

Day Three

Part One: Supervisor as Self



TOPICS

Listening Skills

Use of Power

Time Management

Making Meetings Work

Culminating Project—
Project Proposals

● ● ● ● ● ● ● Day Two ● ● ● ● ● ● ●

Part One: Supervisor as Self

Topic	Activities
Day Three Introduction	<ul style="list-style-type: none">▪ Communication Game
Listening Skills	<ul style="list-style-type: none">▪ Active Listening▪ Listen Closely
Use of Power	<ul style="list-style-type: none">▪ Identifying Your Power▪ Increasing Your Power
Time Management	<ul style="list-style-type: none">▪ Identifying Barriers▪ Action Lists▪ Scheduling
Making Meetings Work	<ul style="list-style-type: none">▪ Me and Meetings▪ Create An Agenda - Case Example▪ Running a Meeting
Culminating Project—Project Proposals	<ul style="list-style-type: none">▪ Culminating Project Proposals▪ Culminating Project Homework
Wrap-up	<ul style="list-style-type: none">▪ Complete Evaluations

Objectives

Listening Skills

- ✓ Compare verbal and non-verbal communication.
- ✓ Define active listening.
- ✓ Practice active listening skills.

Use of Power

- ✓ Discuss the seven bases of power.

Time Management

- ✓ Discuss barriers to time management.
- ✓ Identify strategies to improve time management.
- ✓ Create an action plan for implementing time management strategies.

Making Meetings Work

- ✓ Identify purposes & phases.
- ✓ Learn about the Agenda Bell.
- ✓ Techniques to prepare & plan.
- ✓ Learn facilitator strategies.
- ✓ Practice making meetings work.

Culminating Project—Project Proposals

- ✓ Present Culminating Project proposals for feedback and approval.

Handout – Active Listening Behaviors

Get the Story

- Encourage the speaker.
- Body language.
- Genuine interest and curiosity.
- Ask open-ended questions.
 - “Tell me about the situation.”
 - “Can you tell me more about that?”
 - “What happened next?”
- Draw out background/context.
 - “When did you first become aware of this situation?”
 - “Have you ever dealt with anything like this before?”
 - Clarify and check understanding.
 - “After the accident, you called your wife, is that right?”
 - “So she called you on Tuesday and you called her back Wednesday, correct?”
Supervisor as Educator.
- Explore the role of supervisor as educator.
- Review sources of motivation for adult learners.
- Identify the different learning styles.
- Develop strategies for transfer of learning.

Probe/Clarify Meanings

- Use questions that take the speaker’s understanding a step deeper, or brings out the meaning or significance of the situation for the speaker.
 - “What is your concern about that?”
 - “What were you thinking when that happened?”
 - “What do you mean by ‘disrespect’?” “What about that felt disrespectful?”
 - “How do you think he sees this issue?”
- “Are you more upset that she didn’t call, or that she lied?”

Handout, cont.: Active Listening Behaviors

Listen for and Responding to Emotion

- Be aware of non-verbal cues.
 - Hesitation, change in tone, body language.
- Name the emotion in a way that validates it.
 - When in doubt, stay general.
 - (“upset”, “frustrated”).
- Allow venting
 - “You seem really passionate about reunifying this family.”
 - “I’m sorry you’re sad. Here’s a Kleenex.”
- “I can tell you’re upset. Are you angry or frustrated?”

Summarize

- Make a “story” out of what you’ve heard.
- Try to capture what’s most important to the speaker.
- Include main facts, issues, concerns, feelings, perceptions.
- Check accuracy:
 - “You’ve said a lot; let’s see if I understand...”
 - “What I hear you saying is... Is that right?”
- “So, you’re most concerned about X, correct?”

Value Silence

- Don’t rush to respond. Allow time for the person talking to collect his/her thoughts if necessary.
- Give time for answering questions.
- Silence allows a person to hear himself and formulate thoughts more clearly.

Activity – Seven Bases of Power

Directions:

Identify at least one area where you can increase the power you have available in your current work setting and describe how you'll accomplish building that power.

Formal

POSITION

REWARD

PUNISH

Informal

ASSOCIATIVE

RELATIONSHIP

EXPERT

CHARISMA

Handout – Common Problems Managing Time for Child Welfare Professionals

Know Your Problem Areas and Implement Solutions

Each of us has a unique style of managing our time, as well as unique problems and challenges that keep us from managing time effectively. Below is a list of common problems that face child welfare professionals as they attempt to manage their time.

Problem: Your work environment discourages you from spending time the way you want or need to.

Examples:

- The smell of coffee leads to the break room.
- Your office is too hot or too cold.
- Your office furniture/area is not conducive to work flow.

Possible Solutions:

- Identify problems with the environment and discuss a plan to remedy them with your supervisor and/or your colleagues.
- Set up rewards under your time management system, and include items that distract you anyway, like coffee.
- Organize office.

Problem: You lack skills to manage time effectively.

Examples:

- You aren't able to gracefully end a conversation with someone who interrupts you.
- You aren't able to control phone conversations.
- You aren't able to say "no" when you already have too much to do.
- You aren't able to do a daily "to do" list and work through it.

Possible Solutions:

- Ask a colleague who seems to manage time well how he or she manages to gracefully end conversations, prioritize work, etc.
- Discuss with your supervisor how you can manage time better and let him or her know how full your "plate" is. (It is best not to have this discussion when a case is being assigned, but in the context of general supervision.)

Handout, cont.: Common Problems Managing Time for Child Welfare Professionals

Problem: You are not getting enough rewards for using time well, or you are getting rewards for using it inappropriately.

Examples:

- Attention—playing the martyr and telling others how hard you work.
- Power—being late for meetings.
- Avoidance of tasks—procrastinating in the hopes that someone else will do the work or the problem will go away.
- Resistance to change—change is hard work.
- Avoidance of responsibility—blaming others for your own choice or actions.

Possible Solutions:

- Explore honestly what motivates you to do child welfare work.
- Elicit feedback from other supervisors, colleagues, and friends about how you might manage time better.

Problem: It is difficult to manage your time because it is not clear what you should be doing.

Examples:

- You are a new supervisor and are unsure what to do next on a case.
- You are not clear about the departmental policy.

Possible Solutions:

- Ask for clarification about responsibilities. Identify a trusted colleague to ask about advice and procedures when your supervisor is unavailable.
- Keep an updated manual of departmental policy for reference.
- Develop a system for prioritizing tasks that works and stick to it.
- Prioritize and update your lists regularly so you can clarify what to do next.

Handout, cont.: Common Problems Managing Time for Child Welfare Professionals

Problem: Disorganization causes you to waste time.

Examples:

- You cannot locate necessary forms in a timely manner.
- You must reschedule meetings and phone calls because you don't have the proper materials or you don't ask the right questions.
- You forget information gathered during in-person contacts and then must ask again.

Possible Solutions:

- Develop a filing system that works for you.
- Consider what forms, and materials you use most often and set up a system that makes these easy to find.
- Make a habit of getting all the information you need about cases the first time (i.e., names, relationships, others involved.).
- Record this information in a confidential manner during or right after your meetings so you won't forget.
- Document on the proper form (or FSFN) every interaction during the interaction. Do not put it off until later.

Problem: Waiting wastes too much of your time.

Examples:

You spend time:

- Waiting at court hearings.
- Waiting for meetings to begin.
- Waiting for return phone calls.
- Waiting for FSFN to come back on line when the network is down.

Possible Solutions:

- Always have small tasks or reading with you (i.e., Staffing packets, Case Plans, etc).
- Using your system to prioritize tasks, maintain several short alternative tasks that you can do while you wait.
- Use waiting time to reflect upon your team/unit needs and develop strategies for meeting those needs.
- Allow yourself to use the time to relax.

Activity – Activity/Action Lists:

<i>Priority Level</i>	<i>To Do</i>	<i>Steps</i>	<i>Completed, Moved or Delegated</i>

T - Immediate - Must Do - Extended

Handout – T.I.M.E—A Model for Prioritization

T To Do List. First, make a list of all the things that need to be done today. Research shows that people who make lists get more done and they receive more satisfaction from what they get done than those who don't make lists. The list is only a guide, a reminder of what needs to be done, and it helps shape the big picture for the day. It is best to review this list or redo it every day at the beginning of the day. Once you have your list to guide you, you can begin to prioritize your list.

- I Immediate** attention is needed for this item. Not everything can fall into this category even though each activity may seem to need your immediate attention.
- Immediate means that to put off this activity may have additional adverse effects for clients, the agency, staff, or self!
 - Immediate designation means that you do this activity within the first half-hour!
 - Immediate designation means you can do something toward resolving this item with the attention you give it.

Urgent threats to child safety are the most obvious tasks that fall into this category. For example, you may need to begin calls immediately in order to begin a 2-hour emergency response investigation.

You may be able to determine by a smaller task that some activities that appear immediate can be placed on the Must Do or Extended list. For instance, a foster parent has left you a message that she has an “emergency” and needs to talk to you right away. Giving this your immediate attention may preclude other actions and activities. By calling the foster parent, you can determine the level of emergency and, if possible, set an appointment by the end of the day or later on in the week. This frees you to attend to other immediate items.

- M Most important** are the **Must Dos**. You **must** do these items today, although they may be tasks that remain from yesterday or be on-going activities required of your position.
- **Must do** means that if you do not complete this activity by the end of the day, or at least get started on it, there will be adverse consequences for clients, the agency, staff, or self.

These may include court reports and discovery that are due that day, required court appearance, referrals to crisis services for families and children, and required monthly visits as the end of the month nears. These may also include items that you have put off because you really don't want to do them. Rank them in order according to the amount of time needed to complete the task. Also, plan your day strategically in order to complete these items. If you must remain in the office as the duty worker from noon until 5:00 pm, for example, complete any activities that would require your leaving the office prior to this time.

- E Extended** over an expected period of time. You need to attend to some of the activities involved and check off their completion. When you are 75 percent done, this activity should move up to **Most Important** because it can probably be completed with additional priority.

Handout – Tips for Time Management

- Schedule as much as possible.
- Scheduling is the process of looking at time available and planning how to use it to achieve the goals and tasks you have identified.
- Scheduling properly can help you:
 - Define what can be realistically achieved.
 - Plan to make the best use of your time.
 - Devote time to things that **MUST** be done.
 - Reserve contingency time for “unexpected” interruptions.
 - Minimize stress by helping you avoid over-commitment.
- Scheduling is best done on a regular basis: every day or every week.
- Choose a format:
 - Electronic PDA.
 - Paper-based organizer.
 - Calendars.
 - Computer software (e.g., Outlook or GoalPro).
- Key things are:
 - Enter data easily.
 - Be able to view an appropriate span of time at the level of detail you need.
- Go through the following steps to make your schedule:
 1. Write in actions that **MUST** be taken first.
 2. Schedule 15 minutes a day for organizing your time.
 3. Review Action List and schedule as necessary.
 4. Block out contingency time – interruptions can’t be scheduled, but build in the time to give yourself the flexibility to rearrange your schedule as unexpected items arise.

Additional Time Management Resources:

- ◆ [Getting Things Done: The Art of Stress-Free Productivity](#) by David Allen.
- ◆ [The Complete Idiot’s Guide to Managing Your Time](#) by Jeff Davidson.
- ◆ <http://www.adf.org/forums/tips.html> (e-mail management).

Activity – Me and Meetings

Directions:

Respond to the following:

1. Approximately how much time do you spend in meetings per week?

2. List three reasons for being involved in meetings.

3. In what role(s) do you feel most comfortable during meetings? Why?

4. For meetings that you are responsible for, approximately how much time do you spend planning and preparing? Is this adequate? Why / Why not?

Activity – Agenda Template

Date _____ Location _____ Start _____ End _____

Notification Method: Pre-set Email F/F Phone Other _____

Notification Date: _____

Purpose of this meeting:

Objectives for this meeting:

Essential Pre-Session Information, Materials, Expert, Resources:

Roles:

Chairperson: _____ Facilitator: _____ Scribe: _____

Timekeeper: _____ (Guest) Expert(s): _____

WHAT?	HOW?	WHO?	TIME?

Activity – Agenda Case Example

You are a supervisor of a foster care unit. You need to take care of the following business at your weekly meeting: Share with your staff that the State agency director has resigned rather than be fired and the name of the interim director, assign new cases, discuss the plans for the holiday party, talk about new rules regarding administrative leave, and discuss how well contract agencies are providing services to unit clients.

1. Using the various strategies described in this chapter, order your agenda.

2. How much time would you allot to each item?

3. How would you keep your workers on task?

Handout – Hints for Successful Facilitation

- Contract with the team on your roles and responsibilities up front.
- Don't take on the team's work (e.g. scribing, recording).
- Intervene to satisfy the team's needs—not your own desire to be heard.
- Give team members time to correct problems themselves before intervening.
- Once you've said your piece, be quiet (piece..peace!).
- Do more asking than telling.
- Facilitate the leader so the leader can facilitate the team.
- Don't repeat feedback the team has already discussed.
- Be willing to take risks.
- Be willing to be wrong.

Source: Adapted from Don Aaron Carr, 1994.

Handout – Why Not Go?

*“Many upper –level managers spend 60-70% of their time in meetings.”
--Dressler*

Problem

- The purpose of the meeting is unclear.
- The meeting participants are unprepared.
- Key people are absent or late.
- Meeting participants don't discuss issues—they dominate the conversation, argue or take no part at all.
- Decisions made at the meeting are not followed up on.

Solution

- State in 1 or 2 sentences exactly what you would like the meeting to accomplish.
- Decide whether a meeting is the best way to accomplish your goal; if so, distribute an agenda prior to the meeting.
- Set ground rules to focus, maintain respect and order during the meeting.
- Take responsibility for the outcome of the meeting. (Keep the conversation on track and help resolve conflicts.)
- If your meeting isn't working, try other tools (brainstorming, suggestion box, survey).

Source: *Making Meetings Work—For You!* Copyright 2006, Peter Dahlin, MS

Day Three PowerPoint

Slide 3.1

Supervising for Excellence

DAY THREE
Part One: Self as Supervisor

Florida Department of Children and Families

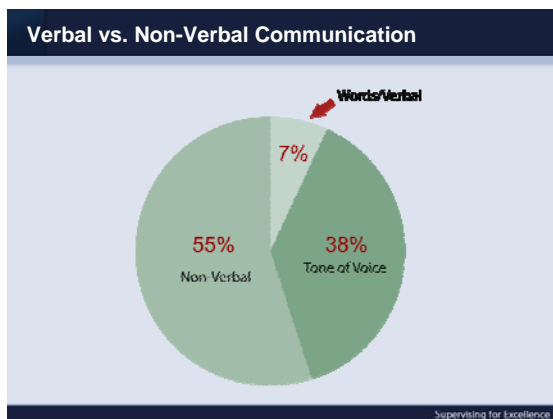
Slide 3.2

Part One: Day Three Overview

- Listening Skills
- Use of Power
- Time Management
- Making Meetings Work
- Culminating Project—Proposals

Supervising for Excellence

Slide 3.3



Slide 3.4

Active Listening

A process which requires the listener to **focus** on both the **content** of what is being said, & the **emotion** with which it is expressed.

EXCITEMENT
Frustration
ANGER
SARCASM
Happiness
SADNESS

Supervising for Excellence

Slide 3.5

Active Listening

Active listening allows the listener to **gain more information** and **improve understanding**.

It facilitates cooperation!

OH!
Now I've got it!

Supervising for Excellence

Slide 3.6

Listening is Part of the Job

- As a supervisor, you'll need to use listening skills in a variety of contexts everyday:
 - **Gather data** to solve problems.
 - Understand other **points of view** in order to negotiate.
 - Listen to **differing perspectives** on an issue.

Supervising for Excellence

Day Three PowerPoint

Slide 3.7

Listening is Part of the Job

- **Input** – Talented employees want to be heard and recognized for their contributions.
- **Motivation** – What gets them up each morning and keeps them on the job?
- **Challenges** – What are they struggling with? How can you help them?



Supervising for Excellence

Slide 3.8

An Active Listener

- Looks and sounds interested .
- Understands the speaker's point of view.
- Clarifies the speaker's thoughts and feelings.
- Shows genuine concern.
- Uses "I Statements" NOT "You Statements."
- Knows when to remain silent.



Supervising for Excellence

Slide 3.9

Benefits of Active Listening



- Yields more information
- Improves understanding
- Facilitates cooperation
- Makes person feel understood
- Good fall-back position when dealing with tension/conflict

Supervising for Excellence

Slide 3.10

Characteristics of Active Listening



- Reflects understanding
- Empathy
- Listening for meaning
- Concentration/focus
- Letting the other person know she/he is heard

Supervising for Excellence

Slide 3.11

Active Listening Behaviors

- Get the story
- Probe/clarify meaning
- Listen for and respond to emotions
- Summarize
- Value Silence




Supervising for Excellence

Slide 3.12

Get the Story

- Encourage the speaker
- Ask open-ended questions
- Draw out background/context
- Clarify and check understanding




Supervising for Excellence

Day Three PowerPoint

Slide 3.13

Probe/Clarify Meanings


- Use questions that take the speaker's understanding a step deeper,
- or brings out the meaning or significance of the situation for the speaker.



Supervising for Excellence

Slide 3.14

Listen for and Respond to Emotion




- Be aware of non-verbal cues
- Name the emotion in a way that validates it
- Allow venting

Supervising for Excellence

Slide 3.15

Summarize

- Make a "story" out of what you've heard
- Try to capture what's most important to the speaker
- Include main facts, issues, concerns, feelings, perceptions
- Check accuracy...




Supervising for Excellence

Slide 3.16

Value Silence


- Don't rush to respond. Allow time for the person talking to collect his/her thoughts if necessary
- Give time for answering questions
- Silence allows a person to hear himself and formulate thoughts more clearly



Supervising for Excellence

Slide 3.17

Seven Bases of Power



Supervising for Excellence

Slide 3.18

Our Own Worst Enemies

- Procrastination
- Pre-Task Avoidance Rituals (PTAs)
- Small Irritants Create Huge Obstacles



Supervising for Excellence

Day Three PowerPoint

Slide 3.19

Know Your Problem Areas

- Work environment
- Lack skills
- Lack reward
- Lack of Clarity
- Disorganization
- Wasting time



Supervising for Excellence

Slide 3.20

To-Do List

- Great organizational tools.
- Free our minds from having to remember everything we have to do.




Supervising for Excellence

Slide 3.21

The Problem with To-Do List

HOWEVER!

- If the to-do list hasn't been concretized into actual action steps...
- the to-do list may still feel overwhelming.



Supervising for Excellence

Slide 3.22

Sample To Do List Item

"Get ready for conference presentation"



Supervising for Excellence

Slide 3.23

Sample Action List Item

Get ready for conference presentation.

- Decide on topic
- Research articles
- Read articles
- Write outline

Supervising for Excellence

Slide 3.24

T.I.M.E.

T To Do List- the list is only a guide, a reminder of what needs to be done, and it helps shape the big picture for the day.

I Immediate designation means that you do this activity within the first half-hour!

M Must do means that if you do not complete this activity by the end of the day, there will be adverse consequences for clients, the agency, staff, or self.

E Extended over an expected period of time.

Supervising for Excellence

Day Three PowerPoint

Slide 3.25

What to do with an Action List



Delegate it

Do it


Schedule it

Supervising for Excellence

Slide 3.26

80/20 Rule Need Not Apply

- Scheduling is the process of looking at time available and planning how to use it to achieve the goals and tasks you have identified.




Supervising for Excellence

Slide 3.27

Purpose of Scheduling

- Scheduling is where the aspirations of your goals and tasks on your action listmeet the hard reality of the time you have available.
- Schedule everything you can!



Supervising for Excellence

Slide 3.28

Scheduling Properly

- Define what can be realistically achieved
- Plan to make best use of time
- Devote time to things that MUST be done
- Reserve contingency time for "unexpected"
- Minimize stress by helping you avoid over-commitment

Supervising for Excellence

Slide 3.29

How To Schedule


- Add your action list to your schedule!
- Review Action List
 - Schedule high-priority activities
 - Schedule tasks that cannot be delegated or avoided
- Schedule time for the unexpected
- Block out time for interruptions
- Share your schedule
- Educate staff on the concept of "urgent need"

Supervising for Excellence

Slide 3.30

Purpose of Meetings

- Face to face?
- Send an email or memo?
- Choose best method of communication
- Be respectful of other people's time
- Make them count!




Supervising for Excellence

Day Three PowerPoint

Slide 3.31

Facilitator's Role

- Provide structure
- Balance content with process
- Plan and prepare!




Supervising for Excellence

Slide 3.32

Three Components of a Meeting

- Announce things
- Decide things
- Brainstorm about things



Supervising for Excellence

Slide 3.33

Meeting Planning



Supervising for Excellence

Slide 3.34

Agenda Bell

Hard Items

	1	2	3	4	5	6	7
Easy Items			Easy Items Discussion Action				
Decisions			Make daily Hard Items Discussion & Decision		Hardest Item Discussion & Decision		
Brainstorming					Hardest Item Near Steps Discussion Only		
Minutes	Minutes Announcements						
Welcome Introductions Ground Rules							
2-5	5-10	10	10-20	20-30	15	5-10	5-10
							Wrap-Up Summary Task Assignment

Energy

Minutes

Supervising for Excellence

Slide 3.35

Decision Making and Brainstorming

<h4>Decision Making</h4> <ul style="list-style-type: none">■ Heart of the meeting■ Breaks up group cohesion■ Causes people to become winners and losers■ May leave emotional scars■ Done before brainstorming	<h4>Brainstorming</h4> <ul style="list-style-type: none">■ Topics that will become decision items at future meetings■ Generates potential solutions■ Brings people back together and working towards the same goal■ Helps heal the emotional scars that decision making leaves
---	---

Supervising for Excellence

Slide 3.36

Roles in Meetings

- Chair/Leader
- Facilitator
- Timekeeper
- Recorder/Scribe
- Group Member



Supervising for Excellence

Day Three PowerPoint

Slide 3.37

