

Understanding Self as Supervisor

TRAINER'S MANUAL

UNDERSTANDING SELF AS SUPERVISOR

APS Supervisor Core Training

Developed by: APS Training Project
Academy for Professional Excellence
San Diego State University School of Social Work



TRAINER'S MANUAL

Understanding Self as Supervisor



This training was developed by the Academy for Professional Excellence, San Diego State University School of Social Work which is funded by California Department of Social Services, Adult Services Branch.

Curriculum Developer
Jill Nielsen, LCSW

© 2012. San Diego State University School of Social Work, Academy for Professional Excellence. Please acknowledge this copyright in all non-commercial uses and attribute credit to the developer and those organizations that sponsored the development of these materials. No commercial reproduction allowed.

INTRODUCTION

THE ACADEMY FOR PROFESSIONAL EXCELLENCE

We are pleased to welcome you to Understanding Self as Supervisor developed by the Adult Protective Services (APS) Training Project, a project of Academy for Professional Excellence, San Diego State University School of Social Work.

The Academy for Professional Excellence was established in 1996 and provides training, technical assistance, organizational development, research, and evaluation to public and private health and human service agencies and professionals.

The Academy is a project of San Diego State University School of Social Work (founded in 1963), which offers both a bachelor's and master's degree in Social Work. The School of Social Work at San Diego State University was founded in 1963 and has been continuously accredited by the Council of Social Work Education since 1966.

The Academy has extensive experience in providing specialized services, including:

- multi-disciplinary competency-based trainings
- curriculum development
- needs assessment
- research
- evaluation
- meeting facilitation
- organizational development consultation services

The APS Training Project is a CDSS funded project of Academy for Professional Excellence and has the overarching goal to develop standardized core curricula for new APS social workers and supervisors and to share these trainings on a national scale. Professional training opportunities are a critical step toward ensuring APS social workers have the appropriate tools to serve their clients. The APS Training Project has worked extensively with state and national partner agencies in the development of this curriculum.

Our partners include:

- National Adult Protective Services Association Education Committee (NAPSA)
- California Department of Social Services, Adult Services Branch
- California State University Sacramento IHSS Training Project
- Protective Services Operations Committee of the California Welfare Director's Association (PSOC)
- California Social Work Education Center Aging Initiative (CalSWEC)
- California Association of Public Administrators, Public Guardians and Public Conservators

PARTNER ORGANIZATIONS

Lori Delagrammatikas, Program
Coordinator for MASTER
Academy for Professional Excellence
6505 Alvarado Road, Suite 107
San Diego, California 92120
(909) 213-6059
ldelagra@projects.sdsu.edu
<http://theacademy.sdsu.edu/programs/>

Krista Brown, Project Coordinator
APS Training Project
Academy for Professional Excellence
6505 Alvarado Road, Suite 107
San Diego, California 92120
(510) 459-0731
krbrown@projects.sdsu.edu
<http://theacademy.sdsu.edu/programs/>

Kathleen Quinn, Executive Director
National Adult Protective Services
Association
920 South Spring Street, Suite 1200
Springfield, IL 62704
(217) 523-4431 / (271) 522-6650
Kathleen.quinn@apsnetwork.org

Paul Needham, Chair
NAPSA Education Committee
Oklahoma Dept of Human Services
APS/FSSD Training Unit
(405) 823-4900
paul.needham@okdhs.org

Bethany Berube, Chair
Protective Services Operations Committee
of the County Welfare Director's Association
(559) 624-7450
BBerube@tularehhsa.org

Academy for Professional Excellence- 6505 Alvarado Road, Suite 107
Tel. (619) 594-3546 – Fax: (619) 594-1118 – <http://theacademy.sdsu.edu/programs/>

ACKNOWLEDGMENTS

This training is the result of a collaborative effort between Adult Protective Services administrators, supervisors, staff development officers and workers across the state and the nation; professional educators; and the Academy for Professional Excellence staff members. APS Training Project would like to thank the following individuals and agencies:

Agencies

California Department of Social Services, Adult Services Branch
Alameda County Department of Social Services
California Social Work Education Center Aging Initiative

Committees

Protective Services Operations Committee of the California Welfare Directors' Association
National Adult Protective Services Association Education Committee
Project MASTER Steering Committee
APS Core Curriculum Committee

Evaluation Consultants

Carrie Gibson

TABLE OF CONTENTS

General Information

Introduction	3
Partner Agencies	4
Acknowledgements	5
Table of Contents	6
Executive Summary	8
How to Utilize this manual	10
Course Outline	11
Training Goals and Objectives	12
Trainer Guidelines	13

Presentation

Welcome and Introductions	15
- Participant Letter of Consent.....	18
- Developing an ID Code.....	22
Roles of APS Supervisor	26
- Four Supervisory Leadership Roles.....	31
- Self-Assessment Inventory.....	34
- Treasure Hunt.....	46
- Optional – L.I.F.E. Report.....	48
Strengths Based Leadership	50
- Five Essential Supervisory Workplace Themes.....	51
- Strengths Based Leadership Questions.....	63
- Strengths Based Scenario.....	64

Coaching, Mentoring and Training	68
-Distinctions Make the Difference.....	73
- To Coach or Not to Coach.....	76
- Coaching Scenarios.....	77
- Partner Interview.....	83
- Coaching Questions.....	85
Work Environments	87
From Peer to Supervisor	97
- Buddy to Boss Scenarios.....	102
Closing/Evaluation	103
- Treasure Hunt.....	
Addendum	105
- Handout 1 - Four Supervisory Leadership Roles	
- Handout 3 – Treasure Hunt	
References	108

EXECUTIVE SUMMARY

Course Title: *Understanding Self as Supervisor*

Curriculum Development: Jill Nielsen, LCSW, in collaboration with the Protective Services Operations Committee, NAPSA Education Committee and the APS Training Project/Academy for Professional Excellence.

Target Audience: APS Supervisors

Training Description:

In this dynamic and interactive training, supervisors will acquire tools to assist them in understanding their multi-dimensional role and how to effectively and efficiently lead their staff to better performance and job satisfaction within a culturally sensitive framework. This training utilizes lecture, PowerPoint, and large and small group activities. Opportunities for participants to explore out-of-class partnerships with peers will be introduced.

Learning Objectives:

Upon completion of this training, APS frontline supervisors will be able to:

1. Identify roles of APS Supervisor and assess your competency in each role.
2. Learn to integrate strengths-based leadership skills into current supervision style to increase staff performance.
3. Identify appropriate uses of training, mentoring, and coaching skills and apply these skills with staff.
4. Describe personal vision for effective and productive work environment and identify steps to implement change.
5. Identify issues relating to professional boundaries and learn strategies for managing these issues.

Transfer of Learning: *Ways supervisors can prepare for the training and then utilize knowledge and skills acquired during the training on the job.*

BEFORE the training

Supervisors can work with their managers to:

- Identify their strengths as APS Supervisor
- Identify their challenges as APS Supervisor
- Identify goals for this training

AFTER the training

Supervisors can practice the following activities:

- Review Strengths Based Leadership 12 Questions with their manager. Supervisors can share their own answers to these questions.
- Review Strengths Based Leadership 12 Questions with their workers that they supervise during a unit meeting.
- Share their answers from the Learning Journal Activity regarding Work Environments with their manager.
 - What goal did the supervisor set up for themselves?
 - How are they going to implement this?

HOW TO UTILIZE THIS TRAINING MANUAL


The course outline, provided in the next section of this manual, is the class schedule used during the piloting of this training. It can be used to help you determine how much time you might need to present each section. However, times will vary based on the experience and engagement of your audience.

Customizing the Power Point:

Once you decided on how you want to divide up your time in presenting this material, you may want to customize your Power Point. The Microsoft Office Power Point software allows you to hide any slides you don't want to use.

Hide a slide instructions

1. On the **Slides** tab in normal [view](#), select the slide you want to hide.
2. On the **Slide Show** menu, click **Hide Slide**.

The hidden slide icon  appears with the slide number inside, next to the slide you have hidden.

Note: The slide remains in your file, even though it is hidden when you run the presentation.

Please note that this manual is set up so that the trainer script/ background material is on the same page as the accompanying Power Point slide making it easy to also customize your manual to match the slides you have decided to use, Just remove the unneeded pages.

COURSE OUTLINE

Content	Total Time	Activities	Slides/pages
Welcome, Introductions, Learning Objectives	25 min	Lecture Round Robin – Participant Introductions & Questions	Slides: 1-8 Handouts: Letter to Participants, ID Assignment
Roles of APS Supervisor	85 min	Lecture Individual, small and large group activities	Slides: 9-16 Handouts 1-3 Optional Handout – L.I.F.E Reports
BREAK	15min		
Strengths Based Leadership	75 min	Lecture Individual, partner and small group activities	Slides: 17-27 Handouts 4-6
LUNCH	60 min		
Coaching, Mentoring and Training	45 min	Lecture Partner and small group activities	Slides: 28-35 Handouts 7-10
Work Environments	40 min	Lecture Individual and small group activities	Slides: 36-42
BREAK	15 min		
From Peer to Supervisor	35 min	Lecture Small and large group activities	Slides: 43-45 Handout 12
Closing/ Evaluation	25 min	Large group activity Review/Q&A Evaluation	Slide:46-47 Handout 3 & Evaluation Materials
Total Time (including lunch)	7 hrs		

TRAINING GOALS AND OBJECTIVES

UNDERSTANDING SELF AS SUPERVISOR

APS Supervisor Core Training

Developed by: APS Training Project
Academy for Professional Excellence
San Diego State University School of Social Work



Upon completion of this training, APS frontline supervisors will be able to:

1. Identify roles of APS Supervisor and assess your competency in each role.
2. Learn to integrate strengths-based leadership skills into current supervision style to increase staff performance.
3. Identify appropriate uses of training, mentoring, and coaching skills and apply these skills with staff.
4. Describe personal vision for effective and productive work environment and identify steps to implement change.
5. Identify issues relating to professional boundaries and learn strategies for managing these issues.

TRAINER GUIDELINES

<p>Teaching Strategies</p>	<p>The following instructional strategies are used:</p> <ul style="list-style-type: none"> ◆ Lecture segments ◆ Interactive exercises (e.g. Table Top Activities, experiential exercises, role plays) ◆ Question/answer periods ◆ Slides ◆ Participant guide (encourages self-questioning and interaction with the content information) ◆ Evaluation materials
<p>Materials and Equipment</p>	<p>The following materials are provided and/or recommended:</p> <ul style="list-style-type: none"> ◆ Computer with LCD (digital projector) ◆ CD-ROM or other storage device with the slide presentations ◆ Easel/paper/markers ◆ Blank sheets of paper for Time Management/Pie Chart Activity ◆ Trainer's Guide: This guide includes the course overview, introductory and instructional activities, and an appendix with reference materials. ◆ Participant Guides: This guide includes a table of contents, course introduction, all training activities/handouts, and transfer of learning materials. ◆ Evaluation Guide: This guide includes all in-class and out-of-class transfer of learning evaluation tools. ◆ Name tags/names tents. ◆ Water access/snacks/restroom access/lunch plans
<p>NOTE: This training does not answer agency specific questions. If indicated, you will need to collect agency specific information before delivering this training.</p>	

UNDERSTANDING SELF AS SUPERVISOR

APS Supervisor Core Training

Developed by: APS Training Project
Academy for Professional Excellence
San Diego State University School of Social Work



PRESENTATION

WELCOME AND INTRODUCTIONS



TIME ALLOTTED: 25 minutes

Slide #2: Facilitator Introduction & Housekeeping



Welcome & Housekeeping



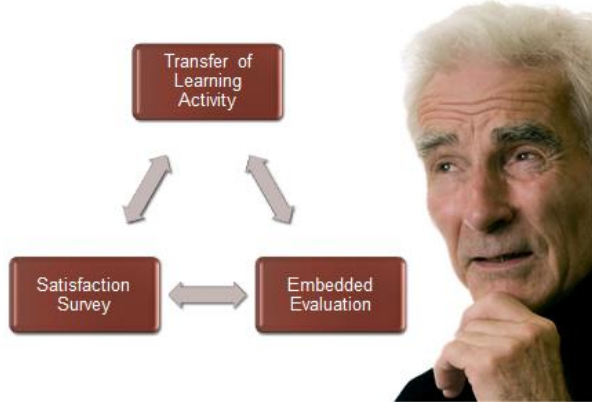
WELCOME the participants and introduce yourself by name, job title, organization, and qualifications as Trainer.

Review Housekeeping Items

- There will be two 15-minute breaks and an hour for lunch today
- Use the restrooms whenever you need to do so. The restrooms are located at....
- Please turn off your cell phones for the duration of the training. If you must make or receive a call, please leave the training room and return as quickly as possible. Check the course outline to see what you have missed.
- Brief introduction to participant packet and materials.
- Participants should complete name tags/tents

Slide #3: Evaluation Process

Evaluation Process



Direct the participants to the *Letter to Participants* and the *ID Assignment Handouts* embedded in their participant manuals.

For this training, you will be completing a training satisfaction survey, a pre-post Assessment of Learning and a post training transfer of learning exercise. All of these measures are intended to allow you to practice what you have learned and measure whether the training was effective. We want APS training to become an evidenced based practice that truly provides the knowledge and skills we believe it provides. The purpose of the evaluation process is more fully explained in your “Letter to Participants”.

HANDOUT: Participant Letter of Consent

- Academy for Professional Excellence at San Diego State University School of Social Work, MASTER (Multi-disciplinary Adult Services Training & Evaluation for Results) begun a process of evaluating training delivered to Adult Protective Service staff.
- At certain points during this training series, in addition to the usual workshop evaluation forms, you will be asked to complete various training evaluation activities.
- These training evaluation activities aim to: (1) improve trainings’ effectiveness and relevance to your needs, and help you better serve adults and their families; and (2) see if the training has been effective in getting its points across.
- If you agree to participate, you will fill out a questionnaire administered before and after the training.
- The questionnaires will be coded with a unique identifier system and all responses will be confidential



Dear Training Participant,

As a training program for the Academy for Professional Excellence at San Diego State University School of Social Work, MASTER (*Multi-disciplinary Adult Services Training & Evaluation for Results*) has begun a process of evaluating training delivered to Adult Protective Service workers. As part of this evaluation, we need your help.

At certain points during this training series, in addition to the usual workshop evaluation forms, you will be asked to complete various training evaluation activities.

These training evaluation activities have two main purposes:

1. To improve trainings' effectiveness and relevance to your needs, and help you better serve adults and their families; and
2. To see if the training has been effective in getting its points across.

Our goal is to evaluate training, NOT the individuals participating in the training.

In order to evaluate how well the training is working, we need to link each person's assessment data using a code. You will generate the code number using the first three letters of your mother's maiden name, the first three letters of your mother's first name, and the numerals for the day you were born. **Please put this 8-digit ID code on each of your assessment forms, exactly the same way each time.** ID code information will only be used to link demographic data to test data to ensure that the training is working equally well for all participants. Once this linking is done, we will only be looking at class aggregate scores, rather than individual scores.

Only you will know your ID code refers to you. All individual responses to evaluation exercises are confidential and will only be seen by the Academy's training program and evaluation staff. Only group averages and percentages will be reported. Individual results will not be reported to your employer. Aggregate data may be used for future research to improve training for Adult Protective Service workers.

Continued

If you agree to participate, you will fill out a questionnaire administered before and after the training. The questionnaire will be coded with a unique identifier system and all responses will be confidential.

There are no foreseeable risks to you from participating. There is also no direct benefit to you. Your responses will contribute to the development of a series of evaluation tools that will be able to accurately assess the effectiveness of adult protective service training. It is hoped that these tools will assist the Academy for Professional Excellence in improving training for adult protective service workers and therefore improve services to adults and families.

Your participation is voluntary and you may withdraw your consent and participation at any time. Participation or non-participation will have no effect on your completion of this training series.

By completing and submitting the questionnaire, you agree to participate. You further agree to permit us to use your anonymous responses in written reports about the questionnaires.

Your help with this evaluation process is greatly appreciated. Your feedback will be instrumental in helping to improve adult protective service training for future participants. If you have any questions about the evaluation or how the data you provide will be used, please contact:

James Coloma, MSW
Training & Evaluation Specialist
Academy for Professional Excellence
San Diego State University – School of Social Work
6505 Alvarado Road, Suite 107
San Diego, CA 92120
(619) 594-3219
jcoloma@projects.sdsu.edu

Slide #4: Developing an ID Code

Developing an ID Code

- What are the first three letters of your mother's *maiden* name?

Alice **Smith**

- What are the first three letters of your mother's *first* name?

Alice Smith

- What are the numerals for the DAY you were born?

Nov **29**th

Trainee ID Code

S	M	I	A	L	I	2	9
---	---	---	---	---	---	---	---

We are NOT evaluating you and no one from your agency will see your individual responses. To keep your responses confidential, we are going to develop your personal ID code. Follow along with your ID Assignment Handout and write in your ID code on the Handout:

YOUR IDENTIFICATION CODE:

In order for us to track your evaluation responses while maintaining your anonymity, we need to assign you an *identification code*. We would like you to create your own *identification code* by answering the following questions:

1. What are the first three letters of your mother's *maiden* name?
 Example: If your mother's maiden name was Alice Smith, the first three letters would be:
S M I. If the name has less than three letters, fill in the letters from the left and add 0 (zero) in the remaining space(s) on the right.
2. What are the first three letters of your mother's *First* name? Example:
 Example: If your mother's maiden name was Alice Smith, the first three letters would be:
A L I. If the name has less than three letters, fill in the letters from the left and add 0 (zero) in the remaining space(s) on the right.
3. What are the numerals for the DAY you were born?

Continued

HANDOUT: MASTER Identification Code Assignment

- In order to track each of your evaluation responses while maintaining your anonymity, we need to assign you an identification code.
- You will generate the code number using the first three letters of your mother's maiden name, the first three letters of your mother's first name, and the numerals for the day you were born.
- Please put this 8-digit ID code on each of your assessment forms, exactly the same way each time. ID code information will only be used to link demographic data to test data to ensure that the training is working equally well for all participants.
- The questionnaires will be coded with a unique identifier system and all responses will be confidential. Only you will know your ID code refers to you.
- Aggregate data may be used for future research to improve training for Adult Protective Service workers.

Trainee ID Code

Date / /
M M D D Y Y

YOUR IDENTIFICATION CODE:

In order for us to track your evaluation responses while maintaining your anonymity, we need to assign you an *identification code*. We would like you to create your own *identification code* by answering the following questions:

4. What are the first three letters of your mother's *maiden* name?
Example: If your mother's maiden name was Alice Smith, the first three letters would be: **S M I**. If the name has less than three letters, fill in the letters from the left and add 0 (zero) in the remaining space(s) on the right.

___ ___ ___

5. What are the first three letters of your mother's *First* name?
Example: If your mother's maiden name was Alice Smith, the first three letters would be: **A L I**. If the name has less than three letters, fill in the letters from the left and add 0 (zero) in the remaining space(s) on the right.

___ ___ ___

6. What are the numerals for the DAY you were born?
Example: If you were born on November 29, 1970, the numerals would be **2 9**. If your birth date is the 1st through the 9th, please put 0 (zero) in front of the numeral (example **0 9**).

___ ___

Combine these parts to create your own identification code (example: **S M I A L I 2 9**). Please write your identification code in the space at the top right corner of all evaluation materials you receive.

Remember your identification code and write it at the top of every evaluation form provided to you throughout this training.

Slide #5: APS Supervisor Core Roadmap

APS Supervisor Core: A Roadmap

- Understanding Self as Supervisor
- Foundations of Effective Supervision
- Data and Fiscal Operations
- Teambuilding and Motivating Staff
- Management of Personnel Issues
- Critical Thinking
- Collaborations and Resources
- Workplace Safety



Welcome participants to APS Supervisor Core Series; provide brief description of the overall series of courses stressing the need for participants to commit to completing the entire series.

Emphasize that the courses are designed to increase their capacity and skills as a supervisor and also to facilitate capacity-building and skill development within the APS staff that they supervise. Ultimately, the skills that they learn should make their job easier!

Stress that the classes are all highly interactive and participants will reap the most benefit from active engagement with the curriculum.

Slide #6 & 7: Learning Objectives

Learning Objectives

1. Identify roles of APS Supervisor and assess your competency in each role.
2. Learn to integrate strengths-based leadership skills into current supervision style to increase staff performance.
3. Identify appropriate uses of training, mentoring and coaching skills and apply these skills with staff.

Learning Objectives

4. Describe personal vision for effective and productive work environment and identify steps to implement change.
5. Identify issues relating to professional boundaries and learn strategies for managing these issues.

Review learning objectives.

Slide #8: Introductions

Introductions

- Name
- County
- Position/Role

- What is the best part about being an APS Supervisor?

- What is the most challenging part related to being an APS Supervisor?

Activity time: 15 min



Group activity:

Preface activity by reminding participants that they will be collaborating with colleagues throughout the series and optimally they will develop professional relationships through this series.

Getting to know each other a bit will help with the process of the training series but networking can help with professional development, solving problems that may be coming up with your staff, or even helping to address a difficult case.

Break participants into table groups and have them ask each other the following questions:

- *Name, county and position/role*
- *What is the best part about being an APS Supervisor?*
- *What is the most challenging part related to being an APS Supervisor?*

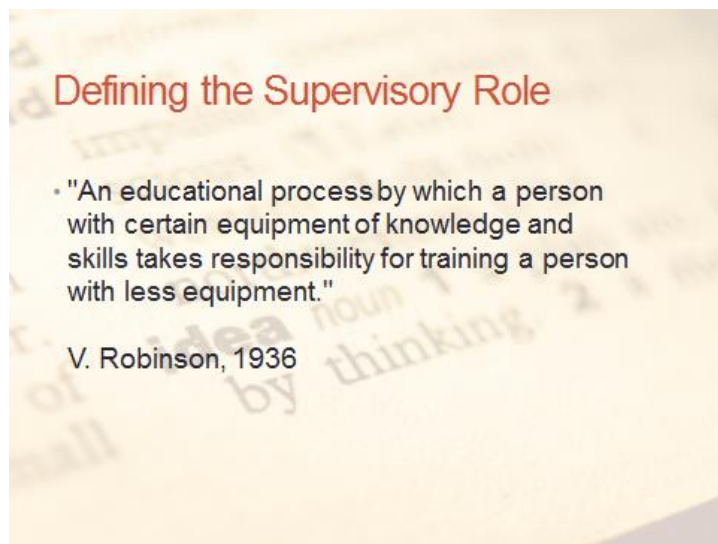
Give groups 5-7 minutes to answer questions and then have each group share one best part of being a supervisor and one most challenging part. Facilitator chart answers.

Roles of APS Supervisor



TIME ALLOTTED: 85 minutes

Slide #9: Defining the Supervisory Role



Validate the perspectives that were shared by the participants during the introduction, reinforcing that the role of a frontline supervisor is challenging and yet very rewarding. Much of the challenges and rewards stem from the multi-faceted and highly dynamic role that is unique to APS Supervisors.

Prior to moving forward in this section, explain that the supervisory role in social work setting has been evaluated for decades. Back in 1936 it was described by V. Robinson as an "*educational process by which a person with a certain equipment of knowledge and skill takes responsibility for training a person with less equipment.*" (Schulman p. 13)

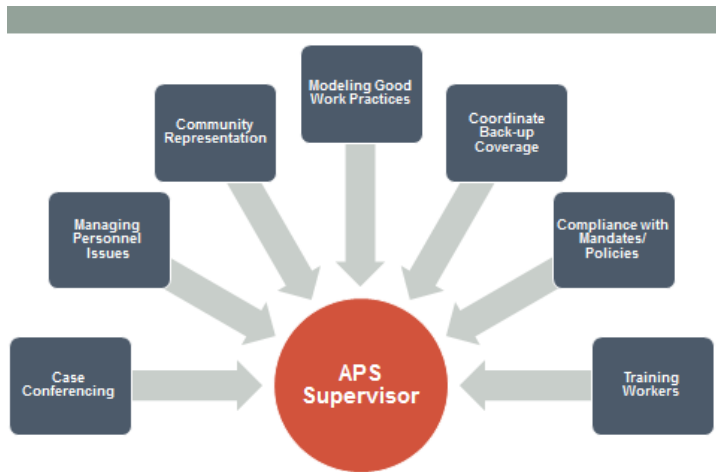
In later decades a more positive connotation was attached to the supervisor-supervisee relationship and the expressive-supportive leadership function of supervision was added in (Schulman – Kadushin p. 13).

Continued

An overarching definition of the supervisory role in a social work setting is, "*The supervisory relationship is concerned with developing skills, efficiency, and coordination of service provision in the supervisee*" (Shulman - Schwartz p. 14)

Source: Schulman, L. (1993). *Interactional supervision*. (p.13-14). Washington, DC: NASW.

Slide #10: Role of APS Supervisor



Nielsen, J. (2011). APS supervisor as trainer – Trainer Manual. (p. 24-30).

Trainer Note: Slides 10 on roles of APS supervisor are from the Supervisor as Trainer training and may be review for some participants; you may want to move through this slide quickly.

Case Conferencing - Explain that frontline supervisors have a multi-faceted position requiring them to carry out a variety of roles. The frontline supervisor is responsible for providing guidance and direction to workers regarding challenging cases. This process may involve problem solving, discussions around the presenting problem, prioritizing crisis issues, providing feedback regarding the worker's technique, or conversations regarding counter transference issues.

Managing personnel issues - Everyone here should know exactly what this entails! The frontline supervisor is the go-to person for managing issues related to scheduling, timekeeping, equipment problems, limited staffing, and personal conflicts between employees.

Community Representation - Frontline APS Supervisors are often called upon to provide outreach and education regarding APS services. Alternately, APS supervisors may need to represent their program at community meetings or local commissions.

Continued

Role Modeling - It is essential that any frontline supervisor model effective work skills for their workers. As the leader of a team a frontline supervisor can expect that the team's performance will match their own.

Coordinate Back-up Coverage - The supervisor must be able to coordinate back-up coverage or take over when workers are on vacation or sick, or even simply overwhelmed and underperforming. Frontline supervisors must also be capable of carrying out APS fieldwork when necessary.

Trainer Note: Organizations may vary in their policies for back-up coverage.

Ensuring Compliance - Ultimately supervisors are responsible for all of the casework carried out by their APS workers and this includes monitoring a worker's adherence to state mandates such as response times, as well as adherence to local and internal policies.

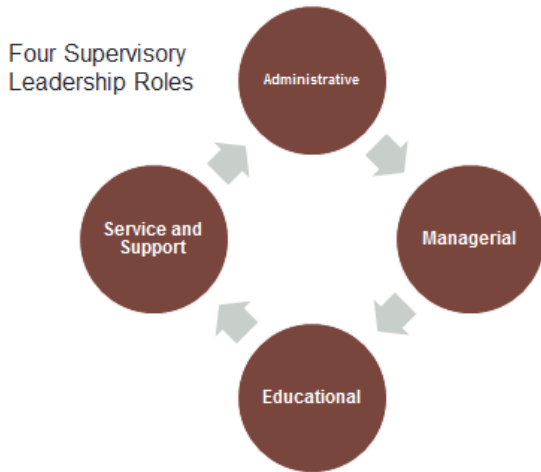
Training - Facilitator to state that given the multiple roles that the frontline supervisor must carry out, finding time to dedicate to training new workers can be very challenging.



Shout out: After reviewing final slide, facilitator to ask participants if there are roles that they carry out that we're not mentioned? Facilitator to chart answers.

Source: Nielsen, J. (2011). *APS supervisor as trainer* – Trainer Manual. (p. 24-30).

Slide #11: Four Supervisory Leadership Roles



Explain these roles fit into four categories: administrative, managerial, educational, service and support.

Refer participants to **Handout 1: Four Supervisory Leadership Roles** in their participant manual.

Review handout as a whole group.

Source: Garrison, M and Dahlin, P. (2009). *Understanding self as supervisor – Foundations of Supervision Series, Trainer Manual.* (p. 15-17).

Handout 1: Four Supervisory Leadership Roles

Administrative Role

- Leadership - Lead the way through modeling and big picture interpretation.
- Direction - Guide others, especially during times of change. Make decisions and solve problems.
- Policy and Procedures - Supervisors must often interpret policies and procedures and may need to advocate for change. Policies and procedures may come from the state regarding APS practices or they may come be generated internally
- Team Building - Create and encourage collaboration between team members.
- Resources - Supervisors need to identify what tools their team may be lacking and may need to advocate to obtain these to enhance the ability of their APS workers to serve their vulnerable clients.

Managerial Role

- Distribute Workload - One of the most important roles of an APS Supervisor is to assign new cases and supervisors must ensure that this process is done in an equitable manner.
- Protect and Maintain Resources - This role may require a supervisor to advocate on behalf of their team. APS Workers are the most precious resource that a supervisor has.
- Establish and Work within Timelines - APS Workers have several timelines that dictate their work. It is the role of the APS Supervisor to enforce these timelines and ensure compliance with state mandates.
- Establish Communication Systems - Supervisors are responsible for ensuring that their staff are informed through regular and effective communication channels such as email and meetings. This is especially important since APS Workers typically spend a considerable amount of time in the field and may have infrequent face-to-face contact with their supervisor.

Educational Role

- Skill Building - Supervisors are responsible for teaching staff new skills, not only with new workers but with seasoned staff.
- Teach Values and Belief System of Agency - The Supervisor plays a vital role in imparting to workers the overall mission and values that are integral to APS work but also that are a fundamental part of the larger agency.
- Provide Learning Opportunities - Supervisors must seek to provide educational and training opportunities that will help workers to engage with their work and develop new skills that will help them to meet future career goals.

Continued

- Teach Discipline and Accountability - Supervisors must help workers to develop skills that will enable them to manage their workloads effectively and stay in compliance with mandated timelines.
- Teach and Maintain the Historical Perspective - It is especially important for new workers to have an understanding of how APS programs have developed in a state or local county as this provides a context for understanding how elder abuse is viewed and how best practices for APS work have been developed.

Service and Support

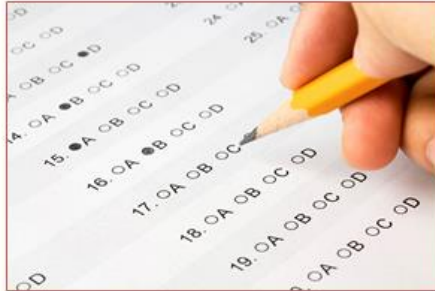
- Physical and Emotional Well-Being - APS Workers are exposed to secondary trauma when they are out in the field and it is essential that Supervisors provide support and encourage self-care practices.
- Establish Mutual Respect - The supervisory relationship is built on trust and respect. A supervisor must model these qualities for a worker.
- Resolve Conflict - Supervisors must be able to competently manage problems and conflicts that arise between team members. If conflicts are not addressed effectively and promptly, the unity of the team may suffer.
- Demonstrate Empathy and Concern - APS Supervisors should model effective social work skills that they can then apply to their casework by demonstrating empathy and concern as appropriate.
- Communicate with Staff Regularly - Keeping staff informed is not only logistically important, but it is also a fundamental part of maintaining a healthy supervisory relationship.

Adapted from: Garrison, M and Dahlin, P. (2009). *Understanding self as supervisor – Foundations of Supervision Series, Trainer Manual* (p. 15-17) & *Participant Manual* (p. 13-14).

Slide #12: Supervisory Roles

Supervisory Roles

- Self-Assessment Inventory



Activity time: 10 min

Refer participants to **Handout 2: Supervisory Roles: Self-Assessment Inventory** in their participant manuals.

Individual Activity:

Facilitator to provide 10 minutes for participants to complete the Self-Assessment Inventory. At the end of the 10 minutes facilitator to lead whole group discussion. **See next slide.**

Source: Garrison, M and Dahlin, P. (2009). *Understanding self as supervisor – Foundations of Supervision Series, Participant Manual.* (p. 16-20).

Handout 2: Supervisory Roles: Self-Assessment Inventory

Scale:

- 1 = None
- 2 = Some
- 3 = Average
- 4 = Good
- 5 = Excellent

Based on the above scales, how do you rate your current skills in the following areas?

Administrator

1. Leadership - My ability to provide leadership and direction to my APS team.

1 2 3 4 5

2. Vision - My ability to communicate to my team, the larger vision of protecting vulnerable adults and maintaining them in the least restrictive environment.

1 2 3 4 5

3. Delegation - My skills at delegating responsibilities.

1 2 3 4 5

4. Prioritization - My ability to prioritize tasks and stay on schedule.

1 2 3 4 5

5. Accomplishment of Tasks - My skills at managing multiple tasks and staying on schedule.

1 2 3 4 5

6. Development of Resources - My ability to develop resources and relationships within my agency and the larger system of community-based organizations for the benefit of my team and our APS clients.

1 2 3 4 5

7. Power - My comfort with defining and using the authority associated with my supervisory position.

1 2 3 4 5

8. Decisions - My ability to make difficult decisions and act in a decisive manner.

1 2 3 4 5

9. Clarity - My ability to clearly communicate work expectations to my team.

1 2 3 4 5

10. Performance Appraisals - My ability to evaluate the performance of my staff and confront performance issues directly and effectively.

1 2 3 4 5

11. Awareness of Systems Issues - My awareness of the level of cultural competence of the agency system.

1 2 3 4 5

12. My overall skills and abilities performing the Administrator Role

1 2 3 4 5

Teacher

1. Teach Skills - My ability to teach field workers practical skills such as conducting unannounced home visits.

1 2 3 4 5

2. Transfer of Learning - My ability to assist my staff in putting theory that is discussed during meetings or trainings into practice with clients.

1 2 3 4 5

3. Honest Feedback - My ability to provide my workers with honest feedback about their performance.

1 2 3 4 5

4. Develop Learning Plans - My ability to develop a plan to meet the learning and training gaps within my staff.

1 2 3 4 5

5. Model - My ability to model standards of best practice related to APS work, and to facilitate discussion around these topics.

1 2 3 4 5

6. Advocate - My ability to advocate on behalf of staff and APS clients.

1 2 3 4 5

7. Influence Culture - My ability to influence the culture and climate of the unit that I lead.

1 2 3 4 5

8. Communicate - My ability to communicate effectively using a variety of different modalities.

1 2 3 4 5

9. Positive - My ability to compliment staff performance and to communicate optimism and hope that working conditions will improve and that elder abuse and APS will receive the attention that it deserves from local and federal government.

1 2 3 4 5

10. Motivation - My ability to create a motivating environment for staff and to recognize factors that may be counterproductive or "de-motivating".

1 2 3 4 5

11. Humor - My ability to appropriately use humor.

1 2 3 4 5

12. My overall skills and abilities performing the Teacher Role.

1 2 3 4 5

Service and Support Provider

1. Respond to staff - My ability to listen and respond to staff.

1 2 3 4 5

2. Respect - My ability to model respect for all staff and APS clients.

1 2 3 4 5

3. Cultural Competence - My ability to value, support, and demonstrate cultural competence.

1 2 3 4 5

4. Empathy - My ability to communicate empathy.

1 2 3 4 5

5. Case Consultation - My ability to provide case consultation and clinical supervision.

1 2 3 4 5

6. Teamwork - My ability to create and maintain a team approach with my unit.

1 2 3 4 5

7. Patience - My ability to exhibit patience concerning staff development and progress towards developing skills to become effective APS workers.

1 2 3 4 5

8. Sincerity - My ability to communicate sincerity for concerns posed by my staff.

1 2 3 4 5

9. Consistency - My ability to provide consistent feedback to staff and maintain a consistent schedule of individual and team meetings.

1 2 3 4 5

10. Policies and Procedures - My ability to create and maintain policies and procedures that are consistent with the mission and goals of the overall agency's mission.

1 2 3 4 5

11. Resolve Conflict - My ability to negotiate, resolve conflict, and create an amiable work environment.

1 2 3 4 5

12. My overall skills and abilities to perform the Service Role.

1 2 3 4 5

Manager

1. Manage Workloads - My ability to efficiently manage staff workloads.

1 2 3 4 5

2. Manage Time - My ability to manage my time.

1 2 3 4 5

3. Manage Resources - My ability to manage unit resources.

1 2 3 4 5

4. Technology - My ability to manage and utilize databases that contain information pertinent to APS cases.

1 2 3 4 5

5. Quality Control - My ability to monitor and respond to the quality of services that are being provided to APS clients.

1 2 3 4 5

6. Standards - My ability to create and maintain standards of performance for my unit and to convey those expectations clearly to my staff.

1 2 3 4 5

7. Details - My ability to attend to details and ensure that information is conveyed to my staff in a complete and thorough way.

1 2 3 4 5

8. Analysis - My ability to analyze situations or problems, and provide data analysis that will help to support my opinions.

1 2 3 4 5

9. Accuracy - My ability to maintain accurate records and schedules.

1 2 3 4 5

10. Planning - My ability to plan and monitor implementation of plans.

1 2 3 4 5

11. Diplomacy - My ability to reserve judgment and gather information.

1 2 3 4 5

12. My overall skills and abilities to perform the Manager Role.

1 2 3 4 5

Adapted from: Garrison, M and Dahlin, P. (2009). *Understanding self as supervisor – Foundations of Supervision Series, Participant Manual.* (p. 16-20).

Slide #13: Inventory Reflection

Inventory Reflection

- 1. In which of the four roles do you feel that you have the most skill or capacity?
- 2. How do these skills support the ability of your team to serve their frail and vulnerable clients?



Activity time: 20 min

Group Activity:

Lead the group discussion using the two questions on the slide as a prompt for the participants. Chart participant answers.

1. In which of the four roles do you feel that you have the most skill or capacity?
2. How do these skills support the ability of your team to serve their frail and vulnerable clients?

Promote self-reflection and sharing about personal insights related to strengths.

Point out that all four supervisory roles help APS workers to carry out their challenging work.

Examples:

-Administrative - Building the capacity of your team through unit meetings promotes team work that will ultimately benefit clients; Advocating with management on behalf of workers for improved technology or other enhancements will allow them carry out their work more efficiently.

-Educational - Training new APS field workers and intake workers; Continued education about identification and treatment of clinical issues that are seen commonly among

Continued

APS clients such as depression and hoarding; Focused training around technology such as the APS database will enhance a worker's ability to manage client records more effectively.

-Manager - Distributing and assigning new cases efficiently and in an effective manner allows workers to have optimal amount of time to address cases and stay in compliance on mandated timeframes for home visits; Effective management and communication around urgent or ER cases ensures that the most vulnerable clients are seen right away; Overseeing referral process to internal support services such as in home caregiver services or Guardianship helps field workers to expedite connection to services thereby reducing risk to clients.

-Service and Support Provider - Providing a space for workers during individual supervision to talk about secondary trauma or issues of burnout enhances their insight into their own needs and enables them to support their clients more effectively. Regular communication with staff during case consult meetings or by through an open door policy allows staff to come to you as needed for problem solving around challenging cases.

Source: Garrison, M and Dahlin, P. (2009). *Understanding self as supervisor – Foundations of Supervision Series, Participant Manual.* (p. 16-20).

Slide #14: Activity

Activity

How do you spend your time?

- Administrative
- Managerial
- Educational
- Service and Support



Activity time: 20 min

Table Top Activity:

1. Ask participants to consider how they spend their days.
2. Have each participant take 2-3 minutes and draw a circle on blank paper that has been provided.
3. Instruct participants to divide the circle as if it were a pie. Divide up the pieces of the pie based on the percentage of time that they think they spend every given week on each of the four areas - administrative, managerial, educational, service and support.
4. Encourage them to refer to **Handout 1 - Four Supervisory Leadership Roles** as a reference guide.
5. Upon completion, cue small table groups to share their pies with each other.
6. Then ask the entire group for volunteers to report out about changes that they think they should make with the way that they spend their time based on their pies.

Explain that it is essential that we have a sense of where our strengths and weaknesses lie in each of these four areas.

Continued

Evaluating how much time we spend in one area may provide a clue. If we are not spending any time in a particular area, it may be an area that is unconsciously avoided, or perhaps we are spending way too much time in another area because we need further training in order to accomplish job tasks efficiently.

Slide #15: Collaboration is Key!

Collaboration is Key!



Treasure Hunt

Activity time: 15 min

Explain that collaboration and knowledge sharing between participants is an essential component of the APS Core Supervisor series. The goal of the following activity is to help participants informally interact and start to learn about each other.

Group Activity:

Refer participants to **Handout 3 - Treasure Hunt** in their participant manuals.

1. Inform participants that the following exercise will help to reinforce the Supervisory Roles that were previously discussed.
2. Instruct participants to place an X next to the sentences that describe them.
3. Circle one that you are comfortable sharing with others.
4. Instruct the participants that they will have another 5 min. to locate someone else in the room that personally identifies with the descriptive sentence they circled.
5. Participants should write the name of the other participant in the line following the descriptive statement.
6. Facilitator to ask participants to keep track of this sheet as it will be used towards the end of the training.

Source: Garrison, M and Dahlin, P. (2009). *Understanding self as supervisor – Foundations of Supervision Series, Participant Manual.* (p. 12).

Handout 3 - Treasure Hunt

Please review the descriptive sentences and place an X next to the sentences that describe you. Circle one that you are comfortable sharing with others. Locate someone else in the room that personally identifies with the descriptive sentence you circled and write their name in the line following the descriptive statement.

1. ____ I have been with my APS program for over 5 years. _____
2. ____ I have been an APS supervisor for less than 2 years. _____
3. ____ I LOVE the Service and Support role associated with my job. _____
4. ____ I am learning how to like to the Managerial role associated with my job.

5. ____ On some days, I really miss working directly with APS clients. _____
6. ____ My APS program is keyed into the important role that parallel process can play regarding outcomes and interventions with APS clients. _____
7. ____ I enjoy working on projects in teams. _____
8. ____ I enjoy facilitating meetings. _____
9. ____ I worry about the number of cases that my workers are receiving and my ability to ensure that they are not overloaded. _____
10. ____ There is someone in upper management that I can talk with about my concerns or to bring up new ideas. _____
11. ____ I sometimes take time out of my day to pause and think. _____
12. ____ I encourage my team to celebrate with each other. _____
13. ____ I enjoy inspiring others. _____
14. ____ I feel that my strengths are used every day at work. _____

Adapted from: Garrison, M and Dahlin, P. (2009). *Understanding self as supervisor – Foundations of Supervision Series, Participant Manual.* (p. 12).

Slide #16: L.I.F.E. Reports

L.I.F.E. Reports

Learning

In the

Field

Experience

Activity time: 10 min

Optional Activity:

Explain the basic components of the L.I.F.E. Reports - Learning In the Field Experience projects, emphasizing that this will be an on-going partner activity. Explain that collaborating with our peers is a key way that we can build our own capacities and skills in the different supervisory areas that were reviewed.

Towards this end, we will be trying to build networks across jurisdictional lines. This Project requires that participants partner with another participant from a neighboring county/ regional unit. Each participant will spend a day in their partner's office and will prepare a brief written report that will be submitted after the fourth class and then presented during the last training session.

Explain that in choosing a partner for the L.I.F.E. Reports project, participants should think about jurisdiction's size and demographics, the partner's position, and new and different information that might be available from the partner.

Facilitator to stress that during today's training, they should consider partnering with another supervisor and exchanging contact information.

Facilitator to refer participants to ***Optional Handout: Learning In The Field Experience (L.I.F.E.) REPORTS*** in their participant manual for more information.

Source: Garrison, M and Dahlin, P. (2009). *Understanding self as supervisor – Foundations of Supervision Series, Participant Manual.* (p. 9).

Optional Handout: Learning In The Field Experience (L.I.F.E.) REPORTS

Purpose:

The Learning In The Field Experience (L.I.F.E.) provides supervisors with the following learning opportunities:

- To apply concepts and methods learned in training.
- To practice providing feedback to other supervisors.
- To expand awareness of supervisory practices specific to APS work.
- To apply collaborative learning techniques.
- To receive feedback on professional development.
- To develop professional, supportive relationships with colleagues in neighboring counties or programs.

Rationale:

APS Supervisors work with complex issues and situations in similar settings. The scope and nature of supervision varies according to local or state practice, departmental procedures, administrative focus and organizational climate. Given the lack of federal oversight for APS programs, supervisors are often faced with the challenge of having limited direction in order to determine best practices. Additionally, new supervisors face the daunting challenge of learning skills that pertain to supervision while stretching or modifying casework behavior that worked for them when they were APS field workers.

Providing field experience for APS Supervisors provides an opportunity for collaborative learning while simultaneously developing professional relationships and connections that could prove to be useful long after the end of the project. Working with a learning partner from another agency, supervisors will be able to provide and receive feedback on their development or refinement of supervisory skills. Working on their goals, both supervisors will be able to compare the progress of their learning. Through a dialogue with professional support, supervisors can candidly examine their strengths and developmental needs.

Guidelines for the Supervisor's Field Experience (L.I.F.E.):

1. When choosing a learning partner, consider the following:

-Does this partner work in a jurisdiction or office that is reasonably close in proximity?

-Does this partner have a similar role within her/his department?

-Does this partner work within a similar type of state, county, parish or local office? (ie, rural vs. areas of high urban density; APS staffing ratios similar).

-Partnerships will be finalized by the end of the second session.

2. Schedule two days for collaborative learning

Supervisors will schedule a full day for visiting and learning in another agency and a full day when their learning partners will visit their agency. It is critical that supervisors schedule this time in advance. Your APS Supervisor CORE facilitator will give you parameters for these dates.

3. Focus on your own learning goals:

The field experience provides an opportunity for structured observation and feedback related to personal learning goals. The material that is being covered in the APS Supervisor CORE series will help you to determine these goals.

As you complete the APS Supervisor CORE classes, consider and take note of potential areas that may be appropriate for you to address as learning goals.

4. Between the first APS Supervisor CORE session and the second session, consider the following:

- Of the 4 Supervisory Roles, where do your strengths and weaknesses lie?

-Have you identified areas for improvement within the role that you consider to be your weakest?

-How can you improve upon your leadership style to ensure that you are utilizing your workers' strengths to their fullest potential?

-What can you do to enhance your team's work environment?

5. After completing the two day visit to your partner's program (between sessions 6 and 7), you will complete a L.I.F.E. Report and then present your findings to the whole class.

Strengths Based Leadership

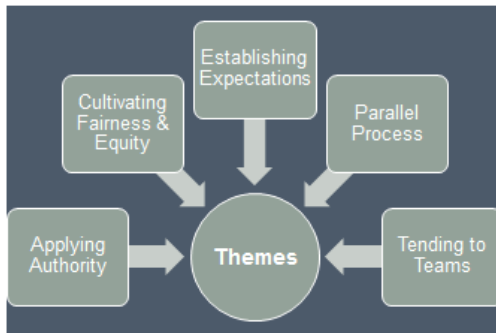


TIME ALLOTTED: 75 minutes

Slide #17: Assessing Workplace Style

Assessing Workplace Style

- 5 Essential Supervisory Workplace Themes



Explain that participants need to have an accurate understanding of their own workplace style and how this impacts the way that they carry out the four supervisory roles - administrative, managerial, educational, service and support - and also in the way in which they interact with those that they supervise.

Refer participants to ***Handout 4 - The Five Essential Supervisory Workplace Themes***.

Tell participants that we previously discussed the activities that supervisors carry out and the roles that are assigned to them. Now we will be looking at the overarching themes that shape the work and responsibilities of supervisors in social work settings. Participants may want to refer to Handout 4 as the following slides are reviewed.

Source: Garrison, M and Dahlin, P. (2009). *Understanding self as supervisor* – Foundations of Supervision Series, Participant Manual. (p. 23-24).

Handout 4 - The Five Essential Supervisory Workplace Themes

Applying Authority

1. Supervisors are responsible for setting performance expectations and making a demand for work.
2. Supervisor must also recognize that the demands that they make will inevitably create negative feelings in the part of their workers. Supervisors must learn to encourage the healthy expression of these negative feelings in their staff.
3. Supervisors can also demonstrate how to effectively handle these negative feelings and thereby engage in effective parallel process.

Cultivating Fairness and Equity

1. Applying authority in a consistent manner is essential.
2. Supervisors must create a safe environment where cultural differences and similarities are explored and valued within the team.
3. Supervisors encourage APS workers to explore and value cultural differences and similarities of the APS clients that they are serving.
4. Supervisors must first explore and understand their own cultural identity and this will then be passed down to workers and clients through parallel process.

Establishing Expectations

1. Supervisor and the worker mutually come to an understanding about the work that needs to be accomplished, thereby providing a structure for the APS Worker to complete the work.
2. Supervisor must communicate what supports they will be providing to the worker, such as case consultation and logistical help managing complex case situations such as referrals to the Office of the Public Guardian.
3. Supervisor must also tune into the worker's underlying feelings, concerns, and thoughts about the expectations that are being placed on them.
4. If expectations are not clear and the supports that are to be provided to the worker are not clear, the worker will experience anxiety and this will impact outcomes with case interventions.

Parallel Process

1. The dynamics of the supervisor-worker relationship often parallels other relationships for the worker and also within the larger program or department.
2. A supervisor's behavior towards a worker impacts the worker's behavior and interactions with his clients and their family systems. Likewise, a manager's behavior towards a supervisor will impact the way that the supervisor interacts with his or her staff.
3. Parallel process can be used to produce positive outcomes with APS clients.
4. Parallel process can improve the interactions between staff at all levels of a department.

Tending to Teams

1. By effectively building the team aspect of their APS unit through parallel process, supervisors will teach workers skills to effectively manage build collaboration among family systems.
2. Supervisors must be able to both lead and follow as well as simultaneously teach and learn from others.
3. Supervisors must be consistent and flexible.

Adapted from: Garrison, M and Dahlin, P. (2009). *Understanding self as supervisor – Foundations of Supervision Series, Participant Manual.* (p. 23-24).

Slide #18: Applying Authority

Applying Authority

- Supervisor responsible for:
 - Making the demand for work
 - Recognizing the negative feelings that result from expectations.

Applying Authority - Facilitator to stress that supervisors have an obligation to set performance goals and expectations for their workers. It is natural for supervisors to experience discomfort around this role.

Supervisors also need to recognize and understand that as a result of this, staff will likely experience negative emotions that are produced by the expectations and the demands that the supervisor places on them.

Supervisors can validate these feelings and encourage healthy expression of these feelings. In this way, supervisors are playing a role in promoting the healthy use of Parallel Process.

[Trainer add example]

Through the supervisor/supervisee relationship, healthy ways of dealing and managing authority are modeled.

This will assist social workers in the field to manage the authoritative role that they are given as APS workers.

APS workers may not always be aware of the hierarchical role that exists between themselves and clients. As a result of the fact that they are government employees, conducting unannounced visits, and given the responsibility to investigate the lives of their clients APS workers are seen in a position of power.

Source: Garrison, M and Dahlin, P. (2009). *Understanding self as supervisor* – Foundations of Supervision Series, Participant Manual. (p. 23-24).

Slide #19: Cultivating Fairness and Equity

Cultivating Fairness and Equity

- Supervisor is responsible for:
 - Cultivating skills of self examination
 - Increasing knowledge about cultural identity

Cultivating Fairness and Equity - The supervisor uses this skill to explore cultural differences and similarities as a means of achieving positive outcomes with diverse elders and dependent adult clients.

The supervisor models these skills through the supervisor-supervisee relationship and then staff are encouraged to also develop a sense of fairness and equity into their interactions with co-workers and their clients.

The supervisor is responsible for:

- Cultivating the skills of self-examination in terms of knowing one's own cultural identity and how that identity may influence the supervisory relationship. *[Trainer add example]*
- Increasing knowledge about differences and similarities, values and beliefs among staff, clients, and the community.

Source: Garrison, M and Dahlin, P. (2009). *Understanding self as supervisor* – Foundations of Supervision Series, Participant Manual. (p. 23-24).

Slide #20: Establishing Expectations

Establishing Expectations

- Supervisor is responsible for:
 - Clarifying expectations for the worker's performance
 - Communicating supports available to the worker
 - Tuning into worker's feelings, concerns, thoughts

Establishing Expectations - This is the process where supervisor and worker collaborate on a process of mutual understanding that provides the framework for work. To establish expectations the supervisor must:

- Clarify expectations for the worker's performance
- Communicate supports available to the worker from the supervisor
- Tune into worker's feelings, concerns, thoughts.

Lack of clarity in the clarification of expectations and communication of worker support can cause anxiety for staff and jeopardize the efficacy of the working relationship between worker and supervisor. *[Trainer add example]*

Source: Garrison, M and Dahlin, P. (2009). *Understanding self as supervisor* – Foundations of Supervision Series, Participant Manual. (p. 23-24).

Slide #21: Parallel Process

Parallel Process

- The relationship between the supervisor and the APS Worker has a direct impact on the way that the APS Worker interacts with elders and dependent adults in the field.

Parallel Process - The dynamics of the supervisory and worker relationship often parallels the dynamics of other relationships. A supervisor's behavior toward a worker affects the workers behavior towards a family or client.

Likewise a manager's behavior toward a supervisor affects the supervisor's behavior towards the worker and this then trickles down to the interactions that the worker may have with their clients and their clients' families.

Shulman likened Parallel Process to Systems Theory that is a popular framework for family therapy. Shulman refers to Parallel Process as Interactional Perspective Relationships. He explained that in order to understand the performance of the worker you need to be able to understand the interactional nature of the relationship between the worker and the worker's clients, the worker and his/her relationship with the larger agency, and the relationship between the worker and her/his coworkers. These relationships are always reciprocal in nature.

Supervisors must be aware that the positive or negative outcomes of their behaviors do not have a final end result with the workers they supervise. *[Trainer add example]*

Sources:

Schulman, L. (1993). *Interactional supervision*. (p. 16). Washington, DC: NASW.

Garrison, M and Dahlin, P. (2009). *Understanding self as supervisor* – Foundations of Supervision Series, Participant Manual. (p. 23-24).

Slide #22: Tending to Teams

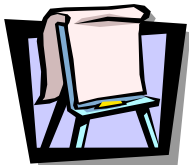
Tending to Teams

- Essential Skills for a Supervisor:
 - Be able to Lead and Follow
 - Be Consistent and Flexible
 - Willingness to Teach and Learn

Tending to Teams - Managing the team dynamic of your unit is one of the most important and often most challenging role for APS supervisors. As the leader of your team, you are in the position of creating an environment where workers collaborate and support each other.

APS Workers are often exposed to secondary trauma since they are investigating situations of abuse and neglect that may involve very distressing and upsetting human circumstances. The emotional support and encouragement that team members provide to one another is one way that workers are able to take care of themselves.

Encouraging your workers to collaborate as a team around issues of casework will increase their job satisfaction, their productivity, and potentially improve client outcomes.



Optional Shout Out:

Facilitator to ask the group, *"What are some of the things that you do to tend to your team?"* and chart answers.

Sample Answers:

- Send out emails with praise for good work.
- Plan celebratory lunches.

Continued

- Discuss successes at unit meetings.*
- Provide a meeting where workers can talk about challenging cases.*
- Encourage workers to go out in pairs on challenging or potentially dangerous cases.*
- Share resource lists of service providers to help in difficult cases.*

Source: Garrison, M and Dahlin, P. (2009). *Understanding self as supervisor* – Foundations of Supervision Series, Participant Manual. (p. 23-24).

Slide #23: Buddy Activity

Buddy Activity

- Which theme is most challenging for you to integrate into your supervisory role?
- Why do you think this?



Activity time: 15 min

Spend a few moments reflecting on how we have integrated these themes into our supervisory role.

Buddy Activity:

1. Have participants to break into pairs.
2. Facilitator to provide 6 minutes total for the activity. Each participant will have 3 minutes to answer and reflect on the questions:
 - Which theme from **Handout 4** is most challenging for you to integrate into your supervisory role?
 - Why do you think this?
3. As a whole group, facilitator to ask if participants want to share what is the most challenging for them and if they can identify why and strategies to overcome the challenges.

Slide #24: Leadership Styles

Leadership Styles

- Strengths Based Leadership



Explain that there are different styles and theories of leadership. The way that we approach our leadership role is fundamentally integrated into the way that we approach the Supervisory Themes.

Specifically we will be focusing on Strengths Based Leadership style. This leadership style encourages supervisors to address the supervision of an individual employee from a positive framework, which increases employee self-confidence on an individual level. Additionally, this perspective promotes team building and collaboration among coworkers. Both factors increase productivity.

This is a framework that comes naturally for social workers and can be likened to Strengths Based Therapy, a therapeutic model that seeks to create change by identifying what assets or resources the individual already possesses, and then building upon these strengths.

A strengths based leadership style allows a supervisor in a social work setting to partner with an employee and with their team.

Slide #25: Basic Tenets

Basic Tenets

- The most effective leaders are:
 - Always investing in strengths

- Surround themselves with the right people and then maximize their team.

- Understand their followers' needs:
 - Trust
 - Compassion
 - Stability
 - Hope

The basic tenets of Strengths Based Leadership say the most effective leaders are:

1. Always investing in strengths - By investing in the strengths of those that you supervise, leaders are increasing the likelihood that these employees will be engaged with their work. It was found that when organizations invested in the strengths of their workers, the level of engagement went up eightfold.

Studies have shown that the majority of workers, worldwide do not feel like they have the opportunity to use their strengths on a daily basis at work. This ultimately reduces satisfaction and productivity.

2. Surround themselves with the right people and then maximize their team - Strong teams are teams that are well rounded with different team members possessing strengths that complement each other.

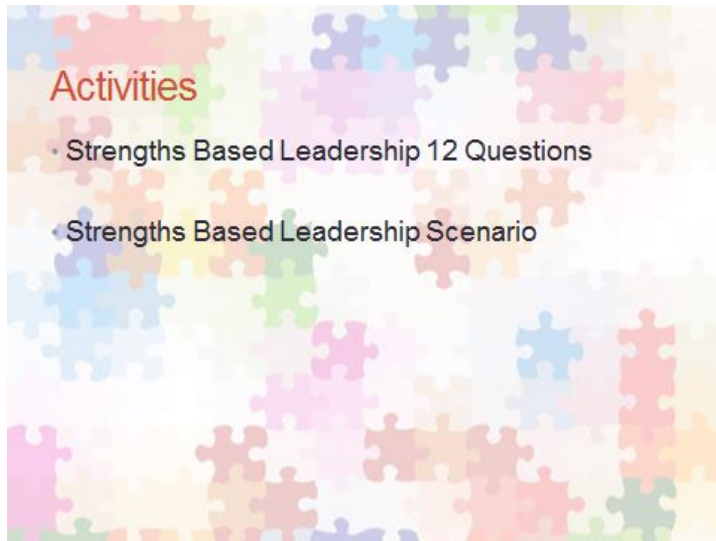
3. Understand their followers' needs - Studies have shown that employees in an organization know and can articulate what types of support they need from their leaders. Studies have found that most employees have 4 basic needs from their leaders:

Trust, Compassion, Stability, Hope

In order to be an effective leader, you must first have an understanding of what your team and individual APS Workers need and expect from you.

Source: Rath, T., & Conchie, B. (2008). Strengths based leadership. New York, NY: Gallup Press.

Slide #26: Activities



Activity time: 25 min

Refer participants to **Handout 5 - Strengths Based Leadership 12 Questions** in their participant manuals.

Explain that a Gallup study conducted 80,000 interviews with professionals from 400 different companies and they found that the strength of an organization can be found in an employee's answers to the 12 questions on Handout 5.

Individual Activity:

1. Facilitator refer participants to **Handout 5 - Strengths Based Leadership 12 Questions** and give them 5 minutes to answer the questions based on their own experience.

Table Top Activity:

1. Facilitator to refer participants to **Handout 6 - Strengths Based Scenario**.
2. Participants to read the scenario and as a table group discuss how the “12 questions” are not addressed by the organization.
3. Each group to come up with a list of 3 recommendations for ways that the organization can start implementing strengths based leadership model.

Source: Buckingham, M and Coffman, C. (1999). *First, break all the rules, what the world's greatest managers do differently*. Simon & Schuster. Retrieved from http://www.studergroup.com/newsletter/Vol1_Issue1/gallups12questions.htm on April 18, 2012.

Handout 5 - Strengths Based Leadership 12 Questions

1. Do I know what is expected of me at work?
2. Do I have the materials and equipment I need to do my work right?
3. At work, do I have the opportunity to do what I do best every day?
4. In the last seven days, have I received recognition or praise for doing good work?
5. Does my supervisor, or someone at work, seem to care about me as a person?
6. Is there someone at work who encourages my development?
7. At work, do my opinions seem to count?
8. Does the mission/purpose of my company make me feel my job is important?
9. Are my co-workers committed to doing quality work?
10. Do I have a best friend at work?
11. In the last six months, has someone at work talked to me about my progress?
12. This last year, have I had opportunities at work to learn and grow?

Adapted From : *First, Break All the Rules, What the World's Greatest Managers Do Differently* by Marcus Buckingham & Curt Coffman, Simon & Schuster, 1999.

Handout 6 - Strengths Based Scenario

Read the following scenario with your small group. Together, discuss how the "12 Questions" are not being addressed by the APS program in the scenario. As a group, come up with three recommendations for ways that this APS program can start to implement a strengths based leadership model.

Scenario:

Green County is a large, diverse county with areas of high urban density and pockets of violent crime. The APS program in Green County has been the target of budget cuts over the past four years and slowly the number of staff has been reduced by almost 50%.

Field workers are feeling stressed by increasing caseloads and they report that the cases that they are seeing are much more challenging than they were only a few years ago. Management has been promising that the program will transition to a new database for two years in response to requests by staff, but it has not happened and meanwhile the intake unit is struggling to keep up with the reports that are coming in, and each field worker is keeping their documentation on their own desktop computer.

Supervisors report that they do not have any way to track the status of the field workers casework and they learn at the point of case closure that many workers are not in compliance with mandates surrounding response times and documentation. Recent unit meetings have turned into bickering sessions between workers that caused one supervisor to become emotional and start to cry. Supervisors have started to avoid having one-on-one supervision sessions with their staff.

Sample Answers for 12 Questions:

1. Do I know what is expected of me at work?
It does not appear that workers have clear expectations. Supervisors cannot even monitor the status of casework so they cannot put these expectations into place.
2. Do I have the materials and equipment I need to do my work right?
No. The program does not have the technology that it needs to complete their work effectively.
3. At work, do I have the opportunity to do what I do best every day?
It is doubtful that this is happening with the sense of overwhelm and chaos present.

4. In the last seven days, have I received recognition or praise for doing good work?
It is doubtful that this is happening. The supervisors seem to be in a retreat mode and they are not proactively providing praise or recognition to their staff.
5. Does my supervisor, or someone at work, seem to care about me as a person?
Supervisors seem to be in a retreat mode because they are not equipped to handle the anger of their staff. This will make it unlikely that they are expressing support to their employees.
6. Is there someone at work who encourages my development?
Similar answer to prior question.
7. At work, do my opinions seem to count?
Upper management has given the impression that their requests are not important since they have not followed through with the database.
8. Does the mission/purpose of my company make me feel my job is important?
This is not addressed. It may have been important at one time to workers but it is not being emphasized.
9. Are my co-workers committed to doing quality work?
It sounds like many workers are not performing adequately. This will impact the performance of the rest of the team.
11. In the last six months, has someone at work talked to me about my progress?
If one-on-one supervision sessions are not happening regularly, it is unlikely that this is happening.
12. This last year, have I had opportunities at work to learn and grow?
It is doubtful that this is happening with the sense of overwhelm and chaos present.

Sample Recommendations:

- Supervisors need to take charge of the unit meetings and use these forums to start building the team unity by emphasizing the strengths of the overall team and individual team members.
- Individual supervision sessions should be held regularly. During these sessions supervisors should emphasize individual strengths and discuss ways that these strengths can be utilized for the benefit of the team and APS clients.

- Supervisors should advocate on behalf of the team with upper management to move the database project forward. Team members should be allowed to participate actively in this process to help build team collaboration.
- Supervisors should work jointly around performance expectations. How can overall team work together to meet these expectations? How do these expectations benefit their clients?
- Supervisors should remind team about the importance of the work that they do. This can be emphasized during team meetings by highlighting successful APS interventions and by reminding staff about the vulnerability of the APS client population.
- Supervisors should start to send out a weekly email to the team with praise and recognition for work well done.

Slide #27: Learning Journal

Learning Journal

What can I do to make sure that I am implementing a strengths based leadership model with my own team?



Activity time: 5-7 min

Provide participants with 5-7 minutes to write out a response to the posted question.

- What can I do to make sure that I am implementing a strengths based leadership model with my own team?

Participants should be encouraged to write out at least 3 changes that they can make with their own team.

Bring the whole group back together and ask for volunteers to share from their responses.

Coaching, Mentoring and Training



TIME ALLOTTED: 45 minutes

Slide #28: Coaching, Mentoring and Training



Explain that Coaching, Mentoring, and Training are three vital skills for a supervisor that help to support the strengths based leadership style. These three skills are different and they are often poorly understood.

Slide #29: Coaching

Coaching

Coaching is:

- An on-going relationship that offers one-on-one or small group discussions targeted at helping learners become more successful.
- A process used to empower employees.
- A process that enables staff to improve performance and enhance quality of life.

Explain that coaching is the process by which the supervisor creates enabling relationships with the worker that makes it easier for the worker to learn. Together, the coach and learner set performance goals that are higher than the worker's current performance.

As a result of the learning relationship and the learning that happens, stronger workers are created. The learning process also increases the worker's self-awareness.

The coaching process is empowering because it provides workers with the confidence that they have the ability to achieve, and because they exercise control over their own lives.

Improved performance not only occurs because of the increased knowledge and skills that are imparted through the coaching process, but also because the coaching process can be transformative. As learners are able to perform at increasingly higher and more complex levels, the learner not only becomes more skilled but he or she also begins to take charge of their own learning process. In this way, the coaching process has led to a self-motivated and self-guided learner who will integrate these skills into their personal life as well as work life.

Continued

Facilitator to make a link between the strengths based leadership model and the coaching process in regards to the empowerment outcome. By using a strengths based leadership approach, supervisors are building upon their workers existing resources and empowering them to take charge of their own performance. Likewise, the coaching process empowers workers to take charge of their own learning process and this can lead to increased performance.

Slide #30: Distinctions Make the Difference

Distinctions Make the Difference

- Aptitude - Is there a lack of skills or knowledge? = **Training**
- Attitude - Is the employee getting in their own way? = **Coaching**
- Available Resources - Is an outside factor getting in the way? = **Training or Coaching**
- Approach - Is the employee showing a desire for long term career development? = **Mentoring**

Refer participants to **Handout 7 - Distinctions Make a Difference** in their participant manual.

The differences between Coaching, Training, and Mentoring are explained on the handout.

Explain that the supervisor needs to be able to properly define the performance problem before they can accurately understand if the situation requires coaching, training, or mentoring as an appropriate response.

Using the PowerPoint slide as a guide, facilitator to state that:

- **Training** is the appropriate response when a worker lacks a specific set of skills or knowledge. For example, if a worker is not able to effectively carry out a financial abuse investigation involving real property, the supervisor needs to assist the learner to look up information on public records.
- **Coaching** - If this same worker seems to lack confidence about their own ability to learn to investigate complicated financial abuse cases, it is the supervisor's job to coach the employee by encouraging him or her that s/he has the capability to take on these challenging cases and celebrate the worker's small successes towards this end to build up his or her confidence level.
- In many situations, **both coaching and training** will be required of the supervisor. In the financial abuse situation, the worker will require skill building and will also require the coaching to progress. If a worker does have the resources that they need and skills to perform at a certain level, they will need encouragement that they can master these new skills.

Continued

- **Mentoring** - If a supervisor is lucky enough to have an APS Worker that is self-motivated and a self-learner, the supervisor may only need to engage in limited coaching and training and focus on mentoring the worker to meet longer term career and performance goals that need to develop.

Source: Bryan, V. and Washington, Joyce. (2011). *The coaching resource toolkit*. (p. 6-7). Compiled by Brookdale Center for Healthy Aging and Longevity of Hunter College, The City College of New York. Presented at NAPSA Conference in September 2011.

Handout 7 - Distinctions Make a Difference

	Coaching	Training	Mentoring
Definition	<ul style="list-style-type: none"> • Focuses on gaining optimal performance from all employees. • Encourages people to contribute and participate. • Aimed at increasing an already satisfactory employee's performance by ongoing feedback by the coach (supervisor) on what to do and how to do it. 	<ul style="list-style-type: none"> • Teaching specific knowledge, skills or abilities for immediate use by the learner. 	<ul style="list-style-type: none"> • Is a strategic approach to developing an employee (the mentoree) by pairing them with more experienced employee (the mentor) who will teach, counsel, sponsor, and encourage them. • The mentor does not necessarily work in the same agency program area.
Characteristics	<ul style="list-style-type: none"> • Directive process by which one individual, the coach, creates enabling relationships with others that makes it easier for them to learn. • Encourages marginal and poor performing employees to work to the limits. • Helps good performing employees set and achieve goals at levels higher than those at which they are currently performing. • Fosters confidence and a supportive environment. • Celebrates accomplishments. 	<ul style="list-style-type: none"> • Sometimes training programs are generic and not tailored to individual needs. • Not always sufficiently similar to the "real life" working environment to ensure effective skill transfer. • Best suited to transfer of knowledge and certain skills rather than the development of personal qualities or competencies. • Build competence. 	<ul style="list-style-type: none"> • Concentrates on one individual. • Begins when an individual's outstanding characteristics begin to speak for themselves. • Provides opportunities for selected employees to learn new jobs and accept new responsibilities. • Makes agency culture explicit and understandable. • Assists employees in understanding their power and limits. • Focuses on individual career plans and goals within context of recent accomplishments. • Capitalizes on the worker's expertise or skill. • Prepares individual for promotion. • Builds confidence.

Adapted from Bryan, V. and Washington, Joyce. (2011). *The coaching resource toolkit*. (p. 6-7). Compiled by Brookdale Center for Healthy Aging and Longevity of Hunter College, The City College of New York. Presented at NAPSA Conference, September 2011.

Slide #31: Mentoring

Mentoring

- A longer term process that assists with career development.

Mentors provide motivation, connection, and advice but they do not make a direct connection to learning.

The mentoring process may be carried out by the direct supervisor, or it may be carried out either formally or informally by another manager/supervisor and the focus is on overall career development.

Mentors typically do not participate in the direct learning process although they are often very influential

Shout out:

Facilitator to ask if any of the participants have participated in a mentor relationship, if so, how did they find that it helped their career development?

Slide #32: Activities

Activities

- To Coach or Not to Coach?
- Coaching Scenarios



Activity time: 10min

Group Activity:

Refer participants to **Handout 8 - To Coach or Not to Coach** in their participant manual. Review handout as a group.

Table Top Activity:

1. Refer participants to **Handout 9 - Coaching Scenarios** in their participant manual.
2. In table groups, have participants review brief scenarios and using the *To Coach or Not to Coach* matrix, determine whether the situation could be handled using coaching, training, or mentoring.
3. Review answers to scenarios as a large group and ask for justifications for answers.

Shout out:

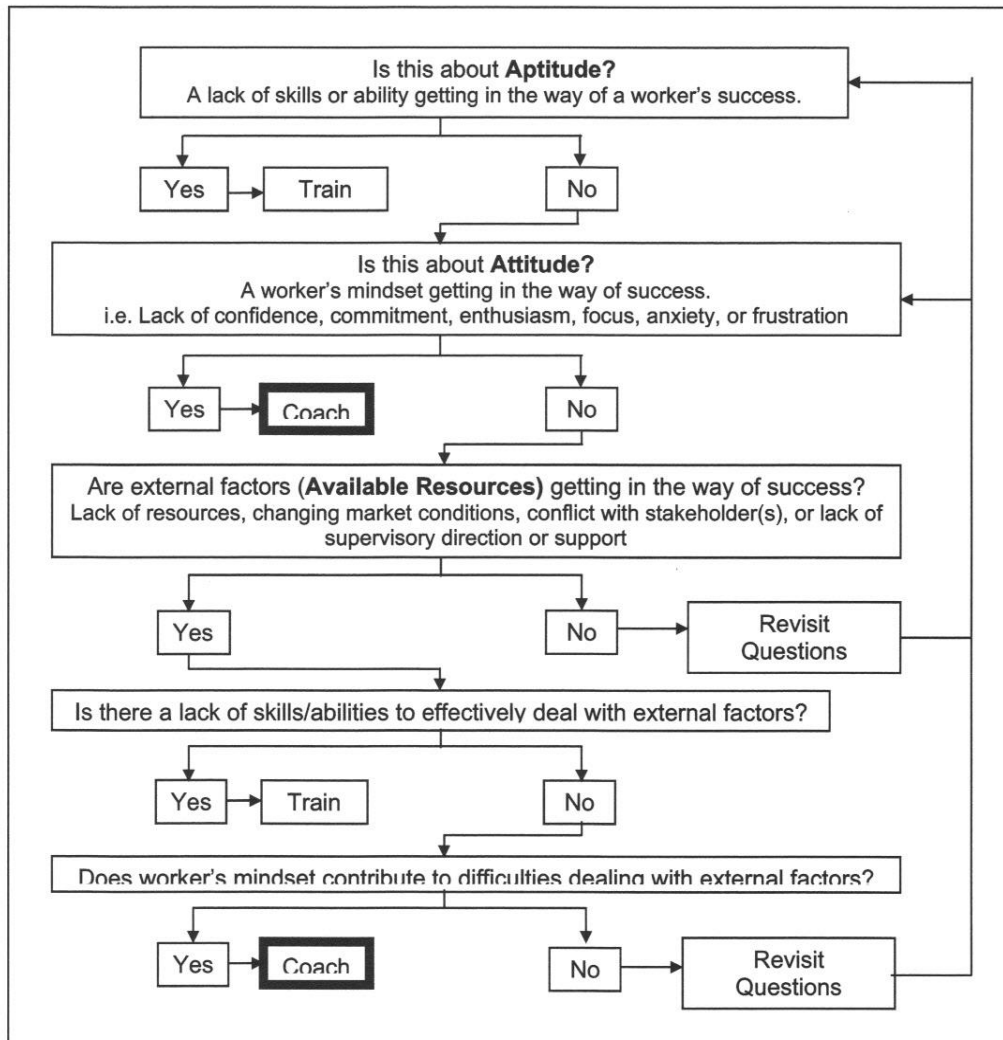
Before moving to the next slide, facilitator to ask participants what kind of skills they relied on when they were working in the field in order to facilitate an APS investigation or to carry out a psychosocial assessment?

Source: Bryan, V. and Washington, Joyce. (2011). *The coaching resource toolkit*. (p. 11). Compiled by Brookdale Center for Healthy Aging and Longevity of Hunter College, The City College of New York. Presented at NAPSA Conference in September 2011.

Handout 8 - To Coach or Not to Coach

TO COACH OR NOT TO COACH?

When determining whether a situation requires coaching, think about the worker and the situation at hand and reflect upon the following questions.



Handout 9 - Coaching Scenarios

Review the following scenarios and decide with your group if you should use coaching, training, or mentoring to effectively address the situation. Explain why you feel that one strategy would be more appropriate than another.

1. You are supervising Jane, a talented APS Worker that has been with your program for ten years. She has always been on top of her work until your program transitions to an online data management system that requires her to maintain her case notes in real time. Since this transition, Jane has started to submit her assessments and service plans late and she has started to keep her investigations open for an average of 90 to 120- days. When you meet with Jane during your monthly supervision she confides to you that she feels overwhelmed by the database and that she thinks she is "too old" to learn how to use it.

Answer – Coaching

Jane is very skilled and her past work experiences suggest that she has the capacity to learn new skills. She demonstrates a discomfort with technology and frustration with her recent inability to keep up with her work demands.

Or Coaching and Training

Jane may also need targeted training to learn how to use the database. In addition to feeling overwhelmed, she may need to build skills around using the database.

2. You are supervising a new worker named Sam. He has an extensive background in gerontology and has a stellar record from multiple social work settings. He reports to you, his supervisor that he loves his new position as an APS Worker although he thinks that the financial abuse cases are really challenging. From reviewing his case notes, you observe that Sam does not understand the difference between a trust and a Power of Attorney, and he does not address the details of the allegations in the investigation sections that he documents.

Answer – Training

It appears that Sam has the capacity to learn how to effectively handle financial abuse cases. He needs targeted training.

3. Sylvia has been an APS intake worker for two years and her supervisor and colleagues note that she is very efficient and that she has excellent customer service skills. She always has recommendations for how to improve the intake process. Sylvia reports to you, her supervisor that she loves her job, but she does not know if she sees

herself in this role for the next five years. She does not want to stagnate in field work and confides that she thinks this is a "dead end" job.

Answer – Mentoring

Sylvia is an excellent employee who shows great potential. She needs her supervisor to talk with her about long range career plans and keep her challenged.

Slide #33: What does it look like to provide coaching?

What does it look like to provide coaching?

- Mirror
- Ask Open Ended Questions
- Listen
- Feedback
- Create Space
- Celebrate Progress
- Validate

Explain that the skills that are essential components of coaching are the same ones that we almost naturally to use when we work with clients.

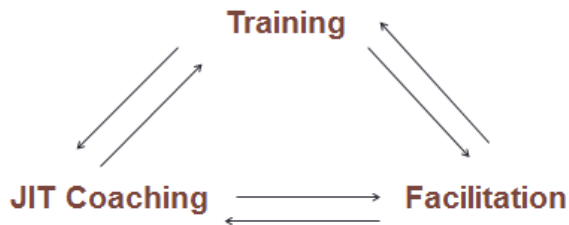
When carrying out a psychosocial assessment we instinctually reflect back to our clients what they say to us. We will ask them open-ended questions in an effort to get them to open up and disclose. Of course we listen attentively and we provide feedback when appropriate.

We will naturally create space by being comfortable with silence when a client is talking about an emotionally charged issue. We applaud them for their insights and for making decisions that will benefit themselves and their families. And we naturally validate their experiences and their perspectives.

Explain that as an APS Supervisor, we can apply these same skills to the work that we do with our direct reports when we are coaching them to achieve higher levels of performance.

Slide #34: Just-In-Time Coaching

Just-In-Time Coaching



Just-In-Time Coaching is an informal, quick, targeted process that aims to help employees or teams to learn a task or get a project back on task.

This form of coaching is flexible and it addresses specific, current needs of the worker. Supervisors are uniquely able to move from managing, to training, to facilitation, to coaching, and then back again. For example, if you are running a staff meeting, you may learn that several workers in your unit do not have a grasp of cross-reporting requirements. Instead of waiting to set up a formal training at a later date, you seize the moment to provide coaching and training around this issue.

You may already be doing this without really knowing it!

One of the major benefits of this type of coaching is that as a supervisor, you are building a learning relationship with your worker that can provide a foundation to meet future challenges.

Source: Bryan, V. and Washington, Joyce. (2011). *The coaching resource toolkit*. (p. 17). Compiled by Brookdale Center for Healthy Aging and Longevity of Hunter College, The City College of New York. Presented at NAPSA Conference in September 2011.

Slide #35: Activities

Activities

- Partner Interview
- Coaching Questions



Activity time: 25min

Individual/Partner Activity:

1. Refer participants to Task 1 on **Handout 10 - Partner Interview** (located in their participant manual).
2. Participants complete Task 1 individually naming two different responsibilities and evaluating their own levels of skill, experience, and motivation. Facilitator to encourage participants to choose activities that are under two different Leadership Role sub-categories (Refer to Handout 1).
 - a. Administrative Role
 - b. Managerial Role
 - c. Educational Role
 - d. Service and Support
3. Participants then partner with another participant. One is interviewer, the other is interviewee
4. The interviewer asks the interviewee to name the responsibilities that they listed on their own sheet. The interviewer should ask questions of the interviewee that will help the interviewer to make their own determination about their partner's level of skill, experience, and motivation for each of the responsibilities.
5. After 5 minutes, the facilitator will cue the partners to switch roles.

Continued

6. After each partner has an opportunity to take each role, the partners will share their own rating scales with each other so that the self-rating can be compared with the rating given by the interviewer.
7. Each partner will then take 2-3 min. to provide feedback to their partner about whether they think that the partner would benefit from Coaching, Mentoring, or Training in order to improve upon their performance in the given responsibility.

Facilitator to refer participants to ***Handout 11 - Coaching Questions*** so that they may refer and practice coaching questions as they conduct exploratory interviews with staff.

Source: Bryan, V. and Washington, Joyce. (2011). *The coaching resource toolkit*. (p. 19-20). Compiled by Brookdale Center for Healthy Aging and Longevity of Hunter College, The City College of New York. Presented at NAPSA Conference in September 2011.

Handout 10 - Partner Interview

Task #1: Self Interview

List two different activities required of you in your job. For each, place a check mark in the appropriate box regarding the level of your skill, experience, and motivation (High, Medium, or Low).

Responsibility:

Your Level of:	High	Medium	Low
Skill			
Experience			
Motivation			

Responsibility:

Your Level of:	High	Medium	Low
Skill			
Experience			
Motivation			

Task #2: Partner Interview

Ask you partner to identify two different areas of their job and to, in general terms, describe how he/she feels about their competence, experience, and motivation without labeling it high, medium or low.

Ask questions that will help you to make a determination about your partner's level of skill, experience, and motivation for each of the responsibilities. Place a check mark regarding their skill, experience motivation (high, medium or low) based on their responses. When your interview is complete wait until the presenter signals to switch interviewer roles.

Responsibility:

Your Level of:	High	Medium	Low
Skill			
Experience			
Motivation			

Responsibility:

Your Level of:	High	Medium	Low
Skill			
Experience			
Motivation			

Adapted from Bryan, V. and Washington, Joyce. (2011). *The coaching resource toolkit*. Compiled by Brookdale Center for Healthy Aging and Longevity of Hunter College, The City College of New York. Presented at NAPSA Conference in September 2011.

Handout 11 - Coaching Questions

Starting a just-in-time coaching dialogue is often the hardest part. The following phrases/questions can help get the conversation started. Use the following list of questions when conducting a just-in-time coaching session. These questions will help facilitate a successful meeting or coaching session.

1. What are the key issues?
2. What's getting in the way of people doing their best work?
3. What new opportunities would you like to mention?
4. What decisions do you need to make?
5. Who is the keeper of wisdom for this topic?
6. What information do you need to make a great decision?
7. How can I help you deal with current challenges?
8. What's the status of key projects? Do modifications need to be made?
9. Have you begun planning for emerging needs?
10. What's your goal related to people?
11. What's your goal related to processes?
12. What's your goal related to technology?
13. How are you doing relative to our goals?
14. What's happening in the workplace that should concern/interest you?
15. What kind of feedback would be most helpful right now?
16. What information do you need and where can you get it?
17. Where will you face resistance or barriers?
18. If you were your supervisor, how would you approach this?
19. What do you like about this idea/opportunity/project?
20. What alternative approaches can you think of?
21. Who should be involved in this project/task/initiative?
22. What could you do to ensure optimal benefit/value/profitability?
23. Should you be spending time on this?
24. What's on the top of your must-do list today?
25. Do you need anything from the team or supervisor to get that done?

26. What's getting in the way of moving forward?

27. Do you have something on your list that you should reconsider, put off, or delegate?

Phrases That Improve Dialogue

- **Why?**
- **How?**
- **Who?**
- **When?**
- **What if?**
- **What are some other approaches?**
- **What are you missing?**
- **What are your assumptions?**
- **What are your expectations?**
- **What if you had no limitations?**

Work Environments



TIME ALLOTTED: 40 minutes

Slide #36: Work Environments

Work Environments



or



Activity time: 15min

As supervisors and leaders of our teams, we have the ability to create a work environment that will positively impact our staff and help them to be more productive and potentially more satisfied with their work. Additionally, if we create a positive work environment, like our workers, we will also like going to work more!

Table Top Activity:

1. Ask participants to consider their current work environment or past work environments.
 - a. What were the characteristics of work situations that helped to create environments that were productive where employees were happy and satisfied?
 - b. What about work environments where employees were unhappy or where performance problems were widespread?

Continued

2. Provide one piece of charting paper to each group.
 - a. The groups should draw a line down the length of the paper.
 - b. In one column, the group will write *Productive/Effective* and on the other side of the column the groups should write out *Unproductive/Ineffective*.
3. Facilitator to instruct the groups to make a list of qualities that they consider contribute to a *Productive/Effective* work environment and those that contribute to make a work environment *Unproductive/Ineffective*.
4. Give the small groups 5 minutes total for the activity.
5. If time allows, in a whole group, the facilitator will then ask a reporter from each group to report out the highlights from the group's two lists.

Slide #37 & 38: Characteristics of Positive Work Environments



The characteristics that are listed on this slide, as contributing to a positive work environment, were taken from a professional job coaching organization.

ASK: *Were any of these characteristics also listed on the charts developed by the group?*

Review slide 37 & 38:

1. By listening and respecting the opinions of your staff, supervisors are able to help employees feel valued. Open communication should be demonstrated on a one-on-one basis, and modeled during team meetings.
2. Trust is the basic tenet for all relationships so it makes sense that building this trusting environment is a fundamental part of creating a positive work environment. Employees need to know that they can count on you as a supervisor to be reliable, responsible, and accountable. If you model these behaviors you will be able to expect the same from your staff. It is also vital that supervisors "walk the talk". A sure fire way to lose your employees trust is if your actions do not match your words.
3. A fundamental role of an APS supervisor is to build team unity. The facilitator should remind participants that the implementation of a strengths based leadership style helps to promote team work. The foundation for strong teams is based on the fact that every individual within the team feels valued for their own unique contribution or their own personal strengths. The CORE series will be covering team building more in depth in later courses.

Continued

4. It is essential that supervisors treat their staff as if they are capable and competent. When expectations are high and supervisors have a strong belief that their staff can succeed, this is a self-fulfilling prophecy.

5. One of the 12 Questions for implementing a strengths based leadership model asks about the last time an employee received recognition or praise. Positive feedback is a very motivating force! Supervisors have the responsibility to distribute praise frequently and regularly. This is especially important for APS field workers as they are usually conducting the majority of their work independently and without witness. Praise should be as specific and personal as possible so that it does not sound generic. Supportive feedback can stem from conversations that you have with your staff about their casework or from the case documentation that they review. Also, recognition can be given to individuals, but also to the whole team, when appropriate.

6. Supervisors must always make sure to give credit to staff members for work well done. Likewise, supervisors need to make sure to take responsibility when things go awry. Using staff members as scapegoats for bad situations is highly detrimental to the relationship.

7. Supervisors need to present with an approachable attitude. A friendly demeanor, frequent smiles, and an open door attitude will let your staff know that they can come to you about any of the issues that they are facing.

8. A clean and brightly lit work space can have a significant impact on the surrounding work environment. As a supervisor, you may not be able to remodel your building but you can take small steps to make your physical space more appealing. Adding decorations or details to a common area where staff eat lunch or even just encouraging staff to keep their workspace free of clutter and papers can reduce stress and help staff to feel less overwhelmed. Make sure that your office or cubicle models an organized and appealing workspace.

9. Performance evaluations do not have to be a dreaded and painful experience for you or for your staff. Even workers that may be demonstrating some performance issues are likely contributing other qualities to their clients or to the team in a positive way. Focus on the positive, even as you are offering constructive feedback to workers. One way to do this is to offer your support and training with the goal that the employee will show improvement before the next evaluation period. Showing your commitment and belief that the employee can improve is very important when evaluating a worker that is underperforming. Evaluations can also serve as a time to talk about longer term career goals and skills that the employee may be interested in developing.

Continued

10. If you create a fun and festive work environment not only will your employees enjoy being there more, but so will you!

Shout out:

Ask participants how they celebrate and make their work environment fun.

Source: Insidejobscoach.com

Slide # 39: Implementing Change

Implementing Change



Explain that managing change is a fundamental role of an APS supervisor. As we just discussed, you may identify that changes need to be made to your work environment in order to make it more positive and effective. Or you may be asked to carry out changes in policies and procedures that either are coming down internally or perhaps from state or even the federal government.

Currently APS programs have no federal oversight, but this may change as the passage of the Elder Justice Act showed us.

One thing is for certain - change is a normal and regular part of the modern workplace and as supervisors we need to know how to help our staff cope and adapt to change.

Slide #40: 3 Phases of Transition

3 Phases of Transition

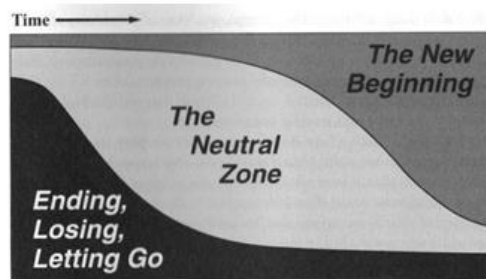


Figure 1.1 The three phases of transition.

Source: Bridges, William. (2003) *Managing transitions - making the most of change*, 2nd Edition. (p. 5).

As author William Bridges describes, there are three stages of change or three transitional phases.

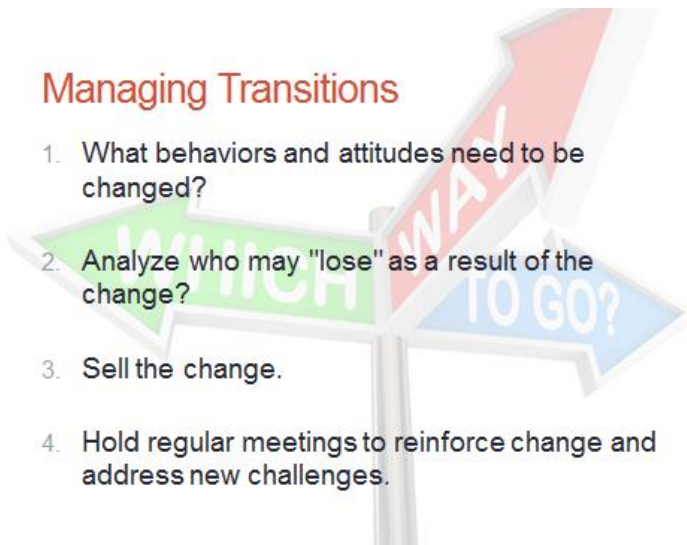
The first phase is really an ending. This is the time period when your employees need to deal with the loss of the "old way".

The second phase is an "in-between" time, what Bridges calls the "The Neutral Zone", when the old is gone and the new changes are not fully operational. During this period critical psychological realignments and new patterns are formed.

Coming out of this neutral phase is the new beginning. This is when people develop a new identity, experience new energy, and discover the new sense of purpose that will allow them to become invested in the change and making the new patterns work.

Source: Bridges, William. (2003) *Managing transitions - making the most of change*, 2nd Edition. (p. 5). Cambridge, MA. DeCapo Press.

Slide #41: Managing Transitions



Managing Transitions

1. What behaviors and attitudes need to be changed?
2. Analyze who may "lose" as a result of the change?
3. Sell the change.
4. Hold regular meetings to reinforce change and address new challenges.

What tactics can a supervisor implement to manage transitions?

- When a change has been mandated to happen, a supervisor should analyze what behaviors and what attitudes will need to be changed among her/his staff in order to accommodate the change.
- It is always essential to identify who may lose out as a result of the change and recognize that these individuals or this group may need extra support in order to manage the change effectively.
- The supervisor should continually sell the change to the staff. Reminding staff why the change is necessary, what brought it about, and how it will ultimately improve working conditions or performance is essential. It is easy to forget that there is generally a good reason that justifies implementing change.
- Supervisors should make sure to hold regular meetings in order to reinforce the change and to address challenges that have arisen as a result of the change or as a result of the transitional phase.

Slide #42: Learning Journal

Learning Journal

What can I do to create a positive work environment and how can I effectively manage this change for my team?



Activity time: 10min

Individual/Partner Activity:

1. Instruct participants that they will now take 3 minutes to write out one goal for improving their team's work environment. Participants should consider the characteristics that were discussed previously.
2. Then participants should list out three activities that they can carry out in order to make this goal a reality.
3. Additionally, participants should consider what they can do to manage the "change" aspect of their goal.
4. Facilitator should then have participants partner with another participant to share their goals and activities. Participants should be encouraged to provide feedback.
5. Facilitator should let participants know that these learning goals may be areas that they want to explore with their partners when they complete their L.I.F.E. reports (optional).

Continued

Example

Goal:

I will work to increase the collaboration between members of my APS intake unit.

3 activities that they carry out in order to meet this goal:

Change the way that work is distributed between the intake workers so that they are able to collaborate more around this distribution.

Have members of the intake team identify strengths of the other members of the team during a meeting.

Change the way that vacation days are scheduled for this unit to ensure that there is always at least 2 workers on shift to increase their level of collaboration and decrease the possibility of worker burnout.

How to manage the change aspect:

I will hold weekly meetings with the intake unit for at least 2 months to help them to increase their level of collaboration and provide an opportunity to work out issues that come up related to the changes.

From Peer to Supervisor



TIME ALLOTTED: 35 minutes

Slide #43: From Peer to Supervisor

From Peer to Supervisor

- Transitioning into the role of frontline supervisor



ASK: Who previously was a APS field worker or a social worker conducting direct practice? Have them raise their hands.

Now, we will be looking at the process of transitioning from worker to APS supervisor.

The reality is that this process does not take place overnight, in spite of the fact that the change of job title does happen in this way!

Continued



Shout Out:

Ask the group if they have been surprised at all to find that there are some activities that have not changed drastically as they have moved from frontline social worker to frontline supervisor? Facilitator chart answers.

Slide #44: From Peer to Supervisor

From Peer to Supervisor

Managing Caseload

1. Assess and allocate resource needs of clients
2. Coordinate client activities
3. Implement procedures

vs.

Managing People

1. Assess and allocate resource needs of staff
2. Coordinate staff activities.
3. Develop/Implement procedures.

Review slide, comparing the two roles of frontline worker and frontline supervisor highlighting that there are many similarities between the two positions.

Frontline APS Workers are in charge of managing caseloads while APS Supervisors manage their team. This is really not so different. Both roles require you to use the similar skill sets and carry out similar activities.

In fact, supervisors can help the APS Workers that they supervise to improve upon their skills in these three areas, by modeling them throughout their supervisory role.

1. Through the supervisory relationship, the supervisor can demonstrate and model how to effectively and thoughtfully conduct a needs assessment (for example, one that might look at what resources a worker needs in order to complete their work on time).
2. By demonstrating how to effectively manage a team and coordinate the teams' activities, an APS Worker can learn how to organize, coordinate, and facilitate a family meeting.
3. By developing and implementing new procedures, especially those that may be considered punitive in nature, a supervisor models for APS Workers how to carry out policies and procedures that are challenging.

Continued

For example, if a supervisor models consistency with their entire team when it comes to implementing disciplinary policies, the APS field worker may learn how to consistently apply and carry out protocols regarding cross-reporting practices to law enforcement.

Optional Shout out:

Ask what supervisory theme is being described in #3?

Answer - Parallel Process. Through the supervisory relationship, the worker learns valuable skills that can be applied with their clients.

Source: Schulman, L. (1993). *Interactional supervision*. (p 166-168). Washington, DC: NASW.

Slide #45: Activity

Activity

- From Buddy to Boss



Activity time: 20min

The transition into frontline supervisor is not always an easy one. This is especially true for workers that may have been field workers and then are promoted to supervisor, within the same unit. The change in the nature of the relationship with your colleagues can be stressful and challenging.

Table Top Activity:

1. Facilitator to refer participants to ***Handout 12 - From Buddy to Boss Scenarios*** in their participant manuals
2. Ask each table to read and address one of the four scenarios. Each group will have 5 minutes to read the scenario and then to consider how they would address the situation if they were the supervisor in the scenario. Each group should have a recorder and a reporter.
3. Facilitator will then lead a whole group discussion and the reporter will read the scenario and let the group know how they would have handled the situation.

Handout 12 - From Buddy to Boss Scenarios

With your small group, read the following scenario and answer the following questions:

- What are the challenges presented by the situation?
- How would you handle this situation?
- If this happened to you in the past, how did you handle it? How would you handle it differently if it happened again?

Scenario 1

The APS Supervisor that has led your unit for the past 10 years just retired. You and one other frontline APS worker apply for the job. You have only been with APS for two years and you get the job. The other APS Worker is very seasoned and experienced. She tells her co-workers that she thinks that management does not like her because of her age. She informs your new team that you did not get the job fairly.

Possible answers: Address immediately; go straight to the person and talk with them; don't be reactive.

Scenario 2

You recently promoted to supervisor and you are now supervising a worker who you considered to be a friend. She has asked you privately to not assign her any hoarding clients or complex financial abuse cases. She has started coming in late and you recently learned that she took off three hours to go to a doctor's appointment without informing you of her schedule.

Possible answers: confront her; set boundaries; address awkwardness of change - the friend to supervisor relationship.

Scenario 3

You are supervising one of your former co-workers. From working alongside her in the field you know she has always struggled to stay on top of her work. While in the field you would always sympathize with her and commiserate about how hard the job was and how unfair the management expectations were, in spite of the fact that you were always able to handle your workload. As her supervisor you are now trying to encourage her to change her work practices; however she regularly answers, "You know how hard this is."

Possible answers: In a unit meeting set your expectations then handle one-on-one; be honest and explain you changed your perspective; use coaching.

Scenario 4

You are a new supervisor and you are faced with the task of restructuring your APS intake unit. You need to add one new worker to the unit and you do not have any

volunteers to take on this new role so you must assign the worker with the least seniority to the position. This person is a worker that you consider to be a good personal friend and you know that she absolutely hates to be tied to a desk and to do phone work. You will be supervising this unit and this worker on an on-going basis.

Possible answers:

Closing/Evaluation



TIME ALLOTTED: 25 minutes

Slide #46: Group Activity



Group Activity

- Treasure Hunt

Activity time: 10-12min

Note to facilitator - The goal of this activity is to help participants to increase their comfort with each other and get to know each other more.

Group Activity:

1. Ask participants to pull out **Handout 3 - Treasure Hunt**. This was completed at the start of the training.
2. Have participants line up in a straight line.
3. The facilitator will read out the descriptive sentences from the handout. Those participants that identified with the statement should take a step forward when the statement is read showing that this sentence describes them.

Optional:

L.I.F.E. Reports Project Follow Up

Slide #47: Closing

Closing/Evaluations

- Identify one way that you will apply the materials that were learned today either personally or professionally.
- Questions
- Training evaluations
- Thank you!



Optional Closing Activity:

If time permits, facilitator should ask all participants to tell the group one way that they will try to apply the materials that were learned today either personally or professionally.

Facilitator to answer remaining questions, thank participants for their energy and participation, and encourage them to complete their training evaluations.

Brief explanation of Transfer of Learning activity.

Trainer Note: All in-class and out-of-class evaluation activities are located in the Evaluation Manual for your convenience.

ADDENDUM

Handout 1: Four Supervisory Leadership Roles

Administrative Role

- Leadership - Lead the way through modeling and big picture interpretation.
- Direction - Guide others, especially during times of change. Make decisions and solve problems.
- Policy and Procedures - Supervisors must often interpret policies and procedures and may need to advocate for change. Policies and procedures may come from the state regarding APS practices or they may come be generated internally
- Team Building - Create and encourage collaboration between team members.
- Resources - Supervisors need to identify what tools their team may be lacking and may need to advocate to obtain these to enhance the ability of their APS workers to serve their vulnerable clients.

Managerial Role

- Distribute Workload - One of the most important roles of an APS Supervisor is to assign new cases and supervisors must ensure that this process is done in an equitable manner.
- Protect and Maintain Resources - This role may require a supervisor to advocate on behalf of their team. APS Workers are the most precious resource that a supervisor has.
- Establish and Work within Timelines - APS Workers have several timelines that dictate their work. It is the role of the APS Supervisor to enforce these timelines and ensure compliance with state mandates.
- Establish Communication Systems - Supervisors are responsible for ensuring that their staff are informed through regular and effective communication channels such as email and meetings. This is especially important since APS Workers typically spend a considerable amount of time in the field and may have infrequent face-to-face contact with their supervisor.

Educational Role

- Skill Building - Supervisors are responsible for teaching staff new skills, not only with new workers but with seasoned staff.
- Teach Values and Belief System of Agency - The Supervisor plays a vital role in imparting to workers the overall mission and values that are integral to APS work but also that are a fundamental part of the larger agency.

Continued

- Provide Learning Opportunities - Supervisors must seek to provide educational and training opportunities that will help workers to engage with their work and develop new skills that will help them to meet future career goals.
- Teach Discipline and Accountability - Supervisors must help workers to develop skills that will enable them to manage their workloads effectively and stay in compliance with mandated timelines.
- Teach and Maintain the Historical Perspective - It is especially important for new workers to have an understanding of how APS programs have developed in a state or local county as this provides a context for understanding how elder abuse is viewed and how best practices for APS work have been developed.

Service and Support

- Physical and Emotional Well-Being - APS Workers are exposed to secondary trauma when they are out in the field and it is essential that Supervisors provide support and encourage self-care practices.
- Establish Mutual Respect - The supervisory relationship is built on trust and respect. A supervisor must model these qualities for a worker.
- Resolve Conflict - Supervisors must be able to competently manage problems and conflicts that arise between team members. If conflicts are not addressed effectively and promptly, the unity of the team may suffer.
- Demonstrate Empathy and Concern - APS Supervisors should model effective social work skills that they can then apply to their casework by demonstrating empathy and concern as appropriate.
- Communicate with Staff Regularly - Keeping staff informed is not only logistically important, but it is also a fundamental part of maintaining a healthy supervisory relationship.

Handout 3 - Treasure Hunt

Please review the descriptive sentences and place an X next to the sentences that describe you. Circle one that you are comfortable sharing with others. Locate someone else in the room that personally identifies with the descriptive sentence you circled and write their name in the line following the descriptive statement.

1. ____ I have been with my APS program for over 5 years. _____
2. ____ I have been an APS supervisor for less than 2 years. _____
3. ____ I LOVE the Service and Support role associated with my job. _____
4. ____ I am learning how to like to the Managerial role associated with my job.

5. ____ On some days, I really miss working directly with APS clients. _____
6. ____ My APS program is keyed into the important role that parallel process can play regarding outcomes and interventions with APS clients. _____
7. ____ I enjoy working on projects in teams. _____
8. ____ I enjoy facilitating meetings. _____
9. ____ I worry about the number of cases that my workers are receiving and my ability to ensure that they are not overloaded. _____
10. ____ There is someone in upper management that I can talk with about my concerns or to bring up new ideas. _____
11. ____ I sometimes take time out of my day to pause and think. _____
12. ____ I encourage my team to celebrate with each other. _____
13. ____ I enjoy inspiring others. _____
14. ____ I feel that my strengths are used every day at work. _____

Adapted from: Garrison, M and Dahlin, P. (2009). *Understanding self as supervisor – Foundations of Supervision Series, Participant Manual.* (p. 12).

REFERENCES

- Bridges, William. (2003). *Managing transitions - making the most of change*, 2nd Edition. Cambridge, MA. DeCapo Press.
- Bryan, V. and Washington, Joyce. (2011). *The coaching resource toolkit*. Compiled by Brookdale Center for Healthy Aging and Longevity of Hunter College, The City College of New York. Presented at NAPSA Conference in September 2011.
- Garrison, M and Dahlin, P. (2009). *Strategies in sharing the process* – Foundations of Supervision Series, Trainer and Participant Manual.
- Garrison, M and Dahlin, P. (2009). *Understanding self as supervisor* – Foundations of Supervision Series, Trainer and Participant Manual.
- National Association of Social Workers. (2001). *National association of social workers standards for culturally competence in social work practice*. Retrieved from <http://www.naswdc.org/practice/standards/NAswculturalstandards.pdf> on April 19, 2012
- Nielsen, J. (2011). *APS supervisor as trainer* – Trainer Manual. (p. 24-30).
- Schulman, L. (1993). *Interactional supervision*. Washington, DC: NASW.
- Rath, T, & Conchie, B. (2008). *Strengths based leadership*. New York, NY: Gallup Press.