



Survey of Supervisory Practices and Roles

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EXECUTIVE SUMMARY

Overview

Between July 2003 and January 2004, staff of the California Social Work Education Center (CalSWEC) administered the *Survey of Supervisory Practices and Roles* to a representative sample of 14 counties across California. In 13 of the counties, an attempt was made to obtain a full census (rather than a sample) of all line workers, supervisors, and managers. Only a sample of Los Angeles County workers was surveyed due to the large size of the county. All surveys were confidential. The survey was administered separately to line workers and to supervisors and managers to aid line workers in providing the most candid responses possible.

Purpose and Evaluation Questions

The purpose of the survey was 1) to learn more about the role of supervision in child welfare and current supervisory practices and 2) to learn more about the kind of training and support supervisors need to perform their work as effectively as possible. The results of this survey are intended to inform the development of a competency framework. This framework will be used as a basis for developing statewide educational and training resources for child welfare supervisors, and in addition as a means of meeting the mandates of the California Program Improvement Plan (PIP) with regard to statewide supervisor core training.

Five basic questions were asked on the survey:

1. What skills, attitudes, and knowledge do line workers, supervisors, and managers think are essential for excellent supervisory practice in the field of child welfare?
2. What are the current practices of supervisors?
3. In what type of trainings do supervisors and managers want supervisors to participate?
4. What level of involvement do/should supervisors have in training line workers?
5. What is the ideal role of a supervisor with regard to mentoring line workers?

Survey Format

The four-page survey consisted of general sections:

- Demographics (basic statistics about respondents),
- Essential Practices (ranking of six tasks or practices in four larger practice areas, “1” signifying most essential supervisory practice to “6” signifying least essential supervisory practice),
- Current Practices (Likert scale questions on current supervisory practice with regard to the same four practice areas),
- Involvement in training (categorical question related to supervisor participation in training),
- Desire for training (categorical question related to interest in training and mentoring for supervisor),
- Ideal role of Supervisor (one qualitative question about the ideal role of a supervisor as mentor).

Respondents were asked to consider **four areas of supervisory practice** that emerged from the literature on social services supervision, as well as six specific tasks or practices under each practice area. The four areas were: *Professional Role, Knowledge, Personal Support, and Agency Support*.

Next, respondents were asked to rank the above four practice areas in terms of which they considered most essential to excellent supervision. *Within* the practice areas, they then ranked the *specific tasks or practices* in terms of which constituted excellent supervisory practice versus how supervisors *currently* practice.

The surveys administered to supervisors and managers included an additional column where they could indicate whether they desired training on a given task in any of the four practice areas.

Demographics

The first section of the survey focused on demographic information about the respondents. In total, 1,004 respondents completed the survey and 1,000 of these surveys were analyzed. Four were not included in the analysis because the respondents were not case-carrying workers or managers or supervisors of case-carrying workers. Overall, 772 line workers, 186 supervisors, and 42 managers completed the survey. Of the 14 counties whose child welfare staff were involved in the survey process, the largest county (Los Angeles) contributed 274 surveys, while the smallest county (Nevada) in the sample contributed 10 surveys.

Nearly 95% of respondents reported they had a bachelor's degree or higher; over 63% indicated they had a master's degree of some sort, and 29% had an MSW. A high percentage of those with an MSW participated in the Title IV-E MSW program. Many respondents reported having worked in child welfare for a considerable length of time. The median years of experience in CWS was 18.5 years for managers, 14.2 years for supervisors, and 5 years for line workers. A majority (60%) of those surveyed indicated that they had been in their current position for two or more years. Respondents also reported working in a variety of child welfare practice areas, with the most common being family reunification, family maintenance, and emergency response.

Summary of Findings

Demographics

- A very high percentage of respondents with an MSW participated in the Title IV-E MSW program. Overall, 61% of all respondents reported that they had participated. By type of respondent, 70% of line workers participated, 42% of supervisors participated, and 28% of managers participated.
- About one-half of line workers in this purposive sample have fewer than 5 years of experience in CWS, and a large cohort of all three groups (over 40% of the whole sample) had fewer than 2 years of experience in their current position.

Essential Practices

- Overall, *Knowledge* was considered the most essential practice area. Supervisors and line workers agreed that being knowledgeable about practice is of primary importance, whereas managers were more likely to stress professional role. Managers ranked *Professional Role* the highest. There was consensus among the three groups that of the four practice areas, *Agency Support* was the least essential for excellent supervision.
- Managers and supervisors reported that *Establishing expectations and standards* is particularly important in effective supervisory practice, along with *Communicating agency mission and goals*
- Within each of the four supervisory practice areas noted earlier, there were significant differences among line workers, supervisors, and managers as to which tasks or practices they reported as most essential to excellent supervisory practice. Supervisors and managers tend to agree with each other as to what is essential, but line workers tended to disagree with both. This is especially true in areas that involve accountability and advocacy.

Current Practices

- Supervisors consistently indicated that they currently perform the surveyed tasks or practices more than managers (and line workers) indicated that they do. Line workers and managers were more likely to agree on current supervisory practice.
- The three groups agree most in the area of *Knowledge*, and disagree most sharply in the area of *Agency Support*.
- Disagreement was particularly significant between the groups in the area *Expects staff to be responsible and accountable*. Supervisors reported that they currently did this significantly more than managers and line workers. This is also the area of most disagreement between line workers and managers, with line workers indicating that supervisors are doing this significantly more.
- Supervisors were much more likely than managers or line workers to indicate that they currently *Promote teamwork* and *Encourage and listen to work-related thoughts and opinions*.

Need for Training

- Overall, the managers and supervisors tended to agree about the tasks or practices in which supervisors needed training.
- Three tasks or practices were identified very often for training: helps staff apply learning to social work practice; establishes expectations and standards; and knows state and federal compliance requirements.
- Managers indicated significantly more than supervisors that they wanted supervisors to receive training in six areas, most of which have to do with accountability, or providing feedback to staff that might be utilized for accountability. These included: *Establishes expectations and standards*, *Knows state and federal compliance regulations*, *Knows effective approaches to working with clients*, *Helps staff manage job responsibilities*, *Gives staff job performance feedback*, and *Expects staff to be responsible and accountable*.
- Supervisors were significantly more likely to indicate that they wanted training in only one task or practice: *Monitors and facilitates professional growth of staff*.

Involvement in Training

- Less than 10% of all respondents indicated that they did not want supervisors to be involved in line worker training at all. Notably, 82% indicated that supervisors are currently involved in some level of line worker training.
- One-fifth of line workers reported that their current supervisor was not involved in training at all.
- The differences between groups about desired level of involvement were significant. Line workers reported wanting significantly less involvement from supervisors than supervisors or managers reported.
- A majority of line workers reported that they wanted supervisors to *encourage them to attend training* as their principle method of involvement, suggesting that line workers may not seek increased supervisor involvement in training. Conversely, many managers indicated desire for involvement in all identified training aspects, although less so for *tracking involvement* and *providing non-training related assignments*.
- All of the groups report that line worker caseloads have a significant impact on supervisor training involvement capacity, and managers report that more staff development time would foster greater supervisory involvement.

Supervisory Style

- The largest percentage of respondents preferred one-on-one and informal supervision. Another highly ranked style was group/team supervision; the least preferred style was peer supervision.

Ideal Role for Supervisor

- A majority (80%) of all respondents answered the sole qualitative question on the survey, which asked what the ideal role was for supervisors in training and mentoring line workers. Answers fell into four general categories. Ideally, respondents would like supervisors to: *Be Knowledgeable, Be Supportive, Be Fair, and Communicate*.

Next Steps

Given that the results of this study will ultimately be used to satisfy the requirements of California's Program Improvement Plan (PIP), the following steps will be undertaken to develop supervisor core competencies for implementation statewide.

- Complete data analysis and final report. Distribute report to CDSS, CWDA, STEC, CalSWEC Board.
- STEC will use the report to assist in competency and curriculum development activities. Northern Academy will lead on curriculum development.
- CalSWEC Board will review and refine competencies.
- CDSS, STEC, and CalSWEC will disseminate competencies and curriculum to all stakeholders—Regional Training Academies, IUC, LA DCFS, Title IV-E MSW programs.
- All entities will begin implementing common supervisor core by June 30, 2005.

I. INTRODUCTION

Background

The California Social Work Education Center (CalSWEC) is a state and federally funded unit within the School of Social Welfare at the University of California, Berkeley. CalSWEC's work has two major foci: Title IV-E MSW/BSW training programs and Regional Training Academy (RTA)/In-Service Training Coordination within the state of California. As part of its program development function, CalSWEC also engages in evaluation activities. In addition to the present survey, research staff at CalSWEC recently administered and analyzed surveys of California's 58 counties to cull demographic data about the state's child welfare workforce and agencies.

In support of statewide development and coordination of child welfare training efforts through the Regional Training Academy Coordination Project, CalSWEC designed, administered, and analyzed results of the *Survey of Supervisory Practices and Roles*. The purpose of the survey was to learn more about the role of supervision in child welfare, current supervisory practice, and the kind of training and support supervisors need to perform their work as effectively as possible. The results of the survey are intended to inform the development of standardized supervisor competencies, which California RTA and county staff development personnel can use to design supervisory curricula.

Context of Study/Theoretical Approach

Child welfare workers confront complex social problems, often work in stressful work settings with few resources, frequently have burdensome caseloads, and often must make difficult decisions with little supervision (Kadushin & Harkness, 2002; Munson, 1993). In addition to having a negative impact on staff morale and retention, these conditions are likely to contribute to mistakes or errors in judgment that negatively affect the safety and well-being of children within the child welfare system. In a recent comprehensive study of public and private child welfare agencies conducted by the U.S. General Accounting Office (GAO), the researchers concluded that the safety and well-being of children under care was hampered by large caseloads and worker turnover (GAO, 2003). Workforce deficiencies that have a negative effect on staff, such as high caseloads, training deficiencies, and staffing shortages, were also found to affect outcomes for children and families in care.

Increasingly, however, research has shown that one effective way of encouraging retention and the growth of a high quality professional child welfare workforce is through providing high quality, supportive supervision. Supportive supervision has a direct and positive association with worker job satisfaction and morale (Dickinson & Perry, 2002; Newsome and Pillari, 1991; Raukis and Koeske, 1994) and is a prerequisite for effective worker practice (Bruce & Austin, 2000; Pecora et al., 2000). Among studies that include staff interviews, supportive supervision is the most often cited variable related to retention and turnover (CWLA, 2002).

Certain kinds of working environments tend to foster good performance among both workers and supervisors. These environments are characterized by a task orientation, staff involvement, autonomy, and clarity of rules (Eisikovitz et al., 1985). In a recent overview of child welfare

supervision, Pecora and colleagues reviewed the qualities of a good supervisor as indicated in the literature. They concluded that a good supervisor promotes family-centered philosophy, empowers, balances direction with the need for worker autonomy, is available, serves as an advocate and an ally for staff, acknowledges effective work performance, prevents workers' accumulation of large amount of overtime, and helps set priorities (Pecora, et al, 2000). Similarly, although not intended specifically for the field of child welfare, the following areas of supervisory effectiveness are found in the work of Rand, Mahoney, & Mahoney (1990):

- a. *communication (make expectations clear and share needed information),*
- b. *control (monitor staff progress in achieving goals),*
- c. *feedback (inform staff whether performance meets expectations),*
- d. *supervisory focus (supervisor's comfort with components of role),*
- e. *production (set and maintain high standards),*
- f. *people (convey empathy regarding staff needs and feelings), and*
- g. *coaching (demonstrate concern for staff growth and development).*

The literature on social work supervision emphasizes the importance of leadership and communication skills, as well as supervisor knowledge and the capacity both to foster professional growth and to grant a degree of autonomy to staff (Kadushin & Harkness, 2002; Bruce & Austin, 2000). York and Denton (1990) found that key predictors of supervisor effectiveness are the supervisor's leadership behavior and communication skills. Recognizing that the effective social work supervisor must function in several spheres—administrative, educational, and supportive—Kadushin and Harkness nevertheless emphasize similar elements in their description of supportive supervision: The supervisor is “available and approachable, communicates confidence in the worker, provides perspective, excuses failure when appropriate, sanctions and shares responsibility for different decisions, and provides opportunity for independent functioning and for probable success in task achievement” (2002, p.277).

To provide good supervision in the challenging environment of public child welfare, supervisory staff must be trained and supported in acquiring the knowledge and skills demanded by this complex professional role. Yet many supervisors, who may be working in understaffed and poorly funded settings, are required to perform the complex functions of their position without the experience, support, and guidance they believe they need to be good supervisors. For these reasons, we decided to explore, from the perspectives of supervisees, supervisors, and managers, the characteristics of current child welfare supervision in California, as well as the knowledge, skills, and attitudes that child welfare professionals believe are essential to the practice of an excellent supervisor.

As noted above, our ultimate goal is to develop training and educational resources for supervisors, as well as a competency framework to serve as a basis for curricula. To better understand the data gathered, we grouped roles and practices described in the literature on supervision into four constructs or practice areas, with six tasks or practices associated with each. These four constructs, *Professional Role, Knowledge, Personal Support, and Agency Support,*

represent a synthesis of the different supervisory practices and roles identified by the literature. *Professional Role* includes such administrative supervisory tasks as giving instructions and establishing standards, while *Knowledge* relates to the general and specialized child welfare practice knowledge possessed and shared by the supervisor. *Personal Support* is a construct including such practices as encouraging and listening to staff as individuals and supporting their efforts to gain professional independence. Although there is some overlap with *Personal Support*, *Agency Support* is a more group-oriented construct that includes advocacy for measures to support workers and promoting teamwork.

II. METHODOLOGY

Evaluation Questions

Five basic categories of questions were asked on the survey:

1. What skills, attitudes and knowledge do line workers, supervisors, and managers think are essential for excellent supervisory practice in the field of child welfare?
2. What are the current practices of supervisors?
3. In what type of trainings do supervisors and managers want supervisors to participate?
4. What level of involvement do/should supervisors have in training line workers?
5. What is the ideal role of a supervisor with regard to mentoring line workers?

Evaluation Process

CalSWEC staff completed an initial literature review on child welfare supervision to inform the survey design process, and submitted drafts of the surveys and evaluation process to the Committee for the Protection of Human Subjects (CPHS) at the University of California, Berkeley. To obtain a broad representation of child welfare staff across the state, staff selected 14 counties based on county size (very small, small, medium, large, and very large) and location (urban, rural). Upon approval by CPHS of the survey design and evaluation process, data collection occurred over a seven-month period, from July 2003 through January 2004. CalSWEC staff completed data analysis in July 2004.

Survey Format

The *Survey of Supervisory Practices and Roles* was constructed in three analogous versions to correspond to the three staff positions of line workers, supervisors, and managers. The four-page survey consisted of six general sections:

1. Demographics
2. Essential Supervisory Roles and Practices
3. Current Supervisory Roles and Practices
4. Desired Training on Supervisory Roles and Practices (Supervisors and Managers survey only)
5. Level of Supervisory Involvement in Training
6. Ideal Role of the Supervisor in Mentoring Line Workers (Qualitative question).

The surveys were confidential; the information obtained was coded to protect respondents. Copies of the line worker, supervisor, and manager surveys are included in the Appendices section of this report (*Appendices A, B, and C*).

Sample

Counties were chosen that were representative of three important variables: geographic region (based on the catchment areas of the Regional Training Academies), rural/urban, and county size.

The participating counties represent geographical regions for the Northern Regional Training Academy (Butte, Nevada, and Glenn), the Bay Area Academy (Solano, Sonoma, and Contra Costa), the Central Academy (Fresno, Stanislaus, Santa Barbara, San Luis Obispo, and Kings), the Southern Academy (Imperial and Riverside) and the Inter-University Consortium, which provides training for Los Angeles County.

Based on the County Welfare Directors Association definitions of large, medium, small, and very small sized counties, the sample consists of Los Angeles, three large counties (Contra Costa, Fresno, and Riverside), five medium-sized counties (Butte, Santa Barbara, Solano, Sonoma, and Stanislaus), four small counties (Imperial, Kings, Nevada, and San Luis Obispo), and one very small county (Glenn).

The designation urban/rural is complicated in a large and varied state such as California. Counties were classified as follows, after an analysis of their population characteristics:

- Central Metro or Urban* (Counties that are part of a Metropolitan Statistical Area and have a population of 1 million or more): Los Angeles and Riverside.
- Fringe Metro or Suburban* (Counties that are adjacent to Central Metropolitan Areas, with a population of up to 1 million): Contra Costa, Solano, and Sonoma.
- Other Metro* (Counties not adjacent to Central Metropolitan Areas, with a mix of urban and rural population, population 250,000 to 1 million): Fresno, San Luis Obispo, Santa Barbara, and Stanislaus.
- Non-Metro* (Counties that are not adjacent to Central Metropolitan Areas, with a population of up to 250,000): Butte, Glenn, Imperial, Kings, and Nevada.

The *2004 Workforce Study* (in press), also completed by CalSWEC, confirmed that the sampling strategy was effective in obtaining a sample that was fairly representative of California's counties.

Data Collection

The goal was to make the data collection process as easy and unobtrusive as possible given the scope of this survey and the complexity of the survey instruments. Each of the 14 selected counties identified a "point person," who arranged for child welfare staff to participate in the survey in each of their respective counties. CalSWEC staff worked directly with each of these point persons to determine the best method for survey implementation. In each county, an attempt was made to obtain a census (rather than a sample) of all line workers, supervisors, and managers. We wound up with a sample from each county that ranged from a low of 11.9 percent (Los Angeles County) to 71.2 percent in Solano County. (See *Appendix D for details on the response rate by county.*)

CalSWEC staff administered the survey in person in each county. For smaller counties, staff completed survey administration in one day. For larger counties, survey administration occurred over a series of dates. Surveys were administered in large groups (All-Staff Meetings),

¹⁷ From the Counties' Agency Staffing Characteristics Reports to the *2004 Workforce Study*. Manager data was unavailable.

small groups (Unit Meetings), or by category (Line Workers all at once. etc). Most of the time, line workers were surveyed in separate rooms, or at separate times, from supervisors and managers. When separate rooms were unavailable, parts of rooms were blocked off or tables were moved as far apart as possible to 1) prevent supervisory and/or management staff from sitting at the same tables or in very close proximity to line staff while they completed surveys, and 2) facilitate line worker comfort in providing the most honest responses possible.

Data Analysis Approach

Ordinal and Categorical Data

Descriptive statistics (frequencies, means, medians, modes, and standard deviations) were used to analyze the demographic data. Since ordinal and categorical data were the basis for the study, we were limited to specific types of non-parametric inferential tests for statistical analysis. The inferential tests used were 1) Chi-Square tests for comparing categorical data and 2) Kruskal-Wallis and Mann-Whitney U tests for comparing ordinal grouped data. Parametric tests were not used because assumptions for linearity, equal variance, or normality could not be met.

Qualitative Data

All respondents (line workers, supervisors, and managers) were given the opportunity to answer the sole qualitative question on the survey, “*What do you think is the ideal role of a supervisor with regard to mentoring line workers?*”

The comments were compiled and sorted by respondent’s position: line worker, supervisor, and manager. CalSWEC staff examined all of the comments and underlined recurring characteristics, such as “knowledge,” “communication,” and “trust.” After this initial review, CalSWEC staff created a list of all the underlined characteristics, grouped the characteristics into categories, and further refined the groupings. The next step included delineation of five roles of an “ideal” supervisor/mentor, 1) Teacher/Mentor, 2) Emotional Supporter, 3) Professional Supporter, 4) Fairness/Procedural Justice, and 5) Communicator, and putting all of the characteristics into these five roles.

These roles were further distilled into four roles because of overlapping characteristics. They were: *Be Knowledgeable, Be Supportive, Be Fair, and Communicate.*

Validity/Reliability

Conditions under which we administered the survey may have affected reliability for two groups. We provided lunch to the Los Angeles group as an incentive, but did not do this for other counties. During one survey administration, a supervisor stayed in the room (small group) and line workers felt the supervisor was trying to influence results. This may have affected the responses for that small group.

Finally, as with all surveys involving respondents’ attitudes and opinions, the survey’s reliability may have been affected by the act of bringing to the respondents’ attention the issues involved in supervisor training. This may have heightened awareness among the respondents

about what training is needed. The survey instrument and data collection process may have played an intervention role itself.

Limitations

Several limitations occurred in the data selection and collection process. This was a purposive sample—neither a true census nor a randomized sample—but it does reflect the population as a whole. While participants from large to very small counties were proportionally represented in the sample, responses from larger counties may obscure differences between them and others. Additionally, the overall statistics are skewed toward the worker group which was significantly larger than the other two groups.

The survey questions had some limitations, because we formulated original questions and did not use an established measure. Some items proved to be ambiguous or potentially understood in different ways by respondents. For example, given that we asked many questions related to workers' current supervisors, it is possible that the current supervisory relationship affected some workers' answers about the desired level of supervisory involvement in worker training.

Lastly, as with all surveys of this type, point in time data may not represent the ongoing needs of supervisors for training, and may change over time as practices and staff change.

III. SAMPLE CHARACTERISTICS

Demographics

Who completed the survey?

In total, 1,004 people completed the survey. Of those 1,004, four individuals were involved in the administration of child welfare services, and were therefore excluded since they did not carry cases, and neither supervised nor managed case carrying line workers.

Table 1: Respondents to Survey

Line Workers	Supervisors	Managers	All Respondents
77% (n=772)	19% (n=186)	4% (n=42)	100% (N=1000)

Which counties participated in the survey?

Surveys were collected from child welfare staff in 14 California counties. Larger counties like Los Angeles, Fresno, Contra Costa and Riverside counties contributed large numbers of survey respondents overall. Glenn (n=19) and Nevada (n=10), both small counties, contributed the fewest responses to the sample.

Table 2: Frequencies and Percentages of Respondents by County

County	Total (N=1000)
<i>Butte</i>	55 (5.5%)
<i>Contra Costa</i>	121 (12.1%)
<i>Fresno</i>	152 (15.2%)
<i>Glenn</i>	19 (1.9%)
<i>Imperial</i>	27 (2.7%)
<i>Kings</i>	30 (3.0%)
<i>Los Angeles</i>	274 (27.4%)
<i>Nevada</i>	10 (1.0%)
<i>Riverside</i>	107 (10.7%)
<i>San Luis Obispo</i>	30 (3.0%)
<i>Santa Barbara</i>	44 (4.4%)
<i>Solano</i>	51 (5.1%)
<i>Sonoma</i>	32 (3.2%)
<i>Stanislaus</i>	48 (4.8%)
Total	1000 (100%)

Note: Percentages of total are in parentheses.

What were the educational backgrounds of the people who completed the survey?

Overall, the respondents reported having obtained a high level of education. Over 50% of all line workers held a master's degree or higher (n=392). Similarly, three-quarters of supervisors (75%, n=138) held a master's degree or higher, as did roughly the same percentage of managers (80%, n=33).

Table 3: Frequencies and Percentages of Respondents by Type and Level of Education

Level of Education	Type of Respondent			Total (n = 988)
	Line Worker (n = 763)	Supervisor (n = 184)	Manager (n = 41)	
High School	7 (.9%)	4 (2.2%)	0 (.0%)	11 (1.1%)
Associate's Degree	29 (3.8%)	3 (1.6%)	1 (2.4%)	33 (3.3%)
Bachelor's Degree	273 (35.8%)	36 (19.6%)	2 (4.9%)	311 (31.5%)
B.S.W.	62 (8.1%)	3 (1.6%)	5 (12.2%)	70 (7.1%)
Master's Degree (non-MSW)	159 (20.8%)	68 (37.0%)	14 (34.1%)	241 (24.4%)
MSW	224 (29.4%)	69 (37.5%)	18 (43.9%)	311 (31.5%)
PhD	9 (1.2%)	1 (0.5%)	1 (2.4%)	11 (1.1%)

Missing data: n = 15.

Note: Percentages in parentheses are within type of participant.

How many survey respondents participated in a Title IV-E Program?

Almost one-fifth of respondents (n=190) reported that they had participated in a Title IV-E MSW program. By group, 21 percent of line workers (n=156), 16 percent of supervisors (n=29), and 12 percent of managers (n=5) were Title IV-E participants. Of those participants, over three quarters (79%, n=149) participated in the program through CalSWEC, and slightly more than half (59%, n=112) were involved in child welfare before their Title IV-E participation. Among those in a child welfare position previously, almost all (93%, n=104) had worked in a paid position in the field.

The participation rates in the IV-E Program were particularly striking among MSWs. Nearly 70% of line workers, and 61% of all respondents who had an MSW indicated that they had participated in a IV-E Program.

Table 4: Title IV-E Participation by Type of Respondent

	Line Workers* n = 760	Supervisors* n = 183	Managers n = 42	Total n = 985
Participated in Title IV-E	156 (20.5%)	29 (15.6%)	5 (11.9%)	190 (19.3%)
Participated in IV-E, MSWs Only	(69.6%)	(42.0%)	(27.8%)	(61.1%)
<i>Type of Title IV-E Program</i>				
LA DCFS	28 (18.2%)	4 (13.8%)	1 (20.0%)	33 (17.6%)

CalSWEC	124 (80.5%)	21 (72.4%)	4 (80.0%)	149 (79.3%)
Out of State	2 (1.3%)	4 (13.8%)	0 (0.0%)	6 (3.2%)
<i>Involved in Child Welfare Prior to Title IV-E Participation</i>				
Yes	88 (56.4%)	20 (69.0%)	4 (80.0%)	112 (58.9%)
<i>Type of Child Welfare Position Prior to Title IV-E Participation</i>				
Paid position	80 (90.9%)	20 (100.0%)	4 (100.0%)	104 (92.9%)
Volunteer	8 (9.1%)	0 (0.0%)	0 (0.0%)	8 (7.1%)

* Missing data ($n = 15$); percentages in parenthesis are within type of participant.

How long have respondents been working in the field of child welfare?

The majority of workers had at least 5 years experience in the field of child welfare. The median number of years of experience was 5.0 years for line workers, 14.2 years for supervisors, and 19.4 years for managers. The median is a better measure in this case than the mean (or average) length of time, since the mean for line workers was skewed by the 20 percent who reported tenures of 12 to 37 years in child welfare. Similarly, a relatively large cohort of supervisors was skewed by the 10 percent who reported tenures of 30 to 42 years.

It should also be noted that a nearly exactly half of all line workers surveyed had less than 5 years of experience. Assuming that the complex job of a child welfare worker takes significant amount of time to master, supervision in this period is particularly important.

Figures 1, 2, and 3 present the distributions below.

Figure 1: Mean, Median, Modal, Minimum, and Maximum Number of Years in Child Welfare Field for Line Workers

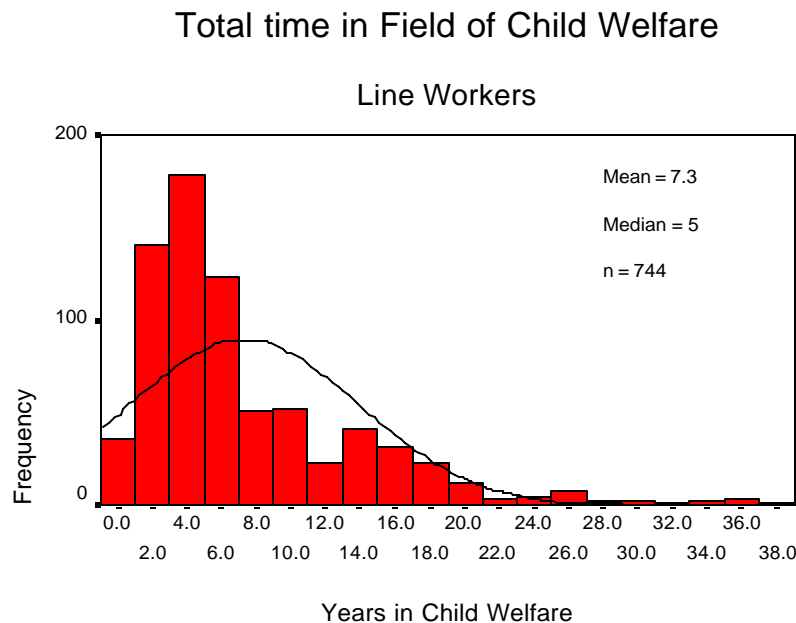


Figure 2: Mean, Median, Modal, Minimum, and Maximum Number of Years in Child Welfare Field by Supervisors

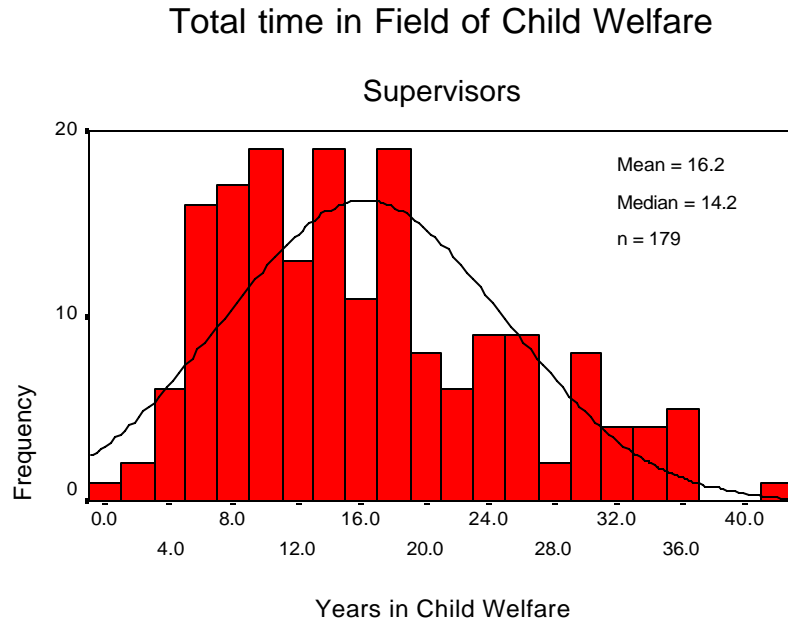
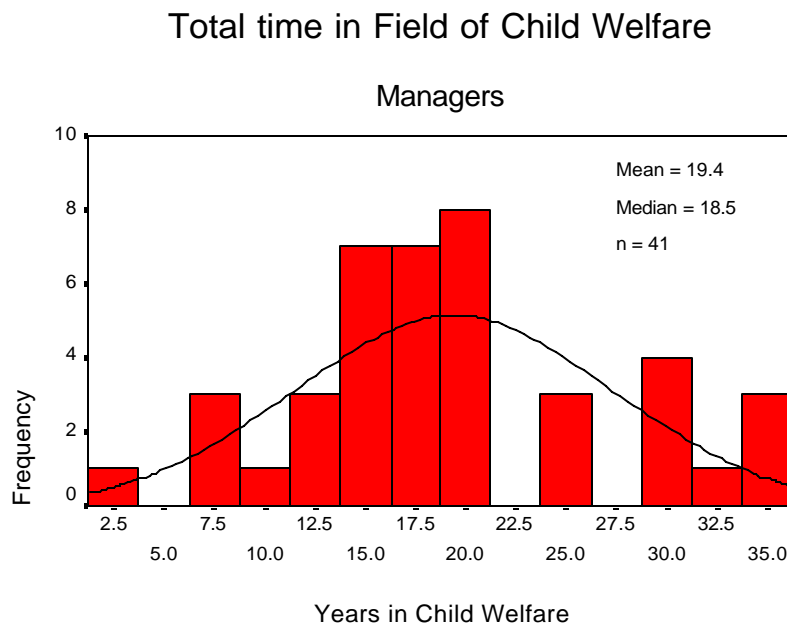


Figure 3: Mean, Median, Modal, Minimum, and Maximum Number of Years in Child Welfare Field by Managers



How long have respondents been working in their current position?

The amount of time in their current position also shows a rather low level of experience in the workforce. A plurality of supervisors and line workers have been in their current positions for 2 to 5 years. For managers, there was an equal number of respondents who have been in their current position between 2 to 5 years and more than 5 years (36%, n=15 in both categories). A closer look at the numbers reveals that nearly 20% of the line workers and supervisors have been in their current position for less than 1 year, and a large cohort of all three groups have been in their current positions for less than 2 years.

Table 5: Frequencies of Number of Years in Current Position by Type of Respondent

Years in current position	Type of Respondent			Total [n = 992]
	Line Workers [n = 766]	Supervisors [n = 184]	Managers [n = 42]	
0-1 Years	152 (19.8%)	34 (18.5%)	2 (4.8%)	188 (19.0%)
1-2 Years	170 (22.2%)	30 (16.3%)	10 (23.8%)	210 (21.2%)
Subtotal, 0-2 years	322 (42.0%)	64 (34.8%)	12 (28.6%)	398 (40.1%)
2-5 Years	273 (35.6%)	68 (37.0%)	15 (35.7%)	356 (35.9%)
5 or more years	171 (22.3%)	52 (28.3%)	15 (35.7%)	238 (24.0%)

Missing data: $\underline{n} = 8$.

Note: Percentages in parentheses are within type of participant.

How many people do respondents currently supervise?

Supervisors and managers were asked to indicate the number of line workers and supervisors, respectively, who reported to them. Overall, most supervisors and managers had seven or eight people reporting to them. There was variation by county; San Luis Obispo County had the highest average number of people (10) reporting to managers and supervisors, while Glenn and Riverside Counties each had only six, making them the lowest.

Table 6: Mean Number of Line Workers or Supervisors Reporting to Respondent

	Supervisors n = 181	Managers n = 40	Total n = 221
Mean # of Supervisees	7.6 (3.0)	6.8 (6.63)	7.4 (3.9)
Median # of Supervisees	7	5	7
Maximum # of Supervisees	28	35	35

Missing data $\underline{n} = 6$

Note: Standard Deviations are in parentheses

In which child welfare service areas do respondents currently work?

Respondents were asked to indicate all of the service areas of child welfare in which they currently work. In most counties, respondents worked in more than one area; therefore, the numbers in parentheses total to more than 1,000. Over one-third of all respondents indicated

that they worked in at least one of three areas: Emergency Response, Family Maintenance, and/or Family Reunification. Respondents marked Family Preservation least often (9%, n=93).

Table 7: Frequencies and Percentages of Service Areas by Type of Respondent

Service Area	Type of Respondent			Total [n = 994]
	Line Workers [n = 768]	Supervisors [n = 184]	Managers [n = 42]	
<i>Emergency Response</i>	254 (33.1%)	56 (30.4%)	23 (54.8%)	333 (33.5%)
<i>Court/Dependency Investigation</i>	93 (12.1%)	34 (18.5%)	17 (40.5%)	144 (14.5%)
<i>Family Maintenance</i>	247 (32.2%)	68 (37.0%)	26 (61.9%)	341 (34.3%)
<i>Family Reunification</i>	261 (34.0%)	66 (35.9%)	24 (57.1%)	351 (35.3%)
<i>Family Preservation</i>	53 (6.9%)	24 (13.0%)	16 (38.1%)	93 (9.4%)
<i>Adoptions</i>	79 (10.3%)	27 (14.7%)	13 (31.0%)	119 (12.0%)
<i>Guardianship & LTFC</i>	190 (24.7%)	58 (31.5%)	19 (45.2%)	267 (26.9%)
<i>Other</i>	118 (15.4%)	64 (34.8%)	24 (57.1%)	206 (20.7%)

Missing data $n = 6$.

Note: Percentages in parentheses are within type of participant. Also, percentages add up to more than 100% because respondents could select more than one answer.

IV. FINDINGS

Section A. Supervisory Tasks & Practices

Rankings Between Practice Areas—

What practice area is most essential for excellent supervisory practice?

Respondents were asked to rank each larger practice area according to how essential they thought each was for being an excellent supervisor. They were asked to rank the most essential role or practice area as “1,” the second as “2,” the third as “3,” and the fourth as “4.” Overall rankings and mean ranks are shown in Table 8.

Table 8: Overall Rankings with Mean Ranks by Type of Respondent—Which Practice Area Is Most Essential?

	Line Workers	Supervisors	Managers	All
Professional Role				
Overall Ranking	3	2	1	3
Mean Rank	2.64	2.17	2.02	2.53
Knowledge				
Overall Ranking	1	1	2	1
Mean Rank	1.80	1.94	2.2	1.84
Personal Support				
Overall Ranking	2	3	3	2
Mean Rank	2.63	2.56	2.76	2.41
Agency Support				
Overall Ranking	4	4	4	4
Mean Rank	3.20	3.3	3.02	3.22

Missing data $n = 40-43$.

Note: Overall rankings are based on the mean rank. The lower the mean rank, the higher the overall ranking and the more important the area.

Summary

Both line workers (mean rank = 1.8) and supervisors (mean rank = 1.9) ranked *Knowledge* as the most essential practice area. Managers, however, ranked *Professional Role* as most essential (mean rank = 2.0). There was consensus among all three groups that the *Agency Support* category was the least essential set of roles and practices for supervisors.

Despite the general consensus in rankings, supervisors and managers generally stressed *Professional Role* more than line workers. Line workers, however, thought that *Knowledge* and *Personal Support* were more essential. There were no differences for *Agency Support*.

Overall Rankings and Ratings Within Each Practice Area—

Within each area, what tasks or practices are most essential? What tasks or practices are currently practiced? For which should supervisors receive training?

The survey respondents were asked to consider six individual tasks or practices within four main practice areas: *Professional Role*, *Knowledge*, *Personal Support*, and *Agency Support*. The survey respondents were Line workers who rated their direct supervisors, Supervisors who rated themselves, and Managers who rated the supervisors under them. This section outlines the overall responses within the four main practice areas, and the findings are organized according to these areas.

Respondents were first asked to rank the *essentiality* of the individual tasks/practices from 1 to 6 (1 = most essential to being an excellent supervisor with 6 = least essential to being an excellent supervisor) by using each number only once for the six characteristics. The respondents were then asked to rate the *current practices* of current supervisors on a 4-point Likert scale (Strongly Agree, Agree, Disagree, Strongly Disagree) using the same six individual tasks/practices. Finally, the supervisors and managers checked two of the characteristics within each practice area in which there was a *desire for training* (supervisors for themselves, and managers for the supervisors under them).

Professional Role

In this practice area, respondents evaluated the following six tasks or practices: *Gives clear instructions*, *Establishes expectations and standards*, *Explains policies and procedures*, *Shares work-related information with staff*, *Helps staff apply learning to social work practice*, and *Communicates agency mission and/or goals*.

The table below reflects the overall ranked choices (where “1” signifies most essential or high agreement and “6” signifies least essential or low agreement) across all groups for each of the three questions.

Table 9: Overall Rankings for Professional Role

PROFESSIONAL ROLE: Overall (between -groups) mean rankings: Top 3 of given choices	Essential to excellent supervisory practice?	What is current supervisory practice?	Desire training for supervisors?
<i>Gives clear instructions</i>	1	3	5
<i>Establishes expectations & standards</i>	2	2	2
<i>Explains policies & procedures</i>	3	4	3
<i>Helps staff apply learning to social work practice</i>	4	5	1
<i>Shares work-related information with staff</i>	5	1	6
<i>Communicates agency mission and/or goals</i>	6	6	4

What is essential for excellent practice?

Giving clear instructions, establishing expectations/standards, and explaining policies/procedures ranked first, second, and third, respectively, as most essential practices for supervisors to have.

What is current practice?

Sharing work-related information, giving clear instructions, and establishing expectations/standards ranked the highest in what is thought to be current practices of supervisors.

What training is needed?

Helping staff apply learning to social work practice (TOL), Establishing expectations/standards, and Explaining policies/procedures ranked highest among the items that were deemed necessary for training topics.

Summary

In the *Professional Role* practice area, it is clear that *establishing expectations/standards* is the item ranked most important. Second to this, *giving clear instructions*, along with *explaining policies and procedures*, is deemed essential and a needed training topic. Thirdly, it appears that *helping staff apply learning to social work practice (TOL)* is viewed as important to supervisory practice as it was ranked first in desired training.

Knowledge

In the *Knowledge* practice area, respondents evaluated the following six tasks or practices: *Has specialized knowledge related to tasks of unit, Has general knowledge of child welfare, Knows effective approaches to working with clients, Knows state and federal compliance requirements, Is familiar with state, federal and county child welfare forms, and Has knowledge of local area and resources.*

The table below reflects the overall ranked choices (where “1” signifies most essential or high agreement and “6” signifies least essential or low agreement) across all groups for each of the three questions.

Table 10: Overall Rankings for Knowledge

KNOWLEDGE: Overall (between -groups) mean rankings: Top 3 of given choices	Essential to excellent supervisory practice?	What is current supervisory practice?	Desire training for supervisors?
<i>Has specialized knowledge related to tasks of unit</i>	1	2	3
<i>Has general knowledge of child welfare</i>	2	1	6
<i>Knows effective approaches to working with clients</i>	3	3	2
<i>Knows state & federal compliance requirements</i>	4	4	1
<i>Has knowledge of local area & resources</i>	5	6	5
<i>Is familiar with state, federal & county welfare forms</i>	6	5	4

What is essential for excellent practice?

Having specialized knowledge of unit tasks, having general knowledge of child welfare and knowing effective approaches to working with clients were ranked the highest as needed for excellent supervisory practice.

What is current practice?

The same items that were ranked highest for excellent supervisory practice were also ranked highest for current practice only the order in ranking was different (#1–*Has general knowledge of child welfare*; #2–*Has specialized knowledge related to tasks of unit*; and #3–*Knows effective approaches to working with clients*).

What training is needed?

Desired training topics for the knowledge practice area centered on supervisors needing to *know state & federal compliance requirements, know effective approaches to working with clients, and have specialized knowledge related to tasks of unit.*

Summary

There is strong overall agreement among respondents that what is essential to good supervisory practice and what is currently happening all revolve around *knowledge of unit, knowledge of child welfare, and knowledge of how to work effectively with clients*. However, when it comes to training needs, *state and federal regulations* was ranked highest, but *effective approaches to working with clients* and *knowing specialized tasks of unit* were ranked second and third, indicating a high level of training need for these essential and current practices.

Personal Support

In the *Personal Support* practice area, respondents evaluated the following six tasks or practices: *Encourages and listens to work-related thoughts and opinions, Helps staff manage job responsibilities, Shows empathy and sensitivity with staff, Supports staff efforts to gain professional independence, Offers strategies to address emotional issues of job, and Acts to prevent or alleviate staff conflicts*.

The table below reflects the overall ranked choices (where “1” signifies most essential or high agreement and “6” signifies least essential or low agreement) across all groups for each of the three questions.

Table 11: Overall Rankings for Personal Support

PERSONAL SUPPORT Overall (between -groups) mean rankings: Top 3 of given choices	Essential to excellent supervisory practice?	What is current supervisory practice?	Desire training for super visors?
<i>Encourages & listens to work-related thoughts & opinions</i>	1	1	5
<i>Helps staff manage job responsibilities</i>	2	4	1
<i>Shows empathy & sensitivity with staff</i>	3	2	6
<i>Supports staff efforts to gain professional independence</i>	4	3	3
<i>Offers strategies to address emotional issues of job</i>	5	6	2
<i>Acts to prevent or alleviate staff conflicts</i>	6	5	4

What is essential to excellent practice?

Encouraging & listening to work-related thoughts & opinions, Helping staff manage job responsibilities, and showing empathy & sensitivity with staff were ranked the highest in the kind of *Personal Support* a supervisor should offer a supervisee.

What is current practice?

Similarly, *encouraging & listening to work-related thoughts & opinions* and *showing empathy & sensitivity* with staff were also ranked highest as actually occurring in current practice. Additionally, *supporting staff to gain professional independence* was also ranked high by respondents as currently being practiced by supervisors.

What training is needed?

The respondents ranked *Helping staff manage job responsibilities*, *offering strategies to address emotional issues of the job*, and *supporting staff efforts to gain professional independence* highest in the area of training needed.

Summary

There is obviously a high degree of concurrence with regard to what is deemed excellent practice and what practices are currently employed by supervisors, with two items being the same and the third item being very similar in focus (i.e., managing job responsibilities and gaining professional independence). When considering areas of training needed, the respondents appeared to focus on trainings that would best assist the supervisor in achieving the items that were ranked as essential to excellent practice (*see above*). Further, these items seem to reflect an overall focus of “supervisor as mentor/teacher” role.

Agency Support

In the category *Agency Support*, respondents evaluated the following six criteria: *Advocates for measures to support workers*, *Promotes teamwork*, *Expects staff to be responsible and accountable*, *Gives staff job performance feedback*, *Monitors and facilitates professional growth of staff*, and *Helps staff identify case goals*.

The table below reflects the overall ranked choices (where “1” signifies most essential or high agreement and “6” signifies least essential or low agreement) across all groups for each of the three questions.

Table 12: Overall Rankings for Agency Support

AGENCY SUPPORT: Overall (between -groups) mean rankings: Top 3 of given choices	Essential to excellent supervisory practice?	What is current supervisory practice?	Desire training for supervisors?
<i>Advocates for measures to support workers</i>	1	5	5
<i>Promotes teamwork</i>	2	2	2
<i>Expects staff to be responsible & accountable</i>	3	1	1
<i>Gives staff job performance feedback</i>	4	3	3
<i>Helps staff identify case goals</i>	5	4	6
<i>Monitors/facilitates professional growth</i>	6	6	4

What is essential to excellent practice?

Respondents agreed that excellent supervisors should *advocate for measures to support workers, promote teamwork, and hold expectations that staff be responsible & accountable for their work.*

What is current practice?

Similarly, *expecting staff to be responsible & accountable and promoting teamwork* were ranked highest as current practices. *Giving staff job performance feedback* was also ranked among the highest in this practice area.

What training is needed?

Even though *expecting staff to be responsible & accountable, promoting teamwork, and giving staff job performance feedback* were all ranked highest in current supervisory practice, they were also ranked highest in areas needed for training.

Summary

In this practice area, there is a high degree of agreement between what it takes to be an excellent supervisor, what supervisors are currently practicing, and what training is needed. Given this consistency in answers, these practices appear to be of priority in the workplace and more in-depth training is needed to master these high level supervisory skills.

Differences Between Groups

This section outlines the differences between the responses of line workers, supervisors, and managers with regard to tasks and practices. Effective training should meet the needs of all levels of the organization. Differences in responses between line worker, supervisors, and managers help to identify differences in perception about the role of the supervisor across the organizational hierarchy. They also elucidate how current practice is perceived by the different

groups, and what systemic factors may need to be addressed in the organizations to maximize the effectiveness of supervisory training.

To determine where significant differences existed between groups, we compared the mean scores of each group to the other two for each task or practice. Differences between what tasks or practices are deemed *Essential* are discussed first, followed by differences about perceptions of *Current Practice*. Finally, differences between managers and supervisors are discussed regarding *Desired Training*.

Tables that show areas of significant difference only are in the text below. Composite tables that show the mean scores for all of the tasks or practices can be found in the Appendices E through H.

Essential Practices—To what degree do managers, supervisors, and line workers agree about what supervisory tasks or practices are essential? In what tasks or practices do they disagree?

Supervisors tend to agree much more with managers than with line workers as to what tasks and practices are essential to excellent supervision.

Essential Practices—Supervisors vs. Managers

To what degree do supervisors and managers agree on what tasks or practices are essential? In what areas do they disagree significantly?

The table below shows the areas where there was a significant difference ($p < .05$) in responses between supervisors and managers as to which tasks or practices were essential to excellent supervision. Mann Whitney U Non-Parametric tests were used, which yield Z-scores. A numerically lower Z-score indicates a higher degree of disagreement. The group who ranked the practice as significantly *more essential* is noted.

Table 13: Significant Differences Between Supervisors And Managers—What Is Essential to Excellent Supervisory Practice?

Essential Supervisory Practices – Supervisors vs. Managers		
Supervisory Practices and Tasks	Z	Significantly Higher Ranking ($p < .05$)
Professional Role		
Gives clear instructions	-2.61	Supervisors
Communicates agency mission/goals	-3.26	Managers
Shares work related info with staff	-2.98	Supervisors
Knowledge		
Knows state and federal compliance regulations	-2.33	Managers

Summary

Generally, supervisors agree more with managers than with line workers as to what tasks or practices are essential. They disagree significantly in only four of the 24 tasks or practices. Disagreement was most common in the *Professional Role* practice area. Within this area, managers rate *Communicates agency mission and goals* most differently (and more essential) than supervisors. *Communicates agency mission and goals* is also the area where all three groups disagree most strongly.

Both of the tasks or practices that supervisors deem significantly more essential involve communicating with their staff: *Giving clear instructions* and *Sharing work related information with staff*.

Essential Practices—Supervisors vs. Line Workers

To what degree do supervisors and line workers agree on what tasks or practices are essential? In what areas do they disagree significantly?

The table below shows the areas where there was a significant difference ($p < .05$) in responses between supervisors and line workers as to which tasks or practices were essential to excellent supervision. Mann Whitney U Non-Parametric tests were used, which yield Z-scores. A numerically lower Z-score indicates a higher degree of disagreement. The group who ranked the practice as significantly *more essential* is noted.

Table 14: Significant Differences Between Supervisors and Line Worker—What Is Essential to Excellent Supervisory Practice?

Essential Supervisory Practices – Supervisors vs. Line Workers		
Supervisory Practices and Tasks	Z	Significantly Higher Ranking ($p < .05$)
Professional Role		
Establishes expectations and standards	-5.66	Supervisors
Gives clear instructions	-3.90	Line Workers
Communicates agency mission/goals	-3.58	Supervisors
Shares work related info with staff	-4.63	Line Workers
Knowledge		
Has general knowledge of child welfare	-2.85	Supervisors
Is familiar with state, fed, county child welfare forms	-4.19	Line Workers
Has knowledge of local area and resources	-3.54	Line Workers
Knows effective approaches to working with clients	-2.68	Supervisors
Personal Support		
Shows empathy and sensitivity with staff	-2.77	Line Workers
Acts to prevent or alleviate staff conflicts	-2.81	Line Workers
Helps staff manage job responsibilities	-5.56	Supervisors

Agency Support		
Helps staff identify case goals	-2.12	Supervisors
Advocates for measures to support workers	-7.71	Line Workers
Expects staff to be responsible and accountable	-6.33	Supervisors
Monitors and facilitates professional growth of staff	-2.14	Line Workers

Summary

Significant differences are evident between line workers and supervisors in 15 of the 24 tasks or practices. Disagreement is particularly acute for four tasks or practices. Several of the most pronounced differences relate to accountability and advocacy. Supervisors indicate that it is much more essential (Z scores lower than -5) to *Establish expectations and roles*, *Help staff manage job responsibilities*, and *Expect staff to be accountable* than line workers do. For their part, line workers indicate much more strongly than supervisors that supervisors should *Advocate for measures to support workers*.

Essential Practices—Managers vs. Line Workers

To what degree do managers and line workers agree on what tasks or practices are essential? In what areas do they disagree significantly?

The table below shows the areas where there was a significant difference ($p < .05$) in responses between managers and line workers as to which tasks or practices were essential to excellent supervision. Mann Whitney U Non-Parametric tests were used, which yield Z-scores. A numerically lower Z-score indicates a higher degree of disagreement. The group who ranked the practice as significantly *more essential* is noted.

Table 15: Significant Differences Between Managers and Line Workers—What Is Essential to Excellent Supervisory Practice?

Essential Supervisory Practices – Managers vs. Line Workers		
Supervisory Practices and Tasks	Z	Significantly Higher Ranking ($p < .05$)
Professional Role		
Establishes expectations and standards	-3.42	Managers
Gives clear instructions	-4.61	Line Workers
Communicates agency mission/goals	-5.52	Managers
Shares work related info with staff	-5.35	Line Workers
Knowledge		
Is familiar with state, fed, county child welfare forms	-3.20	Line Workers
Knows state and fed compliance regs	-2.65	Managers
Personal Support		
Shows empathy and sensitivity with staff	-2.34	Line Workers
Helps staff manage job responsibilities	-3.60	Managers

Agency Support		
Advocates for measures to support workers	-4.96	Line Workers
Gives staff job performance feedback	-1.94	Managers
Expects staff to be responsible and accountable	-5.09	Managers
Monitors and facilitates professional growth of staff	-2.27	Line Workers

Summary

Interestingly, line workers and managers disagree in fewer tasks or areas (12 of 24) than do line workers and supervisors. Line workers tend to value tasks or practices associated with accountability and managing their work as less essential than do supervisors and managers. Differences are most pronounced (Z scores lower than -5) for three tasks or practices: Managers (like supervisors) are much more likely than line workers to feel that *Communicating agency mission and goals* and *Expecting staff to be responsible and accountable* are essential. Line workers (this time aligned with supervisors) are much more likely to rate *Shares work-related information* as essential than are managers. Line workers also are more likely (Z score of -4.96) to feel that *advocating for measures to support workers* is essential. While information about the job is considered more essential the lower one is in the organizational hierarchy, information about the agency mission and goals has the opposite dynamic.

Current Practices—To what degree do managers, supervisors and line workers agree about what supervisory tasks or practices supervisors are currently performing? In what tasks or practices do they disagree?

In terms of current practice, managers and line workers generally agree with each other much more than they do with supervisors. The three groups agree most in the area of *Knowledge*, and appear to disagree most sharply in the area of *Agency Support*.

Current Practices—Supervisors vs. Managers

To what degree do supervisors and managers agree on what tasks or practices are currently practiced? In what areas do they significantly disagree?

The table below shows the areas where there was a significant difference ($p < .05$) in responses between supervisors and managers as to which tasks or practices were part of current supervisory practice. Mann Whitney U Non-Parametric tests were used, which yield Z-scores. A numerically lower Z-score indicates a higher degree of disagreement. The group that was significantly more likely to indicate that supervisors currently perform the task or practice is noted.

Table 16: Significant Differences Between Supervisors and Managers—What Is Current Supervisory Practice?

Current Supervisory Practices – Supervisors vs. Managers		
Individual Supervisory Practices	Z	Significantly Higher Rating (p<.05)
Professional Role		
Establishes expectations and standards	-3.58	Supervisors
Explains policies and procedures	-3.04	Supervisors
Gives clear instructions	-4.17	Supervisors
Communicates agency mission/goals	-2.94	Supervisors
Shares work related info with staff	-3.24	Supervisors
Helps staff apply learning to social work practice	-4.41	Supervisors
Knowledge		
Knows state and fed compliance regs	-2.35	Supervisors
Knows effective approaches to working with clients	-4.64	Supervisors
Personal Support		
Encourage and listen to work related thoughts	-5.10	Supervisors
Shows empathy and sensitivity with staff	-3.46	Supervisors
Supports staff efforts to gain professional independence	-3.98	Supervisors
Acts to prevent or alleviate staff conflicts	-2.76	Supervisors
Helps staff manage job responsibilities	-4.64	Supervisors
Offers strategies to address emotional issues of job	-3.88	Supervisors
Agency Support		
Promotes teamwork	-5.38	Supervisors
Helps staff identify case goals	-4.45	Supervisors
Gives staff job performance feedback	-3.34	Supervisors
Expects staff to be responsible and accountable	-6.59	Supervisors
Monitors and facilitates professional growth of staff	-3.63	Supervisors

Summary

Supervisors consistently indicate that they currently perform the surveyed tasks or practices more than managers (and line workers) indicate that they do. Supervisors and managers disagree significantly in 19 of the 24 tasks or practices. Disagreement is sharpest (i.e., the lowest Z score) for *Expects staff to be responsible and accountable*. This is also the area of most disagreement between line workers and managers, with line workers indicating that supervisors are doing this significantly more. Supervisors were much more likely than managers (Z scores lower than -5) to indicate that they currently *Promote Teamwork* and *Encourage and listen to work-related thoughts and opinions*. (Line workers agreed with the managers--Z scores were below -5 for these areas as well.)

Current Practices—Supervisors vs. Line Workers

To what degree do supervisors and line workers agree on what tasks or practices are currently practiced? In what areas do they significantly disagree?

The table below shows the areas where there was a significant difference ($p < .05$) in responses between supervisors and line workers as to which tasks or practices were part of current supervisory practice. Mann Whitney U Non-Parametric tests were used, which yield Z-scores. A numerically lower Z-score indicates a higher degree of disagreement. The group that was significantly more likely to indicate that supervisors currently perform the task or practice is noted.

Table 17: Significant Differences Between Supervisors and Line Workers—What Is Current Supervisory Practice?

Current Supervisory Practices – Supervisors vs. Line Workers		
Individual Supervisory Practices	Z	Significantly Higher Rating ($p < .05$)
Professional Role		
Establishes expectations and standards	-5.26	Supervisors
Explains policies and procedures	-4.71	Supervisors
Gives clear instructions	-5.67	Supervisors
Shares work related info with staff	-4.00	Supervisors
Helps staff apply learning to social work practice	-6.34	Supervisors
Knowledge		
Has general knowledge of child welfare	-4.19	Supervisors
Has specialized knowledge related to tasks of unit	-5.97	Supervisors
Knows effective approaches to working with clients	-7.51	Supervisors
Personal Support		
Encourage and listen to work related thoughts	-5.59	Supervisors
Shows empathy and sensitivity with staff	-5.31	Supervisors
Supports staff efforts to gain professional independence	-3.30	Supervisors
Acts to prevent or alleviate staff conflicts	-2.75	Supervisors
Helps staff manage job responsibilities	-6.65	Supervisors
Offers strategies to address emotional issues of job	-5.56	Supervisors
Agency Support		
Promotes teamwork	-8.23	Supervisors
Helps staff identify case goals	-8.17	Supervisors
Advocates for measures to support workers	-5.96	Supervisors
Gives staff job performance feedback	-4.27	Supervisors
Expects staff to be responsible and accountable	-7.13	Supervisors
Monitors and facilitates professional growth of staff	-4.67	Supervisors

Summary

Supervisors also disagreed with line workers sharply on current practices. Disagreement was significant in 20 of the 24 tasks or practices, and very high (Z score below -5) in 13 of 24. In each instance, supervisors reported that they currently performed a task significantly more than line workers. Differences were most marked within the *Agency Support* practice area, with very substantial differences (Z scores lower than -7) for *Promotes teamwork*, *Helps staff identify case goals*, *Expects staff to be responsible and accountable*, and *Knows effective approaches to working with clients*. Supervisors were also much more likely than line workers to report that they *Helped staff apply learning to social work practice (TOL)*, *Helped staff manage job responsibilities*, *Had specialized knowledge related to the unit*, and *Advocated for measures to support workers*. These all had Z scores of near -6 or below.

Current Practices—Managers vs. Line Workers

To what degree do managers and line workers agree on what tasks or practices are currently practiced? In what areas do they significantly disagree?

The table below shows the areas where there was a significant difference ($p < .05$) in responses between managers and line workers as to which tasks or practices were part of current supervisory practice. Mann Whitney U Non-Parametric tests were used, which yield Z-scores. A numerically lower Z-score indicates a higher degree of disagreement. The group that was significantly more likely to indicate that supervisors currently perform the task or practice is noted.

Table 18: Significant Differences Between Managers and Line Workers—What Is Current Supervisory Practice?

Current Supervisory Practices – Managers vs. Line Workers		
Individual Supervisory Practices	Z	Significantly Higher Rating ($p < .05$)
Professional Role		
Communicates agency mission/goals	-2.52	Line Workers
Knowledge		
Knows state and fed compliance regs	-1.98	Line Workers
Personal Support		
Encourage and listen to work related thoughts	-1.94	Line Workers
Supports staff efforts to gain professional independence	-1.99	Line Workers
Agency Support		
Advocates for measures to support workers	-2.50	Managers
Expects staff to be responsible and accountable	-3.70	Line Workers

Summary

Line workers were much more in agreement with managers than with supervisors in terms of current supervisory practices. Significant differences between line workers and managers

occurred in only 6 of 24 practices or tasks. The differences were also less pronounced than those between supervisors and either of the other groups; only one practice or task, *Expects staff to be responsible and accountable*, had a Z score of less than -3. Generally, line workers were more likely to report that supervisors performed a task than managers. Line workers reported more frequently than managers that their supervisors *Communicate agency mission and goals*, *Know state and federal compliance measures*, *Encourage and listen to work-related thoughts and opinions*, *Support staff efforts to gain professional independence*, and *Expect staff to be responsible and accountable*. Line workers also report that supervisors currently *Advocate for measures to support workers* significantly less than supervisors or managers.

Desire for Training—To what degree do managers and supervisors agree about the supervisory tasks or practices in which they want supervisors to receive training? In which tasks or practices do they disagree?

The survey asked supervisors and managers only to indicate two practices or areas for which they wanted training. In general, managers and supervisors agreed with each other more than they disagreed.

Desire for Training—Supervisors vs. Managers

To what degree do supervisors and managers agree as to what tasks or practices supervisors should receive training?

The table below shows the areas where there was a significant difference ($p < .05$) in responses between supervisors and managers as to the tasks or practices they wanted supervisors to receive training. Mann Whitney U Non-Parametric tests were used, which yield Z-scores. A numerically lower Z-score indicates a higher degree of disagreement. The group that was significantly more likely to indicate that supervisors should have training in the task or practice is noted.

Table 19: Significant Differences Between Managers and Supervisors—In What Task or Practice Do You Want Supervisors to Have Training?

Desire for Training – Managers vs. Supervisors		
Individual Supervisory Practices	Z	Significantly Higher Ranking ($p < .05$)
Professional Role		
Establishes expectations and standards	-4.20	Managers
Knowledge		
Knows state and fed compliance regs	-2.04	Managers
Knows effective approaches to working with clients	-2.28	Managers
Personal Support		
Helps staff manage job responsibilities	-4.11	Managers

Agency Support		
Gives staff job performance feedback	-2.06	Managers
Expects staff to be responsible and accountable	-3.93	Managers
Monitors and facilitates professional growth of staff	-2.04	Supervisors

Summary

In 7 of 24 tasks or practices, the two groups disagreed significantly. Managers indicated significantly more than supervisors that they wanted supervisors to receive training in 6 areas, most of which have to do with accountability, or providing feedback to staff that might be utilized for accountability. These included: *Establishes expectations and standards, Knows state and federal compliance regulations, Knows effective approaches to working with clients, Helps staff manage job responsibilities, Gives staff job performance feedback, and expects staff to be responsible and accountable.*

Supervisors were significantly more likely to indicate that they wanted training in only one task or practice: *Monitors and facilitates professional growth of staff.*

Section B: Supervisory Involvement in Training

This section reports the findings about the type and level of involvement of supervisors in training and mentoring activities. Given the supervisor's importance in supporting learning on the job, this set of questions allows us to ascertain how involved supervisors currently are from the perspective of all three groups, and how involved each group would like supervisors to be. Such information is valuable in determining how best to train and support supervisors to perform this function.

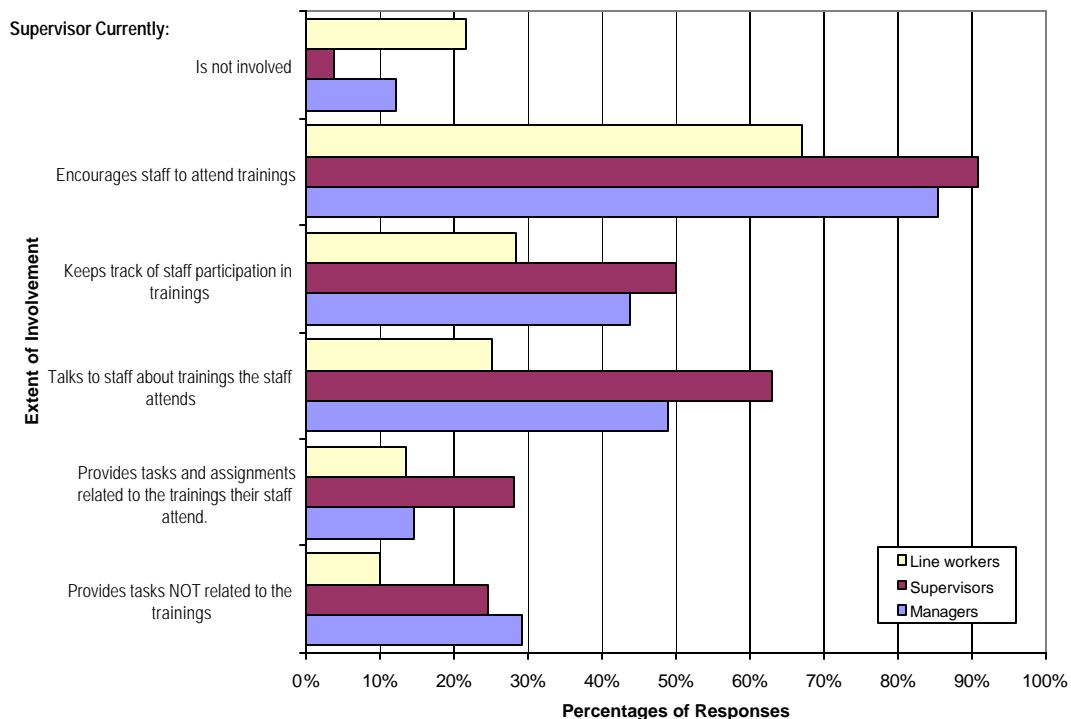
The survey asked respondents to indicate how involved supervisors are in training line workers. Options were offered with different levels of involvement. Respondents could check as many answers as applicable. In addition, respondents were asked what degree of involvement they would *like* supervisors to have in training line workers. Line workers were asked to think about the supervisors whom they report to, managers were asked to consider the supervisors they manage, and supervisors were asked to report on their own practices. Note that the first option, *They are not involved*, is interpreted oppositely from the other options, so a higher score for that answer means less involvement. The frequencies of the responses are found in Appendix I.

In analyzing this question, we can comment on three distinct topics: the *current involvement level* (including differences in perceptions between groups); the *desired level of involvement* (including differences in level desired between groups); and the *desired change in level of involvement* (including differences between groups).

Current involvement—What level of involvement do line workers, supervisors, and managers think supervisors currently have in training their workers?

The figure below shows the responses of each group as to the current involvement in training by supervisors.

Figure 4: Perceptions of Current Supervisory Involvement in Training Comparing Line Workers, Supervisors, and Managers



Summary

Large majorities of all groups reported that supervisors were somehow involved in training. Over one-fifth (21.5%) of line workers, however, reported that supervisors were *not* involved in line worker training. The majority of respondents in all groups reported that supervisors *encourage staff to attend training*, and this seems to be their primary involvement. Half of supervisors reported that they *kept track of their supervisee’s participation in training*, and almost two-thirds indicated that they *talked to their staff about training that their staff attend*.

Current involvement, differences between groups—To what extent do line workers, supervisors, and managers agree or disagree on supervisors’ current level of involvement in training?

The table below shows the areas where there was a significant difference (p<.05) in responses between line workers, supervisors and managers as to the current level of involvement that supervisors have with training of their workers. Mann Whitney U Non-Parametric tests were

used, which yield Z-scores. A numerically lower Z-score indicates a higher degree of disagreement. The group that was significantly more likely to indicate that supervisors currently are involved in that way is listed.

Table 20: Significant Differences in Perceptions of Supervisory Involvement in Training

Differences between groups – Current level of supervisory involvement in training and mentoring ¹						
	Supervisors vs. Managers		Supervisors vs. Line Workers		Managers vs. Line Workers	
	Z	Significantly Higher Rating (p<.05)	Z	Significantly Higher Rating (p<.05)	Z	Significantly Higher Rating (p<.05)
How involved are supervisors currently?						
They are not involved ²	-2.73	Managers	-5.64	Line Workers	-0.97	
They encourage staff to attend trainings	-1.24		-6.70	Supervisors	-2.44	Managers
They keep track of staff participation in trainings	-0.71		-5.61	Supervisors	-2.11	Managers
They talk to their staff about training their staff attend	-1.67		-9.91	Supervisors	-3.37	Managers
They provide tasks and assignments to their staff related to the trainings their staff attend.	-1.77		-4.80	Supervisors	-0.21	
They provide tasks and assignments to their staff NOT related to the trainings their staff attend.	-0.60		-5.40	Supervisors	-3.85	Managers

¹Scores based on Mann Whitney U Nonparametric tests. A lower Z score means greater degree of difference.

²This question was asked in the negative, so the group listed indicated that there was currently less involvement.

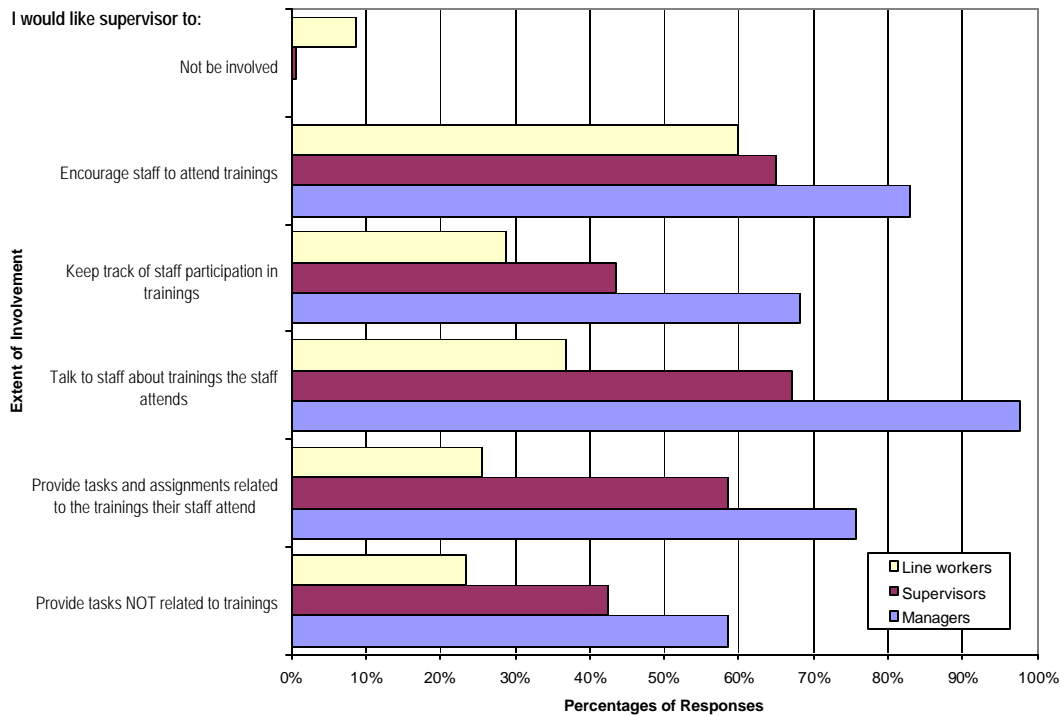
Summary

Supervisors and managers generally agreed with each other on current practice, but line workers disagreed profoundly with the other two groups. Line workers and supervisors disagree with each other significantly and rather sharply about all types of involvement. Supervisors were especially more likely than line workers to report that they *talked to them about the trainings they attended*. Managers also differed significantly from line workers in all categories except *Provide tasks & assignments related to training*, which they both report supervisors do not typically do. The differences between managers and line workers were significant, but not as sharp as those between line workers and supervisors.

Desired involvement—What level of involvement do line workers, supervisors, and managers want supervisors to have in training their workers?

The figure below shows the responses of each group as to the desired involvement in training by supervisors.

Figure 5: Desired Supervisory Involvement in Training Comparing Line Workers, Supervisors, and Managers



Summary

Line workers were not particularly interested in supervisors’ involvement in their training. While a majority of them wanted supervisors to *encourage them to attend training*, only about one-quarter to one-third wanted involvement in any other way. Conversely, large majorities of managers wanted involvement in all of the identified ways, although less so for *keeping track of staff participation in training* and *providing tasks and assignments not related to the training that their staff attend*. Only a minority of supervisors wanted to be involved in *keeping track of staff participation in training* or *providing tasks and assignments not related to the training that their staff attend*, but supervisors generally wanted to be involved.

Desired involvement, differences between groups—To what extent do line workers, supervisors, and managers agree or disagree on what level of involvement they want supervisors to have in training their workers?

The table below shows the areas where there was a significant difference (p<.05) in responses between line workers, supervisors, and managers as to the desired level of involvement of supervisors with training of their workers. Mann Whitney U Non-Parametric tests were used, which yield Z-scores. A numerically lower Z-score indicates a higher degree of disagreement. The group that was significantly more likely to want supervisors involved in that way is listed.

Table 21: Significant Differences in Perceptions of Supervisory Involvement in Training

Differences between groups – Desired level of involvement in training and mentoring ¹						
	Supervisors vs. Managers		Supervisors vs. Line Workers		Managers vs. Line Workers	
	Z	Significantly Higher Rating (p<.05)	Z	Significantly Higher Rating (p<.05)	Z	Significantly Higher Rating (p<.05)
What level of involvement of supervisors would you like?						
I would NOT like them to be involved at all ²	-0.47		-3.85	Line workers	-1.95	Line workers
I would like them to encourage staff to attend trainings	-2.22	Managers	-1.29		-2.94	Managers
I would like them to keep track of staff participation in trainings	-2.86	Managers	-3.92	Supervisors	-5.36	Managers
I would like them to talk to the staff about training their staff attend	-3.94	Managers	-7.51	Supervisors	-7.73	Managers
I would like them to provide tasks and assignments to their staff related to the trainings their staff attend	-2.02	Managers	-8.67	Supervisors	-6.95	Managers
I would like them to provide tasks and assignments to their staff on topics they need to learn that are not related to trainings their staff attend	-1.87	Managers	-5.23	Supervisors	-5.03	Managers

¹Scores based on Mann Whitney U nonparametric tests. A lower Z score means greater degree of difference.

² This question was asked in the negative, so a significantly greater number of the listed group indicated that supervisors should not be involved.

Summary

The differences between groups about what level of involvement is desired are striking. Line workers want significantly less involvement of all types than supervisors, aside from agreeing that supervisors should *encourage them to attend training*. Managers, on the other hand, want supervisors to be significantly more involved than either line workers or supervisors. Managers disagree with both line workers and supervisors about all categories. Supervisors and managers agree only about *encouraging staff to attend training*.

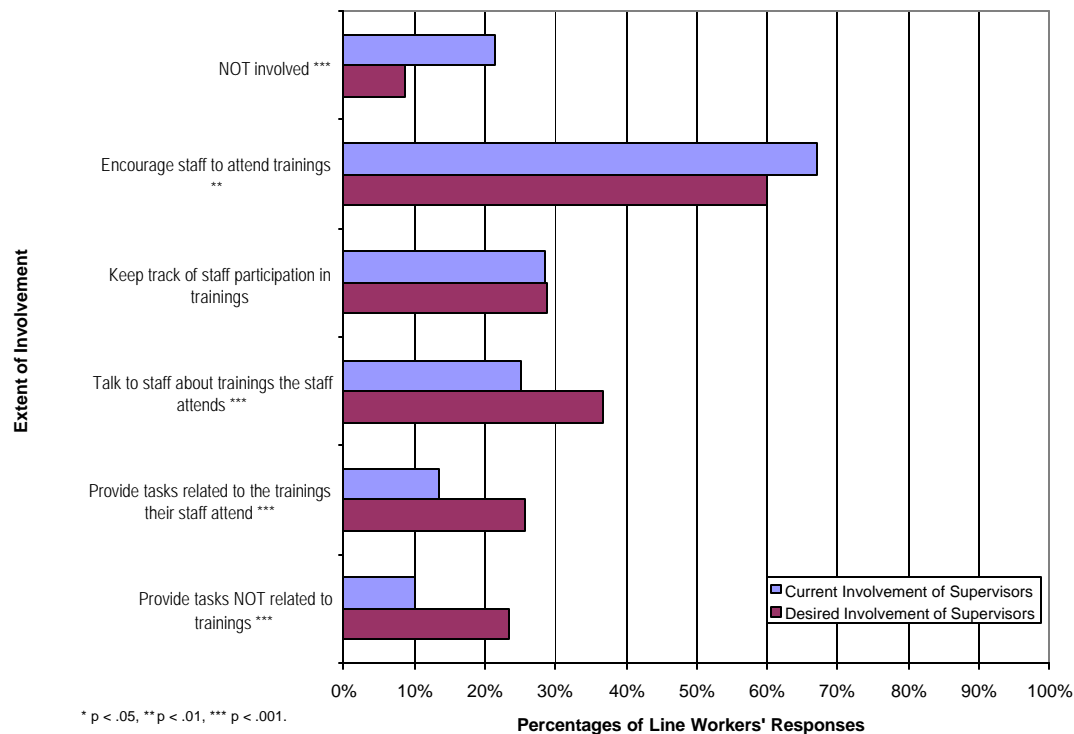
Desired change in involvement—Do line workers, supervisors, and managers want supervisors to be more involved in training than supervisors currently are?

By comparing the current involvement reported by each group to that group’s desired involvement, we can see whether a great deal of change is desired. This has implications for training of line staff, supervisors and managers, since it allows us to see what changes may need to be supported by training. The figures below show differences only. A complete table with Z-scores can be found in Appendix J.

Line workers

The figure below compares the responses of line workers as to the level of involvement their current supervisor has in training vs. the level of involvement they want their supervisor to have. Significant differences are noted.

Figure 6: Comparison Between Line Workers' Responses to Current and Desired Supervisory Involvement in Trainings



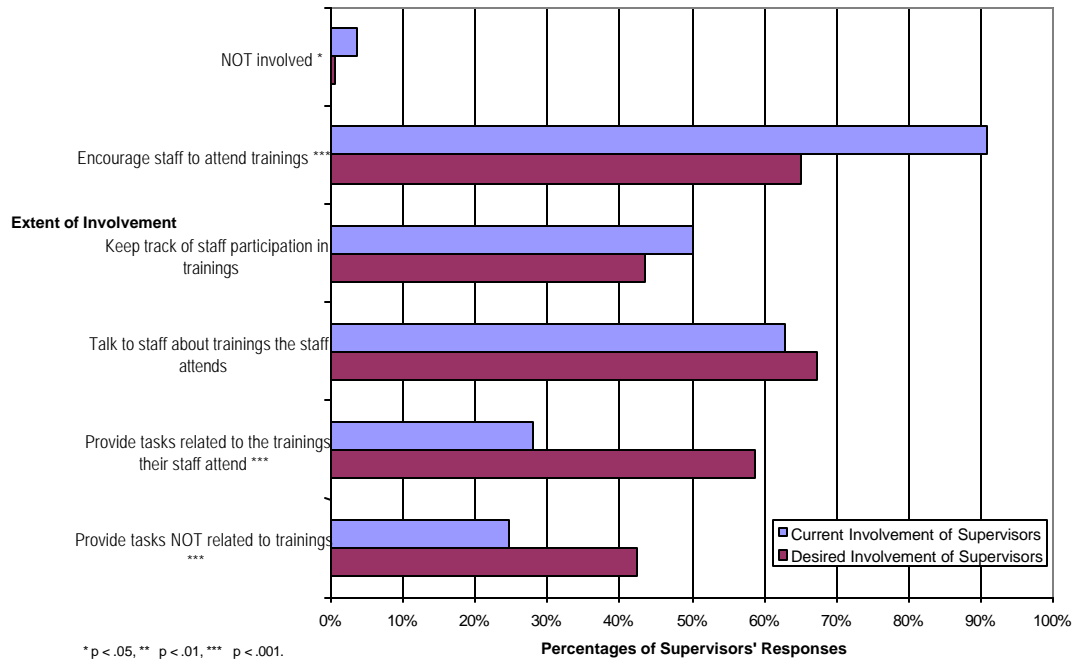
Summary

Line workers indicated that they wanted more involvement than currently (i.e., significantly fewer indicated that they wanted their supervisor to *not* be involved in training). They wanted significantly less involvement by supervisors, however, in *encouraging them to attend training*. There was no significant difference in *keeping track of participation in training*. It should be noted that although a significantly larger portion of line workers wanted more involvement of supervisors in *talking about trainings that their staff attend*, *providing tasks related to the training their staff attend*, and *providing tasks NOT related to trainings that their staff attend*, this was still a minority of line workers.

Supervisors

The figure below compares the responses of supervisors as to the level of involvement they currently have in training vs. the level of involvement they want to have. Significant differences are noted.

Figure 7: Comparisons Between Supervisors' Responses to Current and Desired Involvement in Training



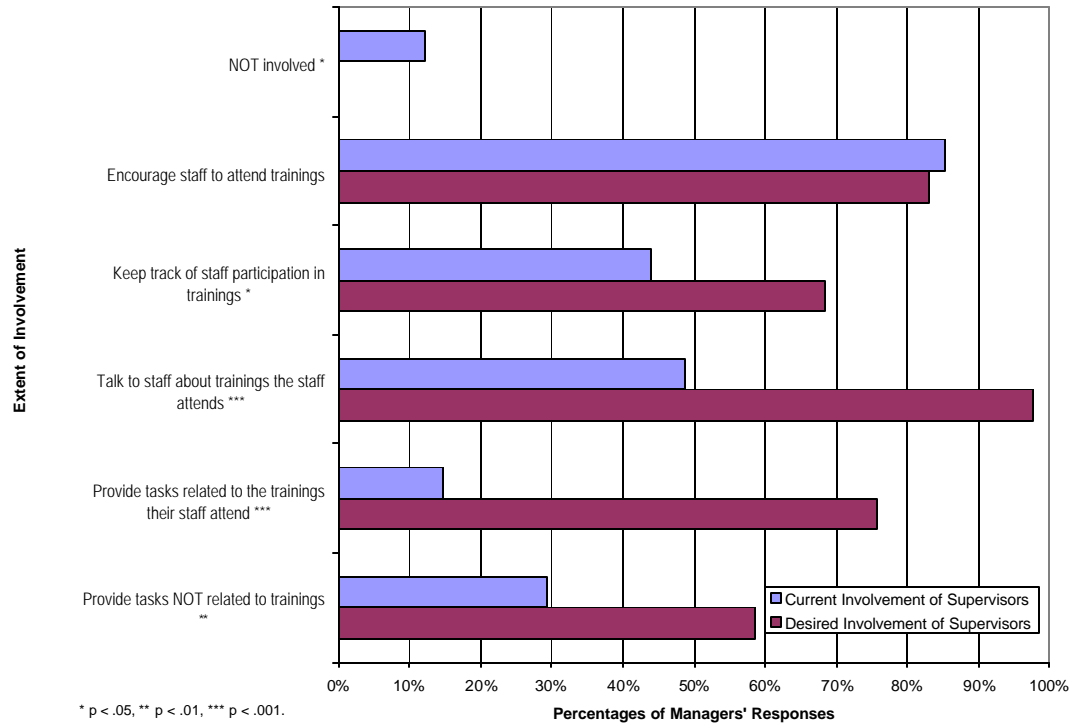
Summary

Supervisors wanted significantly less involvement in *encouraging their staff to attend training*, and no significant differences were noted for *keeping track of trainings that their staff attend* or *talking to staff about trainings that their staff attend*. Supervisors appear to want significantly more involvement in provided both training and non-training related assignments to their staff to support learning.

Managers

The figure below compares the responses of managers as to the level of involvement their supervisors currently have in training vs. the level of involvement they want their supervisors to have. Significant differences are noted.

Figure 8: Comparisons Between Managers' Responses to Current and Desired Supervisory Involvement in Trainings



Summary

Managers wanted significantly more involvement in all ways except for encouraging their staff to attend training, which they were neutral on.

Facilitating Increased Supervisory Involvement—What would help supervisors to become more involved in staff training?

The survey asked respondents to indicate what they thought would help increase supervisory involvement in mentoring staff (including on-the-job training). Line workers were asked to think about the supervisors whom they report to, managers were asked to consider the supervisors they manage, and supervisors were asked to report on their own practices. Respondents could check two of the seven choices available. The table below shows the frequencies of the responses. Totals are not listed, since they are weighted heavily toward line workers.

Table 22: Frequencies of Responses to Increasing Supervisor Training/Mentoring by Type of Respondent

Responses	Line Workers	Supervisors	Managers
	n = 770 (77.2%)	n = 186 (18.7%)	n = 41 (4.1%)
<i>More training for managers & supervisors</i>	230 (29.9%)	42 (22.6%)	14 (34.1%)
<i>More upper management support</i>	305 (39.6%)	60 (32.3%)	8 (19.5%)
<i>More information about staff training needs</i>	172 (22.3%)	34 (18.3%)	8 (19.5%)
<i>Fewer supervisees</i>	64 (8.3%)	40 (21.5%)	15 (36.6%)
<i>More time set aside for staff development</i>	262 (34.0%)	97 (52.2%)	25 (61.0%)
<i>Lower caseloads for line workers</i>	537 (69.7%)	112 (60.2%)	20 (48.8%)
<i>Other to increase involvement</i>	51 (6.6%)	22 (11.8%)	2 (4.9%)

Missing data $\underline{n} = 3$.

Note: Percentages in parentheses add to more than 100% because respondents checked 2 items.

Summary

Line workers and supervisors most strongly felt (70% and 60%, respectively) that lower caseloads for workers would help increase supervisory involvement in staff mentoring. Managers tended to emphasize more time being set aside for staff development (61%) over lower caseloads (49%) as a way to increase supervisory involvement in staff mentoring. Over half of all supervisors (52%) and nearly two-thirds of managers (61%) felt that spending more time on staff development would be beneficial, while only about one-third (34%) of line workers felt this way. In addition, line workers also felt, though to a lesser degree (40%), that more upper management support would increase supervisory involvement.

Section C: Supervisory Style Preferences

All respondents were asked what type of supervisory style they preferred. Respondents could check "all that apply" of the choices available. The table below shows the frequencies of the responses.

Table 23: Frequencies and Percentages of Preferences for Supervision by Type of Participant

Supervision Preferences	Type of Participant			Total [n = 994]
	Line Workers [n = 768]	Supervisors [n = 184]	Managers [n = 42]	
<i>Prefer one-on-one supervision</i>	470 (61.2%)	162 (88.0%)	36 (85.7%)	668 (67.2%)
<i>Prefer formal supervision</i>	220 (28.6%)	102 (55.4%)	30 (71.4%)	352 (35.4%)
<i>Prefer group/team supervision</i>	372 (48.4%)	137 (74.5%)	30 (71.4%)	539 (54.2%)
<i>Prefer informal supervision</i>	493 (64.2%)	141 (76.6%)	28 (66.7%)	662 (66.6%)
<i>Prefer peer supervision</i>	224 (29.2%)	48 (26.1%)	17 (40.5%)	289 (29.1%)
<i>Prefer other type of supervision</i>	24 (3.1%)	12 (6.5%)	5 (11.9%)	41 (4.1%)

Missing data: $\underline{n} = 6$.

Note: Percentages add to more than 100% because respondents were asked to check all that apply.

Summary

Across all groups, two thirds of all respondents indicated their preferences for one-on-one supervision (67%) and informal supervision (67%). A close secondary preference across all groups was group/team supervision, where the supervisor meets with the team (54%). Consistent with the overall group preferences, line workers and supervisors indicated that they primarily preferred informal supervision (line: 64%, supervisor: 77%) and one-on-one supervision (line: 61%, supervisor: 88%), and close behind were preferences for group/team supervision (line: 49%, supervisor: 75%). Although managers most favored one-on-one supervision (86%), they tended to emphasize both formal supervision (71%) and group/team supervision (71%) over informal supervision (67%). Peer supervision (29%) was the least preferred supervisory style across all groups.

Section D: “Ideal Role”—Qualitative Answers

All respondents (line workers, supervisors, and managers) were given the opportunity to answer the question: “*What do you think is the ideal role of a supervisor with regard to mentoring line workers?*” Of the 1,000 usable surveys, 809 (80%) respondents completed this question. In all, 616 line workers, 156 supervisors, and 37 managers answered this question.

Most respondents did not actually describe their “ideal” supervisor-mentor. Rather, they described their conceptions of 1) the process of mentoring, and skills involved in good mentoring, and 2) the structural supports needed to successfully monitor staff. Some responded in the negative, noting what skills and structures contribute to “bad” supervision or a less than ideal supervisory situation. The researchers attempted to put this information into the construct of an “ideal mentor role.”

As noted above in the methodology section, the comments were compiled and analyzed by respondent’s position and by general category of response. Final analysis resulted in four general categories: 1) *Be Knowledgeable*, 2) *Be Supportive (Emotional and Professional Support)*, 3) *Be Fair*, and 4) *Communicate*. Descriptions of recurring characteristics by category follow.

The “ideal supervisor” should:

Be Knowledgeable

- Have knowledge of the social worker’s job ;
- Have knowledge of all of child welfare services and how core services fit together;
- Know the rules and regulations: county, state, federal;
- Know the community resources that will facilitate case planning;
- Have knowledge in a respective field or practice area – this lends credibility to a supervisor;
- Be able to communicate the knowledge (above) – this is related to **Communication** and the role of teaching;

- Be able to communicate the knowledge (above) in a personally and professionally supportive way – this is related to **Support**.

Be Supportive

- Listen to the worker;
- Be available – when workers need you (*some workers complained that their supervisors were always at meetings*);
- Be open to different opinions;
- Being supportive was equated with enhancing worker self-esteem;
- Be a leader in how to treat people; have a positive attitude;
- Be patient;
- Trust workers;
- Motivate;
- Promote teamwork and demonstrate being a team player (*Note: More supervisors used the word “model” and “modeling” than did the line workers*);
- Treat workers as individuals, use tact and show mutual respect;
- Act professionally, don't gossip, and don't favor some workers over others (*related to **Be Fair** below*);
- Exhibit good professional and personal boundaries;
- Encourage professional growth;
- Encourage workers to attend training;
- Build on workers' strengths.

Be Fair

- Be honest;
- Be consistent and reliable: treat people fairly, especially in the distribution of resources and cases;
- Exhibit integrity and act in an ethical manner;
- Model accountability: Supervisors must model accountability if they expect workers to be accountable. (*One respondent said, “Be at work”*);
- Develop clear expectations and communicate them clearly;
- Advocate with management for better working conditions for workers (*e.g., lower case loads*);
- Stand behind workers when individual work is challenged by “higher-ups.”

Communicate

- Be able to assess individual workers' needs;
- Recognize stress;
- Communicate your own approachability/availability/accessibility;
- Don't micro-manage;
- Get involved with workers (*somewhat counters the admonition not to micro-manage, but may be related to the needs of new versus longer-tenured workers*);
- Communicate workers' needs to “higher-ups.”

V. IMPLICATIONS AND RECOMMENDATIONS

The principal goals of this survey were to learn more about 1) current supervisory practices and the role of supervision in child welfare and 2) the training and support supervisors need and want to perform their work as effectively as possible. An additional purpose of the study was to provide guidance for the construction of a competency framework to serve as the basis both for supervisory education resources and for core supervisory training complying with requirements of the California Program Improvement Plan (PIP). The survey has been very fruitful in providing us with valuable insights into supervision both current and ideal, while at the same time revealing further questions to explore as we begin devising competencies and curriculum for this pivotal aspect of child welfare practice.

Implications

Several areas of response consistency and inconsistency will be discussed according to practice area in this section. The group responses summarized here and the survey instruments used appear in the preceding text and accompanying appendices. Because the survey goals were to learn more about the kinds of training and support needed by supervisors and to better understand the role supervision plays in an organization, some implications discussed are categorized here as *Training Implications* and *Systems Implications*.

Demographics

As a whole, the workforce surveyed did not have lengthy experience in the field. About half of the line staff in the sample had less than 5 years experience. Over 40% of the entire sample (line staff, supervisors, and managers) reported less than 2 years' tenure in their current position.

Significantly, 61% of all respondents with an MSW (and 70% of line workers with an MSW) reported participation in the Title IV-E MSW program. This group constituted 19.3% of all respondents. These figures indicate that the Title IV-E Program has had a positive impact on the field of public child welfare through its workforce development program, although there remains significant workforce needs in the area of education and training.

Professional Role

Training Implications

Competencies related to *giving clear instructions, establishing expectations and standards, and explaining policies and procedures* were all deemed important areas of practice for supervisors in child welfare. This points to the child welfare supervisor as a *Primary Agency Communicator*, thus rendering expertise in communication a core supervisory competency.

Systems Implications

Again, expertise in communication is evidenced by the necessity of child welfare supervisors to *share work-related information* and to *communicate agency mission and goals*. Additionally, *application of learning to practice* (transfer of learning or TOL) was also indicated as necessary for child welfare supervisors. For the successful implementation of these practices, CWS agencies

must view supervisors as not only a central mode of communication within the agency, but they must also view them as *Primary Capacity Builders*.

Knowledge

Training Implications

Given the general consensus among all groups that *knowledge of child welfare* is essential to good supervisory practice in child welfare and that supervisors currently possess this knowledge, a case can be made that the current knowledge-based training in CWS is effective. Thus selection criteria for child welfare supervisors should involve standards for previous experience, education, and training in child welfare.

Systems Implications

While the acquisition of child welfare knowledge in supervisory training needs to be targeted toward those with less child welfare experience and education, the dissemination of new knowledge in the field is a systems issue that is related to a supervisor's capacity building and communication function. As such, supervisors play a pivotal role in communicating new knowledge to workers within the context of our current outcomes-oriented reform efforts (CSFRs, AB 636). With the current emphasis on outcomes and data gathering and sharing, and the dissemination of best or evidence-based practice and new policy and/or regulatory information, a rapid and ongoing adaptation of supervisory training content will more than likely be required.

Personal Support

Training Implications

Supervisors in child welfare are not only required to *help staff manage job responsibilities*, but they are also required to *offer strategies to address the emotional issues of the job*. The study indicated that both tasks are needed in supervisory training because one was ranked as highly essential but not currently practiced (managing job responsibilities) and the other was ranked high in terms of desired training (addressing emotional issues of the job). Both these tasks point to a skills training orientation that would help the supervisor deal more competently with complex clinical issues experienced by case-carrying child welfare workers.

Systems Implications

The results of the study indicate that encouraging and listening to work-related thoughts and opinions and demonstrating empathy and sensitivity with staff were ranked high as essential supervisory practices. Conversely, both these practices were not ranked high in the "training desired" category. The results may indicate that these qualities or activities are "not trainable" or that these qualities are part of current practice. With either scenario, it is clear that these practices are highly desirable in a child welfare supervisor and should be included in selection or screening criteria developed by an agency or agencies.

It is also clear from the study that the supervisory role of capacity builder is reinforced by the fact that *supporting staff efforts to gain professional independence* was ranked third in terms of

current supervisory practice and desired training. This task/practice is foundational to staff development initiatives in an agency and reinforces the concept of transfer of learning (TOL).

Agency Support

Training Implications

Giving staff job performance feedback and *advocating for measures to support workers* are two areas of practice that get little formal attention as training content for supervisory practice in child welfare. In this study, we found that more training is desired in these areas. This indicates that general (not child welfare specific) supervisory content is needed to help reinforce the relationship of supervisors with their staff *and* with management.

Promoting teamwork, ranked second overall as “essential” currently practiced and desirable as a training topic, will become more important with the advent of CWS reform efforts, which will likely emphasize coordination both within the agency and with community partners.

Systems Implications

Expecting staff to be accountable and *helping staff to identify case goals* point to the supervisory tasks that are cornerstones of child welfare practice. By identifying case goals, the child welfare worker can work with clients to become more successful and accountable. Assisting staff in achieving these advanced practices speaks to the supervisor’s skill in enabling the worker and the agency to work more effectively for the client.

With the CWS reform efforts, promoting teamwork as a systems issue will become more important, as it will likely emphasize coordination both within the agency and with community partners.

Finally, monitoring professional growth, ranked moderately high for desired training, points to the capacity building function of the supervisor. Attention to and proficiency in this area can potentially enhance an agency’s workforce.

Supervisory Style and Ideal Role

One-on-one and informal supervision were the preferred supervisory styles, with group or team supervision also chosen by many staff. This preference may suggest a desire for not only direct instruction from a supervisor but also for a supervisory relationship that can be construed as a “mentoring” one in which the individual staff’s professional growth is nurtured over time. As described by one supervisor, this means “working with each worker to learn what their needs are, as far as their development as a social worker. To establish a plan to help them increase in skills and knowledge.”

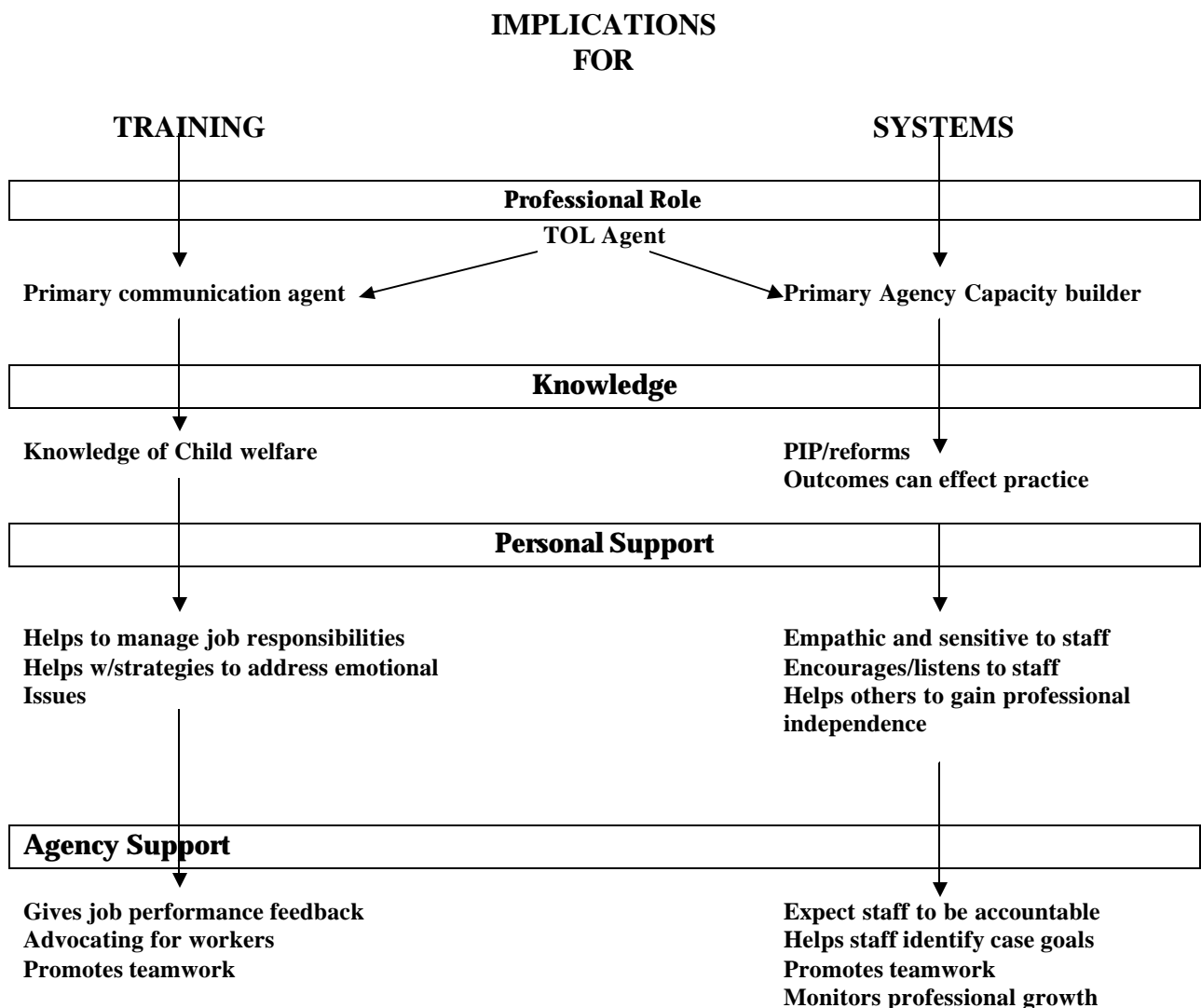
In the only qualitative question on the survey, respondents were asked to describe the ideal role of the supervisor as a mentor, but many responded generally about the ideal qualities of supervision. As previously noted, the responses tended to cluster around four general characteristics considered desirable in supervisors: *knowledge, support, fairness, and communication*. As one supervisor put it, “Supervisors need to have a balance of information,

support, and empathy. In order to mentor there must be a commitment of time and energy.... Staff have to be viewed as a resource and they need to be treated in a way they feel safe and secure. This will promote relationships and make the best of a tough job.”

While several supervisors, line staff, and managers echoed these sentiments, many acknowledged that time constraints hampered this kind of supervision. Yet the desire for knowledgeable, supportive supervision is evident. As one line worker responded, a supervisor should have “knowledge of CWS ... and know-how to complete jobs of supervisees. Fair treatment to all staff ... equal caseloads. Be emotionally supportive of the difficult job we have Be consistent with expectations and procedures Be supportive instead of making it more difficult.”

The following is a graphic representation of the implications described in the previous section. One can draw from this model the primary function of a child welfare supervisor in each of the four practice areas.

Figure 9: Implications for Training Systems



Agreement and Disagreement Within the Organization

The unique nature of the survey, which gathered data from three perspectives within each organization, revealed some surprising differences that have implications for training and for organizational development efforts.

Essential Practices

As noted above, supervisors and managers tend to agree more with each other than they do with line workers as to which tasks or practices are essential. This implies that supervisors conceptualize themselves in a role that is more aligned with management. One clear example is that supervisors and managers tend to stress *accountability* more than line workers. Conversely, line workers value *advocacy* as a more essential skill. The conflicting nature of these two practices demonstrates the organizational “squeeze” that supervisors can find themselves in, and suggests that training should focus on balancing these two essential tasks.

Current Practices

In this area, disagreement between groups was most severe. Supervisors reported that they perform tasks or practices significantly more than line workers and managers reported. Given this striking difference, it is evident that either supervisors are not effectively communicating their intent *or* line workers have different practice expectations of their supervisors. Both instances suggest the need to apply a consistent concept of the supervisory role within an agency across the workforce so that expectations and standards of communication can be unified.

Desire for Training

In this area, managers want supervisors to have more training in how to make their staff more *accountable* given that managers overwhelmingly reported that supervisors did not do this effectively. Other identified training needs related to transfer of learning or TOL (*monitors and facilitates professional growth of staff and helps staff apply learning to social work practice*). These areas of desired training supports the notion that a central role of supervision in child welfare is that of mentor or *TOL Agent*.

Level of Involvement in Training

With regard to the level of involvement in training, there were significant differences in the expectations each group had about how involved a supervisor should be in line worker training. For example, supervisors and (especially) managers indicated they would like supervisors to be involved in complex tasks such as *providing assignments related to training*. Conversely, the majority of line workers wanted limited involvement of their supervisor in their training, as indicated by high frequencies for *encouraging attendance* and *talking to staff about the training they attend*. However all groups reported they wanted more involvement in training than what is currently occurring.

The conclusion that can be drawn from this data is an overall lack of clarity about the role a supervisor should play in training within child welfare agencies. More specifically, these

findings may imply that line workers do not currently conceptualize the supervisor's role as a *TOL agent* or *Capacity builder*.

Recommendations

The following are recommendations for the development and support of supervisory training in public child welfare in California:

- **Clarify role of supervision in the agency.** Given the substantial disagreement about essential practices, current practices, and current level of involvement, specific efforts should be made to establish a common understanding of supervisory practices, tasks, and transfer of learning activities across all levels of the workforce. This study indicates two primary roles a supervisor should play within the public child welfare agency: *Primary communication agent* and *Primary capacity builder* (see Figure 8).
- **Train to essential public child welfare supervisory practices.** The results of this study identify specific practices and activities that are supported by the literature (see Figure 8). These practices and activities should form the basis of competency development for all training entities in California (county agency, CDSS, CalSWEC, RTAs/IUC) as training materials are developed.
- **Re-allocate training resources—supervision as organizational development.** By reinforcing supervision as a primary mode of communication and capacity building within the organization, an investment in organizational change and development is made. An investment made by the agency leadership to redirect agency values and resources into supervisory development has the potential to bring clarity of purpose, improved staff functioning, and improved client outcomes. Given what we currently know about this field of practice via the literature and now this study, an agency has good reason to make this type of investment.
- **Address key systemic issues.** Based on the *Systems Implications* above, the development of meaningful **screening tools** for supervisors that can be tested over time is essential to improving the supervisory workforce. The study also indicated that large caseloads of the line workers negatively impacted the training time that could be devoted to the workers. Therefore, any attempt to **decrease caseloads** for workers would improve supervisory involvement and increase time spent bettering client outcomes. Finally, as indicated in the implications above, teamwork was viewed as a key element of practice in light of the ongoing reform efforts being made by counties. As a result of this finding, it is clear that any time that is devoted to **team development** would positively impact and encourage this practice.

Conclusion

The results of this survey have considerably deepened our understanding of child welfare supervision, and have also pointed out clear avenues to pursue as we begin formulating supervisor competencies and curriculum models. In short, this study clearly identifies the seeds of competency and content development for public child welfare supervision.

Notably, there are several areas of agreement across staff lines, as well as topics about which staff unity at one level of the organization alternates with sharp disagreement at other levels. Often these differences can be understood readily, as when line staff view *advocates for measures to support workers* as more “essential” than do supervisors, but other more subtle differences will be the impetus for future exploration.

While line staff and supervisors generally focus more on the daily aspects of practice, managers understandably tend to prioritize administrative objectives. In other areas of the study, marked distinctions between groups again appeared, such as supervisors believing they were performing most tasks and practices with managers and line staff believing the opposite. These findings boil down to the need for greater clarification and communication about role expectations throughout the agency hierarchy. A framework of supervisor competencies, and educational resources embedded in organizational development, can readily address these discrepancies.

Finally, with the limitations noted in the methodology section, and some of the seeming inconsistencies among the responses of line staff, supervisors, and managers, we are humbled anew by the complexity of this topic and the need to further investigate certain aspects of supervision. Major progress towards the goal of providing supervisors with the training and support they need and want has nevertheless been made. One striking and optimistic note was the willingness of so many hard-working child welfare professionals to share their knowledge and opinions regarding supervision in what is our mutual effort to improve the education, training, and ultimate effectiveness of the child welfare workforce as a whole.

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APPENDICES—METHODOLOGY

Appendix A: Survey, Line Worker version

Appendix B: Survey, Supervisor version

Appendix C: Survey, Manager version

APPENDIX A

SURVEY, LINE WORKER VERSION

CALIFORNIA SOCIAL WORK EDUCATION CENTER UNIVERSITY OF CALIFORNIA, BERKELEY SCHOOL OF SOCIAL WELFARE

Dear Child Welfare Social Worker,

Current research indicates that good social work supervision:

- Encourages the kind of professional practice that promotes child safety, permanency, and well being.
- Has a significant effect on retention.
- Is key in transferring knowledge, skills, values and ethics.

CalsWEC is undertaking a survey to learn more about the components of good supervision. What practices and knowledge do you think are essential for good supervision? What kind of role does a good supervisor play in a team or unit? What are the practices of your current supervisor?

Please take the time to consider each section and respond honestly. The information you give is strictly confidential. NO individual questionnaire will be examined or associated with any individual supervisor or county. This information is being gathered from a sample of child welfare professionals across the state and will be considered in aggregate. With your help, we will learn more about supervision in child welfare and be able to develop more useful training models.

To make sure your responses remain anonymous and confidential, we ask you to give yourself an ID number that keeps your identity secure yet allows us to track responses over time and link responses for a given county. To determine YOUR IDENTIFICATION NUMBER, please complete the following.

1. What are the first two letters of your mother's *maiden* name? _____
(example: If her name was Joan Smith, the letters are SM).
2. What are the numerals for the *day* you were born? _____
(example: If you were born on October 3rd, then the number would be 03)
3. What is the two-digit *code* for the *county* where you work? _____
(see county codes on reverse; Alameda is 01, etc.)

If you have any questions about your rights and treatment as a participant in this research project, please contact the University of California at Berkeley's Committee for Protection of Human Subjects at 510-642-7461 or e-mail <subjects@uclink4.berkeley.edu>. If you have comments about this study or any part of this questionnaire, please feel free to contact me directly. Also, please contact me if you have questions about the use of this information or the confidentiality of your answers. Thank you.

Shannon Lawrence
 Training and Evaluation Specialist
lorens2@uclink.berkeley.edu
 (510) 643-5440

7. **This is a two-part question. Please read the directions carefully for each section. Below are four groups of possible supervisory practice. Please consider how essential each individual practice, and each group, is to being an EXCELLENT supervisor.**

Step 1. Within each group, RANK the practices or characteristics from 1 to 6, with 1 = “most essential to being an excellent supervisor” and 6 = “least essential to being an excellent supervisor.” Rank the practices below using each number (1,2,3,4,5,6) only once within each group.

Group A Professional role

- Establishes expectations and standards
- Explains policies and procedures
- Gives clear instructions
- Communicates agency mission and/or goals
- Shares work-related information with staff
- Helps staff apply learning to social work practice

Group B Knowledge

- Has general knowledge of child welfare
- Is familiar with state, federal and county child welfare forms
- Has specialized knowledge related to tasks of unit
- Knows state and federal compliance requirements
- Has knowledge of local area and resources
- Knows effective approaches to working with clients

Group C Personal support

- Encourages & listens to work-related thoughts & opinions
- Shows empathy and sensitivity with staff
- Supports staff efforts to gain professional independence
- Acts to prevent or alleviate staff conflicts
- Helps staff manage job responsibilities
- Offers strategies to address emotional issues of job

Group D Agency support

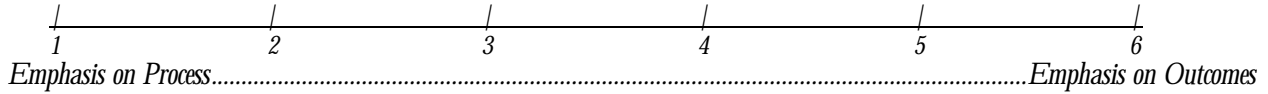
- Promotes teamwork
- Helps staff identify case goals
- Advocates for measures to support workers
- Gives staff job performance feedback
- Expects staff to be responsible and accountable
- Monitors and facilitates professional growth of staff

Step 2. Please rank the four groups according to how essential the group is to excellent supervision, with 1 = “most essential for excellent supervision” and 4 = “least essential for excellent supervision,” next to each group heading. Rank the four groups using each number (1,2,3,4) only once.

Professional Role Knowledge Personal Support Agency Support

8. **Some supervisors are concerned mostly about *process* – focusing on each step a worker does in the handling of a case – while others focus on *outcomes* – the end result. On the scale below, please circle the number that indicates where you believe AN EXCELLENT SUPERVISOR places emphasis in the case process where: 1 = “emphasis on process” and 6 = “emphasis on outcomes.”**

Emphasis of Steps in a Case Process



9. **For the list below, we ask you to consider YOUR SUPERVISOR’S practices. Please check the appropriate box to indicate how strongly you agree or disagree that YOUR SUPERVISOR has the following characteristics.** Note: your responses will be used to help determine training needs and will NOT be reported individually.

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
Professional role					
Establishes expectations and standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explains policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives clear instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates agency mission and/or goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares work-related information with staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helps staff apply learning to social work practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge					
Has general knowledge of child welfare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is familiar with state, federal and county child welfare forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has specialized knowledge related to tasks of unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows state and federal compliance requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has knowledge of local area and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows effective approaches to working with clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal support					
Encourages & listens to work-related ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows empathy and sensitivity with staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supports staff efforts to gain professional independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acts to prevent or alleviate staff conflicts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helps staff manage job responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Offers strategies to address emotional issues of job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agency support					
Promotes teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helps staff identify case goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advocates for measures to support workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives staff job performance feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expects staff to be responsible and accountable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitors and facilitates professional growth of staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

On-the-job training and mentoring vary according to individual supervisors and workers. We would like to understand more about how you think about and engage in these activities.

10. Please indicate how involved YOUR SUPERVISOR is in training and mentoring you and other line workers (please check all that apply).

- My supervisor is not involved.
- My supervisor encourages me to attend trainings.
- My supervisor keeps track of my participation in trainings.
- My supervisor talks to me about the trainings I have attended.
- My supervisor provides tasks and assignments to me related to the trainings that I attend.
- My supervisor provides tasks and assignments to me on topics I need to learn that are not related to trainings I attend.
- Other _____
(please specify)

11. Please indicate how involved YOU WOULD LIKE YOUR SUPERVISOR TO BE in training and mentoring you and other line workers (please check all that apply).

- I would NOT like my supervisor to be involved at all.
- I would like my supervisor to encourage me to attend trainings.
- I would like my supervisor to keep track of my participation in trainings.
- I would like my supervisor to talk to me about the trainings I have attended.
- I would like my supervisor to provide tasks and assignments related to the trainings that I attend.
- I would like my supervisor to provide tasks and assignments on topics I need to learn that are not related to the trainings I attend.
- Other _____
(please specify)

13. What would help to increase YOUR SUPERVISOR'S involvement in mentoring staff (including on-the-job training)? Please check the boxes of the TWO items that would help the most.

- More training for managers and supervisors More upper management support
- More information about staff training needs Fewer supervisees
- More time set aside for staff development Lower caseloads for line workers
- Other _____
(please specify)

14. What do you think is the IDEAL ROLE OF A SUPERVISOR with regard to mentoring line workers? (Please use back of sheet if necessary.)

Thank you very much for completing the survey.

APPENDIX B

SURVEY, SUPERVISOR VERSION

CALIFORNIA SOCIAL WORK EDUCATION CENTER UNIVERSITY OF CALIFORNIA, BERKELEY SCHOOL OF SOCIAL WELFARE

Dear Child Welfare Supervisor,

Current research indicates that good social work supervision:

- Encourages the kind of professional practice that promotes child safety, permanency, and well being.
- Has a significant effect on retention.
- Is key in transferring knowledge, skills, values and ethics.

CalSWEC is undertaking a survey to learn more about the components of good supervision. What practices and knowledge do you think are essential for good supervision? What kind of role does a good supervisor play in a team or unit? What are your practices and those of the supervisors you know?

Please take the time to consider each section and respond honestly. The information you give is strictly confidential. NO individual questionnaire will be examined or associated with any individual manager, supervisor, or county. This information is being gathered from a sample of child welfare professionals across the state and will be considered in aggregate. With your help, we will learn more about supervision in child welfare and be able to develop more useful training models.

To make sure your responses remain anonymous and confidential, we ask you to give yourself an ID number that keeps your identity secure yet allows us to track responses over time and link responses for a given county. To determine YOUR IDENTIFICATION NUMBER, please complete the following:

1. What are the first two letters of your mother's *maiden* name? _____
(example: If her name was Joan Smith, the letters are SM).
2. What are the numerals for the *day* you were born? _____
(example: If you were born on October 3rd, then the number would be 03)
3. What is the two-digit *code* for the *county* where you work? _____
(see county codes on reverse; Alameda is 01, etc.)

If you have any questions about your rights and treatment as a participant in this research project, please contact the University of California at Berkeley's Committee for Protection of Human Subjects at 510-642-7461 or e-mail <subjects@uclink4.berkeley.edu>. If you have comments about this study or any part of this questionnaire, please feel free to contact me directly. Also, please contact me if you have questions about the use of this information or the confidentiality of your answers. Thank you.

Shannon Lawrence
 Training and Evaluation Specialist
lorens2@uclink.berkeley.edu
 (510) 643-5440

Your work & education experience

3. How long have you been working in the field of child welfare? _____ years _____ mos.

4. In which of the following areas do you CURRENTLY supervise? (Check all that apply)

- Emergency Response
 Court/Dependency Investigation
 Family Maintenance
 Family Reunification
 Family Preservation
 Adoptions
 Guardianship & Long Term Foster Care
 Other (please specify) _____

3. How many people are you currently supervising? _____

4. How long have you been in your current position? (Check one)

- less than 1 year 1 year to <2 yrs. 2 years to <5 yrs. 5 years or more

5. What is your highest level of education?

- HS AA BA or BS BSW MA or MS MSW PhD

6. Did you participate in the Title IV-E program, which offers stipends to MSW candidates who specialize in public child welfare, or in a state or county stipend program?

- YES (please answer questions below) NO (skip to question 7 below)

IF YES....

➤ **In which program did you participate?**

- IV-E (LA DCFS) IV-E (CalSWEC) Other state

➤ **Were you in the child welfare field prior to your Title IV-E participation?**

- YES (please answer question below) NO (skip to question 7 below)

IF YES....

➤ **What kind of child welfare position did you have prior to your Title IV-E participation?**

- VOLUNTEER PAID

7. What kind of supervision style do you prefer to use? (please check all that apply)

- One to one (supervisor meets individually with staff member) Formal (meet at regular intervals)
 Group (supervisor meets with team) Informal (meet "as needed")
 Peer (workers meet together) Other _____
(please specify)

8. This is a three-part question. Please read the directions for each section carefully. Below are four groups of possible supervisory practice. Please consider how essential each individual practice, and each group, is to being an EXCELLENT supervisor. Then,

Step 1. Within each group, RANK the practices or characteristics from 1 to 6, with 1 = “most essential to being an excellent supervisor” and 6 = “least essential to being an excellent supervisor.”
Rank the practices below using each number (1,2,3,4,5,6) only once within each group.

Step 2. Please check the boxes of the TWO practices per group in which you want or need YOUR STAFF OF SUPERVISORS to receive training.

Rank items from 1 to 6 in each group below

Want training?
Check TWO for each group

Group A Professional role

- Establishes expectations and standards
- Explains policies and procedures
- Gives clear instructions
- Communicates agency mission and/or goals
- Shares work-related information with staff
- Helps staff apply learning to social work practice

Group B Knowledge

- Has general knowledge of child welfare
- Is familiar with state, federal and county child welfare forms
- Has specialized knowledge related to tasks of unit
- Knows state and federal compliance requirements
- Has knowledge of local area and resources
- Knows effective approaches to working with clients

Group C Personal support

- Encourages & listens to work-related thoughts & opinions
- Shows empathy and sensitivity with staff
- Supports staff efforts to gain professional independence
- Acts to prevent or alleviate staff conflicts
- Helps staff manage job responsibilities
- Offers strategies to address emotional issues of job

Group D Agency support

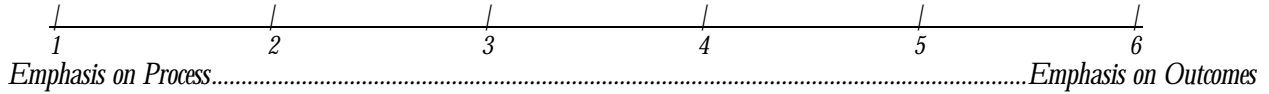
- Promotes teamwork
- Helps staff identify case goals
- Advocates for measures to support workers
- Gives staff job performance feedback
- Expects staff to be responsible and accountable
- Monitors and facilitates professional growth of staff

Step 3. Please rank the four groups according to how essential the group is to excellent supervision, with 1 = “most essential for excellent supervision” and 4 = “least essential for excellent supervision,” next to each group heading. *Rank the four groups using each number (1,2,3,4) only once.*

Professional Role Knowledge Personal Support Agency Support

9. Some supervisors are concerned mostly about *process* – focusing on each step a worker does in the handling of a case – while others focus on *outcomes* – the end result. On the scale below, please circle the number that indicates where you believe AN EXCELLENT SUPERVISOR places emphasis in the case process where 1 = “emphasis on process” and 6 = “emphasis on outcomes.”

Emphasis of Steps in a Case Process



10. For the list below, we ask you to consider YOUR OWN supervisory practices. Please check the appropriate box to indicate how strongly you agree or disagree that YOU have the following characteristics as a supervisor. Note: your responses will be used to help determine training needs and will NOT be reported individually.

Professional role	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
Establishes expectations and standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explains policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives clear instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates agency mission and/or goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares work-related information with staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helps staff apply learning to social work practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge					
Has general knowledge of child welfare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is familiar with state, federal and county child welfare forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has specialized knowledge related to tasks of unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows state and federal compliance requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has knowledge of local area and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows effective approaches to working with clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal support					
Encourages & listens to work-related ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows empathy and sensitivity with staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supports staff efforts to gain professional independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acts to prevent or alleviate staff conflicts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helps staff manage job responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Offers strategies to address emotional issues of job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agency support					
Promotes teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helps staff identify case goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advocates for measures to support workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives staff job performance feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expects staff to be responsible and accountable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitors and facilitates professional growth of staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

On-the-job training and mentoring vary according to individual supervisor and worker. We would like to understand more about how you think about and engage in these activities.

11. Please indicate how involved YOU ARE in training and mentoring your line workers (please check all that apply).

- I am not involved.
- I encourage staff to attend trainings.
- I keep track of staff participation in trainings.
- I talk to my staff about the trainings they have attended.
- I provide tasks and assignments to my staff related to the trainings that my staff attend.
- I provide tasks and assignments to my staff on topics they need to learn that are not related to trainings they attend.
- Other _____
(please specify)

12. Please indicate how involved YOU WOULD LIKE TO BE in training and mentoring your line workers (please check all that apply).

- I would NOT like to be involved at all.
- I would like to encourage staff to attend trainings.
- I would like to keep track of staff participation in trainings.
- I would like to talk to my staff about the trainings they have attended.
- I would like to provide tasks and assignments to my staff related to the trainings that they attend.
- I would like to provide tasks and assignments to my staff on topics they need to learn that are not related to the trainings they attend.
- Other _____
(please specify)

13. What would help you to increase your involvement in mentoring staff (including on-the-job training)? Please check the boxes of the TWO items that would help you most.

- More training for managers and supervisors More upper management support
- More information about staff training needs Fewer supervisees
- More time set aside for staff development Lower caseloads for line workers
- Other _____
(please specify)

15. What do you think is the IDEAL ROLE OF A SUPERVISOR with regard to mentoring line workers? (Please use back of sheet if necessary.)

Thank you very much for completing the survey.

APPENDIX C

SURVEY, MANAGER VERSION

CALIFORNIA SOCIAL WORK EDUCATION CENTER UNIVERSITY OF CALIFORNIA, BERKELEY SCHOOL OF SOCIAL WELFARE

Dear Child Welfare Manager,

Current research indicates that good social work supervision:

- Encourages the kind of professional practice that promotes child safety, permanency, and well being.
- Has a significant effect on retention.
- Is key in transferring knowledge, skills, values and ethics.

CalSWEC is undertaking a survey to learn more about the components of good supervision. What practices and knowledge do you think are essential for good supervision? What kind of role does a good supervisor play in a team or unit? What are your practices and those of the supervisors you know?

Please take the time to consider each section and respond honestly. The information you give is strictly confidential. NO individual questionnaire will be examined or associated with any individual manager, supervisor, or county. This information is being gathered from a sample of child welfare professionals across the state and will be considered in aggregate. With your help, we will learn more about supervision in child welfare and be able to develop more useful training models.

To make sure your responses remain anonymous and confidential, we ask you to give yourself an ID number that keeps your identity secure yet allows us to track responses over time and link responses for a given county. To determine YOUR IDENTIFICATION NUMBER, please complete the following:

1. What are the first two letters of your mother's *maiden* name _____
(example: If her name was Joan Smith, the letters are SM).
2. What are the numerals for the *day* you were born? _____
(example: If you were born on October 3rd, then the number would be 03)
3. What is the two-digit *code* for the *county* where you work? 1 0
(see county codes on reverse; Alameda is 01, etc.)

If you have any questions about your rights and treatment as a participant in this research project, please contact the University of California at Berkeley's Committee for Protection of Human Subjects at 510-642-7461 or e-mail <subjects@uclink4.berkeley.edu>. If you have comments about this study or any part of this questionnaire, please feel free to contact me directly. Also, please contact me if you have questions about the use of this information or the confidentiality of your answers. Thank you.

Shannon Lawrence
 Training and Evaluation Specialist
lorens2@uclink.berkeley.edu
 (510) 643-5440

8. This is a three-part question. Please read the directions for each section carefully. Below are four groups of possible supervisory practice. Please consider how essential each individual practice, and each group, is to being an EXCELLENT supervisor. Then,

Step 1. Within each group, RANK the practices or characteristics from 1 to 6, with 1 = “most essential to being an excellent supervisor” and 6 = “least essential to being an excellent supervisor.”

Rank the practices below using each number (1,2,3,4,5,6) only once within each group.

Step 2. Please check the boxes of the TWO practices per group in which you want or need YOUR STAFF OF SUPERVISORS to receive training.

Rank items from 1 to 6 in each group below **Want training?
Check TWO for each group**

Group A Professional role

- Establishes expectations and standards
- Explains policies and procedures
- Gives clear instructions
- Communicates agency mission and/or goals
- Shares work-related information with staff
- Helps staff apply learning to social work practice

Group B Knowledge

- Has general knowledge of child welfare
- Is familiar with state, federal and county child welfare forms
- Has specialized knowledge related to tasks of unit
- Knows state and federal compliance requirements
- Has knowledge of local area and resources
- Knows effective approaches to working with clients

Group C Personal support

- Encourages & listens to work-related thoughts & opinions
- Shows empathy and sensitivity with staff
- Supports staff efforts to gain professional independence
- Acts to prevent or alleviate staff conflicts
- Helps staff manage job responsibilities
- Offers strategies to address emotional issues of job

Group D Agency support

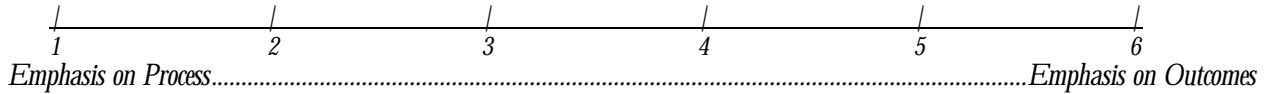
- Promotes teamwork
- Helps staff identify case goals
- Advocates for measures to support workers
- Gives staff job performance feedback
- Expects staff to be responsible and accountable
- Monitors and facilitates professional growth of staff

Step 3. Please rank the four groups according to how essential the group is to excellent supervision, with 1 = “most essential for excellent supervision” and 4 = “least essential for excellent supervision,” next to each group heading. Rank the four groups below using each number (1,2,3,4) only once.

Professional Role Knowledge Personal Support Agency Support

9. Some supervisors are concerned mostly about *process* – focusing on each step a worker does in the handling of a case – while others focus on *outcomes* – the end result. On the scale below, please circle the number that indicates where you believe AN EXCELLENT SUPERVISOR places emphasis in the case process where: 1 = “emphasis on process” and 6 = “emphasis on outcomes.”

Emphasis of Steps in a Case Process



10. For the list below, please consider the supervisory practices of the STAFF WHO REPORT TO YOU. Please check the appropriate box to indicate how strongly you agree or disagree that YOUR STAFF OF SUPERVISORS, in general, has the following characteristics. Note: your responses will be used to help determine training needs and will NOT be reported individually.

Professional role	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
Establishes expectations and standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explains policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives clear instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates agency mission and/or goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares work-related information with staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helps staff apply learning to social work practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge					
Has general knowledge of child welfare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is familiar with state, federal and county child welfare forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has specialized knowledge related to tasks of unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows state and federal compliance requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has knowledge of local area and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows effective approaches to working with clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal support					
Encourages & listens to work-related ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows empathy and sensitivity with staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supports staff efforts to gain professional independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acts to prevent or alleviate staff conflicts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helps staff manage job responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Offers strategies to address emotional issues of job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agency support					
Promotes teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helps staff identify case goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advocates for measures to support workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives staff job performance feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expects staff to be responsible and accountable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitors and facilitates professional growth of staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

On-the-job training and mentoring vary according to individual supervisor and worker. We would like to understand more about how you think about and engage in these activities.

12. Please indicate, in general, how involved the SUPERVISORS WHO REPORT TO YOU are in training and mentoring line workers (check all that apply).

- They are not involved.
- They encourage staff to attend trainings.
- They keep track of staff participation in trainings.
- They talk to their staff about the trainings their staff attend.
- They provide tasks and assignments to their staff related to the trainings that their staff attend.
- They provide tasks and assignments to their staff on topics their staff need to learn that are not related to trainings that their staff attend.
- Other _____
(please specify)

12. Please indicate how involved you would like the SUPERVISORS WHO REPORT TO YOU to be in training and mentoring line workers (check all that apply).

- I would NOT like them to be involved at all.
- I would like them to encourage staff to attend trainings.
- I would like them to keep track of staff participation in trainings.
- I would like them to talk to their staff about the trainings their staff attend.
- I would like them to provide tasks and assignments to their staff related to the trainings that their staff attend.
- I would like them to provide tasks and assignments to their staff on topics their staff need to learn that are not related to trainings that their staff attend.
- Other _____
(please specify)

13. What would help the SUPERVISORS WHO REPORT TO YOU increase their involvement in mentoring staff (including on-the-job training)? Please check the boxes of the TWO items that would help them most.

- | | |
|----------------------------------------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> More training for managers and supervisors | <input type="checkbox"/> More upper management support |
| <input type="checkbox"/> More information about staff training needs | <input type="checkbox"/> Fewer supervisees |
| <input type="checkbox"/> More time set aside for staff development | <input type="checkbox"/> Lower caseloads for line workers |
| <input type="checkbox"/> Other _____
(please specify) | |

16. What do you think is the IDEAL ROLE OF A SUPERVISOR with regard to mentoring line workers? (Please use back of sheet if necessary.)

Thank you very much for completing the survey.

APPENDIX D

RESPONSE RATE BY COUNTY AND TYPE OF RESPONDENT

Numbers of Survey Participants by County and Type Compared to the Reported Population of Workers and Supervisors⁷ (Number of survey respondents are in bold; reported population figures are in parentheses.)

County-- County Size ⁸ — Urban/Rural ⁹	Type of Respondent			Overall Response Rate ¹⁰
	Line Workers n = 772	Supervisors n = 186	Total n = 968 (3694)	
<i>Butte – M – N</i>	45 (86)	9 (12)	54 (98)	55.1
<i>Contra Costa – L -- F</i>	91 (244)	24 (35)	115 (279)	41.2
<i>Fresno – L – O</i>	122 (174)	28 (44)	150 (214)	70.1
<i>Glenn – VS – N</i>	15 (10)	3 (2)	18 (12)	>100 ¹¹
<i>Imperial – S -- N</i>	20 (32)	6 (5)	26 (37)	70.3
<i>Kings – S – N</i>	23 (34)	5 (8)	28 (42)	66.7
<i>Los Angeles – L -- C</i>	216 (2078)	44 (281)	260 (2179)	11.9
<i>Nevada – S – N</i>	9 (14)	1 (2)	10 (16)	62.5
<i>Riverside – L -- C</i>	92 (364)	15 (70)	107 (437)	24.5
<i>San Luis Obispo – S -- O</i>	19 (56)	9 (12)	28 (68)	41.2
<i>Santa Barbara – M -- O</i>	30 (52)	11 (9)	41 (61)	67.2
<i>Solano – M – F</i>	38 (52)	9 (14)	47 (66)	71.2
<i>Sonoma – M -- F</i>	21 (68)	7 (14)	28 (82)	34.1
<i>Stanislaus – M -- O</i>	31 (89)	15 (14)	46 (103)	44.7

⁸ Classification of county size was determined by following the California Welfare Directors' Association format: Large =L, Medium = M, Small = S, Very Small = VS

⁹ See above for definitions. C = Central Metro, F = Fringe Metro, O = Other Metro, N = Non-Metro

¹⁰ Response rate for workers and supervisors together (968/3694), including Los Angeles County, is 26.2 percent; the response rate excluding Los Angeles County is 46.7 percent (708/1515). Response rate ranges from a low of 11.9 percent for Los Angeles County to 71.2 percent for Solano County.

¹¹ Glenn County workers who took the survey were in adult protective and child protective services; whereas only CPS workers were reported for the Workforce Study, hence the response rate greater than 100 percent.

APPENDICES—SECTION A

SUPERVISORY TASKS AND PRACTICES

Appendix E: Table of Rankings for Essential Supervisory Practices, Ratings for Current Supervisory Practices, Frequencies for Training Desires.

Appendix F: Table of Mann Whitney Non-Parametric Comparison Tests of Essential Supervisory Practices by Type of Participant.

Appendix G: Table of Mann Whitney Non-Parametric Comparison Tests of Current Supervisory Practices by Type of Participant.

Appendix H: Table of Mann Whitney Non-Parametric Comparison Tests of Training Desires between Supervisors and Managers

APPENDIX E

TABLE OF RANKINGS FOR ESSENTIAL SUPERVISORY PRACTICES, RATINGS FOR CURRENT SUPERVISORY PRACTICES, FREQUENCIES FOR TRAINING DESIRES.

Individual Supervisory Characteristics	Essential Supervisory Practices								Current Supervisory Practices								Training Needs			
	Worker (751-755)	rank	Supervisor (183)	rank	Manager (41)	rank	All (975-979)	rank	Worker (754-765)	rank	Supervisor (181-182)	rank	Manager (40-41)	rank	All (976-988)	rank	Supervisor (182)	Fq.	Manager (41)	Fq.
Professional Role																				
Establishes expectations and standards	2.65	2	1.98	1	1.80	1	2.49	2	1.90	2	1.59	2	1.98	2	1.84	2	59 [31.7]	2	28 [66.7]	1
Explains policies and procedures	3.31	3	3.46	3	3.51	4	3.35	3	2.04	4	1.75	5	2.05	3	1.99	4	29 [15.6]	3	9 [21.4]	3
Gives clear instructions	2.35	1	2.74	2	3.32	2	2.46	1	2.01	3	1.63	3	2.12	4	1.95	3	27 [14.5]	4	5 [11.9]	5
Communicates agency mission/goals	4.82	6	4.33	5	3.37	3	4.67	6	2.09	5	2.03	6	2.33	6	2.08	6	22 [11.8]	5	7 [16.7]	4
Shares work related info with staff	3.92	4	4.49	6	5.12	6	4.08	5	1.80	1	1.57	1	1.88	1	1.76	1	21 [11.3]	6	3 [7.1]	6
Helps staff apply learning to social work practice	3.94	5	3.99	4	3.88	5	3.95	4	2.15	6	1.72	4	2.27	5	2.08	5	81 [43.5]	1	25 [59.5]	2
Knowledge																				
Has general knowledge of child welfare	3.17	2	2.77	2	3.05	4	3.09	2	1.55	1	1.34	1	1.46	1	1.51	1	11 [5.9]	6	4 [9.5]	6
Is familiar with state, fed, county child welfare forms	4.28	6	4.80	6	5.07	6	4.41	6	1.94	5	1.98	6	1.95	5	1.95	5	42 [22.6]	3	6 [14.3]	4
Has specialized knowledge related to tasks of unit	2.77	1	2.70	1	2.68	1	2.75	1	1.87	3	1.46	3	1.63	2	1.78	2	34 [18.3]	4	13 [31.0]	3
Knows state and fed compliance regs	3.63	4	3.59	4	2.95	3	3.60	4	1.86	2	1.79	4	2.07	6	1.86	4	70 [37.6]	1	23 [54.8]	1
Has knowledge of local area and resources	3.89	5	4.33	5	4.32	5	3.99	5	2.01	6	1.90	5	1.85	3	1.98	6	33 [17.7]	5	6 [14.3]	4
Knows effective approaches to working with clients	3.24	3	2.81	3	2.93	2	3.15	3	1.90	4	1.42	2	1.90	4	1.81	3	47 [25.3]	2	18 [42.9]	2
Personal Support																				
Encourage and listen to work related thoughts	2.29	1	2.39	1	2.54	2	2.32	1	1.72	1	1.37	1	1.85	2	1.66	1	17 [9.1]	5	6 [14.3]	5
Shows empathy and sensitivity with staff	3.12	2	3.45	3	3.68	4	3.21	3	1.83	2	1.42	2	1.73	1	1.75	2	14 [7.5]	6	1 [2.4]	6
Supports staff efforts to gain professional independence	3.37	4	3.55	4	3.37	3	3.40	4	1.86	3	1.59	3	2.05	3	1.82	3	43 [23.1]	3	14 [33.3]	2
Acts to prevent or alleviate staff conflicts	4.54	6	4.84	6	4.54	5	4.59	6	2.12	5	1.90	6	2.20	5	2.08	5	52 [28.0]	2	11 [26.2]	4
Helps staff manage job responsibilities	3.20	3	2.42	2	2.24	1	3.01	2	2.06	4	1.61	4	2.12	4	1.98	4	36 [19.4]	4	21 [50.0]	1
Offers strategies to address emotional issues of job	4.48	5	4.35	5	4.63	6	4.46	5	2.21	6	1.79	5	2.20	5	2.13	6	67 [36.0]	1	12 [28.6]	3
Agency Support																				
Promotes teamwork	3.14	2	2.88	2	2.83	2	3.08	2	1.98	2	1.44	2	2.00	2	1.88	2	45 [24.2]	2	13 [31.0]	3
Helps staff identify case goals	3.71	5	3.43	3	3.85	4	3.67	5	2.05	4	1.56	3	2.05	3	1.96	4	21 [11.3]	6	5 [11.9]	4
Advocates for measures to support workers	2.69	1	3.83	5	4.10	5	2.96	1	2.09	5	1.65	4	1.71	1	1.99	5	34 [18.3]	4	3 [7.1]	6
Gives staff job performance feedback	3.62	4	3.61	4	3.17	3	3.60	4	1.99	3	1.70	5	2.10	4	1.94	3	35 [18.8]	3	14 [33.3]	2
Expects staff to be responsible and accountable	3.62	3	2.74	1	2.24	1	3.40	3	1.70	1	1.34	1	2.12	5	1.65	1	32 [17.2]	5	19 [45.2]	1
Monitors and facilitates professional growth of staff	4.21	6	4.49	6	4.80	6	4.29	6	2.16	6	1.84	6	2.27	6	2.10	6	50 [26.9]	1	5 [11.9]	4

Note: Ns are in parentheses and training percentages are in brackets. Percentages add to more than 100% within each area because participants were asked to select two.

APPENDIX F

DIFFERENCES BETWEEN GROUPS: TABLE OF MANN WHITNEY NON-PARAMETRIC COMPARISON TESTS OF ESSENTIAL SUPERVISORY PRACTICES BY TYPE OF PARTICIPANT

Essential Supervisory Practices									
Individual Supervisory Practices	Supervisors ($\underline{n} = 182-183$) Managers ($\underline{n} = 41$)			Supervisors ($\underline{n} = 182-183$) Line Workers ($\underline{n} = 751-754$)			Managers ($\underline{n} = 41$) Line Workers ($\underline{n} = 751-754$)		
	Z	Asymp. Sig. (2-tailed)	Significantly Higher Ranking	Z	Asymp. Sig. (2-tailed)	Significantly Higher Ranking	Z	Asymp. Sig. (2-tailed)	Significantly Higher Ranking
Professional Role									
Establishes expectations and standards	-0.20	0.84		-5.66	0.00	Supervisors	-3.42	0.00	Managers
Explains policies and procedures	-0.24	0.81		-1.26	0.21		-0.88	0.38	
Gives clear instructions	-2.61	0.01	Supervisors	-3.90	0.00	Line Workers	-4.61	0.00	Line Workers
Communicates agency mission/goals	-3.26	0.00	Managers	-3.58	0.00	Supervisors	-5.52	0.00	Managers
Shares work related info with staff	-2.98	0.00	Supervisors	-4.63	0.00	Line Workers	-5.35	0.00	Line Workers
Helps staff apply learning to social work practice	-0.25	0.80		-0.24	0.81		-0.10	0.92	
Knowledge									
Has general knowledge of child welfare	-1.08	0.28		-2.85	0.00	Supervisors	-0.43	0.67	
Is familiar with state, fed, county child welfare forms	-0.89	0.37		-4.19	0.00	Line Workers	-3.20	0.00	Line Workers
Has specialized knowledge related to tasks of unit	-0.29	0.77		-0.25	0.80		-0.39	0.70	
Knows state and fed compliance regs	-2.33	0.02	Managers	-0.35	0.72		-2.65	0.01	Managers
Has knowledge of local area and resources	-0.39	0.70		-3.54	0.00	Line Workers	-1.70	0.09	
Knows effective approaches to working with clients	-0.54	0.59		-2.68	0.01	Supervisors	-0.94	0.35	
Personal Support									
Encourage and listen to work related thoughts	-0.47	0.64		-0.66	0.51		-0.86	0.39	
Shows empathy and sensitivity with staff	-0.94	0.35		-2.77	0.01	Line Workers	-2.34	0.02	Line Workers
Supports staff efforts to gain professional independence	-0.59	0.56		-1.21	0.23		-0.04	0.97	
Acts to prevent or alleviate staff conflicts	-1.73	0.08		-2.81	0.00	Line Workers	-0.28	0.78	
Helps staff manage job responsibilities	-1.08	0.28		-5.56	0.00	Supervisors	-3.60	0.00	Managers
Offers strategies to address emotional issues of job	-1.23	0.22		-1.50	0.13		-0.52	0.60	
Agency Support									
Promotes teamwork	-0.19	0.85		-1.88	0.06		-1.17	0.24	
Helps staff identify case goals	-1.59	0.11		-2.12	0.03	Supervisors	-0.50	0.62	
Advocates for measures to support workers	-0.94	0.35		-7.71	0.00	Line Workers	-4.96	0.00	Line Workers
Gives staff job performance feedback	-1.76	0.08		-0.07	0.94		-1.94	0.05	Managers
Expects staff to be responsible and accountable	-1.72	0.09		-6.33	0.00	Supervisors	-5.09	0.00	Managers
Monitors and facilitates professional growth of staff	-1.10	0.27		-2.14	0.03	Line Workers	-2.27	0.02	Line Workers

APPENDIX G

DIFFERENCES BETWEEN GROUPS: TABLE OF MANN WHITNEY NON-PARAMETRIC COMPARISON TESTS OF CURRENT SUPERVISORY PRACTICES BY TYPE OF PARTICIPANT

Current Supervisory Practices

Individual Supervisory Practices	Supervisors ($n = 182-183$) Managers ($n = 41$)			Supervisors ($n = 182-183$) Line Workers ($n = 729-765$)			Managers ($n = 41$) Line Workers ($n = 729-765$)		
	Z	Asymp. Sig. (2- tailed)	Significantly Higher Ranking	Z	Asymp. Sig. (2- tailed)	Significantly Higher Ranking	Z	Asymp. Sig. (2- tailed)	Significantly Higher Ranking
Professional Role									
Establishes expectations and standards	-3.58	0.00	Supervisors	-5.26	0.00	Supervisors	-1.10	0.27	
Explains policies and procedures	-3.04	0.00	Supervisors	-4.71	0.00	Supervisors	-0.37	0.71	
Gives clear instructions	-4.17	0.00	Supervisors	-5.67	0.00	Supervisors	-1.26	0.21	
Communicates agency mission/goals	-2.94	0.00	Supervisors	-0.78	0.44		-2.52	0.01	Line Workers
Shares work related info with staff	-3.24	0.00	Supervisors	-4.00	0.00	Supervisors	-1.20	0.23	
Helps staff apply learning to social work practice	-4.41	0.00	Supervisors	-6.34	0.00	Supervisors	-1.11	0.27	
Knowledge									
Has general knowledge of child welfare	-1.50	0.13		-4.19	0.00	Supervisors	-0.68	0.50	
Is familiar with state, fed, county child welfare forms	-0.46	0.65		-1.42	0.16		-0.26	0.80	
Has specialized knowledge related to tasks of unit	-1.73	0.08		-5.97	0.00	Supervisors	-1.51	0.13	
Knows state and fed compliance regs	-2.35	0.02	Supervisors	-0.73	0.47		-1.98	0.05	Line Workers
Has knowledge of local area and resources	-0.42	0.67		-1.49	0.14		-1.16	0.25	
Knows effective approaches to working with clients	-4.64	0.00	Supervisors	-7.51	0.00	Supervisors	-0.45	0.65	
Personal Support									
Encourage and listen to work related thoughts	-5.10	0.00	Supervisors	-5.59	0.00	Supervisors	-1.94	0.05	Line Workers
Shows empathy and sensitivity with staff	-3.46	0.00	Supervisors	-5.31	0.00	Supervisors	-0.12	0.90	
Supports staff efforts to gain professional independence	-3.98	0.00	Supervisors	-3.30	0.00	Supervisors	-1.99	0.05	Line Workers
Acts to prevent or alleviate staff conflicts	-2.76	0.01	Supervisors	-2.75	0.01	Supervisors	-1.00	0.32	
Helps staff manage job responsibilities	-4.64	0.00	Supervisors	-6.65	0.00	Supervisors	-0.91	0.37	
Offers strategies to address emotional issues of job	-3.88	0.00	Supervisors	-5.56	0.00	Supervisors	-0.12	0.90	
Agency Support									
Promotes teamwork	-5.38	0.00	Supervisors	-8.23	0.00	Supervisors	-0.50	0.62	
Helps staff identify case goals	-4.45	0.00	Supervisors	-8.17	0.00	Supervisors	-0.17	0.86	
Advocates for measures to support workers	-0.81	0.42		-5.96	0.00	Supervisors	-2.50	0.01	Managers
Gives staff job performance feedback	-3.34	0.00	Supervisors	-4.27	0.00	Supervisors	-1.11	0.27	
Expects staff to be responsible and accountable	-6.59	0.00	Supervisors	-7.13	0.00	Supervisors	-3.70	0.00	Line Workers
Monitors and facilitates professional growth of staff	-3.63	0.00	Supervisors	-4.67	0.00	Supervisors	-1.10	0.27	

APPENDIX H

DIFFERENCES BETWEEN GROUPS: TABLE OF MANN WHITNEY NON-PARAMETRIC COMPARISON TESTS OF TRAINING DESIRES BETWEEN SUPERVISORS AND MANAGERS

Training Desires			
Individual Supervisory Practices	Z	Asymp. Sig. (2-tailed)	Significantly Higher Ranking
Professional Role			
Establishes expectations and standards	-4.20	0.00	Managers
Explains policies and procedures	-0.91	0.36	
Gives clear instructions	-0.44	0.66	
Communicates agency mission/goals	-0.85	0.40	
Shares work related info with staff	-0.79	0.43	
Helps staff apply learning to social work practice	-1.87	0.06	
Knowledge			
Has general knowledge of child welfare	-0.85	0.40	
Is familiar with state, fed, county child welfare forms	-1.19	0.23	
Has specialized knowledge related to tasks of unit	-1.83	0.07	
Knows state and fed compliance regs	-2.04	0.04	Managers
Has knowledge of local area and resources	-0.54	0.59	
Knows effective approaches to working with clients	-2.28	0.02	Managers
Personal Support			
Encourage and listen to work related thoughts	-0.99	0.32	
Shows empathy and sensitivity with staff	-1.22	0.22	
Supports staff efforts to gain professional independence	-1.36	0.17	
Acts to prevent or alleviate staff conflicts	-0.25	0.80	
Helps staff manage job responsibilities	-4.11	0.00	Managers
Offers strategies to address emotional issues of job	-0.94	0.35	
Agency Support			
Promotes teamwork	-0.91	0.36	
Helps staff identify case goals	-0.11	0.91	
Advocates for measures to support workers	-1.76	0.08	
Gives staff job performance feedback	-2.06	0.04	Managers
Expects staff to be responsible and accountable	-3.93	0.00	Managers
Monitors and facilitates professional growth of staff	-2.04	0.04	Supervisors

APPENDIX I

FREQUENCIES, CURRENT LEVEL OF INVOLVEMENT

Table: Frequencies of Responses to 'Level of Involvement' Training Questions by Type of Participant.

How involved are Supervisors?	Line Workers (n=771-772)	Supervisors (n=186)	Managers (n=41)	Total (n=999)
<i>They are not involved.</i>	166 (21.5%)	7 (3.8%)	5 (12.2%)	178 (17.8%)
<i>They encourage staff to attend trainings.</i>	518 (67.1%)	169 (90.9%)	35 (85.4%)	722 (72.3%)
<i>They keep track of staff participation in trainings.</i>	220 (28.5%)	93 (50.0%)	18 (43.9%)	331 (33.1%)
<i>They talk to their staff about training their staff attend.</i>	193 (25.0%)	117 (62.9%)	20 (48.8%)	330 (33.0%)
<i>They provide tasks & assignments to their staff related to the trainings their staff attend.</i>	104 (13.5%)	52 (28.0%)	6 (14.6%)	162 (16.2%)
<i>They provide tasks & assignments to their staff NOT related to the trainings their staff attend.</i>	77 (10.0%)	46 (24.7%)	12 (29.3%)	135 (13.5%)
<i>Supervisor does Other</i>	60 (7.8%)	31 (16.7%)	2 (4.9%)	93 (9.3%)
What level of Supervisor involvement wanted?				
<i>I would NOT like them to be involved at all.</i>	66 (8.6%)	1 (.5%) -	0 (.0%)	67 (6.7%)
<i>I would like them to encourage staff to attend trainings.</i>	462 (59.9%) - 7.2%	121 (65.1%) -25.8%	34 (82.9%) -2.5%	617 (61.8%)
<i>I would like them to keep track of staff participation in trainings.</i>	221 (28.7%) +.2%	81 (43.5%) -6.5%	28 (68.3%) + 24.4%	330 (33.1%)
<i>I would like them to talk to the staff about training their staff attend.</i>	284 (36.8%) +13.8%	125 (67.2%) +4.5%	40 (97.6%) + 48.8%	449 (45.0%)
<i>I would like them to provide tasks/assignments to staff related to the trainings their staff attend.</i>	197 (25.6%) +12.1	109 (58.6%) +30.6	31 (75.6%) +61.0	337 (33.8%)
<i>I would like them to provide tasks/assignments to their staff on topics they need to learn that are not related to trainings their staff attend</i>	181 (23.5%) +10.0%	79 (42.5%) +17.8%	24 (58.5%) +29.2%	284 (28.5%)
<i>Would like supervisors to do Other</i>	64 (8.3%)	16 (8.6%)	2 (4.9%)	82 (8.2%)

Missing data: $\underline{n} = 1$

- Percentages in parentheses add to more than 100% because respondents checked all that applied.

- Percentage changes in the bottom levels are between current involvement and desired involvement. Totals are not included because they are weighted to the line workers.

APPENDIX J

DIFFERENCES BETWEEN GROUPS: LEVEL OF INVOLVEMENT AND DESIRED CHANGE IN INVOLVEMENT

Differences between groups – Level of involvement in training and mentoring									
	Supervisors (<u>n</u> = 186) Managers (<u>n</u> = 41)			Supervisors (<u>n</u> = 186) Line Workers (<u>n</u> = 771-772)			Managers (<u>n</u> = 41) Line Workers (<u>n</u> = 771-772)		
	Z ²	P value (2-tailed)	Significantly Higher Ranking	Z ²	P value (2-tailed)	Significantly Higher Ranking	Z ²	P value (2-tailed)	Significantly Higher Ranking
How involved are supervisors currently?									
They are not involved ¹	-2.73	0.01	<i>Managers</i>	-5.64	0.00	<i>Line Workers</i>	-0.97	0.33	
They encourage staff to attend trainings	-1.24	0.21		-6.70	0.00	<i>Supervisors</i>	-2.44	0.01	<i>Managers</i>
They keep track of staff participation in trainings	-0.71	0.48		-5.61	0.00	<i>Supervisors</i>	-2.11	0.03	<i>Managers</i>
They talk to their staff about training their staff attend	-1.67	0.09		-9.91	0.00		-3.37	0.00	<i>Managers</i>
They provide tasks and assignments to their staff related to the trainings their staff attend.	-1.77	0.08		-4.80	0.00	<i>Supervisors</i>	-0.21	0.83	
They provide tasks and assignments to their staff NOT related to the trainings their staff attend.	-0.60	0.55		-5.40	0.00	<i>Supervisors</i>	-3.85	0.00	<i>Managers</i>
What level of involvement of supervisors would you like?									
I would NOT like them to be involved at all ¹	-0.47	0.64		-3.85	0.00	<i>Line workers</i>	-1.95	0.05	<i>Line workers</i>
I would like them to encourage staff to attend trainings	-2.22	0.03	<i>Managers</i>	-1.29	0.20		-2.94	0.00	<i>Managers</i>
I would like them to keep track of staff participation in trainings	-2.86	0.00	<i>Managers</i>	-3.92	0.00	<i>Supervisors</i>	-5.36	0.00	<i>Managers</i>
I would like them to talk to the staff about training their staff attend	-3.94	0.00	<i>Managers</i>	-7.51	0.00	<i>Supervisors</i>	-7.73	0.00	<i>Managers</i>
I would like them to provide tasks and assignments to their staff related to the trainings their staff attend	-2.02	0.04	<i>Managers</i>	-8.67	0.00	<i>Supervisors</i>	-6.95	0.00	<i>Managers</i>
I would like them to provide tasks and assignments to their staff on topics they need to learn that are not related to trainings their staff attend	-1.87	0.06	<i>Managers</i>	-5.23	0.00	<i>Supervisors</i>	-5.03	0.00	<i>Managers</i>

¹ Note that a lower score means less involvement.

² Scores based on Mann Whitney U nonparametric tests.

Statistically significant differences are shaded, with the group that scored the item higher indicated

Significant differences within groups (Desired change in involvement)						
Current level of involvement – level of involvement wanted	Line Workers		Supervisors		Managers	
	Z	P value (2-tailed)	Z	P value (2-tailed)	Z	Asymp. Sig. (2-tailed)
They encourage staff to attend trainings - I would like them to encourage staff to attend trainings	-3.02	0.00	-6.45	0.00	-0.28	0.78
They keep track of staff participation in trainings - I would like them to keep track of staff participation in trainings	-0.07	0.95	-1.38	0.17	-2.36	0.02
They talk to their staff about training their staff attend - I would like them to talk to the staff about training their staff attend	-5.72	0.00	-0.93	0.35	-4.47	0.00
They provide tasks and assignments to their staff related to the trainings their staff attend. - I would like them to provide tasks and assignments to their staff related to the trainings their staff attend	-6.73	0.00	-6.67	0.00	-4.81	0.00
They provide tasks and assignments to their staff NOT related to the trainings their staff attend. - I would like them to provide tasks and assignments to their staff on topics they need to learn that are not related to trainings their staff attend	-7.98	0.00	-4.30	0.00	-2.83	0.00

Italicized = want significantly less involvement than current involvement

Bold = want significantly more involvement than current involvement