

Supervisor Guide Book: A Comprehensive Guide to Getting Started as a Supervisor in Child Welfare



Created by the Milwaukee Child Welfare Partnership for Professional Development
for the Bureau of Milwaukee Child Welfare in 2008
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NEW Partnership for Children and Families and the Intertribal Child Welfare Training
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**Supervisor Guide Book
Overview**

Congratulations! You are a new Supervisor in child welfare! This binder is intended to be presented to you in conjunction with consultation with your regional Training Partnership and State Bureau of Regional Operations staff. Whether you are new to child welfare or you were promoted from within, the goal of consultation is to provide ideas and concepts for you to think about as you become a supervisor.

Good supervision requires your ability to effectively administer, support, and educate your staff. It is likely that you were promoted because you excelled at your job; perhaps you were a good case manager or foster care worker. It is critical to understand that being a good social worker is functionally different from being a good supervisor. Although you will draw upon skills you already possess, a supervisor's goal is to have staff that perform well, feel supported, and are learning and growing in their career while serving the families and children within your county.

In this binder, you will see that each module includes a Case Study and a Self-Reflection. The Case Study is presented to give a practical and realistic example of the information presented in the module. The Self-Reflection section will have questions that challenge you to think about what you would do in the case study scenarios. We hope that you will review these sections and challenge yourself to think about the supervisor you hope to become. Your new career will be a process that you learn and grow from.

Case Study: Becoming a Supervisor

Nicole was an outstanding ongoing case manager. She went above and beyond in all of her ongoing case management duties. Nicole worked well with her families and foster parents. She participated in the implementation of innovative practice in safety intervention and was able to mentor and help other case managers with assessing families, further demonstrating a thorough knowledge of her position. Nicole was respected in Juvenile Court by the attorneys and judges. She developed effective case plans for her families utilizing safety assessments. It was no surprise to fellow staff members when Nicole was promoted to a child welfare supervisor position.

Nicole is not adjusting well to her new position as a supervisor. She viewed supervision as an opportunity to teach her work ethics and abilities to her workers. She did not expect to be met with such a variety of different ideas and resistance to her own ideas and expectations. Some of her previous peers are on her team and they continue to view Nicole as a friend and do not take her seriously as a supervisor. She is also struggling with managing time and people, her team members all have different personalities that don't get along. Nicole is frustrated as she believed supervision would be much easier!

Self-Reflection

What are your expectations of your new position?
What do you anticipate will be challenges for you as a supervisor?
How do think you will handle these challenges? Who might be an effective mentor as you begin your journey in supervision?

Supervisory Roles

A Social Work Supervisor...

“...is an agency administrative-staff member to whom authority is delegated to direct, coordinate, enhance, and evaluate on the job performance of the supervisees for whose work he or she is held accountable. In implementing this responsibility, the supervisor performs administrative, educative and supportive functions in interactions with the supervisee in context of a positive relationship. The supervisor’s ultimate objective is to deliver to agency clients the best possible service, both quantitatively and qualitatively, in accordance with agency policies and procedures” (Kadushin & Harkness, 2002, p. 23).

As a Supervisor you will need to perform the three roles stated above: Administrative, Educative, and Supportive. You may be better at one role than at another. That’s okay. As you become more familiar with your new position, you will be able to determine which roles and/or activities you are more comfortable with and those which you need to focus on improving. Having an awareness of your strengths and limitations in each role and working toward improving your limitations, is what will make you an effective supervisor.

Listed below is the purpose and responsibility of each supervisory role:

Administrative

To ensure adherence to agency policy and procedure

Responsibilities:

- Evaluating worker performance
- Insisting on full completion of assessments, service plans, tracking tools and other required forms
- Monitoring progress and process toward meeting case objectives
- Participating in program planning activities
- Scheduling and assigning of activities
- Establishing time management expectations

Educative

To increase knowledge and skill

Responsibilities:

- Orienting new workers
- Assessing the learning needs and preferred learning styles of staff
- Building on the existing knowledge and skill base of the workers

- Applying an understanding of the adult learning principles and individual learning styles to the teaching/mentoring process
- Developing learning plans with staff
- Promoting independence
- Conducting regular individual and group conferences
- Preparing staff for participation in training programs
- Facilitate the transfer of learning from training to the job
- Support and facilitate professional development

Supportive

To improve morale and job satisfaction

Responsibilities:

- Motivating staff
- Helping staff manage tension and handle conflict
- Promoting cultural and self-awareness
- Conveying an understanding of the challenges faced by staff
- Supporting the worker's process in ethical decision making
- Validating the worker's attempts to use new skills

Information in this section was adopted from: MCWPPD Train the Trainer

Information in this section was adapted from:

Brittain, C. (2005). *Supervisory training: Putting the pieces together, Unit I*. Denver, CO: Butler Institute for Families

Kadushin, A. & Harkness, D. (2002). *Supervision in social work*. New York: Columbia University Press.

Case Study 1.1: Supervisor Cathy

Cathy has been a supervisor for 4 years. She has strong skills in administrative supervision, but her team has a high-turnover rate. Cathy's team is always timely with documents, she is very organized, and she communicates her expectations effectively. However, she does not have effective educative supervisor skills. She micro-manages her team with regard to due dates and implementation of court ordered services. Cathy does not support new staff through teaching or mentoring, and she maintains the same expectations for new and seasoned staff. She is the authority with her team and they are not allowed to make case decisions on their own. She does not promote independence and her workers are not able to grow in their decision-making skills as social workers.

Self-Reflection 1.1

Which role do you believe you will perform well as a supervisor?

Which role do you believe may be a weakness for you? Why?

What can you do to improve in the role that is most difficult for you?

Who might be an effective mentor?

Leadership Credo

A Leadership Credo is a summary, written by you, of your beliefs, goals, and commitments to your staff and the agency as a supervisor. A Leadership Credo is not intended to define the work-related objectives outlined in your job description. Writing a credo requires self-reflection and your ability to answer the question of why you are a supervisor in child welfare.

How to write a Leadership Credo:

- Sit down for 30 minutes, perhaps at home so you are relaxed.
- Think about your goals and commitments as well as specific qualities you hope to embody as a supervisor. The self-reflection exercise below will assist you
- Keep it short (50-1,000 words)
- Incorporate the mission, values, and goals of the agency, particularly those points that you feel strongly about
- Speak from the heart and define goals that really mean something to you
- Don't copy another credo or use statements from it – it needs to be in your voice and people will know when it's not
- Consider putting your credo on nice paper and framing it
- Place your credo visibly in your office so your staff can see the commitments you have made as a supervisor

Information in this section was adapted from:

Stettner, M. (2000). *Skills for new managers*. New York: McGraw-Hill.

Scott's Management Credo

I want to have one moment in each work day when I think about the reasons I became a child welfare worker. I hope that my optimism and knowledge of the profession, as well as my abilities as a supervisor will help my staff to always remember why they became child welfare workers.

MY GOALS:

To encourage my employees to always aim for their highest potential;
To treat my employees with respect;
To always educate myself

I COMMIT TO:

Facilitating open and honest communication between staff;
Be supportive of staff;
Giving and taking feedback from staff so we can all grow professionally

Getting Started & Building Momentum

Getting off to a good start in your new position requires being prepared and realistic. This section will address assumptions you may have about the supervisor position, how to set expectations for your team, and what you must do on the first day on the job.

Here are some key points to know about supervision:

- Supervising other people is different than performing within your own job. No matter how skilled you were in your previous job, a new skill set is required.
- You will not have all the answers. Admitting “I don’t know” or “Let me look into that” is OK.
- Your employees will need to be managed differently than you manage yourself. What has worked for you, will not always work for them.
- Be a direct, straight talker. Don’t hem and haw around answers or give wordy responses to explain yourself.
- Don’t contradict yourself. Don’t give employees different answers to the same questions.

The First Day

On the first day or shortly after starting, the best way to introduce yourself to your staff is to hold a meeting. Even if you have met staff one on one, holding a meeting sets the tone of your supervision and puts everyone at ease. If you are nervous, it is likely they are too.

Here are some suggestions for your first meeting:

- Plan the meeting. If you try to wing it, you may look incompetent to your staff.
- Reserve a room that is comfortable.
- If possible, put the tables in a circle. This will give your staff a “team” feeling versus an authoritarian approach. A circle prevents invisible barriers, includes everyone, and prevents people from forming cliques in the back of the room.
- Make a great first impression.
- Keep your introduction speech short.
- Have everyone introduce themselves, but don’t ask them to tell their specific position or how long they have been at the agency. Instead ask them about a skill that they bring to their job.
- Try to speak only 10% of the meeting.
- Be yourself! Authenticity goes a long way!

Setting expectations

Here are some suggestions of expectations you should make clear right away. Add other expectations you would like to relay to the team.

- Supervision is non-negotiable. It should not be cancelled except in the event of an emergency.
- The team should have fun together.
- The team should have open communication.
- All team members will be respectful of one another.
- Attendance at team meetings is mandatory, with the exception being extreme circumstances.
- Ask them for feedback about what they need as a team.

Are you ready for your first crisis?

A crisis is likely to occur at some point in any job. In child welfare, workers often begin the day with the expectations to complete certain tasks, and are never able to get to them due to an emergency. Emergencies can include last minute court hearings, moving children, children’s medical needs, and so on. If you are not prepared, these unexpected events can be daunting. Use the knowledge of those around you to prepare for a crisis. Preparation can’t always prevent a crisis from happening, but it can certainly make the job go much smoother.

Solicit advice before the “crisis” occurs by:

- Talking to other experienced supervisors.
- Talking with your supervisor.
- Getting feedback from your employees’ experiences in previous crises. Ask them how their previous supervisor handled the situation. Could anything have been handled differently?

Information in this section was adapted from:

Stettner, M. (2000). *Skills for new managers*. New York: McGraw-Hill.

Case Study 1.2: Joan's First Day

Today was Joan's first day on the job as a child welfare supervisor. She was very nervous, particularly about her limited knowledge of child welfare. Prior to taking the supervisor position, Joan worked as a social worker for five years at the local children's hospital. She has always been interested in child welfare and had some encounters in her previous position as she occasionally worked with foster children on her unit. Twice Joan had to call CPS Access for suspected abuse. She was very motivated to be a supervisor in child welfare and hoped that although her knowledge was lacking, her zest for the profession would shine through.

Joan decided to hold a meeting. She had met two employees that she will be supervising at an agency tour last week, but she wanted to meet everyone and at the same time. She arrived to the office early so she could send out an email about the meeting and to allow for her to reserve a room.

As staff filed into the conference room, she got the sense that they were not very pleased. She heard some mumbling from one staff member to another about having to be there and not being able to get work done. Joan's anxiety increased as she heard her new staff complaining. On top of that, she felt incredibly lost with the child welfare language that was being used in the office. She couldn't believe that she was only three hours into the first day and already she felt so incompetent!

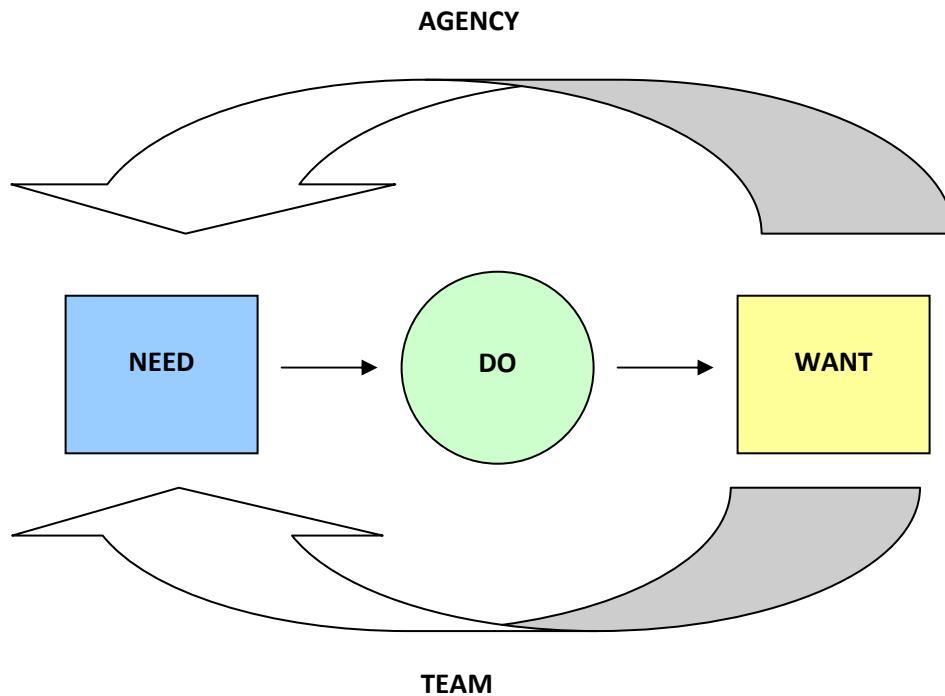
Joan started the meeting apologetically. She apologized for pulling them away from their work. She explained that she is highly motivated and pleased to be the team's supervisor. She explained her limited knowledge of child welfare and told the team that she would be relying on their expertise to help her get settled. Joan could tell the group was not comfortable. In fact, they appeared to be more frustrated and

The Systems Model and the 3 C's

All organizations have a purpose and individuals work together to meet that purpose. Organizations have to decide what they hope to accomplish (want); the processes they need to follow (do), the resources necessary to achieve goals (need), and how they are doing (feedback).

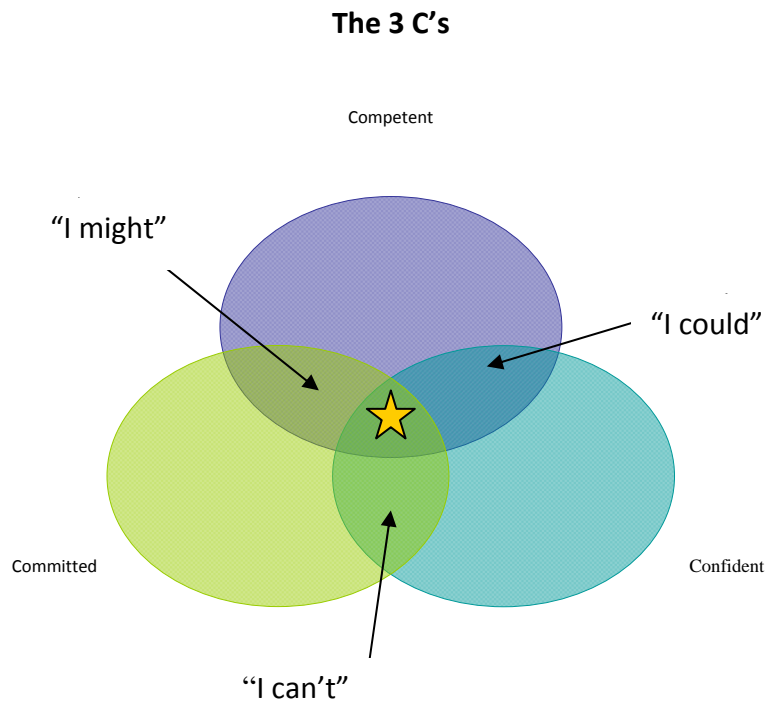
The systems model can help supervisors understand clearly what is happening in the agency as a whole or on their own team. The model can be used as a tool to determine where energy should be focused to achieve a goal.

An “excellent system” would look like this:



In reviewing this diagram, think about your team within the agency.

- The “want” defines the shared vision and the purpose.
- The “do” defines the shared vision and purpose for the team and the policies and procedures for the agency as a whole.
- The “need” is the 3 C's for the team (Committed, Competent, and Confident staff) and it's the resources to get the job done for the agency.



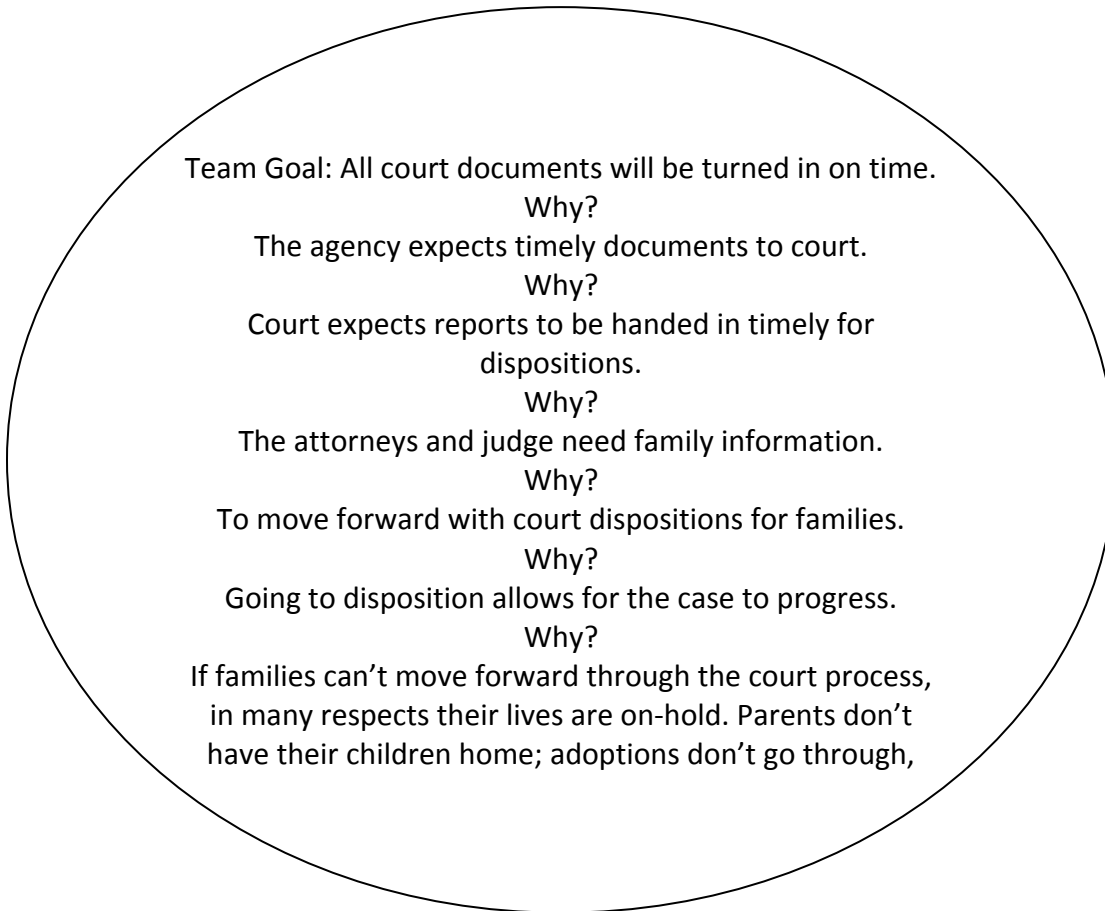
As the supervisor, you will need to ensure that the “want”, “do”, and “need” are clear to your team.

If “want” is ill-defined and “do” is focused on, the “need” will be ignored.

Here are some suggestions for goal setting with your team:

- Define success while at the same time defining accountability issues
- Clarify the “want” first and then clarify the “need”
- Don't set a goal that is task oriented. If you do, there will be no “buy-in” from your team.
- Examples of goals are “reducing the number of moves a child has” or “highest rate of reunification on the team”.

When goal setting with your team, a simple way to determine if you are clarifying the “want” is to ask why a task needs to be done. For example, let’s assume that you set a goal of having court documents turned in on time.



Your team will be more motivated when they know the “why” for a task. When you explain that the court process is stalled when court documents are not turned in on time and families’ lives are placed on-hold, it is very likely that your team will be more connected to the task of timely court documents.

Information in this section is adapted from:
The Institute for Human Services. (2000). *The core curriculum for supervisors and managers: Module 501*.

Case Study 1.3: Home Visits

Susan’s team set a goal several months ago of achieving 100% monthly face-to-face contact with the children on their caseloads. To motivate the team, she placed a chart on her door for everyone to see. Initially, she noticed that everyone was excited about achieving the goal, but after the second month, the interest declined. In fact, Susan has even lost interest in completing the chart and forgot to put last month’s results up.

Susan recognized this “change of heart.” Her team doesn’t care any less about seeing their children. In fact, seeing the children on their caseload is very important to each worker. When she asked her team why it was important to see their children weekly, policies aside, they responded that they wanted to know how the children were doing in all aspects of their life. The team also responded that seeing them consistently ensured safety and helped in building a stronger relationship with their workers.

Self-Reflection 1.4

Can you create a goal for Susan’s team that focuses on their beliefs as to why monthly home visits are important?

Situational Leadership

Situational Leadership is way of approaching supervision that considers the staff members readiness and supervisors leadership style in approaching the relationship. The Situational Leadership Model, developed by Ken Blanchard and Paul Hershey, integrates leadership style with the learner's situation. The model demonstrates how you should gage your supervision to meet the individual needs of your staff. It includes other variables such as the learner's performance, group moral and productivity, and the development of power over time.

Why is it important to change your leadership approach to meet the needs of each of your workers? Workers are at very different places in respect to their readiness to complete tasks and willingness to do the job. Utilizing different supervisory styles assists in meeting the needs of workers and supporting them in doing their jobs. Envision a line of staff outside your door waiting for supervision. It is very likely that each person will require a particular response to their individual needs.

- If you were to delegate and direct seasoned staff, they would very likely feel micro-managed.
- If you were to coach new staff, they would very likely feel unsupported.

Readiness of the worker

There are two dimensions when considering readiness of a caseworker – “ability” to do the job and “willingness” to do the job.

- Ability (or competence) can be assessed by examining experience that demonstrates task accomplishment, education specific to the task, and ability to apply these experiences.
- Willingness (or commitment/confidence) can be assessed by examining the level of desire to take responsibility, accomplishment of a task, persistence and attitude.

Worker readiness can be viewed along a continuum from a very low to a very high level of readiness. The worker will be incrementally moving in one direction or the other, as well as jumping from one level to another on the continuum. In addition, an individual can have more than one readiness rating at any moment in time

- R1 - **unable and unwilling** (e.g., new or experienced worker and a totally new task).
- R2 - **unable and willing** (e.g., new or experienced worker trying to accomplish a new task after instruction. Some of the task is completed correctly and some not).
- R3 - **able and unwilling** (e.g., experienced worker capable of doing the task but isn't, due to loss of confidence or declining commitment).
- R4 - **able and willing** (by definition, an expert who will periodically check in with the larger organization to assure role and goal efficacy).

Leader's Style

There are two dimensions to the behavior of supervisors when leading workers: the task (or directive) behaviors demonstrated by the supervisor, and the relationship (or supportive) behaviors demonstrated by the supervisor.

Task or directive behavior is demonstrated any time a supervisor:

- Spells out the role of an individual or the group in accomplishing purpose-critical unit goals.
- Relies on one-way communication to tell the worker what, when, where, how, and with whom to do the work.
- Provides close follow-up and feedback on performance that is directive and external in character.

Relationship or supportive behavior is demonstrated anytime a supervisor:

- Engages in two-way communication with a worker.
- Discusses *why* a performance standard is important.
- Listens and responds to the worker's feelings or ideas related to accomplishing the work assigned.

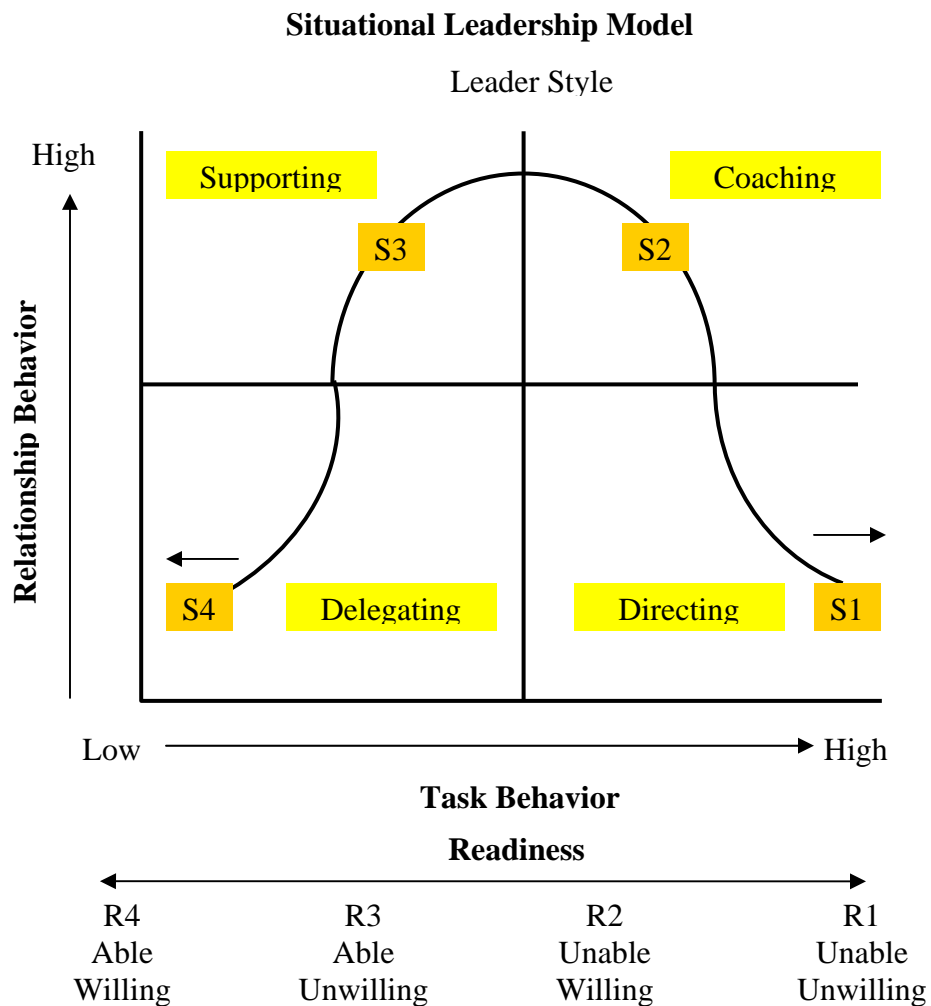
Both task and relationship are perceived as supportive by the worker, when used appropriately, based on the worker's readiness to do the required work.

Situational Leadership

Situational Leadership connects the leader's style/dimensions of leadership with the readiness of the worker.

- **S1**, or *Directing* leader style (high task, low relationship), is effective with a worker with an R1 readiness rating, or "unable and unwilling". This is because telling how the task is to be accomplished and with whom they are to work with is the quickest route to initial task accomplishment by the worker.
- **S2**, or *Coaching* leader style (high task, high relationship), is effective with an R2 readiness rating or "unable and willing". This is because the worker has tried to do the task, resulting in an opportunity to praise the worker's efforts but, at the same time, the worker needs (re)instruction in areas that still need improvement. The person can now begin to offer ideas on how to improve performance based on this experience.

- **S3**, or *Supporting* leader style (low task, high relationship), is effective with an R3 worker or "able but unwilling" because the worker knows how to do the task but is lacking in confidence and/or commitment to carry out the work. Opening up two-way communication to hear how the worker will carry out the task, reassuring the worker s/he is capable of doing the work, praising past performance, or discussing feelings and resistance to doing the work should all improve task accomplishment.
- **S4**, or *Delegating* leader style (low task, low relationship), is effective with an R4 worker or "able and willing. This is because the worker needs only to know what the overall objectives of the task are and receive periodic maintenance reinforcement for task accomplishment. In fact, a leader may comfortably take "leadership" from this person as well.
- The "S" associated with each approach is plotted on the model shown below.
- The "R" is associated with the worker's ability and willingness to do the job.



Learner’s Developmental Level

In addition to assessing the situation of the learner, supervisors should also pay attention to the learner’s developmental level. Blanchard and Hershey believe that the leader’s style should be responsive to the competence and commitment of the follower.

Low Competence, Low Commitment (D1) is the initial stage where productivity is low because the follower does not have the skills or the confidence to get the job done. Morale is generally high because they are new to the job and eager to learn.

Some Competence, Low Commitment (D2) – this is sometimes referred to as “the disillusioned learner”. There may be low morale; however, productivity is improving as they are learning how to do their job.

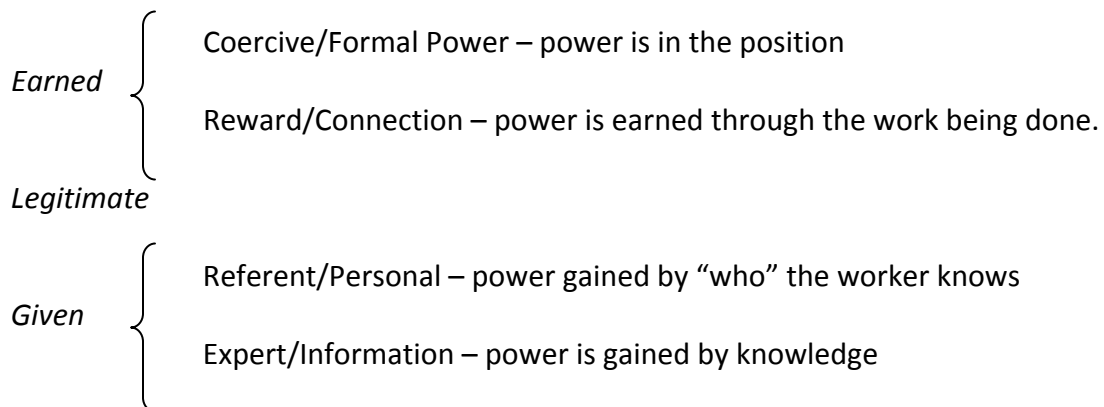
High Competence, Variable Commitment (D3) is when workers are experienced and they can get the job done. Their commitment varies due to lack of confidence to do the job on their own. Morale and productivity are steadily increasing.

High Competence, High Commitment (D4) is when workers are experienced at the job and can do it well. Productivity is high, as is morale.

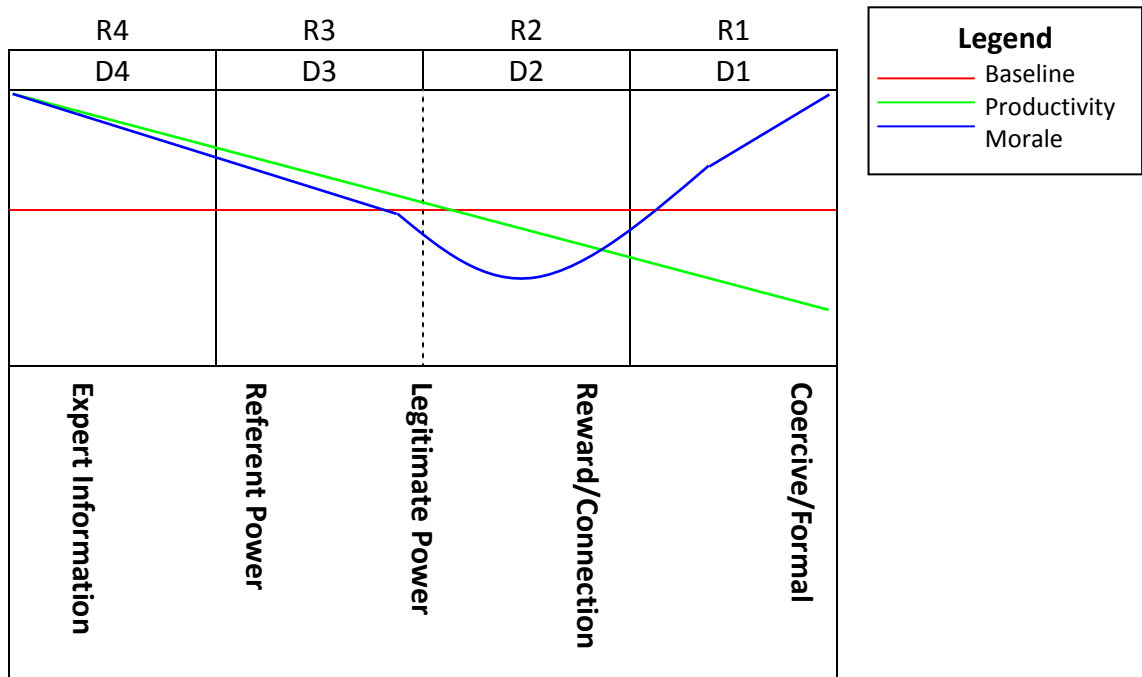
Types of power

As supervisors, we need to acquire power, use it properly and help our staff members get more power (and use that power properly). Power is not inherently good or bad; it is necessary for purpose and goal attainment.

Power changes for workers and supervisors as they become more knowledgeable and skilled at their job.



In the graph below, the “D” demonstrates the developmental level of the follower or the person being led by the supervisor and D1-D4 is used to show the productivity and morale of the agency or group due to the developmental levels.



Situational Leadership does not only apply to the growth and development of a novice worker who becomes an experienced worker. At times, your leadership style will need to adapt to different situations with the same worker. Here are some examples:

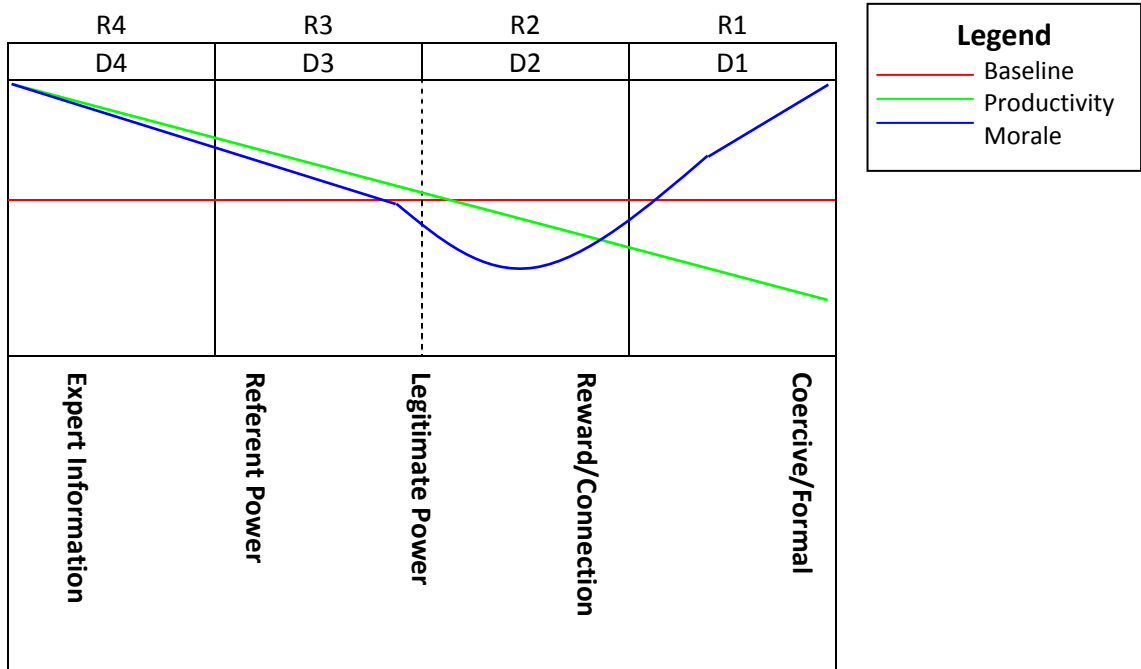
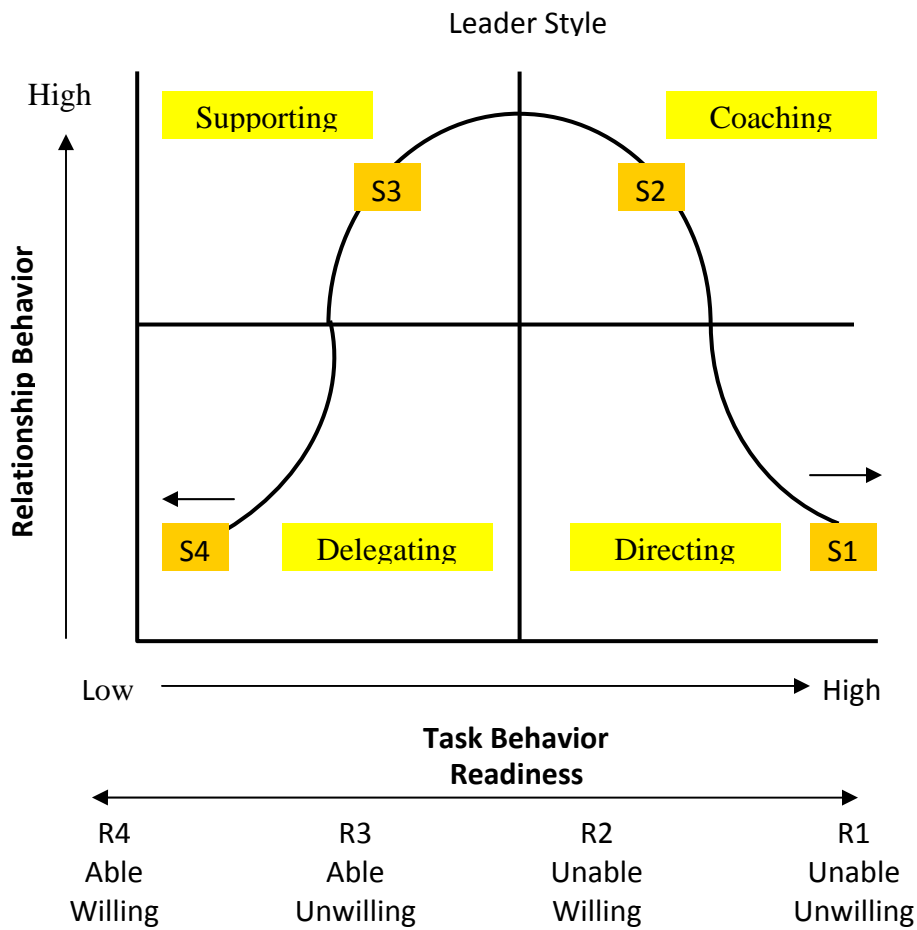
- An experienced worker (D4) is faced with a task in which they do not possess the necessary skills. The worker will revert to D1 when dealing with the new task.
- The performance of a worker is poor. Consider Sally in the next section who is usually a highly competent worker with high commitment. She begins handing in late case progress evaluations, placing her into D3 status.

Information in this section is adapted from:
 Famous Models: Situational Leadership. (n.d.). Retrieved from
<http://www.chimaeraconsulting.com/sitleader.htm>

The Institute for Human Services & NEW Partnership for Children and Families (2004). *Supervising and managing work group performance. Module IV core 504*

The Institute for Human Services & NEW Partnership for Children and Families (2004). *Managing work through other people. Core 502*

Situational Leadership Model



Case Study 1.4: Laura goes to court

Jennifer is Laura's supervisor. Laura is a competent case manager and demonstrates a strong commitment to the job. However, after six months on the job, she cannot attend court on her own. Jennifer has observed her in court. Laura has difficulty speaking and when she does, she is not able to articulate herself. She works very hard with her families, but it does not show when she gets into court.

Laura does not feel supported by Jennifer in the courtroom. She did have to attend a few court hearings on her own very early on the job and they went horribly. She was yelled at by a judge and she doesn't want to deal with that again. She enjoys her job, but has become very anxious about court. She now has requested that Jennifer attend every court hearing with her until she is more comfortable. Still, Jennifer attends the court hearings, but doesn't say much or give much direction.

Case Study 1.5: Mike and Sara

Mike is a new supervisor in child welfare. While in graduate school, Mike participated in a field placement at a child welfare agency. Aside from his field placement, Mike has no other child welfare experience.

Sara has worked in child welfare for many years. She is extremely knowledgeable on all aspects of child welfare and is often the “go to” person for many people on her team.

Sara is not receptive to Mike’s supervision. She feels that Mike is not qualified to supervise her, due to his limited experience in the field.

Self-Reflection 1.6

Can you identify the different sources of power involved in this case study? What style of leadership should Mike use when working with Sara? How would you manage a situation in which your worker is more knowledgeable than you and knows it?

Individual Supervision

Individual Supervision is a meeting that occurs on a weekly basis with each of your workers. Individual Supervision is the single most important function of your role as a supervisor. Remember the three roles? In individual supervision, you will be exercising your decision making skills, evaluating worker performance (administrative), promoting staff development (educative), and providing encouragement to your staff (supportive). The varied levels of your staff's development will require different roles at different times.

Be consistent with Individual Supervision

- It demonstrates reliability to your worker
- It keeps you abreast of your worker's cases
- It defeats panic and prevents several "mini-supervisions" throughout the week

How to be consistent:

- Individual Supervision should occur on a weekly basis.
- It is best to schedule supervision on the same day and at the same time every week.
- Supervision should only be cancelled under extreme circumstances. When cancelled, it should be promptly rescheduled, ideally prior to the originally scheduled time.
- Be sure to send a clear message to your workers that supervision is non-negotiable.
- Have a consistent structure for your supervision. This way the worker always knows what to expect from supervision and it helps you to stay on task.

Case Study 2.1: Why consistency matters

Supervision is scheduled every Tuesday with John at 2 p.m.

John can count on supervision occurring every week as it's already scheduled. There is no confusion as to when supervision is occurring – It's Tuesday at 2 PM. John can rely on this time with you to process new information, ask questions, get feedback, and review cases. It puts him at ease when he has less immediate questions because his time with you is guaranteed.

Supervision with Sandy is scheduled week to week.

Sandy's schedule didn't coordinate with your schedule for last week as she had several court hearings, so no supervision was held. This week Sandy thought supervision was scheduled for Tuesday, but you had it in your calendar for Wednesday. Sandy is in your office frequently asking questions that really could wait.

Show respect by giving your undivided attention:

- Ensure that supervision is uninterrupted. Keep the door closed and alert your team to be respectful of the supervision time of others.
- Don't answer the phone or respond to emails during supervision.

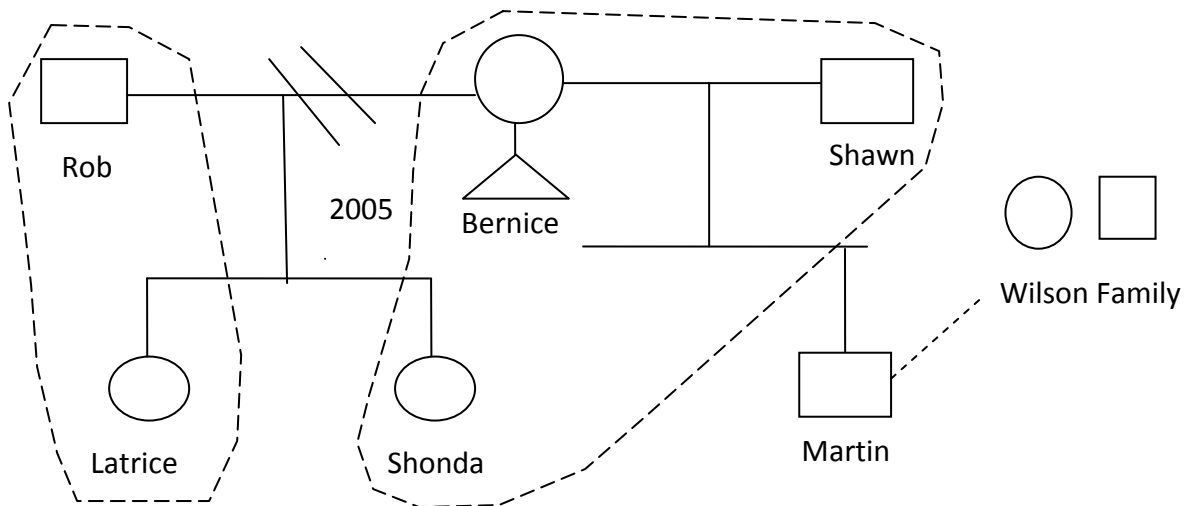
Be organized:

Here is one method of organizing yourself around Individual Supervision for your staff. Maintain a binder for each worker and in the binder, a tab for each family. Within each tab, have loose leaf paper where you can write a running narrative during supervision. With the assistance of your worker, sketch a family genogram and include it in the binder. A genogram is a format for drawing a family tree. You might think that this isn't necessary, but think of how much more effective you can be when you are not rehashing who's who of the Smith family.

Other reasons to use genograms:

- They are useful tools in case transfers
- They can be presented at court or in central staffings to help others understand family dynamics

Here is an example of a genogram:



This genogram tells us the following information:

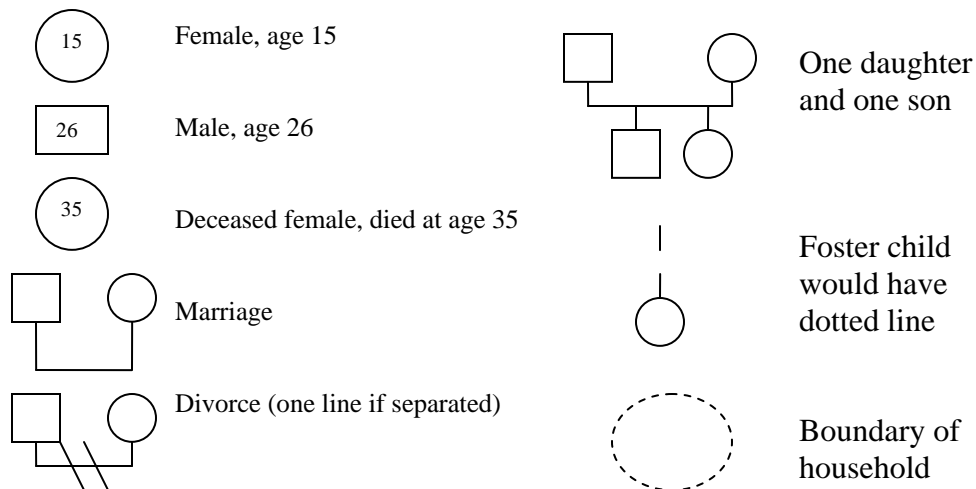
- Bernice and Rob divorced or ended their relationship in 2005.
- They have two girls, Latrice and Shonda.
- Latrice is the youngest.
- Latrice lives with Rob.
- Bernice lives with Shawn, but they are not married.
- Shonda lives with Bernice and Shawn.
- Bernice and Shawn have one child together, Martin.
- Bernice is pregnant.
- Martin is placed in a foster home with the Wilson family.

Case Study 2.2: Genogram

Katie and Rob have been dating for two years. They currently live together. The couple gave birth to a little boy, Cole, three months ago. Together, they also have a two-year old, Noah. Celia, Rob’s daughter from a previous marriage, had also resided in the home. Celia is 9 years old. Celia would sometimes see her mother, Jane, on the weekends.

Katie is cognitively delayed with an IQ of 73. Rob has a job at a restaurant. Rob is an alcoholic who drinks heavily when not at work. The children were detained two weeks ago after Celia told a social worker that Rob hits her frequently often leaving bruises. Celia’s mother, Jane, is unable to care for her due to alcohol and drug issues of her own. Celia was placed in the foster home of Mr. and Mrs. Able. Cole and Noah were placed with their maternal grandmother, Maria.

Using the symbols below, sketch a genogram depicting the family on the next page.



For more information on genograms and also Eco-maps, see http://www.dss.mo.gov/cd/info/cwmanual/section7/ch1_33/sec7ch25.htm

Supervision Structure

Here is a suggested format for your supervision time:

Check-in (Supportive)

- Make the worker comfortable
- Engage the worker
- Hear the worker's story
- 5 minutes

Formal Case Staffing (Administrative, Educative)

- Answer the worker's questions
- Establish the number of cases or families to be staffed each week and rotate
- Determine key questions that you will ask for every case or family
- 35 minutes

Worker's time (Supportive)

- Discuss pressing issues
- Ask questions
- 15 minutes

Feedback (Supportive, Administrative, Educative)

- Strength-based feedback
- Performance Analysis
- Review Training and Development Tracker
- Discuss learning objectives for any upcoming foundation training (located on the Training Partnership website)
- 10 minutes

Closing (Supportive, Educative)

- Set expectations for the week
- Ask the worker for feedback on your supervision
- Ask the worker if they need anything
- Address any performance issues
- Recognize growth and good work
- 5 minutes

Case Study 2.2: Michelle's Supervision Process

Check in

Michelle

- Has set a comfortable environment
- Asks the worker "How are you doing?"
- Gages anxiety
- Puts the worker at ease

Formal Case Staffing

Michelle has the caseworker staff 3-5 families per individual supervision. Here are questions that are asked for each family:

Current Safety

- Are there impending dangers?
- Is the child safe in current placement?

Well-being

- Is the child up to date on medical and dental?
- Is the child healthy?
- How is the child's emotional state?
- Is the child in school/activities?
- How well does the child interact with others?

Permanency

- What parental behaviors must change for reunification to occur?
- Discuss the Family Interaction Plan. Can visitation be increased or in a less restrictive setting?
- What are the diminished protective capacities? How do you know?
- What is your relationship with the client? Are they engaged?
- Is the client ready, willing, and able to move toward change?
- Is the service plan effective?

"Let's make some near term plans/decisions and evaluate our long-term views."

Worker's time

Michelle allows the worker to have time to discuss pressing issues of the day or week, ask questions, and to discuss obsessions.

Feedback

Michelle uses this time to give the worker feedback tied into the performance analysis. Feedback is strength-based. Michelle reviews the worker's training and development tracker.

Close

Michelle scheduled the next supervision.

Case Study 2.3: Supervisor Michelle

Supervisor Jim recently left the agency and Supervisor Michelle has taken over his team. Jim did not provide regularly scheduled individual supervision. He would often have to cancel supervision due to a case crisis and it was not promptly rescheduled. Jim's individual supervision meetings lacked a formal structure and really were more of a free-flowing discussion about cases and safety. Supervisor Michelle is requesting weekly supervision that will be scheduled at the same day and same time for each worker. She has a formal structure during supervision.

Ten Steps to Performance Evaluation

One of the duties as a Supervisor is completing a performance evaluation for your staff. It's often a dreaded event, but it doesn't have to be. Performance evaluations are venues for feedback that are necessary for an individual's professional development. This section offers a ten-step guide to conducting an effective, stress-free performance evaluation.

Step One: Analyze performance

- Analyze the employee's performance
- Not the reasons for, but the actual performance itself
- Be concrete, rather than abstract
- What do they do well?

Step Two: Ask the employee to meet with you

Don't...

- Have someone else do it
- Send an email or a note
- Combine the asking and the meeting
- Say too much or too little
- Make too much of the performance review
- Do so while angry

Step Three: Begin the meeting

- Set the stage by eliminating distractions or interruptions
- Make the person feel comfortable
- Pay attention
- Demonstrate interest, but don't go off task

Structure the evaluation:

- Find out how things are going on the job for the employee, and any problems they might be having
- Get their ideas and suggestions about how you make their job less frustrating and more satisfying
- Hear what they think they do well and what they can improve
- Offer your thoughts on the above
- Mutually agree on some specific goals for the future – things the employee will be working on to improve his/her performance and some things you will be doing to make the job less frustrating and more satisfying

Step Four: Find out how things are going

- Ask open-ended questions
- Allow for venting
- Be a good listener
- Just listen
- Don't offer critical comments

Do ask...

- How do you feel about...?
- What are your thoughts about...?
- What do you think about...?

Don't ask...

- Can't you...?
- Is it...?
- Wouldn't you...?
- Have you...?

Step Five: Ask "the question"

- "You've identified some problems, Ryan, but they sound like solvable problems to me. A little later I'd like us to put our heads together to look for some solutions. But now I'd like to move on to another subject. I'd like you to tell me what I could do, as your supervisor, to make your job here a little less frustrating and more satisfying."

Why ask "the question"?

- Employee's love it
- It's an excellent way to get feedback
- When you ask the question to numerous employees, you will get themes
- Get new perspectives
- Antidote to self-deception
- Key to unlocking the door to better performance

Step Six: Get the employee to do a self-analysis

Make a transition statement

- "Why not begin with things you are doing well... and then we will talk about areas that need some strengthening..."
- Really listen
- Give details and specific examples

Step Seven: Present your analysis of your employee's performance

- Use your analysis
- Start with positive
- Align/mutuality between assessments
- Always be ready to switch back to listening
- Get your employee's reaction to your analysis

Step Eight: Negotiate the Performance Agreement

- Specific tasks the employee is going to work on during the next four to six weeks to improve his/her work performance
- Specific tasks that you are going to work during the same period to help the employee improve and make his/her job less frustrating and more satisfying

Step Nine: Close the meeting

- “Well we’ve covered a lot of ground today. Before we close though, I’d like to get your reactions to our meeting...”
- Whenever employees seem angry and/or irritated, give them room to talk
- Whatever the complaint, ask the employee to come up with ideas of how to solve the problem.
- Stop-Look-Listen if escalation...
- End on positive note, thanks, and follow-up meeting

Step Ten: Follow-up

- Immediate reinforcement
- Don’t neglect the agreement
- Follow through on your end!
- It’s hard work – be encouraging and give rewards

Case Study 2.4: Evaluating John

Ryan is John's Supervisor. John started three months ago and his 90-day evaluation is scheduled for next week. John has demonstrated an eagerness to learn his position. He generally responds well to feedback and applies the feedback to his performance. John is very empathetic and respectful toward his clients. He appears to have a good grasp of assessing safety and conducting family assessments and reviews his understanding with Ryan during individual supervision meetings.

Ryan was pleased to have John on his team, until today. Ryan received several calls from a foster parent stating that John was not returning her calls. Ryan approached John and informed him of the foster parent's call to him. Ryan expressed that the foster parent was very frustrated and that in the future, he needs to return phone calls within 24 hours. John apologized and stated that he would return the call. Ryan believed that his directive was taken well.

Later that day, Ryan walked by John's cubicle and overheard John talking to another worker. John stated that he was overwhelmed and he felt he was getting no support from Ryan as a supervisor. John stated that Ryan is never around when he needs his assistance and has no understanding of what it is like being a new worker. Ryan returned to his office and was outraged. Ryan knows he has been very busy, but he's tried to be as available to his workers as possible. Ryan couldn't believe the nerve of John. Ryan began to think of how needy John was. Now Ryan has to write a performance evaluation and will be sure to let John know where he needs to improve.

Performance Analysis

As a Supervisor, you will have the task of addressing performance issues with your workers. A *Performance Analysis* will allow you to “analyze” a worker’s poor performance to determine the cause.

We often assume that if a worker’s performance is poor, they need more training. However, when a performance analysis is conducted, you may find that lack of training or knowledge is not the problem. According to Mager & Pipe (1997), there are many possible reasons for poor performance. Examples are:

- Not knowing expectations
- Lack of tools, space, and/or authority
- No feedback on performance
- Rewarded for poor performance
- No reward for good performance
- Ignored whether or not they are doing a good job
- No knowledge of how to do the task

There are a few steps that should be completed prior to beginning the performance analysis. First, identify the *performance discrepancy*. Mager & Pipe (1997) describe a performance discrepancy as the difference between what an employee *should* be doing and what they *are* doing.

1. State performance expectations
 2. State the worker’s performance
 3. Is it worth it?
- } *performance discrepancy*

You should consider the question in number 3 above (Is it worth it?). Is the performance hurting anyone, resulting in incorrect work, or affecting the agency? If the answer is no, then don’t put your energies into correcting the performance.

The next step is to complete the performance analysis. There are several tools available for conducting performance analyses. We will provide with a few in this section and in the appendix. It doesn’t matter which tool you use, as long as you are conducting an analysis.

In conducting a performance analysis, the 7 Factors of Job Performance are considered. The *7 Factors of Job Performance* are the factors that are necessary for a job well done. They are as follows:

Standards

- What the task is and when it’s due
- Often written standards are available
- There should be agency agreement, no inconsistency of standards

Conditions

- Refers to working conditions
- Tools to complete the job, i.e. a computer, voicemail

Feedback

- Tells them know how they are doing, good or bad
- Should be frequent, specific, and understandable
- Should be direct and given by the supervisor

Motivation/ Incentives

- Worthiness of task
- Incentives for good performance
- Incentives need to matter to them
- Does good work lead to more work? (less incentive for a job done well)

Measurement

- Performance needs to be measured
- Objective measurements
- Measurements make sense

Knowledge and Skill

- Has the task been performed correctly before?
- Training and effectiveness of training
- Worker's awareness of expectations
- Could the worker do the task if their life depended on it?

Capacity

- Worker capability both mentally and physically

Case Study 2.5: Sally

Let's consider Sally: Sally has always completed her case progress evaluations (CPE's) on-time in the past. Recently, she has been handing them in one to two weeks later than usual. Let's identify Sally's Performance Discrepancy.

Performance Discrepancy = What Sally is doing
What Sally should be doing

1. State performance expectations:

- Sally completes all CPE's (100%) within allotted time.

2. Identify actual performance:

- Sally completes 65% of CPE's on time.

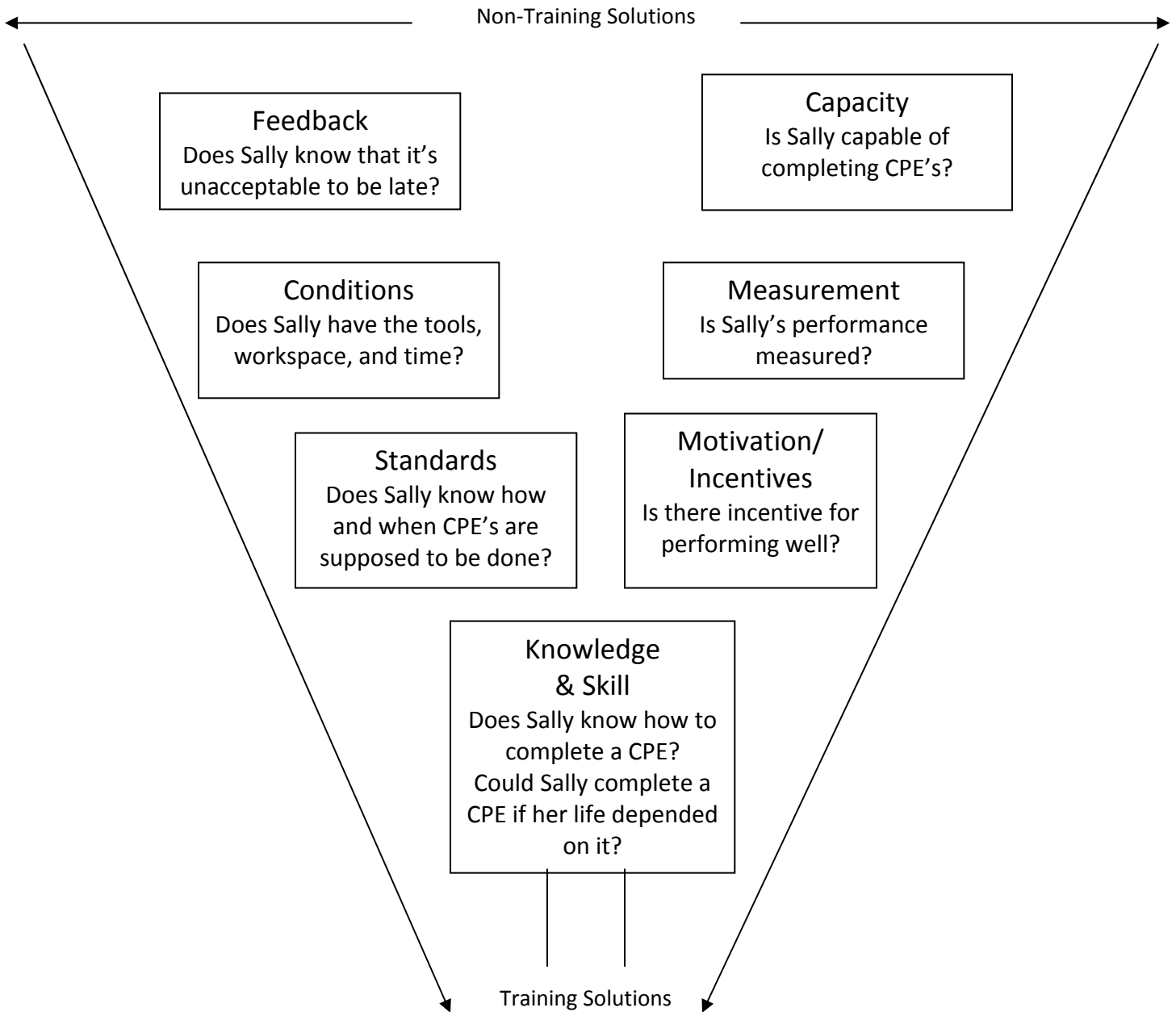
3. Ask yourself: Is it worth your effort?

- Yes, Sally needs to complete her work on time. Case Progress Evaluations are important measurements of the family's progress toward change.

4. Conduct a performance analysis:

- Page 16 shows the 7 Factors of Job Performance and the impact each could have on Sally's ability to turn in timely Case Progress Evaluations. Page 17 provides one supervisor's answers/analysis of the 7 factors
- Pages 18-20 demonstrate the use of "The Performance Analysis Checklist" for Sally. You will see that as items are checked "yes" or "no", the cause of Sally's performance becomes clearer.

7 Factors of Job Performance



Adopted from Langevin Learning Services

The answers:

- Sally has achieved 100% timely completion of her CPEs in the past, so we know that Sally knows how to complete a CPE. (Knowledge & Skill)
- Sally is physically and mentally capable of completing a CPE. She has the tools, a clean workspace, and she has the time. (Capability)
- Sally has a tracking tool hanging up in her cubicle with CPE due dates, so she knows when they need to be completed. Sally has written excellent CPEs in the past. (Standards)
- Sally's performance is measured during her performance evaluations. (measurement)
- ⇒ Sally was not complimented when she was timely with her CPEs. She hasn't had any negative consequences for handing in late CPEs. (Motivation/Incentives)
- ⇒ Sally has not been told that late CPEs are unacceptable. (Feedback)

5. Address the performance issue:

- Sally needs feedback. She needs to hear from her supervisor that late CPEs are unacceptable. The late CPEs need to be acknowledged and a negative consequence should follow. Sally was being rewarded for not handing them in timely because nothing was happening. Sally probably thought, "If nothing happens when I hand them in late, why stress to hand them in on time"?
- Refer to the ten-steps for performance evaluation for tips on how to offer effective performance feedback.

Information in this section is adapted from:
Mager and Pipe (1997)
Langevin Learning services

Performance Analysis Checklist

Task: Completing timely Case Progress Evaluations

Who is responsible: Sally

Standards	Yes	No	Not Sure
1. Do they know what to do?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do they know when to do it?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do their supervisors agree on what and when?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Are there written standards?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Do they know how they'll be evaluated?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Conditions	Yes	No	Not Sure
1. Are task procedures clear and workable?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is the workplace physically organized?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is enough time available?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Are tools and equipment available?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are tools and equipment operative?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is necessary information available?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Is information accurate?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Are distractions and interruptions minimized?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Are policies and procedures flexible enough?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Do they have enough authority?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Can the job be done by one person?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Is support available for peak periods?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback	Yes	No	Not Sure
1. Are they informed about how they're doing?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Is feedback given soon enough?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is feedback given often enough?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Is feedback understandable?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Is feedback tied to "controllable" performance?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Is feedback specific?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Is feedback accurate?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Is feedback given by someone who matters?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Is feedback given in a way they accept?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Motivation/Incentives	Yes	No	Not Sure
1. Is the task seen to be worthwhile?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Do you believe they can perform the task?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is there incentive for performing well?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do the incentives really matter to them?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Is the incentive contingent upon good performance?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Do they know the link between incentive and performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. Are incentives scheduled to prevent discouragement?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. Are all available incentives being used?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Do they find the work interesting?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Are there inner satisfactions for good performance?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. If incentives are mixed, is the balance positive?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. Is "punishment for good performance" prevented?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Is "reward for poor performance" prevented?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14. Is there peer pressure for good performance?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Is task unpleasantness or stress within acceptable levels?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16. Does poor performance draw attention?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Measurement	Yes	No	Not Sure
1. Is performance measured?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Are measurements based on task performance?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Are measurements based on results rather than activities?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Are task purposes measured?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are the measurements objective?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Are the designers of the measurements qualified?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge and Skill	Yes	No	Not Sure
1. Did they ever perform the task properly?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is the task performed often enough to ensure retention?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do they know the task is expected of them?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is training provided?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is the training effective?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is enough practice done during training?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Could they perform properly immediately after training?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Are job aids available?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Are job aids effective?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Does performance fail to improve with experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. Is the task procedure stable?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Could they do it if their lives depended on it (without further training)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capacity	Yes	No	Not Sure
1. Do they have the mental capacity?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do they have the physical capacity?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do they have the prerequisites for training?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adopted from Langevin Learning Services

Case Study 2.6: Mara and Safety Assessment

The agency provided Safety Foundation training over two years ago. Mara has been with the agency for over five years and likes to do things the “old” way. She had a negative attitude about the initial Safety Foundation training. Her Supervisor, Melissa, believed that Mara was growing as she started to see safety language in her documentation and she seemed to grasp the purpose of identifying the impending danger threats to child safety within the family. For a while, Melissa was not concerned about Mara’s implementation of safety assessment and planning in her work with families.

This morning, Melissa accompanied Mara on a home visit for an Initial Assessment case with an in-home safety plan. Mara did not ask questions related to the identified impending danger threats in an effort to continue to re-evaluate the threats. She did not check in with the family on how things were going with the various safety response providers. In fact, Mara did not acknowledge the in-home safety plan at all! Melissa feels like she has discussed this with Mara several times. She doesn’t know how else to get the point across.

Complete the performance analysis checklist on the next page to determine the issue for Mara’s performance

<h2 style="margin: 0;">Performance Analysis Checklist</h2>
--

Task: _____

Who is responsible: _____

Standards	Yes	No	Not Sure
1. Do they know what to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do they know when to do it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do their supervisors agree on what and when?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Are there written standards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Do they know how they'll be evaluated?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conditions	Yes	No	Not Sure
1. Are task procedures clear and workable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is the workplace physically organized?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is enough time available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Are tools and equipment available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are tools and equipment operative?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is necessary information available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Is information accurate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Are distractions and interruptions minimized?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Are policies and procedures flexible enough?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Do they have enough authority?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Can the job be done by one person?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Is support available for peak periods?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback	Yes	No	Not Sure
1. Are they informed about how they're doing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is feedback given soon enough?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is feedback given often enough?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is feedback understandable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is feedback tied to "controllable" performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is feedback specific?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Is feedback accurate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Is feedback given by someone who matters?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Is feedback given in a way they accept?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Motivation/Incentives	Yes	No	Not Sure
1. Is the task seen to be worthwhile?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you believe they can perform the task?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is there incentive for performing well?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do the incentives really matter to them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is the incentive contingent upon good performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Do they know the link between incentive and performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Are incentives scheduled to prevent discouragement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Are all available incentives being used?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Do they find the work interesting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Are there inner satisfactions for good performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. If incentives are mixed, is the balance positive?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Is "punishment for good performance" prevented?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Is "reward for poor performance" prevented?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Is there peer pressure for good performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Is task unpleasantness or stress within acceptable levels?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Does poor performance draw attention?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Measurement	Yes	No	Not Sure
1. Is performance measured?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Are measurements based on task performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Are measurements based on results rather than activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Are task purposes measured?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are the measurements objective?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Are the designers of the measurements qualified?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge and Skill	Yes	No	Not Sure
1. Did they ever perform the task properly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is the task performed often enough to ensure retention?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do they know the task is expected of them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is training provided?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is the training effective?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is enough practice done during training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Could they perform properly immediately after training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Are job aids available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Are job aids effective?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Does performance fail to improve with experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Is the task procedure stable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Could they do it if their lives depended on it (without further training)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capacity	Yes	No	Not Sure
1. Do they have the mental capacity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do they have the physical capacity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do they have the prerequisites for training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adopted by Langevin Learning Services

Self-Reflection 2.3

Using the results from the checklist above, what should Melissa do to address Mara's poor performance?

Progressive Discipline

Unfortunately, your efforts to correct poor performance through performance analysis will not always provoke staff to make the changes necessary to improve. When poor performance continues, you must intervene to change the behavior by applying progressive discipline. Progressive discipline is the application of disciplinary actions that increase in severity as the poor behavior continues.

- As suggested in earlier sections, **be sure to seek out advice of your supervisor and other experienced supervisors for suggestions when dealing with situations that require disciplinary action.**
- Please be sure to **refer to your agency for specific policies regarding discipline.**
- Don't ever write a note or email when dealing with performance issues or progressive discipline. Talk directly with the worker.
- Don't discuss the worker's performance with co-workers or other team members.
- Don't ever say anything about the worker that you wouldn't say directly to them.

In general, the sequence of progressive discipline is:

Verbal Reprimand

- Direct one on one meeting to discuss problem behavior
- It's private and confidential
- Should be noted in the employee's personnel record
- Sometimes, a second reprimand will be necessary

Written Reprimand

- A written document
- Specifically describes the problem and employee's performance
- Lists previous verbal warning
- States desired change in behavior

Warnings and Contracts

- A written document
- Course of action to avoid termination
- Describes previous attempts to change behavior
- Employee and supervisor sign the document
- Signing indicates understanding of problem and desired outcome

Transfer

- Should be used minimally
- Not appropriate in small organizations
- Only used when change is beyond employee's control (i.e. personality conflicts)

Termination

- Misconduct – prior warnings not necessary, if behavior is severe
- Unsatisfactory work performance - requires prior warnings

Information in this section was adopted from:

Brittain, C. (2005). *Supervisory training: Putting the pieces together, Unit I*. Denver, CO: Butler Institute for Families, Graduate School of Social Work, University of Denver.

Case Study 2.7: Mara refuses

Melissa continues to have concerns about Mara and her use of safety intervention and engaging families in the process. Mara is very punitive with her clients. When discussing her families during supervision, Mara cannot adequately articulate what safety looks like and tends to suggest out-of-home placement instead of partnering with the family to create a sufficient in-home safety plan. She also continues to focus on court ordered conditions instead of the change process.

Melissa feels guilty. She likes Mara as a person and believes that she could be a good social worker. Her heart is in the right place. Still, Melissa is concerned about Mara's clients and the consequences they will suffer from her inability to evaluate safety effectively.

Melissa does not know how to progressively discipline. She feels that evaluating safety intervention and engaging skills are not as concrete and evident as someone who comes in late everyday or skips out of work.

Building a Strong Team

As a Supervisor, you will be managing a team of workers. When performing your roles as a supervisor (administrative, educative, supportive), you must consider how these roles are connected to the development of your team.

Of course, it will be challenging to jump right in and effectively lead your team. If you are new to child welfare, you may not know the individual team members. Maybe you were promoted from within and know your team members very well. It's possible your team of peers is not ready to accept you in your new role of supervisor. Remember the nervousness that you are feeling as a new supervisor is likely comparable to what your team members are feeling.

As a Team Supervisor your responsibilities include:

- Bringing the team together
- Strengthening the team's cohesion on an ongoing basis
- Facilitating positive and healthy team interaction
- Encouraging ongoing team development
- Having fun!

Getting to know your team will be a process that takes time. Here are some suggestions for getting started:

- If possible, talk to the previous supervisor.
- If the previous supervisor is not available, find out if the program manager or other supervisors are willing to talk with you.
- Talk to the team. Find out what they think about their communication and cohesiveness.

Know how your team came to be

It is very likely that prior to their first day on the job, they were placed on a team chosen by administration. The individual and group behavior can be very different depending on how they became members of the team.

Consider the following examples of *voluntary* teams:

A recreation baseball league

A workgroup that people signed up for

The Parent-Teacher Association

The National Association of Social Workers

Now shift gears and think about a basketball team and a golf team. The basketball team relies on one another to achieve a goal which is more baskets scored than the other team. The golfers focus on individual performance and add the scores.

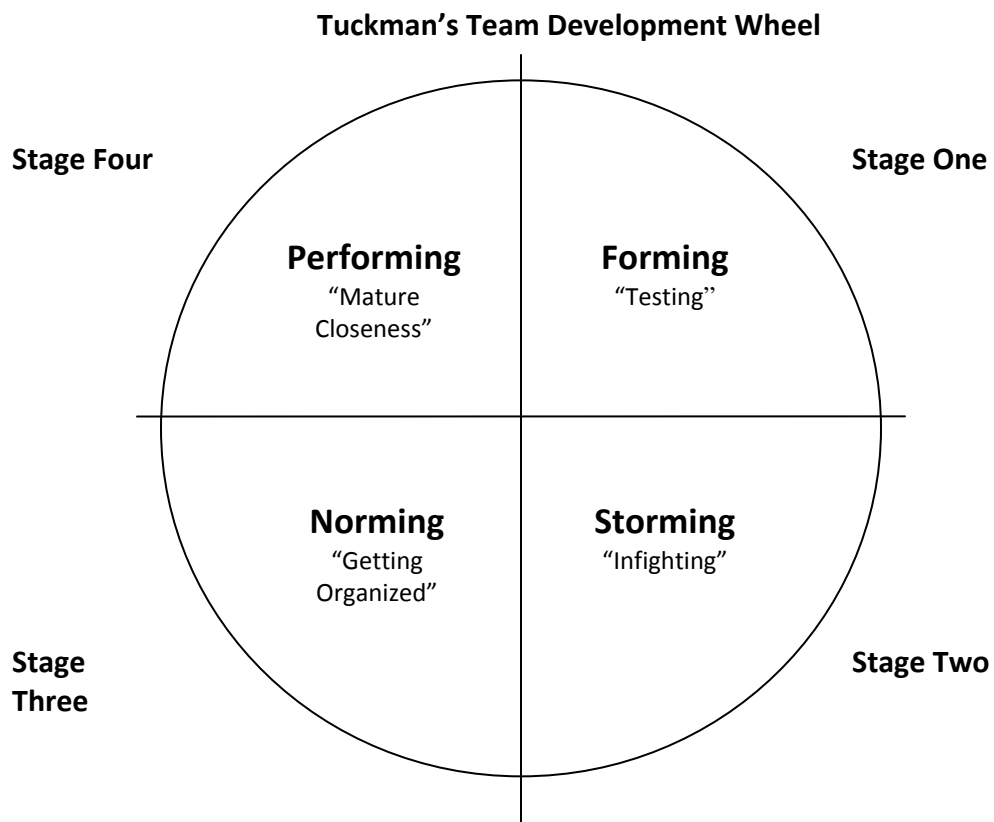
Self-Reflection 3.1

How could behavior of team members be different if they voluntarily joined a team compared to when they are placed on a team?

Do you think a team of child welfare workers should function more as a basketball team or a golf team? Explain your answer.

Team Formation

As a supervisor, you should have a clear understanding of team formation. Team formation has four different stages: Forming, Storming, Norming, and Performing. The formation stage your team is functioning in will require you to respond in different ways as members will behave differently at each stage.



Adopted from Tuckman B.W. (1965). Development sequence in small groups. *Psychological Bulletin*, 63, 384-399.

Stage 1 (Forming)

- Initial beginning for team
- Usually lasts about 1-3 months
- Team will return to formation, whenever a new person joins the team.
- Team members are polite to one another
- Limited trust

Stage 2 (Storming)

- Can last 3-5 months to forever
- Differences emerge
- Cliques form
- Usefulness of certain team members is questioned

Stage 3 (Norming)

- Members have decided to commit to the team
- Are not welcoming to outsiders
- Can be short-lived
- Can lead to “them” vs. “us”

Stage 4 (Performing)

- Benefits of teaming have emerged
- Team focuses on achieving goals
- Informal experts emerge
- Members rely on one another

How team development applies to you:

- When you join the team as a new supervisor, the team will revert to forming.
- It is normal for spikes in conflict when a new supervisor takes over the team.
- People will test you. You may hear a lot of “that is not how we used to do it”.
- Transitioning from peer to supervisor can affect team conflict, particularly if you were a member of the team before.
- Some teams never get past storming due to a breakdown in team functioning.

Suggestions to aide in formation and cohesion:

- Develop specialization in individuals. If Suzy previously worked at W2 and has a good knowledge base of W2 service, have her be the “go to” person for the team if they have W2 questions.
- Get the team’s view on group supervision. Explain to them that team development is important and learning together fosters their cohesion.
- Develop a team credo. Remember the management credo? Well, it works well for the team too! The team needs goals and reasons to achieve those goals together.
- Encourage open communication within the team. If Julio is having a problem with Darlene, try to have them work it out before you get it involved.
- Again have fun!

Case Study 3.1: New Supervisor, Old Team

James recently took over for Erin. Erin's team has been together for three years with limited worker turn over. The team was very successful in identifying threats to safety and reunifying families. The team had a strong bond and members rely on one another for assistance and support. Erin is on maternity leave; however, when she returns she will be assigned to a different team. She is an experienced supervisor and due to ongoing issues on another team, the Program Manager believes that when Erin returns she will be placed with the other team.

James was just promoted to the Supervisor Position. He feels badly that Erin will be unable to supervise her team and is aware that the team has bad feelings about the agency's decisions. Unfortunately, the team isn't as understanding of James. He used to sit one cubicle row over from them and they think he's loud and obnoxious. The team isn't so sure that he is capable of supervising them.

Information in this section was adapted from:

Mackin, D. (n.d.). *Team Development: The Four Stages of a Developing Team*. The Sideroad Practical Advice Straight from the Experts. Retrieved November 10, 2008, from <http://www.sideroad.com/Team-Building/team-development.html>

Motivating Your Team

As a Supervisor you will need to be a good motivator. That is not to say that motivating your team won't be challenging at times. Motivating teams requires knowledge of human behavior and that which we need to get going. Motivation is not a constant. At times, you may need to evaluate what your team is doing and revise the goals or purpose. The following are factors that are necessary for motivating any team. They are a clear purpose, challenge, camaraderie, growth, and a great leader.

Let's start with great leader as that may seem a bit intimidating. What we mean by *great leader* is a supervisor who can:

- Help others see the best in themselves
- Fosters independence
- Ensure the working environment is conducive to the other factors necessary for motivation.

Purpose

- Every team needs a purpose. Without it, team motivation is guaranteed to be low.
- The purpose or mission must align with personal wants and needs of the individuals
- Establish a team mission or a team credo. Use the template suggested earlier in this guidebook to help your team. Do not write the mission yourself. Instead meet with the team and write the mission together.
- When writing the team mission, be sure to factor in the Systems Model. Do not use task specific examples for the mission, such as "timely documents". The mission should express why the team is in child welfare.

Challenge

- People need to be challenged. If work is too easy, the team will surely get bored. If you create work that is too difficult and impossible to do, the team will feel ambivalent and give up.
- Consider periodically presenting the challenges. You could do the challenges every quarter. For example, January, February, and March could be focused on each team member practicing their interviewing skill with clients. Another challenge could be reducing the number of child moves through conflict resolutions in current foster homes and more time and effort placed on placing a child in a certain foster home.

Camaraderie

- Effective teams rate high on interpersonal relationships and are highly competent in their jobs. Message: Don't focus only on work related issues. Work relationships are important.
- Dislike for one another often results from a lack of understanding. Encourage your team to be self-reflective. If they don't like someone, why?

- Frequently praise your staff and encourage them to offer praise to one another. Consider having a “compliment corner” at the team meetings where members can offer compliments to each other.
- Team retreats are opportune times to get to know one another better. Do a fun activity and relax.
- If your agency allows it, consider having a team meeting or a team lunch off-site. Maybe you could meet at a local coffee shop. Sometimes a change in location puts people at ease.

Responsibility

- When people have more responsibility, they can take ownership of a project.
- Give your team responsibility that includes authority. Micro-managing often oppresses a sense of authority.
- Be sure that the consequences are not too great, if failure occurs. This could create the reverse effect of your intentions to motivate.

Growth

- People need to feel that they are learning and are moving forward.
- Ask members what they would like from their team
- Keep your eyes and ears open to determine possible learning experiences. Perhaps your team is struggling with clients who have bi-polar disorder. Consider asking a mental health profession to come in and talk about working with bi-polar clients.

Information in this section was adapted from:

Grazier, P. (1998). *Team Motivation*. Retrieved August 21, 2008 from www.teambuildinginc.com/article/teammotivation.htm.

Team Meetings

Team meetings are meetings that you will hold on a regular basis with your entire team. Team Meetings are a quick and simple way to relay information to all of your staff in one sitting. It will be important for you to be clear that team meetings are mandatory. In a team meeting, you will once again have different opportunities to perform in the three roles: Administrative, supportive, and educative.

Why are team meetings important?

- New agency policies and procedures are explained to staff.
- Safety standards can be reviewed.
- Other information from administration can be relayed to staff.
- Team performance, positive or negative, can be addressed. Addressing these issues with the group allows for consistency and prevents you from repeating yourself.
- Team meetings provide a great opportunity for group supervision (see below).
- Group education and/or professional development can be provided. Examples are discussing stress relief or PHD Programs in Social Work.
- Difficult issues, concerns, or ideas can be shared and discussed among team members.
- They aid in team cohesion.

Be consistent with Team Meetings

- These meetings occur weekly to bi-weekly depending on the needs of your team and the events and needs of the agency.
- It is best to schedule the same day and same time.

Group Supervision:

Group supervision is a great opportunity for staff development. Group supervision can occur during a team meeting. Group supervision is similar to individual supervision, except you will be reviewing a case with your entire team. The team will also be providing support and offering ideas to one another.

Group Supervision is beneficial because...

- It's a great way to review professional practice (safety assessments, engaging skills, etc)!
- Team members can learn from case specific examples and bounce ideas off of one another.
- Your thought process is modeled before the entire team.
- Workers can problem solve together.
- It is a learning experience for staff and allows for professional development.
- It aids in team cohesion.
- Each team member's self-efficacy improves as they are able to help one another out.
- The team can practice their eco-mapping and genogram skills.

How to get started:

- Have a staff member present a difficult case that the group can review together.
- Don't make it an "assignment" that one person has to present at every meeting. Instead when an issue arises in individual supervision, suggest that person bring the case to the team meeting.

Once a case is chosen:

- Have the worker draw an eco-map or genogram on a dry-erase board or chart paper so it will be large enough for everyone to see.
- Allow for them to explain the case, the safety factors affecting the case, and the current problems that the worker needs assistance with.
- Allow for team members to ask questions to familiarize them with the case.
- Give the team time to respond to the worker's presentation of the family and offer ideas.

Case Study 3.3:

Darnell has been a supervisor for two months. He read the Supervisor Guide Book and thought he would get off to good start by following the tips on motivation. Darnell and his team wrote a team credo and they meet regularly for group supervision.

Darnell feels that his team is lacking motivation. They complain about group supervision and always seemed sluggish during team meetings. He is not sure what to do. He thought by doing what the binder suggested, his team would be motivated and energized.

Self-Reflection 3.3

If you were Darnell, what would you do to motivate your team?

TEAM MEETING AGENDA
March 21, 2009
9 a.m.

1. Check –in
2. Compliments – great job on assisting one another with court coverage!
3. Overdue documents
4. Client Surveys – due March 30, 2009
5. Safety Intervention- Review the Threshold Criteria
6. WICWA Requirements
7. Group supervision – Jenny will present the Smith case.
8. Group learning/professional development – Shelly teaches Yoga. She will do a demo class and talk about Yoga practice and stress reduction.
9. Questions? Concerns?

Next Team Meeting:
April 5, 2009
9 a.m.
Room C

SAMPLE

Matt's Supervisory Team Meeting

A G E N D A

Date: 3/10/09

**Time: 11:00 –
1:00 pm**

**Place of
Meeting:
Conference
Room A**

YOUR LOGO
HERE

- Check-in Time
- Compliment corner, positive story of the week.
- Administrative Updates
 - Perm. Plan due dates
 - Overpayment justification report
 - TPS Reports
- Safety Intervention Check-in
 - Experiences with district attorneys
 - Is Safety Plan being reviewed at Case Transfer meeting?
- WICWA Requirements
- Goal Writing Examples
 - Mary's examples from the S. family
 - Expectations for new case plans
- Adjournment

SAMPLE

AGENDA

Team Meeting

Friday, November 12, 2008
9:00 – 10:30

Attendees: Full Team Attendance Mandatory

Time	Topics	Lead by:
9:00 a.m. – 9:10 a.m.	Check In Time Treats! - <i>Matthew Brown</i> <i>Successful Story Time!</i>	Matt
9:10 – 9:45 a.m.	Administrative Issues Overpayment worksheet Due Late Case Progress Evals Reschedule Next weeks meeting.	Matt
9:45 – 10:25 a.m.	Best Practice Topics Creating sufficient Protective Plans Family Engaging WICWA requirements Case Example, Mary Smith	Matt with Johanna's case example
10:25 – 10:30	Wrap-up and Close	

Inspirational Quote of the Month:

"All changes, even the most longed for, have their melancholy, for what we leave behind us is a part of ourselves; we must die to one life before we can enter into another." -Anatole France

SAMPLE

TEAM MEETING

February 4, 2009
8:30 – 10:00
Conference
Room

Meeting called by:	Marcus Jones, IA Supervisor	Type of meeting:	Weekly Team Supervision
Facilitator:	n/a	Note taker:	n/a
Timekeeper:	n/a		
Attendees:	Team		

Please read: Assessing Impending Danger (Safety Reference Guide)

Please bring: Safety Reference Guide

AGENDA ITEMS

Topic	Presenter	Time allotted
✓ Check-in Time	Marcus	15 minutes
✓ Administrative Topics	Marcus	45 minutes
✓ Safety Plans		
✓ WISACWIS changes coming		
✓ Coverage supervisors during leave of absence		
✓ WICWA Requirements		
✓ Information collection standard: Child Functioning	Jenny	20 minutes
✓ Danger Threshold in Neglect Cases: Examples	Donna	10 minutes

OTHER INFORMATION

Observers:

Resources:

Special notes: Pat will be facilitating next Thursdays meeting.

SAMPLE

Supervising safety, the family assessment and case planning process

The process of supervision spans the life of each case. The safety intervention process represents a model for safety intervention, assessment, and planning. There are supervision techniques that are beneficial in each stage of a case. The safety intervention process is a family centered approach that reinforces a belief and practice principle that caregivers are the authority figures in their family and as such they are the center of intervention. Support of a caregivers' right to self determination is a central practice tenant and the key to the concept for change.

Besides good social work practice skills, the most important tools for supervising across the case process are the State Standards. They represent not only best practice, but also the practice to which you and your staff will be held accountable. When the state does Quality Service Reviews, when there is an egregious incident where a child is seriously injured or dies, these Standards are what will be used to determine whether or not county supervisors and staff have met requirements for acceptable practice. The Standards also encourage consistent practice from county to county. When families move, or even when workers move to a new county employer, the basics of CPS practice are the same. The most current version of each of the standards is on the DCF website at <http://dcf.wisconsin.gov/children/CPS/progserv/progINDX.htm>.

You can also find the standards on the WCWPDS website. These versions are actually bookmarked and linked which means you can click on an item in the table of contents and be linked directly to that section. This makes these versions easier to use.

Supervisors should also be aware that a child's Indian status has a significant impact on the case planning process and should be consistently reminding workers to confirm Indian status throughout the life of the case.

This section incorporates information from the Child Protective Services Safety Intervention Standards applicable to each stage of the assessment process as well as WICWA standards. Please refer to Appendix F for the WICWA Desk Guide and Demonstrating Active Efforts under WICWA.

If you are unsure about how to supervise throughout the life of a case, that's okay! You will get training and experience along the way. Your role in supervising safety and family assessment includes:

- Developing expert understanding of safety intervention. If you can't define present danger, how can you effectively supervise safety intervention?
- A good knowledge of what constitutes an effective safety assessment and a sufficient safety plan.
- You will be accountable for the competence and effective safety intervention of your workers.
- Constantly communicating about safety with your team and your supervisor.
- Self-reflecting with your supervisor.
- Being mindful that you are not conducting safety intervention with families, your workers are. It is your job to facilitate their ability and confidence to provide effective safety intervention through the assessment process.

Your approach will impact the development of your workers' competence and their ability to effect quality safety intervention. Of course, people are different and approach will vary. There are four areas that we ask you to consider about yourself: access, style, criteria-minded, and interpersonal interaction.

Are you accessible?

- Be available to your staff. This is another reason to hold individual supervision meetings on a regular basis (weekly, if possible).
- Allow your workers to "hash" out cases with you.
- Be a "sounding board".
- Keep track of safety issues in cases. Ask your workers to articulate the safety issues and what needs to change?
- Supervision must occur regularly.

What's your style?

- Don't be quick to give advice or the solutions. Let your workers process situations.
- Listen; listen some more.
- Pose different scenarios for the worker. Take time to evaluate all possibilities and potential outcomes.
- Ask questions. If you don't know something necessary about a family, how can you help to facilitate effective intervention?
- Understand the worker's perceptions and the basis.
- Encourage workers to be self-reflective and to address their own personal biases. If a client is a prostitute while her kids are at daycare (no safety concerns) and worker Manuel has issues with her profession, talk it out and help him understand that our biases do not equal safety concerns.

Be Criteria Minded

- Assure that your workers are always applying the safety threshold when considering safety intervention and are evaluating family information.
- Develop workers confidence with safety assessment and safety analysis. Workers should understand and be able to explain the criteria required for each document.
- Focus supervision time on developing worker's competence through developing knowledge and skill and understanding values.

Interpersonal Interaction


- Do not be authoritarian in your approach.
- Allow for and encourage risk taking in conversations, discussions and exchange.
- Use reflective listening skills.
- Ask the worker questions to facilitate further thinking.
- Liberally seek to clarify.
- Explain.
- Check out understanding and perception (e.g., How do things look from the worker's point of view?).
- Brainstorm options and alternatives.
- Be prepared to be spontaneous in providing expert teaching; seize the moment.

Information in this section was adapted from:

Holder, T & Holder, W. (2004). *A Supervisor's Guide to Consulting: Developing Worker Confidence in Safety Intervention*. Managing Sufficient Safety in CPS.

eWiSACWIS

Another primary tool you will use daily is eWiSACWIS. If you are new to CPS and have no experience with the automated data system in Wisconsin, you will want to explore the eWiSACWIS Knowledge Web at http://dcf.wisconsin.gov/wisacwis/knowledge_web/index.htm. From that page, you can click to “How Do I Guides” and also “Quick Reference Guides” with a supervisory section that you will find very helpful.



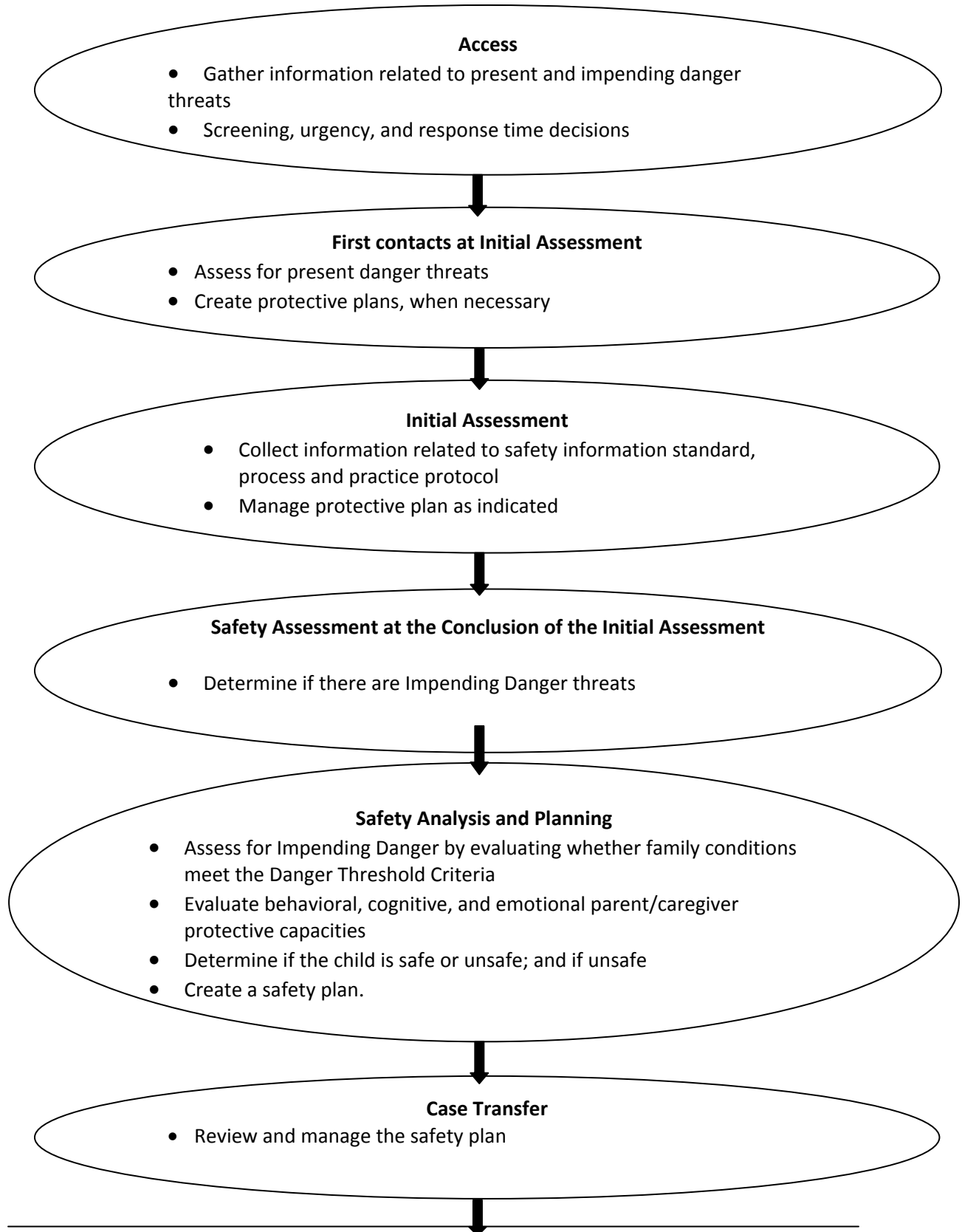
eWiSACWIS Basics

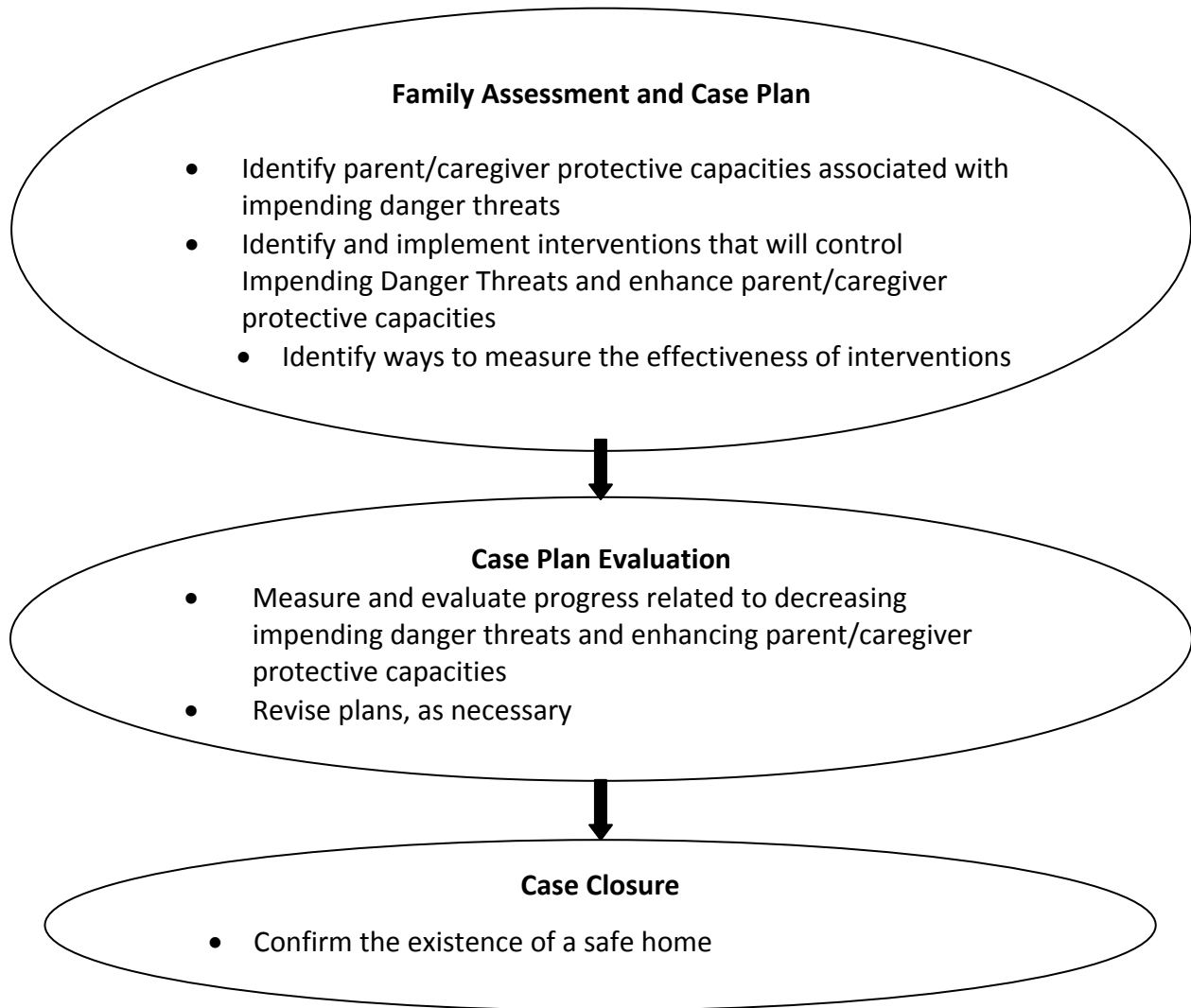
How Do I Guide

Save / Close / Continue Buttons		
How Do I...?	Selections	Tips & Guidelines
Save entered information and exit a page	<ul style="list-style-type: none"> ▪ Click the Save button. ▪ Click the Close button. 	<p><i>You must click the Save button to save data. Your save has been successful when you are returned to the page with no validation messages. The Save button will also be disabled at this time. To close the page, click the Close button.</i></p>
Exit a page without saving information	<ul style="list-style-type: none"> ▪ Click the Close button. 	<p><i>Answer "No" to the "Do you wish to save your changes?" message to not save information you entered on a page.</i></p>
Make selection and continue to next page	<ul style="list-style-type: none"> ▪ Click the Continue button. 	
WiSACWIS Menu Bar Highlights		
How Do I...?	Selections	Tips & Guidelines
Change outliner to participant view	<ul style="list-style-type: none"> ▪ Check the Participant View checkbox. 	<p><i>This will allow you to view <u>all</u> the information in the participant's file.</i></p>
Change outliner to unrestricted view	<ul style="list-style-type: none"> ▪ Uncheck the Date Restricted checkbox. 	<p><i>By deselecting the Date Restricted View, you see the complete history.</i></p>
Change outliner to view cancelled or not approved work	<ul style="list-style-type: none"> ▪ Check View Not Approved/Cancelled Work checkbox 	<p><i>This will allow you to view all case or provider work, including Not Approved or cancelled work. In addition, placements, foster care ratings and licenses ended for the reason "Made in Error" and approved will be displayed as well.</i></p>
Expand desktop view	<ul style="list-style-type: none"> ▪ Click the blue expand arrow. 	<p><i>This will hide the Messages and Links portion of the desktop. If you want to restore the Messages and Links view, click the left pointing blue expand arrow in the top right corner of the screen.</i></p>
Create new work	<ul style="list-style-type: none"> ▪ Click Create ▪ On the Create menu, select the appropriate type of work that needs to be created. 	<p><i>This will allow you to create new pieces of work including intakes, case work, and provider work.</i></p>
Search for case/person/provider/worker not assigned to you	<ul style="list-style-type: none"> ▪ Click Utilities > Search. ▪ On the appropriate tab of the Search page, enter the applicable data/values. ▪ Click the Search button. 	<p><i>Expand the Search page outliner to find/view specific information about a case/person/provider/ worker.</i></p>
View message log	<ul style="list-style-type: none"> ▪ Click Utilities > View Message Log. 	

eWiSACWIS How Do I Guide - Basics
03/23/2009

CPS Case Timeline





Case Study 4.1: Janet’s Supervision of safety

Janet is a Foster Care supervisor. She was a Foster Care Coordinator for three years, but she is new to supervision. She didn’t conduct safety assessments as a foster care coordinator, although she heard about it. Janet’s supervisor has sent her to trainings that reflect the safety assessment process. She doesn’t dislike or disagree with safety assessment; however, she doesn’t understand how this applies to her job. She works with foster children and foster families, not the biological families.

Self-Reflection 4.1

How might the safety assessment be applicable to all areas of child welfare?

Supervising Access

Access is the name the Department of Children and Families has given to the intake process. Reports are received concerning alleged child maltreatment by the worker doing Access. The worker documents the information collected and forwards it to a supervisor who determines whether further action is needed and the urgency with which to respond.

“Who do we seek to serve?”



Access Supervisors need to ensure the following:

- Access workers are providing a customer service approach with a high degree of responsiveness to the reporter.
- Access workers understand that referrals are made in good faith and demonstrate concern in the community.
- Access is committed to the fidelity of the safety assessment process.
- Access workers are assessing the family’s Indian status.

Access workers: Are they staying true to the process?

Below are indicators that an access supervisor should look for:

1. *Immediate interpersonal engagement*

Access workers must have a customer service approach AND be responsive. This means:

- Respect for the reporter
- Courtesy
- Interest in all aspects of the reporter’s account and concerns
- Information that enlightens the reporter and facilitates his or her ability to state and explain concerns
- Empathy for feelings and circumstances the reporter may be feeling
- Support to the reporter for the expression of responsibilities and concerns
- Assistance to the reporter which encourages elaboration and clarification

2. *Consistently using information collection protocol*

- Stage 1: Introduction
- Stage 2: Exploration information collection
- Stage 3: Closing the Interview

3. *Information collection standard*

Workers must gather information around these six areas to effectively screen for safety:

- Maltreatment
- Surrounding circumstances
- Child functioning
- Parenting discipline
- General parenting
- Adult functioning

In addition, workers must gather information to assess for the family's Indian status.

4. *Clearly documented agency records, history with agency (there is a specific standard for Access worker doing a record check as part of the process)*

5. *Application of criteria for decision making: maltreatment; present danger; impending danger*

- Screening
- Urgency decision

6. *Access staff adheres to documentation requirements*

Access documentation is thorough and clearly describes the six areas of information collection.

7. *Supervisory review, approval and decision for assignment*

- Access worker consults with the supervisor as necessary
- Access worker recommends to supervisor screening and response decisions
- Access decisions require supervisor approval
- Access documentation is approved by Supervisor
- Supervisor is responsible for the timely assignment of the Initial Assessment

8. *Documentation requirement*

Documentation should clearly reflect why the safety decision was made.

9. *WICWA Requirements*

- In all aspects of safety intervention, and Indian child's family and tribe must be informed and the Indian Child Welfare Act (WICWA) must be followed.
- "All county agencies must provide notice to the tribal agent for the appropriate tribe or band, of all CPS Reports received (screened-in and screened-out reports) pertaining to a child or unborn child whom the agency knows to be an Indian child or Indian unborn child. The notice must be made within 24 hours from the receipt of the report and include the eWiSACWIS case I.D. The CPS Report must be sent as part of the notice for the Menominee Nation, only. To meet the 24-hour deadline, notice must be given by fax, phone or e-mail. Pursuant to s. 48.981(7)(a)2., Stats., the CPS agency is able to disclose information to the tribal social services department to support tribal staff in clearly identifying the child,

facilitate a county-tribal collaborative response whenever possible, and facilitate the delivery of prevention and supportive services by the tribe.

The "Notice of Child Protective Services Report to Tribal Agent" template is available to county agencies in eWISACWIS to ensure notice is provided when a CPS Report pertains to an Indian child or an unborn Indian child. The template can be found in the Options drop-down in the CPS Report."

I.C. WICWA Requirements

In all aspects of safety intervention, an Indian child's family and tribe must be informed and the Indian Child Welfare Act (WICWA) must be followed. [25 USC 1901 to1923]

If a petition is filed on behalf of an Indian child, as defined in the Indian Child Welfare Act, CPS must notify the tribe, tribes or Bureau of Indian Affairs as required in WICWA and in accordance with the policy "Identification of Indian Children and Proper Notification in Cases Subject to the Indian Child Welfare Act." [DCFS Memo Series 2006-01]

When an Indian child is placed in out-of-home care all WICWA requirements regarding placement preferences must be followed. All actions taken to comply with WICWA must be documented in the case record.

Additionally, the WICWA requires notification to the appropriate tribe when an Indian child is removed from his or her parent or Indian Custodian for temporary placement in a foster home or institution or the home of a guardian or conservator where the parent or Indian Custodian cannot have the child returned upon demand.

Alternative Response (AR)

Some counties are using Alternative Response. On the DCF website, they explain it as follows:

While in Wisconsin all CPS cases require a comprehensive assessment in order to assure that children are safe and protected, not all cases need a maltreatment and maltreater determination for the family to receive services. In fact, these determinations may interfere with service provision by creating an atmosphere that feels adversarial for families. To develop the most appropriate, most effective, and least intrusive response to reports of child abuse or neglect, the legislature authorized a pilot of an Alternative Response approach to child protective services in a limited number of counties. In July of 2010, four counties and the Bureau of Milwaukee Child Welfare implemented the Alternative Response Pilot. In January of 2012, eight additional counties were added to the pilot, bringing the total number of pilot counties in Wisconsin to thirteen.

Once CPS cases are received and screened in, counties in the pilot can respond using either the Traditional or Alternative Response, depending on the circumstances of the report. Assignment to a Traditional CPS Response is appropriate if the allegations are serious in nature, the assessment will likely result in collaboration with law enforcement, juvenile or criminal court action, or substantial abuse or neglect has or is likely to occur. Traditional CPS cases require that a substantiation decision is made at the end of the assessment period. While safety is still assessed, Alternative Response cases are generally less severe than those in the Traditional CPS Response track and are less likely to warrant collaboration with law enforcement or court intervention. No substantiation decision is made during an Alternative Response assessment.

http://dcf.wisconsin.gov/children/cps/alternative_response/default.htm

You will find helpful links to more information on Alternative Response on that same webpage

Case Study 4.2: Thomas

Todd is a new Access Supervisor. Todd took the Access Training about two months ago. He was impressed by the training and believes wholeheartedly in the “customer service” approach Access workers are supposed to have with the community.

Todd has been having problems with one of his workers, Thomas. Thomas has been an Access worker for almost 10 years. He is very abrupt on the phone. His motto was “if you don’t have all the information I need, don’t bother calling.” Thomas was tired of endless calls from family members about messy houses or calls from angry parents who had split from one another and seemingly want to get the other in trouble.

Todd has observed Thomas’ behavior on the phone. When Todd confronted him, Thomas dismissed Todd’s concerns due to his limited time in child welfare. Thomas didn’t take Todd seriously. Todd is concerned about the ramifications of Thomas’ approach on the phone.

Self-Reflection 4.2

What should Todd do to address Thomas’ behavior?
What are the ramifications of Thomas’ approach on the phone?
What suggestions or coaching could Todd offer Thomas?

Supervising Initial Assessment

Initial Assessment Workers gather sufficient information about the family; caregiver and child functioning to help determine if a child is unsafe and in need of protection; and if families are in need of continued involvement. In addition, IA workers must gather information about the child's status as an Indian to determine whether WICWA applies.

Initial Assessment Supervisors are the broad experts in the assessment process. They oversee their workers conducting the following activities:

- Managing present danger
- Gathering information for decision making
- Confirming maltreatment
- Identifying impending danger
- Evaluating caregiver protective capacities
- Managing impending danger
- Performing reasonable efforts
- Evaluating safety in out of home placement
- Determining who the agency seeks to serve
- Justifying decision making

Initial Assessment (IA) Supervisors need to ensure that workers:

- Use an Initial Assessment approach, not an intervention or investigation approach.
- Understand that child maltreatment is not the family problem, but a symptom of a family problem.
- Know that the family is the client. This doesn't eliminate the importance of child safety; however, the parents/caregivers are the gatekeepers to the family functioning. The parents are "who we do business with."
- Understand that a decision CANNOT be made without sufficient information.
- Can define safety. (See the Safety Article in Appendix C)
- Are familiar with the WI Safety Intervention Standards (Refer to Appendix D).
- Are assessing a child's Indian status and following the guidelines of WICWA, if applicable (Refer to Appendix F).

Initial Assessment vs. Investigation

Initial Assessment is concerned with:

- Effectiveness related to evaluating safety
- Information collection focused on family functioning
- Caregiver protectiveness – child needs orientation
- Maltreatment as symptomatic of a problem
- Concerned with factual information
- Understanding impending danger and caregiver protectiveness

Investigation—which is not how we do Initial Assessment) is concerned with:

- Effectiveness related to determining guilt
- Information collection is focused on incident
- Perpetrator – victim orientation
- Maltreatment as problem
- Concerned with evidence
- Proving maltreatment

Investigation is a function of law enforcement. You need to know what your county's Memorandum of Understanding (MOU) with law enforcement. They are your partners as you begin your Initial Assessment.

Initial Assessment workers gather information about each of the following categories, which are all part of the I.A. Assessment in eWiSACWIS:

1. *Maltreatment*: What is the extent of the maltreatment?
2. *Nature*: What surrounding circumstances accompany the maltreatment?
3. *Child Functioning*: How does the child function on a daily basis? Includes pervasive behavior, feelings, intellect, physical capacity and temperament.
4. *Parenting/Discipline*: What are the disciplinary approaches used by the parent, including the typical context?
5. *Parent/General*: What are the overall, typical, pervasive parenting practices used by the parent?
6. *Adult General Functioning*: How does the adult function in respect to daily life management and general adaptation?
7. *Family Functioning*: Describe the family's general functioning, strengths, and current stresses

During information collection, supervisors should assure that workers are collecting sufficient information that:

- Describes the category in full and acceptable ways so that a picture of what has or is happening can be understood.
- Is relevant to the category only.
- Is pertinent to gaining/possessing a full/reasonable understanding of the category.
- Is essential to understanding the category in order to draw conclusions about the category.
- Is adequate enough to have confidence about conclusions one can reach in the category.
- Covers the principle or core issue associated with the category.
- Determines whether WICWA applies to the case

Safety

- Analyzing the information in order to determine whether a child is safe or unsafe;
- Developing safety plans that are effective in assuring child safety and are the least intrusive to the family; and
- Overseeing and managing child safety.

Information in this section adapted from:
Action for Child Protection, Inc. (2008). Advanced IA Training.

Case Study 4.3: Information Collection

You are a new supervisor in Initial Assessment. Your worker, Pat, is struggling to make a decision on the following case:

- A single mother hit her 7-year old at a local grocery store.
- The hit was open-handed and the child had red marks on his face.
- There have been two other referrals to the agency alleging physical abuse. Those referrals were screened out.
- The 7-year old child is autistic.
- He appears to be well dressed and clean.
- He attends school regularly.
- There is a two-year old child in the home.
- The two-year old is healthy and there are no developmental concerns.
- The 7-year old is very clingy to his mother and the worker did not see him leave her side during the interview. This “clinginess” appears to stress the

Self-Reflection 4.3

As an IA supervisor, what other information would you ask your worker to collect to make a decision?

Supervising Ongoing Services

The transition from Initial Assessment to Ongoing Services is a tenuous stage in the case process and requires additional supervision to ensure that all the requirements for case transition are met. Attention to child safety is critical during the transition to ongoing services. Research tells us that this is a particularly risky time in the case process for children. The On-going Standards are very specific about the requirements for case transition. See Appendix D for a link to the Ongoing Standards.

Family Assessment

The Family Assessment determines what must change in a family situation to assure for child safety. The assessment is a collaborative process between the child welfare professionals and caregivers which focuses on enhancing caregiver protective capacity associated with impending danger. In addition, in cases involving Indian children, this collaborative process must involve the child's tribe.

As a supervisor, you will have the role of developing your workers' skills and ensuring their commitment to the basic principles of family assessment and ongoing services.

Some helpful hints to getting started in your supervision of the family assessment:

- Accompany each of your workers to home a visit to observe their skills at various intervention stages.
- Give lots and lots of feedback.
- Enhance their engaging and assessment skills. Schedule group supervision.
- Practice goal writing in case plans.
- Be mindful of engaging and assessment in all aspects of your work. It should be an integral part of individual supervisions and the driving force in case planning.

Attention to child safety is critical during the transition to ongoing services. Key factors associated with safety management oversight include:

1. Contact with the Parents/Caregivers and Children.

The need for contact is qualified by what is happening in a case at the time of case transfer. Based on information from the safety assessment and analysis, some case circumstances may support the need for immediate contact. These may include, but are not limited to:

- changes in circumstances that may impact child safety,
- the complexity or volatility of safety threats,
- the type of safety plan (in-home or out-of-home) and the need to respond differently to each,
- child vulnerability including susceptibility and accessibility to the safety threat(s),
- the level of effort/frequency of activities in the safety plan and reliability of those involved in the safety plan, and
- the confidence related to parent/caregiver participation and commitment to child safety.

2. Evaluation of the Safety plan

CPS staff needs to be proficient in safety management to assure that safety threats are controlled and managed at the needed frequency, duration, and service level. Furthermore, evaluation requires confirming that the safety actions taken by CPS and others match impending danger threats and compensate for the identified diminished parent/caregiver protective capacities.

3. Immediate Adjustment of the Safety Plan

Safety planning needs to be understood as dynamic. CPS must act promptly and thoroughly when a safety plan is judged to be insufficient and in need of modification.

Case management, as applied to safety intervention, refers to

- attempting to engage parents/caregivers in a process for change,
- identifying parents/caregiver protective capacities,
- integrating parent/caregiver protective capacities into case plans,
- arranging and implementing services focused on enhancing parent/caregiver protective capacities,
- communicating routinely with parents/caregivers and service providers,
- identifying and removing barriers and conflict that can jeopardize the successful implementation of the safety plan,
- evaluating parent/caregiver progress, and
- closing the case when a safe home has been achieved.

In cases of an Indian child, case managers will be expected to work in a collaborative way with the child's tribe. In addition, the case plan will be expected to meet the active efforts standard as defined in WICWA. See Appendix F for the WICWA Desk Guide and Demonstrating Active Efforts under WICWA.

Demonstrating Active Efforts under WICWA

Active efforts

- Before a foster care placement or a termination of parental rights may be effectuated for an Indian child, the court must determine that active efforts have been made to provide remedial services and rehabilitative programs designed to prevent the breakup of the Indian family and that these efforts have proved unsuccessful.
- Active efforts is a higher standard than reasonable efforts.
- Active efforts requires an ongoing, vigorous, and concerted level of case work that takes into account the prevailing social and cultural values, conditions, and way of life of the Indian child's tribe and that utilizes the available resources of the Indian child's tribe, tribal and other Indian child welfare agencies, extended family members of the Indian child, other individual Indian caregivers, and other culturally appropriate services providers.
- Active efforts and the unsuccessful results of those efforts must be documented before the court may order an out-of-home care placement or a termination of parental rights.
- In determining whether active efforts were made to prevent the breakup of the Indian family, the court must determine whether the agency conducted the following, as per s. 48.028(4)(g) and 938.028(4)(f):

- Representatives designated by the Indian child's (juvenile's) tribe with substantial knowledge of the prevailing social and cultural standards and child-rearing practice within the tribal community were requested to evaluate the circumstances of the Indian child's (juvenile's) family and to assist in developing a case plan that uses the resources of the tribe and of the Indian community, including traditional and customary support, actions, and services, to address those circumstances. [1.a.]
- A comprehensive assessment of the situation of the Indian child's (juvenile's) family was completed, including a determination of the likelihood of protecting the Indian child's (juvenile's) health, safety, and welfare effectively in the Indian child's home. [1.am.]
- Representatives of the Indian child's (juvenile's) tribe were identified, notified, and invited to participate in all aspects of the Indian child (juvenile) custody proceeding at the earliest possible point in the proceeding and their advice was actively solicited throughout the proceeding. [1.b.]
- Extended family members of the Indian child (juvenile), including extended family members who were identified by the Indian child's (juvenile's) tribe or parents, were notified and consulted with to identify and provide family structure and support for the Indian child (juvenile), to assure cultural connections, and to serve as placement resources for the Indian child (juvenile). [1.c.]
- Arrangements were made to provide natural and unsupervised family interaction in the most natural setting that can ensure the Indian child's (juvenile's) safety, as appropriate to the goals of the Indian child's (juvenile's) permanency plan, including arrangements for transportation and other assistance to enable family members to participate in that interaction. [1.d.]
- All available family preservation strategies were offered or employed and the involvement of the Indian child's (juvenile's) tribe was requested to identify those strategies and to ensure that those strategies are culturally appropriate to the Indian child's (juvenile's) tribe. [1.e.]
- Community resources offering housing, financial, and transportation assistance and in-home support services, in-home intensive treatment services, community support services, and specialized services for members of the Indian child's (juvenile's) family with special needs were identified, information about those resources was provided to the Indian child's (juvenile's) family, and the Indian child's (juvenile's) family was actively assisted or offered active assistance in accessing those resources. [1.f.]
- Monitoring of client progress and client participation in services was provided. [1.g.]
- A consideration of alternative ways of addressing the needs of the Indian child's (juvenile's) family was provided, if services did not exist or if existing services were not available to the family. [1.h.]

Resources:

- (1) ICWA section 1912(d)
- (2) BIA section D.2
- (3) Wi. Statutes, s. 48.028(4)(g) 1.a. to h. and 938.028(4)(f) 1.a. to h.

Self-Reflection 4.4

What are your thoughts on the family assessment process? Do you have fears or apprehensions about supervising family assessment and case planning? If so, what are some steps you can take to become more confident in your ability to supervise?

Case Plan Evaluation

The Case Plan Evaluation (CPE) is completed 90 days after the Case Plan and every 90 days thereafter. It is not just a document that gets signed, approved, and filed away. The Case Plan Evaluation's purpose is to measure the family's progress toward establishing a safe environment through the enhancement of caregiver protective capacities.

Ensure that your workers are competent in the following:

- Workers should be regularly discussing protective capacities with the family, court, and providers.
- The parents/caregivers should know and be able to describe what must change.
- If a parent is a "stuck", the worker should be able to have an honest conversation with them. Is it a provider? Does the parent not completely understand why they need to enhance a certain capacity?
- Workers should never write anything in a case plan or case plan evaluation that they haven't discussed with their clients.
- Workers should be engaging the tribe and following the guidelines of WICWA, if applicable.

Supervising the Case Plan Evaluation:

- When you review the CPEs, assure that each family has a unique, individualized plan and evaluation (that incorporates the requirements of WICWA if applicable).
- If you notice that a family's CPE looks similar to the last one, find out why. Did your worker use the cut and paste option? Is the family not making any progress?
- Ask the worker to justify their documentation on a regular basis.

Reunification and Case Closure

Reunification and case closure can be a complex phase in the life of a case. The essential question prior to reunification is, "Can the child be kept safe within the home if he or she is returned home?" Safety within the home must be assessed and an in-home safety plan developed. Workers may feel some ambivalence and need extra support throughout the assessment process.

Staff Development

As a supervisor, you play an important role in the education of your staff. Not only does staff learn from your supervision, but they benefit from your ability to help them apply their training experiences to the job. Education and ongoing development are necessary for staff to perform well on the job and to develop professionally. It should be no surprise to you that staff will feel more positively about their job as they learn and become more knowledgeable about their position.

The supervisor's role in teaching and staff development includes:

- The Transfer of Learning
- Completing Professional Development Plans with your workers

Transfer of Learning

The *Transfer of Learning* is a process that maximizes the transfer of knowledge and skills that occurs before, during, and after learning occurs. Supervisors, workers, co-workers, and trainers are all a part of this process. Please refer to Appendix E for the Transfer of Learning Principles.

The following is a list of tasks you might consider performing to maximize your worker's learning experience:

- Prior to each training event, sit down together and review the learning objectives.
- Understand the performance need - have you completed the performance analysis (Appendix B) prior to sending the worker to training?
- Be supportive and encouraging to your workers throughout their learning process.
- Give feedback.
- Go to a training event with your workers. You don't have to go to every training event; however, take the opportunity to attend a training that a majority of your workers are going to
- Review your worker's action plan and transfer of learning memo from your training Partnership (see Appendix E).
- Allow your workers to practice what they have learned.

Professional Development Plans

The process of developing a professional development plan with your worker is aimed at creating better linkage between skills needed for a particular position and training. Supervisors play a key role in helping staff identifying skills needed, training to support these skills and applying newly acquired skills to the job. See Appendix E for a Suggested Foundation Training Plan Form and Foundation Training Pre-requisite Chart.

Case Study 5.1: Supervisor Leon

Supervisor Leon has been very committed to using transfer of learning principles with his team. His team does not like to take part in post training action planning and they mumble and groan when he schedules meetings to review the action plans of recently attended trainings. The team complains about this in team meetings and to other staff. He knows that several other supervisors around the agency do not discuss training action plans with their staff and he is reminded of this by his own staff on a regular basis.

Leon believes that the post training transfer of learning is very valuable; however, he feels that his team is not benefiting from this because of their attitude. Leon believes that if his team could see the value of the process, they would understand and appreciate why they are doing them.

Self-Reflection 5.1

Do you have any suggestions to help Leon’s team see the value of post training action plans?

What do you think will be the benefits of reviewing the learning objectives prior to training and action plans after training with your staff?

Learning: Theory and Styles

Adult Learning: Pedagogy vs. Andragogy

Consider the many different ways you have learned. Did you prefer the two-hour lectures or the hands on experiences? Did you learn and better retain information when it related to something in your life?

Pedagogy is a method of teaching in which the teacher transmits knowledge to the student. A lecture is an example of a pedagogical method of learning.

Andragogy is an adult learning theory developed by Malcolm Knowles. Andragogy offers four assumptions about adult learning:

- Adults are self-directed in their learning
- Adults learn more effectively through experiential learning
- Learning should be relevant to “life experiences”
- Adults need to be able to apply their learning immediately

Applying learning theory to supervision:

- Since you are working with adults, we suggest that you approach teaching moments using the assumptions of Knowles’ theory.
- When your workers don’t know how to do something, teach them and have them immediately apply their newfound knowledge.
- Be mindful that worker’s may receive training and still not understand something until they are able to apply it to their work.
- When teaching your workers, relate what you are teaching to their work or their life.
- For example, if you are teaching social workers the theory of relativity, expect that they will not retain the information you just presented.

Learning Styles

As a supervisor, you will come to understand the different learning preferences of your workers and at times, you will need to adapt your teaching style accordingly. In future supervisory training, you will have the opportunity to review learning styles in great detail. We will briefly discuss learning styles to give you a general understanding that people learn differently.

- People have different learning preferences. For example, some prefer a more “hands-on” approach while others prefer to read directions; some do best when they watch others do something first.

- Our learning styles are shaped by our previous learning experiences, our personalities, and our careers.
- One learning style is not better than another.
- Each learning style has strengths and weaknesses.
- There are a variety models and inventories on learning style.
- If you chose to, you could give your staff a learning style inventory to better understand their learning preferences.

NEW Partnership asks training participants to complete a Learning Preferences Inventory when they first register for training. Participants receive their individual learning preference score and the compiled information is shared with the trainer. See Appendix E for Learning Preferences Inventory Descriptions.

Information in this section was adapted from:

Andragogy (M. Knowles). (n.d.). Retrieved September 2, 2008, from <http://tip.psychology.org/knowles.htm>

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Case Study 5.2: Jeron's team

Jeron has been having difficulty figuring out how he can best teach the Safety Intervention process to his team. When he took over the team, they had limited safety assessment knowledge even though it is the child welfare model that the state has adopted.

Jeron has noticed that some team members take new knowledge and act before they even completely comprehend what they have learned. Others on the team can't seem to wrap their minds around the process and ask why they need to understand what Ongoing or Out-Of-Home Care does when they are Initial Assessment workers. One worker didn't appear to be listening at the team meeting where he was presenting and yet, later seemed to understand safety assessment the best.

Jeron knows that it will take a while for his team to fully understand and integrate safety intervention; however, he would just like to figure out a way to help all of his staff understand.

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