

# Day Seven

## Part Three: Supervisor as the Critical Link



### TOPICS

Conflict Management

Team Building

Culminating Project Presentations

## Part Three: Supervisor as the Critical Link

During this week of training you will be focused on the supervisor as the critical link. This includes identifying and developing skills, knowledge and effective behaviors in building team relationships and bringing about the change required to meet the Department's mission and vision.

### Key Learning Objectives

- ✓ Supervisors will identify and practice techniques that will allow them to effectively build team synergy and manage conflict.
- ✓ Supervisors will identify and build on strategies for utilizing quality assurance processes and findings as well as federal and state outcomes to guide their decision making and daily activities.
- ✓ Supervisors will increase their awareness of professional ethics for supervisors and develop strategies for tackling common ethical dilemmas in child welfare.
- ✓ Supervisors will build on the understanding that they are the critical link to change in the Department and will develop skills in change management.

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## Part Three: Supervisor as the Critical Link

Topic	Activities
Part Three Overview and Day 4 Introduction	<ul style="list-style-type: none"><li>▪ Ice-breaker: Treasure Hunt</li></ul>
Conflict Management	<ul style="list-style-type: none"><li>▪ Making it Work</li><li>▪ Conflict Management Scenarios</li></ul>
Team Building	<ul style="list-style-type: none"><li>▪ Terri, Anthony, and Tia</li><li>▪ Practice Makes Better</li><li>▪ Team Building Action Plan</li></ul>
Culminating Project Presentations	<ul style="list-style-type: none"><li>▪ Culminating Project Presentations</li></ul>
Wrap-up	<ul style="list-style-type: none"><li>▪ Complete Evaluations</li></ul>

# Objectives

## Team Building

- ✓ Define characteristics of effective teams.
- ✓ Examine the critical components required for a high performance team.
- ✓ Devise an action plan for building an effective team.
- ✓ Explain the benefits of developing and maintaining an effective team.

## Conflict Management

- ✓ Identify the levels of conflict.
- ✓ Discuss conflict behaviors.
- ✓ Identify the principles of a win/win approach to conflict resolution.
- ✓ Discuss the methods of negotiation, mediation, and collaboration for resolving conflict.

# Activity – Treasure Hunt

## Directions:

**Review** the following list of descriptors, check or circle those that accurately describe **you**. Then find other participants **NOT** at your table and ask them to initial the items that pertain to them. Gather at least **5 sets** of initials.

<input type="checkbox"/>	I have taken training on teamwork before.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	I have been a supervisor for more than one year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	I can identify three different types of teams of which I'm a member—anywhere outside work!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	I prefer working in a team as much as possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	I can think of more benefits than challenges to teamwork in child welfare.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	I believe that whoever is in charge of the team should just tell us how to proceed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	I am pretty good at solving complex problems involving more than 25 people at one time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	I have heard about “forming-storming-norming & performing” as a description of team development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	I get bored in teams when there isn't a need for me as the leader to take charge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	I prefer when a team's leader can serve as a consultant to the team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	I can list four keys to effective teamwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	I understand the elements required for team problem-solving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	I receive unsolicited applause/praise from my colleagues at a satisfactory frequency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Activity – Making It Work

## **Directions:**

**Respond** to the first question. Then, with your group, discuss and note alternative modes you can utilize to revise your conflict management process.

1. Identify one supervisory relationship you have where your current conflict management process is not working to their satisfaction.

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2. Given the Task/Relationship and the personalities involved, which would be an appropriate mode to utilize to revise your conflict management process? Why?

**Avoiding**

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**Accommodating**

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**Competing**

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**Compromising**

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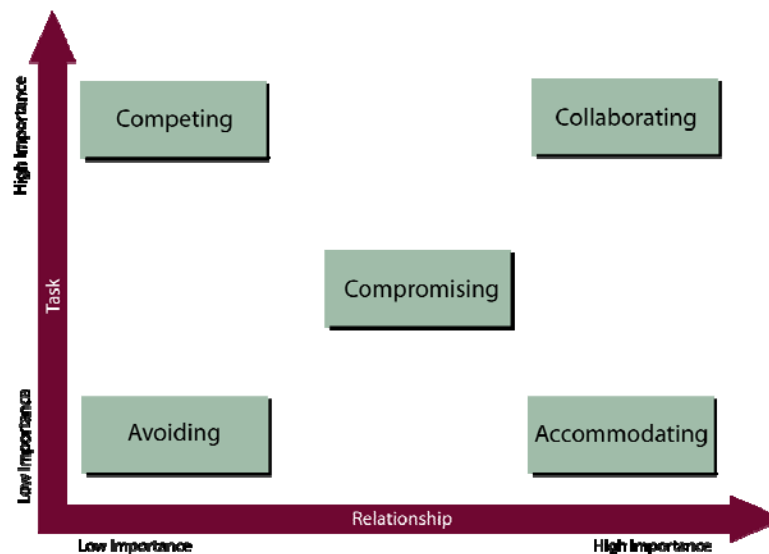
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**Collaborating**

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# Handout – Conflict Management Matrix



## Avoiding

The avoiding mode is unassertive and uncooperative. The conflict is sidestepped, ignored, or postponed. The conflict is simply not addressed. Avoiding should be used when an issue is unimportant, or when taking time to allow tension to decrease or to gather more information would be helpful in resolving the conflict. It should also be used if you can see no possibility of satisfying your concerns, or if others could more effectively resolve the conflict than you yourself could.

## Accommodating

Accommodating also values the relationship, but the conflict is acknowledge and there is an interaction. In accommodating, one party defers to the other. Examples in supervision could be when the supervisor and case manager disagree on a procedure or practice, but the case manager agrees to do what the supervisor asks in deference to the authority and role within their dynamic.

## Competing

Competing is a power-oriented mode, characterized by assertiveness and uncooperativeness. A person who uses this mode pushes her own concerns at the other person's expense. A person who is competing may be standing up for his or her rights, defending a position, or just trying to win. Competing should be used when you are confident that you are right, and the issue is vital, the situation is an emergency, or it is necessary that an unpopular course of action be implemented.

# Handout, cont.: Conflict Management Matrix

## Compromising

Compromising uses both assertiveness and cooperativeness. When this mode is used, the person is seeking a mutually acceptable situation. It explores issues more deeply than in avoiding, but not so intensely as in collaborating. It really is a more middle ground. Compromising should be used when time is of the essence and the goals of each are too important to sacrifice, but not important enough to assert over all else. It can also be used to achieve temporary solutions while using another mode, such as collaboration or competition, to work towards a final solution; alternatively, it can be used as a backup if collaboration or competition fails.

## Collaborating

Collaborating and is an assertive and cooperative style. When this conflict mode is used, the underlying issues are explored to find a mutually beneficial solution. Collaborating should be used when the concerns of all involved are too important to be compromised, or when it is imperative that several different perspectives be taken into account in solving the problem. It can also be used as a method of working through hard feelings, and building a sense of commitment to each other and to shared objectives.



## Activity – Conflict Management Scenarios

1. John, a case manager in your unit, has worked with the agency for three years, but has only been in your unit for 60 days. While doing good casework, John never signs in or out, and you rarely know where he is.
2. Cindy, a supervisor for another unit and your peer, leaves a note on your door telling you that the conference room was left a mess after your staff meeting and that it needs to be cleaned up before her meeting later today.
3. Derek, a caseworker in your unit, advocates recommending Termination of Parental Rights on the Alexander case. You are convinced that it is too early to recommend TPR, and know that the DCF Attorney would not file a petition in this situation.
4. While doing case supervision with Monica you recommend that she do an immediate safety assessment on an infant in the Smith home. Monica argues with you that she just saw the child 2 weeks ago, and that she can't go to the Smith home when she has other families she hasn't seen at all this month.
5. At 11:00 am your Director assigns you a task that will take at least a day, telling you that he needs it completed and returned by close of business today. This happens constantly, and you are tired of working 12 hour days.
6. Barbara and Donna have never gotten along. They come together to your office asking for your intervention. Donna says that Barbara talked about her behind her back to another co-worker.
7. Joe, another supervisor, tells you that his unit gets all the "bad" cases while your unit is assigned "the fluff". He slams a case on your desk that was assigned to his unit today and says you'll just have to handle this one because his unit is too busy.
8. Sam, an excellent case manager, habitually comes into the office around 8:30 and leaves around 4:30. When you remind him that the office hours are 8:00 – 5:00 he says that he gets his work done, so why should it matter when he comes in or leaves.

# Activity – Conflict Management Worksheet

## **Directions:**

- *In your small group, review the assigned scenario.*
- *Work as a group to answer the following questions, using the conflict management modes and negotiation process that have been discussed.*
- *Develop a brief (1-2 minute maximum) role play that demonstrates how the assigned scenario might be handled..*
- *Be prepared to present your worksheet responses and role play to the class at large.*

1. **Which conflict management mode (competing, accommodating, avoiding, collaborating, or compromising) might best be used in this situation? Why?**

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2. **Apply the steps to conflict management to your assigned scenario:**

- **People - Separate the people from the problem:**

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- **Interests - Focus on interests, not positions:**

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- **Options - Generate a variety of options for resolution of the conflict:**

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- **Criteria – Base the result on an objective standard:**

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3. **Create and practice a brief role play demonstrating how this conflict might be managed.**

## Activity – Effective Team Building

**Directions:**

**Respond** to the following:

**1. What efforts have you made to team build with your team?**

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**2. In what ways is your team functioning well as a team?**

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**3. In what ways does your team need to function better as a team?**

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## Activity – Terri, Anthony and Tia Case Scenario

**Mother:** Terri 30 years old African-American

**Father of last 3 children:** Anthony, 32 years old African-American

**Father of the first 3 children:** Michael 35 years old African-American

**Youngest child:** Tia, one month old, in specialized foster care due to her medical problems

**Other children:** 5 children ranging in ages from 2 years to 12 years. They are now living with their paternal grandmother (Anthony's mother)

**Paternal Grandmother:** Pat (Anthony's mother)

**Foster Parents of Tia (medically fragile home):** Gwendolyn and Wayne Franks:  
Caucasian

### **History:**

Terri has been in residential drug treatment for one month. Tia was born one month ago and tested to have cocaine in her system. Terri was involved with crack cocaine and also drank alcohol. Terri admits her fault in not stopping her drug usage while she was pregnant. She says she was always able to stop her drug use before the birth of her other children. This time she just could not stop. She was in drug treatment once before "but it did not help her."

The family was referred for services by the hospital staff as they were concerned that Tia's medical condition was severe and Terri did not seem to understand the special needs of a baby who has pre-natal drug exposure and who has a heart condition. Terri told the ER worker that she had successfully raised the other children so she did not think it should be a problem for her to take care of Tia. Anthony, the doctor and the case manager were able to convince Terri to enter a residential drug treatment program. Tia was placed in foster care due to the pre-natal drug exposure and her medical needs. The father, Anthony and his family were not able to care for a medically fragile child. There were no maternal relatives who were identified at the time of placement. Terri did not provide information on Michael or his family. The family plan is for Tia to return to the family as soon as Terri completes her drug treatment and can take care of Tia and her siblings. The case manager did a review of the condition of the 5 older siblings and found no indications of abuse or neglect.

## Activity, cont.: Terri, Anthony and Tia Case Scenario

Drug addiction is part of Terri's life. Her mother and grandmother were addicted and died from their addiction. Terri was in foster care as a child due to her mother's problem. She ran away from foster care at 17 and met Michael. They have never married but they were together for years. Seven years ago she left Michael and moved in with Anthony. Terri has been with him since then and he is the father of her last three children Tia was born with a heart defect that required surgery shortly after her birth. She continues to need extensive medical care and is considered medically fragile. The doctors state that Terri's drug addiction did not cause Tia's medical problems but did make it hard to treat Tia until she completed her drug withdrawal. Tia visits with Terri, her siblings and Anthony once a week at the residential program. The visits are supervised. Terri has always been appropriate with Tia during the visits. The treatment staff report that Terri is a good parent with all her children. Tia has had frequent medical emergencies. The older children can move into Terri's residential drug treatment program. They are on the waiting list but the program does not have enough slots available for this large number of children. The program will NOT be able to have Tia placed in the facility due to her need for extensive in-home medical care.

Anthony has been part of Tia's visits. He has been appropriate with all the children during his visits. He is working and did not feel he could care for 5 children by himself so he agreed for them to move into his mother's home. This was done on a voluntary agreement. The grandmother said she could not handle 6 children especially as Tia would need extensive in-home medical treatment and needs to go to medical appointments several times a week. But she could handle the five older children if Anthony helps by coming over after work. There is no involvement by DCF in regard to these older children.

The case manager and family could not find a family resource that was willing and able to take care of Tia. A dependency petition was filed on Tia. Anthony and Terri were upset that Tia was placed with strangers. They both want the family to be together as soon as possible. Anthony says he does not have any drug problems and there is no evidence that he is addicted. There is no known history of Anthony abusing any children. The five older children have shown no signs of abuse or neglect. The three older children attend the local public grade school and the teachers report that they are doing fine academically. The teachers report that all the children appear to be connected with both Terri and Anthony. Anthony is often the parent who responds to the teachers' notes or phone calls.

## Activity – My Team Building Action Plan

**Directions:**

**Identify** an area of practice or an opportunity where your can build their unit/team in the work your are doing currently. Identify a specific outcome or goal (a problem or a team goal).

### Step One

### Step Two

### Step Three

### Step Four

### Step Five

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## Slide 7.1

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**Day Seven**  
Part Three: Supervisor as the Critical Link

Florida Department of Children and Families

## Slide 7.2


**Part Two Learning Goals: Building a Highly Functional Team**

- Supervisors will identify and practice techniques that will allow them to effectively **build team synergy** and **manage conflict**.
- Supervisors will identify and build on strategies for utilizing **quality assurance** processes and findings as well as **federal and state outcomes** to guide their decision making and daily activities.
- Supervisors will increase their awareness of **professional ethics** for supervisors and develop strategies for tackling common ethical dilemmas in child welfare.
- Supervisors will build on the understanding that they are the **critical link to change** in the Department and will develop skills in **change management**.

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## Slide 7.3

**Positive Outcomes Bridge—Part Two**



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## Slide 7.4

**Part Three: Day Seven Overview**

- Conflict Management
- Team Building
- Culminating Project Presentations

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## Slide 7.5

**Two Sisters and an Orange**

Two sisters want an orange, but there is only one orange left.

What can they do?




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## Slide 7.6

**Two Sisters and an Orange**

One sister went to the juicer with her half of the orange and started to squeeze herself a drink - and she threw out the rind. The amount turned out to be too small to satisfy her.



The other sister, with some difficulty, began to grate the rind of her half of the orange to flavor a cake. She then threw out the juicy pulp.



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## Slide 7.7

### Two Sisters and an Orange

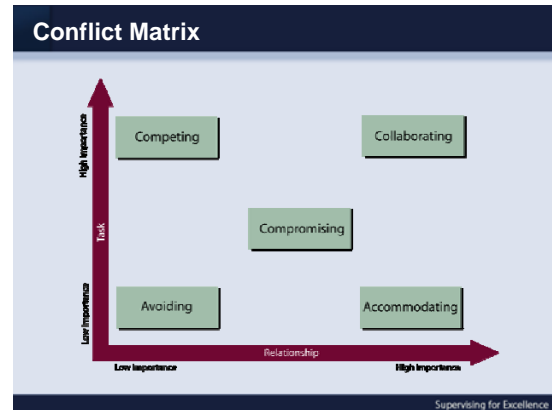
Each sister only got half an orange, when in effect, they could have each had the whole orange.

What could the sisters have done in order to satisfy both of their desires for the orange?



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## Slide 7.8



## Slide 7.9

### Steps to Managing Conflict Through Negotiation

- Step 1: People
- Step 2: Interests
- Step 3: Options
- Step 4: Criteria




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## Slide 7.10

### Step 1: People

- Separate people from problems
- Three categories of people problems:
  - Perception
  - Emotions
  - Communication



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## Slide 7.11

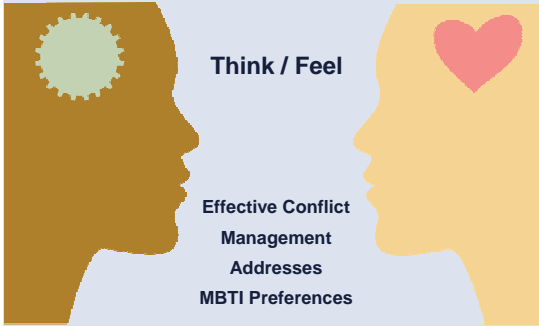
### Step 2: Interests

- Interests NOT positions:
  - What does each person want out of the situation?
  - What interests motivate each party?
  - What needs, desires, fears, concerns are involved?
- State your own interests and ask about the other person's
- Reconcile Interests – *don't compromise*

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### Step 2: Interests



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**Step 3: Options**

- Invent options for mutual gain:
  - Separate inventing from judging options
  - Search for **multiple options**
  - Look for **win-win options**
  - Examine multiple ways of decision-making before deciding on one
- Four pitfalls:
  - Premature judgment
  - Looking for one single answer
  - Assuming that there is a finite solution
  - Coming up with solutions that please everyone

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**Step 4: Criteria**

- Insist on Using Objective Criteria:
  - Base decisions on **standards** – fairness/efficiency
  - View each issue as a **mutual search for objective criteria**
  - **Use reason**, not emotion
  - **Never yield to pressure** – only to principle

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**BATNA**

- **B**est
- **A**lternative
- **T**o a
- **N**egotiated
- **A**greement

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**Mediation**

- If negotiation fails, **mediation** might be needed
  - Mediation is the act of **affecting an agreement**
  - Mediation occurs when a **third party assists** the parties in disagreement in coming to a **mutually satisfying resolution**
- Supervisors need good **mediation skills**
- Mediator leads the parties in conflict through the steps to a **win-win solution**

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**Elements of Effective Teams**

- Shared vision
- Clear expectations, clear leadership
- foster creativity and autonomy
- build in supports for performance
- focus on lessons learned to achieve results
- Hold team members accountable to outcomes

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**Five Stages of Team Development**

- **Stage One:** Forming (Tentative)
- **Stage Two:** Storming (Emerging)
- **Stage Three:** Norming (Advanced)
- **Stage Four:** Performing (Mature)
- **Stage Five:** Adjourning



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**Stage One: Forming/Tentative (Politeness and Pretending)**

- During this stage, the **leader directs**
- Individual **roles are unclear**
- Members figuring out “**how do I fit in?**”
- **Trust level is low** and not much sharing is going on
- Members **pretend to agree** with the leader on all matters

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**Stage Two: Storming/Emerging (Chaos)**

- During this stage, the **leader coaches**
- Members **vie for influence**
- **Confusion** about roles and boundaries
- **Sub-groups form** as power coalitions or support
- **Unresolved conflicts** arise

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**Stage Three: Norming/Advanced (Discarding and Redefining)**

- During this stage, the **leader facilitates and enables**
- Members become **more comfortable** with one another
- **Conflicts** from storming stage **resolved**
- Members **speak more freely**
- Group begins to feel **united and cohesive**

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**Stage Four: Performing/Mature (Resolution)**

- During this stage, the **leader delegates and oversees**
- Norms become **strong and binding**
- Individually and collectively group is **productive** and able to **resolve disputes**
- New member may **upset balance**
- Performance may lag due to **burnout**

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**Stage Five: Adjourning (Closure)**

- During this stage, the **leader recognizes accomplishments**
- Marks the **end of a team**
- May result in **breakdown** of group skills
- **Conflict** may increase
- **Separating is difficult** for members
- **Evaluation** of performance

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**Systematic Approach to Teambuilding**




- Scope & Expectations
- Brief & Guide
- Performing Task
- Monitor & Review

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### Benefits of a Systematic Approach



- Consistency of the team-based processes
- Learning from and building on past experiences
- Teamwork is seen as a normal

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### Scope and Expectations

- Team members need to be clear on:
  - Exactly **what is expected** of them
  - What they **must achieve**
  - The **constraints** under which they must work
  - The **level of decision making** that they have




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### Brief and Guide

- Communicating the **purpose of the team**
- Outlining the **resources available** to the team
- Listening to and answering **questions from the team**
- Utilize the **unique strengths and expertise** within the team
- Agreeing how and by when the **tasks are to be completed**
- Explaining how **progress will be monitored**




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### Performing Task

- Once the first two steps have been taken - then the team can set about **performing the tasks** required to meet the set objectives.
- Provided that the resources have been allocated and the purpose is clearly defined the team **should be able to proceed**.




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### Monitor and Reflect

- Bring the **team together**
- Updates from **team's perspective** and adding the **supervisory perspective**
- What **worked** and what **needs to be adjusted**
- Brainstorm ways to **improve results** or functioning
- **Agree on a plan**, identify how you will reconvene to assess




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### Team Problem-Solving Summary

- Communication
- Relationship
- Leadership
- Problem Identification
- Mutual Respect
- Forward Momentum
- Plan of Action
- Follow-through
- Direct Feedback
- Learning From Past Successes/Failures
- Utilizing Information from Other Sources



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