

TEAMING

Guide Supervisor Led Application Exercises



June 2016

Teaming Supervisor Led Application Exercise #1: Caseworker Self-Assessment

Purpose: for supervisors to lead their staff in:

- Identifying the areas of teaming that they perceive as strengths, as well as opportunities for further growth.
- Open dialogue for coaching and the development of plans to enhance their skills.

Planning	
Materials	
Preparation	<p>Print “Caseworker Self-Assessment Worksheet” (pages 7-8) for each staff member.</p> <p>It is recommended that this application exercise be completed before and during a one-on-one meeting (i.e. scheduled supervision).</p> <p>Be prepared to reference the fidelity indicators from the Teaming module.</p> <p>Be prepared to reference the Individual Field Application Exercise previously completed by the caseworker.</p> <p>Activity will take approximately 15 minutes total.</p>

Instructions	
<p>Complete Caseworker Self-Assessment</p> <p>TIME: 5 minutes</p>	<ol style="list-style-type: none"> 1. Schedule one-on-one meeting with each staff on your unit. 2. Prior to meeting, provide staff member with a copy of: Caseworker Self-Assessment Worksheet 3. Instruct staff to individually complete the worksheet by rating themselves on each listed key caseworker activity. 4. Instruct staff to bring completed self-assessment to scheduled individual supervision and be ready to discuss. 5. Instruct staff to bring their Individual Field Application Exercise.
<p>Discuss Caseworker Self-Assessment</p> <p>TIME: Approx. 10 minutes</p>	<ol style="list-style-type: none"> 1. Ask Caseworker to review their Self-Assessment Worksheet and share their reasons for their ratings. 2. Connect Fidelity Indicators identified in the Teaming tutorial to the Key Caseworker Activities in the Caseworker Self-Assessment. 3. Connect the Individual Field Application Exercises to the Caseworker Self-Assessment. 4. Coach and explore additional resources or supports that may be available to them to enhance their teaming skills based on their self-assessment (i.e. MiTEAM Practice Model Manual, MiTEAM Specialist or Liaison) 5. Together you will document the agreed upon next steps to enhance their skills. 6. Together you will plan a time in the next month to review progress made and adjust as needed.

Supervisor Led Application Exercise #2: Professional Teaming

Purpose: For supervisors to lead their staff in:

- 1) Practicing the skill of forming a team by utilizing a timeline to identify team members.
- 2) Practicing the skill of teaming as a verb.
- 3) Experiencing teaming skills through self-application and increasing ability to empathize with families when utilizing the skills in the field.
- 4) Building resiliency and increasing appreciation for the teaming competency by improving professional teaming.

Planning	
Materials	<ol style="list-style-type: none"> 1. Worksheets 2. Markers 3. Large Paper
Preparation	<p>Print “Professional Teaming Worksheet #1” and “Professional Teaming Worksheet #2” (pages 9-11) for yourself and all unit staff prior to meeting.</p> <p>Be prepared to draw connections between how you are working with your staff to improve unit teaming with the work they will do with their families to improve teaming.</p> <p>Be prepared to reference the fidelity indicators from the Teaming module.</p> <p>It is recommended that this application exercise be completed during a scheduled unit meeting.</p> <p>Training will take approximately 1 hour.</p>

Instructions	
Introduce Activity	<p>Read Introduction Script: <i>“This application exercise applies the skills of forming a team and teaming as a verb to our own professional experience. The stress of this job warrants the importance of having a professional support network. Through self-application of the teaming skills, we are building our skills, building our resilience and also experiencing first-hand what families may feel like in the teaming process.”</i></p>
Practice utilizing a	<ol style="list-style-type: none"> 1. Provide each staff member with a copy of: Professional Teaming Worksheet #1. 2. Read Script: <i>“Think of your professional child welfare career. For the next 10 minutes, create a timeline that represents</i>

<p>timeline to form a team by identifying team members</p> <p>TIME: Approximately 30 minutes</p>	<p><i>the highs and lows of your professional experience. Consider major events that have occurred. This may include the beginning of your career, celebrations, specific cases that were impactful, important milestones, or major changes -such as job changes, supervisor changes, co-workers leaving, etc. It may also include specific moments or other events that you consider significant to your career. For some of you, there may be several items on your timeline and for others there may only be a few. This may be influenced by how long you have worked in the area of child welfare or your individual unique experiences. There are no right or wrong answers in this exercise, only honest reflection of how you perceive your experiences. ”</i></p> <ol style="list-style-type: none"> 3. Give Staff 10 minutes to complete worksheet independently. 4. Read Script: <i>“This tool can also help identify who you typically seek support from in the workplace and under what circumstances. For the next 10 minutes, look back at the events on your timeline and think of the people who were around you at that time. This could be people in your office, external professionals, friends, family, personal service providers such as a therapist, etc. Write their names next to the event. When thinking of people, consider the following:</i> <ul style="list-style-type: none"> • <i>Why was the event significant to you?</i> • <i>What specific roles did people play in the event?</i> • <i>Was anyone with you when the event occurred or when you found out about the event?</i> • <i>Was anyone there for you emotionally during or after the event?</i> • <i>Was anyone particularly supportive or unsupportive during or after the event?</i> • <i>Was anyone particularly supportive or unsupportive in between events?”</i> 5. Allow staff 10 minutes to complete the worksheet independently. <p>Debrief Activity with staff - 10 minutes: Bring the group back together to debrief. Ask your staff how the people they identified specifically impacted their experience of that event. Facilitate a discussion around their responses. Draw connections to how this activity could be beneficial to forming a family’s team.</p> <p>Read Activity Conclusion Script: <i>“Looking back at who has been a support for us in the past reminds us that we have not been alone. We often focus more on the events that occurred – positive or negative – rather than who was there and how they impacted our experience. We tend to forget what was gained. Creating a timeline provides insight about the relationships and support system that we have built, the experiences in our career that have impacted us the most, and the types of support that we need. With this insight, we can be more intentional about how we utilize our professional TEAM in the future.”</i></p>
<p>Practice</p>	<ol style="list-style-type: none"> 1. Provide your staff with: Professional Teaming Worksheet #2.

<p>Teaming as a verb</p> <p>TIME: Approximately 30 minutes</p>	<ol style="list-style-type: none"> 2. Read Script: <i>“Thinking about the individuals that you identified in your timeline: Who is still available to you - even if you have not utilized their support recently? If you were to create another timeline in the future, are there other people that you would like to show up on it? Think about our unit, me as your supervisor, and others that you feel are, or could be, a part of your professional team. How does your professional team currently function and how could it improve? For the next 15 minutes, use this worksheet to identify the type of support your current (or future) professional supports currently provide. Consider the times that you benefit from your supports and any challenges associated with each person. Also consider how they could be used more effectively as a support in the future. In addition to myself and our unit, your professional team may include anyone that you feel supports or meaningfully impacts your professional life. This is for individual use and you will not have to share with others unless you choose to.”</i> 3. Allow staff 15 minutes to complete the worksheet independently. 4. Bring the group back together. Read Script: <i>“As a unit, we have a unique opportunity to support one another. However, we may not all need, or be able to provide, the same type of support. Now that we have all looked at how we individually utilize our supports, let’s discuss ways that we can better support each other as a team on an ongoing basis. Similarly to the family team meeting structure our families experience, we also have a formal structure in place that supports professional teaming. This includes individual supervision, unit meetings, and staff meetings. However, we also have many informal ways that we team outside of those times, such as partnering in the field, sharing successful case practices, and tackling case specific emergencies. Let’s brainstorm ways to maximize the benefits of how we already team and consider how we can team differently to be more helpful to each other. We want to think about how we can coordinate our efforts to ensure that our team is functioning as effectively as possible.”</i> 5. Facilitate a conversation and gather ideas to improve teaming within your unit. Jot down ideas on large paper where everyone can see. – 15 minutes. Encourage staff to consider the insight they gained from the activities about their professional team and the type of support they benefit from when making suggestions. Draw connections between how you are working with your staff to improve unit teaming and how this could be applied in the field to improve family teaming. <p>Debrief Activity with staff – Discuss whether someone observing this application exercise would have been able to answer “Yes” to the fidelity indicators from the Teaming module. Discuss whether the application exercise achieved the purpose and how staff plan to continue applying what was learned in the professional setting and in the field with families.</p>
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TEAMING

Worksheets Supervisor Led Application Exercises



Worker: _____

Date: _____

Caseworker Self-Assessment Worksheet

Instructions: Circle the number that best represents your assessment of current success with the following key caseworker activities.

Key Caseworker Activity #3: Form a family team.

➤ How would I rate my current success with Key Caseworker Activity #3?

Low		Medium		High
1	2	3	4	5

➤ How would my supervisor rate my current success with Key Caseworker Activity #3?

Low		Medium		High
1	2	3	4	5

➤ In my role, how would my last contact* rate my current success with Key Caseworker Activity #3?

Low		Medium		High
1	2	3	4	5

Key Caseworker Activity #5: Ensure members of the team meet and participate in shared decision-making on a regular basis.

➤ How would I rate my current success with Key Caseworker Activity #5?

Low		Medium		High
1	2	3	4	5

➤ How would my supervisor rate my current success with Key Caseworker Activity #5?

Low		Medium		High
1	2	3	4	5

➤ In my role, how would my last contact* rate my current success with Key Caseworker Activity #5?

Low		Medium		High
1	2	3	4	5

***Note:** "Last contact" refers to the last person on your caseload that you interacted with (e.g. family member, service provider, informal support, etc.).

Professional Teaming Worksheet #1

Instructions: Create a timeline of your child welfare experience as guided by your supervisor.



Professional Teaming Worksheet #2

Identify current professional supports and the type of support they provide. In addition to your unit, your professional team may include anyone you feel supports you in some way that impacts your professional life. This could be people in your office, external professionals, friends, family, personal service providers such as a therapist, etc. This is for individual use and you do not have to share with others.

ROLE <i>Person's Name</i>	HOW WELL DO YOU KNOW EACH OTHER? <i>(Circle the option that best applies)</i>	PROVIDES CONCRETE SUPPORT <i>(Circle the option that best applies)</i>	PROVIDES EMOTIONAL SUPPORT <i>(Circle the option that best applies)</i>	PROVIDES INFORMATION/ADVICE <i>(Circle the option that best applies)</i>	Situation(s) when this support person might be needed:	Challenges, Barriers or potential negative impact related to this support person:	How might you be able to utilize this support more effectively in the future?
Supervisor _____	Not Very Well Moderately Well Very Well	Hardly Ever Sometimes Almost Always	Hardly Ever Sometimes Almost Always	Hardly Ever Sometimes Almost Always			
Back Up Supervisor _____	Not Very Well Moderately Well Very Well	Hardly Ever Sometimes Almost Always	Hardly Ever Sometimes Almost Always	Hardly Ever Sometimes Almost Always			
Unit Member _____	Not Very Well Moderately Well Very Well	Hardly Ever Sometimes Almost Always	Hardly Ever Sometimes Almost Always	Hardly Ever Sometimes Almost Always			
Unit Member _____	Not Very Well Moderately Well Very Well	Hardly Ever Sometimes Almost Always	Hardly Ever Sometimes Almost Always	Hardly Ever Sometimes Almost Always			
Unit Member _____	Not Very Well Moderately Well Very Well	Hardly Ever Sometimes Almost Always	Hardly Ever Sometimes Almost Always	Hardly Ever Sometimes Almost Always			
Unit Member _____	Not Very Well Moderately Well Very Well	Hardly Ever Sometimes Almost Always	Hardly Ever Sometimes Almost Always	Hardly Ever Sometimes Almost Always			
Co-Worker _____	Not Very Well Moderately Well Very Well	Hardly Ever Sometimes Almost Always	Hardly Ever Sometimes Almost Always	Hardly Ever Sometimes Almost Always			
Co-Worker _____	Not Very Well Moderately Well Very Well	Hardly Ever Sometimes Almost Always	Hardly Ever Sometimes Almost Always	Hardly Ever Sometimes Almost Always			

Professional Teaming Worksheet #2 (continued)

ROLE <i>Person's Name</i>	HOW WELL DO YOU KNOW EACH OTHER? <i>(Circle the option that best applies)</i>	PROVIDES CONCRETE SUPPORT <i>(Circle the option that best applies)</i>	PROVIDES EMOTIONAL SUPPORT <i>(Circle the option that best applies)</i>	PROVIDES INFORMATION/ADVICE <i>(Circle the option that best applies)</i>	Situation(s) when this support person might be needed:	Challenges, barriers or potential negative impact related to this support person:	How might you be able to utilize this support more effectively in this future?
Other _____	Not Very Well Moderately Well Very Well	Hardly Ever Sometimes Almost Always	Hardly Ever Sometimes Almost Always	Hardly Ever Sometimes Almost Always			
Other _____	Not Very Well Moderately Well Very Well	Hardly Ever Sometimes Almost Always	Hardly Ever Sometimes Almost Always	Hardly Ever Sometimes Almost Always			
Other _____	Not Very Well Moderately Well Very Well	Hardly Ever Sometimes Almost Always	Hardly Ever Sometimes Almost Always	Hardly Ever Sometimes Almost Always			
Other _____	Not Very Well Moderately Well Very Well	Hardly Ever Sometimes Almost Always	Hardly Ever Sometimes Almost Always	Hardly Ever Sometimes Almost Always			
Other _____	Not Very Well Moderately Well Very Well	Hardly Ever Sometimes Almost Always	Hardly Ever Sometimes Almost Always	Hardly Ever Sometimes Almost Always			
Other _____	Not Very Well Moderately Well Very Well	Hardly Ever Sometimes Almost Always	Hardly Ever Sometimes Almost Always	Hardly Ever Sometimes Almost Always			
Other _____	Not Very Well Moderately Well Very Well	Hardly Ever Sometimes Almost Always	Hardly Ever Sometimes Almost Always	Hardly Ever Sometimes Almost Always			
Other _____	Not Very Well Moderately Well Very Well	Hardly Ever Sometimes Almost Always	Hardly Ever Sometimes Almost Always	Hardly Ever Sometimes Almost Always			
Other _____	Not Very Well Moderately Well Very Well	Hardly Ever Sometimes Almost Always	Hardly Ever Sometimes Almost Always	Hardly Ever Sometimes Almost Always			