

THE ROLE OF EVIDENCE-BASED MANAGEMENT AND SUPERVISION IN CAMP REDESIGN

AGENDA

Day One

- | | |
|--------------------|---|
| 0800 – 0830 | Introduction and Overview |
| 0830 – 0930 | Evidence-Based Practices in Juvenile Justice |
| 0930 – 0945 | Break |
| 0945 – 1015 | Role of Managers and Supervisors in Implementing Camp Redesign |
| 1015 – 1200 | Evidence-Based Management (EBM) and Evidence-Based Supervision (EBS): The Principles |
| 1200 – 1300 | Lunch |
| 1300 – 1445 | Evidence-Based Management (EBM) and Evidence-Based Supervision (EBS): The Practice |
| 1445 – 1500 | Break |
| 1500 - 1645 | Managing Change at the Operational Level: The Change Process |
| 1645 – 1700 | Day One Wrap-Up |

THE ROLE OF EVIDENCE-BASED MANAGEMENT AND SUPERVISION IN CAMP REDESIGN

AGENDA

Day Two

- | | |
|--------------------|--|
| 0800 – 0815 | Review of Previous Day’s Learning |
| 0815 – 0930 | Transformational Leadership |
| 0930 – 0945 | Break |
| 0945 – 1100 | Strategic Thinking |
| 1100 – 1230 | Motivating Staff |
| 1230 – 1330 | Lunch |
| 1330 – 1445 | Teamwork |
| 1445 – 1500 | Break |
| 1500 – 1530 | Camp Redesign and Camp Security |
| 1530 – 1630 | Manager/Supervisor Camp Redesign Implementation Action Planning |
| 1630 -1700 | Wrap-Up and Evaluation |

MODULE #1

INTRODUCTION AND OVERVIEW

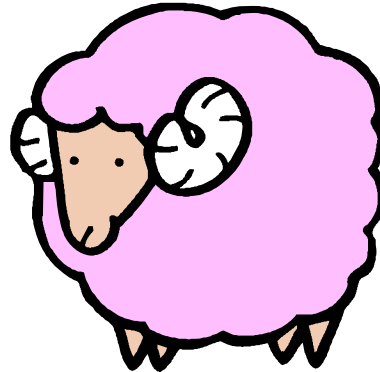
MODULE #2

EVIDENCE-BASED PRACTICES IN JUVENILE JUSTICE

MODULE #3

ROLE OF MANAGERS AND SUPERVISORS IN CAMP REDESIGN

ARE YOU A LION OR A LAMB?



Instructions:

Research shows that if you want to be an effective leader toward change, you must prepare yourself for the possibility, and even the probability, of being unpopular. No person who has tried to change the way work is done or the nature and purpose of an organization has ever been popular, at least at the start.

In your groups, list those things that you might have already done or will do in the future as part of implementing Camp Redesign that might lead to resistance and an emotional reaction against you personally as a manager or supervisor. For each action listed, provide the possible reaction on the part of staff and the emotions you might feel in that situation.

Transfer your table to flip chart paper.

Your Action	Staff Reaction	Your Emotions

MODULE #4

EVIDENCE-BASED MANAGEMENT (EBM) AND EVIDENCE-BASED SUPERVISION (EBS): THE PRINCIPLES

UNPACKING ASSUMPTIONS MERIT PAY FOR TEACHERS



Instructions: among the major reasons given by managers and supervisors as to why they cannot do Evidence-Based Management is that they are not researchers and that they can't find any research or data about their issue of concern. Even if such claims were accurate, this supposed "lack of evidence" does not prevent managers and supervisors from at least examining the assumptions underlying their basic decisions and processes to see if they are logical, make sense, and are supported by any data at all.

In your small groups, identify the assumptions that underlie merit pay for teachers. Determine the reason behind each assumption and list any evidence that might support that reason for adhering to the assumption.

Transfer your results to flip chart paper.

Assumption	Reason	Evidence

UNPACKING ASSUMPTIONS THE POLICE LINE-UP



Instructions: among the major reasons given by managers and supervisors as to why they rely on “experience” rather than evidence in making decisions is that their experience is more trustworthy and practical than what scholars in their ivory towers might tell them in terms of research. Even if such claims were accurate, this does not prevent managers and supervisors from at least examining the assumptions underlying their decisions made on the basis of “experience” to see if they are logical, make sense, and are supported by any data at all.

In your small groups, identify the assumptions that underlie the police line-up. Determine the reason behind each assumption and list any evidence that might support that reason for adhering to the assumption.

Transfer your results to flip chart paper.

Assumption	Reason	Evidence

MODULE #5

EVIDENCE-BASED MANAGEMENT (EBM) AND EVIDENCE-BASED SUPERVISION (EBS): THE PRACTICE

PREVENTING JUVENILE DELINQUENCY IS IT EVIDENCE-BASED?



Instructions: everyone in society has an opinion about how best to prevent and reduce juvenile delinquency. In your small groups, list these beliefs for the public, judges, the Chief, Regional/Camp Directors, supervisors, and staff. For each belief listed provide two pieces of evidence that you think support its validity. If you think there is no real evidence to support the belief, just write NE.

Transfer to flip chart paper.

The Public

Belief	Evidence
	1) 2)
	1) 2)
	1) 2)
	1) 2)

Judges

Belief	Evidence
	1) 2)
	1) 2)
	1) 2)
	1) 2)

The Chief

Belief	Evidence
	1) 2)
	1) 2)
	1) 2)
	1) 2)

Regional/Camp Directors

Belief	Evidence
	1) 2)
	1) 2)
	1) 2)
	1) 2)

Supervisors

Belief	Evidence
	1) 2)
	1) 2)
	1) 2)
	1) 2)

Staff

Belief	Evidence
	1) 2)
	1) 2)
	1) 2)
	1) 2)

MANAGERIAL/SUPERVISORY PROBLEM-SOLVING

Staff to Minor Ratios in the Camps



Instructions: as part of Camp Redesign, the Department has committed to bringing down staff to minor ratios in Phase One Camps (Challenger and Scott/Scudder) to a range from 1:8 to 1:10. While there has been an influx of new staff showing up at these camps in recent months, staff turnover has continued unabated, and may in fact be at historically record levels. As fast as newcomers walk in the front door, it seems that experienced personnel are walking out the back. The result is that staffing targets are not being met. There is now grumbling in the ranks that the expectations of Camp Redesign cannot be met unless management makes good on its promise of additional human and other resources. There is even talk that Camp Redesign will have to be brought to a halt, as have so many other initiatives in the Residential Services Treatment Bureau in the past. How do managers and supervisors go about nipping this resistance in the bud and preventing it from spreading from a few disgruntled persons to camp staff as a whole?

In the table below, list the steps that as managers and supervisors you would take to accomplish this task. For each step provide your assumption(s) as to why you think this step will be effective in achieving your goal, as well as the evidence that you have that your assumption(s) is (are) valid.

Transfer your results to flip chart paper. Place your group number on the paper.

Action Step	Assumption	Evidence

MANAGERIAL/SUPERVISORY PROBLEM-SOLVING Involving Families



Instructions: the research on changing juvenile delinquent behavior for the better is clear. Families and significant others are an important criminogenic need. While it is always better to try to maintain the juvenile in the community, thereby preserving and enhancing positive social bonds, the public safety need for placement in camp obviously makes it difficult to involve youths with their families. The issue of family involvement has two components. The first is maintaining the relationship between youths and those persons who care for them. The second is to ensure that the relationship is a pro-social one and to work with families in trouble to enhance parenting skills, values, attitudes and beliefs. The physical distance between camps and where the youths live, the low socio-economic condition of many families which often precludes their physically visiting the camps, and many other factors make the participation of families and significant others in the youth's behavioral change difficult, but not impossible. How do you reach out and engage families of the minors in your charge during their stay at camp?

In the table below, list the steps that as managers and supervisors you would take to accomplish this task. For each step provide your assumption(s) as to why you think this step will be effective in achieving your goal, as well as the evidence that you have that your assumption(s) is (are) valid. Place your group number on the paper.

Transfer your results to flip chart paper.

Action Step	Assumption	Evidence

MANAGERIAL/SUPERVISORY PROBLEM-SOLVING Sharing Space



Instructions: physical space in the camps is at a premium. Many different camp programs, public agencies, community-based organizations and other groups pursue the same site for their activities. This competition often leads to possessive behavior on the part of the players, leading to strife and, even worse, the inability to provide juveniles the services they need for behavioral change due to lack of a location. What do you do to ensure that classrooms and other sites are made available for primary interventions with the youth around criminogenic needs, while not ignoring other activities, events, and recreation required to maintain the youth's personal development and individual well-being?

In the table below, list the steps that as managers and supervisors you would take to accomplish this task. For each step provide your assumption(s) as to why you think this step will be effective in achieving your goal, as well as the evidence that you have that your assumption(s) is (are) valid.

Transfer your results to flip chart paper. Place your group number on the paper.

Action Step	Assumption	Evidence

MODULE #6

MANAGING CHANGE AT THE OPERATIONAL LEVEL: THE CHANGE PROCESS

Should We Do Camp Redesign?



Instructions: Professors Jeffrey Pfeffer and Robert Sutton of Stanford University contend that research shows that organizational change is not something inevitable, despite the preaching of organizational change gurus. They argue that before an organization gets too involved in restructuring of the way it does business, it should ask some key questions and be certain that it has acceptable answers to each.

In your small groups with respect to Camp Redesign, answer each of these questions with a “Yes” or a “No.” Then write two or three reasons why you reached that conclusion.

Transfer your results to flip chart paper.

Is the practice better than what you are doing right now?

- 1)
- 2)
- 3)

Is the change really worth the time, money and disruption?

- 1)
- 2)
- 3)

Is it best to make only symbolic changes instead of core changes?

- 1)
- 2)
- 3)

Is the change good for you personally, but bad for the organization?

- 1)
- 2)
- 3)

Do you have enough power to make the change happen?

- 1)
- 2)

Are people already overwhelmed by too many changes?

- 1)
- 2)
- 3)

Will people be able to learn and update as the change unfolds?

- 1)
- 2)
- 3)

Will you be able to pull the plug?

- 1)
- 2)
- 3)

Exercise

Where Are We on the Change Curve?



Instructions: in your small group, locate the position that you believe Camp Redesign is on the Change Curve according to staff level: Regional/Camp Director, Supervisor, and Line Staff. Provide some reasons why you reached this conclusion. Then provide the next steps that you would take to move this group one step forward on the Change Curve.

Transfer your results to flip chart paper.

	Position on Curve	Reason	Next Steps
Regional/Camp Director			
Supervisor			
Line Staff			

Exercise

Camp Redesign

Helping People End



Instructions: as you move forward with Camp Redesign, you will be doing business differently. The old processes, procedures, traditions, customs and comfort zones will be gradually replaced with something new. This transformation will create anxiety and stress among everyone involved. Old work patterns, which have over the years become “reliable friends,” will be missed, in some cases quite emotionally. Staff will need to grieve for and say goodbye to the past in order to welcome the future.

In your groups, list those things that you think staff will miss the most about the past. Describe how you will give them the time, space and opportunity to “say goodbye” in a way that honors what they have done before and allows them to build on it for tomorrow.

Transfer your results to flip chart paper.

List those processes, procedures, traditions, customs and comfort zones that you think staff will be reluctant to relinquish as part of Camp Redesign:

- 1)
- 2)
- 3)
- 4)

Describe the ways in which you will give staff the time, space, and opportunity to “say goodbye” in a way that honors what went before so that it can be built upon for tomorrow:

- 1)
- 2)
- 3)
- 4)

MODULE #7

TRANSFORMATIONAL LEADERSHIP

Exercise

Why Didn't You Tell Me Before It Blew Up?



Instructions: as managers and supervisors we have all encountered a problem that has just “exploded” on the scene. Once it has occurred, we wish that we had known about it sooner so that we could have dealt with it when it was small and manageable. Upon further investigation, we come to discover that the problem has recurred more times than we can count. Instead of letting us know, staff simply solved it each time that it arose, at great expense in time and effort. We can only scratch our heads and ask why they didn't show “common sense” or “good judgment” and inform us of the issue way before we all had egg in our face and a very displeased Chief and Deputy Chief on our hands. Clearly staff was doing first-order rather than second-order problem solving.

In your groups, identify two or three problems that started small and that staff dealt with in terms of first-order problem solving, but soon spun out of control, which was when you learned about them. Describe the transformational leadership techniques that you might use in the future to prevent similar situations from recurring.

Transfer your results to flip chart paper.

List instances of first-order problem solving on the part of your staff that ultimately led to a crisis situation.

- 1)
- 2)
- 3)
- 4)

Describe the transformational leadership techniques that you might use in the future to prevent similar situations from recurring.

- 1)
- 2)
- 3)
- 4)

MODULE #8

STRATEGIC THINKING

Exercise

What Are Your Thinking Biases?



Instructions: assess yourself in terms of your preferred type of thinking. Take the list below and rank it in the order of preference, with 1 being your favorite type of thinking and 5 being the type that you use the least. Then describe an instance where someone that you were working with used one of your least favorite thinking styles and it really annoyed you.

What Type of Thinker Are You? (rank your preferences from 1 to 5):

Analytical thinking: breaking issues into component parts

Critical thinking: judging or evaluating carefully

Conceptual thinking: generalizing abstract ideas from particular instances

Creative thinking: make, invent, produce rather than imitate

Intuitive thinking: understanding an idea without using rational thought or inference

Describe an instance where someone that you were working with used one of your least favorite thinking styles and it really annoyed you:

Exercise

The Great Debate



Instructions: one of the most important elements in strategic thinking is the ability to think creatively—to be able to listen, explore options, get feedback, change sides, and understand the nature of the problem before jumping to a conclusion. The Great Debate is designed to force everyone to think creatively around an issue of great controversy in terms of Camp Redesign.

Your facilitator will give you more specific instructions on how to do this exercise.

At the end of the exercise both groups in the debate will be asked to meet separately and answer the following questions:

How did it feel to take the opposing side on an issue of importance to you?

What did you learn about the position that we initially opposed?

Has this new information given you pause to rethink your initial position?

Will it enable you to think more creatively about how to deal with the issue than before?

MODULE #9

MOTIVATING STAFF

Exercise

The Tale of the High-Performing Employee



Instructions: we treasure our high-performing employees. They are a pleasure to work with, they are self-actualizing, and they rarely complain. One day manager John had an important task that needed to be completed in three days. It was a task that had come from the Chief's office and John wanted to make certain that it was done right. John could not do it himself because he was going to an out-of-town meeting for the next two days that he could not cancel. He wanted to turn to his best performing staff member, Sue. He knew that Sue would do it right and on time. He did not have similar trust in the other persons in his unit. While they were adequate performers, they would just not create the quality product that Sue would. But he also knew that Sue had an awful lot of work on her plate. In fact, everyone turned to Sue to get the job done. While John was concerned about overburdening Sue, he felt that he had no choice but to assign the job to her. After all, it was a "Chief's" request. Without further ado, he placed the assignment on her desk, left the office, went to the airport, and flew to his meeting.

In your small groups, answer the following questions. Transfer your answers to flip chart paper.

Did John have other options besides the one he took?

What do you think Sue felt?

What would Sue do the next time John asked her to do something?

What do you think other staff members learned from Sue's experience?

MODULE #10

TEAMWORK

EXERCISE TRAFFIC JAM



Rules:

To begin, one group stands on the places to the left of the middle square, the other group stands to the right. Both groups face the middle unoccupied square. The object is for the people on the left trading places with people on the right **using the following rules.**

Legal Moves:

1. A person may move into an empty space in front of him/her.
2. A person may move around ONE person who is facing him into an empty space in front of him/her.
3. A group may start over at any time from its original positions.

Illegal Moves:

1. Any move backwards.
2. Any move around someone facing the same way you are (i.e. you are looking at their back).
3. Any move that involves two persons moving at once.

Success:

Success is when the group can successfully exchange positions within the rules AND can repeat its successful moves in front of an independent observer.

MODULE #11

CAMP REDESIGN AND CAMP SECURITY

MODULE #12

**MANAGER/SUPERVISOR
CAMP REDESIGN
IMPLEMENTATION ACTION PLANNING**

Exercise

What Did We Learn?



Instructions: it is now time to re-visit the Managerial/Problem Solving Exercises that we did in Module #5, “Evidence-Based Management (EBM) and Evidence-Based Supervision (EBS): The Practice.” On the walls you will find each group’s “solution” to each problem, including your own. Re-read each problem again and then view the “solutions” one problem at a time. Once back in your group, “redo” the exercises in the worksheets provided below, adding what you have learned about the change process, transformational leadership, strategic thinking, motivating staff, and teamwork to come up with your action steps. You may use action steps from your previous “solution” to the problem or from another group’s “solution.” Just remember that the assumption behind each step must now be supported by evidence.

Transfer your results to flip chart paper.

MANAGERIAL/SUPERVISORY PROBLEM-SOLVING

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Transfer your results to flip chart paper. Place your group number on the paper.

Action Step	Assumption	Evidence

Exercise

What Do We Do Next in Camp Redesign?



Instructions: as we think of implementing Camp Redesign, we need to think about how to deal with opportunities that will lead to success, as well as problems that must be overcome. In your groups, complete the worksheets below by listing two opportunities that can be taken advantage of and two problems that will need to be solved. In each instance, outline the action steps to be taken, the assumption behind that particular step, and the evidence you have supporting that assumption.

Transfer your results to flip chart paper.

Opportunity (Describe)

Action Step	Assumption	Evidence

Problem (Describe)

Action Step	Assumption	Evidence

Opportunity (Describe)

Action Step	Assumption	Evidence

Problem (Describe)

Action Step	Assumption	Evidence

MODULE #13

**WRAP-UP
EVALUATION
POST-TEST**