Supervisor Skill Development

The 3 Most Important Things Supervisors Can Do To Keep Child Welfare Workers on the Job

Child welfare supervisors are a critical part of an organization especially in the development and retention of workers who make a difference in the lives of children and families. But what exactly is it that they do as supervisors that contributes to staff staying on the job and performing successfully?

Research has linked three specific supervisor skills to positive workforce outcomes:

- **Task Assistance**
- **Social and Emotional Support**
- **Interpersonal Interaction**

Use of these three critical skills in child welfare is highlighted in a new training module developed by Kansas Workforce Initiative.

Brief videos that feature child welfare supervisors demonstrating critical skills are used to stimulate discussion and learning.

**SUPERVISOR SKILL TRAINING**

Trainers/Facilitators are available to provide a 2-4 hour interactive workshop on supervisor skill development at your agency. This workshop can be tailored for new or experienced supervisors. CEUs are available upon request. To schedule this no-cost training, please contact Michelle Levy at mlevy@ku.edu or your workforce team facilitator.

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Enhancing Supervisor Skills to Support Worker Retention

AGENDA (Two-hour training)

Review research related to the three specific supervisor skills linked to workforce outcomes:

- Skill #1: Task Assistance
- Skill #2: Social and Emotional Support
- Skill #3: Interpersonal Interaction

View supervisor skills video vignettes to see demonstration of each skill.

Participate in small group skills application practice to increase proficiency in utilizing skills. Discuss the variety of opportunities for use of skills to understand when and how to implement the skills in supervision of staff.

Wrap-up discussion

LEARNING OBJECTIVES

As a result of this training, participants will be able to:

1. List supervisory skills linked to workforce outcomes – task assistance, social and emotional support and interpersonal interaction.

2. List two or more situations in which each skill may be used.

3. Demonstrate use of the skills.

4. List two or more situations in which the skills might be used in supervision of staff.