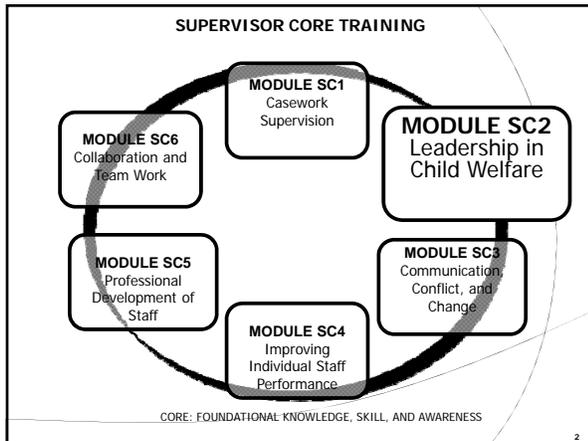


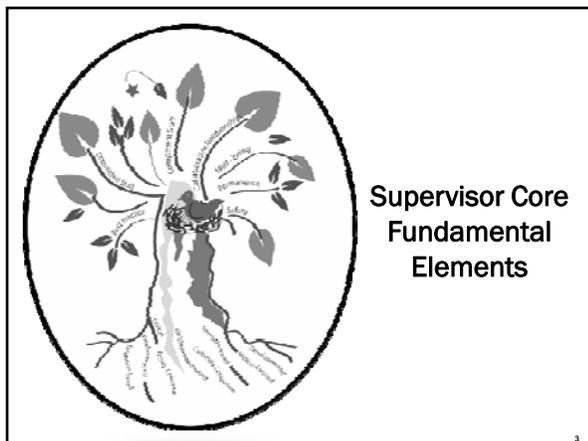
Supervisor Core – Module 2

LEADERSHIP IN CHILD WELFARE

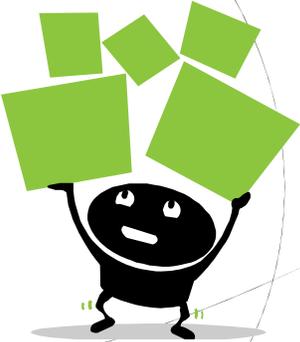
Supervisor Core Module 2: Leadership in Child Welfare
Written by IHS for the Ohio Child Welfare Training Program 2010 Revision

1





Today's child welfare supervisors are expected to do a number of things and to do them simultaneously



4

The Importance of Supervision

- Key to achieving excellence
- Critical to staff retention and delivery of high quality services
- "Supervisors occupy a position that is central to the maintenance and management of the [agency] and are thus in a unique spot to provide leadership."

(Potter and Brittain 2009)

5

Today's Child Welfare Supervisors

Need to:

- Deal with changes in the child welfare system
- Anticipate future trends
- Develop leadership capacity



6



Small-Group Activity: Part 1

- ◎ Identify the qualities and skills
 - Of someone you've known who has demonstrated leadership, OR
 - You think a leader should possess



7



Small-Group Activity: Part 2

1. Complete Handout #2: Leadership Self-Assessment
1. Share list of strengths with others in your group
2. Match strengths to the qualities and skills from Part 1
3. Share areas you wish to develop further
4. Identify them on original list

8

Leaders Are...

- ◎ Effective and influential role models
- ◎ Intelligent *and* possessing good common sense
- ◎ Open-minded; welcome diversity
- ◎ Flexible
- ◎ Energetic and passionate about their vision
- ◎ Confident; assertive
- ◎ Competent
- ◎ Fair
- ◎ Authentic; sincere; genuine

9

Leaders Also...

- ⦿ Excel in communication; listen to the input of others
- ⦿ Anticipate change and are proactive in planning for change
- ⦿ Guide staff but do not rule over them
- ⦿ Encourage others to grow and learn
- ⦿ Empower others
- ⦿ Make it possible to ask for help or make mistakes without fear of negative consequences
- ⦿ Have self-respect

10



Four-Poster Activity – Part 1

1. Go to the poster that best represents how your staff currently view you as a supervisor.
2. Share your reasons for choosing that particular character.



11



Four-Poster Activity – Part 2

1. Go to the poster that best represents how you currently see yourself as a supervisor.
2. Share why you chose that character.



12

Supervisors as Leaders

- Provide direction by creating a vision for the unit
- Align work of unit with agency mission-show staff how unit's work is consistent with the mission
- Focus outward, beyond day-to-day operations
- Anticipate change
- Create vision for change in unit
- Empower staff to develop strategies for change
- Communicate goals and seek commitment of staff
- Inspire and motivate staff and others

13

Supervisors as Managers

- Oversee day-to-day activities
- Create plans and timelines
- Design staff roles and responsibilities
- Develop means for ongoing problem-solving
- Evaluate
- Develop policies and procedures
- Focus on the internal operations of the unit

14

Level of Skills



- Technical skills
- Human relations skills
- Conceptual skills

15

Levels of Knowledge



- ◉ Knowledge of Self
- ◉ Knowledge of Others
- ◉ Knowledge of the Agency
- ◉ Knowledge of the World and Community

16



Individual Activity

1. On **Handout #4**, assess the degree to which you are knowledgeable about the items in the each category.
2. On **Handout #5**, identify which of the strategies you think you could implement in order to improve your knowledge base.



17



Types of Leadership Power

1. **Legitimate** – the result of one's position and duties. *The most obvious kind of power.*
2. **Referent** – the ability to attract others and build loyalty based on one's charisma and interpersonal skills. *The second least-obvious power but the most effective.*
3. **Expert** – a result of having the skills or expertise needed in an organization.

18

Types of Leadership Power (cont.)

- Reward** – comes from having the ability to give valued material rewards. *This power is obvious but also ineffective if abused.*
- Coercive** – comes from one's ability to punish. *The most obvious but least effective form of power as it creates resentment and resistance.*
- Informational** – comes from possessing important information at a critical time when such information is necessary to the organization.

French and Raven 1960

19

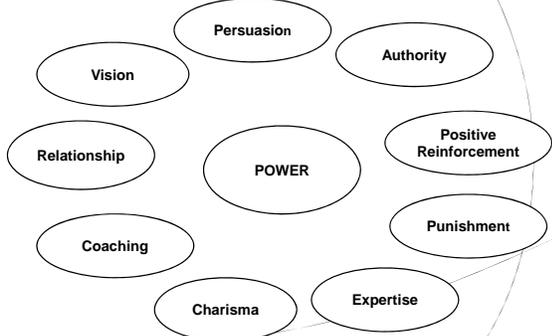
Small-Group Discussion

- Complete Handout # 6:
- Share with your group a positive and a negative experience you have had with the use of power (your own or someone else's).
- Did they or the people who exerted the power achieve their desired results? Why or why not?
- Conclusions

20

Spheres of Leader Influence

Dr. Murray Johanssen



21

Participatory Leadership

Offers a commitment to *involving* staff in decision making and planning about the job and the unit:

- Regarding policies and operations
- Solving problems
- Evaluating and improving programs and services
- Developing relationships with community partners
- Implementing quality improvement

22

Participatory Leaders

- ◎ Remind staff frequently of
 - The moral character of the work
 - Its importance to the future of society
- ◎ Articulate the shared hopes (vision)
- ◎ Engage staff in the development of a shared mission that describes their unique way of achieving the vision
- ◎ Measure the impact of their unit's contribution

23

Participatory Leaders cont.

- ◎ Recognize when individuals and the unit contribute in meaningful ways to the mission
- ◎ Help others develop their leadership skills
- ◎ Are adaptive, able to consider the “big picture,” and focus the abilities of everyone toward meeting outcomes and challenges

24



Small-Group Activity

- ◎ Think of ways your staff can participate in these areas:
 - Decision-making about policies and operations
 - Solving problems
 - Evaluating and improving programs and services
 - Developing relationships with community partners
 - Quality improvement

25

Transformational Leaders

- ◎ Revitalize, or transform, the unit to improve the status quo
- ◎ Engage staff on the values, meaning, and moral dimensions of the work
- ◎ Inspire and motivate staff to follow them in their quest
- ◎ Use vision and mission to build staff commitment to goals that define meaningful success
- ◎ Help envision a positive, attainable future
- ◎ Support and encourage staff

26

Transformational Leaders cont.

- ◎ Lead their staff in developing sustained motivation to do the demanding and often traumatic work of child welfare
- ◎ “**DISCOVER** the best of what is; **DREAM** of what might be; **DESIGN** what should be; and create a **DESTINY** on what will be.” (Kinni 2003)
- ◎ Address the question: “*Where are we going?*”

27

Take the Balcony View

- Consider the bigger picture
- Become an objective observer and then an interpreter
- Understand their own biases and perceptions
- View trends
- Anticipate change
- Protect leadership voices from all levels



28

Transactional Leadership

- Involves a process that may result in people's compliance with the leader, "but it is not likely to generate enthusiasm and commitment to task objectives." (Yukl 2002)
- Is the "basic, daily stuff...the pursuit of change in measured doses." (Burns 2003)
- Addresses the question: "How do we get there?"

29

Transactional Leaders

- Maintain focus on day-to-day tasks
- Provide day-to-day clarification of mission-critical performance expectations
- Set policies and procedures for the work
- Use performance improvement strategies
- Use problem-solving techniques and strategies
- Manage various activities and projects
- Organize, teach, monitor progress, and take care of details

30



Ball Activity

1. Group #1 - create an activity that clearly demonstrates TRANSFORMATIONAL LEADERSHIP.
2. Group #2 - create an activity that clearly demonstrates TRANSACTIONAL LEADERSHIP.



31

Strengths-Based Leadership

- Promotes growth and positive change within the unit and among staff
- Focuses on individual and collective strengths and assets, rather than deficits



32

Strengths-Based Leaders

- Use existing strengths of staff
- Do not dwell on need to create new strengths
- Believe staff will be more successful in their work if led by supervisors who focus on their assets and strengths
- Recognize that *“casting a critical eye on weaknesses and working hard to manage them, while sometimes necessary, will only help prevent failure. It will not help in the effort to reach excellence.”*

(Clifton 2001)

33



Small Group Instructions

1. Review list of expectations for supervisors developed earlier.
2. Identify whether these expectations are more transformational (“on the balcony”) or transactional (“off the balcony”).
3. Think of strategies supervisors can use to develop or strengthen their abilities to be on and off the balcony.

34

Units Led by Supervisors Who Have Difficulty “Taking the Balcony View”

- ⦿ Can become rigid, bureaucratic, and stifling
- ⦿ May develop a routine that is lacking in purpose or substance and becomes compliance driven, resulting in:
 - An absence of commitment and creativity from staff
 - A deterioration in job performance over time
 - Staff becoming less effective in providing client services due to failure to recognize and adapt to changing trends, client needs, etc.

35

Units Led by Supervisors Who Have Difficulty “Being Off the Balcony”

- ⦿ Produce change for change’s sake only, even if it makes no sense for the well-being of the unit or clients, resulting in:
 - Poor service provision to clients due to inadequately attending to details
 - The work environment feeling chaotic to staff
 - A risk of the unit failing to meet its outcomes and goals

36



Individual TOL Activity

1. Think about the leadership styles that have been discussed.
 - Is there one style that is most appealing to you?
 - Is there anything about the other styles that you anticipate would be difficult for you to embrace?
2. Come up with a strategy that would help you develop one of the leadership styles.
3. Record the strategy on **Handout # 7: TOL**.

37

A Vision

- Helps answer the question, *"What's the point?"*
- Gives meaning to the work of the unit
- Is an expression of shared values that drive interest and commitment to the work (the purpose of the unit) – why staff ultimately do the work they do
- Is a summary of the hopes for children in the context of the unit's work, 10 years or further out in the future.

38



Small-Group Instructions

- List 3 categories at the top of the flip chart: children, families, and community
- Write down phrases that represent your hopes in each category
- Work together to come up with a single statement that captures the essence of your hopes: your vision for children, families, and the community (5 minutes)
- Check for agreement

39

Check for Agreement

- **Fit?** Does it fit with the hopes of each member of your group for the future?
- **Clarity?** Are the words clear and have meaning to each member of the group?
- **Commitment?** Is each individual committed to working hard to support the efforts toward building a better tomorrow?
- Once group members are in agreement, you have your **“vision statement.”**

40

The Vision Statement

The agreement among members of the unit regarding a future they want and the core values that provide meaning to the work they carry out every day.

41

A Mission

- Provides clarity about what the unit is responsible for
- Defines what part the unit plays in achieving the vision
- Describes how the unit serves its clients, what the unit does (the client outcomes it's supporting), and how the unit does it (the methods and technologies it uses to support the achievement of outcomes)

42

Unit Mission Statement

- Assists staff in *understanding* their unique contribution to children, families, and communities
- Clearly defines the work, the population served, and the results of the work
- Assists the community in understanding the services available from the unit, and the objectives the unit is trying to accomplish as a result of its work

43

Questions to be Answered

1. "Whom do we serve? Who is our core client group?"
2. "What are the client objectives we support as a unit that we hope our families achieve?"
3. "What are the methods and technologies we use to support our clients?"

44

Mission Statement Template

- **We...** (Use action verb, e.g., support, help, empower, assist, collaborate) **Who?** (Core clients/customers?)
- **To achieve...What?** (The objectivess you hope they achieve as a result of unit services or support)
- **We accomplish this by... How?** (Methods you use to support their success in achieving identified objectives)
- The three statements should then be linked together to form a complete statement.

45

Check for Agreement

- ⦿ **Fit?** Does it fit with the hopes of each member for the future?
- ⦿ **Clarity?** Are the words clear and have meaning to each member of the group?
- ⦿ **Commitment?** Is each individual committed to working hard to support the efforts toward building a better tomorrow?
- ⦿ Once group members are in agreement, you have your **mission statement**.

46

In a Learning Environment

- People continually expand their capacity to create the results they truly desire
- New and expansive patterns of thinking are nurtured
- Collective aspirations are set free
- People are continually learning how to learn together
- It isn't enough just to "survive"

(Peter Senge 1990. *The Fifth Discipline*)

47

The Five Disciplines



1. Personal Mastery
2. Team Learning
3. Systems Thinking
4. Shared Vision
5. Mental Models

48

1 Personal Mastery

- Supervisors encourage all staff to develop skills, knowledge, and abilities
- Staff are committed to their own personal and professional development
- Learning is ongoing and desired



49

2 Team Learning

- Supervisors ensure collaborative and ongoing learning
- Collective thinking and commitment to sharing talents for benefit of system become the norm
- Looks to develop knowledge of, and alignment with, others on team



(Senge et al., 1994)

50

3 Systems Thinking

- Understanding that every action impacts the system
- Taking responsibility for one's individual contribution to the system
- Seeking to understand how actions impact the system
- Demonstrating commitment to change for the good of the system



51

4 Shared Vision



- Futureoriented
- Values discussed openly
- Looks at how actions of today align with vision of tomorrow
- Open forum for conversations about agency and unit mission
- Staff know what they are doing, why they are doing it, and how it relates to their future

52

5 Mental Models

“Deeply ingrained assumptions or generalizations that influence how people understand the world and how they take action.”

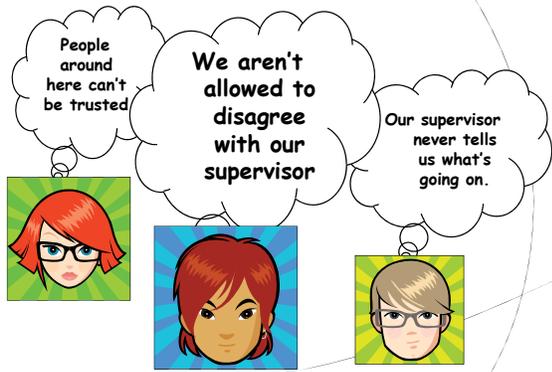


“Differences between mental models explain why two people can observe the same event and describe it differently; they are paying attention to different details.”



(Senge 1990)

53



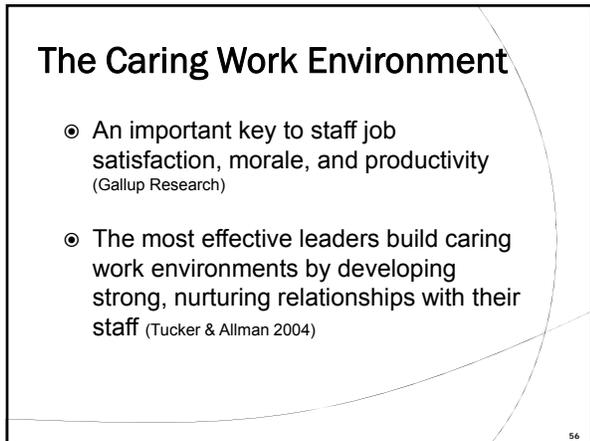
People around here can't be trusted

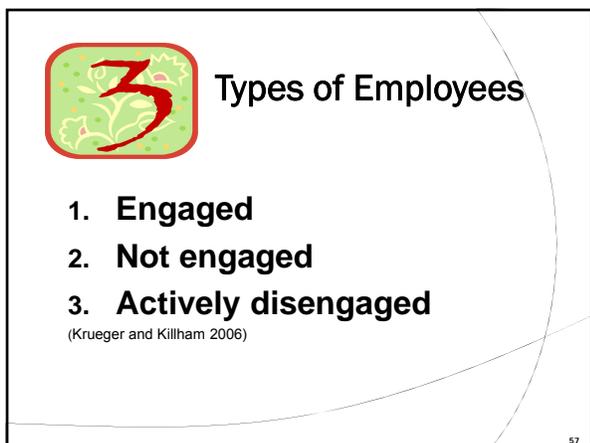
We aren't allowed to disagree with our supervisor

Our supervisor never tells us what's going on.

54







Engaged Employees

- Are passionate about the work
- Feel a profound connection to their organization
- Drive innovation and move the organization forward
- Feel challenged at work and view these challenges in a much more positive light than do less engaged employees



58

Employees Who Are Not Engaged

- Have essentially “checked out”
- Are “sleepwalking” through their workday, putting in time but not energy or passion into their work



59

Actively Disengaged Employees



- Are unhappy at work and busy acting out their unhappiness
- Undermine what their engaged co-workers accomplish
- Are emotionally disconnected from the work and significantly less productive
- Are less loyal to their agency
- Feel stressed and insecure about their work

60

2004 Gallup Survey

- Percentage of truly “engaged” staff = 29%.
- 54% fell into the “not engaged” category
- 17% of staff fell into the “actively disengaged” category
- “49% of engaged [staff] agree that a **strong positive relationship with their supervisor is crucial** to their success at work.” (Crabtree 2004)

61

2006 Gallup Study

Happy and engaged staff:

- Are much more likely to have a positive relationship with their supervisor
- Are better equipped to handle new challenges and changes
- Feel they are more valued by their supervisors
- Handle stress more effectively
- Are much more satisfied with their lives



62

With Engaged Employees

- Let them know how much they are valued
- Give them increased leadership roles within the unit or program
- Validate their ideas
- Give them increased areas of responsibility



63

With Employees Who Are Not Engaged

- Let them know they are valued
- Show them the connection:
 - How they do their job makes a difference to the vision and mission of the unit
- Give them small areas of increased responsibility and reward achievement with more responsibility
- Encourage them to express their ideas and validate those ideas

64

With Actively Disengaged Employees

- Let them know that they are valued
- Be honest with them. Their behavior:
 - Affects other staff
 - Impacts the unit's success in meeting its goals and outcomes
 - Could jeopardize their continued association with the agency



65

- Show them the connection:
 - What they do or do not do makes a difference to the vision and mission of the unit
 - Success depends on everyone pulling together toward a common goal
- Give them opportunity to make small changes
 - If they show effort in these changes, give them small areas of increased responsibility and reward achievement
 - If they show no effort in these changes, talk with administration about the issue

66

Summary

Effective Leaders:

- Recognize importance of developing nurturing relationships with staff
- Place high premium on developing staff to their potential and giving them opportunities to contribute to the development of the unit
- Use their ability to engage others and build loyalty
- Use their personal influence and rely less on their power or authority to accomplish the work of the unit
- Demonstrate a genuine interest in the well-being of their staff

67

- Leaders view certain characteristics and values as significant and important
- These become their hallmark of leadership –the principles they stand for



68



Individual Activity

- Using **Handout # 11**, design a coat of arms that graphically displays the most important characteristics that symbolizing what you value in leadership and what you stand for as a leader
- This activity will help you:
 - Develop a leadership philosophy
 - Clarify your leadership values
 - Gain identity as a leader



69

REMINDER

- Complete pre-training assignments before the next workshop
- Access materials on **www.ocwtp.com**; link to *For Trainees*; link to *Resources* and then scroll down to *Supervisor/Manager Core Tools*

70
