

## Enhanced MiTEAM: Parallel Steps for Directors and Mid-Managers

### Assessment (November 2016 - March 2017)

#### Parallel Steps

Parallel Steps refer to specific activities that Management and Supervisors engage in during a training cycle to demonstrate a competency in their role at the same time as caseworkers are expected to demonstrate the competency with their families and providers. Management and Supervisors discuss with staff how to utilize the competency to improve their effectiveness with families and providers.

#### Assessment Fidelity Indicators

1. During monthly supervision meetings, the worker was able to identify how trauma has potentially impacted each individual.
2. Evaluates strengths indicated by both of the following:
  - a. Asks individual(s) to identify strengths.
  - b. Communicates strengths identified by worker or team members.

#### Examples of Parallel Steps for Directors

Macro Level	References	Things to Consider
<p>Develop a plan to build staff resiliency in the next 5-month training cycle by utilizing the <i>Self-Care in Social Work</i> site which has several different assessment tools used to measure stress.</p>	<p>Self-Care Assessments:  <a href="http://www.selfcareinsocialwork.com/assessment/">http://www.selfcareinsocialwork.com/assessment/</a></p> <p>Additional Secondary Trauma Resources:</p> <p>Professional Quality of Life</p> <ul style="list-style-type: none"> <li>• A theory, model and assessment measure of the negative and positive effects of helping other who experience suffering and trauma.</li> <li>• <a href="http://www.proqol.org/">http://www.proqol.org/</a></li> </ul> <p>Secondary Traumatic Stress</p> <ul style="list-style-type: none"> <li>• National Child Traumatic Stress Network</li> </ul>	<ul style="list-style-type: none"> <li>• Stress differs for all of us and scales are subjective.</li> <li>• If someone is experiencing new physical symptoms refer them to a doctor.</li> <li>• Allowing staff to control their daily activities will provide powerful stress reduction rewards.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Definition, Symptoms, Strategies &amp; Prevention and Resources</li> <li>• <a href="http://www.nctsn.org/resources/topics/secondary-traumatic-stress">http://www.nctsn.org/resources/topics/secondary-traumatic-stress</a></li> </ul> <p>What About You? A Workbook for Those Who Work with Others</p> <ul style="list-style-type: none"> <li>• Volk, K., Guarino, K., Grandin, M. &amp; Clervil, R; National Center on Family Homelessness,</li> <li>• A tool to help human service workers take care of themselves, their families and their organizations</li> <li>• Go to <a href="http://508.center4si.com">http://508.center4si.com</a> Click on the link for “What About You?”</li> </ul> <p>Secondary Traumatic Stress Webinar</p> <ul style="list-style-type: none"> <li>• Futures Without Violence</li> <li>• Webinar that introduces concept of secondary trauma and how to identify it, also discusses resiliency and way to increase it.</li> <li>• <a href="https://www.futureswithoutviolence.org/secondary-traumatic-stress-workshop/">https://www.futureswithoutviolence.org/secondary-traumatic-stress-workshop/</a></li> </ul> <p>Trauma Stewardship: <a href="http://traumastewardship.com/">http://traumastewardship.com/</a></p>	
<p>If a 360 Employee Engagement Survey was conducted in the last training cycle, assess the results, looking for trends and opportunities. Utilize your assessment to create a plan to address trends and opportunities identified.</p>	<p>360 Degree Employee Survey/ survey monkey: <a href="https://www.surveymonkey.com/mp/360-degree-employee-evaluation-survey-template/">https://www.surveymonkey.com/mp/360-degree-employee-evaluation-survey-template/</a></p>	<ul style="list-style-type: none"> <li>• 360 Survey has associated costs.</li> <li>• You create the plan on how to use the results. You may want to recruit the support of your supervisor, a mentor or MiTEAM Analyst to strategize how to use the results.</li> </ul>

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<p>Conduct a personality assessment or strengths assessment of yourself and your staff. Use knowledge gained to engage better as a team.</p>	<p>Myers Briggs:  <a href="http://www.onlinepersonalitytests.org/mbti">http://www.onlinepersonalitytests.org/mbti</a>                  Jung Personality Test:  <a href="http://www.humanmetrics.com/cgi-win/jtypes2.asp">http://www.humanmetrics.com/cgi-win/jtypes2.asp</a>                  Strengths Finder 2.0 Tom Rath:  <a href="http://www.tomrath.org/book/strengthsfinder/">http://www.tomrath.org/book/strengthsfinder/</a></p>	<ul style="list-style-type: none"> <li>• You create the plan on how to use the results. You may want to recruit the support of your supervisor, a mentor or MiTEAM Analyst to strategize how to use the results.</li> </ul>
<p>Create your own assessment or hold a focus group to assess an issue you see within your county/agency. Utilize your assessment to create a plan to address trends and opportunities identified.</p>	<p><a href="http://smallbusiness.chron.com/run-employee-engagement-focus-group-23869.html">http://smallbusiness.chron.com/run-employee-engagement-focus-group-23869.html</a></p>	<ul style="list-style-type: none"> <li>• May be more manageable given time constraints and can be customized to county issues.</li> </ul>

**Examples of Parallel Steps for Mid-Managers**

Micro Level	References	Things to Consider
<p>Assessment follows Engagement, where meaningful connections are made.</p> <ul style="list-style-type: none"> <li>• Demonstrate the importance of engagement by making daily interactions, both formal and informal, efforts toward developing more meaningful relationships with county/agency staff at all levels.</li> </ul>	<p>Strong Bonds – Building Family Connections: Professional Issues <a href="http://www.strongbonds.jss.org.au/workers/professional/guidelines.html">ww.strongbonds.jss.org.au/workers/professional/guidelines.html</a></p>	<ul style="list-style-type: none"> <li>• May be easier to accomplish within time constraints and encourages staff retention.</li> <li>• Can be used to create improved relationships with staff.</li> </ul>
<p>Child welfare staff are trained to conduct assessments that are trauma-informed and to empower families by recognizing and building on strengths.</p>	<p>Strengths Finder 2.0 Tom Rath:  <a href="http://www.tomrath.org/book/strengthsfinder/">http://www.tomrath.org/book/strengthsfinder/</a></p>	<ul style="list-style-type: none"> <li>• When interacting with your staff, be aware of the power differential that is present as the result of your leadership position in the agency.</li> </ul>

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<ul style="list-style-type: none"> <li>• Empower staff by recognizing and building strengths. For example, when facing an organizational challenge, elicit staff input by first identifying strengths, such as: What do you think we are doing well? What could we do better?</li> <li>• Also provide staff with the opportunity whenever possible to highlight their own unique strengths and skills that could potentially contribute to making an organizational improvement.</li> </ul>		<ul style="list-style-type: none"> <li>• It may take time to establish an environment where staff feel comfortable openly sharing their thoughts, ideas and opinions with agency leadership.</li> </ul>
<p>Management support of stakeholder led initiatives (such as: tribal projects, youth advisory boards, foster parent councils) are opportunities for leadership to focus on strengths.</p> <ul style="list-style-type: none"> <li>• Focus on strengths in your interactions with stakeholders by recognizing and celebrating successes.</li> </ul>	<p>Strong Bonds – Building Family Connections: Professional Issues <a href="http://www.strongbonds.jss.org.au/workers/professional/guidelines.html">www.strongbonds.jss.org.au/workers/professional/guidelines.html</a></p>	<ul style="list-style-type: none"> <li>• Efforts may improve communication and relationships within the community.</li> <li>• May be used to demonstrate more than one competency.</li> </ul>
<p>Effects of secondary trauma can be cumulative, especially for managers or other leadership who have worked directly with children and families in the past.</p> <ul style="list-style-type: none"> <li>• Engage other supervisors and staff in conversations regarding how they are processing challenging cases emotionally.</li> </ul>	<p>Secondary Trauma: <a href="http://www.secondarytrauma.org">www.secondarytrauma.org</a>          Self-Care Assessments: <a href="http://www.selfcareinsocialwork.com/assessment/">http://www.selfcareinsocialwork.com/assessment/</a></p> <p>Professional Quality of Life</p> <ul style="list-style-type: none"> <li>• A theory, model and assessment measure of the negative and positive effects of helping other who experience suffering and trauma.</li> <li>• <a href="http://www.proqol.org/">http://www.proqol.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>• All staff (including leadership and management) bring personal and professional experiences that create their unique frame of reference, impact their interactions with others and inform their reactions to secondary trauma.</li> <li>• Empathy is often the most important tool to helping the children in care. Unfortunately, the</li> </ul>

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<ul style="list-style-type: none"><li>• Encourage development of self-care plans and provide support to staff implementing their plans.</li><li>• Share strategies you use to protect yourself from the secondary trauma encountered in the workplace.</li></ul>	<p>Secondary Traumatic Stress</p> <ul style="list-style-type: none"><li>• National Child Traumatic Stress Network</li><li>• Definition, Symptoms, Strategies &amp; Prevention and Resources</li><li>• <a href="http://www.nctsn.org/resources/topics/secondary-traumatic-stress">http://www.nctsn.org/resources/topics/secondary-traumatic-stress</a></li></ul> <p>What About You? A Workbook for Those Who Work with Others</p> <ul style="list-style-type: none"><li>• Volk, K., Guarino, K., Grandin, M. &amp; Clervil, R; National Center on Family Homelessness,</li><li>• A tool to help human service workers take care of themselves, their families and their organizations</li><li>• Go to <a href="http://508.center4si.com">http://508.center4si.com</a> Click on the link for “What About You?”</li></ul> <p>Secondary Traumatic Stress Webinar</p> <ul style="list-style-type: none"><li>• Futures Without Violence</li><li>• Webinar that introduces concept of secondary trauma and how to identify it, also discusses resiliency and way to increase it.</li><li>• <a href="https://www.futureswithoutviolence.org/secondary-traumatic-stress-workshop/">https://www.futureswithoutviolence.org/secondary-traumatic-stress-workshop/</a></li></ul> <p>Trauma Stewardship: <a href="http://traumastewardship.com/">http://traumastewardship.com/</a></p>	<p>more empathic one is, the greater their risk for internalizing the trauma of foster children. The result of this engagement skill can be secondary traumatic stress.</p>
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