

Module I: Administrative Supervision Agenda

Day 1

8:30 – 10:00	Introductions and Housekeeping
10:00 – 10:15	Break
10:15 – 10:45	Agency Mission, Vision, & Philosophy
10:45 – 11:30	Self-Awareness
11:30 – 12:00	Management and Organizational Theories
12:00 – 1:00	Lunch
1:00 – 2:00	Management and Organizational Theories <i>continued</i>
2:00 – 2:45	Power
2:45 – 3:00	Break
3:00 - 3:45	Transitioning from Peer and Worker to Supervisor
3:45 - 4:00	Personal Reflection

Day 2

8:30 – 10:30	Supervisor as Advocate
10:30 – 10:45	Break
10:45 – 12:00	Supervisor as Change Agent
12:00 – 1:00	Lunch
1:00 – 2:15	Supervisor as Data Analyst
2:15 – 2:30	Break
2:30 – 3:45	Supervisor as Data Analyst <i>continued</i>
3:45 – 4:00	Personal Reflection

Day 3

8:30 – 10:00	Supervisor as Recruiter
10:00 – 10:15	Break
10:15 – 12:00	Supervisor as Recruiter <i>continued</i>
12:00 – 1:00	Lunch
1:00 – 2:00	Supervisor as Performance Monitor
2:00 – 2:15	Break
2:15 – 3:30	Supervisor as Performance Monitor <i>continued</i>
3:30 – 4:00	Personal Reflection, Wrap up, & Evaluation

Module I: Administrative Supervision

Training Competencies & Learning Objectives

Competency 1:

Communicates agency mission, vision, and philosophy.

- a. Articulates the agency vision.*
- b. Describes how the agency vision manifests at the unit level.*

Competency 2:

Develops awareness of one's own attitudes, needs, and behavior and their effect on relationships within the agency. They may be similar or different than the organization's.

- a. Recognizes personal strengths and challenges.*
- b. Recognizes personal motivation.*
- c. Identifies personal, unit, and organizational values.*
- d. Understands how values impact administrative responsibilities.*

Competency 3:

Applies organizational and management approaches and philosophies to self and the agency for maximum management effectiveness.

- a. Defines common themes in management and organizational theories.*
- b. Articulates a personal understanding of management theory.*
- c. Understands sources of and own use of power.*
- d. Identifies the linkages between power and social motives.*

Competency 4:

Understands how to successfully transition from peer and worker to supervisor.

Competency 5:

Creatively and effectively advocates for clients and staff within and outside the agency.

- a. Describes the scope of relationships within and outside the agency.*
- b. Analyzes the quality of relationships within and outside the agency.*

Competency 6:

Has an awareness of and utilizes strategies that can facilitate introduction and management of changes in the workplace.

- a. Identifies the dynamics of change.*
- b. Describes the change process in terms of a recent change within the agency.*
- c. Describes strategies for improving change management within the agency.*

Competencies 7 & 8:

Applies a system for ensuring accountability to stakeholders for agency performance.

Appropriately uses data for decision-making and planning to ensure the proper focus on outcomes.

- a. Explains the purpose of an outcomes approach to practice.*
- b. Defines common terms used in outcome measurement.*
- c. Reviews reports containing WYCAPS data.*
- d. Interprets significance of data from Statpac reports to practice.*

Competency 9:

Participates in the recruitment, selection, and transition process.

- a. Explains the rationale for effective recruitment and retention.*
- b. Identifies entry-level competencies for caseworkers.*
- c. Describes common pitfalls in the interview process.*
- d. Explains a 'good' interview process.*
- e. Distinguishes appropriate interview questions.*
- f. Selects strategies for issues related to recruitment and retention.*

Competency 10:

Develops self-awareness of one's own attitudes, needs, and behavior and their effect on relationships within the agency. They may be similar or different than the organization's.

- a. Identifies employee performance problems.*
- b. Applies principles of progressive discipline.*

Module II: Educational Supervision Agenda

Day 1

8:30 – 9:30	Introductions and Housekeeping
9:30 – 9:45	<i>Break</i>
9:45 – 12:00	Learning Styles
12:00 – 1:00	<i>Lunch</i>
1:00 – 2:00	Individual Training Needs Assessment
2:00 – 2:15	Orientation for New Workers
2:15 – 2:30	<i>Break</i>
2:30 – 3:15	Stages of Worker Development
3:15 – 4:15	Transfer of Learning
4:15 – 4:30	Personal Reflection

Day 2

8:30 – 9:30	Supervisor as Mentor
9:30 – 10:30	Supervisor as Practice Expert
10:30 – 10:45	<i>Break</i>
10:45 – 11:45	Casework Jeopardy
11:45 – 12:45	<i>Lunch</i>
12:45 – 2:15	Constructive Feedback
2:15 – 2:30	<i>Break</i>
2:30 – 4:15	Coaching
4:15 – 4:30	Personal Reflection

Day 3

8:30 – 9:30	Understanding Emotional Responses
9:30 – 9:45	<i>Break</i>
9:45 – 2:00	Supervisor as Clinical Consultant
12:00 – 1:00	<i>Lunch</i>
1:00 – 2:00	Supervisor as Clinical Consultant (continued)
2:00 – 2:15	<i>Break</i>
2:15 – 3:30	Supervision Land
3:30 – 4:00	Personal Reflection, Wrap up, & Evaluation

Module II: Educational Supervision Training Competencies & Learning Objectives

Competency 1:

Understands and values diversity and different styles of perceiving, learning, communicating, and operating.

- a. Identifies characteristics of the adult learner.*
- b. Lists principles of adult learning.*
- c. Describes factors that influence learning styles.*
- d. Understands application of learning style principles to own learning style.*
- e. Applies learning styles to the development of learning plans.*
- f. Describes the new worker orientation modules.*

Competency 2:

Understands the value of a developmental approach to supervision and can adapt supervision style to worker's stage of development.

- a. Lists the significant factors within each stage of worker development.*
- b. Assesses staff for stage of worker development.*
- c. Describes supervision strategies for each stage of worker development.*

Competency 3:

Knows how to improve the transfer of learning from the classroom to the field.

- a. Lists the significant people and timeframes who participate in the transfer of learning process.*
- b. Describes driving and restraining forces that inhibit or contribute to the transfer of learning.*
- c. Applies transfer of learning strategies to a plan for workers who attend core training.*

Competency 4:

Understands the value and components of a mentoring program.

- a. Describes the impact of mentoring on the mentor and the mentee.*
- b. Identifies the components of a mentoring relationship.*

Competency 5:

Knows, can model, and teach necessary elements of statutes, rules, policies,

assessment, decision making, case planning, and case process to staff to facilitate the best possible case outcomes.

- a. *Differentiates between compliance and best practice standards.*
- b. *Identifies pertinent best practice and best policy issues for the outcomes of safety, permanency, and well-being.*

Competency 6:

Able to provide constructive feedback.

- a. *Distinguishes constructive feedback from praise or criticism.*
- b. *Describes the components of constructive feedback.*
- c. *Defines the formula for providing constructive feedback.*
- d. *Demonstrates constructive feedback.*

Competency 7:

Able to apply coaching techniques to supervision situations.

- a. *Describes coaching techniques.*
- b. *Lists appropriate coaching questions for various situations.*
- c. *Applies coaching techniques*

Competency 8:

Knows and can recognize when a worker's emotional responses and/or judgment interfere with the casework process and can empower the worker to identify and examine these issues.

- a. *Identify the rationale for templates.*
- b. *Identify their own, and their worker's templates that may impact case interactions.*

Competency 9:

Knows the value and components of proactive, structured supervision.

- a. *Differentiates between visual assessment tools.*
- b. *Identifies major components of ecomaps, genograms, and family maps.*
- c. *Describes the value of group case conferences.*
- d. *Identifies the format for group case conferences.*
- e. *Identifies the format for one-on-one case conferences.*
- f. *Describes the supervisor's role in applying proactive, structured supervision.*

Module III: Supportive Supervision Agenda

Day 1

8:30 – 9:30	Introductions, Scavenger Hunt & Use of Humor
9:30 – 9:45	<i>Break</i>
9:45 – 11:30	Supervisor as Motivator
11:30 – 12:30	<i>Lunch</i>
12:30 – 2:00	Supervisor as Counselor
2:00 – 2:15	<i>Break</i>
2:15 – 3:15	Supervisor as Counselor <i>continued</i>
3:15 – 3:30	Personal Reflection

Day 2

8:30 – 10:00	Supervisor as Burnout Prevention Specialist
10:00 – 10:15	<i>Break</i>
10:15 – 11:45	Supervisor as Team Leader
11:45 – 12:45	<i>Lunch</i>
12:45 – 2:15	Supervisor as Team Leader <i>continued</i>
2:15 – 2:30	<i>Break</i>
2:30 – 3:45	Supervisor as Team Leader <i>continued</i>
3:45– 4:00	Personal Reflection

Day 3

8:15 – 10:15	Supervisor as Conflict Manager
10:15 – 10:30	<i>Break</i>
10:30 – 11:30	Job Satisfaction
11:30 – 12:30	<i>Lunch</i>
12:30 – 2:00	Job Satisfaction <i>continued</i>
2:00 – 2:15	<i>Break</i>
2:15 – 2:30	Weaving a Cohort Web
2:30 – 3:00	Personal Reflection, Wrap up, & Evaluation

Module III: Supportive Supervision: Training Competencies & Learning Objectives

Competency 1:

Knows the value of Supportive Supervision.

- a. Describes the major components of Supportive Supervision.
- b. Differentiates it from Administrative and Educational Supervision.
- c. Describes the importance of humor in the workplace.
- d. Lists the rules.

Competency 2:

Knows how to motivate staff.

- a. Can effectively engage diverse groups of people in working together toward a common goal.
- b. Recognizes differing motivations amongst staff.
- c. Describes the components of a positive work environment.
- d. Describes the modes of empathy.
- e. Knows how to apply each mode of empathy.

Competency 3:

Able to recognize secondary trauma in self and others and implement strategies to address it.

- a. Defines secondary trauma, the indicators, risk factors, and possible causes.
- b. Differentiates between secondary trauma and other stress-related conditions.
- c. Knows self-care strategies to address secondary trauma.
- d. Describes SAFE-R model for debriefing secondary trauma situations.
- e. Demonstrates the ability to debrief secondary trauma situations in case examples.

Competency 4:

Able to recognize burnout and recommend interventions to address it.

- a. Defines burnout, the indicators, risk factors, and possible causes.
- b. Describes the supervisor's role in preventing burnout.
- c. Describes the concept of resiliency.
- d. Lists ways of encouraging resiliency in workers.

Competency 5:

Able to assess and improve team functioning

- a. Describe the benefits of having a work group that is cohesive.
- b. List guidelines for establishing a cohesive work group.
- c. Identify ways groups can increase their cohesiveness.
- d. Describe the stages of team development.
- e. Identify the characteristics of effective teams.
- f. Identify the common issues teams encounter as they work together.
- g. Describe the strategies for preventing and overcoming team issues.

Competency 6:

Able to identify and facilitate successful resolution of conflict.

- a. Assesses their own mode of conflict.
- b. Describes the different modes of conflict management and appropriate uses for each.
- c. Explains the "Getting to Yes" model for negotiation.
- d. Demonstrates conflict management in case examples.

Competency 7:

Able to apply strategies to increase the job satisfaction of workers and improve retention.

- a. Describes factors related to retention of workers.
- b. Describes the components of a reward system.
- c. Describes informal and formal rewards.
- d. Explains the steps for implementing a reward system.
- e. Demonstrates application of a reward system to workers on their unit.