

Understanding Self as Supervisor

PARTICIPANT MANUAL

UNDERSTANDING SELF AS SUPERVISOR

APS Supervisor Core Training

Developed by: APS Training Project
Academy for Professional Excellence
San Diego State University School of Social Work



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Understanding Self as Supervisor



This training was developed by the Academy for Professional Excellence, San Diego State University School of Social Work which is funded by California Department of Social Services, Adult Services Branch.

Curriculum Developer
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INTRODUCTION

THE ACADEMY FOR PROFESSIONAL EXCELLENCE

We are pleased to welcome you to Understanding Self as Supervisor developed by the Adult Protective Services (APS) Training Project, a project of Academy for Professional Excellence, San Diego State University School of Social Work.

The Academy for Professional Excellence was established in 1996 and provides training, technical assistance, organizational development, research, and evaluation to public and private health and human service agencies and professionals.

The Academy is a project of San Diego State University School of Social Work (founded in 1963), which offers both a bachelor's and master's degree in Social Work. The School of Social Work at San Diego State University was founded in 1963 and has been continuously accredited by the Council of Social Work Education since 1966.

The Academy has extensive experience in providing specialized services, including:

- multi-disciplinary competency-based trainings
- curriculum development
- needs assessment
- research
- evaluation
- meeting facilitation
- organizational development consultation services

The APS Training Project is a CDSS funded project of Academy for Professional Excellence and has the overarching goal to develop standardized core curricula for new APS social workers and supervisors and to share these trainings on a national scale. Professional training opportunities are a critical step toward ensuring APS social workers have the appropriate tools to serve their clients. The APS Training Project has worked extensively with state and national partner agencies in the development of this curriculum.

Our partners include:

- National Adult Protective Services Association Education Committee (NAPSA)
- California Department of Social Services, Adult Services Branch
- California State University Sacramento IHSS Training Project
- Protective Services Operations Committee of the California Welfare Director's Association (PSOC)
- California Social Work Education Center Aging Initiative (CalSWEC)
- California Association of Public Administrators, Public Guardians and Public Conservators

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This training is the result of a collaborative effort between Adult Protective Services administrators, supervisors, staff development officers and workers across the state and the nation; professional educators; and the Academy for Professional Excellence staff members. APS Training Project would like to thank the following individuals and agencies:

Agencies

California Department of Social Services, Adult Services Branch
Alameda County Department of Social Services
California Social Work Education Center Aging Initiative

Committees

Protective Services Operations Committee of the California Welfare Directors' Association
National Adult Protective Services Association Education Committee
Project MASTER Steering Committee
APS Core Curriculum Committee

Evaluation Consultants

Carrie Gibson

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EXECUTIVE SUMMARY

Course Title: *Understanding Self as Supervisor*

Curriculum Development: Jill Nielsen, LCSW, in collaboration with the Protective Services Operations Committee, NAPSA Education Committee and the APS Training Project/Academy for Professional Excellence.

Target Audience: APS Supervisors

Training Description:

In this dynamic and interactive training, supervisors will acquire tools to assist them in understanding their multi-dimensional role and how to effectively and efficiently lead their staff to better performance and job satisfaction within a culturally sensitive framework. This training utilizes lecture, PowerPoint, and large and small group activities. Opportunities for participants to explore out-of-class partnerships with peers will be introduced.

Learning Objectives:

Upon completion of this training, APS frontline supervisors will be able to:

1. Identify roles of APS Supervisor and assess your competency in each role.
2. Learn to integrate strengths-based leadership skills into current supervision style to increase staff performance.
3. Identify appropriate uses of training, mentoring, and coaching skills and apply these skills with staff.
4. Describe personal vision for effective and productive work environment and identify steps to implement change.
5. Identify issues relating to professional boundaries and learn strategies for managing these issues.

Transfer of Learning: *Ways supervisors can prepare for the training and then utilize knowledge and skills acquired during the training on the job.*

BEFORE the training

Supervisors can work with their managers to:

- Identify their strengths as APS Supervisor
- Identify their challenges as APS Supervisor
- Identify goals for this training

AFTER the training

Supervisors can practice the following activities:

- Review Strengths Based Leadership 12 Questions with their manager. Supervisors can share their own answers to these questions.
- Review Strengths Based Leadership 12 Questions with their workers that they supervise during a unit meeting.
- Share their answers from the Learning Journal Activity regarding Work Environments with their manager.
 - What goal did the supervisor set up for themselves?
 - How are they going to implement this?

COURSE OUTLINE

Content	Total Time
Welcome; Introductions; Learning Objectives <ul style="list-style-type: none"> - Letter to Participants - ID Code Assignment 	25 minutes
Roles of APS Supervisor <ul style="list-style-type: none"> - Four Supervisory Leadership Roles - Self-Assessment Inventory - Treasure Hunt - Optional – L.I.F.E. Report 	85 minutes
Break	15 minutes
Strengths Based Leadership <ul style="list-style-type: none"> - Five Essential Supervisory Workplace Themes - Strengths Based Leadership Questions - Strengths Based Scenario 	75 minutes
Lunch	60 minutes
Coaching, Mentoring, and Training <ul style="list-style-type: none"> - Distinctions Make the Difference - To Coach or Not to Coach - Coaching Scenarios - Partner Interview - Coaching Questions 	45 minutes
Work Environments	40 minutes
Break	15 minutes
From Peer to Supervisor <ul style="list-style-type: none"> - Buddy to Boss Scenarios 	35 minutes
Closing/Evaluation <ul style="list-style-type: none"> - Treasure Hunt - Transfer of Learning Action Plan 	25 minutes
Total Time (including lunch)	7hrs

TRAINING GOALS AND OBJECTIVES



UNDERSTANDING SELF AS SUPERVISOR

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Upon completion of this training, APS frontline supervisors will be able to:

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PRESENTATION

UNDERSTANDING SELF AS SUPERVISOR

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San Diego State University School of Social Work



WELCOME AND INTRODUCTIONS



TIME ALLOTTED: 25 minutes

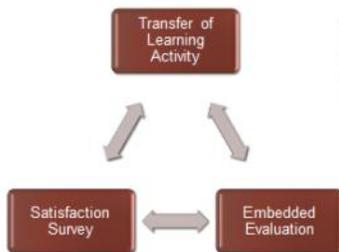
Slide #2

Welcome & Housekeeping



Slide #3

Evaluation Process



Slide #4

Developing an ID Code

- What are the first three letters of your mother's *maiden* name?

Alice **Smith**

- What are the first three letters of your mother's *first* name?

Alice Smith

- What are the numerals for the DAY you were born?

Nov **29**th

Trainee ID Code

S	M	I	A	L	I	2	9
---	---	---	---	---	---	---	---



Dear Training Participant,

As a training program for the Academy for Professional Excellence at San Diego State University School of Social Work, MASTER (*Multi-disciplinary Adult Services Training & Evaluation for Results*) has begun a process of evaluating training delivered to Adult Protective Service workers. As part of this evaluation, we need your help.

At certain points during this training series, in addition to the usual workshop evaluation forms, you will be asked to complete various training evaluation activities.

These training evaluation activities have two main purposes:

1. To improve trainings' effectiveness and relevance to your needs, and help you better serve adults and their families; and
2. To see if the training has been effective in getting its points across.

Our goal is to evaluate training, NOT the individuals participating in the training.

In order to evaluate how well the training is working, we need to link each person's assessment data using a code. You will generate the code number using the first three letters of your mother's maiden name, the first three letters of your mother's first name, and the numerals for the day you were born. **Please put this 8-digit ID code on each of your assessment forms, exactly the same way each time.** ID code information will only be used to link demographic data to test data to ensure that the training is working equally well for all participants. Once this linking is done, we will only be looking at class aggregate scores, rather than individual scores.

Only you will know your ID code refers to you. All individual responses to evaluation exercises are confidential and will only be seen by the Academy's training program and evaluation staff. Only group averages and percentages will be reported. Individual results will not be reported to your employer. Aggregate data may be used for future research to improve training for Adult Protective Service workers.

If you agree to participate, you will fill out a questionnaire administered before and after the training. The questionnaire will be coded with a unique identifier system and all responses will be confidential.

There are no foreseeable risks to you from participating. There is also no direct benefit to you. Your responses will contribute to the development of a series of evaluation tools

that will be able to accurately assess the effectiveness of adult protective service training. It is hoped that these tools will assist the Academy for Professional Excellence in improving training for adult protective service workers and therefore improve services to adults and families.

Your participation is voluntary and you may withdraw your consent and participation at any time. Participation or non-participation will have no effect on your completion of this training series.

By completing and submitting the questionnaire, you agree to participate. You further agree to permit us to use your anonymous responses in written reports about the questionnaires.

Your help with this evaluation process is greatly appreciated. Your feedback will be instrumental in helping to improve adult protective service training for future participants. If you have any questions about the evaluation or how the data you provide will be used, please contact:

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jcoloma@projects.sdsu.edu

Trainee ID Code

--	--	--	--	--	--	--	--	--	--

Date

M	M

 /

D	D

 /

Y	Y

YOUR IDENTIFICATION CODE:

In order for us to track your evaluation responses while maintaining your anonymity, we need to assign you an *identification code*. We would like you to create your own *identification code* by answering the following questions:

1. What are the first three letters of your mother's *maiden* name?
Example: If your mother's maiden name was Alice Smith, the first three letters would be: **S M I**. If the name has less than three letters, fill in the letters from the left and add 0 (zero) in the remaining space(s) on the right.

___ ___ ___

2. What are the first three letters of your mother's *First* name?
Example: If your mother's maiden name was Alice Smith, the first three letters would be: **A L I**. If the name has less than three letters, fill in the letters from the left and add 0 (zero) in the remaining space(s) on the right.

___ ___ ___

3. What are the numerals for the DAY you were born?
Example: If you were born on November 29, 1970, the numerals would be **2 9**. If your birth date is the 1st through the 9th, please put 0 (zero) in front of the numeral (example **0 9**).

___ ___

Combine these parts to create your own identification code (example: **S M I A L I 2 9**). Please write your identification code in the space at the top right corner of all evaluation materials you receive.

Remember your identification code and write it at the top of every evaluation form provided to you throughout this training.

Slide #5

APS Supervisor Core: A Roadmap

- Understanding Self as Supervisor
- Foundations of Effective Supervision
- Data and Fiscal Operations
- Teambuilding and Motivating Staff
- Management of Personnel Issues
- Critical Thinking
- Collaborations and Resources
- Workplace Safety



Slide #6

Learning Objectives

1. Identify roles of APS Supervisor and assess your competency in each role.
2. Learn to integrate strengths-based leadership skills into current supervision style to increase staff performance.
3. Identify appropriate uses of training, mentoring, and coaching skills and apply these skills with staff.

Slide #7

Learning Objectives

4. Describe personal vision for effective and productive work environment and identify steps to implement change.
5. Identify issues relating to professional boundaries and learn strategies for managing these issues.

Slide #8

Introductions

- Name
- County
- Position/Role

• What is the best part about being an APS Supervisor?

• What is the most challenging part related to being an APS Supervisor?

Roles of APS Supervisor



TIME ALLOTTED: 85 minutes

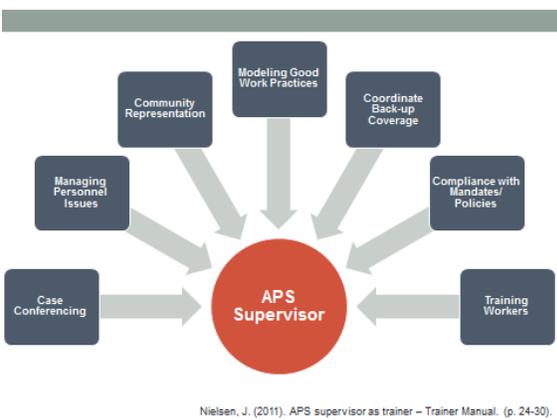
Slide #9

Defining the Supervisory Role

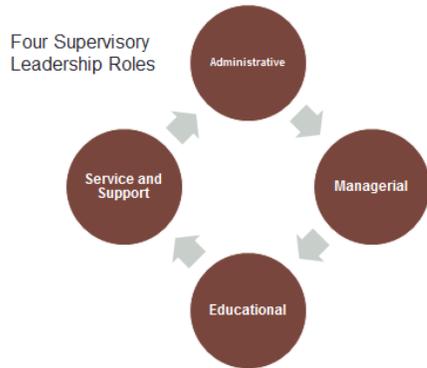
- "An educational process by which a person with certain equipment of knowledge and skills takes responsibility for training a person with less equipment."

V. Robinson, 1936

Slide #10



Slide #11



Handout 1: Four Supervisory Leadership Roles

[See page 74 for pull-out version of handout]

Administrative Role

- Leadership - Lead the way through modeling and big picture interpretation.
- Direction - Guide others, especially during times of change. Make decisions and solve problems.
- Policy and Procedures - Supervisors must often interpret policies and procedures and may need to advocate for change. Policies and procedures may come from the state regarding APS practices or they may come be generated internally
- Team Building - Create and encourage collaboration between team members.
- Resources - Supervisors need to identify what tools their team may be lacking and may need to advocate to obtain these to enhance the ability of their APS workers to serve their vulnerable clients.

Managerial Role

- Distribute Workload - One of the most important roles of an APS Supervisor is to assign new cases and supervisors must ensure that this process is done in an equitable manner.
- Protect and Maintain Resources - This role may require a supervisor to advocate on behalf of their team. APS Workers are the most precious resource that a supervisor has.
- Establish and Work within Timelines - APS Workers have several timelines that dictate their work. It is the role of the APS Supervisor to enforce these timelines and ensure compliance with state mandates.
- Establish Communication Systems - Supervisors are responsible for ensuring that their staff are informed through regular and effective communication channels such as email and meetings. This is especially important since APS Workers typically spend a considerable amount of time in the field and may have infrequent face-to-face contact with their supervisor.

Educational Role

- Skill Building - Supervisors are responsible for teaching staff new skills, not only with new workers but with seasoned staff.
- Teach Values and Belief System of Agency - The Supervisor plays a vital role in imparting to workers the overall mission and values that are integral to APS work but also that are a fundamental part of the larger agency.
- Provide Learning Opportunities - Supervisors must seek to provide educational and training opportunities that will help workers to engage with their work and develop new skills that will help them to meet future career goals.

Continued

- Teach Discipline and Accountability - Supervisors must help workers to develop skills that will enable them to manage their workloads effectively and stay in compliance with mandated timelines.
- Teach and Maintain the Historical Perspective - It is especially important for new workers to have an understanding of how APS programs have developed in a state or local county as this provides a context for understanding how elder abuse is viewed and how best practices for APS work have been developed.

Service and Support

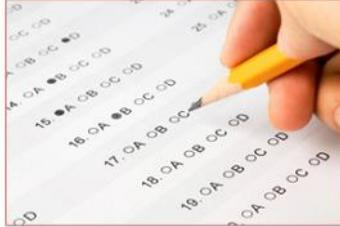
- Physical and Emotional Well-Being - APS Workers are exposed to secondary trauma when they are out in the field and it is essential that Supervisors provide support and encourage self-care practices.
- Establish Mutual Respect - The supervisory relationship is built on trust and respect. A supervisor must model these qualities for a worker.
- Resolve Conflict - Supervisors must be able to competently manage problems and conflicts that arise between team members. If conflicts are not addressed effectively and promptly, the unity of the team may suffer.
- Demonstrate Empathy and Concern - APS Supervisors should model effective social work skills that they can then apply to their casework by demonstrating empathy and concern as appropriate.
- Communicate with Staff Regularly - Keeping staff informed is not only logistically important, but it is also a fundamental part of maintaining a healthy supervisory relationship.

Adapted from: Garrison, M and Dahlin, P. (2009). *Understanding self as supervisor – Foundations of Supervision Series, Trainer Manual* (p. 15-17) & *Participant Manual* (p. 13-14).

Slide #12

Supervisory Roles

• Self-Assessment Inventory



Handout 2: Supervisory Roles: Self-Assessment Inventory

Scale:

- 1 = None
- 2 = Some
- 3 = Average
- 4 = Good
- 5 = Excellent

Based on the above scales, how do you rate your current skills in the following areas?

Administrator

1. Leadership - My ability to provide leadership and direction to my APS team.

1 2 3 4 5

2. Vision - My ability to communicate to my team, the larger vision of protecting vulnerable adults and maintaining them in the least restrictive environment.

1 2 3 4 5

3. Delegation - My skills at delegating responsibilities.

1 2 3 4 5

4. Prioritization - My ability to prioritize tasks and stay on schedule.

1 2 3 4 5

5. Accomplishment of Tasks - My skills at managing multiple tasks and staying on schedule.

1 2 3 4 5

6. Development of Resources - My ability to develop resources and relationships within my agency and the larger system of community-based organizations for the benefit of my team and our APS clients.

1 2 3 4 5

7. Power - My comfort with defining and using the authority associated with my supervisory position.

1 2 3 4 5

8. Decisions - My ability to make difficult decisions and act in a decisive manner.

1 2 3 4 5

9. Clarity - My ability to clearly communicate work expectations to my team.

1 2 3 4 5

10. Performance Appraisals - My ability to evaluate the performance of my staff and confront performance issues directly and effectively.

1 2 3 4 5

11. Awareness of Systems Issues - My awareness of the level of cultural competence of the agency system.

1 2 3 4 5

12. My overall skills and abilities performing the Administrator Role

1 2 3 4 5

Teacher

1. Teach Skills - My ability to teach field workers practical skills such as conducting unannounced home visits.

1 2 3 4 5

2. Transfer of Learning - My ability to assist my staff in putting theory that is discussed during meetings or trainings into practice with clients.

1 2 3 4 5

3. Honest Feedback - My ability to provide my workers with honest feedback about their performance.

1 2 3 4 5

4. Develop Learning Plans - My ability to develop a plan to meet the learning and training gaps within my staff.

1 2 3 4 5

5. Model - My ability to model standards of best practice related to APS work, and to facilitate discussion around these topics.

1 2 3 4 5

6. Advocate - My ability to advocate on behalf of staff and APS clients.

1 2 3 4 5

7. Influence Culture - My ability to influence the culture and climate of the unit that I lead.

1 2 3 4 5

8. Communicate - My ability to communicate effectively using a variety of different modalities.

1 2 3 4 5

9. Positive - My ability to compliment staff performance and to communicate optimism and hope that working conditions will improve and that elder abuse and APS will receive the attention that it deserves from local and federal government.

1 2 3 4 5

10. Motivation - My ability to create a motivating environment for staff and to recognize factors that may be counterproductive or "de-motivating".

1 2 3 4 5

11. Humor - My ability to appropriately use humor.

1 2 3 4 5

12. My overall skills and abilities performing the Teacher Role.

1 2 3 4 5

Service and Support Provider

1. Respond to staff - My ability to listen and respond to staff.

1 2 3 4 5

2. Respect - My ability to model respect for all staff and APS clients.

1 2 3 4 5

3. Cultural Competence - My ability to value, support, and demonstrate cultural competence.

1 2 3 4 5

4. Empathy - My ability to communicate empathy.

1 2 3 4 5

5. Case Consultation - My ability to provide case consultation and clinical supervision.

1 2 3 4 5

6. Teamwork - My ability to create and maintain a team approach with my unit.

1 2 3 4 5

7. Patience - My ability to exhibit patience concerning staff development and progress towards developing skills to become effective APS workers.

1 2 3 4 5

8. Sincerity - My ability to communicate sincerity for concerns posed by my staff.

1 2 3 4 5

9. Consistency - My ability to provide consistent feedback to staff and maintain a consistent schedule of individual and team meetings.

1 2 3 4 5

10. Policies and Procedures - My ability to create and maintain policies and procedures that are consistent with the mission and goals of the overall agency's mission.

1 2 3 4 5

11. Resolve Conflict - My ability to negotiate, resolve conflict, and create an amiable work environment.

1 2 3 4 5

12. My overall skills and abilities to perform the Service Role.

1 2 3 4 5

Manager

1. Manage Workloads - My ability to efficiently manage staff workloads.

1 2 3 4 5

2. Manage Time - My ability to manage my time.

1 2 3 4 5

3. Manage Resources - My ability to manage unit resources.

1 2 3 4 5

4. Technology - My ability to manage and utilize databases that contain information pertinent to APS cases.

1 2 3 4 5

5. Quality Control - My ability to monitor and respond to the quality of services that are being provided to APS clients.

1 2 3 4 5

6. Standards - My ability to create and maintain standards of performance for my unit and to convey those expectations clearly to my staff.

1 2 3 4 5

7. Details - My ability to attend to details and ensure that information is conveyed to my staff in a complete and thorough way.

1 2 3 4 5

8. Analysis - My ability to analyze situations or problems, and provide data analysis that will help to support my opinions.

1 2 3 4 5

9. Accuracy - My ability to maintain accurate records and schedules.

1 2 3 4 5

10. Planning - My ability to plan and monitor implementation of plans.

1 2 3 4 5

11. Diplomacy - My ability to reserve judgment and gather information.

1 2 3 4 5

12. My overall skills and abilities to perform the Manager Role.

1 2 3 4 5

Adapted from: Garrison, M and Dahlin, P. (2009). *Understanding self as supervisor – Foundations of Supervision Series, Participant Manual.* (p. 16-20).

Slide #13

Inventory Reflection

- 1. In which of the four roles do you feel that you have the most skill or capacity?
- 2. How do these skills support the ability of your team to serve their frail and vulnerable clients?



Slide #14

Activity

How do you spend your time?

- Administrative
- Managerial
- Educational
- Service and Support



Slide #15

Collaboration is Key!



Treasure Hunt

Handout 3 - Treasure Hunt

[See page 76 for pull-out version of handout]

Please review the descriptive sentences and place an X next to the sentences that describe you. Circle one that you are comfortable sharing with others. Locate someone else in the room that personally identifies with the descriptive sentence you circled and write their name in the line following the descriptive statement.

1. ____ I have been with my APS program for over 5 years. _____
2. ____ I have been an APS supervisor for less than 2 years. _____
3. ____ I LOVE the Service and Support role associated with my job. _____
4. ____ I am learning how to like to the Managerial role associated with my job.

5. ____ On some days, I really miss working directly with APS clients. _____
6. ____ My APS program is keyed into the important role that parallel process can play regarding outcomes and interventions with APS clients. _____
7. ____ I enjoy working on projects in teams. _____
8. ____ I enjoy facilitating meetings. _____
9. ____ I worry about the number of cases that my workers are receiving and my ability to ensure that they are not overloaded. _____
10. ____ There is someone in upper management that I can talk with about my concerns or to bring up new ideas. _____
11. ____ I sometimes take time out of my day to pause and think. _____
12. ____ I encourage my team to celebrate with each other. _____
13. ____ I enjoy inspiring others. _____
14. ____ I feel that my strengths are used every day at work. _____

Adapted from: Garrison, M and Dahlin, P. (2009). *Understanding self as supervisor – Foundations of Supervision Series, Participant Manual.* (p. 12).

Slide #16

L.I.F.E. Reports

Learning

In the

Field

Experience

Optional Handout: Learning In The Field Experience (L.I.F.E.) REPORTS

Purpose:

The Learning In The Field Experience (L.I.F.E.) provides supervisors with the following learning opportunities:

- To apply concepts and methods learned in training.
- To practice providing feedback to other supervisors.
- To expand awareness of supervisory practices specific to APS work.
- To apply collaborative learning techniques.
- To receive feedback on professional development.
- To develop professional, supportive relationships with colleagues in neighboring counties or programs.

Rationale:

APS Supervisors work with complex issues and situations in similar settings. The scope and nature of supervision varies according to local or state practice, departmental procedures, administrative focus and organizational climate. Given the lack of federal oversight for APS programs, supervisors are often faced with the challenge of having limited direction in order to determine best practices. Additionally, new supervisors face the daunting challenge of learning skills that pertain to supervision while stretching or modifying casework behavior that worked for them when they were APS field workers.

Providing field experience for APS Supervisors provides an opportunity for collaborative learning while simultaneously developing professional relationships and connections that could prove to be useful long after the end of the project. Working with a learning partner from another agency, supervisors will be able to provide and receive feedback on their development or refinement of supervisory skills. Working on their goals, both supervisors will be able to compare the progress of their learning. Through a dialogue with professional support, supervisors can candidly examine their strengths and developmental needs.

Guidelines for the Supervisor's Field Experience (L.I.F.E.):

1. When choosing a learning partner, consider the following:

-Does this partner work in a jurisdiction or office that is reasonably close in proximity?

-Does this partner have a similar role within her/his department?

-Does this partner work within a similar type of state, county, parish or local office? (ie, rural vs. areas of high urban density; APS staffing ratios similar).

-Partnerships will be finalized by the end of the second session.

2. Schedule two days for collaborative learning

Supervisors will schedule a full day for visiting and learning in another agency and a full day when their learning partners will visit their agency. It is critical that supervisors schedule this time in advance. Your APS Supervisor CORE facilitator will give you parameters for these dates.

3. Focus on your own learning goals:

The field experience provides an opportunity for structured observation and feedback related to personal learning goals. The material that is being covered in the APS Supervisor CORE series will help you to determine these goals.

As you complete the APS Supervisor CORE classes, consider and take note of potential areas that may be appropriate for you to address as learning goals.

4. Between the first APS Supervisor CORE session and the second session, consider the following:

- Of the 4 Supervisory Roles, where do your strengths and weaknesses lie?

-Have you identified areas for improvement within the role that you consider to be your weakest?

-How can you improve upon your leadership style to ensure that you are utilizing your workers' strengths to their fullest potential?

-What can you do to enhance your team's work environment?

-Are you currently implementing culturally competent supervision practices into your daily interactions with your staff?

5. After completing the two day visit to your partner's program (between sessions 6 and 7), you will complete a L.I.F.E. Report and then present your findings to the whole class.

Strengths Based Leadership

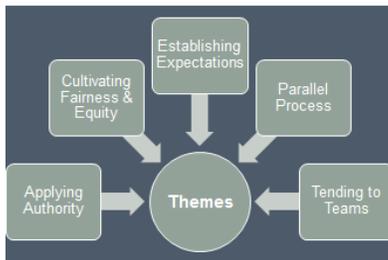


TIME ALLOTTED: 75 minutes

Slide #17

Assessing Workplace Style

- 5 Essential Supervisory Workplace Themes



Garrison, M and Dahlin, P. (2009). Understanding self as supervisor – Foundations of Supervision Series, Participant Manual, (p. 23-24).

Handout 4 - The Five Essential Supervisory Workplace Themes

Applying Authority

1. Supervisors are responsible for setting performance expectations and making a demand for work.
2. Supervisor must also recognize that the demands that they make will inevitably create negative feelings in the part of their workers. Supervisors must learn to encourage the healthy expression of these negative feelings in their staff.
3. Supervisors can also demonstrate how to effectively handle these negative feelings and thereby engage in effective parallel process.

Cultivating Fairness and Equity

1. Applying authority in a consistent manner is essential.
2. Supervisors must create a safe environment where cultural differences and similarities are explored and valued within the team.
3. Supervisors encourage APS workers to explore and value cultural differences and similarities of the APS clients that they are serving.
4. Supervisors must first explore and understand their own cultural identity and this will then be passed down to workers and clients through parallel process.

Establishing Expectations

1. Supervisor and the worker mutually come to an understanding about the work that needs to be accomplished, thereby providing a structure for the APS Worker to complete the work.
2. Supervisor must communicate what supports they will be providing to the worker, such as case consultation and logistical help managing complex case situations such as referrals to the Office of the Public Guardian.
3. Supervisor must also tune into the worker's underlying feelings, concerns, and thoughts about the expectations that are being placed on them.
4. If expectations are not clear and the supports that are to be provided to the worker are not clear, the worker will experience anxiety and this will impact outcomes with case interventions.

Parallel Process

1. The dynamics of the supervisor-worker relationship often parallels other relationships for the worker and also within the larger program or department.
2. A supervisor's behavior towards a worker impacts the worker's behavior and interactions with his clients and their family systems. Likewise, a manager's behavior towards a supervisor will impact the way that the supervisor interacts with his or her staff.
3. Parallel process can be used to produce positive outcomes with APS clients.
4. Parallel process can improve the interactions between staff at all levels of a department.

Tending to Teams

1. By effectively building the team aspect of their APS unit through parallel process, supervisors will teach workers skills to effectively manage build collaboration among family systems.
2. Supervisors must be able to both lead and follow as well as simultaneously teach and learn from others.
3. Supervisors must be consistent and flexible.

Adapted from: Garrison, M and Dahlin, P. (2009). *Understanding self as supervisor – Foundations of Supervision Series, Participant Manual.* (p. 23-24).

Slide #18

Applying Authority

- Supervisor responsible for:
 - Making the demand for work
 - Recognizing the negative feelings that result from expectations.

Slide #19

Cultivating Fairness and Equity

- Supervisor is responsible for:
 - Cultivating skills of self examination
 - Increasing knowledge about cultural identity

Slide #20

Establishing Expectations

- Supervisor is responsible for:
 - Clarifying expectations for the worker's performance
 - Communicating supports available to the worker
 - Tuning into worker's feelings, concerns, thoughts

Slide #21

Parallel Process

- The relationship between the supervisor and the APS Worker has a direct impact on the way that the APS Worker interacts with elders and dependent adults in the field.

Slide #22

Tending to Teams

- Essential Skills for a Supervisor:
 - Be able to Lead and Follow
 - Be Consistent and Flexible
 - Willingness to Teach and Learn

Slide #23

Buddy Activity

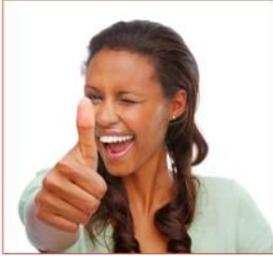
- Which theme is most challenging for you to integrate into your supervisory role?
- Why do you think this?



Slide #24

Leadership Styles

- Strengths Based Leadership



Slide #25

Basic Tenets

- The most effective leaders are:
 - Always investing in strengths
- Surround themselves with the right people and then maximize their team.
- Understand their followers' needs:
 - Trust
 - Compassion
 - Stability
 - Hope

Source: Rath, T., & Conchie, B. (2008). Strengths based leadership. New York, NY: Gallup Press.

Slide #26

Activities

- Strengths Based Leadership 12 Questions
- Strengths Based Leadership Scenario



Handout 5 - Strengths Based Leadership 12 Questions

1. Do I know what is expected of me at work?
2. Do I have the materials and equipment I need to do my work right?
3. At work, do I have the opportunity to do what I do best every day?
4. In the last seven days, have I received recognition or praise for doing good work?
5. Does my supervisor, or someone at work, seem to care about me as a person?
6. Is there someone at work who encourages my development?
7. At work, do my opinions seem to count?
8. Does the mission/purpose of my company make me feel my job is important?
9. Are my co-workers committed to doing quality work?
10. Do I have a best friend at work?
11. In the last six months, has someone at work talked to me about my progress?
12. This last year, have I had opportunities at work to learn and grow?

Adapted From : *First, Break All the Rules, What the World's Greatest Managers Do Differently* by Marcus Buckingham & Curt Coffman, Simon & Schuster, 1999.

Handout 6 - Strengths Based Scenario

Read the following scenario with your small group. Together, discuss how the "12 Questions" are not being addressed by the APS program in the scenario. As a group, come up with three recommendations for ways that this APS program can start to implement a strengths based leadership model.

Scenario:

Green County is a large, diverse county with areas of high urban density and pockets of violent crime. The APS program in Green County has been the target of budget cuts over the past four years and slowly the number of staff has been reduced by almost 50%.

Field workers are feeling stressed by increasing caseloads and they report that the cases that they are seeing are much more challenging than they were only a few years ago. Management has been promising that the program will transition to a new database for two years in response to requests by staff, but it has not happened and meanwhile the intake unit is struggling to keep up with the reports that are coming in, and each field worker is keeping their documentation on their own desktop computer.

Supervisors report that they do not have any way to track the status of the field workers casework and they learn at the point of case closure that many workers are not in compliance with mandates surrounding response times and documentation. Recent unit meetings have turned into bickering sessions between workers that caused one supervisor to become emotional and start to cry. Supervisors have started to avoid having one-on-one supervision sessions with their staff.

1. How are the "12 Questions" not being addressed?

2. Three recommendations:
 - a.

 - b.

 - c.

Coaching, Mentoring and Training



TIME ALLOTTED: 45 minutes

Slide #28

Coaching, Mentoring and Training



Slide #29

Coaching

Coaching is:

- An on-going relationship that offers one-on-one or small group discussions targeted at helping learners become more successful.
- A process used to empower employees.
- A process that enables staff to improve performance and enhance quality of life.

Slide #30

Distinctions Make the Difference

- Aptitude - Is there a lack of skills or knowledge? = **Training**
- Attitude - Is the employee getting in their own way? = **Coaching**
- Available Resources - Is an outside factor getting in the way? = **Training or Coaching**
- Approach - Is the employee showing a desire for long term career development? = **Mentoring**

Handout 7 - Distinctions Make a Difference

	Coaching	Training	Mentoring
Definition	<ul style="list-style-type: none"> • Focuses on gaining optimal performance from all employees. • Encourages people to contribute and participate. • Aimed at increasing an already satisfactory employee's performance by ongoing feedback by the coach (supervisor) on what to do and how to do it. 	<ul style="list-style-type: none"> • Teaching specific knowledge, skills or abilities for immediate use by the learner. 	<ul style="list-style-type: none"> • Is a strategic approach to developing an employee (the mentoree) by pairing them with more experienced employee (the mentor) who will teach, counsel, sponsor, and encourage them. • The mentor does not necessarily work in the same agency program area.
Characteristics	<ul style="list-style-type: none"> • Directive process by which one individual, the coach, creates enabling relationships with others that makes it easier for them to learn. • Encourages marginal and poor performing employees to work to the limits. • Helps good performing employees set and achieve goals at levels higher than those at which they are currently performing. • Fosters confidence and a supportive environment. • Celebrates accomplishments. 	<ul style="list-style-type: none"> • Sometimes training programs are generic and not tailored to individual needs. • Not always sufficiently similar to the "real life" working environment to ensure effective skill transfer. • Best suited to transfer of knowledge and certain skills rather than the development of personal qualities or competencies. • Build competence. 	<ul style="list-style-type: none"> • Concentrates on one individual. • Begins when an individual's outstanding characteristics begin to speak for themselves. • Provides opportunities for selected employees to learn new jobs and accept new responsibilities. • Makes agency culture explicit and understandable. • Assists employees in understanding their power and limits. • Focuses on individual career plans and goals within context of recent accomplishments. • Capitalizes on the worker's expertise or skill. • Prepares individual for promotion. • Builds confidence.

Adapted from Bryan, V. and Washington, Joyce. (2011). *The coaching resource toolkit*. (p. 6-7). Compiled by Brookdale Center for Healthy Aging and Longevity of Hunter College, The City College of New York. Presented at NAPSA Conference, September 2011.

Slide #31

Mentoring

· A longer term process that assists with career development.

Mentors provide motivation, connection, and advice but they do not make a direct connection to learning.

Slide #32

Activities

· To Coach or Not to Coach?

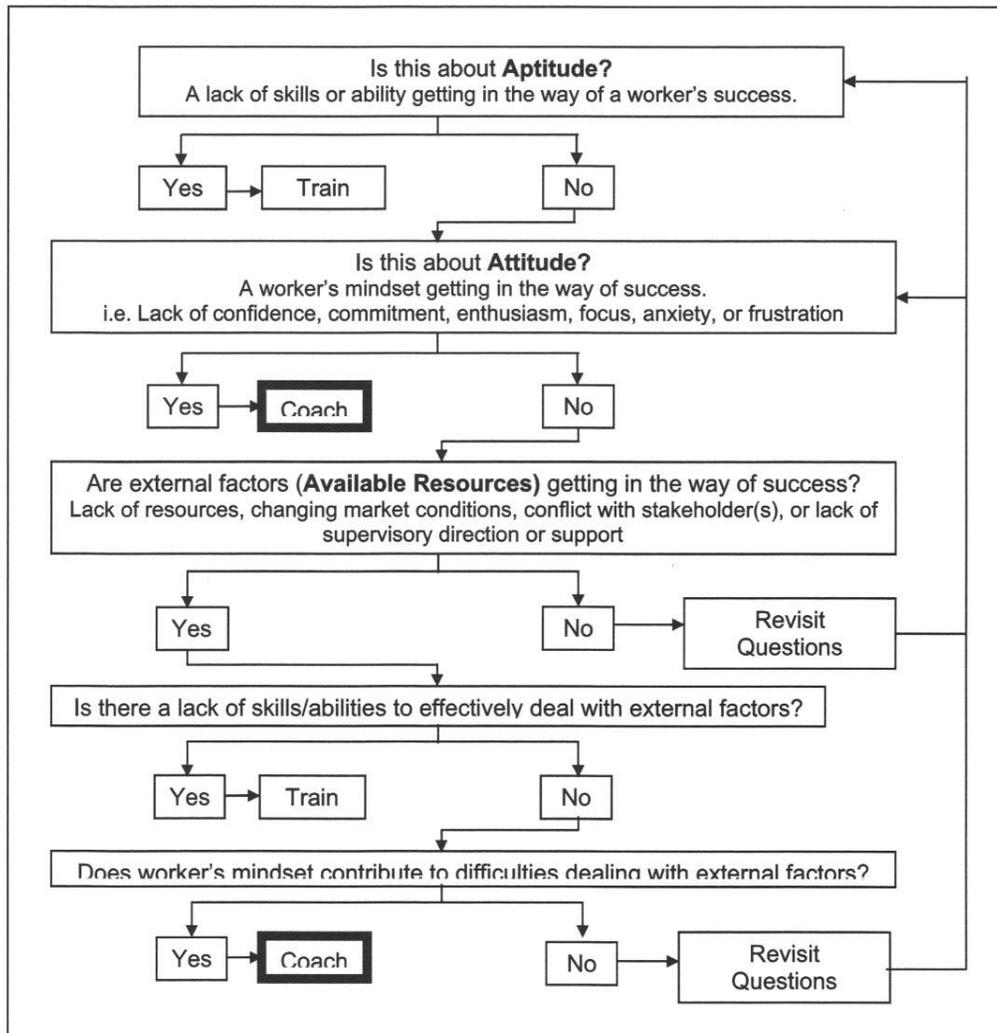
· Coaching Scenarios



Handout 8 - To Coach or Not to Coach

TO COACH OR NOT TO COACH?

When determining whether a situation requires coaching, think about the worker and the situation at hand and reflect upon the following questions.



Handout 9 - Coaching Scenarios

Review the following scenarios and decide with your group if you should use coaching, training, or mentoring to effectively address the situation. Explain why you feel that one strategy would be more appropriate than another.

1. You are supervising Jane, a talented APS Worker that has been with your program for ten years. She has always been on top of her work until your program transitions to an online data management system that requires her to maintain her case notes in real time. Since this transition, Jane has started to submit her assessments and service plans late and she has started to keep her investigations open for an average of 90 to 120- days. When you meet with Jane during your monthly supervision she confides to you that she feels overwhelmed by the database and that she thinks she is "too old" to learn how to use it.

Coaching, Training or Mentoring
Why?

2. You are supervising a new worker named Sam. He has an extensive background in gerontology and has a stellar record from multiple social work settings. He reports to you, his supervisor that he loves his new position as an APS Worker although he thinks that the financial abuse cases are really challenging. From reviewing his case notes, you observe that Sam does not understand the difference between a trust and a Power of Attorney, and he does not address the details of the allegations in the investigation sections that he documents.

Coaching, Training or Mentoring
Why?

3. Sylvia has been an APS intake worker for two years and her supervisor and colleagues note that she is very efficient and that she has excellent customer service skills. She always has recommendations for how to improve the intake process. Sylvia reports to you, her supervisor that she loves her job, but she does not know if she sees herself in this role for the next five years. She does not want to stagnate in field work and confides that she thinks this is a "dead end" job.

Coaching, Training or Mentoring
Why?

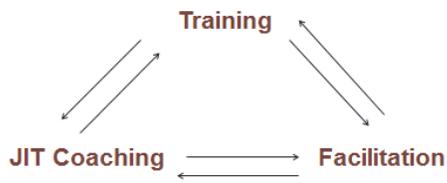
Slide #33

What does it look like to provide coaching?

- Mirror
- Ask Open Ended Questions
- Listen
- Feedback
- Create Space
- Celebrate Progress
- Validate

Slide #34

Just-In-Time Coaching



Slide #35

Activities

- Partner Interview
- Coaching Questions



Handout 10 - Partner Interview

Task #1: Self Interview

List two different activities required of you in your job. For each, place a check mark in the appropriate box regarding the level of your skill, experience, and motivation (High, Medium, or Low).

Responsibility:

Your Level of:	High	Medium	Low
Skill			
Experience			
Motivation			

Responsibility:

Your Level of:	High	Medium	Low
Skill			
Experience			
Motivation			

Task #2: Partner Interview

Ask you partner to identify two different areas of their job and to, in general terms, describe how he/she feels about their competence, experience, and motivation without labeling it high, medium or low.

Ask questions that will help you to make a determination about your partner's level of skill, experience, and motivation for each of the responsibilities. Place a check mark regarding their skill, experience motivation (high, medium or low) based on their responses. When your interview is complete wait until the presenter signals to switch interviewer roles.

Responsibility:

Your Level of:	High	Medium	Low
Skill			
Experience			
Motivation			

Responsibility:

Your Level of:	High	Medium	Low
Skill			
Experience			
Motivation			

Adapted from Bryan, V. and Washington, Joyce. (2011). *The coaching resource toolkit*. Compiled by Brookdale Center for Healthy Aging and Longevity of Hunter College, The City College of New York. Presented at NAPSA Conference in September 2011.

Handout 11 - Coaching Questions

Starting a just-in-time coaching dialogue is often the hardest part. The following phrases/questions can help get the conversation started. Use the following list of questions when conducting a just-in-time coaching session. These questions will help facilitate a successful meeting or coaching session.

1. What are the key issues?
2. What's getting in the way of people doing their best work?
3. What new opportunities would you like to mention?
4. What decisions do you need to make?
5. Who is the keeper of wisdom for this topic?
6. What information do you need to make a great decision?
7. How can I help you deal with current challenges?
8. What's the status of key projects? Do modifications need to be made?
9. Have you begun planning for emerging needs?
10. What's your goal related to people?
11. What's your goal related to processes?
12. What's your goal related to technology?
13. How are you doing relative to our goals?
14. What's happening in the workplace that should concern/interest you?
15. What kind of feedback would be most helpful right now?
16. What information do you need and where can you get it?
17. Where will you face resistance or barriers?
18. If you were your supervisor, how would you approach this?
19. What do you like about this idea/opportunity/project?
20. What alternative approaches can you think of?
21. Who should be involved in this project/task/initiative?
22. What could you do to ensure optimal benefit/value/profitability?
23. Should you be spending time on this?
24. What's on the top of your must-do list today?
25. Do you need anything from the team or supervisor to get that done?

26. What's getting in the way of moving forward?

27. Do you have something on your list that you should reconsider, put off, or delegate?

Phrases That Improve Dialogue

- **Why?**
- **How?**
- **Who?**
- **When?**
- **What if?**
- **What are some other approaches?**
- **What are you missing?**
- **What are your assumptions?**
- **What are your expectations?**
- **What if you had no limitations?**

Work Environments



TIME ALLOTTED: 40 minutes

Slide #36

Work Environments



or

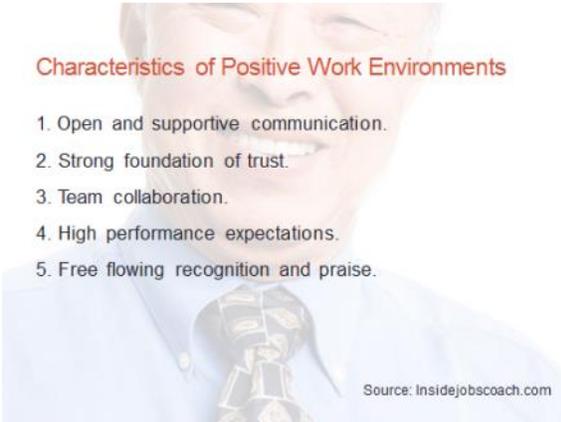


Slide #37

Characteristics of Positive Work Environments

1. Open and supportive communication.
2. Strong foundation of trust.
3. Team collaboration.
4. High performance expectations.
5. Free flowing recognition and praise.

Source: insidejobscoach.com



Slide #38

Characteristics of Positive Work Environments

- 6. Give credit and take responsibility.
- 7. Available and approachable management.
- 8. Aesthetics count! Create an appealing work space.
- 9. Make performance evaluations a positive experience.
- 10. Don't forget to have fun!

Source: insidejobscoach.com

Slide #39

Implementing Change



Slide #40

3 Phases of Transition

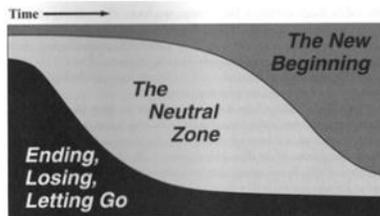


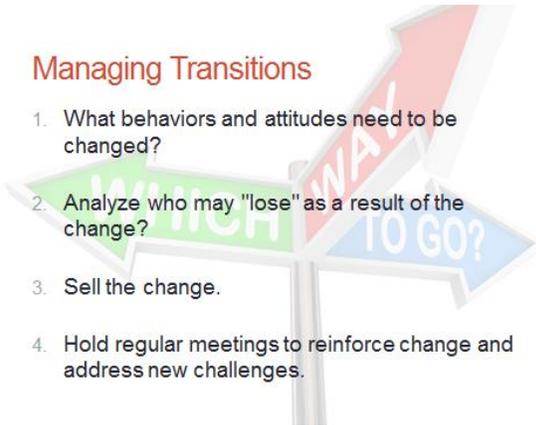
Figure 1.1 The three phases of transition.

Source: Bridges, William, (2003) Managing transitions - making the most of change, 2nd Edition. (p. 5).

Slide #41

Managing Transitions

1. What behaviors and attitudes need to be changed?
2. Analyze who may "lose" as a result of the change?
3. Sell the change.
4. Hold regular meetings to reinforce change and address new challenges.



Slide #42

Learning Journal

What can I do to create a positive work environment and how can I effectively manage this change for my team?



Goal:

3 activities that to carry out in order to meet this goal:

a.

b.

c.

How to manage the change aspect:

From Peer to Supervisor



TIME ALLOTTED: 35 minutes

Slide #43

From Peer to Supervisor

Managing Caseload

- 1. Assess and allocate resource needs of clients
- 2. Coordinate client activities
- 3. Implement procedures

vs.

Managing People

- 1. Assess and allocate resource needs of staff
- 2. Coordinate staff activities.
- 3. Develop/Implement procedures.

Slide #44

From Peer to Supervisor

Managing Caseload

- 1. Assess and allocate resource needs of clients
- 2. Coordinate client activities
- 3. Implement procedures

vs.

Managing People

- 1. Assess and allocate resource needs of staff
- 2. Coordinate staff activities.
- 3. Develop/Implement procedures.

Slide #45

Activity

· From Buddy to Boss



Handout 12 - From Buddy to Boss Scenarios

With your small group, read the following scenario and answer the following questions:

- What are the challenges presented by the situation?
- How would you handle this situation?
- If this happened to you in the past, how did you handle it? How would you handle it differently if it happened again?

Scenario 1

The APS Supervisor that has led your unit for the past 10 years just retired. You and one other frontline APS worker apply for the job. You have only been with APS for two years and you get the job. The other APS Worker is very seasoned and experienced. She tells her co-workers that she thinks that management does not like her because of her age. She informs your new team that you did not get the job fairly.

Scenario 2

You recently promoted to supervisor and you are now supervising a worker who you considered to be a friend. She has asked you privately to not assign her any hoarding clients or complex financial abuse cases. She has started coming in late and you recently learned that she took off three hours to go to a doctor's appointment without informing you of her schedule.

Scenario 3

You are supervising one of your former co-workers. From working alongside her in the field you know she has always struggled to stay on top of her work. While in the field you would always sympathize with her and commiserate about how hard the job was and how unfair the management expectations were, in spite of the fact that you were always able to handle your workload. As her supervisor you are now trying to encourage her to change her work practices; however she regularly answers, "You know how hard this is."

Scenario 4

You are a new supervisor and you are faced with the task of restructuring your APS intake unit. You need to add one new worker to the unit and you do not have any volunteers to take on this new role so you must assign the worker with the least seniority to the position. This person is a worker that you consider to be a good personal friend and you know that she absolutely hates to be tied to a desk and to do phone work. You will be supervising this unit and this worker on an on-going basis.

Closing/Evaluation



TIME ALLOTTED: 25 minutes

Slide #46

Group Activity

- Treasure Hunt



Slide #47

Closing/Evaluations

- Identify one way that you will apply the materials that were learned today either personally or professionally.
- Questions
- Training evaluations
- Thank you!



ADDENDUM

Handout 1: Four Supervisory Leadership Roles

Administrative Role

- Leadership - Lead the way through modeling and big picture interpretation.
- Direction - Guide others, especially during times of change. Make decisions and solve problems.
- Policy and Procedures - Supervisors must often interpret policies and procedures and may need to advocate for change. Policies and procedures may come from the state regarding APS practices or they may come be generated internally
- Team Building - Create and encourage collaboration between team members.
- Resources - Supervisors need to identify what tools their team may be lacking and may need to advocate to obtain these to enhance the ability of their APS workers to serve their vulnerable clients.

Managerial Role

- Distribute Workload - One of the most important roles of an APS Supervisor is to assign new cases and supervisors must ensure that this process is done in an equitable manner.
- Protect and Maintain Resources - This role may require a supervisor to advocate on behalf of their team. APS Workers are the most precious resource that a supervisor has.
- Establish and Work within Timelines - APS Workers have several timelines that dictate their work. It is the role of the APS Supervisor to enforce these timelines and ensure compliance with state mandates.
- Establish Communication Systems - Supervisors are responsible for ensuring that their staff are informed through regular and effective communication channels such as email and meetings. This is especially important since APS Workers typically spend a considerable amount of time in the field and may have infrequent face-to-face contact with their supervisor.

Educational Role

- Skill Building - Supervisors are responsible for teaching staff new skills, not only with new workers but with seasoned staff.
- Teach Values and Belief System of Agency - The Supervisor plays a vital role in imparting to workers the overall mission and values that are integral to APS work but also that are a fundamental part of the larger agency.
- Provide Learning Opportunities - Supervisors must seek to provide educational and training opportunities that will help workers to engage with their work and develop new skills that will help them to meet future career goals.

Continued

- Teach Discipline and Accountability - Supervisors must help workers to develop skills that will enable them to manage their workloads effectively and stay in compliance with mandated timelines.
- Teach and Maintain the Historical Perspective - It is especially important for new workers to have an understanding of how APS programs have developed in a state or local county as this provides a context for understanding how elder abuse is viewed and how best practices for APS work have been developed.

Service and Support

- Physical and Emotional Well-Being - APS Workers are exposed to secondary trauma when they are out in the field and it is essential that Supervisors provide support and encourage self-care practices.
- Establish Mutual Respect - The supervisory relationship is built on trust and respect. A supervisor must model these qualities for a worker.
- Resolve Conflict - Supervisors must be able to competently manage problems and conflicts that arise between team members. If conflicts are not addressed effectively and promptly, the unity of the team may suffer.
- Demonstrate Empathy and Concern - APS Supervisors should model effective social work skills that they can then apply to their casework by demonstrating empathy and concern as appropriate.
- Communicate with Staff Regularly - Keeping staff informed is not only logistically important, but it is also a fundamental part of maintaining a healthy supervisory relationship.

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Handout 3 - Treasure Hunt

Please review the descriptive sentences and place an X next to the sentences that describe you. Circle one that you are comfortable sharing with others. Locate someone else in the room that personally identifies with the descriptive sentence you circled and write their name in the line following the descriptive statement.

1. ____ I have been with my APS program for over 5 years. _____
2. ____ I have been an APS supervisor for less than 2 years. _____
3. ____ I LOVE the Service and Support role associated with my job. _____
4. ____ I am learning how to like to the Managerial role associated with my job.

5. ____ On some days, I really miss working directly with APS clients. _____
6. ____ My APS program is keyed into the important role that parallel process can play regarding outcomes and interventions with APS clients. _____
7. ____ I enjoy working on projects in teams. _____
8. ____ I enjoy facilitating meetings. _____
9. ____ I worry about the number of cases that my workers are receiving and my ability to ensure that they are not overloaded. _____
10. ____ There is someone in upper management that I can talk with about my concerns or to bring up new ideas. _____
11. ____ I sometimes take time out of my day to pause and think. _____
12. ____ I encourage my team to celebrate with each other. _____
13. ____ I enjoy inspiring others. _____
14. ____ I feel that my strengths are used every day at work. _____

Adapted from: Garrison, M and Dahlin, P. (2009). *Understanding self as supervisor – Foundations of Supervision Series, Participant Manual.* (p. 12).

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