



SW 799-004 – Special Topics in Macro Practice - Supervision

Fall 2014
Instructor: John Tropman

Sat 9/6 and 1115
Classroom: TBA

Course Description

This minicourse, offered over two days, will focus on three or four key skills in the area of Managerial Supervision in the Human Services.

Day 1 begins with an introduction to Managerial Supervision and the differences between managerial supervision and clinical supervision. We also focus on the tensions between these two work modalities and the conflicts they can create. Issues of power, fatefulness, working to standard, and evaluation are considered as well. Supervisory role playing using triads, (a supervisor, a direct report, and an observer) will be used. Scenarios are on the last page.

In the afternoon of Day 1, the focus will be on Supervision for Retention, especially stressing areas, such as child protective service, where the supervisor and the supervisee are involved in fateful decision making but are not geographically proximate.

Day 2 will have thumbnails on your papers, and then focus on supervision of people from different disciplines. We will end the afternoon with a discussion of the supervisory meeting and supervisory decision making.

Course Content

The content of this course blends evidence-based and experiential knowledge into a practical blend of introductory material around the issues of managerial supervision. Both theoretical and applied materials are covered in this “hands on” session.

Course Objectives

Learning Objectives are as follows:

1. Acquaint the participants with the differences between managerial and clinical supervision and assist in establishing clarity between the two;
2. Provide competencies (knowledge + skill) in handling common issues and problems in supervisory management. For example
 - a. Making the overnight leap from "peer" to "boss."

- b. Effectively navigate the middle ground between line staff and the next level manager.
 - c. Understanding the different kinds of supervision.
 - d. Using strategies to deal with conflict and potentially adverse feedback.
 - e. Building a comfort level with ambiguity and uncertainty.
 - f. What messages from above to absorb and reframe; which messages to allow directly to staff.
 - g. Supervisors often have to balance their focus between traditional administrative functions and clinical/treatment program oversight; How do we foster the ability to do both well? How do organizations place equal value on each skill area?
 - h. How to deal with supervision when your supervisee is from a different discipline.
3. Provide specific techniques for dealing with supervision in retention;
 4. Provide specific techniques for dealing with managerial supervisory meetings;
 5. Provide specific techniques for managerial; supervisory decision making.

Relationship of the Course to Four Curricular Themes

1. *Behavioral and Social Science Research* is a foundational element that suffuses every aspect of the course We have a robust evidence based literature on supervision and the course will draw upon that as well as research currently ongoing at the School of social Work.
2. *Multiculturalism and Diversity* will be addressed through supervisory issues which arise when supervisor and supervisee are from different genders, races, ethnic groups and/or disciplines.
3. *Social Justice and Social Change* will be addressed by considering the issues of social (in) justice which arise in the discussion of supervisory matters, especially those where organizational policy might actually create injustice.
4. *Promotion, Prevention, Treatment and Rehabilitation* will be addressed by examining the ways in which supervision assists workers in establishing work priorities among these four. Indeed, one of the vital elements of supervision is exactly assessing these imperative and achieving some balance

Relationship of the Course to Social Work Ethics and Values

This course considers the complexities of ethical dilemmas as they relate to supervision. For example, an agency may have a policy of allowing no supervisory training, but yet insist that supervisors remain current. The course includes consideration of the social worker's responsibility to promote the general welfare of society (e.g., the prevention and elimination of discrimination, equal access to resources, services, and opportunities, and advocacy for changes in policy) commonly confronted in social policy development and enactment.

Materials such as the following will be referenced

1. Tropman, John (2005) Supervision and Management in Nonprofits and the Human Services
2. Fuller, George, (1990) Supervisor's Answer Book
3. Broadwell, M., (1996) The New Supervisor
4. Tropman, et. al "When Supervisor and Supervisee Are of Different Disciplines" Chapter 109 in Franklin, C., M.B.Harris, and P.A.Meares (2006) *The School Services Sourcebook* (New York: Oxford
5. M. Austin and K. Hopkins, Eds., (2004) Supervision As Collaboration in the Human Services. Thousand Oaks. Sage.
6. Lean social care and worker identity: The role of outcomes, supervision and mission Critical Social Policy July 7, 2014 0: 0261018314538799v1-261018314538799
7. [Abstract](#);
8. [Full Text](#)
9. [Full Text \(PDF\)](#) 
10. Supervision conversations about social justice and social work practice Journal of Social Work June 22, 2014 0: 1468017314539082v1-1468017314539082
11. [Abstract](#)
12. [Full Text](#)
13. [Full Text \(PDF\)](#) 
14. The Purpose and Duration of Supervision, and the Training and Discipline of Supervisors: What Social Workers Say They Need to Provide Effective Services British Journal of Social Work December 1, 2013 43: 1562-1588
15. [Abstract](#)
16. [Full Text](#)
17. [Full Text \(PDF\)](#) 
- 18.

<http://www.managementhelp.org/suprvice/suprvice.htm>

<http://webuser.bus.umich.edu/janedut/best%20self%20from%20amr.pdf>

DATE	#	SESSION	Topics
Feb. 5	AM	Introductions Clinical , Managerial, Supportive, and Reflective Supervision	
Feb. 5	PM	Supervision for Retention	

Feb 19	AM	Reports on Assignment; Supervisory Supervising people from different disciplines	
Feb 19	PM	Supervisory Meetings and Decision Making Thumbnails Key Takeaways	

Class Requirements

Class Participation:

This course is designed to be interactive. Please participate fully.

Required readings

J. Tropman, (2005) *Supervision and Management in Nonprofits and the Human Services*

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Tropman, et. al "When Supervisor and Supervisee Are of Different Disciplines" Chapter 109 in Franklin, C., M.B.Harris, and P.A.Meares (2006) *The School Services Sourcebook* (New York: Oxford

Journals:

Administration in Social Work
Affilia
American Behavioral Scientist
American Journal of Political Science
Child Welfare
Chronicle of Philanthropy
Families in Society
Harvard Business Review
Journal of Applied Social Sciences
Journal of Policy Analysis and Management
Journal of Sociology and Social Welfare
Nonprofit Management and Leadership Quarterly

Policy Sciences
Political Science Quarterly
Politics and Society
Policy Studies Journal
Public Welfare
Social Policy
Social Problems
Social Security Bulletin
Social Service Review
Social Work

4. Assignments:

Prepare a 5 page paper (1500 words) comparing an excellent supervisory experience and an awful one you have had, and the best and worst supervising experience you have had. Use the following framework: This assignment can be done collaboratively.

Introduction (1/2 pg)

- The Awful Supervisor/ The Excellent Supervisor (1/2 page)
- The Awful Supervisee/The Excellent Supervisee(1/2 page)
- Compare and Contrast, including and explanation of the 2 behavior sets.(3pp)
- Conclusion” Lessons You Learned and Practices you will adopt/avoid (1/2 page)
- Use at least 12 resources. Print and electronic are acceptable. The resources page is “extra” and beyond the 5 textual pages/1500 word limitation..

Due March 12th. . Each person/team will thumbnail their assignment.

5. Grading criteria for the course: The grading system is S/U.

6. Communications with Instructor:

Please feel free to get in touch with me. tropman@umich.edu; 734-763-6275; 663-3411(home)

Scenarios for Discussion. Address precipitating and predisposing issues.

1. Sheila comes in late repeatedly. She has child care issues that cause this situation.
2. Sid is supposed to wear agency blue shirt. The agency paid for one and the employee bought one(at least.) This employee forgets, does not have one clean, and so on. One week of this goes by.
3. Madison employee is wearing a summer outfit that appears to some to be “revealing” and certainly is causing comment. The agency dress code specifies “professional attire.”
4. Samantha is so good at her job that she finishes early, and wants to leave. She really is good.
5. Samantha (employee in #4) asked for more money because she has another offer.
6. Ridgeley only likes to do certain of the tasks in his job description.
7. Jim’s reports are usually full of errors or spelling and grammar, frequently untidy, and occasionally later.
8. “Packrat” Bollonginton’s cubicle is filled to overflowing. Packages of material are beginning to “appear” in the walkway outside the wall. There is only a small path to Packrat’s chair and desk.
9. Julia is an unassertive young worker who is doing an excellent job, better than many older more experienced workers.
10. Sam, an exceptional worker, is constantly being asked for help by other workers because of his skills and knowledge.
11. During supervision, Dan asks you what he should do in a particular case. “You are so smart” Dan opines.
12. Marion frequently drifts into discussing personal issues during supervision and it is hard to stay on the point.