



Preparation for Adulthood: Supervising for Success

Supervisory Overview

Activity One: Welcome and Overview of the Preparation for Adulthood: Supervising for Success Training Project

Objectives: Create a group environment that is open and non-judgmental.
Provide an overview of the project framework.

Time: 40 minutes

Materials: Flip chart
Markers
Pre Test
Handout: Project Framework and Learning Circle Overview
Handout: Six Core Perspectives
Handout: Supervisory Skill Set
Handout: Group Resume

Facilitator Notes:

Welcome participants to the *Preparation for Adulthood – Supervising for Success* learning circles. Introduce yourself and your co-facilitator by providing background information and sharing your professional experience related to supervision and adolescent cases.

Ask participants to introduce themselves by stating their name, agency, title, how long they have been supervising and one strength they have as a supervisor.

Administer and collect training pre test.

Introduce the history of the *Preparation for Adulthood –Supervising for Success* project.



Preparation for Adulthood – Supervising for Success is a three-year curriculum development and training project funded by the Children’s Bureau Discretionary Grants Program - ACF/DHHS. The goal of the project is to develop, implement, evaluate and disseminate a training curriculum for public child welfare supervisors. The curriculum presents materials that were developed to strengthen staff supervision in their preparation work with older youth.

The National Resource Center for Family-Centered Practice and Permanency Planning at the Hunter College School of Social Work partnered with the Oregon Department of Human Services, State Office for Services to Children and Families, the New York City Administration for Children’s Services and the Mississippi Department of Human Services. The state/city partners were chosen to develop materials that could be used in diverse settings, e.g., state and locally administered systems, rural and urban, as well as state’s with a strong child welfare provider community.

The National Resource Center for Family Centered Practice and Permanency Planning at the Hunter College, with the help of the National Foster Care Coalition, developed a training model which created small learning communities of supervisors who met over a period of time for six full day sessions. The first session provides an overview of child welfare supervision with a series of self awareness inventories. The initial session focuses on the supervisory role of educator to their staff. The next five sessions are guided by the six core perspectives with principles and practices.

The structure of the learning circles makes them easy to replicate. Each learning circle starts with a check-in on the previously developed action plans. Then, we have focus questions that address the core perspective from both a practice and supervisory point of view. We also created 20 digital stories made by child welfare supervisors, workers and both former and current foster care young people and adults. We use these stories to bring the voices of the field into the learning circle. We find that this helps focus on the topic and provides the perspective of those in the field. Then, we present tools and techniques that supervisors can use with their staff. We then present an experiential activity that they can use in group supervision to further promote discussion. Each session ends with the creation of action plans that are shared with the group.

The following are the six core perspectives (we condensed two perspectives into one learning circle):

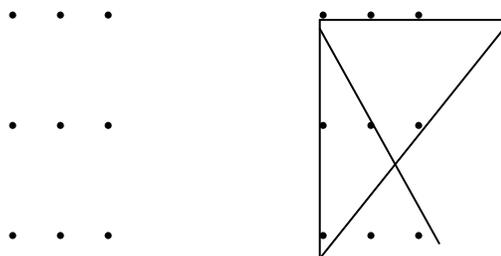


- *Develop and maintain positive permanent connections between youth and caring adults.*
- *Actively engage youth in developing life skills that will prepare them for successful transition.*
- *Relate to youth as resources rather than just recipients of services in the child welfare system.*
- *Create and maintain environments that promote physical and emotional safety and well being.*
- *Value the individual strengths and uniqueness of each youth.*
- *Involve a diverse array of stakeholders in the development of a comprehensive continuum of services and supports for youth transitioning out of the foster care system.*

All session materials and the discussion guides will be available on the project website <http://www.hunter.cuny.edu/socwork/nrcfcpp/pass/>. We also have digital stories on the website.

State that this first day of training focuses on the supervisory process, specifically on educational supervision. Today, we will increase our learning about supervision as well as working to gain more insight into your own skills as a supervisor with the ultimate focus on adolescent cases.

To get ready for our first activity, facilitator draws the nine dots on the flip chart (see below). Facilitator then instructs participants to connect all the dots in four continuous lines without having their pencil leave the paper. Facilitator draws the answer on flip chart using the diagram below.



State that the secret of this activity is to think outside the box. State that throughout today's training, we are going to ask you to "stay outside your own personal boxes and be open to the concepts and ideas." Use the following questions to de-brief the activity:



- How did you try to solve this puzzle?
- How many participants had seen this puzzle?
- Why is it so hard to remember?

Facilitator introduces the Handout: Group Resume activity and breaks the large group into smaller groups. In the small groups, participants are asked to come up with a name for their group. The group's task will be to create a group resume that will help them apply to a foundation for a grant to support adolescent programming. Small groups will be asked to present as a group and they will have ten minutes to complete the activity. Small groups present to the larger group. Facilitator highlights some of the unique qualities of the group.

Facilitator presents an overview of the training program. Refer participants to the Handout: Project Framework and Learning Circle Overview. The training program has three phases – Discovery, Engagement and Integration. Facilitator refers participants to the Handout: Core Perspectives. State that these core perspectives were developed by conducting a review of the literature, training curriculum, best practice models and conducting focus groups with our three project partners - Oregon Department of Human Services, State Office for Services to Children and Families, the New York City Administration for Children's Services and the Mississippi Department of Human Services. These perspectives guide the project and provide a brief overview of each core perspective as well as the principles and practices. We have also developed the Handout: Supervisory Skill Set to support the training. Review the following with participants:

- Ability to utilize a positive youth development approach, including strategies for working in partnership with youth, strengths-based casework methods and practice to ensure that youth have the necessary skills and permanent supports needed for productive adulthood. (CWLA Standards)
- Ability to monitor casework activities provided to youth in foster care and their families to ensure that they are consistent with federal, state, and local statutes, and agency policies and procedures. (OCWTP Supervisor/Manager Competencies. Institute for Human Services, 9/30/03)
- Ability to ensure that comprehensive and coordinated services are provided to youth, family, and caregivers to support successful transitions to adulthood.
- Ability to provide case consultation and guidance to staff to ensure the development of relationships with youth, families and caregivers that



promote effective communication, shared decision making, and cultural responsiveness.

State that we are going to examine the three areas of supervision.



Activity Two: Introduction to Child Welfare Supervision

Objectives: To describe of administrative, educational and supportive supervision.
To explain the five practices of exemplary leadership.

Time: 60 minutes

Materials: Flip chart
Markers
Handout: A Day In My Supervisory Life
Handout: Supervision Summary
Leadership Quotes posted throughout the room
Leadership Challenge Handouts:
Supervisory Role Models Worksheet
Five Practices of Exemplary Leadership
Ten Tips for Becoming a Better Leader
Learning How YOU Learn to Lead
Digital Stories: Patty, Erin and/or Felicia available on the project website: www.hunter.cuny.edu/socwork/nrcfcpp/pass/

Source: Supervisory Training: Putting The Pieces Together developed by Charmaine R. Brittain, MSW, Ph.D., Butler Institute for Families at the University of Denver, Denver, Colorado. August 2005.

Facilitator Notes:

Facilitator asks participants to complete the Handout, *A Day In My Supervisory Life* and to list ten things that they do on a daily basis as a supervisor.

Facilitator provides an overview of Alfred Kadushin's work on the three areas of child welfare supervision: Administrative, Educational and Supportive and likens child welfare supervision to a three legged stool. Administrative supervision is about adhering to policy and procedures. Facilitator asks, what on your list would be considered administrative supervision? (Responses may include: staffing cases, data collection, hiring/firing, evaluation and performance issues, reading and approving reports, assigning work, monitoring attendance, timesheets etc.)

Facilitator talks about educational supervision which includes supporting professional development of staff and asks what on your list constitutes educational supervision? (Responses may include: attending training ourselves,



keeping current on changes in practice and passing this information on, training and coaching, unit meetings, creating professional development plans, emergent moments etc.)

Facilitator talks about supportive supervision as socio-emotional, improving morale and job satisfaction. What on your lists would be considered supportive supervision? (Responses may include: being available by monitoring own time closely, attending court, family or community meetings with staff, team building, guiding and showing workers how to do their jobs, recognition, “making the rounds” to check in, allaying anxiety, and helping to re-engage workers who may be burned out, etc.)

Facilitator highlights that there is a parallel process going on with supervision – what we do with our staff, they will do with the youth and families with whom they work.

Facilitator asks participants to look at their lists and analyze where they are spending most of their time. Facilitator refers back to the metaphor of the three legged stool – if you’re spending most of your time on one specific area, then your “stool” becomes unbalanced.

Facilitator refers participants to the [Handout](#), *Supervision Summary* which provides an overview of the supervision phases. In these learning circles, our emphasis for the project will be around educational supervision.

State that we have made some digital stories that represent some of the struggles that supervisors experience. Show Erin’s, Patty’s or Felicia’s digital stories to the group. Use the following questions to facilitate a discussion:

- Think about the issues raised by these stories. How are they similar or different from your own supervisory experiences?
- How do these stories reflect on the state of child welfare supervision?
- As a supervisor, how can self reflection support our efforts to become better supervisors?
- How have you helped your staff stay focused on preparation work with young people on their caseloads?

Facilitator adds a fourth dimension to Kadushin’s three functions of supervision around leadership. Facilitator transitions to a conversation about the work of Posner and Kouzas and *The Leadership Challenge*.

Facilitator asks participants to look at the leadership quotes posted around the room. Which of the quotes really speak to you? Participants stand near the



quote that resonates with them and each person has an opportunity to share why the quote is meaningful to them in their work.

Facilitator states we're going to use the work of James Kouzes and Barry Pozner, entitled *The Leadership Challenge* to frame our conversations around leadership. State that before we jump into the Leadership Challenge, we'd like to have you take a moment to think about some of the supervisors that you've had in the past.

Facilitator refers participants to the Worksheet: Supervisory Role Models. Give the group about five minutes to complete the worksheet and specify that they shouldn't use names of current or former supervisors. Upon completion, ask participants to take about five minutes to talk to the person sitting next to them and review their responses. They should pay specific attention to similarities in their responses or general themes about the leadership qualities of supervisors who were role models versus those who were not.

Reconvene the large group and ask the dyads to report back on each of the areas listed on the worksheet. Note similarities across their responses and let them know that you'll return to their responses in just a few minutes.

Facilitator introduces the work of Kouzes and Posner to the group.

James Kouzes is chairman emeritus of the Tom Peters Company and an executive fellow at the Center for Innovation and Entrepreneurship at the Leavey School of Business in Santa Clara, California. Barry Posner is the dean of the Leavey School of Business and a professor of leadership. The two have authored numerous books on leadership and created several leadership assessment tools.

The Leadership Challenge originated with a research project that Kouzes and Posner conducted in 1983. Their research question was around what people did when they were at their "personal best" in leading others. Their basic assumption was that they could interview and survey ordinary people about extraordinary experiences with leadership – which would help them to identify patterns of success. They talked with thousands of leaders all over the world and collected stories about their personal best leadership experiences. They share a number of these stories in their book.

Their assumptions about leadership proved correct and *The Leadership Challenge* is currently in its third edition. In this most recent revision, Kouzes and Posner ask the question "what's new and what's different" and explore the current context in which leaders now lead in a post 9/11 world. For more detail



about their specific research results and methodology, go to www.leadershipchallenge.com/research.

Their work is based on people's desire to seize opportunities that lead them to greatness. Facilitator highlights that the work of Kouzes and Posner is not about being in a position of leadership. Rather, it's about having the courage and spirit to make a difference in the world. Leadership development efforts are centered on innovation, individual character and sticking to the courage of one's convictions.

They define leadership NOT as a place, position, or secret – for Kouzes and Posner, **leadership is an observable set of skills and abilities and it is ultimately about self-development.** Meeting the leadership challenge is highly personal and ongoing. During this session, we'll provide just a brief introduction to their work and its potential to positively impact your relationships and work with the people you supervise.

In *The Leadership Challenge*, leadership is about the relationship between those who choose to lead and those who choose to follow. As supervisors, we aspire to bring about positive change in the child welfare system and we know that we need to have the trust and support of the staff with whom we work in order to make this change happen. Kouzes and Posner have articulated a set of Five Practices that help us to maximize our leadership potential and earn the trust of those with whom we work.

Facilitator refers participants to the Handout, *The Five Practices of Exemplary Leadership*. Facilitator states that this summarizes some of the key points that Kouzes and Posner make about how anyone can take on the challenge of becoming a great leader. Keep in mind that this was created to provide just a brief overview of their extensive work in this area. Their work provides important information about the identifiable skills and practices that are available to all of us, and not just a select few. The Five Practices of Exemplary Leaders are as follows:

- Model the Way;
- Inspire a Shared Vision;
- Challenge the Process;
- Enable Others to Act; and
- Encourage the Heart.

Facilitators asks group to return to the Supervisory Role Models worksheet that they completed earlier. Facilitator asks: what similarities do you see in your responses about your best supervisors and your role models and the Five Practices? Facilitator returns to the flip chart and highlights the ways in which



the qualities highlighted on their worksheets are directly related to the Five Practices.

Facilitator states that these Five Practices emerged as common to personal-best leadership experiences and may be helpful to you in your work as you strive to bring about positive outcomes for the youth and families with whom you work. Kouzes and Posner have found that leaders who use behaviors:

- are seen as being more effective in meeting the demands of their job,
- are more successful in representing their units to management,
- create higher performing teams,
- foster loyalty and commitment,
- increase motivational levels and a willingness to work,
- reduce absenteeism, turnover and dropout, and
- possess higher degrees of personal credibility.

One of the things that we found so appealing about their research is that they reject the idea that leadership greatness is limited to just a few people who have that special something or unique charisma – they firmly believe that leadership is about a relationship between those who aspire to lead and those who choose to follow.

Now that we understand that leadership is a relationship, we turn to what Kouzes and Posner call the *Ten Commitments of Leadership* (facilitator references the handout where ten commitments are highlighted in bold). Facilitator walks participants through the handout and highlights the Ten Commitments. Facilitator states the Ten Commitments give us insight into how we can translate the Five Practices into action and the way in which our actions directly impact the relationships that we have with those around us.

Facilitator refers participants to the Handout: Ten Tips for Becoming a Better Leader and reviews with the group. Facilitator also highlights the fact that the journey to achieving excellence in leadership is ongoing and states that learning how to enhance our leadership skills is an integral part of the journey.

Kouzes and Posner highlight the three ways that we learn: from experience, by example, and in formal educational settings. Facilitator refers participants to Handout: Learning How YOU Learn to Lead and reviews the three ways in which we learn. Facilitator states that we learn most of what we do by **experience** - by actually doing. Their central message is that you have to be willing to seek out opportunities in which you're challenged if you're going to increase your leadership skills. As you learn to lead by **example**, it's essential to seek out role models and coaches. Obtaining constructive feedback is an important part of learning how to become a more effective leader. Kouzes and Posner and point



out that you can learn from a not so great supervisor as well – just make sure that you think about their behaviors and style as that which you don't want to emulate. Finally, **formal education** is another way to develop your leadership skills. We're hopeful that you find the *Preparation for Adulthood: Supervising for Success* training to be one that gives you an opportunity to learn and actually try out some new skills in a "safe" space before you actually go back and try them out with your staff and colleagues.

In summary, facilitator states that you've received a lot of information about leadership and how to enhance your own leadership skills. Facilitator reiterates that leadership development is about developing oneself and is a lifelong journey. To get the most out of the process, Kouzes and Posner make some suggestions:

- To find a leadership mentor/coach/role model and ask that person to work with you to support your leadership development,
- To seek out, accept and trust the feedback you receive openly and willingly,
- To write a description of an ideal future for yourself, keep it in your daily planner and read it often,
- To identify goals for yourself and create a plan for achieving those goals, and
- To remember that exemplary leadership and credible leaders can and do make a difference in the child welfare system.

State now we are going to discuss how important it is to think about creating optimal learning experiences for your staff.



Activity Three: Promoting Optimal Learning

Objectives: Describe optimal learning factors and their relationship to adult learning theory.
Explain the principles of adult learning.
Describe two principles of adult learning theory and their relationship to educational supervision.

Time: 15 minutes

Materials: Flip chart
Markers
Index card
Article: *Enhancing Continuous Learning: Diagnostic Findings From Multiple Companies* by Scott I. Tannebaum – Human Resource Management, Winter 1997, Volume 36, No 4, Pp. 437 – 452.
Handout: Principles of Adult Learning

Facilitator Notes:

Facilitator introduces the idea of creating optimal learning experiences and environments. Ask participants to think about the learning experiences in their lives. What made it a great experience? Distribute index cards and have participants write down on the index cards, three essential ingredients to quality adult learning based on their memories of optimal learning. The lead in for each statement should be **People learn best**.... Facilitator breaks large group in pairs and asks them to talk among themselves. Facilitator asks the large group about the elements of optimal learning experiences and records them on the flip chart.

Refer participants to the Handout: Principles of Adult Learning and ask participants to compare and contrast the list on the flip chart of optimal learning factors.

Include the following in the discussion:

Adults bring life experience to the learning situation. It is important as supervisors to connect past life experiences to the learning. Be prepared that at times this may create some discomfort for staff if the new learning is in conflict with past experiences.

Facilitator states that staff comes with knowledge – it's about acknowledging their history, experience and knowledge and building on that. Facilitator highlights the fact that the same is true for youth in foster care. Facilitator should emphasize



the parallel process that is at work between supervisors and staff and staff with the youth and families with whom they work.

Your optimal learning experiences are also about learning by doing – not by just talking about the learning. It's about using yourself in a very different way.

Adult learning tends to be problem centered rather than subject centered, practical rather than theoretical. It is important to present the theoretical framework for new concepts as this creates grounding for staff. However, it is important that the theory be in the context of the problem at hand. Focus must be on the practical and applicable and should relate directly to the work functions.

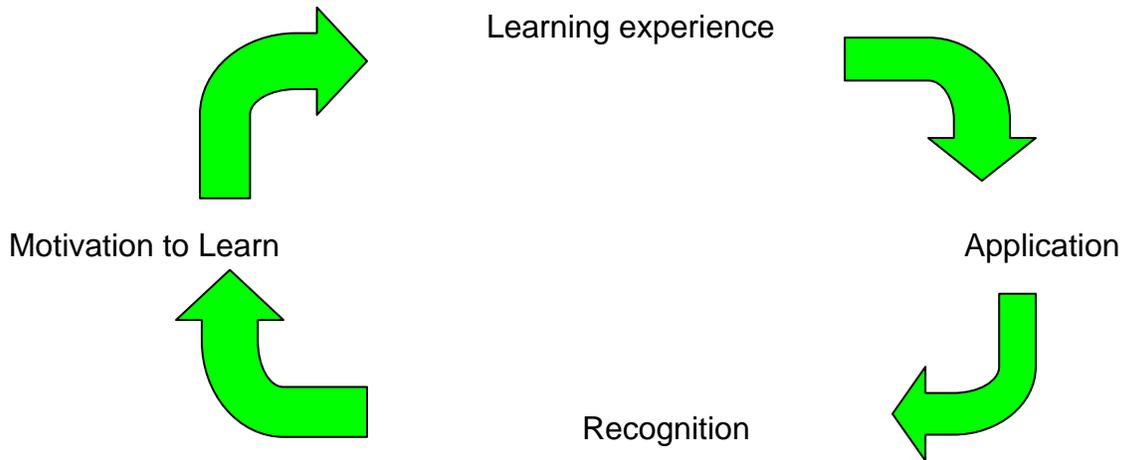
People learn by doing. It is important to remember the old proverb; "I hear and I forget, I see and I remember, I do and I understand." As supervisors it is important to remember this framework for learning, *tell, show, do*.

Facilitator references the Article: *Enhancing Continuous Learning: Diagnostic Findings From Multiple Companies* and points out that a positive learning environment is one in which:

- Individuals are aware of the big picture.
- Individuals are assigned tasks where they can apply what they have learned and where they are stretched and challenged.
- Mistakes are tolerated during learning and early application when individuals are trying new ideas and skills.
- Individuals are accountable for learning and performance expectations are high enough to necessitate continued, personal growth.
- Situational constraints to learning and performance are identified and minimized.
- New ideas are valued and encouraged.
- Supervisors and coworkers provide support allowing individuals to learn and attempt to implement new ideas.
- Policies and practices support the effective use of training.

State that according to their research, supervisors are really critical in the learning process, the integration of new learning as well as job satisfaction.

State that the continuous learning cycle is defined as:



Summarize the discussion on adult learning by asking the participants the initial questions asked at the beginning of this module. “Can you speculate why these principles and information about continuous learning would be important to child welfare supervisors?”

Now we are going to talk about the importance of understanding that people learn in different ways, which impacts one’s supervisory approach.



Activity Four: Understanding Learning Styles

Objectives: To appreciate how different learning styles impact supervisory practice.
To describe the three learning styles.

Time: 45 minutes

Materials: Flip chart
Markers
Neurolinguistic Communication Profile for each participant
(available from: HRDQ, 2002 Renaissance Boulevard #100, King of Prussia, PA. 19406-2756, 800-633-4533. *Neurolinguistic Communication Profile*, James P. Eicher, John E. Jones, Ph.D., William L. Bearly, Ed.D.)
Handout: Clues for Determining Preferred Modes of Communication

Source: *The Creative Prescription* developed by Joan M. Morse and Dorothy Ansell.

Facilitator Notes:

We also need to consider that we all have different learning styles. Optimizing learning is also about understanding our own learning style as well as that of the individuals with whom we work.

Facilitator disseminates the Neurolinguistic Communication Profile to each participant and allows participants fifteen minutes to complete the profiles. Facilitator circulates around the room providing assistance where necessary. After they have completed the profile, present the following information as an overview of Neurolinguistic Programming (NLP).

State that understanding how people learn is important in forming a relationship with any staff member.

Good communication is the key to any successful relationship. The communication process begins when we receive information from the world around us. We process the information internally and select words to best describe what we have processed. The field of study that describes the relationship between a person's thinking and his/her external communication is called Neurolinguistic Programming or NLP. (Neurolinguistic Communication Profile)



State that NLP was initiated by John Grinder, a linguist, and Richard Bandler, a psychologist, in the early 1970's. NLP is based on the idea that we experience the world through our senses. We use language to describe what we have experienced. Although we receive information through all five senses, we develop sensory preferences, which impact our preferences for different learning modalities. Most people prefer to receive information either visually, auditory, or kinesthetically.

Divide participants into pairs and ask them to look at their scored profiles and share with their partner how their profile relates to way in which they conduct supervision. Give participants five minutes to complete their conversations and lead a large group discussion sharing key learning points.

Note to Facilitator: Participants often have questions about the second part of the profile. The second section is about how you process information – serial versus parallel. Serial processors need to know the step by step process and go through things in a very linear manner. Parallel processors need to see the big picture.

As a supervisor, it is helpful for you to know what your own preferred method of receiving information as well as how your staff prefer to receive information. State that these learning modalities translate into specific teaching techniques.

Ask the group, If you are supervising a visual person, what are some of the ways that they might like to learn? If you're supervising a visual person, how would you structure your supervision? (Responses may include: give them something to read, provide agendas, things/reminders to post, mapping it out with a picture, creating a mind map). What about auditory learners? (Responses may include: leave phone messages rather than email, lots of talking and dialogue, talk it through – retell the story/experience etc.) What about kinesthetic learners? (Responses may include: make sure they're comfortable, role play demonstration, accompany them on field visits, and provide "toys" or manipulatives in your office).

Facilitator also highlights the need to pay attention to people's language as a way to gain insight into their learning and processing style. Visual people use words that are visual, "imagine what it would be like, do you see what I mean, can you picture what I mean, are you clear?" Auditory people use auditory words, "can you hear what I'm saying, listen to me, let's discuss this, talk to me, it sounds right." Kinesthetic people feel all the time – "can you feel me, do you have a handle on this, can you grasp what I'm saying?"

State that staff can help young people on their caseloads understand how they like to learn. Tell the group that there are many websites where you can get your



learning profile. Highlight the website, www.howtolearn.com. Again, thinking about the parallel process – supervisors can do this with their staff, and then staff can do this with the youth on their caseloads. This is particularly helpful to young people and foster parents with developing study skills and exploring career opportunities.

Refer participants to the Handout: Clues for Determining Preferred Modes of Communication. When working with staff it is important to establish rapport. To do this, we must be able to send information in the style of the receiver. In other words, we must be prepared to send visual images to the visually oriented people, auditory images to the auditory oriented, and kinetic images to the kinesthetically oriented.

Write the letters V,A,K on the flip chart and ask the group to think about working with a staff member to orient them to the organization’s adolescent policies and procedures. Think about the words you would use to orient a visual, auditory, and kinetic person. Record them on the flip chart under the appropriate modality. The list should look something like this:

| | | |
|-----------|-------|--------|
| V | A | K |
| See | Hear | Feel |
| Picture | Sound | Touch |
| Visualize | Ring | Handle |
| Look | Say | Grasp |
| Focus | Tell | Hold |

Explain to the group that there are some words that are neutral or unspecified like “understand.” Ask the group to use sensory words to determine if a new worker understands the new concepts being presented. For example, instead of saying do you understand what I mean? Ask the following: Do you see what I mean? Does that sound right to you? Do you have a grasp on ETV policy?

State that speech patterns also give us a clue to preferred modes of communication. Visual learners are fast paced talkers, auditory learners speak with inflection and kinetic learners have a slow speech pattern.

State that we are now going to experience the different speech patterns. Divide participants into pairs and have them think about their favorite vacation spot. State that each partner will be given an opportunity to tell their story using the three modalities in short two minute conversations. First, they are going to use the visual modality using visual words and speech pattern. Facilitator provides an example and then pairs begin their conversations. Facilitator calls time after four



minutes. Next, they use the same vacation spot and use the auditory modality. Facilitator provides an example and then the pairs again begin their conversations. Facilitator calls time after four minutes. Finally, they use the kinetic modality for the final conversations. Facilitator provides an example and then pairs begin the final conversations.

Ask the group, which modality was the easiest to use? Which was the most difficult? Which was the easiest to listen to? Which was the hardest to listen to?

Summarize by stating that we have examined how the principles of adult learning and knowledge of how learning styles impact on supervision. Now we will examine our leadership styles when developing and supporting workers.



Activity Five: Matching Supervisory Leadership Styles to Worker Readiness

Objectives: Describe the four styles of situational leadership.
Explain the relationship of situational leadership to worker readiness.

Time: 45 minutes

Materials: LEAD Self Leadership Style/Perception of Self
LEAD Directions for Self - Scoring and Analysis
Handout: Styles of Leadership

Facilitator Note: The Situational Leadership - LEAD materials are available through Organizational Learning Tools, Inc. PO Box 27, Exeter, New Hampshire, 03833. Telephone 1-800-742-7441.

Facilitator Notes:

We have explored adult learning principles and learning styles and how important they are in our role as educators. It is also important to understand that our effectiveness as educational supervisors depends upon our understanding, ability to predict and influence the behavior of our staff.

State that *Situational Leadership* is a model was originally developed by Paul Hersey and Kenneth Blanchard at the University of Ohio in 1968. "By spending time actually observing the behavior of leaders in a wide variety of situations, the Ohio State staff found that they could classify most of the activities of leaders into two distinct and different behavioral categories or dimensions. They named these two dimensions "initiating structure" (task behavior) and "consideration" (relationship behavior)." (Situational Leadership: A Summary developed by Paul Hersey)

The model is based on the amount of direction (task behavior) and the amount of socio-emotional support (relationship behavior) a leader must provide given the situation and the level of "readiness" of the staff member. The recognition of task and relationship as two critical dimensions of a supervisor's behavior has been an important part of management research over the last decades. These two dimensions have been given various labels ranging from "autocratic" and "democratic" to "employee oriented" and "production oriented."

Define **task behavior** as the extent to which a supervisor/leader engages in one-way communication by explaining what each follower is to do as well as when, where, and how tasks are to be accomplished.



Define **relationship behavior** as the extent to which a leader engages in two-way communication by providing socio-emotional support, “psychological strokes,” and facilitating behaviors.

Define **level of readiness** as the ability and willingness of a person to take responsibility for directing his/her own behavior. These variables of readiness should only be considered in relation to a specific task to be performed. People tend to have varying degrees of readiness depending on the specific task, function, or objectives that a supervisor/leader is attempting to accomplish through their efforts.

Ask supervisors to think about an experienced worker who may be at a high level of readiness for developing rapport and working with families but may not demonstrate the same degree of readiness in developing and completing the written assessment instruments. As a result, it may be quite appropriate to provide little direction and help on engagement and intervention skills, yet provide more direction and supervision over the worker’s written assessment skills.

State that a basic premise of Situational Leadership is that as the level of readiness of the worker continues to increase in terms of accomplishing a specific task, the leader should begin to reduce task behavior and increase relationship behavior. There is no best style of leadership; any of the four basic styles may be effective or ineffective depending on the situation in which they are being applied.

Distribute Handout: *Styles of Leadership* and review the four basic styles of leadership as follows:

Directing; For people who lack competence but are enthusiastic and committed.

The supervisor provides specific instructions and closely supervises task accomplishment

Explaining: For people who have some competence but lack commitment.

The supervisor continues to direct and closely supervise task accomplishment, but also explains decisions, solicits suggestions, and supports progress.



Participating: For people who have competence but lack confidence or motivation.

The supervisor facilitates and supports worker's efforts toward task accomplishment and shares responsibility for decision making with them.

Delegating: For people who have both competence and commitment.

The supervisor turns over responsibility for decision-making and problem-solving to the worker.

State that now we are going to learn more about ourselves in terms of our leadership style. Distribute the LEAD SELF and LEAD DIRECTIONS to participants and allow 15 minutes for completion. Instruct participants to be sure to respond to the inventory as how you "would" react not how you think you "should."

Note to Facilitator: It is important for the facilitators to be available to participants as they may experience difficulty in scoring the profile. Remind participants that the inventory is about thinking more intentionally about timing your interventions to the "worker" and being able to assess their readiness.

Ask participants if they were surprised by their inventory results. Discuss the results and elicit feedback and responses to the inventory. The inventory is intended to give you insight into your own behavior.

Ask participants to identify four situations with workers that they are currently supervising or have supervised in the past. Divide participants into dyads and have them share which leadership style they used and why. Give partners ten minutes to discuss their situations. Ask for a volunteer to share their supervisory situation and leadership style. Use the following questions to increase participation:

- What was the level of readiness of the worker in the situations?
- What leadership style did you find yourself using? Why?

Summarize this module by stating that as educational supervisors it is important to examine our leadership styles in developing our staff. It is also essential to assess the level of readiness of our staff and be flexible in our leadership interventions.



Activity Six: Developing Worker Commitment

Objectives: To integrate new learning around strategies for effective supervision.

Materials: Flipchart
Markers
Legos
Blindfolds

Time: 45 minutes

Facilitator transitions into next activity by telling the group that we are going to integrate the new learning from our time together. During this activity, participants need to think about how they will create optimal learning environments, gain trust and staff commitment, as well as assess worker readiness for the task at hand.

Facilitator asks group members to clear their places and puts them into pairs. In each pair, decide who will be the supervisor and who will be the worker. During this activity, supervisors will be focused on supporting the worker with completing the task. Think about how you will encourage your new worker and relax resistance.

Facilitator asks each pair to decide who will play the worker and who will play the supervisor. Once the roles are chosen, ask the supervisor to interview the worker focusing on what they learned about themselves during the NLP profile. Give them five minutes to conduct the interview and begin to develop rapport. Pose the following questions for each role during the simulation:

- Supervisors: How did you create a learning environment to build your relationship with the worker and get commitment from them? How did you use the principles of adult learning and learning styles during the simulation?
- Workers: Did you find that the supervisor created a optimal learning environment for you? Did you get the kind of help you needed? If yes, what was it? If no, what kind of help would you have liked?

Facilitator distributes blindfolds and asks that workers be blindfolded. Facilitator then distributes bags of Legos to each supervisor. Facilitator instructs supervisors to work with their workers to use the Lego's to build the picture in their packets. The pairs are given ten minutes to complete the task.



Facilitator debriefs activity by asking how the activity worked in terms of creating optimal learning environments and taking into account information around learning styles, leadership, adult learning, and situational leadership. Debrief questions for the supervisory role may include:

- How did knowing about the worker's learning style change the way in which you helped them complete the task?
- How did you create an optimal learning environment?
- How did you create a shared vision?
- How did you handle the fact that your worker was at a beginning stage of readiness?
- How did you build trust and engage your worker's commitment? Was it easy or difficult?
- How did you feel during the activity?
- Did you have to adjust your approach or strategy based on your worker's performance?

For worker role, you may ask:

- Did you get the help you needed?
- What was helpful/not helpful?
- How did your supervisor engage you in the task?
- How are you feeling now? How did you feel during the activity?
- If you had been the supervisor, would you have done anything differently? If so, what?

In this activity, reinforce that it's about commitment and trust. It's not just about compliance because people can be very compliant without trusting. Without trust, it will be incredibly difficult to accomplish shared goals. Facilitator also highlights the importance of setting context and understanding the big picture. Ask the group, how many workers knew what they were building? The more information that people have about themselves, the more equipped they are to carry out their responsibilities.

Now we are going to look at how to promote transfer of learning for both supervisors during this experience and for worker's attending professional development activities.



Activity Seven: Promoting Transfer of Learning

Objective: Describe strategies for assisting in transfer of learning.

Time: 20 minutes

Materials: Sample On-the-Job activities
Handout: Action Plan

Facilitator Notes:

State the following “on-the-job” training is one of the most important functions of the supervisor’s educational role. Most supervisors understand the importance, but sometime fail to use it to use it to its full advantage. The impact of on-the-job training is maximized when it is utilized to support, enhance, and promote transfer of learning from agency training. Likewise, the impact of agency training is maximized when combined with on-the-job training.

Acknowledge that on-the-job training is not new to the field of child welfare. Most on-the-job training has happened in an informal way for years. Think back to when you first became a worker, what are some of the ways you learned the functions of your job? Supplement the discussion with observing an experienced worker, reviewing case records both open and closed, observing a court hearing, and role playing with your supervisor.

State that the third phase of the *Preparation for Adulthood – Supervising for Success* model is integration. We have developed a series of on-the-job training activities for you to do with your staff in order to integrate the materials from each learning circle back to the workplace. Most of these activities were developed by supervisors participating in the pilot training.

State that today’s training provides the supervisory context for the next five learning circles. Think about your role as an educational supervisor – how will you supervise your staff in this context? Ask participants to think about the following: when I go back to work, how am I going to use these new tools to develop my staff?

State that after each learning circle, we are going to develop action plans and share them with the group. These action plans will help us identify the new knowledge, skills, and attitudes acquired during the learning circle experience.

Distribute Handout: Action Plan and ask each participant to complete their plan. Give them five minutes and ask for a volunteer to share his/her action plan. State



that each time we reconvene one of our learning circles, each group member will be asked to provide the group with an update of his/her plan.

Note to Facilitator: In order to keep track of the participant's action plan it is important to either make a copy or take notes so when you reconvene you can have them provide plan updates.

Distribute the training evaluation.