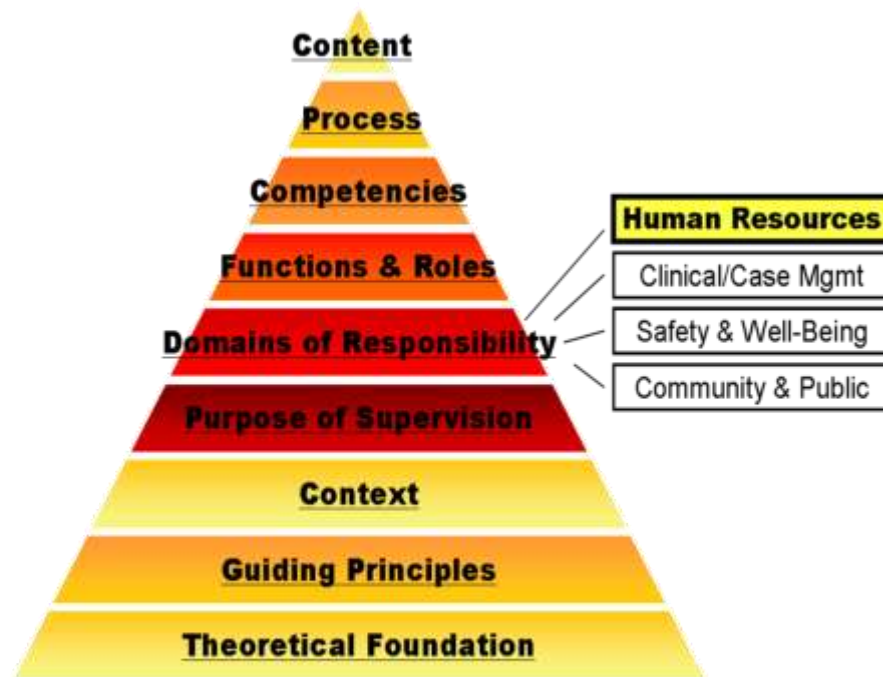


Committed to Excellence through Supervision

Module Two: Developing Human Resources through Supervision

Overview



Conceptual Model of Supervision

This curriculum is part of a ten-day child welfare supervisor curriculum *Committed to Excellence through Supervision*, developed with funding from the Children’s Bureau, Administration on Children, Youth and Families, Administration for Children and Families, U.S. Department of Health and Human Services, Grant #90CT0111.

Module II: Developing Human Resources through Supervision

Length of Time: 11.5 hours (including all five 75-90 minute workshops, if not run concurrently¹)

Module II without workshops: 4 hours

5 Workshops*: 75-90 minutes each

Understanding Learning Styles

Employment Interviewing for Success in Child Welfare

Managing a Diverse Workforce

Supervising Intergenerational Diversity

Supervising Underperforming/Impaired Workers

Major Content of Module II:

- Social factors affecting Iowa workforce
- Strategies for staff retention and development
- Effective staff recruitment
- Developmental leadership model
- Supervisor Developmental Planning and Support Toolkit
- Supervising a diverse workforce
- Managing performance problems

Learning Objectives:

- Identify social factors affecting the state's workforce, including population shifts due to aging, in-migration, immigration, out-migration, changing racial and ethnic composition.
- Identify elements of effective staff recruitment, selection, orientation, training, development
- Use Developmental Leadership Model to explore and address career development needs of staff
- Creatively reward staff to enhance retention and performance
- Communicate performance expectations of staff in behavioral and measurable terms to improve client outcomes

¹ *If resources allow, you may wish to offer concurrent workshops to allow supervisors an opportunity to direct their own learning.

- Apply elements of effective performance evaluation (e.g., Appreciative Inquiry, staff self-assessment, outcome-based evaluation, documentation)
- Manage employees with performance problems effectively and efficiently through use of Performance Intervention flowchart
- Proactively address need for transfer of knowledge and succession planning to address staffing needs in consideration of retirements
- Enhance organizational performance through use of effective exit interviews
- Use strategies to reduce organizational obstacles to staff performance (e.g., accessing resources, advocating for realistic job expectations, policy change)

Relevant Supervisor Competencies for Module II:

- Identifies and sets expectations for optimal job performance and addresses the developmental/professional needs of staff at different states of employment
- Knows how to deal with challenging employees: effective, efficient performance assessment and improvement
- Supervises effectively from a distance
- Utilizes techniques for creative staff recognition, rewards, incentives
- Monitors and manages staff workloads in accordance with worker strengths
- Manages peer conflict through recognition, assessment and intervention
- Uses strategies to reduce organizational obstacles to staff performance
- Effectively staffs the agency by conducting intentional assessment, interviewing for competencies, reference checking, staff selection
- Provide quality employee orientation and ongoing development
- Assesses employees' readiness, autonomy and ability to perform effectively as a peer mentor
- Assesses for supervisory readiness among current staff
- Effectively supports new workers as they integrate into the Department and a waiting caseload
- Takes the leadership role in setting tone and understanding majority/minority dynamics
- Effectively addresses diversity issues in the workplace (e.g., generational, gender, ethnic, language)
- Develops and sustains collaborative team building as well as individual autonomy in the workplace
- Understands the supervisor's role in implementing personnel laws and policies (e.g., FMLA, discrimination)

Learning Activities for Modules II:

HR Jeopardy! Small groups – by table. Materials needed: prizes for winning table.

United Counties of Iowa Individual and by table. Materials needed: 8 ½ by 11 paper state maps divided by county, a variety of small arts and crafts/scrapbooking type materials (stickers, markers, stars, feathers, etc.). Supervisors discuss the diversity of their particular regions, and create maps which illustrate them.

University of Iowa School of Social Work – National Resource Center for Family Centered Practice

“Committed to Excellence Through Supervision,” USDHHS Grant # 90CT0111

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Module II – Developing Human Resources Through Supervision Overview – Page 3

Individual and Unit Action Planning: Individual activity. Materials needed: Returned scoring sheets and excel charts (see Module I activity “Assess Your Staff”); Handouts: Individualized Supervision Program (1 for each worker on supervisor’s team). Unit Staff Development Planning Tool (1 per supervisor).

PowerPoint Presentations

Module II PowerPoint

HR Jeopardy! Powerpoint

Workshop PowerPoints:

Understanding Learning Styles

Employment Interviewing for Success in Public Child Welfare

Managing a Diverse Workforce

Supervising Intergenerational Diversity

Supervising Underperforming/Impaired Workers

Handouts

Participant Handout for Modules I and II (See Module I)

Paper state maps

From the Developmental Planning and Support Toolkit:

Plan for Applying and Evaluating New Supervisory Skills

Individualized Supervision Program (1 for each worker on supervisor’s team)

Unit Staff Development Planning Tool

Individual Worker Assessment by Task Analysis – Human Resources Domain (1 for each worker on supervisor’s team)

Developmental Planning and Support Tool

Other Materials

Laptop and LCD projector, speakers for workshop

Screen

Flipchart, paper and markers for presenter

Newsprint and box of markers for table

Colored paper, assorted arts and crafts material (United Colors of Iowa activity)