

## Supervising for Quality and Impact July 2018

### Introduction, Syllabus & General Information

Skillful supervision and management are essential ingredients of a high-quality, effective legal aid delivery system. The importance of these functions is reinforced by ABA standards of practice and LSC performance criteria. To build stronger and more effective organizations, legal aid and public interest law providers must institute supervision and management systems that encourage innovation, nurture talents, support diversity and reward hard work. [\*Supervising for Quality and Impact\*](#) provides an introduction to the skills and organization systems necessary to guide the work of legal aid providers and staff.

**Course Structure:** In Week 1, participants attend one webinar and complete a number of self-paced activities via the course site including a tour of the online campus, a training assessment, reading assignments, learning scenarios and introductions. In Week 2, participants participate in five webinars and six small group sessions where they have opportunities to share challenges and best practices and practice specific skills in areas of delegation and constructive feedback.

**Learning objectives:** In your role as supervisor, you will be able to:

- Identify three primary roles of supervisors and competencies and skills related to each;
- State your strengths and weaknesses as a supervisor;
- Recognize at least four systems necessary to support effective performance management of supervisees;
- Match the development needs of supervisees with the appropriate style of supervision;
- Give effective constructive feedback;
- Delegate effectively;
- Develop a plan for strengthening your supervisory skills in selected areas.

**Time Commitments:** This training involves a significant time commitment. Since the training takes place over two weeks (see table below for details), it is essential that you clear your schedule for the times outlined below so you can participate in all activities. This is particularly important since many of the activities involve small groups and paired exercises that require involvement of all participants.

**NOTE: All times are Eastern (ET).**

| Week 1<br>Tues., July 10                                  | Week 2 - Day One<br>Mon., July 16   | Week 2 - Day Two<br>Wed., July 18   | Week 2 - Day Three<br>Fri., July 20                                       |
|---|---|---|---|
| <b>45 minutes</b><br>1:00 – 1:45 pm ET<br>Webinar         | <b>5 hours</b><br>12:00 - 5:00 pm ET<br>Webinars & small group activities | <b>5 hours</b><br>12:00 - 5:00 pm ET<br>Webinars & small group activities | <b>3 hours</b><br>12:00 - 3:00 pm ET<br>Webinars & small group activities |
| Plus 3 hours of self-paced activities during rest of week | One 30-minute break<br>One 15-minute break                                | One 40-minute break<br>One 15-minute break                                | One 15-minute break   |

**Overview of Activities:** Following is a list of all course activities. There is also a copy of this document on the course website where you can access the more detailed information about each activity. You should always read this detailed information before beginning an activity.

We want you to have a great experience with this course and we are happy to answer your questions. If you have any questions as you proceed with any of the assignments or if you run up against technical problems or challenges with the course site, please email: [coursehelp@povertylaw.org](mailto:coursehelp@povertylaw.org).

**WEEK 1: July 9 – 13, 2018**

Activities to Complete During Week 1 – July 9 - 13 (3 hours):

| Schedule                             | Activity   | Time |
|--------------------------------------|--|------|
| Tuesday<br>(July 10)<br>1:00-1:45 ET | <b>Webinar: Course Introduction</b><br>We will cover logistics, find out who's in the course, learn a bit about each other, review expectations, and introduce course topics and goals.                            | 45'  |
| By Wednesday<br>(July 11)            | <b>Get Acquainted with Online Course Site</b><br>Participants watch the 'Navigation Video' under the HELP tab and review other parts of the site, including Calendar, Scenarios and Resources.                     | 30'  |
| By Wednesday<br>(July 11)            | <b>Complete Pre-training Survey</b><br>Participants complete the Pre-Training Survey, which provides the training team with information about participants' prior experiences and aspirations for the training.    | 10'  |
| By Wednesday<br>(July 11)            | <b>Introduce Yourself &amp; Update Profile</b><br>Participants introduce themselves in the discussion forum.<br>Participants update their profile and upload a photo to the course site.                           | 15'  |
| By Friday (July<br>13)               | <b>Scenarios</b><br>Participants complete two animated scenarios on course site.   | 60'  |
| By Friday (July<br>13)               | <b>Readings &amp; Self-Assessment</b><br>Participants complete readings on Supervisory Roles & Systems, Stages in the Supervisory Relationship, & Constructive Feedback and complete a Supervisory Self-Assessment | 20'  |

**WEEK 2/DAY 1: July 16, 2018**

| Schedule        | Description  | Time |
|-----------------|--|------|
| 12:00 –<br>1:00 | <p><b>SESSION 1</b><br/><b>Supervisory Roles &amp; Systems</b></p> <p>In the first webinar, we review three roles of legal aid supervisors and various systems that support effective supervision.</p>   | 60'  |
| 1:00 –<br>1:45  | <p><b>SMALL GROUPS 1 (groups of 4-6)</b><br/><b>Supervisory Roles &amp; Systems</b></p> <p>Participants meet in small groups to discuss supervisory roles and suggested <a href="#">organizational systems</a> that support effective supervision.</p>   | 45'  |
| 1:45 –<br>2:15  | <b>Break</b>   | 30'  |
| 2:15 –<br>3:15  | <p><b>SESSION 2</b><br/><b>Stages in Supervisory Relationship</b></p> <p>Explores stages of the supervisory relationship with a particular focus on skills needed to establish the supervisory relationship and assess and then respond to individual supervisee's professional development needs.</p> | 60'  |
| 3:15 –<br>3:30  | <b>Break</b>   | 15'  |
| 3:30 –<br>3:45  | <p><b>Individual preparation – Situational leadership worksheets</b></p> <p>Using worksheet, participants work on their own to apply situational leadership tools to one of their supervisees.</p>   | 15'  |
| 3:45 –<br>4:45  | <p><b>SMALL GROUPS 2 (groups of 4-6)</b></p> <p>Participants apply assessment and planning tools to situations reflected in a case scenario as well as to individuals they supervise.</p>  | 60'  |
| 4:45 –<br>5:00  | <b>DAY 1 WRAP-UP SESSION</b>   | 15'  |
| 5:00            | <p><b>Complete Day One Evaluation</b></p> <p>Participants complete the Day One evaluation</p>  | 10'  |

**WEEK 2/DAY 2: July 18, 2018**

| Schedule         | Description   | Activities | Time |
|------------------|---|------------|------|
| 12:00 –<br>12:50 | <p><b>SESSION 3</b></p> <p><b>Delegation Skills</b></p> <p>Delegation is the act of authorizing others with the responsibility to carry out tasks and actions. Successful supervisors delegate to empower individuals and teams, build others’ leadership and increase overall organizational effectiveness. This session follows a proven checklist for delegating legal tasks. Using this model, supervisors will strengthen their delegation skills and promote ownership by their team members.</p> |            | 50’  |
| 12:50 –<br>1:40  | <p><b>SMALL GROUPS 3 (groups of 4)</b></p> <p><b>Delegation Practice</b></p> <p>Using a delegation checklist, participants practice delegating effectively.</p>   |            | 50’  |
| 1:40 – 2:05      | <b>Delegation Reports &amp; Wrap-Up</b>   |            | 25’  |
| 2:05 – 2:45      | <b>Break</b>  |            | 40’  |
| 2:45 – 3:30      | <p><b>SESSION 4</b></p> <p><b>Constructive Feedback</b></p> <p>This session explores the role of constructive feedback in building and maintaining high quality work and introduces key tools for preparing for and giving constructive feedback.</p>   |            | 45’  |
| 3:30 – 3:45      | <b>Break</b>  |            | 15’  |
| 3:45 – 4:30      | <p><b>SMALL GROUPS 4 (groups of 4)</b></p> <p><b>Constructive Feedback</b></p> <p>Using prepared case scenarios and tools introduced in the previous session, participants practice giving and observing constructive feedback.</p>   |            | 45’  |
| 4:30 – 4:45      | <b>DAY 2 WRAPUP SESSION</b>   |            | 15’  |
| 4:45             | <p><b>Complete Day Two Evaluation</b></p> <p>Participants complete the Day Two evaluation.</p>  |            | 10’  |

**WEEK 2/DAY 3: July 20, 2018**

| <b>Schedule</b> | <b>Activity</b>   | <b>Time</b> |
|-----------------|---|-------------|
| 12:00 –<br>1:00 | <b>SESSION 5</b><br><b>Faculty Panel &amp; Open Forum</b>   | 60'         |
| 1:00 –<br>1:30  | <b>SMALL GROUPS #1</b><br>Participants choose from one of three topics and participate in a discussion facilitated by a faculty member. | 30'         |
| 1:30 –<br>1:45  | <b>SMALL GROUPS #1 DEBRIEF</b>  | 15'         |
| 1:45 –<br>2:00  | <b>Break</b>  | 15'         |
| 2:00 –<br>2:30  | <b>SMALL GROUPS #2</b><br>Participants choose from one of three topics and participate in a discussion facilitated by a faculty member. | 30'         |
| 2:30 –<br>3:00  | <b>SMALL GROUPS #2 DEBRIEF &amp; DAY 3 WRAP-UP SESSION</b>  | 30'         |
| 3:00            | <b>Complete Day Three Evaluation.</b><br>Participants complete the Day Three evaluation.  | 15'         |