

## Module 8

# Supervising staff who work with a person with a traumatic brain injury

Compiled by

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# Workshop overview

## Aim

This workshop provides information and practical strategies for the supervisors of staff who provide direct care and assistance to people with a traumatic brain injury (TBI). It is primarily designed to assist managers of government, non-government, for-profit and not-for-profit community agencies.

## Rationale

There are unique challenges for direct care workers who work with people with a TBI. Staff work more effectively if they understand brain injury issues and the need for a client focus.

To retain and bring out the best in their staff, managers need to have sound management, recruitment and supervision practices, and provide adequate training and support for staff. A helpful strategy is to focus on the client's needs/goals to develop care plans that can be used to monitor service provision and respond to change.

## Outcomes

This session provides participants with an understanding of the:

- value of the recruitment process
- important criteria for selecting staff to work with people with a TBI  
**(in Section 1: How to get the right person for the job)**
- key strategies to retain and develop staff working with people with TBI:
  - orientation
  - ongoing training and education
  - performance management and supervision**(in Section 2: Retaining and developing staff)**
- issues for working with clients with TBI
- key strategies and good practices for effective supervision and support of staff working with people with TBI
- good management practices
- basic concepts in providing client services
- value of policies and procedures
- stressors that often exist due to the nature of brain injury
- management strategies in response to staff stress  
**(in Section 3: Good management practices)**
- management framework
- essential skills and responsibilities for managers  
**(in Section 4: The role of the manager)**

## Evaluation

Some presenters may wish to evaluate the effectiveness of their training. For example, if the modules are provided as part of a training day, the organisers may want to evaluate the success of the program and the usefulness of this approach to the provision of the training.

A generic evaluation form has been provided in **How do I use this resource?**

This form is an example of how you may want to evaluate your training. It can be modified before you print it out, to make it specific to your training.

The evaluation can be completed at the conclusion of each module or at the completion of the training program (eg. several modules). The form can be distributed and collected by the presenter/s on the day, or returned by mail/email for feedback to a designated person to collate the responses for later feedback, to assist planning or to provide a training report (eg. as a Quality Assurance project).

The use of the evaluation tool will be specific to the type of training organised.

## Summary outline

approximately 2 hours

Content	Resources	Suggested Timing
Introduction	Packages of Handouts Blank overhead and markers Overhead projector <b>HO 8.1:</b> Workshop outcomes <b>OH 8.1:</b> Workshop outline	10 minutes
<b>Section 1:</b> How to get the right person for the job	Blank overhead and markers Overhead projector Whiteboard and markers <b>OH/HO 8.2:</b> Brad <b>OH 8.3:</b> Support worker advertisement <b>OH 8.4:</b> Advertisement/role <b>WS 8.1–8.3:</b> Hypothetical examples (3 options) <b>OH 8.5–8.7:</b> Hypothetical interview questions <b>OH 8.8:</b> Why hypothetical questions?	20 minutes
<b>Section 2:</b> Retaining and Developing Staff	Blank overhead and markers Overhead projector Whiteboard and markers <b>OH 8.9:</b> Strategies for effective staff management <b>OH 8.10:</b> Orientation/induction <b>OH 8.11:</b> Training and education <b>OH 8.12:</b> Performance management and supervision	20 minutes
<b>Section 3:</b> Good Management Practices	<b>OH 8.13, HO 3:</b> Jenny case study <b>OH 8.14:</b> Issues with Jenny <b>OH 8.15:</b> Client/Staff management strategies <b>HO 8.4:</b> Issues and strategies for staff working with Jenny <b>OH 8.16:</b> Good management practises summary <b>OH 8.17.1, 8.17.2:</b> Management principles to make it work <b>WS 8.4 and 8.5:</b> Policies and procedures <b>HO 8.5, OH 8.18:</b> Disillusionment process <b>HO 8.6 and OH 8.19:</b> Stress: Symptoms and causes <b>OH 8.20:</b> Stress prevention	40 minutes

## Summary outline *(continued)*

Content	Resources	Suggested Timing
<b>Section 4:</b> The Role of the Manager	<b>OH 8.21:</b> Skills of a manager <b>OH 8.22:</b> Responsibilities of a manager <b>HO 8.7, OH 8.23:</b> Management Framework	15 minutes
<b>Workshop outcomes</b>	Blank overhead Outcomes reviewed from introduction exercise (Refer group to HO 8.1) Collect completed Evaluation Forms (if utilised) Close	10 minutes



# Key strategies and concepts

1. Throughout the workshop, the focus needs to be on the participants and their experiences. Ask participants to identify particular issues they may have, as well as sharing or brainstorming issues and solutions to difficulties. This will make the workshop more relevant to participants and help promote networking among the group.
2. Workshop participants are likely to have different levels of experience in organisational development, in recruitment and management of staff and in applying these skills to the specific needs of staff working with people with TBI.
3. Managers have two key areas of responsibility in working with people with TBI: staff (Section 2) and management practices (Section 3). This module uses a quality management framework to explore these responsibilities. The principles and concepts of organisational development can be applied to both staff and client management objectives.
4. This module is based on the values of organisational development and quality management as an effective underlying management philosophy. The quality management cycle provides a structure that ensures organisational goals are an effective framework to achieve individual goals.
5. Module 8 aims to assist in creating a positive organisational environment that enables the manager to work with both clients and staff in a way that is consistent with organisational goals; has a commitment to quality practices, and is responsive to the needs of consumers.
6. Each organisation differs in its organisational structure and how it chooses to implement these concepts. Bearing this in mind, this module does not seek to evaluate or critique how organisations currently work.
7. In presenting this information as a workshop the presenter has the flexibility of tailoring the material to the needs of participants.
  - The workshop has four sections and not all sections may be required and can be adjusted, based on participant experience.
  - The workshop is based on small group work with a minimum of nine people and three exercises for each issue. It is possible to omit or reduce the group work.
  - Knowing the position and skills of participants enables the facilitator to adjust the material. If this is not possible, the introduction exercise can be utilised to tailor the material to the needs of participants.

## Key strategies and concepts *(continued)*

### **Section 1: How to get the right person for the job**

Critical to the successful recruitment of staff is:

- understanding the importance of worker values
- respect for the person with a TBI
- understanding the interconnection between the person with a TBI and larger systems – the service philosophy and the personal values of workers.

### **Section 2: Developing and retaining staff**

- Performance management is both a method of personal development for the worker and a process for identifying training needs.
- Organisational structures are important in managing staff.
- Policies and Procedures are an essential resource for staff.
- Staff training and development is a key component for developing and maintaining staff.

Training focuses on a number of areas:

- Attitudes – personal views towards a person with a TBI are shaped by cultural, religious, social, educational and personal factors
- Knowledge – about people with an acquired brain injury, including demographic issues, legalities, agency policies
- Skill – working with individuals and professional development
- Confidence and supervision – team or joint approach
- Levels of training – expectations of roles and responsibilities
- Training information – where to get it.

## Key strategies and concepts *(continued)*

### Section 3: Good management practices

Good management in this field is based on the following principles:

- A person with a TBI has the right to choose what is most important to them. Assume they are competent to do this, unless a guardian has been appointed as a substitute decision-maker. (Contact the NSW Guardianship Tribunal and NSW Office of the Public Guardian or equivalent state offices for further information if needed.)
- Be consistent in approach
- Set goals according to the client's issues
- Facilitate the self-determination of people with TBI to the greatest extent possible, given their impairments
- Form partnerships with staff and other agencies to achieve client outcomes
- Take a holistic approach to the client, their family and their community.

A valuable management resource is the *Getting It All Together Kit*, designed to enable people with brain injury to get the most out of their life, and to help them regain control and accept responsibility. The Kit provides a framework for clients that include a process of **Identifying the Issues, Tackling the Issues** and **Making it Work**. The Kit is designed for clients to use on their own or with support. The client decides the issues they wish to work on and the Kit gives them and their carer/worker a structure to enable this to happen. It assists the client to regain control of his or her life and accept responsibility for what he or she gets out of life. The accompanying booklet *Promoting Independence* provides family and carers/workers with information to assist them in their work with people with a brain injury and to enable the person to achieve their goals.

### Section 4: The role of the manager

- In disability services, the manager has responsibilities to the client, the staff and the organisation that employs them.
- Managers working with people with a TBI benefit from a clear understanding of the impact of TBI on the person, their family and community.
- Managers need a range of skills to perform particular tasks, manage a number of different activities within a job, as well as respond to problems and non-routine events. They also have to deal with all aspects of the workplace including working with others.
- Studies have shown that managers in many service areas need better skills in order to improve quality, productivity and innovation.
- Frontline management is a nationally recognised training qualification (certificate or diploma) that seeks to improve the skills of Australian managers to be more productive, innovative and competitive. Task competencies provide managers with a standard of workplace performance so they can meet the challenges that arise in their day-to-day work. *Reference: Frontline Management Competencies Guide, published by Prentice Hall and ANTA, 1998*



# Workshop outline

Resources	Content
	<b>Introduction</b> (10 minutes)
Sets of handouts	<p>Prepare a semi-circle of chairs at the front of the room, with an OH projector screen that is visible for the whole group. For small group work, have three of four clusters of chairs or separate breakout rooms available.</p> <p>Photocopy a set of handouts for each participant and distribute at the beginning of the workshop. Advise participants that it shouldn't be necessary for them to take notes, as all information is provided in the handouts.</p> <p>Welcome everyone, introduce yourself and check all participants are present.</p>
Blank overhead	<p>Ask participants to introduce themselves and to say what they hope to achieve from the workshop. Write this information on blank overhead – it will be needed again at the completion of the workshop.</p> <p>Divide participants into minimum three-people teams, identified by a name or colour, in preparation for small group work later on. Advise the participants that they will stay in the same teams throughout the workshop, to avoid delays.</p> <p><b>The Handouts provide participants with workshop outcomes. Use the overheads to provide the structure of the workshop.</b></p>
<b>HO 8.1:</b> Workshop outcomes	<p><b>Refer to HO 8.1 – workshop outcomes – and display OH 8.1 to explain the workshop is in four sections:</b></p>
<b>OH 8.1:</b> Workshop outline	<ol style="list-style-type: none"><li>1. How to get the right person for the job</li><li>2. Developing and retaining staff</li><li>3. Good management practices</li><li>4. The role of the manager</li></ol>

# Section 1 – How to get the right person for the job

Resources	Content
<b>SECTION 1:</b> How to get the right person for the job	<b>Recruitment</b> (20 minutes) <p>This section focuses on the importance of recruitment in the disability services sector. Acknowledge that participants will have a variety of experience and skills and that each organisation has its own recruitment process.</p> <p>Overheads, handouts and worksheets are used to link key worker values and client needs with the process of job recruitment. The case study highlights how the job description and advertisement both need to be worded to meet the client's staffing needs.</p> <p><b>Brainstorming exercise</b></p> <p>Ask the group to think about what makes a great employee. List their suggestions on whiteboard.</p>
Whiteboard and markers	
<b>HO 8.2:</b> Brad's case study	Refer to HO 8.2 and allow the participants to read through the case study. Display OH 8.2 to assist with the exercise.
<b>OH 8.2:</b> Brad's case study	Ask the group to identify the types of skills a manager would be looking for if they were recruiting a staff member to work with Brad. Explain that they can use the same process with existing staff, to identify skills within an existing team.  Using Brad's case study, ask participants to identify the essential and desirable criteria for recruiting staff to work with Brad. Also identify the role for staff in working with Brad.
Whiteboard and markers	Divide the whiteboard into three columns headed 'Essential', 'Desirable' and 'Role'. Have the group call out answers and write these up on the board.
<b>OH 8.3:</b> Support Worker requirements	Display OH 8.3 and read through. Use OH 8.3 to summarise the whiteboard information for advertisement.

## Section 1 – How to get the right person for the job (continued)

Resources	Content
<b>HO 8.2</b> and <b>OH 8.4</b> Advertisement/Role	<p>Refer participants to HO 8.2 Brad’s case study. Then display OH 8.4 (Advertisement/Role) and read through.</p> <p>OH 8.4 illustrates how the support worker’s role is linked to the advertised criteria. Highlight the link between what participants have identified on the whiteboard with the overhead. Ask the group which desirable criteria they would add.</p> <p>Not all aspects of OH 8.4 need to be discussed. Point out that each organisation determines its own essential and desirable criteria, and that this is an exercise only, not a model. For the purpose of this exercise, essential criteria could be the skills the organisation needs and cannot provide, while desirable criteria could be skills the organisation can provide. An applicant’s attitude and approach would be essential criteria, while their experience working with people with brain injury wouldn’t be, because they can receive this training ‘on the job’.</p> <p><b><i>The interview process</i></b></p> <p>How are you going to judge whether applicants have the skills you are looking for? Point out to participants how asking the right questions will help them recruit appropriate staff.</p> <p><b>Activity – role play interview questions</b></p> <p>Ask participants to break into three small groups. Distribute a worksheet to each group – a different scenario is provided with hypothetical interview questions. Suggest that two people in each group do the role-play and a third takes notes.</p> <p>Ask each group to follow the instructions on the worksheet and report back to the large group in 10 minutes.</p>
<b>OH 8.5, 8.6</b> and <b>8.7</b> Hypothetical questions	<p>Display OH 8.5, 8.6 and 8.7 – Hypothetical questions for job interviews. While feedback is being provided from each group, generate discussion about how their answers to the interview questions relate to the essential and desirable criteria and the role of staff.</p>

## Section 1 – How to get the right person for the job (continued)

Resources	Content
Answers to hypothetical questions	<p><b>Verbal feedback – write the answers given by the groups on the whiteboard</b></p> <p>Possible answers to the hypothetical questions include:</p> <p><b>Q1:</b> Try and calm the client. Explain the benefits of the rehab. If this is no good, leave, then go back 10 minutes later and try again. Report to manager.</p> <p><b>Q2:</b> Try and discuss with the client that the therapy does change, explain the role and how you will assist with the therapy. Try not to make too many changes at once. Assist the client to break the therapy down so that small changes are made over a period of time. Record and document incidences and report back to Manager.</p> <p><b>Q3:</b> Interviewee should be able to demonstrate their knowledge of the basic principles of disability legislation, professional boundaries, etc.</p> <p>This role-play demonstrates how hypothetical situations can help assess how a person will work with the client. It also helps to develop essential and desirable criteria for a job.</p>
<b>OH 8.8:</b> Why hypothetical questions?	<p>Bring the group back together.</p> <p>Display OH 8.8 to emphasise the value of using hypothetical questions as an interviewing strategy.</p> <p>Tell the group that these questions are only a part of the recruitment process – it is also important to check references. This ensures that the applicant can both answer the questions at interview and has evidence of being able to do the work. This information is obtained by structured questions in referee checks.</p>

# Section 2 – Developing and retaining staff

Resources	Content
<b>SECTION 2: Developing and retaining staff</b>	<b>Key Issues</b> (15 minutes) <p>This section focuses on strategies and good practices for effective development and retention of staff working with people with TBI.</p>
<b>OH 8.9:</b> Strategies for effective staff management	Display OH 8.9 and explain that the list is not comprehensive. Ask participants what policies or strategies they have in their own organisations to retain and develop staff. Strategies include: <ul style="list-style-type: none"><li>• orientation</li><li>• training and education</li><li>• performance management</li></ul>
<b>OH 8.10:</b> Orientation/induction	<b>1. Orientation/induction</b> (5 minutes) <p>Use OH 8.10 to summarise why orientation is important.</p> <p>Explain that the worker needs to know about the organisation as well as what their job entails and what the expectations are in terms of their performance as a member of the team and in managing clients.</p>
<b>OH 8.11:</b> Ongoing training and education	<b>2. Ongoing training and education</b> (5 minutes) <p>Use OH 8.11 to summarise why training is important. Ask participants to provide information on what training and education they currently provide.</p> <p>Emphasise that education and information about working with clients with a TBI are essential skills for staff in this field. Also, staff are more likely to stay if they have the necessary training to do the job.</p>
<b>OH 8.12:</b> Performance management and supervision	<b>3. Performance management and supervision</b> (5 minutes) <p>Display OH 8.12 to summarise why performance management and staff supervision is important. Ask participants to provide information on what performance management and supervision they currently provide.</p> <p>Highlight the importance of providing support and supervision to staff. It is the key to feedback and development of specific skills, it helps identify what training is needed and when performance issues arise, they can be dealt with in an appropriate way. Far too often staff are left wondering what they are supposed to do. They work in isolation and often have no contact with their employer. Supervision is not about discipline. It is a two-way process: the manager offers development to the staff member, who in turn gives valuable feedback to the manager.</p>

# Section 3 – Good management practice

Resources	Content
<b>SECTION 3:</b> Good management practice	<p><b>Issues, strategies and principles for managers</b> (40 minutes)</p> <p>This section draws on the principles of good management practices for managers in dealing with staff and clients.</p> <p>Discuss how the manager’s role requires juggling responsibilities to meet the needs of clients and of staff. The key to good management is to keep these needs balanced, although at all times the client must remain the focus of what we do.</p> <p>This section uses a case study to identify issues and then develop strategies for managing them, in order to help participants to gain an understanding of good management practice.</p> <ul style="list-style-type: none"><li>• <b>Jenny’s case study</b></li></ul>
<b>HO 8.3</b> and <b>OHT 8.13</b>	<p>Display OH 8.13 and refer to HO 8.3 – Jenny’s case study – and give participants a few minutes to read and think of issues that may arise for both the client and the organisation.</p> <p>Jenny’s situation is complicated and staff would face a number of issues each day in trying to support her. Staff may arrive at Jenny’s home and be presented with a number of situations, for example: client has been using drugs, client loses temper, client not home, client abusive, unknown person present, broken furniture, no money available for shopping. The list is not exhaustive but provides an insight into the issues for staff to deal with.</p> <p><b>Brainstorming activity</b> – Issues and strategies with Jenny</p>
Whiteboard	<p>Divide the whiteboard into three columns:</p> <ol style="list-style-type: none"><li>1. issues that could arise for staff</li><li>2. strategies</li><li>3. good management practice.</li></ol> <p>Ask the group to think of issues that could arise for staff. Write their suggestions in column one</p>
<b>OH 8.14:</b> Issues for staff working with Jenny	<p>Then display OH 8.14 – a summary of Jenny’s issues. Add any not mentioned to the whiteboard.</p> <p>Ask the group to look at the issues in column one and think of strategies to resolve them.</p> <p>Write their suggestions in the second column.</p>

## Section 3 – Good management practice (continued)

Resources	Content
<b>OH 8.15</b> Strategies <b>HO 8.4</b>	<p>Display OH 8.15 – summarising some strategies for managing Jenny's issues.</p> <p>Refer to HO 8.4 – issues and strategies working with Jenny.</p> <p>Ask the group to look at the issues and strategies and think about management practices to make it work.</p> <p>Write their suggestions in the third column.</p>
<b>OH 8.16:</b> Good management practices	<p>Display OH 8.16 – summarising some good management practices</p> <ul style="list-style-type: none"><li>• <b><i>Making client-focused management work</i></b></li></ul> <p>Discuss the principle of putting client needs first when developing good management practices.</p> <p>To manage people with TBI, services benefit from having good management practices where planning is based on issues, goals and strategies that are responsive to changing client needs. This approach ensures that when a client crisis occurs, there is a logical process in place to resolve it.</p>
<b>OH 8.17.1</b> and <b>8.17.2:</b> Management principles to make it work	<p>Display OH 8.17.1 &amp; 8.17.2 to provide a framework for client focused management.</p> <ul style="list-style-type: none"><li>• <b><i>Policies and Procedures –optional exercise</i></b></li></ul> <p>This session reinforces that managers are responsible for ensuring that policies and procedures are in place, so there are support mechanisms for staff facing difficult issues in working with people with a TBI.</p> <p>Use Jenny's case study to illustrate the importance of policies and procedures for staff working with people with TBI.</p>

## Section 3 – Good management practice (continued)

Resources	Content
	<i>Activity – Developing strategies</i>
<b>WS 8.4 and 8.5</b>	<p>Divide the participants into two groups.</p> <p>Distribute one worksheet to each group and allow them time to complete them.</p> <p>Bring the groups back together and ask for feedback. Summarise their worksheet responses.</p> <ul style="list-style-type: none"><li>• <b>What happens to staff when management practices are not working?</b></li></ul> <p><b>The disillusionment process</b></p>
<b>HO 8.5 and OH 8.18:</b> Disillusionment	<p>Use OH 8.18 to identify the outcomes of staff stress and discuss how staff can become disillusioned.</p> <p>Encourage participants to talk about their own experiences. Give some examples to recap the learning.</p> <p><b>Staff stress</b></p> <p>Explain how good management prevents stress or the disillusionment process from occurring. The next exercise identifies causes and symptoms of staff stress and prevention strategies. Understanding these processes enables the manager to act early. Positive staff management practices maintain staff enthusiasm and involvement with the client and the organisation. It is the key to retaining staff.</p> <p>Divide the whiteboard into two columns with headings:</p> <ol style="list-style-type: none"><li>1. Symptoms (staff)</li><li>2. Causes (clients/service)</li></ol> <p>Ask the group to talk about their experiences of symptoms and causes of stress, and write their suggestions on the whiteboard.</p> <p>Use OH 8.19 to stimulate discussion and examples</p>
<b>OH 8.19:</b> Symptoms and causes of staff stress	<p><b>Symptoms</b> – can include absenteeism, negativity, apathy, etc.</p> <p><b>Causes</b> – can include difficulties managing clients with dual diagnosis, the hidden disabilities of the ‘good recovery’ group, dilemmas where clients’ choices conflict with potential goals, different behaviours exhibited with new staff, eg. manipulation, lack of consistency in approach, escalation of bad behaviours.</p>



## Section 3 – Good management practice (continued)

Resources	Content
<b>OHT8.20:</b> Stress prevention	<p>Summarise the symptoms and causes of stress.</p> <p>Repeat the same process to discuss stress prevention. Ask the group to talk about their own experiences and use the whiteboard to record suggestions.</p> <p>Then use OH 8.20 to highlight additional preventive measures and to summarise this exercise.</p> <p><b>Prevention</b> – can include the importance of policies and procedures, regular meetings and review, handover, informal support from managers – informal and formal debriefing sessions, need for managers to know when to involve outside support, and existence of a service plan for crisis debriefing.</p> <p><b>Summing up the session</b></p>
<b>HO 8.6:</b> Stress	<p>Refer to HO 8.6</p> <p>Reinforce that good management practices reduce staff stress, prevent disillusionment and ensure a positive environment for staff. This results in better outcomes for clients with TBI and helps to retain staff.</p>

# Section 4 – The role of the manager

Resources	Content
<b>SECTION 4:</b> The role of the manager	<b>Management skills and responsibilities</b> (15 minutes)  This section brings together the three previous sections using the Frontline Management course structure for managers' skills. It starts with the essential skills and responsibilities of managers when supervising staff working with people with TBI and then reflects on the relationship between clients/staff and organisation using the Management Framework overhead/handout.
Whiteboard	<b>Brainstorming Exercise</b>  Get participants to brainstorm what skills a manager requires to supervise staff that work with clients with TBI.
<b>OH 8.21:</b> Skills of a manager	Divide the whiteboard into two columns and write their answers in column 1. Summarise this exercise using OH 8.21.  Next, brainstorm managers' responsibilities. Write these answers into column 2.
<b>OH 8.22:</b> Responsibilities of a manager	Summarise this exercise using OH 8.22 – a list of skill-based competencies for managers in key areas of activities, roles and responsibilities.  <b>• Management Framework</b>  Refer to HO 8.7 and display OH 8.23 – Management Framework.
<b>HO 8.7</b> and <b>OH 8.23:</b> Management Framework	Ask participants to talk about the systems and policies that facilitate the manager's role in their own organisation. Use OH 8.24 to demonstrate the relationship between recruiting the right person for the job, being client-focused in managing staff and using good management practices to support staff and be consistent with organisational philosophy.

# Workshop outcomes

Resources	Content
<b>Workshop Outcomes</b> Blank overhead with list of expectations (from Introduction to workshop) <b>HO 8.1</b> Workshop outcomes Evaluation forms	<b>Conclusion</b> (10 minutes) Display the blank overhead with the list of participants' expectations of the workshop. Ask the group to reflect on their expectations and discuss whether these have been achieved. Use HO 8.1 to summarise workshop. Ask them to complete the evaluation form (if utilised). Thank participants for their involvement!