

## MAINE OFFICE OF CHILD AND FAMILY SERVICES OUTLINE OF SUPERVISORY ACADEMY\*

There are four primary areas of professional development in terms of level of experience of the Supervisor or potential Supervisor, beginning with pre-supervisor and going through pre-manager.

**Pre-Supervisor Preparation:** Any caseworker or other staff member who is considering becoming a supervisor may explore the expectations and responsibilities of this role by participating in trainings offered at this level. Intended to identify and begin to develop those skills needed and to increase knowledge of child welfare in the broader world of social services/social work and of the supervisory role, the workshops are:

- Reflective Practice (Kolb and emotional intelligence)
- Advanced Facilitation
- Mentoring

Information about licensing requirements also needs to be provided.

**New Supervisor Training:** Training required by OCFS (through CWTI) and DHHS (through SETU) of all new child welfare supervisors in the first two years on the job. This includes:

- Orientation for New Supervisors (CWTI) (1 day offered quarterly as preparation for Supervisory Enhancement training)
- Supervisory Enhancement Training (CWTI) (two 2-day workshops using Tony Morrison Curriculum)
- Screening, Hiring and Evaluating Staff (CWTI) (2 days)
- Using Data in Supervision (CWTI) (1 day)
- Managing in State Government (SETU) (2 days)
- Administrative responsibilities for legal issues such as sexual harassment and domestic violence in the workplace, workers compensation, FMLA, ADA, EEO, Injury Reports, ergonomics, cultural diversity (SETU)

An orientation checklist for new supervisors needs to be developed as work aid.

**Experienced Supervisor Training:** This is the training intended for those supervisors seeking to increase their professional knowledge and status and who desire to achieve Certification.

- ***Pre-requisites:*** Supervisor who has completed probation and is in good standing and has permission of the District PA; assumed to occur after one full year as a supervisor.
- Completion of the required training for New Supervisors listed above.

**Certificate Program:** Academy's Core Training to consist of 10 days of training and on-the-job learning experiences resulting in a Certificate.

- Overview (1 day) – role of the Supervisor, how this is different than casework, the Big Picture of Child Welfare, Supervisory Academy process, self-assessment and development plan
- ***Managing Yourself as a Supervisor*** (2 days) – Reflective Practice (self-awareness, learning style, conflict response, Myers Briggs, using the Kolb Cycle). Impact of values, experiences (life and work), ethics on supervisory style. Self care. Time management. Seeking supervision and feedback from staff and peers; flexibility and accepting change;

self control. Praxis – learning in action. Competencies of Empathy, Self-control and Self-confidence.

- **Managing Your Team (2 days)** – Managing both individuals and the team as a whole. Assessing your team. Developing a team/positive work environment: positive relations, building trust, redirecting workers. Transfer of learning. Coaching strategies. Retention techniques. Team leadership. Conflict resolution. Holding team and individuals accountable. Shared vision or mission. Competencies of Developing Others, Holding People Accountable, Team Leadership.
- **Managing for Results (2 days)** – The use of data and issues of accountability, including information on what are some best supervisory practices based on research findings. Use of Data (qualitative, quantitative, process) – relationship to environment – using data for continuous improvement. Managing the caseload. Monitoring quality and performance. Competencies of Results Orientation, Initiative, Problem Solving.
- **Managing Up, Down and Sideways (2 days)** – Influence Strategies and Spheres of Influence, Communication Skills and Effective Presentations, Supervisor as a change agent and advocate for staff, Positive relationships, Conflict Resolution, Supervisory Team, Communicating with District and Central Management, Managing Relationships with Collaterals and the Community. Competencies of Influencing Others, Fostering Teamwork.
- **Putting It All Together (1 day)**

**Performance requirements:** In addition to the training, participants would engage in a number of structured activities on the job. Examples include the following:

- **Case Review:** Meeting with caseworker to be videotaped and assessed by trained assessors (PA and others)
- **Written Self-assessment:** Self-assessment of videotape performance and/or other supervisory competencies
- **Unit Outcomes:** Outcomes under ASFA and PIP within acceptable range, for example, set a number of staff to meet outcomes, demonstrate improvement on unit performance if unit is below state targets
- **Group Facilitation:** Facilitation of Family Team Meeting or other group to be videotaped and assessed.
- **360 Degree Assessment:** Structured competency-based feedback from supervisor, colleagues and staff

**Certification:** Certification would be based on demonstrated mastery of core supervisory competencies rather than simply completion of required training. The process needs to be fair with protections against subjectivity in assessment, while also fostering an environment of self- and other-assessment. The goal of the process is to ensure a standard of performance meriting certification. Assessment will be conducted jointly by PA and a second party (e.g. a PA from a different district, an APA, or other trained assessor). Training and mentoring staff will serve as resources and advisors rather than as assessors, but may facilitate the process. Following are the proposed standards:

- Completion of core required training (i.e. attendance at required proportion of training, class participation, demonstration of competencies in class, etc.).

- Completion of performance requirements (i.e. satisfactory performance as determined by assessors).
- Completion of other self-assessment and self-development activities as identified in personal development plan).

Supervisors would participate as a cohort in the certificate program. Workshops would be offered quarterly. A new cohort would begin each year.

**Leadership/Pre-Manager Training:** Not limited to supervisors with certification, but limited to as least second year supervisors. The purposes:

- Increase supervisory skills
- Increase awareness of the work done on a statewide level, with the Federal Department (why do we need a PIP and how to develop one instead of being in the role of meeting determined individual goals), quality assurance
- Increase awareness of opportunities and responsibilities in the next level of management and in central office overseeing work on another level (not case, or worker, or unit specific)
- Develop skills for representing the department in the community (on an other than case level) and working with other systems; workgroups; collaboration
- Program and policy development

Mentoring and Coaching: All levels can participate in Mentoring and Coaching through the Supervisory Enhancement Initiative (SET) an individualized program offered in the District Offices.

---

\*From materials developed by Child Welfare Training Institute, a Collaborative Agreement between Maine Department of Health and Human Services and Muskie School of Public Service, University of Southern Maine. Funded by Grant #90CT112/02, US-DHHS Administration for Children and Families, Children's Bureau.