

**Developing Supervisory Management Capacity**

**Training Overview**

This training is designed to shift the focus and skills of supervisors away from default case management to staff performance management. Training objectives are to build sustainable supervisory capacity to:

* Set clear expectations for performance
* Develop and maintain effective professional development plans for staff
* Monitor staff performance and provide frequent developmental performance feedback
* Build effective organizational teams
* Coach workload management strategies
* Employ data to track performance and outcomes, problem solve and set priorities

**Performance Leadership model of supervision**

**Purpose:**

A Performance Leadership Cycle is an important and successful practice framework for improving worker performance. The core practices are:

**Communicating Expectations:** The first step of performance coaching begins with understanding the expectations associated with job performance and being able to communicate clear performance expectations to staff.

**Assessing Performance:** The second step is assessing performance by tracking staff conformity with quantitative, qualitative and workplace expectations. This is done most effectively when there is mutual agreement with staff about the way information will be collected and how performance will be assessed.

**Feedback:** During feedback, staff is provided behaviorally specific information about their strengths and their challenges in meeting performance expectations. Feedback is both reflective, evaluative, and developmental. The feedback focuses on what is working well and opportunities for improvement and is linked directly to specified ways to maintain and to improve performance.

**Joining:** Joining is about fully involving staff in the work and engaging them as individuals in committing to the key competencies of the work, as well as the principles that underlie the work. In engaging staff, the supervisor will learn what workers view as their expectations in doing this work and join with them to create their own development plans.

**Quantity and Quality:** Supervisors help to keep a focus on the multiple and complementary requirements of doing work well, timely, and within the expectations of good practice and policy. A key responsibility of supervisors is to help staff set priorities so they can respond to both work requirements. Supervisors are most helpful to staff when they can demonstrate ways to manage the workload and can set reasonable expectations.

**Managing in the Middle:** This part of the Leadership Cycle focuses on the supervisory challenge of addressing the needs of both management and staff. The supervisor has a dual responsibility to know and communicate the expectations of the administration to staff, as well as to know and communicate the needs of staff upward to management. This involves knowing what the organization requires in order to function well and what staff needs in order to successfully meet those expectations.

1. **Working Agreement (social contracting)**

**Objectives of the training:**

* To be able to define and describe the steps of a Working Agreement
* To be able to describe how and when to use the Working Agreement
* To understand that a Working Agreement is the basis for all our contacts with families and their support system
* To be able to approximate the negotiation of a working agreement in classroom role play activities.
1. **Joining with Workers**

**understanding the STAGES OF WORKER DEVELOPMENT**

**Objectives of the training:**

* To be able to identify the stages of worker development
* To be able to identify the professional and emotional needs of workers
* To be able to communicate effectively with staff
* To be able to create a supportive work environment that promotes quality case work
* To be able to identify professional development strategies to support worker development
* To be able to implement worker development strategies that improve worker retention
* To be able to define and explore strategies which reduce the impact of secondary trauma on workers.

1. **Workload Management**

**Quantity and Quality and Managing in the middle**

**Objectives of the Training:**

* To be able to define the challenges of meeting quantity and quality needs of child welfare practice
* To be able to use formulating options methods as a supervisory tool
* To be able to set clear expectations with workers about both quantity and quality work requirements
* To be able to analyze the work flow of the unit to determine areas of needed change
* To be able to demonstrate and coach time management techniques to help workers improve their overall performance
1. **developing professional development**

**and Performance plans**

**Objectives of the Training:**

* To be able to assist staff to assess their own professional and performance developmental needs
* To be able to utilize the working agreement in shaping the development plan
* To be able to monitor the plan and adjust objectives as new goals are identified or performance and development lag
1. **Using Data to Inform Decisions**

**Objectives of the Training:**

* To be able to describe key data methodologies
* To describe the importance of using data to inform decision making
* To describe the importance of setting performance targets based in data.
* To identify from the data what is working well and what is not working.
* To apply data to create action steps to improve performance.
1. **Using Case and Unit Conferences to**

**Strengthen Staff Case Practice**

**Objectives of the Training**:

* To learn methods and techniques to improve case worker skills.
* To methods and strategies to create a safe environment to promote continuous learning through the unit meeting process.
* To be able to use the unit’s bright spots to promote peer learning.
* To learn methods and strategies that focus on strengthening relationships within the unit as a retention strategy.
* To be able to model the use of solution-focused questions in unit meetings which parallel the use of questions supervisors expect workers to use with families.
1. **Solution Focused Supervision**

**Objectives of the Training:**

* To recognize the origins and purposes of a solution-focused approach
* To identify various forms of Solution-Focused Questions
* To identify supervisory situations in which to use Solution-Focused techniques
* To apply Solution-Focused Questions in supervisory case conferences
* To recognize how using Solution-Focused Questions can help to create meaningful professional development plans with workers
1. **Engaging in the Development Feedback Process**

**Objectives of the Training**:

* To be able list the steps of the strength-based feedback process
* To know and be able to use feedback as an ongoing staff development method
* To be able to help workers self-assess and describe their performance or work place behavior
* To be able to use feedback as a step to revisit the working agreement
* To be able to use feedback as a step in the creation of a professional development plan
1. **Addressing Unsatisfactory Performance**

**Purpose:**

One of the most challenging roles of managers and supervisors is to engage in corrective conversations with workers. These conversations are difficult because they often feel (and often are) personal and uncomfortable. In this activity the trainers will engage participants in a conversation about their own interactions with staff struggling with poor performance, nonconformity with workplace standards or poor decision-making.

The training features a 10-step process which helps managers/supervisors set expectations clarify the developmental purpose of the feedback, connect the feedback to the working agreement, utilize objective findings of substandard performance and offer coaching as a support for performance improvement. Trainers will model the feedback process and provide classroom activities that permit participants to practice feedback. The 10-step process includes the following steps:

* Start with an effective working agreement
* Monitor expectations regularly (don’t let non-performance continue until it becomes egregious)
* Tie expectations to a larger purpose than just compliance (child and family outcomes, team cohesion, liability, etc.)
* Summarize the former working agreement
* Identify any staff strengths
* Be concrete in identifying performance improvement needs
* Provide an opportunity to staff to offer their own ideas for performance improvement
* Offer to coach where needed
* Development a plan that is measureable and has strategies that permit early success
* Monitor the plan and provide feedback regularly

**Objectives for the Training:**

* To be able to use the working agreement to initiate the feedback process
* The be able to use the 10-step process to facilitate a difficult conversation
* To be able to be able to design action steps which are mutually beneficial to the work and supervisor/manager