

WORKSHOP DIRECTORY PAGE

TITLE: Supervisor Training Series

Module 4: Managing Diversity Through the Employment Process

COMP. #: 543

NO. HRS: 6

DATE: Final: June 2012

COMPETENCIES:

543-2 The Supervisor is aware of his/her own cultural background, including values, beliefs and traditions; understands how these may be different from those of his/her supervisee; and recognizes ways in which an "ethnocentric" perspective can impact his/her ability to manage and supervise staff from different cultural groups.

543-3 The Supervisor is able to establish positive supervisory relationships with supervisees from different cultural backgrounds.

QUALITY SERVICE REVIEW PRACTICE PERFORMANCE INDICATORS

Practice Indicator 3: Cultural Awareness and Responsiveness

LEARNING OBJECTIVES:

Participants will be able to:

- Define the supervisory role in managing diversity and creating inclusive environments in the workplace;
- Explore work group issues related to culture; and
- Identify methods to increase effective intercultural communication.

RELEVANT LAWS, REGULATIONS, AND BULLETINS, etc

- *Adoption Assistance and Child Welfare Act of 1980: Public law 96-272.*
- *Americans With Disabilities Act Of 1990. P.L 101-336.*
- *Civil Rights Act. P. L. 88-352.*
- *Equal Employment Opportunity. Section 2000E-4*
- *Equal Pay Act. 29 USC 206(d).*
- *The Pregnancy Discrimination Act of 1978. P. L. 95-555.*
- *Pennsylvania Department of Labor and Industry. (2009). Laws. Harrisburg, PA*

CALENDAR SUMMARY:

Culture and diversity lead to culturally-sensitive practice. Child welfare supervisors, managers, and administrators set the tone for provision of quality services to children and families. These services must take place in an inclusive organizational climate for consumers and child welfare staff that acknowledges and affirms the unique perspective of each individual. Specific elements of diversity to be addressed are age, cultural, ethnic, racial, gender, and disabilities. This workshop will address development of culturally proficient organizations, communication, and ongoing diversity plans, emphasizing the need for strength-based engagement in the spirit of continuous quality improvement.

TARGET AUDIENCE:

This training is intended for newly appointed child welfare supervisors and managers in public and private agencies, both at the local and state level.

EXPECTATIONS OF THE TRAINER:

The trainer must have experience as a child welfare supervisor, manager, and/or administrator and as an approved trainer with the Pennsylvania Child Welfare Resource Center who has met the requirements to train this particular curriculum. The trainer must be culturally competent and knowledgeable; and skilled in issues and concepts of child welfare practice, supervision, and administration. This includes an awareness of current trends in social services and current knowledge of child welfare issues that have an impact on children, youth, and families as well as the child welfare system.

The trainer must have experience in effectively conducting training workshops, including facilitating small and large groups, guiding and processing activities, and delivering lecture material.

The trainer must have an understanding of the Pennsylvania Child Welfare Resource Center and all workshops included in the *Supervisor Training Series* to be able to connect prior learning to the content in the course.

The trainer must have a working knowledge of the laws, regulations, and other mandates that dictate child welfare practice, including the Child and Family Services Review and the Adoption and Safe Families Act, and resources that guide best practice, including Lawrence Shulman's Interactional Helping Skills and Berg and Kelly's Strength-Based, Solution-Focused approach. A familiarity with Pennsylvania's Continuous Quality Improvement (CQI) process, including the DAPIM™ framework and the Quality Service Review protocol is necessary.

MATERIALS NEEDED FOR THE WORKSHOP

- Sign-in sheets
- 8-1/2 X11" card stock in yellow, pink & green (for name tents), one per participant
- Colored markers
- Flip chart paper
- Flip chart stands
- Masking tape or blue tape
- Scissors
- Laptop, LCD projector and screen
- 18-20 Sentence strips (lined flip chart paper) cut to 3" x 24"
- Colored dot stickers, 2 per participant of two different colors
- Diversity Task Force brochures (1 for each participant)
- **Trainer-Prepared Flip Chart: WIIFM**
- **Trainer-Prepared Flip Chart: Parking Lot**
- **Trainer-Prepared Flip Chart: Generations**
- **Trainer-Prepared Flip Chart: Silent/Traditionalist**
- **Trainer-Prepared Flip Chart: Baby Boomer**
- **Trainer-Prepared Flip Chart: Generation X/Baby Buster**
- **Trainer-Prepared Flip Chart: Generation Y/Nexter**
- Evaluation Forms
- CD
- DVDs
- **PowerPoint Presentation**
- **Handouts**
- **Appendices**
- **Table Resources**
- **Posters**
- ***Supervisor Training Series (STS) Trainer Resource Manual***
- ***Charting the Course Reference Manual***

LIST OF HANDOUTS:

* If handouts are being provided in packets, keep separate **Handout #1: 543: Supervisor Training Series: Module 4: Managing Diversity Through the Employment Process** (PowerPoint Presentation), **Handout #2: Name Tent Instructions**, and **Handout #10 (Generational Chart)**. Print **Handouts #6 and 7 in color**.

1. **543: Supervisor Training Series: Module 4: Managing Diversity Through the Employment Process (PowerPoint Presentation) (16 pages)***
2. **Name Tent Instructions (1 page)***
3. **Learning Objectives and Agenda (1 page)**
4. **Idea Catcher (2 pages)**
5. **Practice Performance Indicator #3: Cultural Awareness and Responsiveness (1 page)**
6. **Race Matters (2 pages) (Print in color)***
7. **Four Layers of Diversity (1 page) (Print in color)***

8. Analyzing Your Diversity Filter (1 page)
9. The Big Picture (1 page)(On 8.5"x14")
10. Generational Chart (4 pages)*
11. Definition of Disability (1 page)
12. Reflective Thinking Questions (1 page)
13. Assessing Your Skills in Managing Diversity (2 pages)
14. Enhancing Communication Skills (2 pages)
15. High/Low Context Characteristics (1 page)
16. Cultural Competency Development (2 pages)
17. Steps on the Road to Cultural Proficiency (1 page)
18. Action Plan (1 page)
19. References (7 pages)

LIST OF APPENDICES:

1. Instructions for the Human Dimensions Activity (1 page) (1/3 the number of participants)

LIST OF POSTERS:

1. Definition of Culture (1 page)
2. Diversity (1 page)
3. Practice Performance Indicator #3 (1 page)
4. Cultural Competence Continuum (1 page)
5. Five Dimensions of Human Activity (1 page)
6. DAPIM™ (1 page) (Already in Training Rooms)

LIST OF TABLE RESOURCES

1. At-a-Glance Summary of QSR Indicators – Version 3.0 (1 copy per table)
2. Supervisory Techniques (23 pages) (enough for half the number of participants)

LIST OF CDS:

1. Various Eras Music (5 minutes, looped)

LIST OF DVDS:

1. *Test Your Awareness: Do the Test*
2. *Culturally Speaking: High Context and Low Context Cultures*

LIST OF PRE-WORK:

1. **Pre-work letter and instructions (3 pages)** (send with Confirmation Letter in addition to one copy per participant in the trainer box)

CE CREDITS ASSIGNED:

CE Credit: 6 hours.