

# **Supervisor Training Annotated Agenda**

Supervisor's Training is core training that all supervisors receive within their first year of hire with the Office of Children's Services (OCS). There are two sessions of Supervisor Training - 554 is four days and 555 is three days. Completed in two separate sessions with approximately a month in between the sessions. Emphasis is placed on leadership skills, emotional intelligence, coaching workers, trauma stewardship, and strategic planning. Critical thinking concepts are woven throughout the entire training.

## ***Session One 554 – Day One***

### **Module 1, Introductions, Overview of Training and Transfer of Learning Forms**

Welcome! Supervisors and Trainers introduce themselves. Trainees are acquainted with the agenda and Transfer of Learning concepts.

### **Module 2, Practice Model, Mission, Vision, Guiding Principles and Outcomes**

The OCS Mission, Vision and Values are presented. Supervisors have the opportunity to explore and discuss their role in attaining the Vision and Mission of OCS through their day-to-day supervision with staff. Differences between agency and personal values are also examined and why it matters.

### **Module 3, Supervision/Leadership**

The difference between supervision and leadership is explored as well as the different roles supervisors must perform. Characteristics of inspirational leadership is presented and discussed. The book "Leading from the Heart" is given to the attendees, with attention drawn to how leading from the heart will improve retention of staff and increased worker satisfaction. Finally, there is an activity to help new supervisors identify what kind of a supervisor or leader they want to be.

### **Module 4, Leadership Influencing Styles**

Information on four different influencing styles is provided to learners and each learner will take a quiz to determine their individual style. Influencing styles are those ways leaders tend to choose to use to get workers to do their work. The styles are Directing, Reasoning, Visioning and Collaborating. Each learner gains an understanding of their own style and what they might need to focus on to develop a team within their unit.

### **Module 5, Stages of Development**

Participants will learn about Maslow's Conscious Competence Learning Matrix. This matrix identifies the stages of learning: 1. unconsciously incompetent; 2. consciously incompetent; 3. consciously competent; 4. unconsciously competent and the characteristics of each stage. Each participant will then look at the persons they supervise and identify what stage their staff are in. This will help them identify strategies they could employ to help workers be successful.

## **Day 2**

### **Module 6, Emotional Intelligence and Leadership**

This morning is all about Emotional intelligence. Supervisors will learn the 4 quadrants that make up the model for Emotional Intelligence (EI) and how they can drive behavior, the impact on people (positively and negatively), and learn how to manage those emotions – both our own and others – especially when under pressure. Supervisors will learn the differences between “heart sense” and “head sense”, how this plays into the ability to be a leader and to notice the cultural issues that are also present.

Supervisors will learn about the amygdala, how it can be hijacked, why this happens and what it might look and feel like. Supervisors will take an EI Assessment, then discuss the results with the group.

### **Module 7, Resonant Leadership, Personal Values and Noble Purpose**

Supervisors will learn about the concept of resonance and how to use resonance in leadership. They will explore why resonance and EI go hand in hand in leadership. They will examine their own values through an exercise and discuss how their personal values are in line with their organization’s values and how this effects how they supervise and lead their workers. Then they will develop a statement around what their Noble Purpose is and why do they do the work they do. The end the day, an exercise is completed around how they “picture” themselves today as a leader and a “picture” of where they want to be in the future.

## **Day 3**

### **Module 8, Coaching**

This module walks the supervisor through the concept of coaching within their supervision. EI as well as the concept of limbic resonance is again discussed as an important part of the coaching process.

Vulnerability and human being vs. human doing are also concepts that are shared and discussed. The differences between coaching and the traditional way of supervision are discussed, along with the stages of coaching. An activity designed to allow the learners to take what they have learned to help a worker through the vision and planning stages.

Specific coaching skills are then explored, using powerful coaching questions. After watching video examples, supervisors will then pair up to practice coaching on a topics they choose related to work. Coaching will help them teach workers how to make their own good decisions in line with the practice model through critical thinking.

## **Day 4**

### **Module 9, Trauma Stewardship & Resiliency**

Given the high rates of secondary trauma in helping professions, this module looks at the work of Laura van Dernoot Lipsky (“Trauma Stewardship”) around how people who work in the child protection field are susceptible to compassion fatigue, burnout and secondary traumatic stress. Resiliency and tools to help prevent their own trauma as well as others within their units will be discussed. Supervisors will examine times in their own lives when they were resilient in order to apply to everyday practice.

Supervisors are the net to catch their workers and help them when they are falling. The group will take

some time to discuss their biggest fears in their new position as a supervisor and the group will discuss and problem solve if/when those fears become realized.

### **Module 10, Retention & Transfer of Learning**

Supervisors will discuss the reasons for worker retention being a pervasive problem at the organization. They will learn about retention focused supervision developed by McKenzie Consulting which creates an intentional relationship with staff that gives equal priority to the professional and personal growth of their staff aimed at achieving timely outcomes for children and families. An activity designed to elicit discussion around why it is important to have experienced child welfare workers working with the families they serve is provided.

The transfer of Learning concept is delved into including their ability to impact the transfer of learning of their employees. The training partnership model is discussed as well as the research on the most powerful factors that promotes the transfer of learning. Strategies are discussed to help supervisors develop ideas to support workers in their transfer of learning.

### **Module 11, Recess**

Homework is assigned and Transfer of Learning calls are scheduled with the group. They are encouraged to try out some of the new skills they learned in Session One and to report back during these calls.

### **End of Session One**

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In the intercession, there are a series of Transfer of Learning calls to share their experiences in applying the knowledge from Session One.

## ***Session Two***

### ***Day 1***

### **Module 12, Coming Back Together**

Welcome Back! Each supervisor will talk with the group about their experiences within their units as well as any changes they made to their supervision as a result of concepts learned in the first session.

### **Module 13, Adult Learning Styles, Effective Education and Skill building**

In this module the trainer takes the participants through lecture and activity that teaches them that individuals have a variety of learning styles and how that impacts how they work with their staff. The supervisors will take a quiz about their own preferred learning styles and an activity on how to apply what they learned to the people they supervise. Retention of learning is discussed and Edgar Dale's "Cone of Learning" is handed out for them to review.

### **Module 14, Staff Development Plans**

The OCS Staff Development Plan that was issued August 2012 is reviewed and discussed, including transitioning workers from the field to core training and back to the field. Additionally, the nature of the supervisory relationship with staff is explained as a parallel process workers go through with families on their caseload.

### **Module 15, Intentional Change Model**

This module focuses on how people learn and grow. The Intentional Change Model is trained based on the following 5 areas:

- Ideal self: who am I at my best
- Real self: who am I today
- Gaps and plan: what gaps exist between who I am and who I want to be
- Experimentation: practice behavior change
- Support: we all learn best with support

Supervisors will then apply the model to a worker who is struggling in a specific area to help develop the worker to their ideal self.

### **Module 16, Appreciative Inquiry**

Appreciative Inquiry is a method of asking questions around what is working and doing more of that vs. identify what is not working and developing solutions that have not been tried. This concept is taught in this module, why it's useful and supervisors engage in practicing this form of questioning and finding solutions.

### **Day 2**

### **Module 17, Supervising with Data and Strategic Planning**

Supervisors are asked to bring their unit data to use during this strategic planning module. The steps to strategic planning are identified and supervisors are asked to offer up something they would like to improve within their unit using strategic planning. Their unit data is shared and there is discussion about how the data points can be improved, including how to juggle all of the demands they have every day.

### **Module 18, Staffing Guidelines**

The OCS Staffing Guidelines are reviewed and discussed along with supervisor's staffing procedures. Unit supervision and accountability techniques are shared and discussed. Breaking the habit of quick hallway staffings is encouraged, including all the reasons why it's not best practice.

### **Day 3**

### **Module 19, Revisiting Emotional Intelligence**

This short module will help learners reconnect to what they learned in the first week and to assess any progress made as well as discussing situations where they can identify when they used EI in their work and when they did not.

### **Module 20, Team Development & Conflict Resolution**

Supervisors will learn about the importance of building a solid and cohesive team. They will learn the Stages of Team Development (Bruce Tuckman) to apply to their teams. They will discuss strategies to help them develop a stable and successful team.

Then we move to looking at conflict resolution and how to address this within teams. We will look at the benefits of resolving conflicts and the repercussions of not addressing the issues. They will develop a conflict resolution plan for their team to take back to implement.

### **Module 21, Individual Learning Plans and Closure**

Supervisors will look reflect on their “holistic selves” and fill out an individual learning plan to help them identify goals to becoming a better leader. They will share their plans with the group to enable each of them to help support each other in their plans.

The group will close with an exercise in gratitude. And we will send them on their way to become great leaders!