Facilitator's Guide

Child Protection Case Management
Supervision and Coaching Training

2018

THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION

CASE MANAGEMENT TASK FORCE

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FORWARD

Child Protection caseworkers in humanitarian settings respond to some of the world's most vulnerable children who face risks of violence, abuse, neglect and exploitation. Children in humanitarian contexts often experience significant losses and a deterioration of their protective environment. On a daily basis, caseworkers engage with children and families in order to provide direct support and connect them to life-saving services. In such environments, clear solutions and decisions regarding children's best interests are often complex and unclear.

Caseworkers are expected to have numerous skills: to communicate effectively and safely with children, families and community members; analyze children's vulnerabilities; and advocate with legal, nutrition, health, education and other actors. With the complexity of the work and the high demands on caseworkers, we should not expect them to do it alone. Consistent, structured supervision is essential in order to provide caseworkers the necessary support to consider children's best interests throughout the case management process and cope with the daily stressors of the work. Evidence from practice and research has taught us that caseworkers who are supported through high quality and regular supervision can potentially improve the lives of children and families. Supervision can ensure that children who have experienced violence, exploitation, abuse or neglect receive the appropriate services and are protected from further harm by providing adequate support to caseworkers.

Following the publication of the Inter-agency Guidelines for Case Management and Child Protection and the corresponding Inter-agency Case Management Training in 2014, the Case Management Task Force has taken a step forward in strengthening case management practice by developing an inter-agency training manual on Supervision and Coaching. This training manual will enable higher quality interventions for children in need, as caseworkers will be better supported throughout their work.

We advocate that all those working in the field of Child Protection Case Management use this Inter-agency Child Protection Case Management Supervision and Coaching Training package to ensure best practices. Supervisors play a significant role in ensuring the wellbeing of case workers who, in turn, are responsible for the wellbeing of the most vulnerable children. We encourage child protection agencies and relevant government bodies to include this package as part of mandatory professional development.

Finally, to the caseworkers who provide services to children under extreme circumstances: your dedication and sacrifices do not go unnoticed. We have seen firsthand how your work changes the lives of the most vulnerable children and families. We hope this training manual can help provide an additional layer of support to you and the children you serve.

Hani Mansourian and Audrey Bollier
Co-coordinators of the Alliance for Child Protection in Humanitarian Action

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ACKNOWLEDGMENTS

OVERVIEW

The Case Management Supervision and Coaching Training package is intended to be a supplementary training resource to the Inter-agency Case Management Training. It builds upon the caseworker, supervisor and manager modules in order to provide practical guidance, specifically on the functions, practices and essential skills of supervisors within case management teams.

The target participants for the Case Management Supervision and Coaching Training should include child protection/ social welfare staff who are responsible for overseeing case management teams and/or providing technical support to caseworkers. It is essential that participants have received the Inter-agency Case Management Training and, ideally, have a minimum of 2 years of experience with child protection case management programming.

It is recommended to have two facilitators, who have significant experience in case management supervision, and who are engaged with the Alliance for Child Protection in Humanitarian Action lead the training.

This Facilitator's Guide is intended to serve as an accompanying document to the six Case Management Supervision and Coaching Training modules. The Facilitator's Guide provides an overview of the training process and individual modules as well as some tips for facilitation.

Each module consists of a set of PowerPoint slides with detailed facilitator notes and a series of handouts that correspond to the activities required for that module. Activities in the modules include group discussion, role plays, case studies and other experiential learning methods.

Each module begins and ends with clearly indicated aims and learning outcomes in order to ensure facilitators and participants are aware of what their learning experience should entail. In addition, each module ends with a final review quiz. These quizzes are intended to give participants an opportunity to reflect on the core knowledge and skills they have acquired in that particular module in a fun team-based activity.

ADAPTATION AND CONTEXTUALIZATION

It is expected that trainings will be conducted in various settings, countries, regions, languages and cultures. Thus, it is important that facilitators not only translate the training materials into the local language, but also contextualize the case studies, scenarios, and role plays included in the training package to reflect local child protection issues and realities. This is best done at the country level with the support of the coordination body and key organizations involved in child protection case management. It is important that facilitators devote sufficient time to review the PowerPoint slides, this Facilitator's Guide, and the corresponding handouts in order to successfully deliver the training. Each module summary in this Facilitator's Guide describes the necessary preparation required for delivering the module.

Module Two focuses specifically on seven Supervision Tools that have been developed by the Case Management Task Force in order to support structured supervision practices with caseworkers. These tools are not all required, but rather, are intended as a menu of options for case management teams. In the adaptation process, ideally, the coordination body and key organizations should build consensus on the tools that are to be prioritized in the context. This decision should be made according to the phase of the humanitarian response, technical capacities of caseworkers and supervisors, and staffing structures of case management teams. However, it is also possible that individual agencies will want to make these decisions according to staffing needs or geographical coverage. It might be appropriate to introduce three tools initially and plan to integrate the four additional tools at a later stage in the response, for example. As a minimum, the CMTF recommends that the Individual Supervision and Case Management Meeting Records are utilized in all contexts that are applying a case management approach.

Supervision Tools:

1. Individual Supervision Record
2. Case Management Meeting Record
3. Caseworker Capacity Assessment
4. Case Management Shadowing Tool
5. Case Management Observation Tool
6. Case File Checklist Tool
7. Case Discussion Tool

FACILITATOR'S GUIDE

Introduction

Each module contains PowerPoint slides, pertinent handouts and is accompanied by this Facilitator's Guide. In addition, a Training Admin folder is included to support facilitators with a pre/post-test, training evaluation and training material checklist.

Facilitator's Guide:

Lesson Plan

This is an overview of each module showing how to: prepare for, time and structure the sessions. It includes:

Aim and Learning Outcomes

Duration
- The suggested timing to successfully facilitate the module; according to the four day agenda

Materials
- A list of all materials and handouts (listed in the order of delivery) required for each module

Preparation
- Notes that identify the actions that should be taken in advance by the facilitator in order to successfully prepare for the delivery of the session

Outline
- A breakdown of the module by the time required for each slide and corresponding activities to help the facilitator develop a unique agenda for a three- or four-day training or as part of a larger training strategy

Technical Notes
- A summary of the purpose of the module and guidance on the knowledge required of the facilitators. Additionally, key messages are included that must be emphasized in each module, and where appropriate, instructions on how to contextualize the material

Annex
Includes citations and references for the content used in each module

PowerPoint Slides:

The slides have detailed facilitator notes inclusive of:

- **Duration**
  This is the suggested time to deliver the content of each slide for the training

- **Instructions**
  Detailed step-by-step instructions, and in some cases, a sample script is provided to ensure the content is delivered as intended

- **Key Messages**
  Facilitators should ensure the key messages for each slide are emphasized

Handouts:

Are organized by module and in the order that they should be used throughout the training. Facilitators should reference the facilitator notes for specific guidance on when to distribute each handout.

Training Admin folder:

Includes sample agendas, a sample pre/ post-test and training materials checklist for facilitators.

Learning and Development Strategy

The CMTF recommends that the Case Management Supervision and Coaching Training package be integrated into a larger child protection learning and development strategy through the full support of the appropriate government authority or ministry, as well as the national or sub-national coordination bodies. When possible, training facilitators should assess existing or other training needs of child protection supervisors and consider coordinating delivery of training on additional topics. At a minimum, all training participants should have attended a full Inter-agency Case Management Training. If more than six months have passed since participants attended a case management training, it is recommended to organize a refresher training on the modules listed below.

Recommended refresher training sessions from the Inter-agency Case Management Training:

- **Module D Communication Skills:** Session 2 Exercises 1 and 3 on verbal and non-verbal communication
- **Module E4 Implementing the Case Plan:** Exercises 1, 2, and 4, which focus on developing a referral mechanism and working within a wider child protection system
- **Module G2 Implementing Case Management Services:** Exercises 1, 2, and 4 (vulnerability, risk and eligibility criteria; protocols and procedures)

SAMPLE AGENDAS

There are two sample agendas provided, one for three days, and the other is the recommended four day agenda. The CMTF recommends delivering the complete package of six modules consecutively over four days. Delivery over a consecutive number of days supports the integration of theory and skills and promotes the continuity of learning. It also streamlines logistics and expenses. The modules are designed so that each builds on what was covered previously. In general, it will save time and support learning outcomes if the modules can be delivered consecutively. In some contexts, however, it may be necessary or appropriate to spread the delivery of the modules out over a longer period of time. If this is the case, it is recommended that Modules 1 and 2 be delivered together over two consecutive days and, Modules 3 and 4 be delivered together over two subsequent days. It is suggested that no more than two weeks pass between the two training sessions.

The agendas offer guidance on start and end times, length of sessions, and breaks. The four-day training agenda allows time and space for discussion and concludes each day at 16:00. Meanwhile the three-day training concludes each day at 17:00 and will require the removal of some learning activities in order to save time. The agendas should be adapted to the context, and based on discussions and energy in the training room, facilitators are encouraged to split particularly long sessions over breaks if needed. Also, facilitators should add culturally appropriate energizers throughout the training, which will require extra time in addition to the scheduled breaks.

The lesson plans in the Facilitator's Guide and the detailed facilitator notes in each slide provide information to help facilitators develop a customized training agenda to meet the needs of participants. Some important information to consider in the agenda includes the time required to meet each session's specific learning outcomes and the key messages that should be prioritized. The estimated duration of each module and each session reflect the four-day agenda, as this is the suggested timeframe to maximize learning for participants.

Sample Four Day Agenda

Day 1	
9:00 - 11:00	Welcome, Introductions
11:00 - 11:15	Break
11:15 - 12:45	Module 1: Defining Supervision and Coaching
12:45 - 13:45	Lunch
13:45 - 16:00	Module 1: Defining Supervision and Coaching
16:00	Closing

Day 2	
9:00 - 9:30	Welcome, Review
9:30 - 11:00	Module 2: Supervision and Coaching Practices and Tools
11:00 - 11:15	Break
11:15 - 13:00	Module 2: Supervision and Coaching Practices and Tools
13:00 - 14:00	Lunch
14:00 - 16:00	Module 2: Supervision and Coaching Practices and Tools
16:00	Closing

Day 3	
9:00 - 9:30	Welcome, Review
9:30 - 11:00	Module 3: Supervision and Coaching Skills
11:00 - 11:15	Break
11:15 - 13:00	Module 3: Supervision and Coaching Skills
13:00 - 14:00	Lunch
14:00 - 16:00	Module 3: Supervision and Coaching Skills
16:00	Closing

Day 4	
9:00 - 9:30	Welcome, Review
9:30 - 11:00	Module 4: Staff care and Well-being
11:00 - 11:15	Break
11:15 - 13:00	Module 4: Staff care and Well-being
13:00 - 14:00	Lunch
14:00 - 15:00	Module 4: Staff care and Well-being
15:00 - 16:00	Closing

Sample Three Day Agenda

Day 1	
9:00 - 10:30	Welcome, Introductions
10:30 - 10:45	Break
10:45 - 12:45	Module 1: Defining Supervision and Coaching
12:45 - 13:45	Lunch
13:45 - 15:00	Module 1: Defining Supervision and Coaching
15:00 - 15:15	Break
15:15 - 17:00	Module 1: Defining Supervision and Coaching
17:00	Closing

Day 2	
9:00 - 9:10	Welcome, Review
9:10 - 10:30	Module 2: Supervision and Coaching Practices and Tools
10:30 - 10:45	Break
10:45 - 12:45	Module 2: Supervision and Coaching Practices and Tools
12:45 - 13:45	Lunch
13:45 - 15:30	Module 3: Supervision and Coaching Skills
15:30 - 15:45	Break
15:45 - 17:00	Module 3: Supervision and Coaching Skills
17:00	Closing

Day 3	
9:00 - 9:10	Welcome, Review
9:10 - 11:10	Module 3: Supervision and Coaching Skills
11:10 - 11:25	Break
11:25 - 13:00	Module 4: Staff care and Well-being
13:00 - 14:30	Lunch
14:30 - 16:15	Module 4: Staff care and Well-being
16:15 - 17:15	Closing Module

ORGANIZING, DELIVERING AND EVALUATING THE TRAINING

Planning the Training:

When preparing to deliver the Case Management Supervision and Coaching Training, it is important that the proper planning steps are taken.

Facilitators and the planning team should select an appropriate training venue and provide refreshments for participants.

An agenda should be circulated to participants and their organizations prior to the training. It is recommended that facilitators prepare the following for the delivery of the training:

✓ Training room (large enough for 20 participants, 2 facilitators and space for group work and activities)
✓ Separate room for coffee breaks and lunch
✓ Coffee/tea break, water, and lunches for participants and facilitators each day
✓ Transportation/accommodation for facilitators and participants (if necessary)
✓ Government or agency representative to open the training, if appropriate

Questions for Facilitator's While Planning the Training:

1. Who to invite to the training; and how will invitations be shared? (though the working group or cluster, for example)

2. When to deliver the training?

3. What should the curriculum include? (Consider adding modules from the IA Case Management Training package, if needed)

4. What are the resource and logistical needs in order to deliver a successful training?

5. Who should deliver the training?

6. What will the follow-up actions be after the training? (Are there opportunities for ongoing coaching and workshops with supervisors, for example).

Training Materials:

✓ Projector, laptop, speakers
✓ Flip chart stands (at least 2), several pads of flipchart paper
✓ Paper in multiple colors
✓ 4-6 packs of colored marker pens
✓ Masking tape and/ or blu tack
✓ Name tags
✓ Pens and notebooks for each participant
✓ Binders or folders for each participant
✓ Paper clips
✓ Stapler and staples
✓ Sticky notes in interesting shapes and colors
✓ 3 packs of note cards

✓ 1 small, soft, toy ball
✓ Yarn/ball of string
✓ Glue, scissors, stickers, glitter, magazine pictures, other craft materials and collage materials for Mandala Activity
✓ Thick paper for certificates
✓ USB drives for participants (with training slides and handouts)
✓ Candy or small prizes

BASICS OF FACILITATION

Facilitating a training can be a difficult task. It requires patience, expertise, energy and an ability to react in the moment. It is recommended for all modules that facilitators have child protection case management experience. Ideally, the facilitator should have prior knowledge and skills for supervising caseworkers. It is important that facilitators are aware of their own learning style and knowledgeable of the principles of adult learning. (For more guidance and background on training adult learners, please contact the Learning and Development Working Group of the Alliance.

It is suggested that there should be two facilitators sharing sessions or co-leading individual modules. It may be helpful for one of the facilitators to take a lead role so that they can assign tasks and take ultimate responsibility for the delivery of the training. Below are some tips for good facilitation as well as some strategies for building a safe and trusting environment and providing feedback to participants.

Facilitation Tips:

✓ Be well prepared for each training – review each session closely and know your content

✓ Ensure you have all the needed materials prepared and that the training room is set-up

✓ Facilitate in your own style, using your own words

✓ Be flexible and willing to adapt to training participants' knowledge, experiences and needs

✓ Set a friendly, relaxed tone

✓ Show that you are paying attention and that you care what participants are saying and feeling (Active Listening)

✓ Demonstrate credibility, which involves:

    o   Drawing from your own experiences

    o   Inviting questions from participants

    o   Acknowledging that you don't have all the answers

    o   Raising questions you might have about the material yourself

✓ Acknowledge that case management and child protection work is not clear cut – it is often messy and takes creativity & support from others

✓ Promote participation and inclusivity, making sure no one is dominating the conversation and that all feel comfortable to participate -- without putting those who might be quiet on the spot

✓ Create an environment of TRUST and SAFETY within your training group to support participants in acknowledging and confronting their beliefs about children. This promotes genuine learning.

✓ Use clear, explicit language, including when discussing beliefs and values. Be sensitive but ensure "implied" cultural norms are acknowledged openly in this safe training space

✓ Set a "Group Agreements" at the beginning and reinforce them consistently throughout the training

Giving Feedback During Trainings:

An important skill for facilitators to develop is providing feedback to training participants. People tend to learn better when they receive confirmation of specific things they are doing well and constructive feedback on the things they can improve upon. Some suggestions for providing feedback are listed below.

● In most cases, provide feedback for an individual in a one-on-one setting, rather than within the group

● Give feedback with the aim of helping, not judging

- Try to provide feedback as soon as possible, rather than waiting several days
- Be specific and give concrete examples
- Balance constructive criticism with recognition for what was done right
- Continually provide positive reinforcement and encouragement
- Acknowledge and build on the participants' strengths
- Be sincere

Evaluation of Training

It is important that facilitators have a system for assessing what participants learned during the training. This is often done in the form of a written pre/post-test in which participants are given questions to answer before they begin the training and given the same questions to answer at the end of the training. The purpose of a pre/post-test is to see if there has been a positive change in participants' knowledge from the beginning to the end of the training. The Training Admin folder contains a sample pre/post-test and a scoring sheet in order to compile the results.

In addition, there is a sample Training Evaluation form included in the Training Admin folder that can be distributed and anonymously completed by participants in order to provide feedback to facilitators on the usefulness of the training and suggestions for the future. Both the pre/post- test results and Training Evaluation can be easily compiled in the "Final CM Supervision Training Report and Evaluation" spreadsheet (also in the Training Admin folder.)

Feedback Script Following Role-Plays:

First, ask role play participants:

1. How did you feel?
2. What went well?
3. What would you do differently next time?

Then, ask observers:

1. One thing that went well
2. One suggestion

Training Follow-Up or Refresher Workshops

The CMTF recommends that approximately 3-4 months following the Case Management Supervision and Coaching Training facilitators organize a follow-up workshop. This can be an opportunity to debrief with supervisors to understand successes and also challenges that they are facing with tools or skills introduced during the training. Sessions can be organized to address the more challenging topics that have been shared by supervisors.

INTRODUCTION MODULE

INTRODUCTION MODULE

Aim: To welcome and orient all participants to the training

Learning Outcomes	1. To provide an overview of the training 2. To welcome participants and establish a friendly, safe and supportive learning environment 3. To develop a learning agreement 4. To share important logistic and housekeeping information
Duration	2 Hours
Materials	**Handouts:** **0.0** Supervision and Coaching Pre -test (if not completed prior to the training) **0.1** CM Supervision Training Agenda (see sample three day and four day agendas) **0.2** CP CM Supervision Action Plan **Materials:** • Notebooks for each participant • Pens • Laptop, Projector, Speakers and PowerPoint slides • Small ball for Icebreaker activity
Preparation	✓ Invite a sponsor, local official, or other speaker to make opening remarks ✓ Prepare welcome pack in advance (name tags, notebooks, pens) ✓ Adapt the agenda and paste into slide 6 in order to be reviewed with participants ✓ Ensure that the room is ready and organized in a way that allows all the participants to feel comfortable ✓ If appropriate, ask participants to complete the pre-test prior to joining the training, in order to inform priority modules and to save time

	Minutes	Activity
Outline	25	Welcome and Opening Remarks Slides 1- 3 0.0 Supervision and Coaching Pre-test
	40	Icebreaker and Introductions Slide 4
	10	Objectives of the Training Slide 5
	10	Overview of the Agenda Slide 6 0.1 CM Supervision Training Agenda
	10	Supervision Action Plans Slide 7 0.2 CP CM Supervision Action Plan
	20	Group Agreements Slides 8, 9
	5	Housekeeping

Technical Notes

Using this Module
This module introduces the training and sets a friendly, safe and supportive learning environment that will be necessary to meet the learning objectives of the training.

Facilitator knowledge
Facilitators should be broadly familiar with the Alliance for Child Protection in Humanitarian Action, have case management experience, and knowledge and skills for supervising and coaching caseworkers.

Brief opening remarks, to set the tone and the context of the training in the broader local child protection system, can be delivered by any appropriate official, or agency.

Key messages
- We all share the responsibility for our learning and safety needs, and agree to uphold any learning agreements that are made to support the learning of others.

MODULE 1.
DEFINING SUPERVISION AND COACHING WITHIN CP CASE MANAGEMENT

DEFINING SUPERVISION AND COACHING WITHIN CP CASE MANAGEMENT

Aim: Understand good practices of supervision and coaching within child protection case management

Learning Objectives	1. Understand supervision as a relationship and coaching as a method
	2. Know the three functions of supervision
	3. Identify what is working well in your contexts and identify existing challenges
	4. Begin considering your CM Supervision Action Plan
Duration	3 hours 45 minutes
Materials	**Handouts:**
	1.1 Definition and Functions of Supervision
	Materials:
	• Laptop, Projector and PowerPoint slides
	• Flipchart, Flipchart Paper
	• Sticky notes, sweets or small prizes (enough for everyone)
	• Notebooks and pens
	• Colored markers (4-6 packs)
	• Tape or blu-tack
Preparation	Bus Stop exercise: prepare the 3 flip charts with the headings of the 3 functions of supervision:
	1. Administrative and Accountability
	2. Educational and Developmental
	3. Supportive

Outline	Minutes	Activity
	10	Introduction and Learning Outcomes Slides 1-3
	20	Supervision in Our Contexts Slide 4
	40	Defining Supervision Slides 5-8
	20	Importance of Supervision Slides 9- 11
	50	Functions of Supervision Slides 12-18
	20	Supervision Structures Slides 19-20 1.1 Definition and Functions of Supervision
	35	Challenges and Strategies of Supervision Slides 21- 24
	20	Key Messages and Review Quiz Slides 25-27
	10	Supervision Action Plans Slide 28

Technical Notes

Using this Module

This module is an essential foundation for the role of a supervisor within case management, and it prepares participants for the rest of the training. It presents global good practices and provides opportunities to consider the challenges in the context; to reflect on what is working well; and, to begin to set goals towards implementing or improving supervision.

Material covered in this module lays the groundwork for the Supervision Action Plans participants will be working on throughout the training.

Facilitator Knowledge

Facilitators should have case management experience and previous exposure to Child Protection case management supervision and coaching. Ideally, the facilitator will have experience supervising and coaching caseworkers.

Key Messages

- Supervision is the relationship between supervisor and caseworker and should be seen as collaborative and complementary rather than hierarchical
- Supervision is a relationship characterized by the methods and attitudes of coaching
- There are 3 functions of supervision: administrative and accountability, educational and developmental and supportive
- Supervision is a protective practice for children and caseworkers and directly relates to positive outcomes for the children we serve
- This training is meant to help supervisors begin to practically address some challenges; there is not always an immediate solution to every problem

MODULE 2.
SUPERVISION AND COACHING PRACTICES AND TOOLS

SUPERVISION AND COACHING PRACTICES AND TOOLS

Aim: To examine the key practices of supervision and coaching

Learning Objectives	1. Know the different supervision and coaching practices that can be performed in one-on-one, group, or both settings
	2. Know the purposes associated with the different practices
	3. Know the duration and frequency for each practice
	4. Understand the guidance associated with each practice and how to utilize practice tools
Duration	5 hours 30 minutes
Materials	**Handouts:**
	2.1 Individual Supervision Record
	2.2 Case Management Meeting Record
	2.3 Roles in Supervision
	2.4 CM Capacity Assessment Tool
	2.5 CM Shadowing Tool
	2.6 CM Observation Tool
	2.7 Observation Tool Role Play
	2.8 Case File Checklist Tool
	2.9 Case Discussion Tool
	2.10 Supervision Process
	2.11 Putting it Together Activity
	Materials:
	• Case file (fake/anonymous)
	• Calendar Activity Kits for each group (envelope with supervision practices and large calendar on a flip chart prepared in advance)
	• Laptop, projector and PowerPoint slides
	• Flipchart, markers, paper, pens, sticky notes
	• Participant notebooks and pens
	• Sweets or prizes (enough for everyone to receive about 3)

Preparation	Before using this module, it is important that the local coordination body and key organizations agree on what supervision practices and tools will be used, as mentioned in the "Adaptation and Contextualization" section above.
	✓ Adapt the Observation tool case study according to the context of the training.
	✓ For the Case File Checklist Activity, prepare a fake case file that clearly respects confidentiality (no real name nor identifying information should appear on the fake case). It is recommended that the fake case file use appropriate case management forms from the context and be sure to have enough copies of the file for each participant or for small groups of participants.Calendar Activity Kit Contents (1 kit per group):
	✓ Calendar Activity Contents (1 per group):
	● Large calendar drawn on a flip chart
	● Envelopes containing supervision practices cards:
	o Capacity Assessment card x 1
	o Shadowing cards x 3
	o Observation cards x 2
	o Case File Review cards x 4
	o Individual Supervision cards x 24
	o Case Management Meeting cards x 4
	o Case Discussion cards x 2

Outline

Minutes	Activity
5	Introduction and Learning Outcomes Slides 1-3
25	Overview of Settings, Practices and Tools Slides 4-7
10	Individual Supervision Slides 8-9 2.1 Individual Supervision Record
10	Case Management Meetings Slide 10 2.2 CM Meeting Record
15	Planning for Supervision Meetings Activity Slides 11-12 2.3 Roles in Supervision

30	Caseworker Capacity Assessment Slides 13-15 2.4 Caseworker Capacity Assessment	
5	Shadowing Slide 16 2.5 Shadowing Tool	
80	Observation Slides 17-19 2.6 Observation Tool 2.7 Observation Tool Role Play	
30	Case File Review Slides 20-22 2.8 Case File Checklist	
25	Case Discussions Slides 23-25 2.9 Case Discussion Tool	
20	Supervision Process Activity Slides 26-27 2.10 Supervision Process	
25	Supervision Calendar Slide 28	
10	Putting it Together Slide 29 2.11 Putting it together	
10	Review and Closing Slides 30-31	
10	Supervision Action Plan Slide 32	

Technical Notes

Using this Module

This module presents the 2 settings and 7 formal practices of supervision and coaching. For each practice there is a corresponding tool to help supervisors structure and organize their work. Participants will have a chance to examine each tool and will experience applying the practices and tools through the role plays and activities. Facilitators should ensure there is enough time to review each tool when it is distributed.

The supervision practices presented in this module are not mandatory. It is the responsibility of organizations implementing case management in the country context to determine what practices are appropriate, according to the phase of the response, staffing structures, as well as the capacities and availability of case management teams.

Facilitator Knowledge

Facilitators should have case management experience and previous exposure to child protection case management supervision and coaching. Preferably, the facilitator will have experience supervising and/or coaching caseworkers.

In addition to this basic knowledge, it is essential that facilitators review and familiarize themselves with all of the practices and tools presented in this module. Ideally, the facilitator will have experience applying these, or similar practices and tools, in diverse settings.

Facilitators should be knowledgeable and experienced in giving feedback for role plays, in order to demonstrate best practice during activity debriefings. Keep in mind three questions for feedback:

1. How did you feel?
2. What went well?
3. What would you do differently?

This module lays the groundwork for Module 3 which focuses on the specific skills needed by supervisors to apply the practices and tools.

Key messages

- All supervision practices are intended to be collaborative, with caseworkers and supervisors both having responsibilities to prepare, engage and follow-up
- Supervisors are constantly engaged in the 3 functions of supervision through the practices that are presented
- Supervision is never finished; it is an ongoing process of building caseworkers' knowledge and skills, while providing support, direction and encouraging reflection

MODULE 3.
SUPERVISION AND COACHING SKILLS

SUPERVISION AND COACHING SKILLS

Aim: To know and apply skills that support the practices of supervision and coaching

Learning Objectives	1. Review the applied competencies of effective supervisorsKnow the purposes associated with the different practices 2. Practice coaching using reflective practice and the GROW model 3. Practice giving feedback using effective communication skills 4. Apply case management guiding principles in supervision 5. Review effective group facilitation skills
Duration	5 hours 30 minutes
Materials	**Handouts:** **3.1** Ideal Supervisor Template **3.2** Supervisor Competencies **3.3** Communication Skills for Supervisors **3.4** Reflective Practice **3.5** GROW Model **3.6** Tips for Giving Feedback **3.7** Feedback Role Play **3.8** CPCM Guiding Principles **3.9** Guiding Principles Scenario Exercise **3.10** Group Facilitation Tips **Materials:** • Laptop, projector, speakers and PowerPoint slides • Flipchart, markers, paper, pens • Colored notecards or sticky notes • Small, soft ball • Sweets or prizes for quizzes • Notebooks and pens

Preparation	✓ Prepare Ideal Supervisor flipchart
	✓ Download the Supervision videos to be used in Slide 10:
	https://www.youtube.com/watch?v=ZRlC3SDobDQ&t=23s&index=12&list=PLoGfTRo7nXHSOb3HSc-11e4-UfPkDcytA
	https://www.youtube.com/watch?v=93DDC2OSTFw&list=PLoGfTRo7nXHSOb3HSc-11e4-UfPkDcytA&index=18
	If the participants are not English speakers; adjust the video activity to a group role-play. Work with volunteers prior to the session to create two scenarios; one demonstrating "helpful" and the other "unhelpful" supervision and coaching practices
	✓ Adjust the Feedback role-play activity (Slide 24) with a name that is appropriate for the context
	✓ Print and organize all handouts
	✓ Prepare scenarios for Guiding Principles exercise in advance (contextualize and print enough copies)

Outline

Minutes	Activity
5	Introduction and Learning Outcomes Slides 1-3
35	Supervisor Competencies Slides 4-7 3.1 Ideal Supervisor template 3.2 Supervisor Competencies
10	Active Listening and Communication Skills Slides 8-9 3.3 Communication Skills for Supervisors
20	Supervision Videos/Role Play Slide 10
10	Supporting Caseworkers Slide 11
45	Coaching Methods: Reflective Practice and GROW Slides 12-16 3.4 Reflective Practice Record 3.5 GROW model

	75	Providing Feedback to Caseworkers Slides 17-25
	45	Applying Guiding Principles Slides 26-28
	45	Group Facilitation Skills Slides 29 - 34
	15	Review and Closing Slide 35 - 36
	10	Supervision Action Plan Slide 37

Technical Notes

Using this Module

This module starts by reviewing the competencies for an ideal Supervisor with a focus on identifying the skills (and considering how to apply the knowledge and attitudes/behaviours) of supervision in both group and individual settings. The activities that make up this module are practical and draw on knowledge, skills and attitudes/behaviours that participants should already be familiar with. It is not a review of essential skills; rather, it is a framing of the skills as they should be applied by supervisors. There is a focus on practicing coaching, giving feedback and applying the guiding principles. Skills in communication and group facilitation are presented as methods.

Facilitator Knowledge

In order to effectively facilitate this module, it is important that facilitators are confident and have experience with the skills that are outlined:

- Active Listening and Communication
- Coaching
- Giving Feedback
- Applying Knowledge of the Guiding Principles
- Group facilitation

In addition to these skills, it is essential that facilitators review and familiarize themselves with the Reflective Practice and GROW model.

Just as with the previous module, facilitators should be experienced in giving feedback for role plays, in order to demonstrate best practice during activity debriefings. Keep in mind three questions for feedback:

1. How did you feel?
2. What went well?
3. What would you do differently?

Key Messages

- Supervisor competencies consist of skills, knowledge and attitudes/behaviours
- Effective communication and coaching skills are fundamental for supervisors
- Communication skills and active listening can help caseworkers reflect on their practice and feel supported to identify potential ways forward
- Feedback should be focused on improving practice so children are better served and protected. Positive and constructive feedback should be a part of an ongoing supervisor-caseworker relationship
- One of the keys to effective supervision is having sound knowledge of the guiding principles and practices of case management, and the supervision skills and behaviors to apply them in individual and group settings
- Supervision skills take time and practice – and can constantly be developed and improved through reflection

MODULE 4.
STAFF CARE AND WELL-BEING

STAFF CARE AND WELL-BEING

Aim: To explore supervision strategies that support staff care and well-being for case management teams

Learning Objectives	1. Understand the sources and signs of negative stress
	2. Strategize ways to practice self-care as a supervisor
	3. Learn methods for supporting caseworkers
	4. Identify characteristics of a healthy case management team
	5. Develop a team well-being action plan
Duration	4 hours
Materials	**Handouts:**
	4.1 Sources of Stress
	4.2 Signs of Negative Stress
	4.3 Team Wellness Mandala Instructions
	4.4 Blank Mandala Template
	4.5 Sample Mandala
	Materials:
	• Laptop, projector and PowerPoint slides
	• Flipchart stand, flipchart paper
	• Colored markers
	• Sticky notes
	• Sweets or small prizes (enough for everyone)
	• Notebooks and pens
	• Tape or blu-tack
	• Scissors for small groups (1 pair per group, minimum)
	• Collage materials for the Mandala (magazine pictures, photos, glue, glitter, stickers, craft supplies)

Preparation

For Mandala Activity:

- ✓ Review the instructions closely prior to the training.
- ✓ Collect collage and other creative materials for the Mandala exercise before the session begins.
- ✓ Prepare flipchart with a Mandala image as per the blank Mandala on slide 21.
- ✓ Have some prepared images for at least 1 category to use in the plenary example (slides 23, 24).

Outline

Minutes	Activity
5	Introduction and Learning Outcomes Slides 1-3
5	Team Well-being Slide 4
50	Negative Stress: Sources and Signs Slides 5-14 4.1 Sources of Stress Drawing 4.2 Signs of Negative Stress
20	Wellness Reflection Slides 15-16
20	Supervisors' Roles in Team Well-being Slide 17-19 4.3 Team Wellness Mandala Instructions 4.4 Blank Mandala 4.5 Sample Team Wellness Mandala
100	Team Wellness Mandala Slides 20-29 4.3 Team Wellness Mandala Instructions 4.4 Blank Mandala 4.5 Sample Team Wellness Mandala
15	Review and Closing Slides 30-31
10	Supervision Action Plan Slide 32

Using this Module

This module begins by reviewing some important concepts on stress that are presented in many other trainings including the Inter-agency Case Management Training:

The intention of this module is to guide supervisors in their role in supporting and maintaining team wellness. In order to help supervisors develop a team wellness strategy, a mandala exercise is presented with the intent to encourage supervisors to take the guidance back to their teams and use it to facilitate discussion and develop a wellness strategy. A collaborative approach is strongly encouraged.

Facilitators should read the mandala exercise instructions carefully in advance to ensure understanding of the activity. Facilitators will need to prepare and organize materials in advance for the example and for the activity itself.

The wellness strategy developed in the mandala exercise should be incorporated into the overall Supervision Action Plan that participants have been working on over the four modules of the training. Time is provided in this module to incorporate wellness actions into their Supervision Action Plans.

Facilitator Knowledge

Facilitators should be familiar with the topic of stress, its sources, and potential impacts on child protection caseworkers and supervisors. The facilitator should take time to familiarize themselves with the Mandala tool before trying to facilitate the module.

Key Messages

- In order to provide the best care and services to children and their families, caseworkers and supervisors need to make sure they are taking care of their own well-being. This requires awareness of the stressors in their lives, as well as learning tools and methods to cope with stress so as to prevent it from negatively impacting them.
- Team wellness should be a group effort. Collaboration on developing wellness action points is recommended. Discussing problems or challenges to team wellness must be handled with honesty and sensitivity.

CLOSING MODULE

CLOSING MODULE

Aim: To close the training and finalize supervisors' next steps.

Learning Objectives	1. Review the training objectives
	2. Consolidate Supervision Action Plans
	3. Finalize the next steps
	4. Close the training
Duration	1 hour 30 minutes
Materials	**Handouts:**
	5.1 Supervision and Coaching Post-test
	5.2 Supervision and Coaching Evaluation
	Materials:
	• Certificates
	• Yarn and a balloon
	• Laptop, projector and PowerPoint slides
	• USB flash drives for all participants with training materials and supervision tools
Preparation	✓ Adapt slide 4 according to context; including further learning and development; as well as a potential follow-up workshop
	✓ Print certificates in advance
	✓ Prepare USB flash drives with resources for participants

Outline	**Minutes**	**Activity**
	2	Introduction
		Slides 1-2
	8	Objectives of the Training
		Slide 3

	20	Supervision Action Plans and Next Steps Slide 4
	35	Community of Practice Closing Activity Slide 5
	20	Closing (Post-tests, Evaluations and Certificates) Slide 6 5.1 Supervision and Coaching Post-test 5.2 Supervision and Coaching Evaluation
	5	Closing Activity and Remarks Slide 7
Technical Notes		**Using this Module** This module closes the training and confirms the Supervision Action Plans and outlines ways forward for implementation and support to case management teams. It is important to collect the posts-tests and final evaluations from all participants before distributing the certificates. Reassure participants that their feedback is anonymous. It is important that feedback provided is sincere and honest. Let participants know it will be used to improve future trainings. Ensure that participants are clear on the contents of the USB flash drives, and that they have access to the slides and supervision tools. Facilitators should try to identify ways to continue supporting supervisors post-training and inform participants of who to contact for further support. **Facilitator Knowledge** Facilitators should be broadly familiar with the global Alliance for Child Protection in Humanitarian Action, have case management experience and previous exposure to child protection case management supervision and coaching. Ideally the facilitator will have experience supervising and/or coaching caseworkers. **Key Messages** • The work of case management and supervision can be challenging and taxing, but we have each other! • Thank you for participating and we wish you success in your roles as supervision champions!

ANNEXES

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