Course Description

This minicourse, offered over two days, has two major foci.

- One involves a focus on competency (= knowledge + skill in implementation) in the area of Managerial Supervision
  - It discusses the 5 main types of supervision, or which managerial supervision is one:
    - Professional Supervision
    - Managerial Supervision
    - Supportive Supervision
    - Developmental/Career Supervision
    - Reflective Supervision

- The second focus is on you as a supervisor and supervisee.
  - In about year 3 +/- after graduation, and often sooner, you will be asked to “supervise” others. There is a conflated understanding about what that means, and agencies will say they will help you, but mostly they do not. Nor do they have talent management systems which prepare you for that eventuality. Hence, it depends on you.
  - Meanwhile you will be receiving supervision. So the goal here is to you the process of helping your supervisor be the best s/he can be as immediately helpful and as a training modality for year 3.

Day 1 begins with an introduction to Managerial Supervision and the differences between managerial supervision other kinds of 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

http://www.managemenhelp.org/suprvise/suprvise.htm

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

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<tr>
<th>DATE</th>
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<td>1/20</td>
<td>AM 9-10:30</td>
<td>Introductions Lecture/Discussion</td>
<td>Clinical and Managerial Supervision</td>
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<td>10:30-10:45</td>
<td>Break</td>
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<td>10:45-12</td>
<td>Lecture/Discussion</td>
<td>Clinical and Managerial Supervision</td>
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<td>PM 1:15-2:30</td>
<td>Lecture/Discussion</td>
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<td>2:45-4</td>
<td>Lecture/Discussion</td>
<td>Supervision for Retention</td>
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<td>4-5</td>
<td>Individual/Group Consultation</td>
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<td>2/20</td>
<td>AM 9-10:30</td>
<td>Supervising people from different disciplines</td>
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<td>Reports on Assignment/Thumbnails</td>
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<td>Supervision/Evaluation with Professor Savas</td>
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<td>Feb 11</td>
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<td>Supervisory Decision Making</td>
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<td>3:30-4</td>
<td>Key Takeaways</td>
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<td>4-4:30</td>
<td>Individual and Group Consultation</td>
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**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

Ctools


**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.