Field Manager/District Director Guide for New Supervisors
FY 2019

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Introduction to Child Welfare Supervision

The Mission of the Child Welfare Services Training Unit is to support and enhance the DHS Child Welfare workforce through training, mentoring and educational opportunities, to improve the safety, permanency and well-being outcomes for children and families involved in the DHS system. Child Welfare Supervisor Competency Development's expected outcome is to have trained supervisors upon the successful completion of Academy. The plan includes:

- 4 weeks minimum of Pre-Academy activities;
- 13 days of classroom training;
- Several weeks (varies based on schedule) of required pre/post module work.
- Certification of the supervisor's knowledge and skills.

This **"*Field Manager/District Director Guide*"** will explain the Supervisor Academy, outline what you can expect from the CWS Training Unit, and detail what is expected from you and your supervisor. Please review this Guide with your supervisor to ensure you both understand the requirements of the activities and training.

*****Special Note***** Please see page 10 for required Level 1 trainings supervisors are required to attend prior to Module 3. The supervisor will need ample time to schedule these trainings and attend. They may not attend Module 3, until the trainings have been completed. *We strongly recommend enrolling in the classes needed as soon as possible.*

Overview of Supervisor Academy

Timing:
All supervisors must have a minimum of four weeks supervisory experience in their county office prior to attending Academy and complete all Pre-Module 1 activities.

Sequencing:
New supervisors must begin Academy in Module 1 and continue straight through until completion of training.

Enrollment:
Supervisors may enroll themselves online with the following instructions:
To enroll in Supervisor Academy, please email Ann Barnes, Supervisor Academy coordinator at annbarnes@ou.edu

Reinstatements:
If a supervisor has been out of Child Welfare or Supervision for more than 12 months, they must attend Academy. A tenured supervisor, who begins supervising a program they are not familiar with, may attend Module 3.

Approval of Leave:
Any leave requests will be directed to the supervisor's Field Manager/District Director for approval. Annual leave should not be approved during Academy. *Any Supervisor with planned leave will be required to wait until the next available Academy Session. Supervisors who miss any portion of Academy due to emergencies or other unforeseen circumstances may also have to wait until the next scheduled Academy to attend training*.

Make-up Days:
The decision to make up days due to emergencies or inclement weather will be made on an individual basis. The decision will be based on the amount of time missed, the content missed, and the supervisor's progress.

Supervisor Information
Pre and Post Work by Module

Module 1 — Pre-Work

Pre-Academy training activities are part of the transfer of learning process and new supervisors must be allowed time and support in completing these activities. In order for classroom training to have an effect on practice, participants must use their newly acquired skills in the work setting in the performance of Pre-Academy activities. Field Managers and District Directors MUST ensure new supervisors have an opportunity to do all the assigned activities.

****Prior to attending Academy, Supervisors are required to be in their position a MINIMUM of 4 weeks AND have activities 1 – 5 completed****

1) **Required Readings**: The reading materials will be mailed through interagency mail to the supervisor when they are enrolled in Academy.
   - ***Child Welfare Supervision: A Practical Guide for Supervisors, Managers, and Administrators*** *(approximately 2 hours of reading time)*
     - *Chapter 2, p. 23-27*
     - *Chapter 3, p. 44-60*
     - *Chapter 4, pp. 61-64*
     - *Chapter 5, pp. 93-108*
     - *Chapter 10, pp. 220-223, 231-236, 241-256*
     - *Chapter 11, pp 278-285*
   - ***Strengths Based Leadership***
     - *Read book and complete online quiz (approximately 1 hour and 30 min)*
     - *The online quiz is taken at www.strengths.gallup.com and you will enter the unique access code that is provided in the back of the Strengths Based Leadership book.*

   - ***5 Dysfunctions of a Team*** *(approximately 2 hours reading time)*

2) **Pre-Academy Reading Assessment**: The link to the Reading Assessment is sent in an email upon enrollment in Academy. **Reading Assessment is on hold until further notice*

3) **Articles:** Supervisors will read the following articles and be prepared to discuss them in class. These will be emailed to the supervisor upon enrollment. Reading quizzes over the article content will not be required.
   - *Secondary Trauma and Child Welfare Staff*: Guidance for Supervisors and Administrators by the National Child Traumatic Stress Network
   - *What is Secondary Traumatic Stress?*

4) Enroll in and complete **CW 3032 – Motivational Interviewing** (if not previously completed); motivational interviewing provides foundational concepts which support coaching; therefore, this training must occur prior to Coaching in Module 2.

5) Supervisor meets with FM/DD to review and process the supervisor's **Top 5 Strengths Report** from ***Strengths Based Leadership***. FM/DD should review their own Top 5 Strengths Report with the supervisor and discuss ways to use your strengths to work together effectively.

6) Supervisor reviews the Academy *Expectations of Professional Behavior* form, the FM/DD and supervisor sign and date the form. **The supervisor must submit the form with all other Pre-Academy documentation to the coordinator on the first day of Module 1.**

Module 1 — Post-Work

1) Enroll in CW 3042 – Follow Up to Motivational Interviewing
   - This one-day workshop provides the forum for participants to share their experiences integrating MI in their practice, to understand the sequence of skills for acquiring MI proficiency, and to learn observational methods for evaluating MI and methods for practice improvement over time.

2) Conduct a Community Meeting (see Instructions for a Community Meeting, *page 12*).
   - When you have staff together, conduct a Community Meeting.
   - Ask each specialist, "How are you feeling today? What is your goal for today? Who can you ask for help?
   - This meeting should take no longer than 10-15 minutes
   - After the meeting, ask the specialists for feedback about the process- What was helpful?
   - After the Community Meeting with staff, meet with your FM/DD. Reflect on the meeting and assess your skills.

3) Review your self-care plan with your FM/DD:
   - Discuss how you will access your plan and how the FM/DD can best support your self-care.

4) Ask your staff to develop self-care plans and cards to carry with them:
   - Review the self-care plans one-on-one with each specialist.

5) Have staff take the True Colors personality test:
   - https://my-personality-test.com/results/28730349854854343337/true-colours
   - See *page 54-58* for True Colors Overview
   - Discuss True Colors strengths and weaknesses
   - Discuss effective ways to work together
   - Identify potential areas for misunderstandings and determine a plan to work through difficulties.

6) If not done prior to Academy, schedule a meeting with your FM/DD to discuss your transition from a specialist to a supervisor.
   - How does the role differ from your expectations?

- What has been challenging about the transition?
- What concerns do you still have?
- What barriers to your transition still exist?
- What options will best help you overcome these barriers?
- How can your FM/DD best support you?
- What development needs do you have now?

7) Review your Action Plan (created during Module 1) with your FM/DD and discuss the following questions:
   - What have you learned?
   - What changes will you make based on what you have learned?
   - What are your priorities?
   - How does your Action Plan relate to the Quality Standards?
   - How does your Action Plan support the Practice Standards?
   - What in your Action Plan has an important parallel process? (*Parallel Process- The supervisor- supervisee interactions model how a specialist interacts with clients. Supervisors model creating safe and supporting interactions and focus on listening; they focus on specialist strengths and reflect on successes and using coaching questions so specialists are more likely to utilize in interactions with clients*)
   - How can your FM/DD best support you?
   - How will you sustain your plan?
   - How will you hold yourself accountable?

8) In Day 3, you discussed leadership styles coercive, visionary (authoritative), affiliative, democratic, pacesetting, and coaching. An effective leader learns to read the context and apply the most effective leadership style.
   - Discuss with your FM/DD your favored styles and possible opportunities for growth in other styles.
   - In what style are you least comfortable?

9) In this session, you were assigned an accountability partner. Please call or email your partner and discuss your progress on your Action Plan.
   - What has been most useful to you?
   - What is still giving you difficulty?
   - What options do you have?
   - What support can you offer to your partner?

Module 2 — Pre-Work

- **Specialist Self-Care**: Review the self-care plans one-on-one with each specialist.

- **Required Reading: *Child Welfare Supervision: A Practical Guide for Supervisors, Managers, and Administrators*** *(approximately 30 minutes of reading time)*
  - Chapter 13, p. 330-345

- **Review the Field Observation Assessment (FOA):** Meet with your FM/DD about the FOA. Your FM/DD should explain the purpose of the FOA and answer any questions you may have.

Module 2 – Post Work

Purpose: *To prepare supervisors for certification and reinforce learned skills in preparation for the Field Observation Assessment (FOA) and to manage specialists' stress.*

1) **Revisit the FOA:**
   - Meet with your FM/DD and review the evaluation of skills completed during the FOA.
   - Have your FM/DD schedule a time to conduct the assessment using the FOA.

2) **Conduct a Community Meeting:**
   - Remember, this task should take no longer than 10-15 minutes.

3) **Complete Online Coaching Boosters**

Motivational Interviewing Simulation Experience

After completion of Module 2 of Academy, supervisors will participate in the Motivational Interviewing Simulation Experience through the University Of Oklahoma School Of Social Work.

Simulation labs are designed to promote, develop, and reinforce key Child Welfare skills, including, but not limited to: client engagement, critical thinking, assessment skills, interviewing techniques, decision-making, analysis, and problem solving, while occurring in a team-focused, supportive setting. Simulation enhances our ability to promote, develop, and reinforce child welfare practice competencies, in this case ability to use MI and ability to identify and reinforce MI with specialists and coach toward enhanced skills.

Simulation labs are anticipated to increase the transfer of learning (TOL) and allow participants to practice their knowledge and skills in a safe and supportive environment where mistakes occur and new skills are practiced. It provides immersive experiences that replicate aspects of the participant's experiences in an interactive fashion by incorporating adult learning principles. Simulation can provide a realistic exposure to real life job experiences and provide some stress inoculation while increasing a sense of competence and confidence. As Core will provide simulation experiences, supervisors are better able to identify with the specialist's learning experience allowing them to better support learning in Core.

SCHEDULE:

MI Pre-Work: Pre-training materials will be sent to participants after completion of Mod. 2.
MI Phase 1: Advanced MI skills and Simulation experience
MI Phase 2: MITI Training and video review

MI Phase 3: Consultation Debrief; after completion of Mod. 3, in order to allow ample time for participants to complete field consultations

*All information, including dates of trainings will be forwarded to participants by the Academy Coordinator. Training and simulation will take place at the OU School of Social Work- Zarrow Hall.

Module 3 — Pre-Work

- **Required Trainings:**
  Based on track - Supervisors are required to take certain Level 1 trainings if they have not had them in the last 12 months. ***These must be taken prior to attending Module 3*** If you will be supervising a program you are unfamiliar with (ex. CPS to PP) it is recommended to enroll in the relevant Level 1 training. To enroll, please email childwelfaretraining@okdhs.org and request to be enrolled.

  - **Child Protective Services/Hotline**
    - Policy Search—to be turned in during Module 3
  - **Family Centered Services**
    - CW 1004 - Family Centered Services
    - Policy Search—to be turned in during Module 3
  - **Permanency Planning**
    - CW 1006 - Permanency Planning
  - **Resource**
    - CW 1024 - Domestic Violence
  - **Comprehensive**
    - CW 1005 - Specialized CPS (*if no prior training in CPS*)
    - CW 1006 - Permanency Planning 1
    - *CW 1004 - Family Centered Services *(prior to completion of Supervisor Academy)*
    - Policy Search—to be turned in during Module 3

- **All Supervisors, regardless of assigned track:**
  - **Complete CW 1009** – Behavioral Health and Substance Abuse
    - Online portion required; in-class is optional
  - **Complete CW 3444** – Mentor Certification Prep *(if not already completed)*; this training prepares the supervisor to implement and evaluate Certification for new Child Welfare Specialists

Module 3 – Post-Work

1) **Case Consultation Tool**: It is recommended the supervisor use pieces of the tool at first to become accustomed to the language at least once a day with specialists. Once the supervisor becomes comfortable with the tool, they should use it at least once a week with a specialist while staffing cases. DD/FMs will be available to assist the supervisor in the use of the CCT and coaching of their staff.

2) **Field Observation Assessment**
   - Your FM/DD should perform an assessment of your skills by completing an FOA prior to attending Module 4 of Academy.

3) **Conduct a Community Meeting**
   - This activity should take no longer than 10-15 minutes

Module 4 – Pre-Work

1) Assemble Required Report Out Documentation

- Community Meetings
- Come prepared to share a coaching experience. You will explore opportunities for improvement and celebrate successes
- Case Consultation Tool progress

2) ICWA Pre-work (*readings will be emailed to you*)

- Complete online training: CW OJT Historical Trauma (https://cwtraining.oucpm.org/); print certificate and bring to class
- Read: Acronyms and Definitions
- BIA Regulations

Module 4 – Post-Work

1) Case Consultation Tool (CCT)

- Your FM/DD should complete their observation of you using the CCT during a case staffing.

2) Certification

- With the completion of Modules 1-4 of Academy, all required pre and post work, successful completion of the FOA and CCT, the supervisor is now **CERTIFIED**

Instructions for a Community Meeting

1) Schedule meetings at the beginning of each day and the end of each day (if possible) for staff to attend.

2) Meetings should be no more than 10-15 minutes.

3) Staff should be in a safe, quiet area for community meetings to occur.

4) Facilitate the **Beginning of Day Meeting:**
   - Greet, explain process (as needed)
   - Facilitator should ask each person in the group the following questions and conclude by having a person in the group ask them these questions.

   - **"How are you feeling this morning?**
     - NOTE: "Good" is not a feeling, neither is "okay." If people are struggling with a feeling, ask them to describe how they are feeling in terms of a weather forecast. Adults tend to struggle with this. It's important to assist them in developing this ability so we can model it for our clients.

   - **"What's your goal for today?"** if they can't think of one you may ask **"What is one goal you have for today?"**

   - **"Who can you ask for help – someone here with us today – if you need it?"**

     - If the participant names a person, ask that person if they can be of assistance.
     - If the participant says "No," ask the group if anyone would be able to assist if the need arises.

5) Hold **End of Day Meeting:**
   - Greet, explain process (as needed)
   - Facilitator should ask each person in the group the following questions and conclude by having a person in the group ask them these questions.

     - **"How are you feeling this afternoon?"**

     - **"Did you accomplish your goal today?"**

     - **"Did someone help you accomplish your goal?"**

NOTE: The intent here is not to process feelings or to ask why someone is feeling how they are. It is to allow them the opportunity to share; the intent is to **plan and commit to goals** and **create an environment of shared support**. Do not follow up in the meeting with how someone is feeling. If you feel it is critical to follow up with someone about a feeling, do so after the community meeting.

Field Manager/ District Director Information
Pre and Post Work by Module

Module 1 – Pre-Work

In the preceding sections of this guide book, supervisors are given specific pre and post work activities to complete for each module of Academy. This section is designed to provide the Field Manager/ District Director with the information of what the supervisor is required to do per module, in order for the FM/ DD to support the learning. There are specific instructions to the FM/DD as to how to process the information and complete the transfer of learning. For assistance in conversation, please refer to page numbers listed.

Pre-Academy training activities are part of the transfer of learning process and new supervisors must be allowed time and support in completing these activities. In order for classroom training to have an effect on practice, supervisors must use their newly acquired skills in the work setting in the performance of Pre-Academy activities. FM/ DDs MUST ensure new supervisors have an opportunity to do all the assigned activities.

1) The supervisor will be required to read the following books and articles prior to beginning Academy.
   - ***Child Welfare Supervision; A Practical Guide for Supervisors, Managers, and Administrators*** **(***selected chapters***)**
   - ***Strengths Based Leadership***
   - ***5 Dysfunctions of a Team***
   - *Secondary Trauma and Child Welfare Staff*
   - *What is Secondary Traumatic Stress?*

2) Please meet with the supervisor to review and process the supervisor's **Top 5 Strengths Report** from ***Strengths Based Leadership***.
   - FM/DD should review their own **Top 5 Strengths Report** with the supervisor and discuss ways to use your strengths to work together effectively. The quiz can be completed at www.strengths.gallup.com

3) The supervisor reviews the Academy *Expectations of Professional Behavior* form. The FM/DD and supervisor must sign and submit the form.

4) Supervisor should enroll in **CW 3032 – Motivational Interviewing** for completion prior to Module 2, if not already completed.

5) Meet with the supervisor to discuss their transition to a supervisory role. Please discuss (*see pg 22*):
   - How does the role differ from your expectations?
   - What has been challenging about your transition?
   - What concerns do
   - you still have?
   - What barriers to your transition still exist?

- What options will help you overcome these barriers?
- How can your FM/DD best support you?
- What development needs do you have now?

Module 1 – Classroom Training – 3 days

Purpose: *To learn the fundamentals of creating a supportive environment for supervising specialists, developing leadership skills, retaining employees and facilitating learning to enhance practice.*

Day 1 – Essential Management Skills
Competency
Supervisors will create a development plan for their three roles as a DHS Child Welfare supervisor.

Day 2 – Retention
Competency
Supervisors will be able to successfully select and retain staff for their units.

Day 3 – Influential Leadership
Competency
Supervisors will be able to apply different leadership styles in situationally appropriate contexts.

Module 1 – Post-Work – Instructions to FM/DD

1) Self-Care (*see page 30*) During Module 1 supervisors created their own self-care plan. This plan will be critical in the prevention of burnout and managing Secondary Traumatic Stress (STS). The plan could include the agreement for the supervisor to leave early enough to attend a special event or activity planned for their family, or leaving early a certain number of days a month, etc.
   - Please review the plan with the supervisor, negotiate if needed, approve, and help the supervisor remain committed to the plan.

2) The supervisor will be conducting a Community Meeting as a Post-Work assignment. Please reflect on the meeting with the supervisor and discuss (*see page 32-33*)
   - What happened during the meeting?
   - What are you proud of?
   - What do you want to improve on?
   - What were the consequences of the meeting?
   - How were you able to model skills for the specialists to incorporate in their practice?
   - How will you use Community Meetings in the future?

3) Meet with the supervisor to discuss his/her Action Plan created during Session 1. This meeting is designed to apply what was learned in Session 1. Please discuss the following questions:

- What changes will you make based on what you have learned?
- What are your priorities?
- How does the Action Plan relate to the Quality Standards?
- How does your Action Plan support the Practice Standards?
- What in your Action Plan has an important parallel process? (What do you want to model for specialists to incorporate in their practice?)
- How can your FM/DD best support you?
- How will you sustain your plan?
- How will you hold yourself accountable?

4) On Day 3, the supervisor discussed leadership styles (coercive, visionary (authoritative), affiliative, democratic, pacesetting, and coaching. An effective leader learns to read the context and apply the most effective leadership style. When a leader has a dominant style and is not able to apply differing styles, the climate can suffer.
    - Discuss the supervisor's styles and possible blind spots.
    - Mentor with your experiences and leadership styles.

5) Complete the Onboarding Process. FM/DDs should review:
    - The DHS mission, vision, and Quality Standards
    - The Child Welfare Practice Model
    - The goals and objectives of your office and unit
    - The supervisor's current HCM

Module 2 – Pre-Work

1) **CW 3032 – Motivational Interviewing**- supervisor should enroll and complete prior to Module 2. Motivational interviewing provides foundational knowledge and skills which support the coaching mindset.

2) **Specialist Self-Care**
- FM/DD should ensure the supervisor meets with each member of the supervisor's unit and coaches the specialists in developing their own Self-Care plans.
- The supervisor should review, negotiate, approve, and help their specialists remain committed to their plans.
- FM/DD should review, at a minimum, one specialist's Self-Care plan.

3) The supervisor will be required to read the following chapter prior to Module 2.
- Child Welfare Supervision: A Practical Guide for Supervisors, Managers, and Administrators

4) Review the Field Observation Assessment (FOA)
- FM/DD should introduce the FOA to the supervisor and explain the purpose. Answer any questions the supervisor may have (see page 37)

Module 2 — Classroom Training — 3 Days

Purpose: *To help Supervisors understand the purpose and benefits to the coaching mindset; effectively coach by developing a safe/trusting relationship with specialists which can help specialists assess the quality of their work; how lack of skills, confidence, motivation etc. are managed to address performance gaps.*

Day 1 & 2 — Coaching (Frank Delano and Jill Shah)

Coaching prepares supervisors to assist specialists in learning by using skills which encourage self-reflection and critical thinking to find their own answers versus being told what to do, thereby developing the specialist's critical thinking. You should observe supervisors asking more questions (avoiding why) and do less telling to specialists. This encourages reflection on their work.

Competency
As a result of this training, supervisors will be able to identify and discuss engagement, motivation and coaching skills as part of the essential capabilities of a Child Welfare supervisor.

Day 3 — Managing Performance with Child Welfare Specialists

Competency
Supervisors will manage the performance of specialists within their units.

Module 2 – Post-Work

1) **Revisit the FOA**
   - FM/DD explains the evaluation of skills completed during the FOA.
   - FM/DD schedules a time to conduct the assessment using the FOA with the supervisor.
   - Most FM/DD's will find they will need to observe over time and coach before finalizing the FOA, allowing time for growth and after receiving coaching.
2) **Community Meeting**
   - The supervisor should conduct a Community Meeting with their unit.
   - Reflect on the meeting and discuss the following questions:
     - What happened during the meeting?
     - What are you proud of?
     - What do you want to improve on?
     - What were the consequences of the meeting?
     - How were you able to model skills for the specialist to incorporate in their practice?
     - How will you use Community Meetings in the future?
3) **Online Coaching Boosters**
   - The supervisor will be prompted by email to complete the Online Coaching Boosters

Motivational Interviewing Simulation Experience

After completion of Module 2 of Academy, the supervisor will participate in a Motivational Interviewing Simulation Experience offered through the University of Oklahoma School of Social Work.

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Simulation labs are anticipated to increase the transfer of learning (TOL) and allow participants to practice their knowledge and skills in a safe and supportive environment where mistakes occur and new skills are practiced. It provides immersive experiences that replicate aspects of the participant's experiences in an interactive fashion by incorporating adult learning principles. Simulation can provide a realistic exposure to real life job experiences and provide some stress inoculation while increasing a sense of competence and confidence. As Core will provide simulation experiences, supervisors are better able to identify with the specialist's learning experience allowing them to better support learning in Core.

Module 3 – Pre-Work

Required Trainings:

- Prior to Module 3, the supervisor is required to complete certain trainings. These trainings are listed on page 10. Please ensure they have enrolled in and completed these trainings prior to Module 3.

Module 3 – Classroom Training – 4 days

Purpose: *To learn to communicate clear, measurable agency expectations to specialists to facilitate learning by collaborating with Program Staff to maintain up to date practice based on family-centered, strength-based practice; To understand the critical role of the supervisor in creating and sustaining a unit work environment that promotes the highest quality services to children and families.*

KIDS (Day 1)

Competency
As a result of this training, supervisors will be able to utilize reports generated by EXCEL, WebFOCUS dashboard, and staff workload reports to manage their unit.

Child Protective Services (Day 2)

Competency
As a result of this training, supervisors will be able to pull and interpret relevant Child Protective Services reports to help guide the management of staff workloads, understand the importance and goal of a 10 day staffing and how it impacts maltreatment in care, and effectively guide decisions related to safety and protective capacity through consistent and thorough case staffing.

Permanency (Day 2)

Competency
As a result of this training, participants will be able to pull relevant Permanency Planning reports to help manage their units, understand the expectations of a Permanency Planning supervisor and transition from casework to management, be able to effectively assess safety and protective capacity through consultation with their staff, and understand the importance of permanency and well-being.

Clinical Supervision (Days 3-4)

Purpose: *To learn to plan a supervisory session which provides an appropriate level of support and direction to help staff achieve a desired outcome; To learn strategies to create and sustain a work environment that encourages continuous self-assessment, quality improvement, and ongoing development; To help specialists plan, organize and evaluate the effectiveness of their services toward desired outcomes; To learn to model and promote* *integration of fundamental child welfare values and principles with specialists, and how to help specialists perform activities and choose services consistent with these principles.*

Competency
As a result of this training, participants will be able to describe the role of clinical supervision and how to conduct a case consultation

Module 3 – Post-Work

1) **Processing Module 3:**
    - Regarding reports, what did the supervisor learn or was surprised by? Which report will they use first and how it will be effective to improving practice?
    - What plans does the supervisor have to implement to improve practice as it relates to what they learned in program-specific training

2) **Case Consultation Tool:**
    - The supervisor should be comfortable using this tool and use it at least once a week when staffing cases with specialists. The FM/DD should be available to assist the supervisor in the use of the CCT and coaching of staff.

3) **Field Observation Assessment:**
    - The FM/DD will complete the FOA during this timeframe. The FOA should be completed prior to the supervisor attending Module 4 of Academy.
4) **Community Meeting**
    - The supervisor should conduct a Community Meeting with their unit.
    - Reflect on the meeting and discuss the following questions:
        - What happened during the meeting?
        - What are you proud of?
        - What do you want to improve on?
        - What were the consequences of the meeting?
        - How were you able to model skills for the specialists to incorporate in their practice?
        - How will you use Community Meetings in the future?

Module 4 – Pre-Work

- **Assemble Required Report Out Documentation:**

  Supervisors should be prepared to talk about the following:
  - Community Meetings
  - Come prepared to share a coaching experience. You will explore opportunities for improvement and celebrate successes
  - Case Consultation Tool progress

Module 4 – Classroom Training

Purpose: *Ensure supervisors are current with expectations and are prepared to assess specialists' practice and coach to meet expectations*

Day 1 – ICWA

Competency
- Explain the steps every child welfare specialist must make to try to determine a child's Native American status if the status is unknown
- List the required actions child welfare specialists must take when children on their caseload are either confirmed as Native American or Child Welfare is unable to confirm their Native American status
- Communicate ways supervisors can support the application of ICWA by child welfare specialists

Day 2 – DDS and Education

Competency
- Education:
  - Participants will be able to identify Education laws that pertain to children in foster care
  - Participants will have a basic working knowledge of the barriers children in care experience in their educational journey and how to address these barriers with tools, resources and processes outline in Federal and State Laws, DHS policy and Education policy
  - Participants will be able to identify the correlation between education and placement stability as it relates to children in care
- Developmental Disabilities Services:
  - Participants will have a greater awareness of individuals with disabilities and how to interact and respect these individuals from a person centered perspective
  - Participants will know the eligibility characteristics that qualify an individual for DDS

Day 3 – Coaching Follow-Up

Purpose: *To reinforce all learned supervisory skills to decrease drift, how coaching has* *reinforced their growth and identify areas of coaching in which to improve.*

Competency

Supervisors will be able to:

- Identify areas of coaching in which they are performing well
- Identify how coaching has improved their performance
- Devise a plan for improvement

Module 4 – Post-Work

1) **Case Consultation Tool (CCT)**
    - FM/DD completes their observation of the supervisor using CCT during a case staffing.

2) **Certification**
    - With the completion of all 4 Modules of Academy, all required pre and post work, successful completion of the FOA and the CCT, the supervisor is now certified.

Sample Language for FM/DD

This is designed to assist the Field Manager/ District Director in having conversations with the Supervisor about Academy, reflecting on what they have learned and how they will use what they have learned.

FM/DD: Preparing the supervisor for Academy:

Example Language:
"James you will be attending the supervisor academy. Supervisors play an important role in ensuring the achievement of successful outcomes within Child Welfare. The academy will provide an overview of the supervisor model utilized within the agency which covers specifically three distinctive functions of supervision. The desired change in CWS performance will not occur solely within one job function; rather you will need to receive support to ensure you are performing well within each element."

"Within each function you will learn fundamental skills that will help facilitate your transition from a CWS to a supervisor. During the academy you will learn things that promote positive casework outcomes. I will be observing for these new specialized competencies within your work for example when I observe you facilitate a unit meeting, provide a monthly specialist conference, manage personnel challenges and effectively utilize data to track progress of your unit or provide feedback on a specialists performance. Ultimately your learning in and outside of the academy are designed to assist the agency ensure children are safe and achieve timely permanence."

Module 1 Pre-Work- Supervisor Transition

Example Language Intro:

1) "You are now a supervisor. Adapting to your new role will take time. Your responsibilities have grown, and relationships with co-specialists have changed. The organization's expectations of you have also changed. This period of transition may feel exciting but also unsettling. You may feel happy about the promotion, but under more pressure to perform to higher expectations."

   "Much of your success as a supervisor will depend on your "people skills" -- the relationships you have with peers, employees, and agency leaders. To succeed, you will need to earn the respect of all these groups. You must now learn to "think like a supervisor" as well. You must make sure that the work gets done. You must pay attention to the needs of employees and management and our families. You may find your priorities, concerns, worries, and goals changing as you adjust to your new role. Your viewpoint and loyalties may also change. Understanding the challenges ahead will ease the way."

2) "Most supervisors do not feel adequately prepared for the job." The skills of managing are different from the skills of doing. Casework training may be helpful in managing the interpersonal aspects of supervision, but transitioning requires shifting to a different mindset and set of skills for organizing, coordinating, directing, assigning, etc."

3) "As a supervisor, you have entered a new occupation, not just a new position. It comes with its own set of job expectations, specifications, and precedents. It will come with a period of personal and professional growth, as well as other ups, downs, and changes. Becoming a supervisor means going from the top of your game, to starting all over again. The transition from specialist to supervisor is filled with many challenges. One of those is working with what used to be peers, but are now direct reports."

Example Questions to initiate or guide the conversation:

- As a supervisor, how do you think you are viewed by your specialists?
- How do you think you are viewed by other supervisors?
- What are 2-3 things you are most nervous about now that you are a supervisor?

Additional information or talking points:

Why "Time Management for Supervisors" Matters:

When you manage your time effectively, you gain these benefits:

- You are more productive;
- You make fewer mistakes;
- You're less stressed;
- You have more time to focus on the really important issues, instead of spending a lot of time running around putting out fires;
- All of that means you accomplish more; and
- You are more successful.

Time management is important for the success of anyone. Time wasted can eat into time for families, lead specialists to feel overwhelmed, and work longer hours than required. This may ultimately limit a specialist's effectiveness and may lead them to leave the unit. Supervisors who possess good time management skills can pass this skill onto specialists. Managing time when you have new responsibilities may mean having to learn how to identify new priorities. Academy has identified some key roles in which to focus your time:

- ***Urgent tasks need to happen first, important tasks can wait.***
    - Urgent would be responding to a family's mental health needs; important may be scheduling or planning visits.
    - Supervisors often become overwhelmed by e-mails and calls, meaning you could spend all day checking and responding which is not productive. It may be better to turn off notifications and only check the email and phone a couple of times a day, then set aside time then to take care of the requests.
- ***Consider not multitasking.***
    - Are you jumping from one task to another without making much progress on anything? It may be time to not multitask. When you aren't able to put enough attention and focus on each of those projects, they will all suffer.
- ***Track your time.***
    - If you have not tracked your time before, now is the perfect time to start. When you track your time, you will see where it is spent and what is taking it up most during the day. Once you have logged for a month, you can see where the biggest issues are, and start to make changes to address those problems,

- ***Set daily and weekly plans to address goals.***
    - Set daily and weekly plans to address goals and what needs to be accomplish in that time. This helps you focus on the things you have to do. When your FM/DD is aware of your schedule, they may be less likely to make unreasonable demands of you.
    - Whenever you are creating a plan, it's a good idea to allot "emergency time" in case something comes up that pushes you back in the day. This allows you to still keep up with your schedule.
- ***Cut back on your "open door policy."***
    - Cutting back on "open door" time is a strategy that has helped supervisors get a better handle on their time. While it is important for specialists to know they have access to their supervisor when urgently needed, an unqualified "open door" policy can mean the majority of supervisor-specialist contact focuses on emergencies. This leaves little time for more strategic, reflective supervision.
    - Instituting scheduled supervision time can help specialists better prioritize issues and plan their own days. True emergencies will always come up that need immediate attention, but when specialists know their planned time with their supervisor will be protected as much as possible, they begin to develop lists of questions. Both specialist and supervisor can then begin to see the patterns and themes that emerge for individual families and for the specialist, pointing the way to the training, reflection, or discussion the specialist needs to grow and advance.
- ***Create "To Do" lists.***
    - Make daily "to do" lists identifying high priority items. Think about SMART objectives and use short and long term objectives to guide your planning.
    - It's important to separate your workload into smaller, more manageable tasks. When organizing your list, make certain these tasks are essential and need to be handled by you. Cut it down and prioritize each bite- when you plan your day and fill your plate, ask yourself some core questions: Can this be shared with others? Are there parts that can be saved for later? Filter tasks based on urgency versus importance, but plan ahead to minimize how often urgent tasks occur.
    - The most daunting tasks tend to carry the most weight and importance, so they need to get done no matter what, sooner or later. It is best to tackle these tasks sooner versus later.
- ***Know when to quit.***
    - Knowing when to quit: Sometimes maximizing efficiency requires knowing when to take a break.
    - There's no use pushing on when you're out of energy. Give yourself permission to unwind periodically when you feel productivity slipping. In the long run, you'll be happier, healthier and able to accomplish more by recognizing when you require leisure time.

As a new supervisor some of your priorities are determined by the work, agency focus and by your FM/DD. Your FM/DD should communicate expectations to you; however you are also responsible to ensure it is clear early in your relationship. Questions to consider include:

- What is your vision for this unit/district?
- What are your priorities?
- What do you want from me?

- How will I know I am successful?
- What do I need to know about your supervision style which will help me to be successful?

“Specialists who become supervisors for the first time often react similarly. They may vow never to do what their supervisors did or, alternatively, seek to emulate previous supervisors.”

“The error of either premise is failing to understand each person is an individual with unique needs and qualities. Hence, each specialist requires a somewhat different supervisory approach. There are numerous issues that new supervisors may face. Some are common to all, and others are related to how supervisors move into their position.”

“As a new supervisor, it is critical to get to know your specialists. Successful specialists develop trust and relationships with clients…do the same with your specialists…and do it with respect.”

When moving from a peer to a supervisory relationship, new supervisors must be:

- Clear about how they expect the relationships to remain the same and how they will change
- Clear about what is needed from the unit
- Clear about what they are prepared to offer in return.
- Most new supervisors do not take the time to work through such transition issues. Rather, they attempt to carry out the supervisory role while maintaining previous patterns of peer interaction.

“Maintaining a peer relationship with specialists will inevitably lead to role conflict. The staff expects leadership in the supervisory role, not just another person to "share the load." Failure to exercise leadership creates insecurity among the staff.

“When specialists are promoted to supervisors, they become part of management.”

“New and even experienced supervisors may over-align themselves with their specialists. The possible consequences of this include producing poor quality work, the administration viewing the supervisor as not being a team player, or a loss of confidence in the new supervisor.”

“When you become a new supervisor, it is critical to understand the needs of your manager. Identify and clarify expectations. Bring those back to your team, so everyone is clear about what needs to happen, what information you need, and everybody’s role in contributing.”

“When gaps in age or work experience exist, it is best to acknowledge the differences with staff. Encourage staff to express feelings and thoughts about being supervised by a manager who is younger or less experienced.”

What are the challenges when both supervisor and staff are inexperienced?

- Higher risk for children and families
- Extra time needed for both supervisor and specialist

"Good supervisors are accessible, available and able. They are fair, consistent in discipline, have good human relation skills and organizational-managerial skills."

Common pitfalls new supervisors encounter:

- *Over supervising*. Micromanaging is sure to alienate employees
- *Under supervising*. New managers can also give too little supervision because of lack of experience, or fear of appearing "bossy."
- *Failing to delegate*. The manager's job is to get the work done through others, not to do it for them. Because many managers are promoted based on their outstanding technical work, they find this shift in responsibility especially difficult.
- *Overlooking the problems and concerns of employees*. New managers are often so
- consumed by their own responsibilities, they forget to focus on the work problems of employees
- *Sharing confidential information*. In your new role as a manager, you will probably have access to confidential employee information and personnel records as well as confidential company information. Be careful not to share confidential information with anyone, either at home or in the workplace
- *Blaming upper management for unpopular decisions*. Managers are often asked to announce and explain new company policies to their employees. Some new managers try to distance themselves from policies they disagree with, especially when they feel the policies will be unpopular with employees. Sometimes they are tempted to blame upper management for the policies, using phrases like "they are making us do this."
- *Providing preferential treatment to favorite employees*. Effective managers do not play favorites with their employees

The supervisor's job is to meet the needs and expectations of employees and management. When these needs clash, as they are bound to from time to time, you may feel pressure from both sides. Successful managers find ways to manage their stress effectively.

Tips for new Supervisors:

- *Work closely with the human resources (HR) department*. It is essential for you to develop a close working relationship with your HR contacts

- *Meet with each of your employees one-on-one*. Plan to meet with each of your employees individually within the first few weeks of any new managerial assignment. It's important to understand who they are, what's happening in their lives, how they think, and what motivates them.

- *Find ways to support and motivate the people you are leading*. If they are successful, you will be successful. Give employees credit for good work rather than taking credit yourself. Involve them in solving problems, instead of coming up with solutions yourself.

- *Pay attention to planning and organization*. Plan, coordinate, and organize who will do what when. This should be one of your daily tasks, not a chore you turn to twice a month

- *Be a clear and careful communicator*. Keep communication lines open by providing as much information as you can. This will help build trust and reduce conflicts and misunderstandings. You might begin regular meetings by saying, “Let me bring you up to speed on some things going on in the company.”

- *Check in regularly to see how things are going and that people have what they need to do the job.* While you want to give employees as much autonomy and responsibility as you can, you still need to keep in touch to make sure that staff members feel confident and competent in their jobs. An employee who feels less confident may need you to touch base frequently and provide more direct supervision. Another may not require as much management but may need moral support. Your style of supervising will depend on the circumstances and individual employees’ needs.

- *It is your job to provide resources to those you are managing*. You are the leader of the team and will have to offer the materials, information, and tools your team needs to succeed.
- *Handle any problems as quickly as possible.* The longer you wait, the bigger a problem becomes. Remember to keep your constructive feedback focused on the work not on personalities

- *Develop a good relationship with your own manager.* You will need to communicate effectively not only with the people you are managing, but also with your own boss. It’s important to keep your manager informed. Get to know your manager and become familiar with her work habits and style. Does she like to receive regular written reports or informal verbal updates? Make an effort to understand the problems and pressures your manager is facing. This helps build mutual trust.

- *Steer clear of conflicts that don’t involve you.* Employees can feel angry or bitter about any number of perceived past wrongs. Try to ignore these conflicts as much as you can, especially when you have not had time to assess the situation.

- *Recognize and reward good work.* It’s important to give praise and recognition both publicly and privately. All employees need to feel valued. Let them know when they are doing good work.

- *Handle problems with employees in the privacy of your office, not in public.* Reserve constructive feedback or reprimands for private, closed-door meetings.

- *Strive for shared goals.* It is your responsibility to help shape goals and steer your team toward the organization’s larger objectives. Employees must be able to see how their efforts fit into the direction of the department, division, and company.

Tips for managing a diverse work force:

Most workplaces today have highly diverse employee populations. You will likely be supervising employees who are older, as well as younger, than you. You will probably be managing people from many different ethnic and cultural backgrounds as well. Here are some tips to help you effectively manage a diverse work force:

- *Avoid age stereotypes*. Include employees of all ages in group projects. Actively seek input from employees of all ages.

- *Take care that your managerial style reflects a respect for all*. Your employees will take other differences, and do not tolerate comments or jokes from your employees that are disrespectful or prejudiced.

- *Treat your employees as individuals*. Try to see people as individuals and focus on their personal strengths rather than labeling them as belonging to one group or another. Focus on fostering a work environment that welcomes and encourages the sharing of diverse points of view. Make sure your employees understand this kind of diversity often leads to innovation and breakthrough thinking.

- *Commit to creating a diverse employee work force in your department*. Research tells us that unless we actively look beyond our comfort zone, we will recruit a work force very much like ourselves in ethnicity, age, and ideas. Work with your HR department to broaden recruiting sources.
- *Foster collaboration and teamwork in your department*. Make sure your employees understand you expect and reward positive, cooperative teamwork. Make sure conflicts are managed constructively and different points of view are listened to respectfully.

- *Learn about other cultures*. The global focus of work today ensures many managers will have opportunities to interact with specialists from other countries. Business practices and etiquette differs dramatically from country to country.

Check with your HR representative or other supervisors who have experience working with individuals from other countries to ensure you are prepared if this kind of opportunity comes your way.

Pre-Module 1 – Item #2:

Field Manager/District Director meets with the Supervisor to review and process the supervisor's **Top 5 Strengths Report** from ***Strengths Based Leadership***. FM/DD should review their own Top 5 Strengths Report with the supervisor and discuss ways to use your strengths to work together effectively.

Rationale: This conversation is meant to allow for your supervisor to discuss their strengths i.e. brag on themselves. It is meant to anchor the benefit of a deeper evaluation of ourselves as self-awareness will assist you and your supervisor's ability to work together effectively. Remember you may be assisting in the development of a future leader of the agency in some capacity. The key is to leave with a greater understanding of self and how to use respective strengths to influence those in which they will interact at work i.e. specialists, ADA's etc. we are more content and engage when we work from our strengths much as we are more successful in a parallel process focus on our family's strengths. Remember your new supervisor has recently made a decision to alter their direction/path for work even though they may not fully understand that which they have committed.

Example Language Intro:

"I wanted us to meet and discuss what you have learned about your own strengths and discuss how this new insight can help us effectively work together. Knowing our strengths is a point to start, however it is also a way to learn how to leverage our teams respective talents. Self-awareness about yourself and your strengths are important to be an effective leader."

Example Questions to initiate or guide the conversation:

- "What stood out for you as your read your strengths, what words or phrases?"
- "What things when you read them you were not sure about? "
- "What do your strengths tell you about how you communicate?" {This is where you will share your own pattern for communication and you can clarify how each delivers and receives it best.}
- "How do your strengths affect how you make decisions?" *You are looking for things such as the amount of time or information that is desired.*
- "How does what you learned mean in relation to how you relate to others?"
- "How do your strengths best prepare you to supervise and what may be a need that will assist in this process?"
- "As you reflect how you did decide your strengths developed over time?"
- "As you think about your strengths how do they influence you and others around you?"
- "What will you take from this assessment and utilize in your work that will assist you in being an effective supervisor?"

Pre-Module 1 – Item #8 - Review an HCM:

"The purpose of the HCM is to strengthen the relationship between the supervisor and employees. It is an ongoing process of communication between the pair meant to improve individual and agency outcomes. Your job is to observe, assess, and coach specialists in information related to their performance based on their job expectation i.e. their accountabilities and behaviors. You will identify their strengths and achievements and any deficiencies in relation to expectations. You will assist in creating a development plan to improve their KSA's. There should not be any new information of surprises as your regular meetings with them should be a time in which you are regularly providing feedback."

- {If they have not attended the HR academy, you will want to review specific policy}.

Post- Work – Module 1

Self-Care
Example Language Intro:

- "Sometimes the last person supervisor's nurture are themselves. This neglect undermines healthy practice but can be corrected if the supervisor not only pays attention to their specialists care but also to self-care."
- "There's a good chance most specialists will give you a handful of reasons why they don't engage in self-care and it is likely supervisors will also. The difference is supervisors have more training to know better than to not engage in self-care."
- "While the expectation is that you advise your specialists to attend to their needs and recognize the consequences of failing to do so, supervisors often neglect to counsel themselves about self-care or heed the signs and symptoms of the hazards associated with working in child welfare. The cost of that self-neglect is high and ranges from nagging stress that can erode health and well-being to compassion fatigue/secondary stress symptoms to job burnout so damaging individuals may leave CW."
- "The need to engage in self-care is so important and the consequences so dire that the agency is stepping up in a variety of ways to focus on self-care in training to emphasize the message that self-care is both fundamental and indispensable."
- "Often, it is unclear when we use the term self-care, and sometimes people may feel frustrated when encouraged to practice it, saying 'We have so much work and responsibility, we don't have time for self-care.'"
- "Let's review and talk about your self-care plan so I can better understand and support you."
- See this link for information for additional and easy to read self-care or refer to curriculum: https://socialwork.buffalo.edu/resources/self-care-starter-kit/introduction-to-self-care.html

Optional Talking Points

Obstacles to Self-Care

- Among the obstacles experts identify as standing in the way of self-care are a lack of energy, too many responsibilities, and the fear of appearing weak or vulnerable.
- A person's difficulty in putting himself or herself first and the inability to acknowledge that his or her needs deserve to be made a priority.
- Fail to practice self-care because they become wrapped up in a state of mind that suggests that they need to work nonstop. They view self-care as an activity they "don't have time for."
- Saying "I will do it when I need it." It is important to start incorporating it into your life before it's too late.

High Cost of Neglect

- There are significant consequences if supervisors don't heed that advice, not only to themselves but also to their specialists.

- Child Welfare is a high-stress occupation. Failure to take care of yourself along the way can result in ongoing stress, which may seep into your personal life and may diminish the satisfactions you derive from work and your ability to be fully present with your specialists.

- "Chronic stress that is not effectively managed" can make people ill i.e. hypertension, obesity etc. Behavioral manifestations may include impulsivity, lowered tolerance toward others, or aggression, and, over time, leads to burnout.

- Burnout, which refers to "work-related feelings of hopelessness, emotional exhaustion, and being overwhelmed, may result from work environments that involve excessive workloads and little support."

- Among the consequences of burnout are anxiety, depression, anger, irritation, prolonged health issues, troubled relationships and, in the workplace, absenteeism, difficulty with co-workers, and poor productivity and performance.

- When supervisors experience burnout, their specialists and thus their families suffer as well. If supervisors don't care for themselves, their ability to care for others will be reduced or even depleted. Remember you can't give what you don't have. You have a moral and ethical responsibility to healthy.

Creating a Self-Care Plan

- In human services, especially in child welfare, your most foundational instrument is you," she explains. "To take care of that instrument, which is to take care of yourself, is a two-step process. The first is to heal, which is the minimum of self-care and encourages you to focus on obtaining what you need to survive. The second is to energize, which is a more advanced self-care and encourages you to focus on thriving."

- Peace and healing require that a person's basic physical, mental, and emotional needs be met. This isn't just a matter of getting enough sleep, nutritious food, and adequate exercise, though those are fundamental. It's also "leaning on trusted others for support, paying attention to when your body signals you to slow down and listening to it, and not pushing yourself to the point of breakdown."

- Another key aspect is knowing when to say no. That "is especially relevant for supervisors who, because they act from their hearts, often give to anyone and everyone around them, it's a matter of "evolving out of being a people pleaser and learning to set healthy boundaries to be better able to serve the greater good."

- You can start devising an action plan for self-care. Supervisors may begin that process by identifying the personal and organizational sources of their stress.

- "There's no one-size-fits-all self-care plan," "Each of us has to develop our own plan because each of us has our own unique life history; we each face our own distinct demands, stressors, and challenges; and we have individual goals and aspirations. These factors influence the kinds of challenges we confront day to day as well as how ably we manage them."

- That being said, there are commonalities among all self-care plans. Taking care of physical health, managing and reducing stress, honoring emotional and spiritual needs, nurturing relationships, and finding balance in personal and work life or student life. To reach these objectives, each person needs to identify what they value and need as part of day-to-day life, which is maintenance self-care, and also identify the strategies they can employ if and when they face a crisis along the way, which is emergency self-care.

- The most important practices are to "develop healthy habits, create clear boundaries, ask for and accept help, find ways to center yourself for peace, and manage perfectionist tendencies—to be aware of what you are humanly capable of."

- Part of self-care, too, is knowing when to seek help. Thus, seeking therapy or EAP can be an important tactic, not only because it provides perspective from a trained professional, but because the therapist can also assist supervisors in developing their self-care regimens.

- There is always so much for us to process: unresolved grief from clients, difficult work environments, and negative news in the media, declining social policy, not to mention our caregiving responsibilities at home and perhaps for our aging parents. Most of us need to debrief in a safe place with a wise and unconditionally accepting listener

Excerpts from Social Specialist Self-Care — The Overlooked Core Competency
By Kate Jackson
Social Work Today
Vol. 14 No. 3 P. 14

Conducting a Community Meeting

Example Language:
"Training on Community Meetings is one of the steps the agency has taken to be more trauma informed. As a part of the agency's commitment to being more trauma-informed and to focus on specialist self-care, you learned the value of and how to conduct a community meeting. Developing the foundations of professional trust and safety begin with addressing how we honestly exchange information; how we maximize each other's strengths; how we create a work culture that acknowledges the impact of secondary traumatic stress in CW; and promotes evidence-based ways of supporting both the specialist as well as the work.

This task should take 10-15 minutes and should focus on the three questions. This is not a therapy session. It's important that attendance is a priority and you utilize the meetings to set the tone for the day while learning about the needs and challenges of your team."

Discussion regarding the HCM

- "Now that you have received additional training on the HCM, I want to talk about any questions or concerns you may have regarding the process. I want to provide you with the

current HCM’s and discuss any concerns or behaviors that were or are being addressed prior to you being the new supervisor.”
- “We need to discuss how we are going to handle HCM’s that, for various reasons, are past due. I want to ensure you are connected with the appropriate resource in HR that will also be someone to contact with questions.”
- “One of the important things for us to discuss is how I want you to manage specialists who are underperforming. It is important we attend to concerns timely to explore with the specialist if they are aware of your concerns so you can identify what may be going on, for you to articulate your concern and for us to talk about how you will want to manage the concern. There are certain behaviors in which I want you to immediately contact me, for example XXXXXX.”

Why use True Colors?

The number one reason employees are dissatisfied or leave their jobs is workplace relationship struggles, especially with their direct supervisor or team leader – followed by a lack of communication, trust, appreciation and fair treatment. True Colors helps your supervisor understand themselves and others based on a personality type. True Colors used different “colors” to differentiate their four personality styles. Each person has a combination of these personality types with one usually being a dominant style. Using the easy to understand colors provides some insight into different motivations and communication styles of others. This may lead to a better understanding of peers and the reason they act in a certain manner and encourages peers to understand from others perspective.

Points to Remember

- Each color is reflective of your personality.
- You will identify a primary and secondary color. These are your preferred styles.
- The colors you do not choose will have some characteristics that are representative of you; however, it is not your preferred style.
- True Colors is valuable for improving your effectiveness in working with others; however, as a short, self-report assessment it is not 100% accurate.

Embracing Diversity with True Colors

The core of the True Colors system identifies intrinsic values, motivations, self-esteem, sources of dignity and worthiness, causes of stress, communication styles, listening styles, non-verbal responses, language patterns, social skills, learning styles, environmental motivators, cultural appeal, negative mental states, relationship orientation, and ethical behaviors.

True Colors training provides:

- Increased understanding of self and others
- Expanded appreciation for valuing differences
- Communication skill-building
- Avenues for a more harmonious, productive environment
- Easy integration into existing organizational framework and previous programs
- A universal language that accelerates problem-solving, increases trust, and reduces conflict

True Colors Points of Interest:

- After a True Colors assessment, members of the group will describe different reasons why the day was useful.
- Orange personalities will talk about how fun and exciting the day was, and how much more energy the group developed to solve its problems. Motivation to work as a team evaporated the old burnout and stagnation.
- Gold temperaments will tell you the workshop was valuable because it improves the bottom line, and the group performs more efficiently and more productively.
- Green oriented people will point out this methodology is intellectually rigorous, and has proven results that can be replicated again and again in developing interpersonal skills that endure.
- Blue inclined personalities will feel satisfied by the feeling of group unity that developed the improved team morale, and the relief to have animosity turn into appreciation.
- So, which one of these perspectives is the "right" one to describe the usefulness of True Colors? It's obvious that they are all correct, even though they are different. https://truecolorsintl.com/about-us/why-use-true-colors/

Overview of each True Color – broadly, at work, and in a leadership role:

BLUE
I need to feel unique and authentic
Enthusiastic, Sympathetic, Personal
I look for meaning and significance in life
Warm, Communicative, Compassionate
I need to contribute, to encourage, and to care
Idealistic, Spiritual, Sincere
I value integrity and unity in relationships
Peaceful, Flexible, Imaginative
I am a natural romantic, a poet, a nurturer

BLUE (at work)

- Have a strong desire to influence others so they may lead more significant lives
- Often work in the arts, communication, education, helping professions
- Adept at motivating and interacting with others

BLUE (leadership style)

- Expects others to express views
- Assumes "family spirit"
- Works to develop others' potential
- Individuals-oriented
- Democratic, unstructured approach
- Encourages change via human potential
- Change time also for sense of security
- Expects people to develop their potential

GOLD
I need to follow rules and respect authority
Loyal, Dependable, Prepared
I have a strong sense of what is right and wrong in life
Thorough, Sensible, Punctual
I need to be useful and belong
Faithful, Stable, Organized
I value home, family, and tradition
Caring, Concerned, Concrete
I am a natural preserver, a parent, a helper

GOLD (at work)
- Provide stability and maintain organization
- Ability to handle details and to work hard make them the backbone of many organizations
- Believes that work comes before play, even if they must work overtime to complete the task

GOLD (leadership style)
- Expects punctuality, order, loyalty
- Assumes "right" way to do things
- Seldom questions tradition
- Rules oriented
- Detailed/thorough approach – threatened by change
- Prolonged time to initiate any change
- Expects people to "play" their roles

GREEN
I seek knowledge and understanding
Analytical, Global, Conceptual
I live by my own standards
Cool, Calm, Collected
I need explanation and answers
Inventive, Logical, Perfectionistic
I value intelligence, insight, fairness, and justice
Abstract, Hypothetical, Investigative
I am a natural non-conformist, a visionary, a problem solver

GREEN (at work)
- Conceptual and independent thinker; work is play
- Drawn to constantly challenge in careers; likes to develop models, explore ideas, or build systems to satisfy the need to deal with innovation
- Once an idea is perfected, prefers to move on, leaving the project to be maintained and supported by others

GREEN (leadership style)
- Expects intelligence and competence
- Assumes task relevancy
- Seeks ways to improve systems

- Visionary
- Analytical
- Encourages change for improvement
- Constantly "in process" of change
- Expects people to follow through

ORANGE
I act on a moment's notice
Witty, Charming, Spontaneous
I consider life a game, here and now
Impulsive, Generous, Impactful
I need fun, variety, stimulation, and excitement
Optimistic, Eager, Bold
I value skill, resourcefulness, and courage
Physical, Immediate, Fraternal
I am a natural trouble shooter, a performer, a competitor

ORANGE (at work)

- Bored and restless with jobs that are routine and structured
- Satisfied in careers that allow independence and freedom, while utilizing physical coordination and love of tools
- View any kind of tool as an extension of themselves
- Natural performer

ORANGE (leadership style)

- Expects quick action
- Assumes flexibility
- Works in the here and now
- Performance oriented
- Flexible approach
- Welcomes change
- Institutes change quickly
- Expects people to "make it fun"

Group Processing:

1) What are the needs of your primary color (preferred personality style)?
2) What frustrates you about other colors (personality styles)?
3) What frustrates you about your color (personality style)?
4) What does your color (preferred style) give to this group?

Excerpts from: lone start.edu
http://www.lonestar.edu/departments/studentactivities/true_colors_exploring_leadership_styles.pdf

Module 2 Pre-Work

Specialist Self-Care

“We talked about the importance of you getting to know each of your specialists and specifically the importance of them developing a plan for how they are going to take care of themselves as we know this is at times challenging work. The key to managing the stress and exposure to secondary traumatic events is to have a plan and to receive support and encouragement to use the plan. Let’s talk about how the process went, especially what you thought went well and if there are any challenges with both how to encourage specialists to create them as well as how to support them.”

Review the FOA
“You will receive training in Academy as it relates to competencies a supervisor must possess and is measured as a part of your certification.”

- Provide the guide book and the tool if you have not done so already.
- Discuss each competency and field any questions or clarify any misunderstandings.

“After your training we will schedule some times in which I can observe your work so I may assess how you are progressing. Remember this is not a “gotcha,” I will tell you what you are doing well and provide feedback when I see areas in which you can improve. After this initial observation, when you have had time to practice and improve, I will observe you again. When you have successfully demonstrated each of the competencies, you will advance in your certification. These observations and our conversations will provide guidance for things you will want to continue to work on and I will use them for our coaching sessions during our regular meetings.”

- {Please follow the guide book for time frames etc.}.

Module 2 Post-Work

Revisit the FOA
“You have received training in the academy as it relates to competencies a supervisor must possess and is measured as a part of your certification.”

- {Provide the guide book and the tool if you have not done so already. Discuss each competency and field any questions or clarify any misunderstandings}.
- Competency B – Communication and Competency C – Leadership align with Modules 1 and 2 in Supervisor Academy.
- Competency A – Critical Thinking and Competency D –Guidance and Development of Staff align with Module 3 after coaching and Clinical Supervision.
- You may be able to identify and view varied aspects of their work throughout Academy. THRIVE begins after Module 3 and will focus more on leadership.

“We will need to schedule some times in which I can observe your work so I may assess how you are progressing. I have viewed some aspects of your work and if applicable provided coaching and I will be observing for progress in those areas as well as the others we have not addressed. We will continue this process of observing and coaching until we have been able to satisfactorily observe all aspects of the FOA. These observations and our conversations will provide guidance for things you will want to continue to work on and I will use them for our coaching sessions during our regular meetings."

- {Please follow the guide book for time frames etc.}.

Community Meeting
Follow up to a greater depth, much as the previous time. Focus on what is going well and inquiring what support they need to ensure success.

Tribal Leadership Book overview:

In a rigorous ten-year study of approximately 24,000 people in more than two dozen corporations, Logan, King, and Fischer-Wright refine and define a common theme: the success of a company depends on its tribes, the strength of its tribes is determined by the tribal culture, and a thriving corporate culture can be established by an effective tribal leader. Tribal Leadership will show leaders how to employ their companies' tribes to maximize productivity and profit: the authors' research, backed up with interviews ranging from Brian France (CEO of NASCAR) to "Dilbert" creator Scott Adams, shows that more than three quarters of the organizations they've studied have tribal cultures that are merely adequate, no better than the third of five tribal stages.

The authors explain exactly what Tribal Leadership is, and offer a wealth of "technical notes" which explain how to implement the leadership system in any culture. They also offer coaching tips and a "cheat sheet" that provides the key action steps to building great tribes—including how to identify a tribe's language and customs, how to move yourself forward while moving your people, and how to build a support network. "The goal is to give you the perspective and tools of a Tribal Leader," the authors write. "The result is more effective workplaces, greater strategic success, less stress, and more fun. In short, the point of this book is for you to build a better organization in which the best people want to work and make an impact."

TRIBAL LEADERSHIP details each of the five tribal stages and helps readers identify which actions affect it and which strategies will enable the tribe to upgrade to the next level. The authors discuss how each stage has a unique set of leverage points and why it is critical to understand them—more than three quarters of the organizations they studied have tribal cultures that are adequate at best. The five stages include:

• Stage One: **"Life Sucks:** The stage most professionals skip, these are tribes whose members are despairingly hostile—they may create scandals, steal from the company, or even threaten violence.

• Stage Two: **"My Life Sucks"**: The dominant culture for 25 percent of workplace tribes, this stage includes members who are passively antagonistic, sarcastic, and resistant to new management initiatives.

• Stage Three**: "I'm Great (and You're Not)":** 49 percent of workplace tribes are in this stage, marked by knowledge hoarders who want to outwork and outthink their competitors on an individual basis. They are lone warriors who not only want to win, but need to be the best and brightest.

• Stage Four: **“We’re Great”**: The transition from “I’m great” to “we’re great” comes in this stage where the tribe members are excited to work together for the benefit of the entire company.

• Stage Five: **“Life is Great”**: Less than 2 percent of workplace tribal culture is in this stage when members who have made substantial innovations seek to use their potential to make a global impact.

The authors offer an in-depth look at Tribal Leadership strategies, and discuss how leaders can identify the tribe’s core values and the noble causes to which they aspire. They then explain how to use those principles along with the tribe’s inherent assets and behaviors to foster success based on the tribe’s goals and objectives. As the authors explain, once the tribe sets its strategy based on these factors, a palpable sense of excitement begins to emerge. “Every member of the tribe knows exactly how to succeed and what each person must do to make the tribe effective,” they write. “That’s the promise of tribal strategy.”

Leaders, managers, and organizations that fail to understand, motivate, and grow their tribes will find it impossible to succeed in an increasingly fragmented world of business. The often counterintuitive findings of Tribal Leadership will help leaders at today’s major corporations, small businesses, and nonprofits learn how to take the people in their organization from adequate to outstanding, to discover the secrets that have led the highest-level tribes to remarkable heights, and to find new ways to succeed where others have failed.

Questions you can ask:

1) *What are tribes?*

Answer: A tribe is a group of 20-150 people, who are familiar enough with one another to stop and say “hi” if they were to meet in the streets. Your tribe members are probably in your email and phone address book. When a tribe gets too big, it naturally splits into 2 tribes or more. Every organization is a tribe. A small organization is a single tribe, while a large organization is a tribe made up of multiple tribes.

2) *What is tribal leadership?*

Answer: Tribal leadership is a mutual relationship between the tribe’s leaders and members. Tribal Leaders are not superstars. Instead, they work hard to upgrade themselves and their tribe, and are recognized as leaders due to the success they bring to the tribe. Their efforts create a wave, and they’re then led by that wave to fulfill the tribe’s will.

3) *What in your tribe (unit) will determine its effectiveness?*

Answer: Its culture and is shaped by the language or words people use and the behaviors of the tribe.

4) *What stage do you think your unit is operating?*

Answer: This will vary by unit

5) *Wh*at can you do with this information from the book?

Answer: Supervisor should focus on their development as leaders and role in making the changes desired by the agency. Once Tribal Leaders identify which cultures exist in their tribe, they can use specific leverage points to upgrade the culture. But first, they have to move themselves to Stage Four by shifting the way that they work and the structure of the relationships around them. It can't work from a "do as I say, not as I do" behavior. Tribal Leaders have to "walk the talk" and authentically act differently. Specifically, at Stage Four leaders know and act from their "core values." A core value is "a principle without which life wouldn't be worth living."

As a Tribal Leader, you can change the culture of your organization bit by bit – and make it run faster, better and more effectively. The result you will achieve will be greater success for our families, less stress and more fun!

THRIVE - which begins after module 3 of Supervisor Academy - will build upon your leadership.

The 5 Tribal Stages

READINGGRAPHICS ACTIONABLE INSIGHTS IN ONE PAGE

STAGE	THEME	RELATIONSHIPS	BEHAVIOR
1	"Life Sucks"	Alienated	Despairingly Hostile
2	"My Life Sucks"	Separate	Apathetic Victim
3	"I'm Great (and You're Not)"	Personal Superiority	Lone Warrior
4	"We're Great"	Stable Partnership	Tribal Pride
5	"Life is Great"	Teams	Innocent Wonderment

http://www.triballeadership.net/book

https://readingraphics.com/book-summary-tribal-leadership/

https://cwtraining.oucpm.org/