

Day One

Part One: Supervisor as Self



TOPICS

From Practitioner to Supervisor

Working with Others (MBTI)

Culminating Project—Introduction

Part One: Self as Supervisor

The focus of the first three days of the *Supervising for Excellence* Curriculum is making the transition from worker to supervisor. Investigators and Case Managers have valuable experience with families and managing tasks. Your new role will require you to mentor investigators and case managers and assist them in becoming more skilled, insightful and sensitive to the needs of the children and families they work with. As a new supervisor, you must first look inside yourself to discover what has made you successful in the past and how you can use your strengths to nurture your new team.

Key Learning Objectives

- ✓ Supervisors will identify and develop the necessary skills, knowledge and attitudes that will enable them to grow personally.
- ✓ Supervisors will see how their personal attitudes and behaviors have an impact on their team.

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Part One: Supervisor as Self

Topic	Activities
Part One and Day One Overview	
From Practitioner to Supervisor	<ul style="list-style-type: none">▪ Skills Assessment▪ Super Worker to Super-visor▪ Mini Case Studies▪ Expectations vs. Reality
Working With Others (MBTI)	<ul style="list-style-type: none">▪ MBTI Tool▪ That's Cool, But...
Culminating Project— Introduction	<ul style="list-style-type: none">▪ Culminating Project Homework
Wrap-up	<ul style="list-style-type: none">▪ Complete Evaluations

Objectives

From Practitioner to Supervisor

- ✓ Perform a supervisor self assessment.
- ✓ Identify the challenges related to transitioning from peer to supervisor.
- ✓ Develop strategies and skills for transitioning from peer to supervisor, including peer support from other supervisors.

Working with Others (MBTI)

- ✓ Review the Myers-Briggs Type Indicator.
- ✓ Identify how you can use the information from the Myers-Briggs Type Indicator in your supervisory role.

Culminating Project

- ✓ Identify the purpose, aspects and requirements of the Culminating Project for ***Supervising for Excellence*** training.

Activity – Supervising for Excellence Skills Assessment

Directions:

Complete the Supervising for Excellence Skills Assessment. Be honest. No one else will see this assessment. An honest assessment of strengths and weaknesses will help a person know what areas to focus on while in this training.

Directions: Using the scale of 1-5, circle the number for each statement that indicates your current level of knowledge, skill, or ability in that area:

*1 = limited: very little, if any knowledge, skill or ability
 2 = little: have a little bit of knowledge, skill or ability
 3 = moderate: have some knowledge, skill or ability and practice it in my work occasionally
 4 = good: have a good bit of knowledge, skill and ability and practice it in my work daily
 5 = excellent: have superior knowledge, skill and ability and can teach it to someone else*

1. My ability to understand what staff members needs from me and to provide that in an efficient and effective manner is

1	2	3	4	5
Limited				Excellent

2. My understanding of and ability to model a strengths-based approach in coaching staff members is

1	2	3	4	5
Limited				Excellent

3. My ability to create a positive climate where staff feel that their needs are being met is

1	2	3	4	5
Limited				Excellent

4. My knowledge of skills and strategies for minimizing defensiveness and maximizing openness to feedback in staff members in my unit is

1	2	3	4	5
Limited				Excellent

5. My understanding of how to promote transfer of learning for staff from their training experiences is

1	2	3	4	5
Limited				Excellent

6. My ability to coach staff to improve client interaction, assessments, case plans and productivity is

1	2	3	4	5
Limited				Excellent

Activity, cont.: Supervising for Excellence Skills Assessment

7. My knowledge of, and skills for, evaluating and addressing the quality of my staff's interactions and relationships with clients related to the standards of a strengths/needs based practice model is

1 2 3 4 5
 Limited Excellent

8. My ability to effectively deal with resistance in those I supervise is

1 2 3 4 5
 Limited Excellent

9. My ability to effectively initiate corrective action when necessary is

1 2 3 4 5
 Limited Excellent

10. My knowledge of, and skills for, evaluating and addressing the quality of my staff's assessments, case plans, and decisions is

1 2 3 4 5
 Limited Excellent

11. My confidence in my ability to supervise people from a range of cultures is

1 2 3 4 5
 Limited Excellent

12. My ability to help my staff deliver culturally responsive services to families and children is

1 2 3 4 5
 Limited Excellent

13. My ability to listen to a range of opinions without expressing judgment is

1 2 3 4 5
 Limited Excellent

Strengths	Improvement

Discussion – Mini Case Studies

Case Study #1

You've worked with this person for years and consider him a good personal friend. You have shared a great deal of personal information over the years and have had many social interactions outside work. You have now been promoted and will be supervising this person directly.

Case Study #2

Your supervisor left the organization and her position is vacant. You and two other people on your team interview for her position and you get the job. Your co-workers are jealous.

Case Study #3

You are supervising a former peer. She is having problems getting her work done in a timely fashion and the quality of her work is poor.

Case Study #4

You are supervising a former peer. Having worked closely with this person, you know that his style with families is aggressive and not at all in line with the values of family-centered practice.

Case Study #5

As a former case manager, you sometimes participated in gripe sessions about another "change" in the system with people under your current supervision.

Discussion – Mini Case Study Worksheet

Questions for Discussion

How would you handle each of these situations?

Or, if this has happened to you, how did you handle it? Would you handle it any differently if you had to do it again? What was the outcome?

Case Study #1

Case Study #2

Case Study #3

Case Study #4

Case Study #5

Activity – What I Expected vs. What I'm Experiencing...

Directions:

Respond to the following:

1. The part I LOVE about being a supervisor is:

2. The part I DISLIKE MOST about being a supervisor is:

3. When I first considered being a supervisor, I never thought I'd:

4. Since becoming a supervisor, the biggest change I've seen on the job is:

5. My greatest strength as a supervisor is:

6. What I believe I need to work on most is:

Culminating Project – Fact Sheet

Project Elements

- Choose a project that reflects a challenge you are dealing with or that your unit needs to address.
- Your project should be consistent with your current duties as a supervisor.
- It should be selected to allow you to use supervisory skills you already have, yet should present a challenge and require you to learn something new.
- Consult with your supervisor about your project topic.
- This project is an integral part of the SFE curriculum as it facilitates the transfer of learning from the classroom to the job.
- The project can be individual or in a group preferably no larger than three.
- Apply the principles you are learning throughout the program.

Time Frames

- Turn in your project proposal with the details of your project at the end of Day 3.
- Report on the progress of their project on Day 4.
- Project presentations during Week 3.

Project Design

- 15 minutes (20 minutes max) + Questions and Answers
 - PowerPoint.
 - Video.
 - Lecture with Visuals.
- BE CREATIVE!

Culminating Project – Worksheet

Directions:

In planning your project, you should consider the following elements:

1. Name or title: Is it consistent with your current role as supervisor?

2. What will it accomplish? How will you know?

3. What role will you play?

4. What support will you need? Have you consulted with your supervisor?

5. What resources might you need?

6. What specific, concrete steps will you take to complete the project?

7. What is the big idea behind the project? Does it present a challenge or require you to learn something new?

Culminating Project – Proposal

Directions:

Complete this proposal and turn in on Day 3 of the training.

1. Name or title of project:

2. How is the project consistent with your supervisory role?

3. What will it accomplish?

4. What is the big idea behind the project? What is the challenge?

5. What will it accomplish?

Culminating Project – Samples

- Retraining staff on the use of Family-Centered approach.
- Structuring your meetings using the principals in ***Making Meetings Work***.
- Implementing clinical supervision and parallel process in your unit.
- Trying out a new on-call scheduling process.
- Implementing a new procedure for assigning cases.
- Conduct grand-rounds discussions in your unit using the strategies found in ***Mentoring Through Qualitative Discussion*** and ***Team Discussions***.
- Using humor in the workplace.
- Revising your use of time in order to prioritize your role as mentor.
- Revamping your performance assessment system to spend less time monitoring and more time mentoring/modeling.
- Evaluate the learning needs of your unit and implement a course of action that includes training opportunities, teachable moments and transfer of learning.
- Implement a major change in your unit that you know will meet with resistance.

Culminating Project Presentation Rubric

Criteria	Advanced 4	Competent 3	Needs Improvement 2	Limited 1
Topic	<ul style="list-style-type: none"> Addresses a challenging and unique topic for child welfare supervisors Topic is relevant and current 	<ul style="list-style-type: none"> Addresses a relevant topic for child welfare supervisors 	<ul style="list-style-type: none"> Lack of thought went into selecting the topic Lacked challenge 	<ul style="list-style-type: none"> Does not address a child welfare supervision topic
Opening/ Introduction	<ul style="list-style-type: none"> Draws attention in unique way 	<ul style="list-style-type: none"> Interesting Appropriate Sets tone 	<ul style="list-style-type: none"> Has introduction Lacks spark Needs improvement 	<ul style="list-style-type: none"> Non-existent
Presentation Content	<ul style="list-style-type: none"> Uniquely insightful Makes a strong statement or impact on audience 	<ul style="list-style-type: none"> Ideas clear and shows in depth understanding 	<ul style="list-style-type: none"> Ideas clear, transitions inconsistent or missing 	<ul style="list-style-type: none"> Disorganized Ideas choppy
Visuals and Evidence of Documentation	<ul style="list-style-type: none"> Very professional look and use of visual Documentation style chosen is appropriate for the given project and thoroughly illustrates the progression of the work 	<ul style="list-style-type: none"> Visuals are clear, good size, correctly spelled Polished appearance Used effectively Documentation style chosen is appropriate for the given project and illustrates most of the progression of the work 	<ul style="list-style-type: none"> Has visuals but inappropriate overall size or content or may have a few spelling errors Lacks neatness May not be used effectively Documentation style chosen is not appropriate for the given project and does little to illustrate the progression of the work 	<ul style="list-style-type: none"> Lacks visuals or very poor quality No documentation is provided or the chosen style is inappropriate for the project and/or not well documented
Depth of Knowledge	<ul style="list-style-type: none"> Research was extremely meaningful and project is of superior quality Shows in-depth knowledge of topic 	<ul style="list-style-type: none"> Applied research to quality project Shows depth of knowledge 	<ul style="list-style-type: none"> Lacks depth of knowledge as applied to project Research lacks depth 	<ul style="list-style-type: none"> Research not evident or unrelated to project
Answers Questions	<ul style="list-style-type: none"> Answers questions with assurance and with in-depth knowledge 	<ul style="list-style-type: none"> Answers questions honestly, thoughtfully and with substance 	<ul style="list-style-type: none"> Answers questions but without real depth Struggles with some questions 	<ul style="list-style-type: none"> Inconsistent, unclear statements Cannot answer multiple questions
Conclusion	<ul style="list-style-type: none"> Uniquely insightful Makes a strong statement or impact 	<ul style="list-style-type: none"> Clear and consistent with topic Sense of completion 	<ul style="list-style-type: none"> Included but somewhat irrelevant or inconsistent with body Abrupt 	<ul style="list-style-type: none"> Lacks conclusion
Length		<ul style="list-style-type: none"> Speaks on the subject for 15 minutes 	<ul style="list-style-type: none"> Speaks for 10-12 minutes or over 18-19 	<ul style="list-style-type: none"> Under 10 minutes or over 20

Culminating Project – Progress Report

Directions:

In planning your project, you should consider the following elements:

1. Name or title?

2. What have you accomplished so far? What successes have you seen? What have you learned?

3. What results have you seen so far?

4. What challenges have you faced?

5. What questions do you have?

Day One PowerPoint

Slide 1.1

Supervising for Excellence

DAY ONE
Part One: Self as Supervisor

Florida Department of Children and Families

Slide 1.2

Part One Learning Goals: Self As Supervisor

- Supervisors will identify and develop the necessary skills, knowledge and attitudes that will enable them to grow personally.
- Supervisors will see how their personal attitudes and behaviors have an impact on their team.

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Slide 1.3

Positive Outcomes Bridge—Part One

QUALITY PRACTICE

POSITIVE OUTCOMES

WHERE FAMILIES ARE

WHERE FAMILIES COULD BE

Knowledge, Skills, Attitudes, Behaviors, Impact

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Slide 1.4

Part One Learning Goals: Self As Supervisor

- From Practitioner to Supervisor
- Working with Others
- Culminating Project Introduction

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Slide 1.5

Myers-Briggs Type Indicator

- Taking the Myers-Briggs Type Indicator Inventory is **voluntary**.
- Inventory results will **never** be used to label, evaluate, or limit you in any way.
- Results are **confidential** and not given to anyone without permission.
- The Inventory is **not a test**, since there are no right or wrong answers.

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Choosing a Culminating Project

- Use the **skills you have**, but present a **challenge** and require you to **learn something new**.
- Consistent with your **current duties** as a supervisor.
- A **challenge** you are currently facing or an **issue** your unit needs addressed.
- Skills and knowledge from **Supervising for Excellence**.
- Consult with **your supervisor**.
- Ideas from **local leadership**.

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Day One PowerPoint

Slide 1.7

Culminating Project Deadlines

- Day 3
 - Project proposal due
 - Sign up for presentation
- Day 5
 - Informal progress report
- Days 7-9
 - Project presentations

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Culminating Project Design

- Individual or group
- Presentation:
 - 15 minutes (20 minutes max) + Q&A
 - PowerPoint
 - Video
 - Lecture with Visuals
 - BE CREATIVE!

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End of Day One

**Thank you
for participating**

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