

Building your Identity, Skills, and Confidence as a Supervisor

HFPC2018
Denver, Co



ken kraybill

Quality supervision is critical to fostering staff members' development, enhancing their skills, implementing best practices, and improving client outcomes.

"Studies show that nearly half of new hires fail within their first 18 months on the job. Of course, the million dollar question of their managers is, 'Were they dead when you hired them, or did you kill them?'"

Amy Leslie, Perspective Consulting

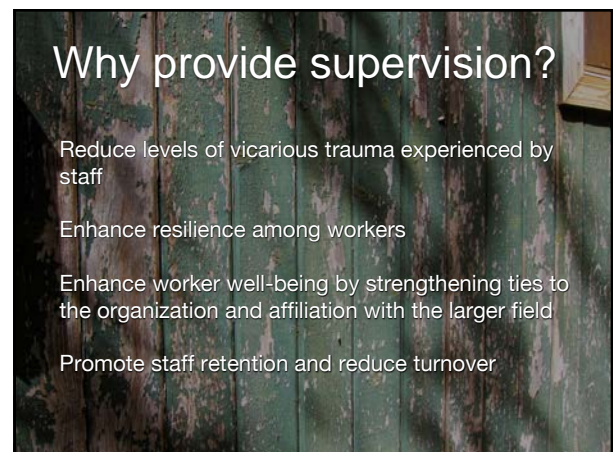
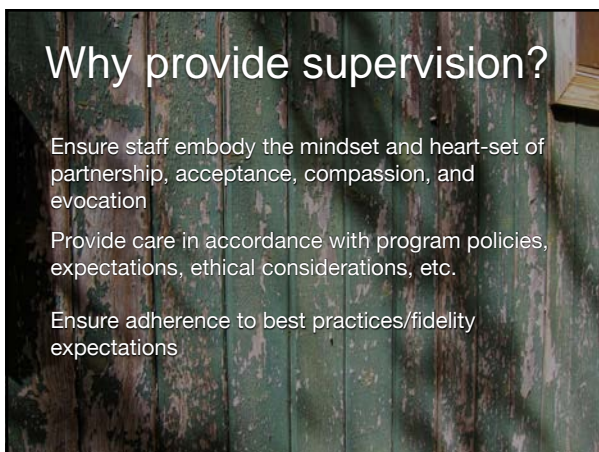
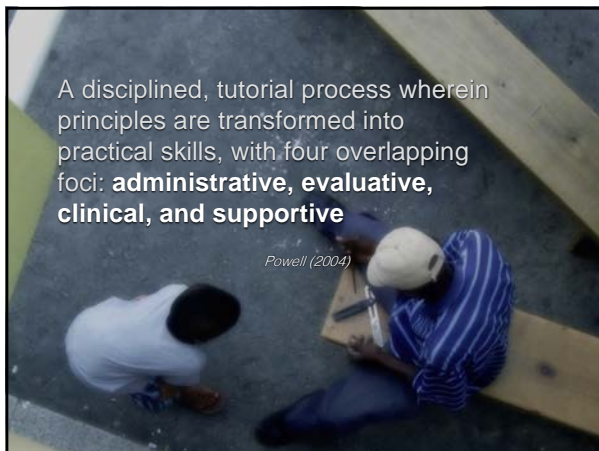
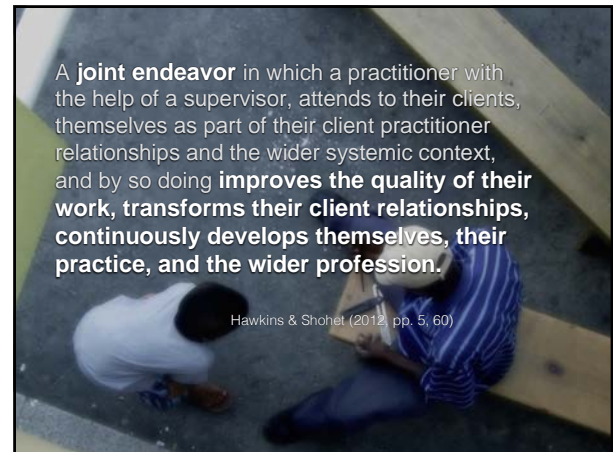
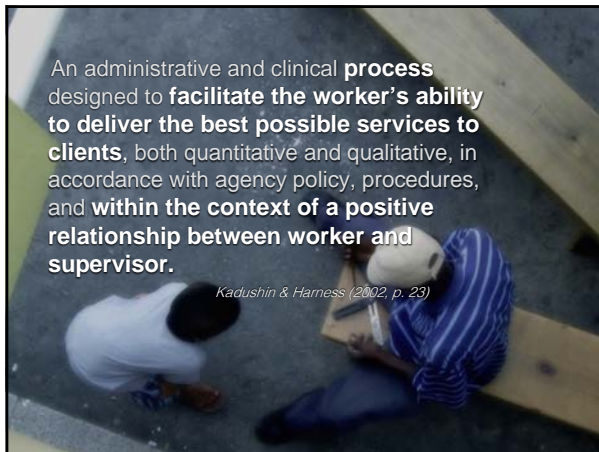
"People join organizations... and they leave supervisors."

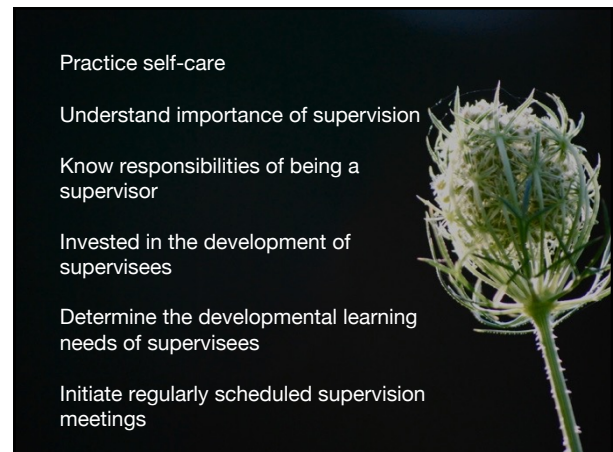
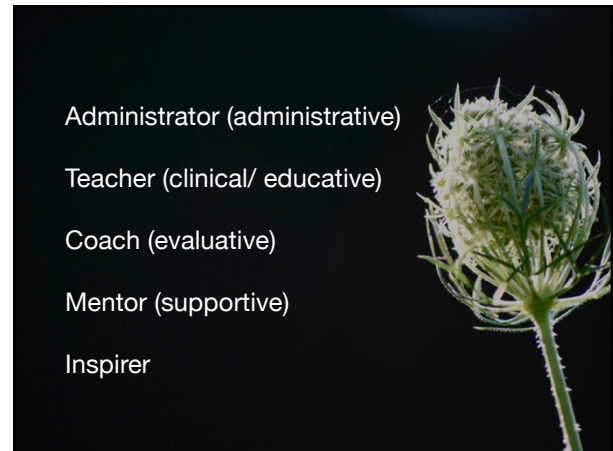
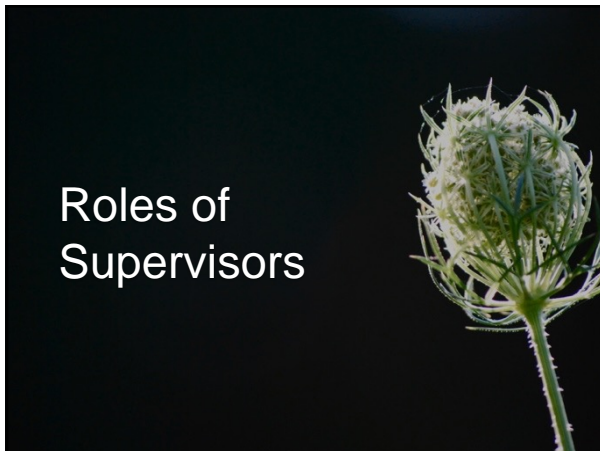
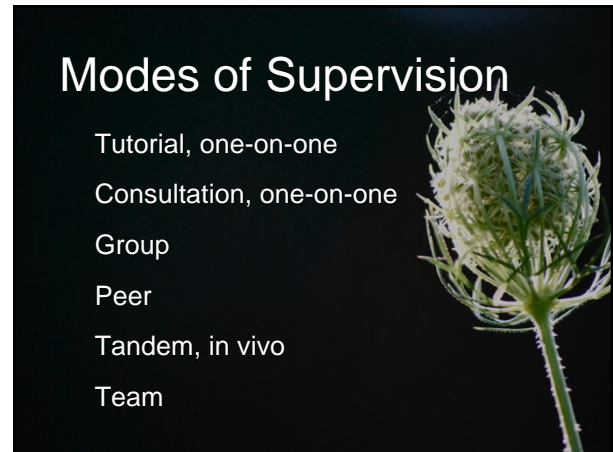
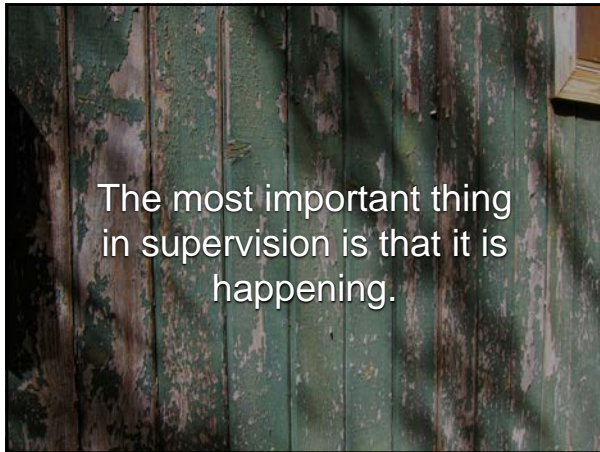
Topics

- Overview of supervision
- Administrative functions
- Evaluative functions
- Clinical/educative functions
- Supportive functions

Overview of Supervision







Create safe space

Use a racial+ equity lens

Communicate respectfully and effectively

Are personally and professionally mature

Are accessible, reliable, and credible

Model ethical behavior and maintain appropriate boundaries



Teach practical skills

Have the courage to expose vulnerabilities, make mistakes, and take risks

Encourage exploration of new ideas

Affirm strengths and provide constructive feedback

Employ progressive discipline steps when needed

Are aware of and accept own limitations and strengths



Have an awareness of personal authority

Work collaboratively with supervisees in planning and evaluation

Foster supervisees' autonomy/decision-making latitude

Have a sense of humor

Practice self-care



A Framework for Supervisory Sessions: **PROCESS**

Establish regular schedule for supervision (e.g. weekly, bi-weekly) at a mutually agreed upon time and place

Create meeting agenda together – each responsible to bring relevant information, questions, and topics for discussion

Supervisor should document content and key decisions of meeting in a supervisory log – supervisees encouraged to do the same

A Framework for Supervisory Sessions: **CONTENT**

Well-being of supervisee
Task and project updates
Client issues and challenges
Professional development
Self-care
Performance feedback
Supervisory relationship
Next steps

Structuring Supervision: The **CLEAR** Model

(Hawkins & Shohet, 2012)

Contracting
Listening
Exploring
Action
Revue



Contracting

Starting with the end in mind and how you're going to get there

Possible questions

What do you want to make sure we cover today?
 What would you like to achieve in our time together?
 How might I be most valuable to you?
 What's going well? What challenges are you facing?
 Would it be all right if we explore...?
 I want to make sure that we talk about...?

Listening and Asking

Facilitating the supervisee in generating personal insight into the situation

In listening to you, it sounds like...

You're wondering if...

I wonder who/what else might be involved...

How do other people see the situation?

Let me see if I can summarize the issue.

Exploring I

Helping supervisee understand the personal impact of the situation

How are you feeling about...?
 What would you like to say to this person?
 What patterns might be recurring in this situation?

Exploring II

Challenging the supervisee to create new possibilities for future action in resolving the situation

What outcomes do you/others want?
 What do you need to do differently to achieve these outcomes?
 Who else might be able to help?
 What are several ways that you could proceed?

Action

Supporting the supervisee in committing to a way ahead and creating the next step

Pros/cons of each strategy?
 Long-term objective?
 What is the first step?
 When will you do that?
 Is the plan achievable?
 What will you do/say?

Review I

Reinforcing ground covered and commitments made. Reviewing the process and how it could be improved.

What do you think you will do next?
 What was helpful in this supervision process?
 What could be better next time?

Review II

Debriefing at the next session the actions taken between sessions

How did what you planned work out?

How do you think you did?

What feedback did you receive?

What did you do well and what could have been even better?

What can you learn from what happened?

Administrative Roles and Responsibilities

Administrative

Carrying out managerial responsibilities

Making decisions

Providing organizational structure and access to agency resources

Addressing organizational barriers to effective provision of care

Recruiting, hiring, onboarding, training new staff

Structuring work and time management

Administrative

Planning, organizing, coordinating and delegating tasks

Translating policies and procedures

Quality assurance and data monitoring

Managing program resources and budget

Evaluation and performance management

Mediation

Evaluative Functions

Common Evaluative Activities

Offer ongoing, informal and formal feedback on performance, including annual reviews

Evaluate adherence to best practices


Manage disciplinary proceedings



Leading with a Strengths-Based Perspective

“Which would help you be more successful in your life – knowing what your weaknesses are and attempting to improve your weaknesses, or knowing what your strengths are and attempting to build on your strengths?”

Buckingham & Coffman




“Focus on the strengths. Manage around the weaknesses.”

Buckingham & Coffman



Providing Constructive Feedback



“The purpose of constructive feedback is to help the employee do his or her job better and, as such, it should always focus on the problem not the person.”

McConnell (2003)



Why it's important?

“Be patient with the individual, but impatient about client care.”

We are all works in progress.

Your role is to help staff do the best job they can.

If not addressed, it can send a message to other staff about what you believe is acceptable.

Why it's difficult?

We care about our employees

We want to be liked

We don't want to hurt employees' feelings especially if they're well-meaning

Demands time and effort on our part

Want staff to work out issues on their own

Giving constructive feedback is hard!!

Taking Corrective Action

"If a person is struggling, it is actively uncaring to allow them to keep playing a part that doesn't fit. By this definition, firing the person is a caring act."

Buckingham and Coffman

Approach: B-E-E-R

B: Behavior
E: Effect
E: Expectation
R: Result

Feedback Planner

Name:	Date:
1. Describe Current <u>Behaviors</u>: Describe current behaviors that you want to reinforce (praise) or redirect (feedback) to improve a situation. Ask what they notice (Elicit)	2. Identify the <u>Effect</u> Describe how the specific situations you observed impacted others/ the organization
4. Focus on <u>Results</u> Let employee identify alternative behaviors and actions to take to improve a situation. State consequences of not correcting. Have them commit to a plan of action	3. State your <u>Expectations</u> State or clarify your expectations

Clinical & Educative

Provide information required for doing the work

Assess gaps in knowledge and skills

Focus on best practices: Observe, explore, teach, practice together, coach

Incorporate racial equity+ ideas and actions

Promote continuing education opportunities to upgrade knowledge and skills

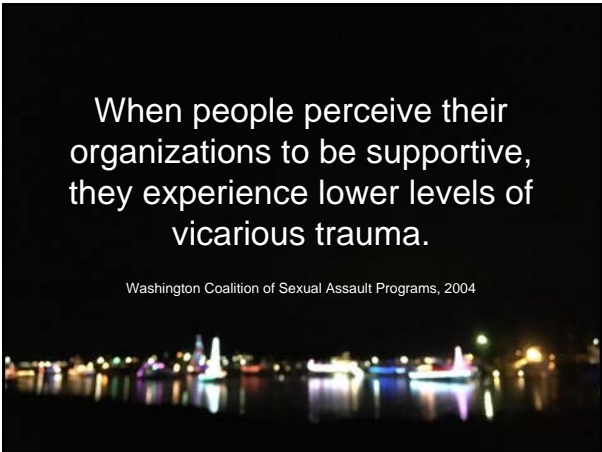
Provide mentoring and coaching with feedback

Supportive Functions



When people perceive their organizations to be supportive, they experience lower levels of vicarious trauma.

Washington Coalition of Sexual Assault Programs, 2004



Supportive Functions


Provide relational context to enable staff to mobilize required emotional energy

Address emotional barriers to providing effective care

Enhance commitment and motivation

Help identify and address negative stress


Promote self-care (and practice it yourself!)



How often do you...

- Do physical activity that is fun for you
 - Get away from technology such as phones, e-mail, social media
 - Read literature unrelated to work
 - Practice receiving from others
 - Spend time outdoors
- 

How often do you...

- Find things that make you laugh
 - Spend time with joyful people
 - Sing
 - Have time when no one needs anything from you
 - Have awe-full experiences
- 

What is something you can do for self-care...

- In 5 minutes
 - In an hour
 - In a day
 - For free
 - With \$20
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