

# Practice Guide for Supervisors

## Mentoring

### MITEAM COMPETENCY

Mentoring is a developmental partnership through which one person shares knowledge, skills, information and perspective to foster and empower the personal and professional growth of another person. This may mean, for example, a caseworker mentoring a parent, a supervisor mentoring a caseworker or a peer coach mentoring a supervisor. Teaming and mentoring must work hand in hand to create the kind of opportunity for collaboration, goal achievement and problem solving on multiple levels within the system. Mentoring is the ability to empower others. It is vital to demonstrate and reinforce desired skills to promote positive outcomes and growth for children, families and professionals.

### FIDELITY MEASURES

#### Observation:

- Treats individual(s) with respect.
- Treats individual(s) with empathy.
- Uses verbal responses that are consistent with body language.
- Acknowledges his/her authority and the disproportionate amount of power in the relationship.
- Addresses reasons for reluctance to including specific team members.
- Evaluates strengths.
- Evaluates needs.
- Asks the individual(s) about events experienced by primary/key family members that are potentially traumatic.
- Request(s) individual(s) input regarding the effectiveness of services.
- Asks the individual(s) how s/he can be of assistance to the family.
- Assists the family with navigating agency systems and processes.
- Discusses with the family the success of the child(ren)/youth beyond case closure.
- Provides trauma education to the individual(s).
- Provides feedback to the individual(s).
- Asks for feedback from the individual(s).

#### Interview:

- The individual(s) feels understood by the worker.
- The individual(s) feels respected by the worker.
- The individual(s) reports the worker acknowledged the unique culture of the family/household.
- The individual(s) reports the worker provided education on how early traumatic experiences may impact parenting.
- The individual(s) reports the worker addressed the potential impact of trauma to the child.
- The individual(s) reports the worker provided education on child safety.

#### In Supervision:

- The worker participated in monthly supervision meeting(s) with the supervisor.
- The worker was able to identify:
  - How they managed their frame of reference.
  - How he/she educated parents on the potential impact of trauma.
  - How he/she educated team members on the potential impact of trauma.
  - How the parent participates in the process of change.
  - What progress has been made so the family's team is taking ownership of the case planning process and fully participating in the shared decision-making.

	<ul style="list-style-type: none"> <li>○ How s/he educates the family about the importance of teaming.</li> <li>○ How committed the family's team is to the family's plan.</li> <li>● The worker identifies own team members that support their professional development.</li> <li>● The worker exchanges feedback with the supervisor.</li> </ul>
<p><b>POLICY REQUIREMENTS</b></p>	<ul style="list-style-type: none"> <li>● Be knowledgeable and seek information so that you can share information with families.</li> <li>● Develop and enhance communication skills to deliver messages that are tailored to meet individual family needs.</li> <li>● Provide effective feedback and hold others accountable.</li> <li>● Utilize strength-based and solution-focused communication.</li> <li>● Demonstrate honesty, genuineness and integrity.</li> </ul>
<p><b>KEY CASEWORKER ACTIVITIES</b></p>	<p><b>WHERE IN THE LIFE OF THE CASE</b></p> <p style="text-align: right;"><b>PRACTICE GUIDANCE TECHNIQUES</b></p>
<p><b>KCA 27 MENTORING</b></p> <p><i>Promote growth through coaching.</i></p>	<p>From the first point of contact through case closure.</p> <ul style="list-style-type: none"> <li>● Demonstrate mastery of the four key MiTEAM competencies: Teaming, Engagement, Assessment, and Mentoring through interactions with the caseworker (parallel process).</li> <li>● Educate caseworkers by assisting peer coaches and training staff in training of the caseworkers regarding the MiTEAM practice model.</li> <li>● Facilitate consistent weekly conferences with the caseworker.</li> <li>● Treat caseworkers with respect.</li> <li>● Maintain professional boundaries.</li> <li>● Maintain a climate of fairness.</li> <li>● Communicate expectations.</li> <li>● Be alert to signs of secondary trauma, stress and burnout; provide appropriate support.</li> <li>● Spark action in others to improve communication, practice and processes.</li> </ul>
<p><b>KCA 28 MENTORING</b></p> <p><i>Create a learning environment through observation and feedback.</i></p>	<p>From the first point of contact through case closure.</p> <ul style="list-style-type: none"> <li>● Actively observe as caseworkers engage stakeholders and family members throughout the life of a case to document caseworkers' demonstration of skills that support practice model.</li> <li>● Exhibit non-judgmental observation that focuses directly on targeted skills (behaviors) and the proficiency of the displayed target skills.</li> <li>● Provide feedback, support and assistance with the primary goal of improving skill performance and reaching the core outcomes of safety, permanency and well-being. Feedback will be both verbal and written and will include a plan for skill improvement.</li> <li>● Focus on observation of competencies: Teaming, Engagement, Assessment, Mentoring.</li> <li>● Review documentation of observations of caseworker interaction primarily focusing on engagement. These observations may take place during face-to-face interviews with children, parents and caregivers and through observations at court hearings, visits, medical appointments, educational system interactions, and mental health interaction.</li> <li>● Deliver effective, behaviorally specific feedback to the caseworker.</li> <li>● Deliver feedback (verbal/written) that is specific, concrete, useful and timely.</li> <li>● Identify the type of feedback that is required: positive or opportunities for growth. This will be given to the caseworker using the Effective Feedback Process.</li> <li>● Provide an opportunity for participation in consistent weekly conferences.</li> </ul>

		<ul style="list-style-type: none"> <li>• Develop, with the caseworker, next steps to support the elevation of behavioral performance expectations required to support best practice.</li> </ul>
<p><b>KCA 29</b> <b>MENTORING</b></p> <p><i>Support change through building honest and genuine relationships.</i></p>	<p>From the first point of contact through case closure.</p>	<ul style="list-style-type: none"> <li>• Respond to caseworker’s concerns and needs.</li> <li>• Listen and respond to caseworker empathetically.</li> <li>• Demonstrate and encourage critical thinking.</li> <li>• Maintain consistency in regularly scheduled weekly conference times.</li> <li>• Demonstrate flexibility to address individual needs.</li> <li>• Model recognition of strength and positive performance.</li> <li>• Model in all settings where engagement, teaming, assessment, case planning and case plan implementation occur.</li> <li>• Model the delivery of written and verbal opportunities for growth.</li> </ul>