

What Is Supervision?

- Supervision is getting work done through other people.
- System of care supervision defines the work to be done in terms of the values and outcomes of the system of care.
- Supervision helps the staff carry out the agency mission

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Examples of how Supervisors can Change Systems

- Elkhart, Indiana: A 98% reduction in youth in out of county care, started by a frustrated Youth Services supervisor
- St. Paul, Minnesota: A 99% reduction in youth in long term residential treatment, started by a Juvenile Justice supervisor and a community team
- Tulsa, Oklahoma: Achieved a vibrant team which helped shape a state system, led by a Wraparound supervisor

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How did you become a supervisor?

- Shanghaied?
- Applied for it?
- Fell into it?
- ?

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Primary Method of Supervision

- Relationship-based supervision – I like you and you like me and together we get the job done
- Directive – Just your job!
- Delegator – Delegate major activities
- Skill focused – supervises to defined skills

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Your Strengths as a Supervisor!

- You have to know your own supervisory strengths and needs in order to be an effective supervisor
- Supervision is rarely taught to human services supervisors, but is most often learned through on-the-job experience
- What is your best quality as a supervisor?

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Primary Need as A Supervisor

- What do you need to or want to improve over the next six months or so?

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Agency Culture on Supervision

- Supports and celebrates supervision as a key part of agency success
- Train and support supervisors
- Has defined roles on supervision and defined expectations for supervisors
- Or, dominant leadership micromanages supervisors, does their job, agency supervisor role is minimized

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Sheila: A Fictional Employee

- Have you supervised a Sheila?
- How was the experience?
- Did you help him or her support the agency mission?

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Deficit-Based Supervision

- Supervision that finds and points out staff deficiencies, analyzes the flaws, and presents solutions to fix the problems.

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Strengths-Based Supervision

- ❑ Strengths-based, culturally competent supervision begins from the point of view that people hired to do a job want to help. It assesses the strengths and preferences, and culture of the employee and uses these assessments to shape the job and supervision of the employee.

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Role of Supervisor in Strengths-based, Culturally Competent Practice

- ❑ Model strengths-based, culturally competent practice with children and families
- ❑ Ensure staff have skills to provide strengths-based, culturally competent practice
- ❑ Support staff to provide strengths-based culturally competent services and support
- ❑ Advocate for strengths-based culturally competent practice from system partners
- ❑ Supervise staff using strengths-based culturally competent strategies

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Strengths-based culturally competent Supervisory Approaches

- ❑ Individualize job duties to utilize strengths of the employee
- ❑ Recognize strengths and in skills in a public way
- ❑ Identify strengths of employees and use them as mentors for new employees
- ❑ Celebrate successful completion of nonpreferred tasks
- ❑ Schedule preferred duties to follow nonpreferred tasks
- ❑ Recognize current performance and small improvement

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Impact of Strengths-based Supervision

- Increased individualization of work assignments
- Increased motivation and commitment of employees
- Increased job satisfaction of employees

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How to Assess Staff Strengths and Culture: Stay Legal!

- Create an office culture of sharing cultural information about each other, including issues of race, ethnicity, socio-economic background and related influences, family culture, but avoid direct questions
- Supervisors should model through sharing their own strengths and culture
- Supervisors should show respect for staff strengths and culture

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Statements to Sheila

- I think that you and I are in a power struggle over your time sheets. Have you had similar situations in other jobs that you have successfully dealt with? How?
- It looks like you like some parts of your job better than others. What are the parts of your job you like the most?
- I need to see beyond our current issue with the time sheets and talking about me to other staff to the "big picture" of Sheila. What are your plans for the future in the job area? Where do you want to be in five years?

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What we want with Sheila

- From “triggered” relationship-based supervision to caring and supportive skill-based supervision using strengths and culture of Sheila to address her needs in paperwork and communication skills.
- Her supervisor framed the emotional issue of her undermining supervision as a communication skill which is tied to Sheila’s vision for herself, instead of a character flaw in Sheila

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Fundamental Shift in Supervision Style

- Old -- Broad parameters of task, motivate new staff to get out there and figure it out, be available while they do that, deal with crisis as it arises, depend heavily on most experienced, competent staff
- New -- Proactive skill centered definition of task/job, coach staff (or use senior staff as coaches) to competency, use 90 day plans to take skills to new levels and motivate staff

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What Supervisor Said to Sheila

1. “I want to change the way I supervise you” -- “I have been way too triggered by our interactions, and took them personally”
2. “I want to view the time sheets and “talking about me” issue as skill needs, building on the many skills you possess, and help you do your current job at optimal levels and prepare you to reach your long range vision, whether it is here or in another job in the future.”
3. “Let’s spend our next supervision time defining what our ideal communication should be, and establish communication ground rules and skill goals.”

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Supervisor as Coach

- Small group coaching
- One on one coaching
- In-vivo or live coaching

Other methods of Small Group Coaching

- Supervisor leading discussions about skill issues
- Bring family members or other consumers to staff meetings to share their observations
- Supervisor asking staff to present examples for group to learn from
- Create a climate of open learning and support for excellence and high fidelity to standards within the field
- Supervisors sharing data with staff
- Supervisors dealing with system of care issues

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Skill and Task Definition

- How many of you have had jobs in human services where the skills and tasks of the job were extensively defined and trained, and you were supervised to those skills and tasks?

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Skills and Task Definitions

- Each skill/task is one or two sentences
- Ideally, one action described in each skill
- A skill group is a clear sequence of skills/tasks -- a group of skills to accomplish a defined case management task (for example, engagement)

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Example of skills

- The case manager includes a prioritized list of family and youth needs or concerns across life domains. (Skill 19 VVDB facilitator skills for strengths, needs, culture discovery)
- The case manager asks the family about their long range vision and includes the vision in the written SNCD. (Engagement level skills)

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Let's try one together....

Thinking about the last meeting with a family (discharge), what would be several key skills that a case manager should do?

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Let's try one together....

Discharge Meeting Skills:

1. Remind the family of the agreed on crisis plan (double check on posting).
- 2.

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For Sheila

- In pairs, review Sheila's situation. Try and define at least five key communication skills that Sheila seems to need to acquire in order to do her job at the "great" level. (20 minutes). Remember to have the skills/tasks focus on one behavior at a time, be specific, and stay strengths-based, do a check-in with cultural fit for Sheila...
- Be prepared to present the plan to the large group. We will discuss how best to ensure that Sheila has the skills...

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Skills for Integration

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Communication

1. Hear and tolerate feedback, listen and be able to repeat back instructions
2. Demonstrate professional body language
3. Use feedback to improve communication between us, share mutual triggers
4. Needs to directly identify and express her needs to supervisor
5. Go from good to great in area of mentorship of new staff: role model strengths of a positive team.
6. Understand her role in office culture: Be supportive of role of supervisor and the agency

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Strategies for Strengths-based Collaboration and Integration

- Understand the mandates, rules and missions of system partner agencies
- Do strengths discovery on system partners
- Build up and celebrate the strengths of system partners
- Engage people around their strengths

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Quarterly Development Plans

Every 90 days, take 5-10 minutes to:

- Review past 90 day plan
- Ask staff what their own 90 day goal is
- If your 90 day goal is different, share your 90 day goal with the staff (ideally, develop these together)
- Express the goals in measurable terms and set plan to implement and monitor goals.

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A Way to Fire People

Most firings are over loss of productivity, or not producing key things such as hours, reports, paperwork, etc.

Step 1: Clearly and measurably (and fairly) set the product expectation, and set a time line.

Step 2: If the product is not completed (and there is no valid reason) set a new time line that is 50% shorter. If there is a valid reason, repeat step #1.

Step 3: Repeat #2, reduce timeline by half

Step 4: Repeat #2, reduce the timeline in Step 3 by half again. □ (By now, they either quit or firing is totally justified)

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