

Review

Kadushin defines a social work supervisor as an agency administrative staff member to whom authority is delegated to direct, coordinate, enhance, and evaluate on-the-job performance of the supervisees for whose work he (or she) is held accountable.

As such, the supervisor performs administrative, educational, and clinical functions in interaction with the supervisee in the context of a positive relationship. The ultimate objective is to deliver the best possible service in accordance with agency policy and procedures.

Source: *Interactional Supervision* by Lawrence Shulman, 2010

Review (continued)

Lawrence Shulman refers to the parallel process in which a supervisor models a view of helping relationships through his or her interaction with staff. The way the supervisor demonstrates the helping relationship with workers will influence the manner in which workers relate to clients. More is “caught” by staff than “taught” by the supervisor.

Source: *Interactional Supervision* by Lawrence Shulman, 2010

Review (continued)

Peggie McIntosh proposes that supervisors should maintain a “Dual Feeling of Fraudulence.” A supervisor who maintains these dual feelings may maintain “We must not let them make us feel like frauds.”, while at the same time maintains a commitment to “spot fraudulence in the roles we are asked to play.”

Review (continued)

Lawrence Shulman notes that there are three elements to the working relationship:

- Rapport – the general ability to get along
- Trust – the ability of the worker to be open with the supervisor and to share mistakes and failures, as well as successes
- Role – the function played by the supervisor with the worker and the availability of the supervisor

Source: *Interactional Supervision* by Lawrence Shulman, 2010

Review (continued)

In his approach to helping individuals, families and groups, Lawrence Shulman uses time as an organizing structure. In this structure, the work is divided into consecutive segments. The process can be traced through a series of phases from beginning to end. The phases are:

(1) preliminary or preparatory, (2) beginning, (3) work, and (4) endings and transitions.

Source: *Interactional Supervision* by Lawrence Shulman, 2010

Review (continued)

The Child and Family Service Review addresses outcomes in three areas:
safety, permanency, and child and family well-being.

Review (continued)

The three requirements for effective learning are:

- ✓ The learner must have a stake in the outcome.
- ✓ The learner must be actively involved in the investigation of ideas, building his or her own models of reality.
- ✓ The learner must have structured opportunities for using information presented.

Source: *Interactional Supervision* by Lawrence Shulman, 2010

Review (continued)

To be effective, feedback should be:

- ✓ Balanced
- ✓ Specific
- ✓ Objective
- ✓ Relevant to goals
- ✓ Understandable
- ✓ Participative
- ✓ Comparable
- ✓ Actionable
- ✓ Hierarchical

Source: *Building Protective Partnerships: A Training Outline by the Pennsylvania Child Welfare Competency-Based Training and Certification Program.*

Review (continued)

Lawrence Shulman describes four key skills in the beginning phase of work:

- The supervisor sharing his or her sense of purpose;
- Describing the supervisor's role;
- Eliciting feedback from the workers on their perceptions; and
- Discussing the mutual obligations and expectations related to the supervisor's authority.

Source: *Interactional Supervision* by Lawrence Shulman, 2010

Review (continued)

Markers of Effective Questions are:

- Open ended
- Strength-based solution-focused
- Thought provoking
- Challenging
- Provide perspectives (slow down)
- Clear
- Concise
- Leads to thinking about what is best for children, youth, and families
- Leads to follow up questions
- Purposeful
- Single question
- Avoids “why” in an accusatory way
- Get to the facts of the case to back up opinions
- Not leading
- Empowering
- Geared toward teaching and strengthening of practice and outcomes

Source: Office of Children, Youth, and Families. (2011). *Enhancing Critical Thinking: A Supervisor’s Guide*.

Review (continued)

A vision is a statement of a desired future state for an organization and society at large.

By communicating the agency's vision regularly to those inside and outside of the organization, supervisors help to assess their staff's and stakeholder's understanding of how the agency impacts clients, as well as their agreement with the vision.

Source: American Public Human Services Association, 2009

Review (continued)

A mission statement is a statement of what you do to help contribute to making the vision come true.

There are three issues that must be considered whenever the mission of the system is discussed:

- Its “fit” within the larger environment.
- Its “clarity” by all the key stakeholders responsible to and for the system’s functioning.
- The “commitment” of all key stakeholders to act in ways that fully actualize the mission in day-to-day practice. We need to continually ask, “are we behaving in appropriate ways that demonstrate our commitment?”

The understanding of and commitment to the mission is the primary driver of successful priority setting, cooperation, and agreement among unit members. Lack of consensus in this area creates tensions that negatively affect all the other variables.

Review (continued)

State that all organizations, no matter how large or small, require basic elements to survive and grow. They are strategy, inputs, performance capacity, performance actions, outputs, outcomes, internal feedback and external feedback. These elements must operate in balance for an organization to operate effectively. One of the primary responsibilities of supervisors and managers is to make sure the entire system is working effectively.

Source: American Public Human Services Association, 2009

Review (continued)

Continuous quality improvement is defined as “the ongoing process by which an agency makes decisions and evaluates its progress.”

(Source: National Resource Center for Organizational Improvement and Casey Family Programs)

Pennsylvania’s CQI process is using the American Public Human Service’s Association’s (APHSA) DAPIM™ model.

DAPIM™ is a step by step model of quality improvement. APHSA’s DAPIM™ model outlines five main steps: Define, Assess, Plan, Implement and Monitor, to facilitate and sustain change.

Review (continued)

Outcomes are:

- Mission-critical
- Specific
- Measurable
- Observable
- Behavior-oriented
- Results-oriented rather than stating output

Review (continued)

Outputs are what get measured to help determine if an agency is reaching its outcomes.

Examples of outputs are indicators and benchmarks. The Child and Family Review tool and the Pennsylvania Quality Service Review Protocol provide supervisors with indicators that support the achievement of safety, permanency and wellbeing outcomes.

Review (continued)

Pennsylvania's Child Welfare Values of:

- Service Excellence;
- Honesty;
- Accountability;
- Respect;
- Engagement; and
- Diversity.

and

The Practice Principles of:

- Child, Youth, & Family Engagement;
- Strength-Based Approach;
- Collaboration/Integration;
- Cultural Awareness/Responsiveness;
- Staff Development; and
- Organizational Commitment

informs the **Pennsylvania's Quality Service Review Protocol.**

Review (continued)

During the change process, one of the most important purposes of communication planning is to minimize rumors, fear and resistance of the change process that inevitably will surface.

The main components of a communication plan are:

- Change is not an option;
- The change;
- The desired future state or destination;
- Benefits of the change; and
- Ask for feedback.