



Transitioning Into Your New Role as Supervisor or Leader

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A “Coaching Style” of Training

A coaching style entails a very interactive delivery style that places high emphasis on respecting the knowledge and experience of participants, places high value on collaborative learning, encourages critical thinking discussions and delivers the conceptual material in a conversational style as opposed to a traditional “follow the power point” approach. The goal is that participants leave with much new knowledge as well as many questions to self-reflect on to bring back to work to put into action to improve their practice.

****Good Supervisors give answers, excellent supervisors ask questions, the truly great leaders know what questions to ask” (F. Delano)**

What is Supervision...?

(Kadushin)

- Administrative
- Educational
- Supportive

*****LEADERSHIP!

Administrative

- Time sheets
- Performance evaluations
- Making Schedules
- Approving time off...(Give it with a smile and don't ask why)
- Budgeting
- Signing off on others' paperwork
- Documentation responsibilities

Educational

- Teaching skills
- Having supervisees attend relevant trainings
- Conceptual knowledge
- Knowledge of the “Bigger Picture” in the agency
- Performance Evaluations

Supportive

- Hands-on-help when needed
- Advocating for the supervisee with senior management
- Supporting self-care
- Providing appropriate resources
- Providing appropriate professional boundaries
- Approving time off...Give it with a smile and don't ask why
- Adequate training
- Recognition for achievements...formal and informal
- Create and maintain a positive work environment
- Performance evaluations

Supervision is...

(Austin)

A process
with
Designated functions
involving
Relationships
to produce


BEST POSSIBLE SERVICES

Supervision


(F. Delano and J. Shah)

Supervision is a professional relationship that provides support, education, monitoring of quality, and creates a safe forum to reflect on professional practice. It should encourage constructive confrontation and critical thinking that informs and improves the practice of all parties. Respecting the inherent hierarchy in the relationship, it should accept the ethical responsibility to use power in a thoughtful manner. The dynamics in the supervisory relationship can create a parallel process in all other relationships including that of the client/worker.

Ultimately, supervision should be the vehicle to create dynamic growth, establish high professional standards and enhance quality and culturally competent services.



With the privilege of
professional judgment
comes a responsibility
of reflective practice



Good supervisors give answers,
excellent supervisors ask
questions, and the truly great
ones know what questions to ask

(F. Delano)

Servant Leadership

The servant-leader is servant first... It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. The difference manifests itself in the care taken by the servant-first to make sure that other people's highest priority needs are being served. (Robert Greenleaf)

Servant Leadership

The best test, and difficult to administer, is:

- Do those served grow as people?
- Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants?
- And, what is the effect on the least privileged in society? Will they benefit or at least not be further deprived?

(Robert Greenleaf)

Making the Decision

- What do you see as your strongest and weakest qualities as a direct practitioner and how will they match up with the new responsibilities you will have?
- What kind of supervision will you be receiving in my new role and how often regular meetings will take place?
- What training will be available to you to help you grow in my new role?
- What new concrete responsibilities and expectations will you have in my new role that might impact my daily lifestyle? Will there be on-call responsibilities?
- If you accept the position when will you actually make the move into the new role? Will you have the opportunity to meet extensively and talk with the person currently in that position to help you transition?

Following in the Footsteps of...

- How did the previous supervisor leave? Fired? Resigned? Retired? Promoted? No predecessor...A new position?
- Was the previous supervisor well-liked? Not liked? Feared? Respected? Image in the agency?
- Are they still in the agency? In what role? Are they now supervising you?
- Did someone you are now supervising want your job?
- What is the program “culture” you are inheriting? Values? Ethics? Tone?
- Administrative “inheritance”: Meetings? Evaluations? Paperwork? Policies? Progressive discipline plan and reality?

Pitfalls for a New Supervisor

- Moving too fast. People resist change. Feeling like you need to “know everything”
- Giving up your old work. Learning to delegate work in a professionally packaged way.
- Questioning your competence as you learn a new position. Getting that feeling of “being behind” in your new responsibilities. Make a realistic plan for your professional growth. Be easy on yourself...there is a lot to learn.
- Clarifying roles. Your responsibility as a supervisor, responsibilities of those you supervise, etc.
- Be careful to not try too hard to create “another you” if you moved up from the previous position internally.

Pitfalls for a New Supervisor

- Time management, increase in “discretionary time“.
- “Airing out of your closet” from your previous position.
- Dealing with someone who may have wanted your job.
- Favoritism.
- Being uncomfortable constructively confronting issues
- Entering a “new world”: Meetings, New Social Group, Dressing for the Part, A new peer group. You may now be supervising your friends, etc.
- Not realizing the importance of lobbying for, and getting, good supervision yourself.

POWER!

- Assigned authority. One party can always “pull rank”
- Key role in hiring and firing, promotions and salary increases
- The power of “access”: quality and quantity
- Expectation of supervisee to reveal more about themselves
- Impact on lifestyle issues
- Impact on self-esteem and sense of competency
- More access to agency and treatment information
- Control and availability of resources
- Mediates relationships and image in and outside of agency. This is REAL POWER!
- Influence extends into the future

POWER is structured to favor the Supervisor!

Balancing the Power

- Clear set of expectations
- Opportunity for a good and fair start
- Provide appropriate resources
- Regular and integrated evaluations
- Job should match skills
- Encourage “Critical Thinking” and Constructive Confrontation
- Develop a “learning diagnosis” of your supervisees
- Do agency opportunities match supervisee’s goals?
- Do the right thing, not always the best thing

Balancing the Power

- “Contracting” the relationship
- Use the 1/3, 1/3, 1/3 agenda model in supervision
- Try to delegate “outcome” not process when the supervisee can handle that well
- Care about the supervisee as an individual
- Be mindful of the power you have and be willing to be self reflective about it

Using the Professional Package to
create a “culture of ethics”

Valuing the Supervisory Session

- Schedule and have regularly and consistently
- Avoid interruptions
- Turn off distractions
- Assign an article to read and discuss
- Develop a 1/3, 1/3, 1/3 agenda
- Put a sign on the door
- Create a learning atmosphere. Mistakes are for learning not blaming
- With the privilege of professional judgment comes responsibility for reflective practice. Role model, support, and demand this standard

Valuing the session


- Schedule at a time convenient for supervisee
- If you have to cancel one, reschedule it right away and give them 2 or 3 choices on new time.
- Ask “How can this session be more effective for you?”
- Using a different or special place
- With the privilege of professional judgment comes responsibility for reflective practice. Role model, support, and demand this standard

1/3, 1/3, 1/3 Agenda Model

- 1/3 of the agenda is the responsibility of the supervisor.
- 1/3 of the agenda is the responsibility of the supervisee. They should send their supervisor the agenda one day in advance.
- Respecting the inherent hierarchy the third 1/3 remains at the discretion of the supervisor (but it is not 2/3, 1/3...hopefully the supervisee will get that time as they develop.

Entering a “New World”

- Professional relationships
- Social relationships
- Meetings
- Time Management
- Evaluations
- Confrontation
- Supervisory sessions
- “Power”



As you enter into this new world, it may seem imposing. So, remember it's a process, make a plan, get good supervision for yourself and be easy on yourself as you learn.

Much of the material for this presentation was taken from an article published by Frank Delano and Jill Shah. The full article can be obtained at:

- **“Making the Transition to Being a Supervisor: Foreseeing, Understanding and Navigating the Road to Supervisory Excellence, *Journal of Relational Child and Youth Care Practice*, Volume 28, No. 1 March 2015**

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If We Don't Confront...???

- Tension and subtle “hints”
- Sarcasm
- It becomes “personal”
- Lessened self respect
- Loss of respect from others
- **We have “validated” the behavior**
- We are not doing our job!

Confrontation

(F. Delano and J. Shah)

A proactive intervention to intercept and redirect behavior that may require change

and

To create a forum to better understand and guide the judgment/practice of both parties in order to ultimately improve quality and culturally competent service.

“Professional Package”

(F. Delano and J. Shah)

A cohesive concept that logically articulates a commonly accepted professional standard that depersonalizes an issue and stimulates a professional process. Consistent use of the package cultivates an organizational culture that promotes a standard of excellence, cultural competence, and highest quality services.

Guidelines for Assessment

(F. Alwon)

- Is it an individual problem? An organizational problem? A cultural misunderstanding?
- Is it an ability issue? An effort issue?
- What is the employee's previous performance on similar tasks?
- Trust “your gut”, BUT, where are “the facts”?
- Were the proper resources and information available?
- Can you restructure the job?

What Makes a Confrontation “Successful”?

(F. Delano and J. Shah)

- The behavior confronted changes in a manner that is “acceptable”
- The overall relationships remain relatively intact
- ⇒ Everyone’s *self esteem* is preserved

Professionally Packaged Constructive Confrontation

(F. Delano and J. Shah)

- Develop your professional package
- Strategize when and where to confront
- Confront using the professional package use facts, outcomes, not attitude or appearance
- Clear opening: “help me understand”, “can you explain...?”. “was that your intent?”
- ACTIVELY listen. Get help “understanding”
- Stay on course
- Close with mutually agreed upon plan
- Set clear time frame to review

A Professionally Packaged Confrontation

(F. Delano and J. Shah)

Using assessment skills to frame the confrontation in order to de-personalize the issue and explain the problem in a way that reflects an acceptable professional standard that is unquestionable to most.

A professionally packaged confrontation should minimize the potential to damage self-esteem and maximize the potential for cultural sensitivity.

Model for Progressive Discipline

(F. Delano and J. Shah)

- Identify the behavior that is unacceptable.
- Explain why it is unacceptable and how it affects service
- LISTEN to explanation and dialogue how to make it better
- Identify new behavior that is acceptable and why
- Identify resources you will add to help move this forward
- Establish a clear time to review and evaluate progress



Addendum Slides