policies, or just the culture you want to establish, you must be mindful of how you set and communicate expectations. Let's discuss that next.

Presenting Expectations (30 minutes)

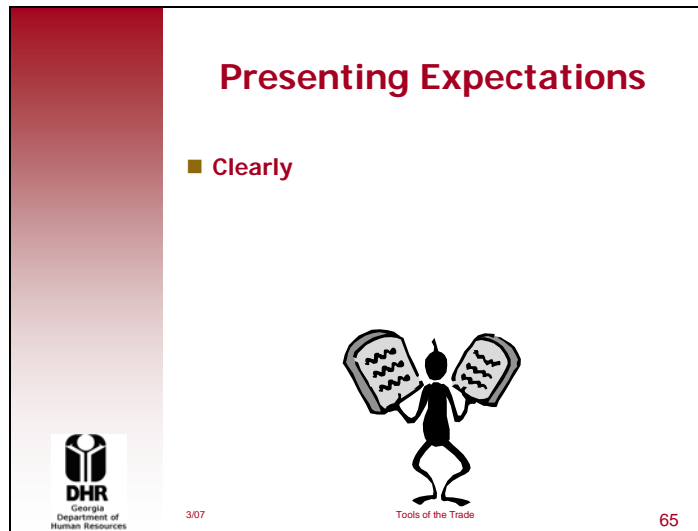
- s
1. Present: Earlier, we talked a bit about expectations being a foundation for effective coaching. When your staff is clear about what you expect, it makes it easier for you to coach their performance.
 2. Ask: How should we present our expectations?

Trainer's Note: Elicit two or three answers, such as those listed below, then show slide.



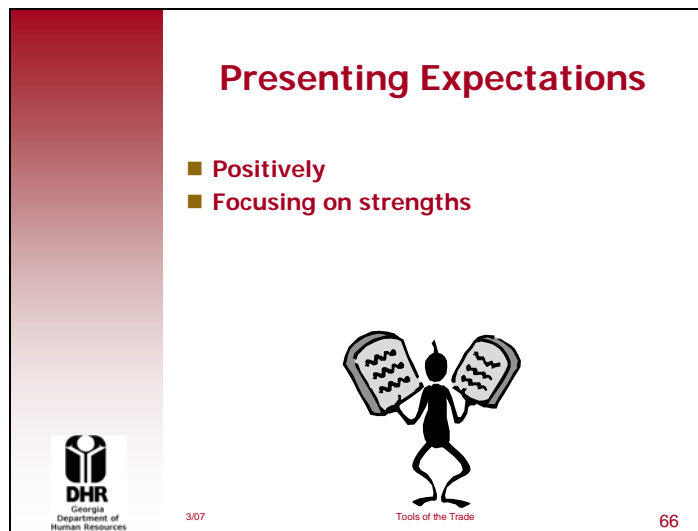
Slide 65

3. Show slide 65, *Presenting Expectations*. Discuss: What do we mean by *clearly*? What are some realistic examples of how expectations could be presented clearly/not clearly?



Slide 66

4. Show slide 66, *Presenting Expectations*. Discuss: What do we mean by *positively*? What are some realistic examples of how expectations could be presented positively while focusing on strengths?





Slide 67

5. Show slide 67, *Presenting Expectations*. Discuss: What do we mean by *fairly and consistently*? What are some realistic examples of how expectations could be presented consistently, but still with an eye to individual needs?



6. Discuss:
 - What are some expectations that you have for staff? How would you present them?
7. Ask: What questions, issues, or practical implications should we discuss before moving on?
8. Transition: We've talked some about getting others involved in planning. This leads to our next topic, which is getting work done through others by *delegating* work. Presenting expectations is an important part of delegating.

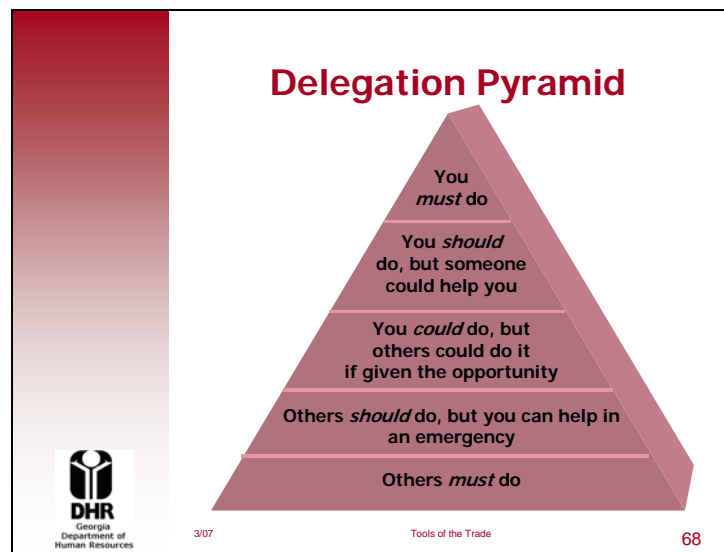


Introduction to Delegation (10 minutes)

Slide 68

1. Show slide 68, *Delegation Pyramid*. Explain how the pyramid is organized and ask participants for examples of items at each level of the pyramid.

Trainer's Note: *As participants suggest different items, question them about why they think the item belongs in a certain category.*



2. Ask: How can using this pyramid help us you as supervisors?
 - It can help you be more deliberate about deciding who needs to do what.
 - It guides you by asking you to differentiate between "could," "should," and "must."
 - It can help you avoid the temptation to take on too much work yourself.
 - It can help you maintain a sense of control about what tasks you delegate.
3. Discuss: How does this pyramid relate to the "Who's Got the Monkey" article you read last week?
 - People you supervise may be trying—either on purpose or out of habit—to stuff more items into the triangle at the top of the pyramid.



In Box Exercise: What to Delegate (35 minutes)

PG-65

1. Refer participants to *What to Delegate*, on page 65 in their Participant's Guides.
2. Invite them to add other items to this worksheet and use it as a job aid on the job.
 - Emphasize: These decisions also involve thinking about your "foundational guides"—the PMF, your supervisor, and the mission, vision, and values.
3. Facilitate In Box Exercise:

PG-66

- Refer participants to the "to do" list that they developed for the supervisor in week one of training. (It may be helpful for them to refer to pages 20-21 in their Participant's Guides.)
 - Refer participants to the worksheet, *In Box Exercise: What to Delegate*, on page 66 in the Participant's Guide.
 - Ask participants to work in small groups to place items from the In Box on the delegation pyramid.
 - Allow fifteen minutes.
 - Debrief: Ask groups to report out one item that was particularly difficult to categorize and explain their thinking.
4. Transition: Some of the items may have "ifs" attached to them. That is, you might think, "I can delegate this *if* someone has the background and training needed and *if* my supervisor is OK with it, and *if* it will not lead to overburdening a case manager. In the next section, we'll talk about how to take care of some of these "ifs."



Teamwork Within a Framework (1 hour, 5 minutes)

Slide 69

1. Show slide 69, *About Delegation*. Present:
 - **What:** Delegating is the assignment of tasks and responsibilities to help employees make their best contribution to the overall productivity of your unit. It is not asking someone to make copies; rather, it is asking someone to take responsibility for making something happen.
 - **Why:** Delegation helps get work done and it also motivates people and frees you to perform important supervisory tasks. It is an excellent way to prepare employees to take over when someone, including yourself, is absent.
 - **How:** When you delegate you become a teacher and a coach, telling what needs to be done, showing how it is to be done (when necessary), asking for a demonstration (when necessary), and following up.

About Delegation

- **What:**
 - Help employees make their best contribution
 - Asking someone to take responsibility for making something happen
- **Why:**
 - Helps get work done and motivates people
 - Frees you to do supervisory tasks
 - Prepares everyone for an absence
- **How:**
 - Teacher and coach
 - Follow up

 3/07 Tools of the Trade 69

PG-67 and 68

2. Refer participants to *Five Steps to Effective Delegation*, on pages 67 and 68 in the Participant's Guide.
3. Present: We are not going to go over this content; instead, I'm going to ask you to act it out—or at least a part of it. We are going to form five groups and each group is going to create a skit demonstrating one of the five steps.



4. Facilitate activity:

- Assist class in dividing into five groups.

Trainer's Note: *While the usual method is to count off by fives, you might try a creative alternative, like giving everyone a piece of candy (different colors) and asking them to group by color.*

PG-69

- Refer participants to the worksheet *Exercise: Five Steps to Successful Delegation*, on page 69 in the Participant's Guide.
- Assign each group of the five steps.
- Present the scenario on this exercise sheet. Encourage them to make whatever assumptions they need to make about the assignment in order to bring out the points on delegation.
Trainer's Note: *Participants are also free to use their own scenarios here, if they would prefer.*

PG-67 and 68

- Allow 20 minutes for planning.
- Ask each group to present their skit in turn, while others observe and give feedback based on the information on pages 67 and 68.

PG-70

5. Refer participants to the *Delegation Self Assessment* on page 70 in the Participant's Guide. Ask participants to complete this.
6. Transition: We are now nearing the end of the unit on planning. Our last topic is time management



Time Management (50 minutes)

Two large, clear containers, such as glass vases, with enough golf balls to fill it, some marbles or pebbles, and a large glass of water (see page 161)

1. Facilitate demonstration:

- I'm going to do a demonstration. I'll need two volunteers.
- I have two jars and a bunch of golf balls. These jars represent your life. First, I'd like (first volunteer) to fill the jar with golf balls.
- These golf balls represent the important things—keeping children safe, helping families be self-sufficient—all the things represented by our department values.
- (To 1st volunteer) Is it full? Are you happy with the values you placed in this jar?
- (Turn to second volunteer) I'd like to ask if you can make this jar any fuller. (Give volunteer marbles.)
- These marbles represent important activities that support your values. Achieving good outcome measures, following policy, planning and innovating to do better, coaching your case managers—all these activities are represented by these marbles.
- (To 2nd volunteer) Is it full? Are you happy with the activities you have placed in this jar?
- Now, I have one more trick up my sleeve. (Pour water into container.)
- This water represents "filler"—activities that do not add to the quality of your life or anyone else's—sloppy work, doing work other than your supervisory responsibilities, making up for wasted efforts. You'll have some of this in your life, too.
- Let's see what happens when you don't have your priorities straight. (Use second container for the next part of the demonstration.)
- (Add water about 1/2 of the way) Let's say you spend four hours working a case.
- (Add marbles) Having wasted that time, you then go complete some necessary paperwork, review some case files, answer emails, and do other chores you've been putting off.
- (Try to add golf balls; they will not all fit in the container) Finally, you concentrate on your core values. They don't all fit. Lesson: If you spend all your time and energy on the small stuff, you will never have room for the things that are important to you.



2. Relate time management to setting up structures: Many time management techniques are *structures*, like the structures we previously discussed. Structures such as managing your monthly calendar and always answering all your emails at certain times during the day help you stay focused on important activities.

3. Ask: Are busy people necessarily good time managers? (No.)

PG-71

4. Refer participants to time management tips on page 71 in the Participant's Guide. Ask them to look through this and suggest their own tips.


5. Present: Time management is, at its heart, deciding *how* you will spend your time.

Slide 70

6. Show slide 70, *Time-Value Matrix*. Explain what the different quadrants are and ask participants for specific examples in each.

Time/Value Matrix

	Important and Urgent	Not Urgent but Important
Deadline (high urgency)	Do it now! Crises Pressing problems Deadline-driven projects	Gotta minute? Prevention, capability improvement Relationship building Recognizing new opportunities Planning, recreation
No deadline (lower urgency)	I really should... Interruptions, some callers Some mail, some reports Some meetings Pressing matters Popular activities	I really shouldn't... Trivia, busy work Some mail Some phone calls Time wasters Pleasant activities


3/07
Tools of the Trade
70



7. Discuss: Where should one spend the most time?
 - Although "Urgent-Important" will take the highest short term priority, your long-term objective should be to focus on "Important-Not Urgent". This should include developing systems that ensure that far fewer of your tasks become urgent.
 - If you allocate time to "Important-Not Urgent" tasks, you are much less likely to have your life dominated by "Urgent" tasks.
 - As for "Not Important" tasks, we will let you draw your own conclusions!

Slide 71

8. Show slide 71, *Results of A Lot of Time Spent in Each Area*, and emphasize the importance of the upper two quadrants, especially the upper-right quadrant, which relies on more self discipline.

Results of A Lot of Time in Each Area		
	Urgent	Not Urgent
Important	Do it now! Stress Burnout Always putting out fires	Gotta minute? Vision, perspective Balance Discipline Control Few crises
Not Important	I really should... Short-term focus Crisis management Reputation as a chameleon Perception of no goals or plans Out-of-control victim Shallow or broken relationships	I really shouldn't... Total irresponsibility Loss of job Dependent on others or agency for basics
<small>3/07</small>	<small>Tools of the Trade</small>	<small>71</small>

9. Relate time management to foundational guides: The foundational guides help you to decide the importance of items.



Slide 72

10. Show slide 72, *Time Management Activity*. Facilitate activity:

PG-73


➤ Refer participants to the matrix on page 73 in their Participant's Guide and the monthly calendar on page 74. They can use this template or their own calendar, if they have it with them.

PG-74

- Ask participants to plan out their calendar for the next month, keeping in mind the tips that they'd read and the need to complete the field practice. At the top of the calendar in the Participant's Guide is a list of items they should consider putting on their monthly calendars.
- Allow fifteen minutes.
- Ask participants to volunteer ways that they think they can improve their use of time in the next month.

Time Management Activity

- Use monthly calendar in PG or one of your own.
- Plan out their calendar for the next month, keeping in mind the tips that you've read and the need to complete the field practice.
- Debrief: Volunteer ways that you think you can improve your use of time in the next month.

 Georgia Department of Human Resources

3/07 Tools of the Trade 72

11. Summary and transition: Effective time management begins with self awareness. You must know how you are spending your time and what time you are wasting. Try to increase your awareness of time use as your first step in becoming a better time manager.



Summary (25 minutes)

1. Review by asking each person to describe something they learned about planning that they plan to take back to their jobs. Encourage each person to think of something unique (or maybe with a unique twist) from those who spoke before him/her.
2. As appropriate to how the discussion proceeded, you may want to discuss the following points:
 - **Effects of Trust on Planning.** Without trust, people will grab for resources without regard for the resource needs of the other departments. Supervisors and others will sometimes hoard resources in the hope of meeting their departmental objectives. There is no focus on the customer. People compete simply to meet their own departmental objectives. As we progress, we begin to cooperate and have a sense of trust that the other people are engaged with them in meeting the customer needs, not simply meeting departmental objectives.
 - **Effects of Planning on Customer Service, Team Performance and Use of Resources.** Once there is a common focus on serving the customer, and mutual trust, the planning process becomes more orderly and productive and different departments formulate a strategy for allocating resources. Rather than stockpiling resources, departments take only the resources they can effectively use. Meeting departmental goals is not enough to ensure the success of the organization. After developing a shared vision of success, people cooperate with one another to employ any particular resource in the way that most effectively meets the goals of the organization.
3. Refer participants to the homework assignment on page 75 in the Participant's Guide, *Assignment: Using Data*. Explain that this assignment shouldn't take long; it is just a chance to look at the data and think about it before tomorrow's session on using data.

PG-75



Handout: Outcome Measures and Results: Family Independence **OR** Outcomes Measures and Results: Child Welfare

4. Distribute an Outcome Measures report to each participant for the homework assignment. Distribute them according to the area each supervisor is supervising:
 - OFI: Outcome Measures and Results: Family Independence
 - Services: Outcomes Measures and Results: Child Welfare

PG-23

5. Refer participants to the *Supervisor's Development Plan* on page 23 and ask them to add any notes—either development ideas or action items—based on the section on coaching.

Slide 73

6. Show slide 73, *Reflections*. Ask participants to reflect on the day's learning and record their thoughts in their Learning Journals.

PG-Learning Journal



7. Refer to “parking lot” flipchart and resolve issues and answer questions as appropriate.
8. Thank participants for their efforts and confirm the starting time and location for day five.



Building Better Relationships

Time	4 hours
Overview	<p>This section begins with reference to the communications map from the section on communications. Participants work further on this map and then look at each of the types of relationships that are included on it. An interactive lecture on “People as Resources” follows. For each type of relationship (staff, customers, partner agencies), participants are given some principles and asked to think of ways to apply them. Participants apply the principles to real-life situations, determining relationship issues and how to build those relationships.</p>
Objectives	<ol style="list-style-type: none">1. Identify critical relationships.2. Identify the treatment of “clients as resources” as a hallmark of a positive customer focused organization.3. Demonstrate use of “Solution Based Questions” as a strategy to develop Case Managers and a way to treat them as “resources.”4. Identify ways to involve unit in improving their own service standards.5. Recognize how “parallel process” can affect clients and families.6. Identify best practices when working with partner agencies and others in DFCS.7. Identify purposes for talking to a variety of groups.8. Demonstrate how to speak formally and informally to a variety of groups.
Related Competencies	<ul style="list-style-type: none">➤ Philosophy of the Department: Integration of the mission and vision, underlying assumptions, and guiding principles of the Department, and the achievement of Department outcomes, into the day to day operations of the team.➤ Interaction with staff: Ability to interact with their staff in a supportive manner.➤ Interaction with clients: Ability to interact with families served by the Department in an appropriate and efficient manner, both individually and when supervising staff.



- Interaction with other DFCS and Divisions of DHR: Ability to effectively interact with other Department and Departmental members of various positions and in various capacities.
- Interaction with community partners: Ability to effectively interact with community partners of various positions and in various capacities.
- Recognizes that there is a parallel process between the supervisor-case manager relationship and the case manager-client relationship, and uses this parallel process to model appropriate interactions and skills.

Activities

Day Five:

- Introduction to Day Five (10 minutes)
- What Are Our Critical Relationships? (10 minutes)
- People as Resources (50 minutes)
- Building Relationships With Staff (1 hour)
- Building Relationships With Families (35 minutes)
- Building a Relationship With Your Supervisor (5 minutes)
- Building Relationships With Peers (5 minutes)
- Building Relationships With Partner Agencies (5 minutes)
- Relationships With Community Agencies (5 minutes)
- Exercise: Building Relationships (40 minutes)
- Summary (15 minutes)

Materials

N/A

Preparation

Prepare a continuum: Write the numbers 1 – 10 on separate pieces of paper. Post these sheets along one wall.



Introduction to Day Five (10 minutes)

1. Welcome participants back to training:

- Go over any notes you have from the previous day.
- Ask participants for additional insights, affirmations, questions, or concerns.

Slide 74

2. Show slide 74, *The Power of "And."* Present:

- This is based on an old Sufi story. Essentially, this story is a reminder of the power and importance of relationships. I can understand this case manager, and I can understand this family, but I must also understand what happens when they interact.
- In this section of the training we will focus on relationships—among those of us here and with those in our work settings—as a crucial aspect of effective supervision.
- Both communications and coaching, skills you learned last week, will help you with relationships.

The slide features a red vertical bar on the left side. The title "The Power of 'And'" is centered at the top in red. Below the title is a quote in red: "If you understand one, you think you understand two because one and one are two. But you must understand 'and.'" followed by "--old Sufi Story" in black. At the bottom center, there is a cartoon illustration of two black stick figures with their arms raised and heads tilted back, as if laughing or shouting. In the bottom left corner, there is the DHR logo (Georgia Department of Human Resources). In the bottom center, the text "3/07" and "Tools of the Trade" are visible. In the bottom right corner, the number "74" is displayed.

3. Transition: Let's start with your most critical relationships.



PG-76

What Are Our Critical Relationships? (10 minutes)

1. Facilitate activity to get an overview of relationships.
 - Refer to the communication map flipchart from day two of training.
 - Ask participants to use this diagram as a starting point to create their own *relationship* diagram on page 76 in their Participant's Guides, *My Relationship Network Diagram*. They should substitute names for positions and relationship labels for communication needs.
 - Allow five minutes.
 - Emphasize the importance of the relationship between supervisor and case manager.

People as Resources (50 minutes)

1. Present: I will be sharing a framework for looking at how we and the systems we work within attend to the needs of the clients and the case managers who serve them.
2. Ask: What do we do as an agency to care for clients?
 - Record answers on a flipchart. Examples might include: counseling, housing, referrals, and crisis intervention.
3. Ask: What do we do as an agency (and as supervisors) to care for case managers?
 - Record answers on a flipchart. Examples might include: training, orientation, support, and coaching.
4. Refer to the continuum wall.

Trainer's Note: You should prepare this ahead of time by writing the numbers 1 – 10 on separate pieces of paper and posting these sheets along one wall.



5. Present:

- I'm going to ask you to vote with your feet on a few questions. You'll stand in the correct spot based on your experience.
- When I read out the questions, you'll stand along the continuum posted on the wall under the number that best describes your experience. The continuum extends from 1 to 10. One means you believe that individuals are systematically excluded from the process. Ten means you believe they are invited and encouraged to participate.
- There are no right or wrong answers to this question so don't feel pressure to move if you find yourself in a different spot from others in the group. It just means your experience has been different.

Trainer's Note: *As you are completing this activity, you may find opportunities to discuss the following issues:*

- Who is "we" and "they?" (Now that you are a supervisor, when you say "we," you should be referring to management.)
- Differences between OFI and SS perceptions and the opportunity to integrate
- Building a feeling of empowerment on the part of the supervisors to influence how we view our families and case managers
- Strategies such as Family Team Meetings that help move us toward the "10" end of the continuum
- Whether our primary view of ourselves is as a child protection agency or an agency that supports family independence or both




Slide 75

6. Show slide 75, *Family Involvement*. Ask the question on the slide. Explain:
- If you believe that families—our clients—are systematically excluded from participating in planning and evaluation of the kinds of opportunities designed to benefit them [*refer to the list participants generated*], you would stand under the number one. “Systematically excluded” means the systems are designed in such a way as to discourage their participation.
 - If you believe families are invited and encouraged to participate you would stand under the number ten. “Invited and encouraged” means the system and people in it make every effort to involve families —paying attention to the challenges they might face as participants (educational level, work schedules, understanding of the system, etc.)
 - If you are somewhere between these two positions, stand by one of the numbers 2 – 9 to indicate the degree to which you think our client families are systematically included or excluded.
 - Stand up now, but do not move yet.

Family Involvement

■ To what extent are families involved in the evaluation and planning of opportunities designed to benefit them?

- On an agency level? ▲
- On a unit level? ●
- In an ideal world? ★

3/07Tools of the Trade75



7. Continue:

- Ask: On an *agency level*, to what extent are families involved in the evaluation and planning of opportunities designed to benefit them?
- When everyone has settled into a spot, do a quick visual averaging. Look for the center of the group—where half are above and half are below—and call out that number. Check with the group to see if they agree. Then draw a blue triangle on the continuum at that number.
- Ask the participants at the far edges of the continuum to share their rationale for their stance. What was it about their agency that led them to make this assessment?

Trainer's Note :A long discussion is not necessary at this point as we are simply trying to clarify how people are making their determinations.

8. Continue:

- Now I'd like you to respond to the same question, but on a different level—your own unit, the unit you supervise.
- At the *unit level*, to what extent are families involved in the evaluation and planning of opportunities designed to benefit them?
- When everyone has settled into a spot, do a quick visual averaging. Then draw a blue circle on the continuum at that number.
- Again, ask those at the far ends to explain their rationales. Also, ask about their movements—for those whose positions changed. What makes the difference, from agency to unit? Why do you say your unit is more or less excluding than the agency?



9. Continue:

- Next I'd like you to respond to the same question, but this time as you believe it should be. In an *ideal world*, to what extent do you believe families *should be* involved in the evaluation and planning of opportunities designed to benefit them?
- When everyone has settled into a spot, do a quick visual averaging. Then draw a blue star on the continuum at that number.

Slide 76

10. Show slide 76, *Worker Involvement*. Proceed as described above through the three levels of questions. This time, draw the triangle, circle, and star with a red marker, to match the colored shapes on the slide.

Worker Involvement

■ To what extent are workers involved in the evaluation and planning of opportunities designed to benefit them?

- On an agency level? ▲
- On a unit level? ●
- In an ideal world? ★

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3/07 Tools of the Trade 76

11. When all six markings are on the continuum, invite participants to return to their seats for a conversation about the activity.



12. Debrief: Ask participants to reflect on what they notice about the continuum.

- What are the differences among the ratings—at the different levels and for the different populations?
- What must it feel like as a client and as a worker to be in those different spots?
- What does it feel like, as a supervisor, in systems that operate in this way?

13. Explain that you are going to present a way of looking at this continuum that was developed by Bill Lofquist, originally of Winston-Salem and now living in Tucson.

PG-77

14. Refer participants to *People as Resources*, on page 77 in their Participant's Guides, and invite them to follow along while you discuss these concepts.

Trainer's Note: *While they are finding the page and scanning it, post/tape dividers between the 3 and 4 cards on the continuum and also between 6 and 7). Over the left side write "objects" and "doing to," over the middle write "recipients" and "doing for," and over the right write "resources" and "doing with."*

15. Present: Lofquist identifies three ways of looking at people: as objects, as recipients, and as resources.



Slide 77

16. Show slide 77, *People as Objects*. Present people as objects:

- Seeing people as objects means we distance ourselves from them. We see them as something to be used, as things to be manipulated, as cases to be moved through the system, or as problems to be addressed rather than as real human beings. We do *to* them.
- An abuser might see a victim this way: "I'm going to use you or punish you, but I'm not going to consider how you feel about this because you're not really as human as I am."
- A worker might see a client this way: "This parent is just a problem to be eliminated, another case I need to dispense with as quickly as possible."
- A supervisor might see a worker this way: "This person is a cog in the wheel who can be moved over here to cover this or shifted to another unit."
- Ask: Have any of you ever felt like you've been treated as an object? What did it feel like? How did you act in response to that treatment?

People as Objects

- We distance ourselves from them
- See them as things, cases, *others*, problems
- We *do* to them





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Human Resources

3/07

Tools of the Trade

77



Slide 78

17. Show slide 78, *People as Recipients*. Present people as recipients:

- Another way to view people is as recipients. In that frame we see people as in need of care, we need to do things *for* them.
- A parent might tie a child's shoes for him.
- A worker might make an appointment for a client.
- A supervisor might take care of a case for a worker.
- We do it for others because we believe they cannot do it for themselves. They need us. This can be a good feeling for us. It makes us feel more powerful and resourceful than those we help. It also may keep the person always dependent upon our good works. In that way, this is a more complex and challenging view to unravel.
- Ask: Have any of you ever felt like you've been treated as a recipient of other's good works? What did it feel like? How did you act in response to that treatment?

People as Recipients

- **People need care, need us**
- **We need to do things *for* them; they cannot do it for themselves**
- **We feel more powerful and resourceful than those we help**
- **Creates dependency**



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Human Resources



Tools of the Trade

78

3/07



Slide 79

18. Show slide 79, *People as Resources*. Present people as resources:

- The last view of people is as resources. In that frame we see people as having much of what they need already inside them. Like the supervisor on the floor (point to the large sheet posted on the back wall) that you worked on last time, we see—and value—the things people bring to an experience.
- They may need help, they may need guidance, but we start by identifying and work by accessing their resources. The solutions we define involve and include all our resources—not just those of the designated helper.
- A parent might work to teach a child to tie his shoes.
- A worker might take the extra time to work with a client to identify and begin to access personal, family, and community resources she has available to her.
- A supervisor might ask questions of the worker guiding him toward his own solutions.
- Ask: Have any of you ever felt like you've been treated as a resource? What did it feel like? How did you act in response to that treatment?"

People as Resources

- **People have much of what they need already inside them**
- **We see and value their strengths**
- **Start by identifying and accessing their resources**



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Tools of the Trade

79

3/07



19. Ask participants to reflect back on the continuum. Ask the following questions:

- Given these three frames what do they notice about the continuum and our services to families?
- What do they notice about how we view and treat those who work in our agency?
- What pulls us toward one and away from ten?
- Given we work in a system that leans toward one, how can we move toward ten?
- What are small steps we could take—within our span of control as supervisors in one small unit—to move toward ten?

Source: Lofquist, W. A. (1991). Learning guide: The spectrum of attitudes. Technology prevention workbook. Tucson, AZ: AYD Publications.

Building Relationships With Staff (1 hour)

Slide 80

1. Show slide 80, *Building Relationships With Staff*. Ask: How does this information relate to treating people as resources? What additional guidelines would you add?

Building Relationships With Staff

- **Positive and pleasant: Greet, thank, recognize**
- **Personal: Know strengths, needs, concerns**
- **Take care of yourself: Set boundaries, be aware of stress of hearing all their concerns**
- **Caring: Let them know that you are their advocate, show you care about their success**

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3/07 Tools of the Trade 80

2. Emphasize “parallel process.” The way you work with staff is somewhat analogous to how case managers work with families. Similarly, how you treat staff will impact how they treat families.



3. Transition: Treating people as resources goes a step farther when we are talking about families—our customers. We need to have a customer service attitude that extends beyond our interpersonal communications.

Trainer's Note: You may also comment on the Governor's emphasis on customer service—easier, faster, friendlier.

4. Present:
 - Throughout this training, we have talked about the importance of communications, coaching, and relationships. We've also talked about the need for you to stay in your role as supervisor and not revert back to a case manager role.
 - We've talked about how stress from case managers may also become stress for you.
 - One strategy that you can use to make sure that you stay focused on your role—and also help develop case managers—is solutions-focused questioning.
 - This type of questioning encourages case managers to solve their own problems with some facilitation from you. It is similar to the kind of questioning that case managers use with their families to encourage problem solving.




Slide 81

5. Show slide 81, *Solutions-Based Questions*. Present:

- The idea is to facilitate problem solving, not to take it over.
- The miracle question is the hallmark of solution focused questioning. A miracle in this context is simply the present or future without the problem. It is used to orient the case manager towards their desired outcome by helping to construct a different future. It goes something like this:
 - Open-ended questions such as, "What do you see as options?" or "What have you considered so far?" can also help the case manager to discover their own solutions.
 - Solution defining questions might include, "What would the ideal solution be? How close can you get to that?"
 - Using strengths can help. For example, you might ask, "How can you leverage the great relationships you've built with our service providers in this case?"
 - Scaling questions are another example: "On a scale of zero to ten, how confident are you that...(you are on the right track)? What will be happening when you are one step higher on the scale? Who will notice? What will they notice? What's the highest you have ever been? How did you do that? What do we need to do to help you move up the scale?"

Solutions-Based Questions

- Ask "miracle" questions (a series of questions designed to help a person visualize what the solution might look like if a miracle occurred).
- Ask open-ended questions.
- Ask solution defining questions.
- Ask people to identify strengths and how they could use them.
- Scaling questions



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3/07

Tools of the Trade

81




Slide 82

6. Show slide 82, *Solutions-Based Questions*. Explain: These are more examples of solutions-focused questions.

Solutions-Based Questions

- Think of times when things went right or this problem did not occur. When are things better?
- When is it working (even just a bit)?
- How are you doing that?
- What seems to make a difference?
- What will be the first sign to you that things are getting better?
- How do you want things to be?
- So when you are handling this the way you want to, what will be happening? What will you be doing differently?
- What will your co-workers notice that is different about you?


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Human Resources


3/07 Tools of the Trade 82

Slide 83

7. Show slide 83, *Solution Patterns to Avoid*. Go over the “don’ts” on this slide. Also, remind participants that case managers sometimes just want someone to listen sympathetically, not to help with the problem. If you suspect this is the case, you might ask, “Are we in problem solving mode, or do you just need to vent?”

Solution Patterns to Avoid

- Action is required, but not taken – Something needs to be done in order to resolve the problem and nothing is being done.
- Action NOT required, but taken – A person has defined something as a problem when it really isn't and has taken action which wasn't necessary, making the situation worse. Or, someone may attempt to solve a problem which would resolve itself if left alone.
- Action required, but wrong or ineffective action taken – Something needs to be done in order to resolve the problem, but the action that has been taken isn't working.


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3/07 Tools of the Trade 83



Index cards

8. Facilitate exercise to practice solutions-focused questions:
 - Ask: Write out on an index card or sheet of scrap paper a difficult problem that a case manager has brought to you (or one you could envision being brought to you).
 - Ask participants to work with a partner. One person can be the case manager, the other the supervisor.
 - The case manager should bring forward the question or problem or issue (based on the one they wrote down).
 - The supervisor should use solutions-based questions to help the case manager solve the problem.
 - Debrief: What worked? How can you see this approach helping you on the job?

Building Relationships With Families (35 minutes)

PG-78

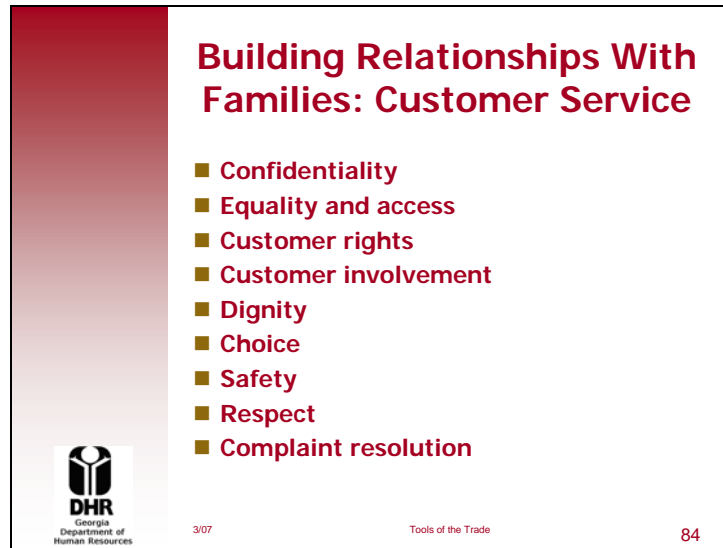
1. Refer participants to *The Other Side of the Desk*, on page 78 in their Participant's Guide. Explain that this was written by a DFCS employee who viewed her job from a customer service perspective.
2. Facilitate visualization by giving the following instructions slowly:
 - Close your eyes.
 - Imagine yourself as a DFCS customer.
 - Start by parking your car. What does the building look like? Do you feel safe? Was it easy to find?
 - Now enter the front door. Is it obvious where you should go? How does the lobby look? Is it welcoming?
 - Go up to the reception area. How are you greeted? Is the greeting prompt and friendly? Are you treated with dignity, or are you "just a number?"
 - If you have to wait, does anyone apologize for the wait? How long do you have to wait to get help? Is this acceptable?
 - What is the case manager like? Are you treated with dignity? Are you glad you came in? Do you leave feeling better than when you came in?
 - If you had a choice of social service agencies to choose from, would you choose this agency again? Why or why not?
 - Open your eyes.



3. Debrief the visualization:

Slide 84

- Show slide 84, *Building Relationships With Families: Customer Service*.



Flipcharts: Actual and Ideal

- Create two flipcharts: Actual and Ideal.
- Ask participants to consider each of the categories on the slide and to suggest ideal practices (to be recorded on the Ideal flipchart) and actual practices, based on what they visualized and what they know to be true (to be recorded on the Actual flipchart). Encourage them to think from a customer service framework.

PG-79

- Encourage participants to take notes in the middle column of the chart on page 79 in their Participant's Guides, *Building Relationships With Families: A Customer Service Attitude*.
- Encourage participants to think of the following areas:
 - Confidentiality (physical set up, records)
 - Equality and access (interpersonal skills and relationships)
 - Customer rights (formal policy, complaint resolution)
 - Customer involvement
 - Dignity (how phone is answered, how questions are answered, how people treat customers)
 - Choice (Acting as though every customer could just as easily change providers as they do grocery stores)
 - Safety (lobby, parking)
 - Respect (phone call return time, wait time, apologizing when appropriate)



4. Facilitate small group activity:
 - Ask participants to work in small groups.
 - Refer participants to the same chart, *Building Relationships With Families: A Customer Service Attitude*.
 - Ask small groups to discuss ways to involve unit in closing the gap between an ideal customer experience and the current one, including having a structure, or protocol, for customer complaints. They should use the right-hand column in the chart.
 - Allow ten minutes.
 - Ask each group to present their best idea.

5. Emphasize: Complaint resolution is an area that you will be *directly* involved in. Consider the following points:
 - Involve the case manager in the discussion (either privately or with family members).
 - Escalate to your supervisor if needed.
 - Respect the person's physical space.
 - Use mediation skills that you used in case work for dealing with hostile people.




Building a Relationship With Your Supervisor (5 minutes)

Slide 85

1. Show slide 85, Building Relationships With Your Supervisor (1).
Present:
 - Find out about your supervisor's needs: How much data do they need? Do they like small talk first or do they want to get right to the point? When are the best times of day or week to contact them—being strategic about your requests? How formal do they want to be in setting up time to talk to them? How do they want to be forewarned about problems?

Building A Relationship With Your Supervisor (1)

- Learn about your supervisor's needs:
 - How much data do they need?
 - Do they like small talk first or do they want to get right to the point?
 - When are the best times of day or week to contact them—being strategic about your requests?
 - How formal do they want to be in setting up time to talk to them?
 - How do they want to be forewarned about problems?



3/07 Tools of the Trade 85



Slide 86


2. Show slide 86, *Building Relationships With Your Supervisor (2)*.

Present:

- This is a two-way street. The questions on the previous slide are not just you trying to figure it out or guess, but something you should discuss with your supervisor. You should also let him/her know what would work best for you.
- Why important: Get respect and recognition for your unit, get resources, make sure expectations are realistic
- Build credibility over time. If you are always prepared with your ducks in a row, it is very likely that you will be forgiven a mistake. You will develop a reputation very quickly as someone who wastes time or someone who is efficient.
- Make sure your boss is never surprised. This means providing a quick "heads up" phone call or email if something in your unit could reach his/her attention.
- "Seek first to understand and then to be understood." That means learning about your supervisor's needs first, then explaining your own and how you plan to meet his/hers.

Building A Relationship With Your Supervisor (2)

- **This is a two-way street.**
- **The relationship is important to your unit.**
- **Build credibility over time.**
- **Make sure your supervisor is never surprised.**
- **"Seek first to understand and then to be understood."**

3/07Tools of the Trade86

3. Ask: How does this information relate to treating people as resources? What additional guidelines would you add?




Building Relationships With Peers (5 minutes)

Slide 87

1. Show slide 87, *Building Relationships With Peers*. Present: Your peers are other supervisors. Ask: How does this information relate to treating people as resources? What additional guidelines would you add?

Building Relationships With Your Peers

- Schedule regular breakfasts, lunches, or other get togethers to talk and learn from each other.
- Ask them about "how things are done" in the county.
- Ask about your supervisor's preferences.
- Provide assistance when needed.



3/07 Tools of the Trade 87



Relationships With Community Agencies (5 minutes)


Slide 88

1. Show slide 88, *Building Relationships With Community Agencies*. Emphasize:
 - Depending on where you work, the county director may have strong feelings one way or the other about you making speeches to civic groups or setting up a booth at community events. Find out what the expectations are.
 - In general, your goal should be to let people know about our goals and services and how to access services.
 - Everyone in your circle of influence should know what DFCS does. You should have a thirty-second "elevator speech" that you can use at all times to promote the agency. An elevator speech is what you could say to someone you met on an elevator who asked, "What does DFCS do?" You only have from the first floor to the 20th floor, and you want it to be memorable and positive.

Trainer's Note: Give your "elevator speech," and encourage a people to say what they think should be included in their elevator speeches.

Building Relationships With Community Agencies

- **Number one: Need to know director's expectations**
- **Importance of educating business, community groups, others in community about work**
- **Talking points: Overview of services, request for support/needs, values/intent of DFCS**
- **Everyone in your circle of influence should know what DFCS does**

 3/07 Tools of the Trade 88

1. Ask: What questions I can answer about community agencies before we continue?



Building Relationships With Partner Agencies (5 minutes)

Slide 89

2. Show slide 89, *Building Relationships With Partner Agencies*. Explain that partner agencies include those with whom we have formal relationships to provide services.
3. Present: You will get more information on this in Field Practice.

Building Relationships With Partner Agencies

- Know protocols
 - Learn about the requirements and preferences of local judges, CASAs, SAGs, County Director, law enforcement, mental health, schools, foster parents, Emergency Preparedness, DOL, DTAE
 - Contracts/MOUs
 - Ask: Who do I need to talk to or see to get this done?
- Spend time in OFI if you're in SS (or visa versa) to learn about additional services and resources for clients.
- Try to learn something about the agencies to whom you are referring your clients.

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3/07 Tools of the Trade 89

4. Ask: What questions I can answer about partner agencies before we continue?
5. Transition: There is one more group I'd like to talk about, and that is community agencies such as Chambers of Commerce, PTAs, churches, and others.



Exercise: Building Relationships (40 minutes)

Slide 90

1. Show slide 90, *Exercise: Building Relationships*. Present: Now let's apply what we've learned to situations you have faced or could expect to face.

Exercise: Building Relationships

- **Choose one:**
 - Partner agency issue
 - Customer complaint
 - Unit issue identified by a case manager
- **Complete worksheet.**

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Tools of the Trade

3/07 90

2. Ask participants to work in small groups.

PG-80

3. Refer participants to *In Box Exercise: Building Relationships*, on page 80 in the Participant's Guide. Read the directions.
4. Allow 20 minutes for small group work.

Trainer's Note: *Circulate among the groups and try to keep them focused on things they can do to build relationships that have long-term benefits. They may be more focused on short-term responses than relationships.*

5. Debrief: Ask each group to share its plans.



Summary (15 minutes)

1. Present: In his book *Principle-Centered Leadership*, Stephen Covey presents guidelines for improving relationships.

Slide 91 and 92


2. Show slides 91 and 92, *Stephen Covey on Relationships*. For each guideline, ask participants to think of an example from DFCS supervision.

Trainer's Note: For an explanation of each of the relationship guidelines, see Covey, Stephen R. *Principle-Centered Leadership*. New York: Free Press. 1991. Pages 122-125.

Stephen Covey on Relationships (1)

- Assume the best of others.
- Seek first to understand.
- Reward open, honest expressions or questions.
- Give an understanding response.
- If offended, take the initiative to clear it up.
- Admit your mistakes, apologize, and ask for forgiveness.


Source: Covey, Stephen R. *Principle-Centered Leadership*. New York: Free Press. 1991.

 3/07 Tools of the Trade 91

Stephen Covey on Relationships (2)

- Let arguments fly out open windows.
- Go one on one—develop relationships with individuals, not just groups.
- Renew your commitment to things you have in common.
- Be influenced by them first.
- Accept the person and the situation.

Source: Covey, Stephen R. *Principle-Centered Leadership*. New York: Free Press. 1991.

 3/07 Tools of the Trade 92



3. Discuss: What sort of situations do you face where you have to balance the need to build relationships with the need to “get the work done right?” How do you decide whether a short-term problem is more important than a long-term relationship? For example, if you are in Foster Care and have a process disagreement with Medicaid, or if you are in CPS and don't like the way something is done in Placement, how do you manage to do the best thing for the family while still building good relationships with your peers?

PG-23

4. Refer participants to the *Supervisor's Development Plan* on page 23 and ask them to add any notes—either development ideas or action items—based on the section on relationships.

Slide 93

5. Show slide 93, *Reflections*. Ask participants to reflect on their learning and record their thoughts in their Learning Journals.

PG-Learning Journal

Reflections

What can I do to improve my professional relationships to improve my effectiveness as a supervisor?

What squares with my thinking?

What's still rolling around in my mind?

What do I need to change?

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3/07

Tools of the Trade

93



Using Data

Time 2 hours, 45 minutes

Overview This section is difficult to address in this training because the data available to supervisors will vary by program area and region/county; however, this concern is addressed through the field-based training, when new supervisors are shown each of the reports they are to use and how to use them. In the classroom portion, we are focusing not on the reports themselves, but on the thinking process successful supervisors use to interpret and analyze data to make improvements.

The trainer models a root cause analysis approach for a given data set, using participants' homework as part of the activity. Participants relate this approach to their own experiences, determining how they could use it to improve unit productivity. Then, participants work in small groups to replicate the process that the supervisor has just demonstrated, using a different data set.

Objective

1. Demonstrate how data can be used to make decisions that help us do the "right work, right way."
2. Identify the seven goals of the CFSR—Child and Family Services Review.
3. Identify measures of individual and unit performance.
4. Describe the purpose and process of audits.

Related Competencies

- Problem-solving skills: Knows and uses the three steps of the problem-solving method: determine the problem; specify and agree upon desired outcome; determine necessary steps to achieve outcome. Can differentiate between types and urgency of problems.
- Ability to obtain and use data from management reports IDS (Internal Data System), MASTER INDEX, PDS (Protective Services Data System), and SUCCESS.



Activities

Day Five:

- Keeping Track (20 minutes)
- Child and Family Services Reviews (30 minutes)
- Using Data to Inform Decisions (1 hour, 30 minutes)
- Summary (25 minutes)

Materials

- Large sheets of drawing paper
- Crayons of different colors
- Timer
- Whistle
- Handout: County Outcome Measures (need to obtain and copy prior to each training session)
- Handout: Locate and copy the current month's Outcome Measures and Results: Family Independence **AND** Outcomes Measures and Results: Child Welfare for the state level (see page 165)

Preparation

- Locate and copy the current month's Outcome Measures and Results: Family Independence **AND** Outcomes Measures and Results: Child Welfare for the state level.
- Locate and copy outcome measures for the most recent available month for each county represented in the training.



Trainer's Note: For this section on data, you should create two breakout groups: one for OFI and one for Services. One trainer should facilitate each group. The presentation and activities are the same, but the data each group will be looking at will be different—and relevant to their area of work.

1. Ask: What data do you have available to you as a supervisor?
Examples:
 - Monthly logs
 - On-line systems: IDS, SUCCESS, MaxStar, Placement Central, Infopac
 - Outcome measures
 - Any data you gather yourself

Keeping Track (20 minutes)

1. Discuss: What are the indicators, or outcome measures, that show a supervisor knows how to manage unit work? How do these relate to our values? Possible examples:
 - Value: "use data to make decisions." Outcomes measures show us our trends so that we can make plans to effect those measures.
 - Value: "Do not accept business as usual—it's not good enough." Outcome measures help us decide how to manage unit work and change "business as usual," not to make case-level decisions.
 - Value: "Make it faster, friendlier, and easier for people to deal with us." Outcome measures include data related to speed, which relates to ease.
2. Emphasize: Data is an indicator of the core values, attitudes and significant events that are driving the work in a particular month and over a period of time.





Slide 94

3. Show slide 94, *Outcome Measures*. Discuss the following outcomes measures, and relate them to our values:
 - Accuracy, timeliness, volume
 - Related to department values

Outcome Measures

- Accuracy, timeliness, volume
- Related to department values

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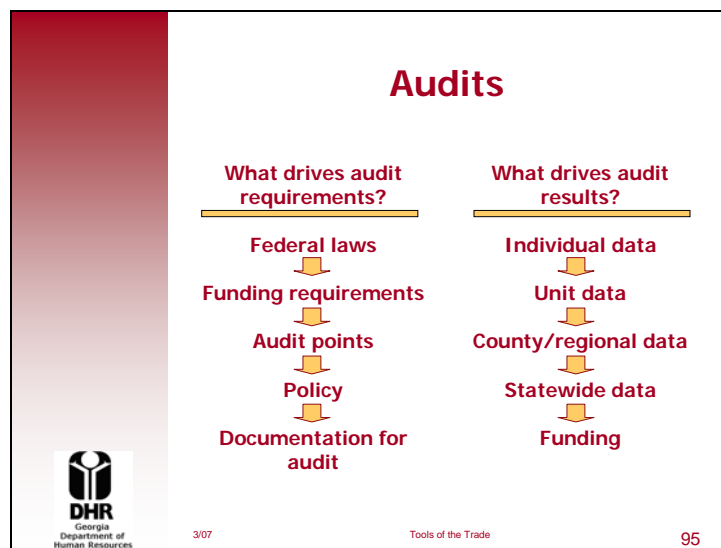
3/07 Tools of the Trade 94

4. Large group discussion: What tools are available to us and others to measure our effectiveness? How does the unit effectiveness relate to county, region, and state performance?
 - Reports such as Outcome Measures and Results
 - Case review (just introduced here)
 - Feedback from families
 - Staff feedback and questions they're asking
 - Supervisor feedback
 - Audits
 - Standards of Promptness
5. Emphasize that state-level reports may not have much meaning to your unit EXCEPT that we know what the hot-button issues are from the statewide leadership.



Slide 95

6. Show slide 95, *Audits*. Present information on audits:
 - Explain the sequence of events that drives audit requirements (left column on slide) and the way that individual pieces of data impact statewide results (right column on slide). Emphasize that our ability to prepare for audits impacts our funding.
 - Relate audits to flat tire story: If you gather the right information all along, preparing for the audit is much easier, and you can reduce the anxiety that accompanies an audit. Audits are only a crisis for those who have not been diligent all along.
 - Explain that specifics about audit requirements will be covered in Field Practice.



In box

7. Discuss: In the In Box, you saw audit results. Please find that material now in your In Box. What questions do you have about this report?



8. Present: Outcome measures are important, but we cannot *manage* them. Let me give you a real life example:
- There was a young woman in her late teens. She started to lose weight, a little at first, then more and more. She was diagnosed with anorexia.
 - Her doctor advised her to eat more to gain weight, but she said she just couldn't—that eating made her feel sick. She went from one treatment center to another over about a decade, not gaining weight and feeling pretty lousy about her inability to change her ways.
 - Talk about tracking outcomes! Everyone was focused on her weight and how to get it up.
 - Finally, a different doctor decided to start from scratch, realizing that the data (her weight over time) was just a symptom of something else.
 - He began to ask, "What does this tell me? What questions do I still have?"
 - It turns out that the woman had celiac disease—an allergy to gluten, which is in breads and many other foods. Ironically, the very foods that they had tried to give her to gain weight (high-carbohydrate foods) were those most likely to contain gluten.
9. Ask: What does this tell us about how we should use outcome measures and data in general?
- Supervisors read cases and should make individual decisions based on individual cases, not based on wanting a particular data set to improve. But they also needed to look at trends using the data. Reviewing individual cases doesn't give you trends – for example, do you have one case manager who has most of the recurrence cases?

Trainer's Note: Make sure participants understand and are comfortable with the fact that data gives us part of a picture, but also raises questions, and also that outcomes will change in the right direction when we affect the root causes that drive the numbers.



Child and Family Services Reviews (30 minutes)

1. Present: Another source of data for us is the CFRs (Child and Family Services Reviews). They look at our provision of service within a family-centered practice framework.
2. Ask: What are examples of family-centered practice?

Slide 96

- Ask for responses, then show slide 96, *Family-Centered Practice*.

Family-Centered Practice

- The well-being of all families is the cornerstone of a healthy society
- The primary responsibility for the development and well-being of children lies within the family
- Every family has needs that are unique at each stage in its life span
- Families are entitled to self-determination, privacy and fair access to resources and services to help them care for their children; and
- Parental rights are conditioned by an obligation to protect children and promote their development and well-being.

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3/07 Tools of the Trade 96

3. Emphasize: Family Centered Practice is and must be much more than an appreciation of its values. It is and must be the requirement and method of practice. In order to ensure high standards of practice are being met and improved, a review of the child and family services outcomes, performance indicators and systemic factors are evaluated.




Slide 97

4. Show slide 97, *Child and Family Services Reviews*. Present:
- Child and Family Services Reviews (CFSRs) is the method of evaluating states' performance on federal requirements associated with Title IV-E and Title IV-B of the Social Security Act.
 - The CFSRs are conducted by the Children's Bureau, within the U.S. Department of Health and Human Services (HHS), to help States improve safety, permanency, and well-being outcomes for children and families who receive services through the child welfare system.
 - The CFSRs monitor States' conformity with the requirements of title IV-B of the Social Security Act.
 - The CFSRs are an important tool that enables the Children's Bureau to: (1) ensure conformity with Federal child welfare requirements; (2) determine what is actually happening to children and families receiving child welfare services; and (3) assist States in enhancing their capacity to help children and families achieve positive outcomes.

Child and Family Services Reviews (CFSRs)

- Method of evaluating states' performance on federal requirements associated with Title IV-E and Title IV-B of the Social Security Act.
- Conducted by the Children's Bureau, within the U.S. Department of Health and Human Services (HHS).
 - Ensure conformity with Federal child welfare requirements.
 - Determine what is actually happening to children and families receiving child welfare services.
 - Assist States in enhancing their capacity to help children and families achieve positive outcomes.

3/07Tools of the Trade97

5. Present: The CFSRs include seven outcomes in the area of safety, permanency, and well-being.



Slide 98

6. Show slide 98, *CFSR Safety Outcomes*. Discuss each outcome and discuss ways new supervisors can determine that each outcome is accomplished. The following suggestions are a start for open discussion:
 - Outcome 1: Children are, first and foremost, protected from abuse and neglect. Risk factors are evaluated at every visit and documented. Collaterals are appropriately interviewed. Children are age appropriately interviewed and interviewed alone at each visit. *Documentation of an assessment of risk factors is critical, etc.*
 - Outcome 2: Children are safely maintained in their homes whenever possible and appropriate. *Define appropriate, possible, and maintained.*

CFSR Safety Outcomes

- 1: Children are first and foremost protected from abuse and neglect.**
- 2: Children are safely maintained in their homes whenever possible and appropriate.**



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3/07

Tools of the Trade

98




Slide 99

7. Show slide 99, *CFSR Permanency Outcomes*. Discuss each outcome and discuss ways new supervisors can determine that each outcome is accomplished. The following suggestions are a start for open discussion:
 - Outcome 3: Children have permanency and stability in their living situations. *Are the most basic and fundamental needs of all of the children in their home or foster home being adequately provided. What are the basic/ fundamental needs of children? How do families meet these needs?*

CFSR Permanency Outcomes

3: Children have permanency and safety in their living situations.

4: The continuity of family relationships and connections is preserved.

3/07Tools of the Trade99




Slide 100

8. Show slide 100, *CFSR Well-Being Outcomes*. Discuss each outcome and discuss ways new supervisors can determine that each outcome is accomplished. The following suggestions are a start for open discussion:
 - Outcome 5: Children receive appropriate services to meet their educational needs. *What is an appropriate service?*
 - Outcome 7: *Are children receiving therapy, are shots current, are dental exams being provided? What are the recommendations of the private provider? What other professional recommendations are we getting?*

CFSR Well-Being Outcomes

- 5: Families have enhanced capacity to provide for children's needs.**
- 6: Children receive services to meet their educational needs.**
- 7: Children receive adequate services to meet their physical and mental health needs.**

3/07Tools of the Trade100



9. Ask: What innovative efforts can you as a new supervisor implement to help meet the needs of children and families?
 - Complete case reviews, give feedback (positive and negative).
 - Communicate expectations that influence outcomes for CFSRs.
 - Monitor staff and influence overall practice.
 - Develop a viable relationship with staff.
 - Use CFSR as a tool to teach good practice.
 - Be a knowledgeable role model.
 - Ask a lot of questions.
 - Be able to read and understand information contained in the Comprehensive Child and Family Assessment (CCFA).
 - Make sure case plans are developed in the Family Team Meeting.
 - Know how to read and what to look for (wording, timeliness) in Court Orders.
 - Make sure fathers are invited/encouraged to be involved.
 - Know and understand CFSR measures, guidelines and outcomes.

10. Present: For the most part CFSRs is a systematic process of carrying out within a brief, time-limited period a set of goal directed activities designed to help children live in families that offer safety, continuity of relationships with nurturing parents or caretakers and the opportunity to grow and develop free from harm. This is the primary challenge of good welfare practice.

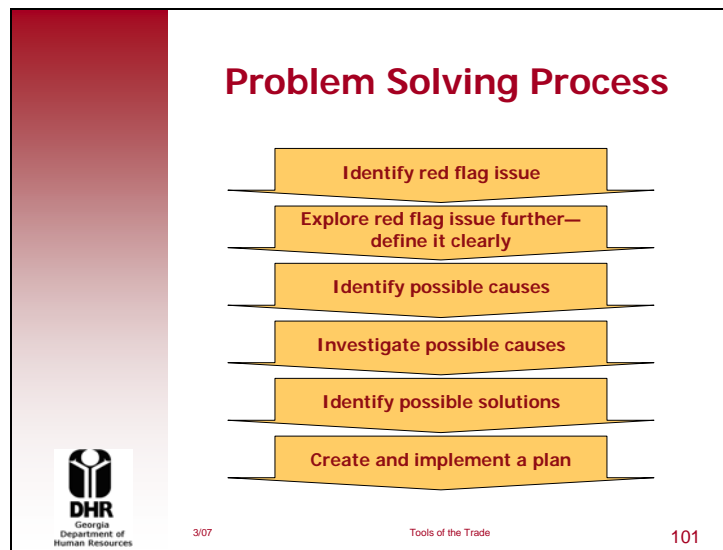
11. Transition: If we ask the right questions and take the right approach, data can help us make decisions, validate what we do, and even be a team building activity. I'm going to walk you through an approach you can use on your own.



Using Data to Inform Decisions (1 hour, 30 minutes)

Slide 101

1. Show slide 101, *Problem Solving Process*. Explain that we'll be walking through these steps.



PG-81

2. Refer participants to page 81 in their Participant's Guide, *Identifying and Exploring Red Flag Issues*, so they can follow along as you model the process.
3. Present:
 - This is essentially a problem solving process. It differs from other problem solving process in that it asks you to use data to identify and explore problems.
 - As you'll see, it also requires you to use data to test your guesses about possible causes.
 - Too often, teams make decisions based on unsupported ideas about what the root cause of the problem really is. This leads to a lot of work and potentially very little impact.
 - We'd like you to do a little more work on the front end so that your follow-up work is much more productive.
 - We're going through the process very quickly here in training, just to show you how it is done. On the job, you may have several team meetings with time in between for team members to think about the problem and locate additional data.



Data set one from
In Box

4. Refer participants to a sample data set—Services or OFI—that they were given as homework the previous afternoon.
5. Present: Let's start with identifying a red flag issue. For homework, I gave you a data set, and I asked you to jot down some individual answers to the question, "What do these data seem to tell us?" (Allow participants a minute or two to go over their own notes and make additional ones as needed.)
6. Ask groups to share individual responses to the question "What do these data seem to tell us?" for data set one. Record their observations on a flipchart.

Trainer's Note: Do not rush this. Challenge the group to make sure that all insights are included.

7. After you have a list of observations, ask: Which of these (trends, patterns, upturns, downturns, etc.) do we want to explore further?
 - In prioritizing, participants should consider the potential for impact.
 - Choose one area as a group.
 - Write this on a flipchart labeled, *Red Flag Issue*. For example, the red flag might be, "There is a spike in _____ in the months of July and August of 2005."



Slide 102

8. Show slide 102, *Problem Solving Process*. Present:

- Our next step is to explore one red flag issue further.
- Our goal is to make sure we specify the who, what, when, and how of the issue, brainstorm some possible causes, and then figure out how to confirm whether our ideas about possible causes are, in fact, supporting by data.

Problem Solving Process

Identify red flag issue

Explore red flag issue further—
define it clearly

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3/07 Tools of the Trade 102

Slide 103

9. Show slide 103, *Defining the Red Flag Issue*. Present the example on the slide.

Defining the red flag issue

- **RED FLAG:** The county director says you have too many families using up their lifetime TANF limit.
- **Who**
 - Ex: families in rural areas
- **When**
 - Ex: upon applying for TANF
- **How**
 - Ex: 60% of these families use up their lifetime TANF limit during their first eligibility

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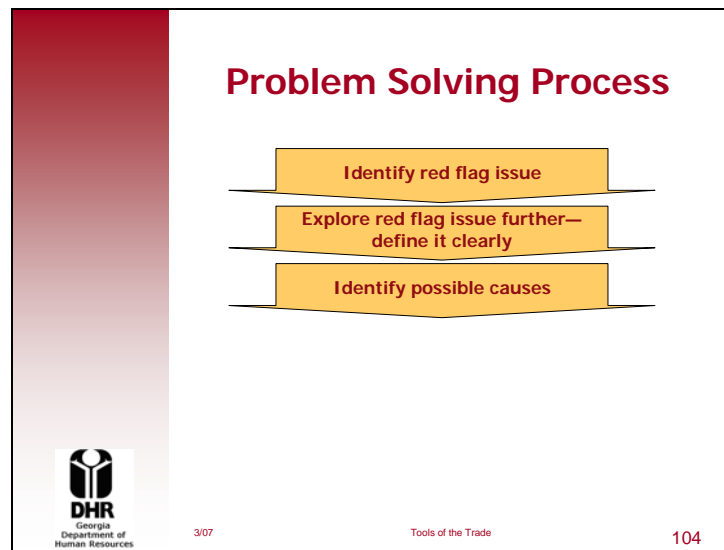
3/07 Tools of the Trade 103



10. Refer back to the sample you've been working on. Ask participants to complete this step for their sample data set:
- Ask participants to identify questions about what is *not* shown in the data. Emphasize that the big question is, "If I know this, then what don't I know and how can I find out?"
 - As before, allow a few minutes for silent reflection, then ask group members to report out as you record their points.
 - Issues to consider include identifying whether the data reflects the state overall or just a few counties, whether there was a significant economic, political, or weather event, whether the numbers reflect a particular type of family, etc. (All these things can help you further specify the "who" and "what" of the situation.)
 - If you do not have the data needed to completely define the problem, put question marks on the items and emphasize that this is something the team would need to explore further.

Slide 104

11. Show slide 104, *Problem Solving Process*. Present: The next step is identifying possible causes.






Slide 105

12. Show slide 105, *Categories of Causes to Consider*. Ask: What are some possible contributing factors (causes) related to our red flag issue?"
- Go around the room, asking each person to contribute a possible contributing factor/cause. Encourage them to think about the categories on the slide. (Note that the items on the slide are things with DFCS's control, and we can be more effective in making a difference if we focus on things within our control.)
 - Some ways to look at this include:
 - Why are these numbers the way they are?
 - What decisions are driving the case actions that are resulting in this work?
 - If I had to guess, what values are driving this work?
 - What attitudes of my staff could be affecting this work?
 - Are there significant events occurring that are affecting the work?
 - Can these events be planned for each year or is it something that was a one-time, unusual occurrence?
 - Record possible causes on a flipchart.
 - Allow about 10 minutes. Challenge the group to make sure that all insights are included.

Categories of Causes to Consider

- **Case management processes:** Procedures you use for outreach, engagement, assessment, etc.
- **System processes:** Things such as staffing, professional development, recruiting, hiring, case manager assignments/placement, case manager experience, supervision, scheduling, budgeting, coaching.
- **Unit culture:** An often overlooked category that includes relationships, office appearance, what is discussed and celebrated, space allocation, family involvement, etc.



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3/07

Tools of the Trade

105

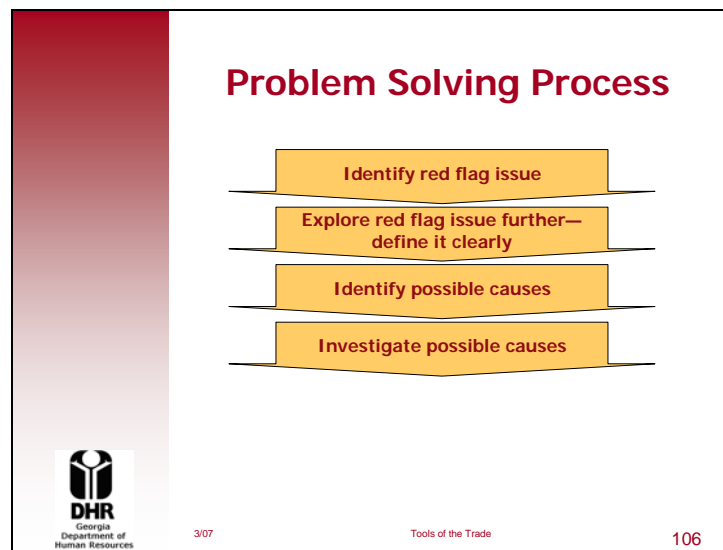


13. Present: Right now, these are just *possible* causes. You probably need more data to confirm whether they truly contribute to the red flag issue.

Slide 106

14. Show slide 106, *Problem Solving Process*. Present: The next step is to decide how to investigate the possible causes.

- Discuss how each item should be investigated, what data is needed and how the data will be developed and used to see its relation to the cause of the priority issue.
- Consider all different types of data collection, including, but not limited to, interviews, observation, surveys, and document analysis.
- You may also want to read a sampling of cases, dig down to what actually happened in the case and talk with the case manager about what drove their decisions.
- You should always write down a plan for who will investigate, and by what date.



15. Present: Once you have investigated your possible causes, you and your team should cross out possible causes that have been shown to be untrue, record new ideas for possible causes, write in areas that still need exploration, and otherwise refine your thinking.

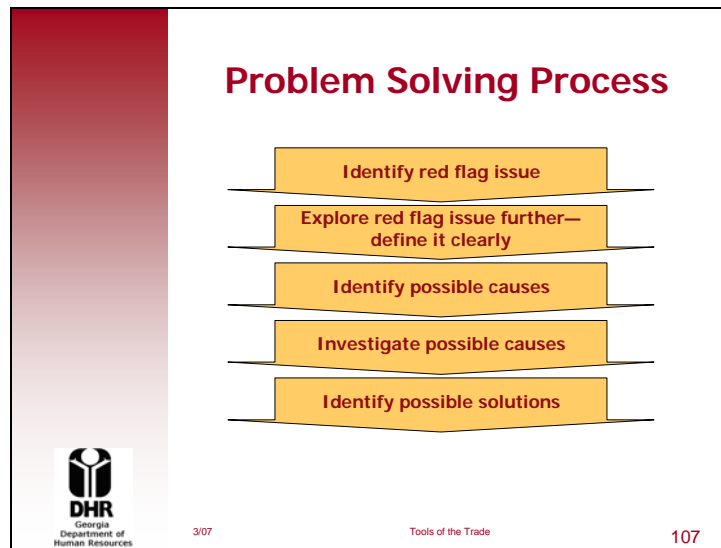


Slide 107

16. Show slide 107, *Problem Solving Process*. Present:

PG-84

- The next step in this problem solving process—once you have a good idea of what the actual root causes are—is to identify possible solutions.
- You will probably have many ideas about possible solutions. To help you figure out what to try first, you may want to use the tool in your Participant's Guide, *Rating Form for Prioritization*. This tool asks you to consider how you feel about how badly change is needed, how important the solution is, and how easy it would be to change.
- This is the area where values and ethics greatly impact the next steps. Many counties opt to pursue action that manipulates the numbers and how they appear each month rather than get at the root causes and affect the work being done that drives the numbers.



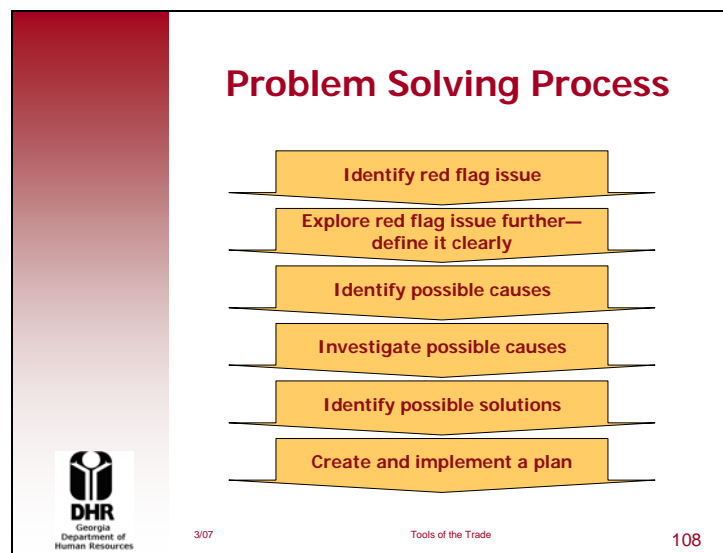


Slide 108

17. Show slide 108, *Problem Solving Process*. Present:

PG-85 and 86

- The final step, once you have a good idea of the problem, the causes, and a possible solution, is to create and implement a plan.
- Guidelines and worksheets for doing this are in your Participant's Guide.
- While we cannot work through the whole process here in training, we hope that we have provided you with the tools to complete this process back on the job.



18. Emphasize: There are several reasons why we are recommending this process:

- It gets the whole team involved in problem solving.
- It includes tools that keep the process running smoothly.
- It shows how we can explore outcome measures to make decisions that will improve our productivity.
- It forces us to challenge our own assumptions about causes and back up our “guesses” with data.
- It encourages us to gather data beyond what is in required reports and use it.



Handout: County
Outcome Measures

19. Distribute outcome measures for their county as handouts.
20. Ask participants to look at their own county's outcome measures and identify any patterns or trends. What is clear/unclear about these data points? Discuss.
21. (Services only) Go into IDS – they can only look at their own county data but can follow along.
 - Define recurrence and explained how it is counted: If 100 referrals are received in a given month and only 20 are substantiated, you only look at the 20. The unsubstantiated cases are not part of the measurement – don't get counted in the recurrence statistics. Then you have to find out how many children were substantiated upon in those 20 cases.
 - Explain that CPS cases are counted by cases rather than children and Foster Care cases are counted by children. If we then identify that there were 40 children substantiated on (from those 20 cases), we have to look at how many had prior substantiated cases within the last 6 months. If 5 children (not cases) had prior substantiated reports, we divide 5 by 40 (total # of substantiated children) to get a 12.5% substantiation rate for that one month. 12.5% is well above the federal target of 6.1%. It is entirely possible that this could represent one substantiated case – with 5 children.
22. (Services only) Discuss: If your supervisor wants you to explain why numbers in a particular month are high compared to prior month, you need to understand where the data comes from. Many factors can contribute to the recurrence and other measurements.
 - When the data is pulled
 - What cases are input at the time the data is pulled
 - Worker errors in indicating what is substantiated and on which children



23. (Services only) Look at the specific case and worker information on an individual county's PSDS pending incidents report and identify things to consider.

- How many substantiated and closed cases?
- Were the cases closed appropriately?
- Was the 431 data entered into the system correctly?
- Does anyone have a particularly high or low substantiation rate?
- Are the workloads equitable?
- How many cases are going to the Family Preservation Unit?

24. (Services only) Review several reports in IDS and talk about specific reports for each program area and how they might be used. For example:

- CPS Past Due Report (info comes from 590) and Overdue Pending Incidents Report (used for State measurement of overdue investigations)
- CPS Family Preservation can use the Safety Resource Reports
- CPS Family Preservation can also use the Child CPS Cases Report
- User Defined Report
- Foster Care (AFCARS reports) Reviews/Custody Due/Expired report
- Foster Care Report that identifies all children 14 and over
- AFCARS View for look at child case
- Placement Central Reports



25. (Services only) Review the following:
 - Master Index and how to search
 - IDS Active Totals, Denied Claims
 - Other Links
 - IDS Manual. Note that the last chapter is a review of all reports available in CPS and how supervisors might use the reports.

26. (Services only) Discuss the importance of getting all household members into Master Index, particularly for CPS Family Preservation Supervisors to check and make sure new household members were added.

27. (Services only) Discuss delinking children and household members in safety resources and when out of home in Master Index.

28. (Services only) Review under Other Links – TCM Denied Claims, Data Specialist Contact Information, GA Association of Homes and Services for Children – Referral Central, and Criminal Search links.

29. (Services only) Discuss use of GroupWise to track “tickler” items – items that need follow up by the supervisor. Noted that at least one county has system to track all timetables from the moment a child comes into care by using Groupwise Calendar. Can use for follow up on reviews, court orders, panel reviews, permanency decisions, etc. Can also use for CPS follow-up.



30. Ask participants to suggest examples for class discussion of what data or data-related processes they are concerned about. As appropriate, address their issues by repeating the process above using their own data. Make sure the following points are brought out:

- Data can inform decisions.
- Using data is, if done well, a change management strategy.
- Data can be used to mobilize staff around goal.
- Data is impersonal and objective; it helps us move past simple opinions.
- Your role as a supervisor is to understand the functioning of your unit, manage the workloads and assure quality casework. Data can help you.
- We don't make individual case decisions to drive data. Child safety and best interest of the child and family is always the primary consideration in individual case decisions.
- Data allows you to identify unit and individual case manager trends.
- The purpose of this discussion is to get you thinking about data and how it does help you track, measure, and identify trends in the unit or of individual case managers. In order to understand your unit, you need to be able to assess the functioning of your unit, using all the tools available to you, and data is one of the resources to use.

Summary (25 minutes)

1. (Optional) Conduct Artful Closer activity:

- Present: This activity begins with reflection, proceeds through nonverbal communication, and ends in a discussion. The purpose is to have you reflect on a common experience and share insights with each other.
- Divide participants into equal-sized teams of 4 to 6 members.
- Ask participants to silently think back on what they learned about using data. Ask participants to silently focus on one or more lessons they learned from the section.
- Place sheets of drawing paper and boxes of crayons in the middle of each table. Ask each participant to take a sheet of paper and to share the crayons.

Large sheets of drawing paper, crayons of different colors, timer, whistle



- Invite participants to draw an abstract picture that captures the essence of major insights from the experience. Discourage them from focusing on artistic quality and encourage them to flow with their intuitive thoughts and feelings. Scribbles, quick sketches, diagrams, abstract shapes, or stick figures are fine. Announce a 5-minute time limit for this artistic activity.
 - At the end of 10 minutes, blow the whistle and ask participant-artists to stop their activity. Reassure them that it does not matter if their artwork is not yet complete.
 - At each table, ask participants to take turns holding up the picture. While doing this, ask each person to perform the difficult task of keeping her mouth shut. Invite other participants around the table to treat the picture as a Rorschach inkblot and report what they see in it. It is not necessary that participants take turns in presenting their interpretation. Anyone may call out her insights whenever she feels inspired.
 - After all pictures have been interpreted, ask the table teams to repeat the process. This time, however, each person should hold up the picture and describe what insights she meant to convey.
2. Debrief: After the sharing of insights, encourage a discussion at each table. Use questions similar to these to structure this discussion:
- What insights were the most frequently mentioned?
 - What insights were unexpected and unique?
 - What was the most powerful insight that affected you?
 - How do you expect this insight to change your future behavior?
- PG-23
3. Refer participants to the *Supervisor's Development Plan* on page 23 and ask them to add any notes—either development ideas or action items—based on the section on relationships.



Slide 109

4. Show slide 109, *Reflections*. Ask participants to reflect on their learning and record their thoughts in their Learning Journals.

PG-Learning Journal

Reflections

How can I encourage my team to use data and a problem solving process to make a real difference in our unit's work?

What squares with my thinking?

What's still rolling around in my mind?

What do I need to change?

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3/07

Tools of the Trade

109



Team Building

Time	2 hours, 30 minutes Day Five: 55 minutes Day Six: 1 hour, 35 minutes
Overview	<p>On day five, a brief opening activity stresses the importance of keeping the team involved and excited. Then participants complete a game that helps them rapidly recognize the behaviors, attitudes, thoughts, perceptions, expectations, problems, and strategies associated with the four stages of team development.</p> <p>On day six, participants start with an energizer in which they must use teamwork to decide how to use some hypothetical money donated to the agency. Then, they work to develop a list of characteristics of effective teams and what supervisors can do to build them. They apply this information to the unit in the In Box.</p>
Objectives	<ol style="list-style-type: none">1. Identify actions that a new supervisor can take to promote team building.2. Identify the strengths and weaknesses of the unit as a team and develop a plan for addressing areas of greatest need.3. Given a description of a team, identify its stage of development.
Related Competencies	<ul style="list-style-type: none">➤ Interaction with staff: Ability to interact with their staff in a supportive manner.➤ Demonstrates the value of coaching, mentoring, and monitoring.



Activities

Day Five:

- Introduction to Team Building (10 minutes)
- Stages of Team Development Game (30 minutes)
- Summary (15 minutes)

Day Six:

- Introduction to Day Six (20 minutes)
- Characteristics of Effective Teams (1 hour)
- Summary (15 minutes)

Materials

- Seven large cards with these letters written in bold block letters: CDEEITX
- Growing a Team Cards (see page 268), one deck per triad
- Handout: Stages of Team Development Feedback Table (see page 281), one per triad
- Blank index cards (about 5 per person)
- One copy of Thiagarajan, Sivasailam. *Teamwork and Teamplay*. San Francisco: Jossey-Bass. 1999.
- One copy of McEwan, Elaine K. *Leading Your Team to Excellence: How to Make Quality Decisions*. Thousand Oaks, CA: Corwin Press. 1996.
- One copy of Sugar, Steve and George Takacs. *Games That Teach Teams*. San Francisco: Jossey-Bass. 2000.



Introduction to Team Building (10 minutes)

1. Present: This section, on team building, will start this afternoon and be completed in the morning. Let's begin with a two-minute activity that will stretch your brains.

Seven large cards with these letters written in bold block letters:
CDEEITX

2. Facilitate opening activity:
 - Ask seven people from the first row to come to the front of the room and stand in a straight line facing the audience.
 - Distribute the letter cards, one to each participant. Ask each person to hold her letter card above her head, so the audience can read it easily.
 - Explain that the letters spell a seven-letter English word. Ask members of the audience to call out directions to the letter holders to rearrange them to in the correct order to spell the word. (Examples: *One of the people with the letter C, please move to the beginning of the word. The person with the letter X, move to the end.*)
 - Ask the letter holders to follow the directions from the audience. Give some hints to speed up the process, if necessary. (The correct word is "excited.")
 - When the word is correctly formed, ask everyone to read it aloud at the count of three.
 - Thank the letter holders, collect the cards, and send them back to their seats.
 - Lead a round of applause for the entire group for rapidly solving the anagram.




3. Debrief: Ask the group if they were excited about the activity. Ask participants to identify reasons that made this an exciting activity. Use appropriate probing questions to elicit these causes:
 - The activity was brief.
 - The activity was unexpected.
 - Everybody was invited to participate in the activity, but nobody was forced to participate.
 - The activity was intellectually stimulating.
 - People were yelling out their directions in a playfully chaotic fashion. They were not taking turns and behaving politely.
 - It was a group challenge rather than an individual challenge.
 - It was a cooperative activity.
 - The feedback was immediate.
 - The letter holders enjoyed being the center of attention.
 - Members of the audience enjoyed their power to push people around.
 - There was a sense of urgency, even though there was no time limit.
4. Ask participants to brainstorm how these ideas can be applied to increase the excitement level of everyday activities to encourage team building.
5. Show slide 110, *What is a Team?* Ask participants to say what they think the terms in the definition mean and how they differentiate true teams from other groups.

Slide 110

What is a Team?

- **Definition of a team (Sugar, 5): A group of people who come together, under shared leadership, mutual responsibility, and conscious authority, to achieve agreed-on goals in a mutually effective fashion.**



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3/07

Tools of the Trade

110



6. Transition: Obviously, meeting this definition of a team does not occur overnight. All teams need to go through some stages before they are functioning well.



Stages of Team Development Game (30 minutes)

- Slides 111 and 112
1. Show slides 111 and 112, *Four Stages of Team Development*. Present: In 1965 B. W. Tuckman, who had been studying the behavior of small groups, published a model that suggests that all teams go through four distinct stages in their development.
 2. Go over each stage on the slides. You may want to ask a few volunteers for examples of times when they've been in a team at this stage.

	<h3 style="text-align: center;">Four Stages of Team Development (1)</h3> <ol style="list-style-type: none">1. Forming. Polite, formal, honeymoon. Team members are unsure about what they are doing. Their focus is on understanding the team's goal and their roles. They worry about whether the other team members will accept them. Team members often look for clarification from their leader.2. Storming. Blaming, territorial, conflict. Team members try to get organized. This stage is marked by conflict among the members and between the members and the leader. Through this conflict, the team attempts to define itself. <p>Source: B. W. Tuckman, 1965</p> <p style="text-align: right;">111</p>
	<h3 style="text-align: center;">Four Stages of Team Development (2)</h3> <ol style="list-style-type: none">3. Norming. Accepting, understanding, solving. This stage follows storming, after the team members have succeeded in resolving their conflicts. They now feel more secure with one another and with their leader. They effectively negotiate the structure of the team and the division of labor.4. Performing. Appreciating, seeking, supportive. Team members behave in a mature fashion and focus on accomplishing their goals. This stage is marked by direct, two-way communication among the team members. <p>Source: B. W. Tuckman, 1965</p> <p style="text-align: right;">112</p>



3. Present: To help you rapidly recognize the behaviors, attitudes, thoughts, perceptions, expectations, problems, and strategies associated with the four stages of team development, we're going to play a game.

4. Introduce the game:

Growing a Team Cards (see page 268), one deck per triad

Handout: Stages of Team Development Feedback Table (see page 281), one per dealer

PG-87

- Assemble play groups. Organize participants into groups of three. One person should be the dealer; the other two players (roles will rotate).
- Distribute materials. Give a deck of Growing a Team Cards to each dealer. Distribute a copy of the Handout: Stages of Team Development Feedback Table to each dealer only.
- Introduce the Growing a Team cards. Ask each player to pick up a card from the deck. Ask a player to read the statement on the card and invite everyone to identify the team-development stage associated with the statement. Announce the correct stage. Explain that this is the suit of the card. Demonstrate how to verify the suit by using the Handout: Stages of Team Development Feedback Table .
- Explain the rules. Refer participants to *Game Directions: Stages of Team Development* on page 87 in their Participant's Guides. Walk the players through the rules.

5. Facilitate play.

- Ask the dealer at each table to begin the game.
- Walk around the room, clarifying rules and settling disputes among players as needed.
- Allow as much time as is available, leaving time for the end-of-day wrap up.

Summary (15 minutes)

PG-23

1. Refer participants to the *Supervisor's Development Plan* on page 23 and ask them to add any notes—either development ideas or action items—based on the section on coaching.



Slide 113

PG-Learning Journal

2. Show slide 113, *Reflections*. Ask participants to reflect on the day's learning and record their thoughts in their Learning Journals.

Reflections

What have I learned about the way teams grow and develop? What can I do as a supervisor to monitor the group's development?

What squares with my thinking?

What's still rolling around in my mind?

What do I need to change?

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3/07 Tools of the Trade 113

3. Refer to "parking lot" flipchart and resolve issues and answer questions as appropriate.
4. Thank participants for their efforts and confirm the starting time and location for day six.



Introduction to Day Six (20 minutes)

1. Welcome participants back to training:
 - Go over any notes you have from the previous day.
 - Ask participants for additional insights, affirmations, questions, or concerns.
2. Facilitate activity to help participants recall key points of team building from day five:


Slide 114

- Show slide 114, *Team Challenge*. Present: This is all you know about this gift.
- Ask participants to work in mixed teams (OFI and Services) to tackle this challenge. Ask them to try to use good communication, meeting management, relationship, and planning skills.
- Allow ten minutes.
- Ask each group to *quickly* present their decision.

Trainer's Note: *The learning comes not from the decision itself, but from the debrief, so make sure to move them along quickly as they describe their decision.*

Team Challenge

- An unknown philanthropist donated \$500,000 to your DFCS county office.
- A note with the check said there are NO constraints except that the money must be used to improve services that would strengthen families.
- You must decide as a team how you would spend the money.



3/07 Tools of the Trade 114



3. Debrief:

- How did you decide?
- Did a leader emerge and how?
- Did you all reach agreement or was it majority rule?
- Did anyone feel like their opinion was discounted?
- Would this activity have been different if we did it on week one, day one of training?
- What skills that you learned in training helped you to navigate this activity?
- What about if we did it in three months?
- What did you learn about other program areas and the resources they have and need?
- Did you use or ask for any data when trying to make a decision? Why or why not?
- What stage of development do you think your team is in (forming, norming, storming, performing)? Why?

4. Transition: Let's continue on with the unit we started yesterday, *Team Building*.



Characteristics of Effective Teams (1 hour)

Slide 115

1. Show slide 115, *Effective Teams*. Present: I'd like to ask you to think about "What makes an effective team? What is it about some teams that makes them so much more productive than others?" Please reflect on this for a moment and jot down some notes on a scratch paper.



PG-88

2. Facilitate small group activity:

One copy of the following books:
Teamwork and Teamplay. Leading Your Team to Excellence: How to Make Quality Decisions, and
Games That Teach Teams

- Refer participants to page 88 in their Participant's Guides, *Worksheet: Guidelines for Building Teams*.
- Go over the instructions on the worksheet. Point out that some of the ideas on page 90 may be duplicates of their own ideas; if not, then they are further ideas from the literature on what makes effective teams and how to create them.
- Show participants your trainer's copy of the three books at left. Invite them to look to these books for ideas. Note that these books will be available for their viewing all day, so they can peruse them at breaks. The information on the books is also in their Recommended Reading list in their Participant's Guide.
- Allow 20 minutes for small group work.
- Debrief: Ask each team to suggest two or three (depending on the number of teams you have) rows in their chart.




3. Ask: What benefits do you see in taking time to develop your team?
 - Increased unit productivity
 - A chance to promote and work toward department values
 - More “buy in” for unit goals, because team members are active participants in setting goals and assigning accountabilities
 - Supportive environment
 - Fun
 - Easier job with performance management, because expectations are clear
 - Opportunity to nip problems in the bud
4. Transition: Let's use the worksheet you just developed to come up with some suggestions for our In Box supervisor.
5. Facilitate In Box activity:
 - Ask participants to work in teams (OFI and Services in separate teams).
 - Show slide 116, *In Box Exercise*. Read the directions on the slide.
 - Allow 15 minutes for small group work.
 - Debrief: Ask each group to present one piece of evidence and one suggestion.

Slide 116

In Box Exercise

- **Look for evidence that the unit is an effective or ineffective team.**
- **Write three suggestions for the unit supervisor to improve team functioning.**

3/07Tools of the Trade116



6. Present: As a new supervisor, you have a unique opportunity.
 - Often, a new supervisor can mean a fresh start for the team.
 - One first step you can take is to get a better idea of how the team is functioning now. The Thiagarajan book has several team self assessment tools in it, and we've provided an additional one in your Participant's Guide.
 - Refer participants to the *Team Communications Self Assessment* on page 91 in their Participant's Guides.
 - Explain: You can use this team as a conversation starter when you are new, and then ask the team to repeat it again in three and six months, to see what progress you are making and what areas the team would like to improve.
7. Discuss: You are also part of another team—the management team. What are some things that you can do in your county, as a supervisor, to help services and OFI work together more as a single team?
8. Transition: Note: Team building is discussed further in your Field Practice.

PG-91

Summary (15 minutes)

1. Ask participants to each stand in turn and say one thing that they'd like to focus on in order to help build their teams.
2. Refer participants to the *Supervisor's Development Plan* on page 23 and ask them to add any notes—either development ideas or action items—based on the section on relationships.

PG-23



Slide 117

3. Show slide 117, *Reflections*. Ask participants to reflect on their learning and record their thoughts in their Learning Journals.

PG-Learning Journal

Reflections

What have I learned about the way teams grow and develop? What can I do as a supervisor to help develop my team?

What squares with my thinking?

What's still rolling around in my mind?

What do I need to change?

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3/07 Tools of the Trade 117



Maximizing Individual Performance

Time 2 hours, 40 minutes

Overview This section is a supplement to the DHR performance management training and does not attempt to duplicate the material that is in that course but to make sure participants understand it in the contexts of their jobs. It starts with participants creating a diagram that shows the supportive relationship between maximizing individual performance and coaching, communicating, relationships, data, team building, and planning. Then, another activity illustrates the importance of telling expectations and measuring what you expect. Then participants briefly discuss audits. Next, participants look at motivational strategies and reflect on their personal preferences and those of others. Participants look at some sample productivity files and case reviews and create their own "tip sheets," which are then compared to ones provided by the trainer. Finally, there is a brief presentation on training employees. The section is summarized through an interactive activity where the participants identify their top Dos and Don'ts.

Objectives

1. Identify what to include in a Productivity file (Performance Diary) and how to use it.
2. Identify the "Four Laws of Performance."
3. Identify the purpose of case review tool to improve individual and group performance.
4. Identify requirements for the number of cases to be reviewed.
5. Identify strategies for motivating individuals, work group and self.



Related Competencies

- Stages of case manager development: Can identify the stages of case manager development and appropriate supervisor response to each stage. Can identify the current stage of his/her own case managers.
- Interaction with staff: Ability to interact with their staff in a supportive manner.
- Ability to conduct an individual case review, including data collection/analysis, tracking of corrections, and provision of case manager feedback based upon the data.
- Knows and uses the characteristics of effective feedback for case managers (immediate, specific, objective, descriptive, behavioral, tentative, tied to learning, focused on sharing ideas, selective).
- Engages case managers in all aspects of the coaching and mentoring process.
- Accurately assesses strengths and needs of case managers.
- Chooses coaching method to reinforce positive behavior and influence performance improvement.
- Engages the case manager in professional development (mentoring).
- Engages case manager in developing a plan to track performance improvement (monitoring).
- Recognizes supervisor's role in case manager's performance (accountability).
- Demonstrates the value of coaching, mentoring, and monitoring.

Activities

Day Six:

- Introduction to Maximizing Individual Performance (25 minutes)
- How to Measure Performance (20 minutes)
- Confronting Unacceptable Behavior (30 minutes)
- Motivation, Reward, and Staff Retention (1 hour, 15 minutes)
- Summary (10 minutes)

Materials

- In Box
- Scratch paper



Preparation

Prepare a flipchart with a circle in the middle with “Maximizing Individual Performance” written in the circle. Around this central shape, draw additional circles and label them:

- Transitioning to Supervisor
- Communications
- Coaching
- Planning and Managing Unit Work
- Building Better Relationships
- Using Data
- Team Building



Introduction to Maximizing Individual Performance (25 minutes)

1. Ask: What is “maximizing individual performance?” When you think of maximizing performance, what words or phrases pop into your mind.
 - Encourage participants to think of concepts such as coaching, motivation, reward, training, etc.
2. Present:
 - This is an aspect of supervision that sometimes causes anxiety in new supervisors. Throughout this course, we have attempted to reduce anxiety by showing you how you can take the skills that you have and build on your strengths to be an effective supervisor.
 - So why didn't we present this topic earlier in the training?
 - I'd like you to try to answer that question yourself by looking at the previous topics and identifying their relationships to maximizing individual performance.

Slide 118

3. Show slide 118, *Support for Maximizing Performance*.

Support for Maximizing Performance

- Transitioning to Supervisor
- Communications
- Coaching
- Planning and Managing Unit Work
- Building Better Relationships
- Using Data
- Team Building

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3/07 Tools of the Trade 118

The slide features a red vertical bar on the left side. The title 'Support for Maximizing Performance' is in a large, bold, red font. Below the title is a bulleted list of seven topics, each preceded by a small red square. At the bottom left is the DHR logo. At the bottom right is a small illustration of a person pointing at a whiteboard with a diagram. The footer contains the text '3/07 Tools of the Trade 118'.

Prepared flipchart
(see page 236)

4. Post prepared flipchart.



5. Ask: What connections do you see between each of these topics and maximizing individual performance?
6. As participants suggest connections, draw lines to connect the topics, and label those lines.
 - For example, there might be a line between coaching and performance that says, "By coaching case managers throughout the year and providing honest, open feedback, you should have very few surprises at performance appraisal time."
 - Another example might be, "If you plan carefully and establish clear expectations, you are likely to have fewer performance problems."



Slide 119

7. Show slide 119, *Laws of Performance*. Emphasize: Everything that we've discussed throughout this course supports increasing individual performance. By building on strengths, setting clear expectations, coaching employees, building trusting relationships, communicating often, making decisions based on data, and building the team, you will have to spend much less time on corrective action.

Trainer's Note: *The above point is very critical. You may want to emphasize this by asking for a show of hands to see how many people really believe it. You may also want people to give examples from their own experience (either professional or personal) that show that building desired behaviors has the wonderful effect of reducing undesired ones. Also, provide an opportunity for participants who are skeptical to express their feelings. At the same time, acknowledge that this is not the same as ignoring unacceptable behaviors or avoiding having frank discussions of them.*

Laws of Performance

- **The more time you spend building strengths, the less time you have to spend confronting negative behaviors.**

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3/07 Tools of the Trade 119

8. Present: Let's play a very brief game and see if it reveals the second law of performance.
9. Ask participants to take out a blank sheet of paper and write "Performance Improvement" across the top.



10. Ask participants to create new words by selecting and rearranging letters from the phrase "Performance Improvement." They will have two minutes.

Trainer's Note: *Do not provide directions beyond this.*

After two minutes, ask players how they think the game should be scored. Ask them to develop as many different alternatives as possible. Examples:

- **Quantity wins.** Players score one point for each word (irrespective of the number of letters in the word).
- **Length Matters.** Only words that have at least four letters score a point. Or, players score as many points for each word as the number of letters in it. Or, the number of points for a word progressively increases depending on its length: 2-letter words get 3 points, 3-letter words get 6 points, 4-letter words get 10 points, 5-letter words get 16 points, and so on.
- **Longest Word.** Find the longest word among the players' lists. In case of a tie, the player with the most number of words of this length is the winner.
- **Beyond the Obvious.** Players take turns calling out different words. A reporter writes down these words on a flip chart. This activity is stopped after 2 minutes and the list is displayed for all players to see. During the next 2 minutes, each player writes individual lists of words that are not included in the common list.
- **Uniqueness Wins.** Players write their individual lists and compare the words during the scoring period. Each word gets 6 points minus the number of players who wrote the same word. Example: If all five players wrote *guns*, each player scores 1 point. If only one player wrote *gnus* (referring to the African antelope), she scores 5 points.



11. Discuss:

- Remember, different scoring systems reward different types of behaviors.
- Would you approach this game differently based on what was rewarded?
- Would you do better if the scoring system was made clear at the beginning of the game?
- How does this relate to maximizing individual performance?

Slide 120

12. Show slide 120, *Laws of Performance (2)*. Emphasize: If you are clear and unbiased in your expectations, and you measure against those expectations, those are the behaviors you are most likely to see. Note that expectations sometimes change, so flexibility is critical.

Laws of Performance (2)

- The more time you spend building strengths, the less time you have to spend confronting negative behaviors.
- People do what gets measured.

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3/07 Tools of the Trade 120

How to Measure Performance (20 minutes)

1. Present: Through the word game, we have seen that “what you measure” is important. Let’s talk about “how you measure.”
2. Ask: What is the main tool you have for measuring case manager performance?
 - Case reviews



3. Ask: What can you find out from case reviews that relates to maximizing individual performance?
 - Whether expectations are being met or exceeded
 - Whether to recognize a case manager
 - Training needs

4. Ask: How often should you do case reviews? How many?
 - For services, supervisors should review two cases per case manager per month, up to 16.
 - For OFI, there is a more complicated formula, but it may be up to 50 records per month. (Note that these case reviews are less time consuming than those for services.)

5. Ask: Who should do the case reviews? Can this be delegated?
 - For OFI, you may delegate record reviews to record readers, peers, or lead workers, but you should *never* delegate the follow-up with the case manager. For Social Services, you may not delegate any of this work, but you may ask for help from the FPS.

6. Present: Your region or county will have a standard form to use for case reviews. Also, there are different review standards for different programs. For example, reviewing a food stamps record would be different from TANF and much different from a Foster Care or CPS case. However, there are certain guidelines that we should all follow when reviewing cases.



7. Ask: What are some good practices when reviewing cases?
- Read objectively. Forget what the case manager may have told you about the case; read it as an outsider would read it.
 - Compare tear sheets/590/AFCARS/Placement Central data to ensure correct entries.
 - Develop a system for following up and tracking corrections.
 - Set aside planned, *uninterrupted* time to read.
 - Select records randomly. Do not allow case managers to select the records.
 - Look for, and note, positives.
 - Use record reviews as teaching/coaching tools.
 - Look for trends.
 - Assure that all children, household members and caretakers have been interviewed (for Social Services).
 - If child safety issues are identified, follow up immediately.
 - Accuracy is important, but also keep an eye on what is *missing* (e.g., not good if 90% accurate but one thing missed was seeing the child).
8. Ask: What is the proper follow-up for a case review?
- A copy of each case review guide needs to be filed in the Social Services productivity file.
 - Case review summaries in OFI need to be forwarded to the County Director or designee.
 - Copies of case reviews in Social Services need to be forwarded to the County Director or designee.
 - A copy of each Social Services case review needs to be filed in the case record.
 - Communicate the results to case manager.
 - Provide feedback and coaching as appropriate. Remember to recognize and praise good work.
 - Arrange for additional follow-up as needed if coaching is done.
 - If you see trends or patterns across case managers, address issues in unit meetings.



9. Present: Case reviews are just one item that goes into an employee's productivity file. The productivity file is like a performance diary for each employee.

PG-93

10. Refer participants to the information on page 93 in the Participant's Guide, *Productivity Files*, and use the information in the Participant's Guide to explain what a productivity file looks like and how to create one.

11. Transition:

- Present: We've talked about the front end (setting expectations), the middle (reviewing work), and a bit about the back end (follow up).
- Brainstorm
- Present: Usually, the follow-up is regular and somewhat informal. Sometimes, however, more formal follow-up is required.




Confronting Unacceptable Behavior (30 minutes)

Slide 121

1. Show slide 121, *Laws of Performance (3)*. Present: Let's start with this truth: A pattern of unacceptable behavior rarely disappears on its own; it can be a virus in the unit. Most of us recognize the truth in this, but it can be soooo tempting to put off confrontation. However, it *is* like a virus in that it can cause hard feelings among others, lead to lower morale, and even spread until one person's unacceptable behavior becomes the unit culture. *Nip it in the bud!*

Laws of Performance (3)

- The more time you spend building strengths, the less time you have to spend confronting negative behaviors.
- People do what gets measured.
- A pattern of unacceptable behavior rarely disappears on its own; it can be a virus in the unit.



3/07 Tools of the Trade 121




Slide 122

2. Show slide 122, *Laws of Performance (4)*. Emphasize: When you document, you protect yourself and your unit for the future. Don't wait six months to document behaviors. Do it immediately. Supervisors should have a productivity file for each employee for any bits of information related to that employee's performance.

Laws of Performance (4)

- **The more time you spend building strengths, the less time you have to spend confronting negative behaviors.**
- **People do what gets measured.**
- **A pattern of unacceptable behavior rarely disappears on its own; it can be a virus in the unit.**
- **Document performance.**

3/07Tools of the Trade122

3. Present: We are not going to tackle the formal disciplinary process in this training. There are two reasons for this.
 - One is that you should not go into this process without consulting your supervisor, and your supervisor can coach you through the process. In consultation with your supervisor, you may contact OHRMD.
 - The second reason is that OHRMD has a separate training program that teaches about formal performance management processes. You should attend that training and learn about proper procedures for discipline and for performance appraisals.
 - Our main point in this training is: Performance appraisals are like audits; if you've prepared and documented everything as you've gone along, the appraisal process is much easier, with fewer surprises.



In Box

4. Facilitate In Box Exercise.
 - Refer to the case managers file from the OFI and Social Services In Box.
 - As a large group, discuss what follow-up might be required from an individual performance perspective.
5. Summarize: There is a lot of help and support for you if there is a serious performance/personnel problem. It is your role to observe, measure, document, and communicate any issues to your supervisor and OHRMD.
6. Transition: As we said earlier, building on strengths is a foundation of effective supervision. Another foundation is motivation.

Motivation, Reward, and Staff Retention (1 hour, 15 minutes)

Scratch paper

7. Facilitate a short exercise to prompt a discussion of motivation:
 - Ask participants to take out a sheet of scratch paper.
 - Explain that you are going to ask them a series of questions. Ask them to rapidly write down the first answer that to each question that pops into their minds.
 - Ask the first question. *“What motivation techniques are most effective in our work environment?”* Remind them to write an immediate answer. Pause briefly while participants write the answer.
 - Ask participants to turn the piece of paper over so the written side is hidden. Tell them that you are going to ask another question. As before, they have to write the answer immediately.
 - Ask the second question. *“What motivates you to do a good job?”* Do not point out that this question is related to the first one. Pause briefly while participants write their answers.
 - Ask participants to compare the two answers. Point out that the questions are related to each other. Invite participants to raise their hands if the two answers are the same. Usually, you will get very few people raising their hands.



8. Ask probing questions to explore the inconsistencies. Use a helpful guiding tone rather than a righteous tone. Because of the limited time, invite participants to just think of the answers rather than discuss them with each other.
 - Are they consistent with each other? If not, why is there a discrepancy between the way you like to be motivated and the way you motivate others?
 - If they are consistent, do you think everyone is motivated by the same thing?
 - Do you think that other people may have unique motivational preferences?
 - How does your supervision accommodate these individual differences?
9. Emphasize: What is motivating for one individual may not be motivational for others. One way to learn what is motivational for an individual is to listen, and it also helps to have some basic background in motivational theory to give you a framework for exploring possible motivational strategies for individuals.
10. Present: There are also some strategies you can use as a supervisor that will be motivational to almost everybody:
 - Be positive and enthusiastic yourself at work.
 - Say “please” and “thank you” in person, on the phone, and in e-mails.
 - Have a way to vent your frustration without bringing staff into it.
 - Build a strong relationship with the person. Strong relationships with supervisors are often cited in studies of employee loyalty.



11. Ask: There are also some strategies that tend to be demotivating for the majority of people. Can you think of what some might be?

- Threat of punishment
- Dishonesty
- Unfairness, a perception of favoritism or cronyism
- Feeling overly constrained, micromanagement
- Disproportionate focus on negative
- No praise unless everything is perfect/not recognizing effort



12. Facilitate activity on recognition:


PG-94

Slide 123

- Ask participants to work in teams of about six to eight.
- Explain: This activity will give you a chance to better understand what type of recognition you and your peers value, and how you can tailor your recognition more specifically to the needs of your team.
- Refer participants to *How Do You Like Your Recognition*, on page 94 in their Participant's Guides.
- Ask each person to complete the survey individually.
- Show slide 123, *How Do You Like Your Recognition: Scoring*. Ask participants to compute their total intrinsic and extrinsic scores.
- Explain that extrinsic motivators are forms of recognition that come from outside the person and appeal to the outer-directed self. Intrinsic motivators appeal to the inner self because they focus on things that may be apparent only to that person. Both motivators have their place, and one is not better than the other.
- Within small groups, discuss differences among people, why certain things are appealing to some and turn offs to others, and how the new supervisor can use this information.
- Allow about five minutes; this should go quickly.

How Do You Like Your Recognition: Scoring

<u>Extrinsic</u>	<u>Intrinsic</u>
All odd numbered items (1, 3, 5, 7, 9, 11, 13, 15, 17, 19)	All even numbered items (2, 4, 6, 8, 10, 12, 14, 16, 18, 20)
Total = _____	Total = _____

3/07Tools of the Trade123



13. Debrief:

- What did you learn about recognition?
- What did you learn about yourself?
- What did you learn about others?
- How will you use your new knowledge in the future?
- How will it help increase team effectiveness?

14. Explain: You can use this same worksheet as a team building exercise for your unit, completing the same activity we just did all together as a team.



15. Emphasize:

- How many of the items on this worksheet cost money beyond the normal cost of doing business? (very few) Emphasize that this underscores the point that most motivational and recognition strategies are not costly. In fact, most are free!
- If you choose to have some sort of formal motivational recognition program, be sure it is something that you have the energy and resources to maintain. Failing to follow through on a regular basis with programs such as “employee of the month” will not be motivational.
- Be aware of ethical guidelines and how they relate to rewards and recognition. If you are unsure of whether a certain reward is within policy (e.g., giving an employee a half-day off), check with your supervisor first.
- This is another area in which you may also want to consider the case manager's stage of development. Please look at pages 43 and 44 and give me one or two examples of how recognition might be different at different stages. (open responses)

PG-95

16. Refer participants to the reference material on page 95 in the Participant's Guide, *Motivating People*. Explain that this material is for them to use on their jobs. It provides further insights on a variety of motivational strategies.

17. Summarize: The positive effects of thoughtful motivation and recognition are not just improved productivity and job satisfaction, but also increased staff retention. A happy, productive, fulfilled team is simply less likely to leave!

Summary (10 minutes)

1. Ask participants to think of and implement a way to recognize one of their fellow participants. Depending on the person's needs, they may decide to do this publicly or privately. Allow a few minutes.



- PG-23
2. Refer participants to the *Supervisor's Development Plan* on page 23 and ask them to add any notes—either development ideas or action items—based on the section on relationships.
- Slide 124
3. Show slide 124, *Reflections*. Ask participants to reflect on their learning and record their thoughts in their Learning Journals.
- PG-Learning Journal

Reflections

What are the key things I can do as a supervisor to make maximizing individual performance a positive and productive activity for me and my team?

What squares with my thinking?

What's still rolling around in my mind?

What do I need to change?

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3/07 Tools of the Trade 124



Course Summary

Time 1 hour, 50 minutes

Overview After discussing some final thoughts with the trainer, participants will complete a quiz game that asks them to recall as much course content as possible.

Finally, the summary includes an introduction to new supervisor certification and field-based practice, course evaluations, and the course posttest.

Objectives All

Related Competencies All

Activities **Day Six:**

- Closing Thoughts (10 minutes)
- Course Content Summary (20 minutes)
- Closing Up the Tool Shop (1 hour, 5 minutes)

Materials

- Handout: Field Practice Guidebook
- Course posttest (one per participant)

Preparation



Closing Thoughts (10 minutes)

1. Present: I'd like to give you some closing thoughts, then we'll have an activity that encourages you to recall as much as you can from this entire training course.

Slide 125

2. Show slide 125, *Seven Habits of Highly Effective People*.
3. For each item on the slide, ask *one* volunteer to tell a motivational story of that trait in action (either by them or by someone else) and how it relates to their learning.

Seven Habits of Highly Effective People

- Be proactive.
- Begin with the end in mind.
- Put first things first.
- Think win-win.
- Seek first to understand and then to be understood.
- Synergize.
- Sharpen the saw.

Covey, Stephen R. *Principle-Centered Leadership*. 1991.

DHR Georgia Department of Human Resources

3/07 Tools of the Trade 125

Trainer's Note: The following information may help promote discussion on the seven habits:

Be proactive. Being proactive means taking responsibility for our attitudes and actions as well as taking the initiative to make things happen.

Begin with the end in mind. Start with a clear destination to understand where you are now, where you're going, and what you value most.

Put first things first. This is about personal management, which involves organizing and managing time, events, and self. Organize and execute around priorities.

Think win-win. "Win-win" is the attitude of seeking mutual benefit.



Seek first to understand, then to be understood. Understanding builds the skills of empathic listening that inspire openness and trust.

Synergize. Synergize results from teamwork and cooperation, from valuing different perspectives together in the spirit of mutual respect.

Sharpen the saw. Renewing your physical, spiritual, mental, and emotional attributes makes possible personal fulfillment and growth.

Slide 126

4. Show slide 126, *Ten Traits of Great Leaders*.
5. For each item on the slide, ask *one* volunteer to tell a motivational story of that trait in action (either by them or by someone else) and how it relates to their learning.

Ten Traits of Great Leaders

- Great leaders have character.
- Great leaders don't do it alone.
- Great leaders make friends.
- Great leaders take responsibility.
- Great leaders are problem solvers.
- Great leaders are decision makers.
- Great leaders know how to delegate and empower.
- Great leaders understand motivation.
- Great leaders show thanks.
- Great leaders are learners.

Winget, Larry (ed.). *Only the Best on Leadership*. 1996.

3/07Tools of the Trade126

Course Content Summary (20 minutes)

1. Present: Let's see how much you can remember from all six days of training.



Slides 116-146

2. Review for the test:

- Divide the class into two teams.
- Tell them that this review should prepare them for the posttest.
- Allow a few minutes for them to review their Participant's Guide, slides, and notes.
- Show slides 116 – 146. For each slide, the question will appear first. Ask participants to raise their hands if they know the answer. Call on the first person whose hand is raised. If the answer is correct, give the team one point. If the answer is incorrect, give the other team a chance to answer it correctly. If neither team is correct, you may open it back up to all.
- Click to reveal the correct answer.
- Continue through the whole set of slides.

***Trainer's Note:** To save space, the slides are not reproduced here.*

Closing Up the Tool Shop (1 hour, 5 minutes)

Handout: Field Practice Guidebook

1. Distribute Field Practice Guidebook. Present an introduction to new supervisor certification and field-based practice.
2. Ask participants to complete course evaluations on line.
3. Thank participants for their participation. Explain that the last order of business is the course posttest. They have 30 minute to complete it, but if they finish early, they may leave.
4. Distribute course posttest. Collect them and check the names before each participant leaves.



Class Date: _____ Location: _____

Date Feedback Form Sent: _____

Field Practice Start Date: _____

Field Practice End Date: _____

Date Modules Signed: _____

Date Letter Sent to Supervisor/CD: _____

Post Test Date and Score: _____

Retake Date and Score: _____

Class Date: _____ Location: _____

Date Feedback Form Sent: _____

Field Practice Start Date: _____

Field Practice End Date: _____

Date Modules Signed: _____

Date Letter Sent to Supervisor/CD: _____

Post Test Date and Score: _____

Retake Date and Score: _____



Class Date: _____ Location: _____

Date Feedback Form Sent: _____

Field Practice Start Date: _____

Field Practice End Date: _____

Date Modules Signed: _____

Date Letter Sent to Supervisor/CD: _____

Post Test Date and Score: _____

Retake Date and Score: _____



Name: _____
County: _____ Work #: _____
Cell #: _____ Emergency #: _____
Program Area(s): _____
Supervisor Name & Title: _____
Supervisor #: _____

Program Director Name & #: _____
Deputy Director Name & #: _____
Director Name & #: _____
Regional FPS Name & #: _____
Training Coordinator & #: _____

Name: _____
County: _____ Work #: _____
Cell #: _____ Emergency #: _____
Program Area(s): _____
Supervisor Name & Title: _____
Supervisor #: _____

Program Director Name & #: _____
Deputy Director Name & #: _____
Director Name & #: _____
Regional FPS Name & #: _____
Training Coordinator & #: _____



Name: _____

County: _____ Work #: _____

Cell #: _____ Emergency #: _____

Program Area(s): _____

Supervisor Name & Title: _____

Supervisor #: _____

Program Director Name & #: _____

Deputy Director Name & #: _____

Director Name & #: _____

Regional FPS Name & #: _____

Training Coordinator & #: _____



Poster: Guiding Principles for New Supervisors: Advice from Experienced Supervisors

1. Embrace your new role; leave your old role behind.
2. Focus on outcomes. Begin with the end in mind, and remember that the end doesn't justify the means.
3. Focus on solutions; build on strengths.
4. Make decisions based on good judgment guided by department mission, vision, values, policy, legal mandates, and goals.
5. Embrace the diversity of your staff and learn how to help each one make a contribution to outcomes in his/her own way.
6. Be fair. Be consistent. Be trustworthy. Be a positive force.
7. Learn to be at peace when you know you've done your best.
8. Communicate with your supervisor, especially about priorities.
9. Rely on data, values, and family-centered practice principles to make decisions.
10. Remember: Nobody works well unsupervised.

Do's and Don'ts of Moving Into a New Role and Team

1. Understand local customs and work habits (particularly if you are from a different generation, race, gender, geographical background than the majority). This includes things such as learning housekeeping rules, schedules, and break times.
2. Seek first to understand, then to shape, the unit culture.
3. Give respect for others' experience and knowledge.
4. Find out when and how supervisors network.



Handout: Praising Desired Behavior: Supervisor's Notes

You recently hired a new case manager in your unit. The new case manager seems focused, responsible, and intent on doing a good job. For the past two days, the case manager has been completing training on the latest version of software all case managers must use to perform their jobs.

Preparation Questions

- *What did you see and hear?*
- *How does it compare with your expectations?*
- *Speculate about the negative consequences if you ignore this coaching opportunity.*
- *What are the main points you want to cover in your coaching session?*
- *How will you involve the case manager in determining next steps?*
- *Plan for one possible option for the follow up in case the case manager doesn't have any ideas.*

Today, you notice this new case manager working on documenting a case. S/he is careful to review personal notes from class, refer to documentation, and access on-line help.

You are pleased the case manager is a self-starter and is not constantly interrupting someone else to repeat detailed steps on how to accomplish basic tasks the training already covered. You would like all your case managers to exhibit the independence of this new individual.

You decide to take the opportunity to coach your new case manager, and start walking toward him/her.



Handout: Praising Desired Behavior: Case Manager's Notes

You are a newly hired case manager. Earlier this week, you completed two days of training on software you need to do your case work. It is different from software you used in previous jobs in

Analysis Questions

- *Summarize the message you heard during the discussion with your supervisor.*
- *How accurate was the feedback? How were you measured against expectations?*
- *What was your reaction to the next steps you and your supervisor agreed upon?*
- *Describe what you expect for a follow-up session.*

another state. The training was actually designed for advanced users with previous experience using a similar program. It is much more complex than your former software. Not only are you trying to learn the differences between this software and the one you already know, you're having to get familiar with the new computer as well. Frankly, you're confused.

In your last job, your supervisor gave you a performance rating that was lower than you expected because you sought "too much" advice and input from more experienced case managers when you ran into difficulties. This time, you're not going to make the same mistake. You are going to work on your own and just hope you are starting off correctly. You are using all the resources provided to you—user guides, on-line help, your personal notes from the training course—all the resources except

people resources. You're stuck, but you dare not interrupt any of your new co-workers or your new supervisor for help.

Your new supervisor has just walked up to talk to you.



Handout: Coaching: Observer's Notes

What is the coaching situation? How important is it?	
What does the coach observe? What does it relate to?	
What is the diagnosis? How accurate is it?	
<p>What characteristics of listening and feedback skills do you observe?</p> <ul style="list-style-type: none"> ➤ Specificity, including a focus on behavior, rather than the person ➤ Clarity ➤ Empathy and consideration for person's needs ➤ Active listening skills <ul style="list-style-type: none"> ➤ Gives full attention ➤ Seeks first to understand, then to be understood ➤ Attends to feelings, meaning ➤ Uses effective questioning strategies ➤ Use interviewing and engagement skills ➤ Asks person to restate understanding ➤ Doesn't assume ➤ Uses body language that matches words 	
<p>What response does the supervisor make? Does it fit the diagnosis?</p> <ul style="list-style-type: none"> ➤ Silence ➤ Criticism ➤ Advice ➤ Reinforcement 	
What is the plan for follow-up? (When, what, how much, consequences/PICs)	
What does the coach do very well?	
What is one area for improvement?	



Handout: Correcting Performance Gaps: Supervisor's Notes

In recent weeks, you have noticed that one of your case managers has exhibited an increasing pattern of tardiness and absenteeism. At first, it was minor. Five minutes late. Ten minutes late.

Preparation Questions

- *What did you see and hear?*
- *How does it compare with your expectations?*
- *Speculate about the negative consequences if you ignore this coaching opportunity.*
- *What are the main points you want to cover in your coaching session?*
- *How will you involve the case manager in determining next steps?*
- *Plan for one possible option for the follow up in case the case manager doesn't have any ideas.*

S/her called in sick one Friday, then again the following Friday and yet again on the very next Monday. The same pattern repeated itself this past week in the midst of a busy schedule. You are beginning to wonder if this employee has really been sick.

You know this case manager is normally a hard worker and an overall above average to excellent performer, with a good track record at DFCS. From bits and pieces of information s/he has mentioned recently, you also know s/he has been experiencing some difficulties at home, but you don't know the details. You have noticed in the past that the case manager does not seem to like to discuss his/her personal life at work. But other staff in your unit, including a new case manager who doesn't know this person well, are becoming irritated at having to pick up the slack. You overheard one co-worker say she thought she might just start taking Fridays off too, since it appeared anyone could get away with it.

The case manager in question was out sick again yesterday, and this morning, s/he showed up twenty minutes late. You realize you may have let this pattern go a little too far. As the case manager walks past your office, you call to speak to him/her in private.



Handout: Correcting Performance Gaps: Case Manager's Notes

You have been a case manager at DFCS for six years. Your work record has been rated "exceeded expectations in every unit where you have worked. You know you have a good reputation and have never given reason for your supervisor to take any disciplinary action with you.

Analysis Questions

- *Summarize the message you heard during the discussion with your supervisor.*
- *How accurate was the feedback? How were you measured against expectations?*
- *What was your reaction to the next steps you and your supervisor agreed upon?*
- *Describe what you expect for a follow-up session.*

Over the past three months, you have been experiencing difficulties at home. Your child has exhibited problems at school and was recently diagnosed with Attention Deficit Disorder (ADD). At home as well as at school, the child is acting out more and more. Last month, your spouse's mother, who lives alone in another town, became ill and your spouse has been on edge attempting to deal with the situation long distance. You and your spouse both work full time, and in the small amount of time you are together, all you seem to do is argue. The disagreements start at the breakfast table and last until past time for you to leave for work.

You are worn out from the stress. Recently, you have taken a couple of "mental health" days off work just to stay home alone and recuperate. Well, maybe more than a couple of days. But, between the difficult environment at home and your stressful case load, you really needed that time. Luckily, your years of experience are serving you well in helping you to keep up with work as much as you can.

You took last Friday and this past Monday off as sick days. After a heated argument with your spouse, you were twenty minutes late to work this morning. You are just sliding by your new supervisor's office and hear a voice calling you in for a private talk. Just what you needed!

Your new supervisor has just walked up to talk to you.



Growing a Team Cards

Directions to Trainer: Print these sheets and cut them to create cards. You will need one set of cards for each triad of participants.

1. All members participate in all team activities.

2. Disagreements become more civilized and less divisive.

3. Feeling of us-them increases.

4. Ground rules become second nature to team members.

5. If there is a formal leader, team members tend to obey him or her.

6. Leadership is shared among different members.



7. Cautious

8. Leadership role is rotated among appropriate members.

9. Members are anxious and suspicious of the task ahead.

10. Challenging

11. Members are more committed to their sub-groups than to the team as a whole.

12. Members are more friendly toward each other.

13. Members are not committed to the group's goal.

14. Collaborating



15. Conversation is polite and tentative.

16. Each team member decides what his or her role should be.

17. Everyone begins to experience success.

18. Members are not fully committed to the team goal.

19. Members are proud to be chosen for the team.

20. Members are relieved that things are progressing smoothly.

21. Everyone is wondering, "Why are we here?"

22. Members are satisfied about the team's progress.



23. Members argue with each other—even when they agree on the basic issues.

24. Everyone wants to have his or her say.

25. Facilitator encourages team members to critique their behaviors.

26. Members attempt to figure out their roles and functions.

27. Members begin to enjoy team activities.

28. Facilitator encourages team members to discuss their negative feelings.

29. Facilitator helps team members uncover and discuss hidden agendas.

30. Members challenge, evaluate, and destroy ideas.



31. Members choose sides.

32. Members compete with each other.

33. Facilitator points out violations of ground rules and helps team members revise the ground rules, if appropriate.

34. Facilitator uses an icebreaker to help team members to get acquainted with each other.

35. Members deal with each other with greater confidence.

36. Members develop great loyalty to the team.

37. Members don't have enough information to trust each other.

38. Members feel comfortable about their roles in the team.



39. Members feel confident about disagreeing with each other.

40. Team members decide on the appropriate level of risk taking.

41. Members feel empowered. They take initiative without checking with the leader.

42. Members feel excitement, anticipation, and optimism.

43. Members form subgroups that get into conflicts.

44. Members freely ask questions and express their frustrations.

45. Members have a better idea of whom to trust and whom to distrust.

46. Members have a realistic sense of trust based on their experiences with each other.



47. Members have clear understanding of the strengths and weaknesses of each other.

48. Members take a "wait-and-see" approach.

49. Members tend to avoid the tasks and argue about ground rules.

50. Members tend to be polite to each other.

51. Members tend to become complacent.

52. Members understand the team processes.

53. Members' feelings and attitudes keep fluctuating.

54. Most conversations are to and from the team leader.



55. Most discussions are about getting the task done.

56. Most discussions are shallow.

57. No ground rules established. Members rely on their prior team experiences to decide how to act.

58. Regular team meetings are replaced by a variety of as-needed communications.

59. Several conflicts develop.

60. Some members become bored with the routine and begin looking for new challenges.

61. Some members demonstrate passive resistance.

62. Team members decide who should do what.



63. Some members dominate team discussions.

64. Some members still dominate team discussions.

65. Team members depend on the facilitator to explain what is going on.

66. Team members experience this stage after storming and before performing.

67. Status of members inside the team is based on their status outside.

68. Team activities become more informal.

69. Team becomes creative in accomplishing its goal.

70. Team begins celebrating its success.



71. Team begins to receive payoffs.

72. Team members feel frustrated.

73. Team members list their ground rules on a flip chart.

74. Team demonstrates greatest levels of flexibility.

75. Team establishes ground rules for interactions among the members.

76. Team generates solutions that are acceptable to all members.

77. Team members negotiate with each other to decide how the team should be structured.

78. Team members participate in a balanced and supportive fashion.



79. Team goal is unclear.

80. Team ground rules are clearly established.

81. Team holds abstract discussions of concepts and issues.

82. Team is able to prevent potential problems.

83. Team members share the leadership role.

84. Team members trust each other more because they have established clear interaction guidelines.

85. Team is likely to suffer from groupthink and lack of objective evaluation.

86. Team is not very productive.



87. Team members are committed to the goal and to the task.

88. Team members are more natural and less self-conscious in their interactions.

89. Team members attempt to understand their goal and task.

90. Team members complain about organizational barriers.

91. Team members disagree and argue with each other.

92. Team members disagree with the leader.

93. Team members don't participate fully.

94. Team members resolve conflicts easily.



95. Team members seek clear guidance.

96. Team members talk and argue with each other.

97. Team spends more time on task and very little time on ground rules.

98. The team becomes increasingly productive.

99. The team has a better understanding of the goal, but still needs guidance.



Handout: Stages of Team Development Feedback Table

Card. Suit	Card. Suit	Card. Suit	Card. Suit	Card. Suit
1. P	21. F	41. P	61. S	81. F
2. N	22. P	42. F	62. N	82. P
3. N	23. S	43. S, N	63. F, S	83. P
4. P	24. S	44. S	64. S	84. N, P
5. F	25. N	45. N	65. F	85. P
6. P	26. N	46. N, P	66. N	86. F, S
7. F	27. P	47. P	67. F	87. P
8. P	28. S	48. F	68. P	88. P
9. F	29. N	49. S	69. P	89. N
10. S	30. S	50. F	70. P	90. F
11. S	31. S	51. P	71. P	91. S
12. N, P	32. S	52. P	72. F	92. S
13. F	33. N	53. S	73. N	93. F, S
14. P	34. F	54. F	74. P	94. P
15. F	35. N	55. P	75. N	95. F
16. N	36. N, P	56. F	76. P	96. S
17. P	37. F	57. F	77. N	97. P
18. F	38. N, P	58. P	78. P	98. N, P
19. F	39. N, P	59. S	79. F	99. N
20. N	40. N	60. P	80. N, P	