

**Four Corners Activity**

- Record your response to each of the following on the corresponding flip charts:
  - Teamwork in child welfare is...
  - Collaboration in child welfare is...
  - A barrier to teamwork in child welfare is...
  - A barrier to collaboration in child welfare is...

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Supervisor Core – Module 6

**COLLABORATION AND TEAMWORK**

Supervisor Core Module 6: Collaboration and Teamwork  
Written by IHS for the Ohio Child Welfare Training Program, 2010 Revision

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Section 1:

**Introduction to Module 6**

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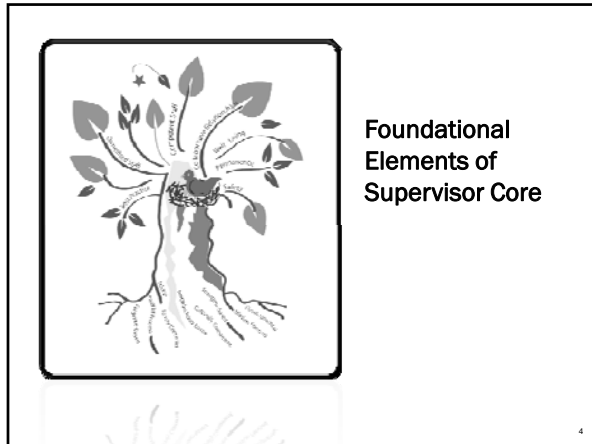
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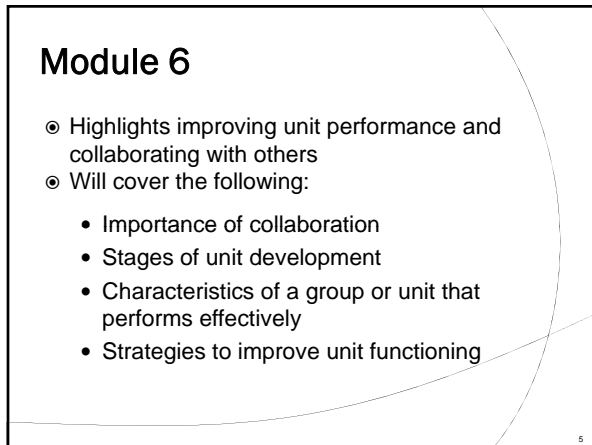
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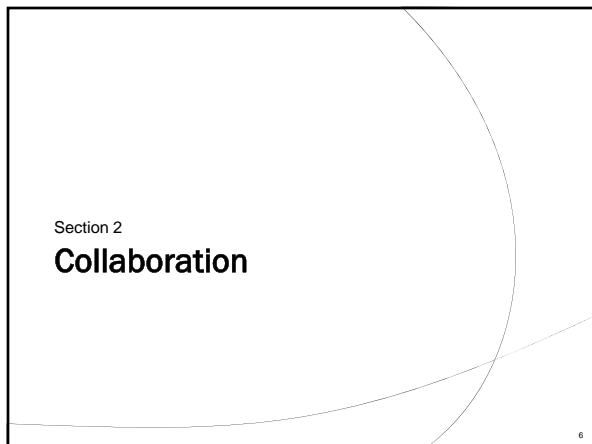
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**Objectives**

- Understand the importance of collaboration and teamwork in child welfare supervision and practice
- Understand that teamwork and collaboration with staff mirrors the process of working with a family.

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**Define Collaboration**

- In small groups, develop a definition of collaboration.
- Then small groups should join another small group and the two groups should attempt to consolidate their definition of collaboration.
- Then the entire group should come together and develop a definition of collaboration that all agree upon.
- Share all definitions with the large group

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**“Effective collaboration is a process by which two or more individuals can constructively explore their differences, and can search for and seek solutions that go well beyond their individual agendas. In a collaborative effort, the group is more important than the individuals, and the individuals share equal rights and privileges.”**

Mordock 2002

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### Collaboration...

- Is essential to the successful functioning of the unit
- Must be present to achieve child welfare goals and outcomes
- In child welfare is not always about equal rights, as generally, someone in a collaborative relationship has authority over another

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### Child Welfare Collaborators

- As a large group, identify one goal of child welfare.
- Then list all individuals, organizations and other groups who are involved in achieving this goal.

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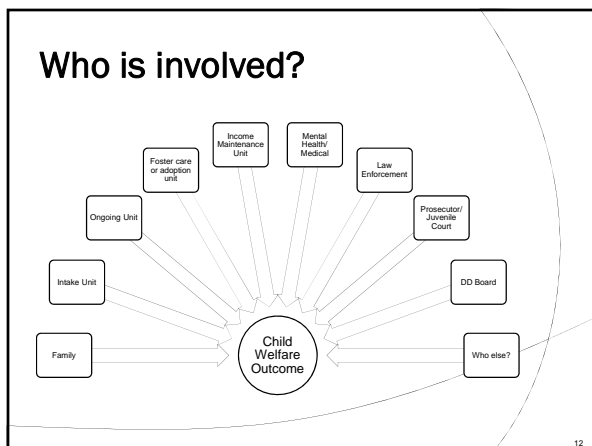
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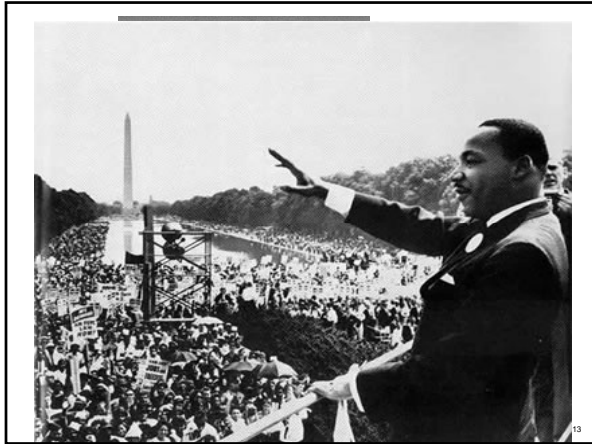
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**In order to successfully collaborate...**

- ◎ Must know about the others with whom you are working
  - Agency mission and vision
  - Structure of the organization
  - Available services or scope of practice
  - Client acceptance criteria
  - Cost for services and available financial support
  - Their perception of their role in the process

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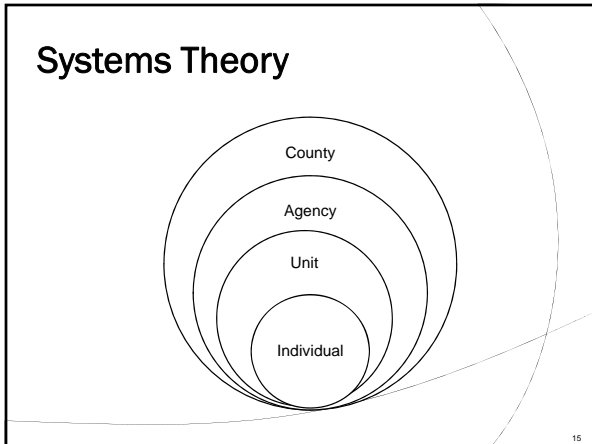
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### Successful Collaboration

- Must involve many
- Group goals and individual goals are equal
- Shared vision
- Clear purpose
- Understand mission of others
- High levels of communication
- Continued support
- Believe that others will uphold their responsibilities
- Commitment to working together
- Cross-systems training available
- Culturally competent and understand the importance of respecting the needs of all partners

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### Barriers to Collaboration

- In child welfare, there are barriers:
  - Supervisor has more authority than staff
  - Agency has more power than the parent
  - Court has more power than the agency

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### Power and Authority

- Collaboration is still beneficial even if power and authority are not equal
- Maximize the benefit of collaboration through:
  - Collaborating as much as possible
  - Collaborate when planning and decision making

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### Unsuccessful Collaboration

*Is caused by...*

- Role confusion
- Power and control issues
- Lack of mutual respect
- Lack of participation
- Lack of accountability
- Lack of flexibility
- Scheduling problems
- Lack of or NO leadership
- Lack of cooperation
- Conflicting agendas or needs
- Lack of sense of humor

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### Small Group Activity

- In small groups, use the reasons collaboration fails you have been assigned and think about how these apply to the case scenario.
- Then, develop strategies for overcoming these reasons. List them on the flipchart.
- Share your strategies with the large group

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Section 3:

### Effective Unit Performance

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### Objectives

- Identify their own unit's stage of group development
- Articulate characteristics of groups that perform effectively
- Understand what causes units to underperform

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### Current state of the unit

- Consider your unit, specifically thinking about the following:
  - What seems to be working well?
  - What seems to be problematic?
  - Is the unit meeting mission critical goals and objectives?
- Once these have been considered, take a few minutes and write down three sentences that best describe your unit
- Share your descriptions

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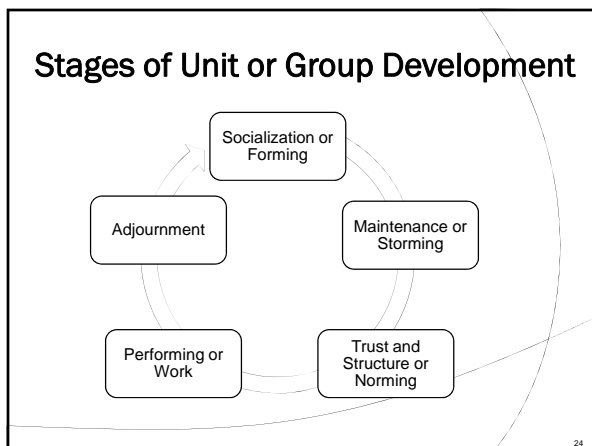
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**Small Group Activity**

- In small groups, identify which stage of unit development your group is in
- Discuss the reasons for your assessment of this

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**Units that perform effectively**

- Embrace Diversity
- Strengths-based
- Members feel appreciated
- Communicate effectively
- Have a strong unit identity
- Collaborate internally and externally
- Share Decision-Making when possible
- Participate in Negotiation and Consensus building to make decisions
- Guided by values, mission, commitment, roles and structure
- Manage conflict well

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**Embrace Diversity**

- Race
- Ethnicity
- Religion
- Culture
- Team Player Style
- Communication Style
- Learning Preference
- Generational Identities
- Personality Style

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### Team Player Style

- ⦿ Challengers/Question
- ⦿ Contributors/Task
- ⦿ Collaborators/Process
- ⦿ Communicators/Goal

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### Individual Activity

⦿ Think about the different staff in your unit. Identify the different “team player” styles for each. Then consider:

- How can staff members with different “team player” styles benefit the unit?
- How can they help achieve agency mission or goals?
- How might you change your approach to accommodate the various styles in your unit?

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### Generational Identities

*The environment and time period in which someone was raised greatly impacts how they function and relate to those from other generations.*

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**Fresh out of college vs. Seasoned Staff**

- In your assigned group, identify potential issues you might face when working with the other group
- Share your list with the group

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**Veteran and New Staff**

- Bring different perspectives, experience and education
- Supervisor must find ways to embrace these differences

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**Individual Activity**

- Use the DISC preference checklist and identify your personality style. Then consider the personality style of one person in your unit who seems to have an opposite personality.

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**When working with dominant people...**

- ⦿ Build respect to avoid conflict
- ⦿ Focus on facts and ideas rather than people
- ⦿ Have evidence to support your argument
- ⦿ Be quick, focused and to the point
- ⦿ Ask what, not how
- ⦿ Talk about how problems will hinder accomplishments
- ⦿ Show them how they can succeed

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**When working with influential people...**

- ⦿ Be social and friendly, build a relationship
- ⦿ Listen to them talk about their ideas
- ⦿ Help them find ways to translate talk into action
- ⦿ Do not spend too much time on details
- ⦿ Motivate them to follow through to complete tasks
- ⦿ Recognize their accomplishments

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**When working with steady people...**

- ⦿ Be genuinely interested in them
- ⦿ Create a humane working environment
- ⦿ Give them time to adjust to change
- ⦿ Clearly define goals for them and provide ongoing support
- ⦿ Recognize and appreciate their achievements
- ⦿ Avoid hurry and pressure
- ⦿ Present new ideas carefully

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**When working with conscientious people...**

- ⦿ Warn them and avoid surprises
- ⦿ Be prepared, don't ad-lib
- ⦿ Be logical, accurate and use clear data
- ⦿ Show how things fit into the bigger picture
- ⦿ Be specific in disagreement and focus on the facts
- ⦿ Be patient, persistent and diplomatic

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**Strengths-Based**

- ⦿ Communication within the unit and with others outside the unit must be strengths-based
- ⦿ Case discussions should be strengths-based
- ⦿ Conversations about unit performance should be strengths-based
- ⦿ Provides a model for staff to use when working with clients

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**Appreciate Members**

- ⦿ Regularly thank staff for contributions
- ⦿ Routinely send thank you or appreciation cards or emails
- ⦿ Have appreciation events

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**Communicate Effectively**

- Strengths-based
- Actively Listen
- Be sure the message is accurately conveyed
- Ask questions and gather information

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**Strong Unit Identity**

- Requires trust
- Should invoke pride
- Can build cohesiveness
- Can increase productivity

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**Individual Activity**

- What identity does your unit have within the agency? Write down your responses.
- What would you like your unit's identity to be? What would you like the executive director to think about your unit? Members of the public? Other units?

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### Business Card Activity

- In small groups, develop a unit business card
- Must have a slogan (7 words or less)
- Must have a logo



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Day 2

## WELCOME BACK!

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### Collaboration

- Necessary to build and sustain positive relationships
- Builds trust and relationships
- Engages stakeholders in the process

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**Share Decision-Making**

- Staff should be involved in decision-making whenever possible
- Provides opportunities for professional growth
- Can increase commitment
- Creates collaborative relationships

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**Consider this...**

- Is the decision critical or routine?
- Is the decision simple or complex?
- Is there one possible course of action or many?
- What is the level of commitment by others needed for successful implementation?
- How much time is available to make the decision?

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**Who should be involved?**

- Those who have knowledge of the issue being discussed
- Those who are responsible for implementing the decision
- Those who will be responsible for approving the decision
- Those who will be directly affected by the decision

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### Negotiation and Consensus Building to Make Decisions

- ⦿ Five types of problems that generally need decisions (Routine, non-routine, expected, unexpected, and crisis)
- ⦿ Three types of decision-making
  - Decision by authority after group discussion
  - Majority Rules
  - Consensus

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### Decision-Making Processes

East & Hanna 2009, pg. 79.

Model	Questions to Ask Yourself
Authority	Do I have the ultimate decision authority and does the group expect this? Is the problem routine? Do I need immediate resolution? Do I have the expertise and information to support my making the decision?
Majority Rule	Is the decision not so important to everyone? Do I need a sense of group, but also to move on? Is time limited? Will those who "lose" be alienated or retaliate?
Consensus	Is there adequate time for a more extensive discussion? Do the staff and I have the psychological energy for the discussion? Is this a complex decision? Do I want new and diverse ideas? Do I need commitment and buy-in from everyone

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### Small Group Activity

⦿ In small groups decide which decision making method would be most appropriate for each type of decision?

- ⦿ Routine
- ⦿ Non-routine
- ⦿ Expected
- ⦿ Unexpected
- ⦿ Crisis

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**Values, Mission, Commitment, Roles, and Structure**

- Mission and Vision should guide practice
- Unit should develop its own mission and vision
- Agency goals should be driven by agency mission and vision
- Unit mission specifies how the unit contributes to the achievement of the agency vision

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**Values**

- General principles or ideals, usually related to worth and conduct
- Describe strongly held beliefs
- Should statements, not standards

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**Mind Mapping**

- In small groups, write the word “Values” in the center of a flipchart paper.
- Using different colored markers, each person should write all the child welfare values they can identify on the paper.
- Then, each group, should draw lines to connect the values that are similar to identify themes

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### Values and Objectives

- Each small group should select two of the values that you would like to operationalize in your units

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### Mission, Vision, and Goal Setting

- Effective units define their goals by performance expectations
- Unit goals and indicators should be directly related to mission and vision
- To achieve goals, units must identify what they do to support high levels of achievement, and then do it better
- Staff must be responsible for individual work and the work of the team
- Staff involvement in goal setting encourages commitment
- Use S.M.A.R.T. criteria to establish goals

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### Objective setting

- In same small groups, identify several objectives that stem from each of the two values you selected
- Select two objectives for each value to operationalize
- Create a chart that identifies values, objectives and performance standards

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For example:

Value	Unit Objective	Performance Standard
People should be treated with respect and integrity	Phone calls from clients will be returned within 2 business days	Staff will set aside time every morning and afternoon to return phone calls.
	Disagreement among co-staff will be handled courteously	Staff will speak directly with the person they disagree with to discuss the issue. This will be done privately.

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### Objective Setting Activity

- In small groups, write a plan for how each of you will work with your unit to establish unit objectives

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### Plan should include:

- How you will involve staff in each of the following:
  - Discussing and deciding on objectives
  - Setting performance standards
  - Decision-making
  - How the work will be conducted
- What resources will be needed?
- What types of data should be considered prior to setting objectives?
- Who else will have input into the process?

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**Monitoring Plan should address:**

- ⦿ How often should data be analyzed to determine progress?
- ⦿ How can staff monitor unit progress toward objective achievement?
- ⦿ What methods will be used to analyze progress?

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**Manage Conflict Well**

<p><b>Conflict Management Strategies</b></p> <ul style="list-style-type: none"> <li>⦿ Active Listening</li> <li>⦿ Mediation</li> <li>⦿ Bringing the conflict out into the open</li> <li>⦿ Attempting to reach an agreement across conflicted parties</li> <li>⦿ Allowing individuals to vent</li> </ul>	<p><b>Consequences of unmanaged conflict</b></p> <ul style="list-style-type: none"> <li>⦿ Inefficient</li> <li>⦿ Sabotage</li> <li>⦿ Can't engage in productive problem solving</li> </ul>
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Section 4:

**Improving Unit Performance**

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**Objectives**

- ⦿ Assess unit functioning in a way that considers strengths, weaknesses, opportunities, and threats
- ⦿ Identify strategies for maximizing the performance of the unit
- ⦿ Implement strategies for maximizing the performance of the unit
- ⦿ Develop an action plan for improving unit performance

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**Assessment**

- ⦿ Consider the characteristics of your unit and compare those to the ten characteristics of effective units
- ⦿ Rate your unit's compliance with each characteristic on a five point scale

1- Not compliant-----5 – Very compliant

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**Describe your unit**

- ⦿ Consider the three sentence description you gave of your unit yesterday. Think about the following:
  - Did you use any of the characteristics of effective units to describe your unit?
  - Now that you know the characteristics, would you change your description?
  - Comparing the full assessment and the three sentence description, do you think you can more accurately determine if your unit is functioning effectively?

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### Small group activity

- Look at your assessment and identify the top three areas for improvement.
- In small groups, list the characteristics that need improvement and the strategies for improving them.

Characteristic	Strategy

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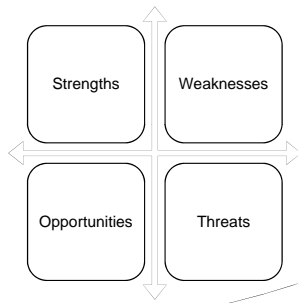
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### SWOT: Analyzing the Environment




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### SWOT Activity

- In small groups, consider the unit goal that was developed during the goal setting activity. Identify the strengths, weaknesses, opportunities, and threats that pertain to the goal.
- Share some examples.

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**Guidelines for unit improvement**

- Establish clear goals
- Start Modestly
- Ensure agreement prior to action
- Build realistic timetables
- Consult with Unit Members widely and genuinely
- Relate the improvement process to organizational work

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**Guidelines for unit improvement cont.**

- Encourage openness and frankness
- Do not raise false expectations
- Reorganize work if necessary
- Unit improvement can precipitate other challenges
- Learn from mistakes
- Model and reward desired behavior

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**Strategies for Improving Unit Performance**

- Use strengths-based communication
- Employ time management and prioritization tools
- Create a learning environment
- Evaluate and develop individual staff performance
- Manage Conflict
- Communicate effectively
- Gain commitment and buy-in when implementing change
- Develop a unit mission, vision and goals

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**Supervisory Tools for Unit Improvement**

- In your small group, develop a one minute summary of the value of the tool to supervisors
- Share your summary with the group

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**Unit Meetings**

- One tool to improve unit performance
- Can be used to address many issues and accomplish many activities
- Can be used to support the learning environment

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**Strategies for ensuring effective use of unit meetings**

- Pick the right time and place
- Have the right people there
- Develop a strategic agenda
- Identify purpose, agenda and starting and ending times prior to the meeting
- Ensure all are in agreement about the purpose of the meeting
- Involve staff in conducting the meeting
- Limit barriers to communication
- Facilitate staff member's participation in the meeting
- Before meeting end, establish who has follow-up responsibilities
- Maintain a written record

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**Morale Assessment**

- Can be a useful tool at the beginning of a unit meeting
- Helps supervisors stay aware of attitudes and motivation of staff

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**Conducting a Morale Assessment**

- Allow each staff member to “take a minute” to share information (personal or professional)
- Staff can request a minute of another staff member as well
- These check-ins are not for agenda items
- Many benefits- gives staff a few minutes to ease into the agenda, helps staff build relationships, and helps supervisors learn how staff are doing

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**Unit Meetings provide opportunities for...**

- Staff learning
- Collaboration among staff
- Case consultation
- Communication of policies, procedures and other important information
- Problem-solving

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**Lightening Round**

- ⦿ Identify ways in which unit meetings can be utilized for each type of supervision.
  - Administrative
  - Educational
  - Supportive

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**Promoting a Learning Environment**

- ⦿ Include provocative or controversial practice topics for discussion
- ⦿ Share important developments affecting management
- ⦿ Encourage creative approaches to case situations or work processes
- ⦿ Reinforce the use of the *Field Guide*
- ⦿ Highlight new developments in the job area
- ⦿ Share journal articles about evidence-based practices
- ⦿ Check with staff to ensure meetings are productive and fostering growth within their work

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**Effective Unit Meeting Video**

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**Meeting Frequency**

- ◎ Direct service units should meet weekly or bi-weekly
- ◎ Consider this when deciding how frequently to meet:
  - How difficult are the tasks assigned to the unit?
  - How structured(unstructured) is the work environment?
  - How experienced, capable and confident is the unit in relation to its responsibilities?

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**Objectives guide the improvement planning process**

- ◎ Return to small groups from Values exercise. Use the objective established during that activity for this exercise
- ◎ Record the required percentage of compliance (or number of activities) you want to achieve for this objective
- ◎ Estimate what percentage each of your units is at right now?
- ◎ Considering the benchmark and current status, where would you like your unit to be in six months?

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**Improvement Plan**

- ◎ In small groups, discuss each question, but on your handout, write what specifically applies to your unit

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### Performance Improvement Plan Process

- Step One: • Consider what is already working?
- Step Two: • What made this work?
- Step Three: • What are you trying to accomplish?
- Step Four: • What are the benefits of achieving the objective?
- Step Five: • What can you do more, better or differently to move closer to the objective?

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### Complete the Action Plan

- Write each planning objective on one action plan
- List the action steps/strategies for each planning objective into the action planning format
- Establish who will do what and by when AND how progress will be measured

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Section 6:  
**Celebration and Closure**

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### Create a Celebration

- In small groups or one large group, determine how you would like to spend this closing time together.
- Be creative and silly, make up a poem, a song, a dance or something of the sort.
- Share your creation with the rest of the group.

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**"Before you are a leader, success is all about growing yourself. When you become a leader, success is all about growing others."**  
- Jack Welch



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### What's Next?

- Continue personal professional growth
- Model the strengths-based collaborative process for staff
- Complete your E-track evaluation to receive credit and certificates

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For additional resources visit...

<http://www.ocwtp.net/Trainee%20Resources.htm>



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