



At the Intersections: Equity, Culture, Inclusion and Effective Supervisory Practice

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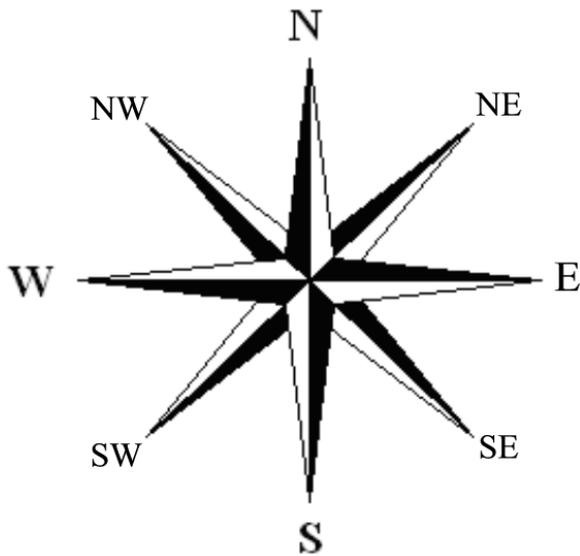
Illinois Coalition Against Domestic Violence

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Session 4

I have to understand what my strengths and limitations are and work from a true place.

-Sandra Cisneros

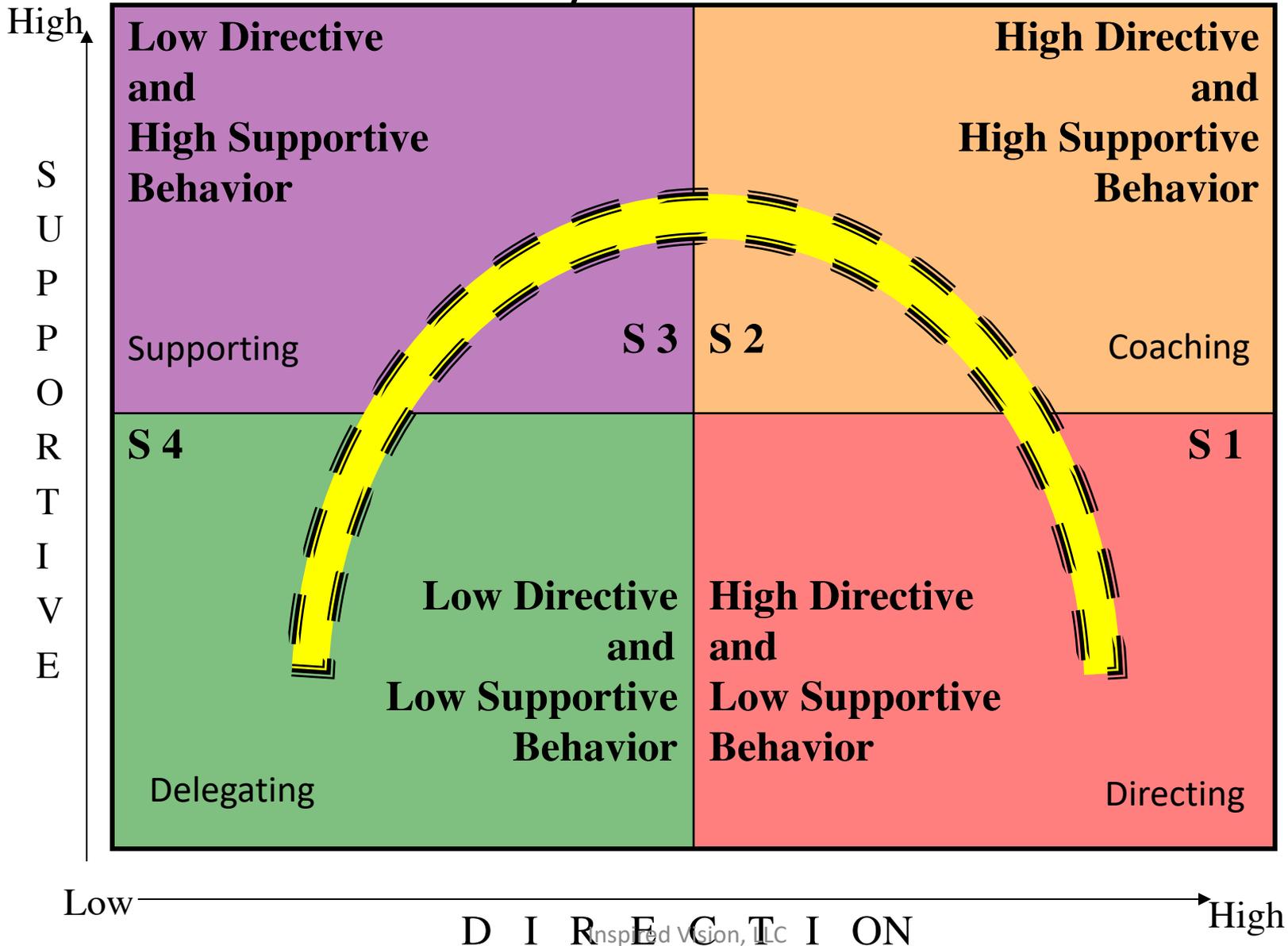




Leadership Style Self Assessment

Situational Leadership Model

Hersey and Blanchard



Situational Leadership

Ken Blanchard

- ✧ Situational leadership is a model for developing people over time, so they can reach their highest level of performance on a specific goal or task.
- ✧ It is a process for helping people become self-motivated and self-directed.
- ✧ Situational leadership is based on a relationship between the individual's level of competence and commitment on a specific goal or task and the amount of direction and support the leader provides.
- ✧ Effective leadership lies in matching the appropriate leadership style to the individual's development level.

Style 1 Directing

Ken Blanchard

High Directive Behavior-Low Supportive Behavior

Acknowledges enthusiasm and transferable skills

Defines goals, timelines, and priorities

Defines roles, limits, and boundaries

Takes the lead in action planning and problem solving

Organizes and shares information and resources

Develops a plan for learning and practicing new skills

Teaches and shows how

Gives examples of what a good job would look like

Checks and monitors learning frequently to give feedback

Style 2 Coaching

Ken Blanchard

High Directive Behavior-High Supportive Behavior

Involves the individual in clarifying goals and action plans, but makes final decisions

Listens to the individual's concerns and ideas

Provides perspective that progress is being made

Involves the individual in the problem solving and decision making

Helps the individual analyze successes and failures and consider alternatives

Gives advice and ideas; shares examples of other's work

Provides information, resources, and coaching to continue building and refining skills

Explains why (about what and how)

Encourages; provides frequent feedback and praise to build competence

Style 3 Supporting

Ken Blanchard

Low Directive Behavior-High Supportive Behavior

Encourages the individual to take lead in goal setting, action planning, and problem solving

Asks questions, listens to concerns, and serves as a sounding board

Facilitates self-reliant problem solving and evaluation

Asks: How can I help you?

Shares expertise and collaborates when asked

Provides support, reassurance, encouragement, and praise to acknowledge competence and build commitment

Reflects on past successes and skills to build confidence

Suggests ways to make the goal more interesting or challenging if motivation is low

Removes obstacles to goal accomplishment

Style 4 Delegating

Ken Blanchard

Low Directive Behavior-Low Supportive Behavior

Expects the individual to take charge and keep others informed

Expects the individual to take responsibility for goal setting, action planning, and decision making confirms plans

Trusts the individual's judgment

Expects the individual to evaluate own work and to continually innovate

Encourages the individual to challenge themselves to even higher levels

Provides opportunities to share knowledge and skills, mentor and teach others

Acknowledges, values, and rewards contributions

Provides additional resources as requested

Use Style That Best Honors Staff Needs

Ken Blanchard

Directing – Low competence, high commitment

An enthusiastic beginner or someone unaware of what they need to learn to be effective in their work.

Coaching – Some competence, low commitment

A struggling learner or someone willing and aware they have much to learn.

Supporting – Moderate to high competence

A person with variable commitment (has skills and may be questioning their contributions for a variety of reasons).

Delegating – High competence and/or high commitment

The confident skilled worker who is aware of their skills and talents.

Assessing Staff

Ken Blanchard

Confidence

- Interest in task, Enthusiasm,
- Mindset: "I can do this!"

Competence

- Capability (ability) to do the task
- Mindset: "I have the skill!"

Willingness

- Motivation to do this job, in this organization, at this time
- Mindset: "I accept responsibility!"

Even if you have done this type of work before, “ you do not have our salsa recipe!”

Rachel Cox



Determining Developmental Level

COMPETENCE		COMMITMENT		LEVEL
TASK KNOWLEDGE/ SKILLS	TRANSFERABLE SKILLS	MOTIVATION	CONFIDENCE	
	HIGH	HIGH	HIGH	D4
			LOW	D4/3
	LOW		HIGH	D3/4
			LOW	D3
	HIGH	HIGH	HIGH	D3/2
			LOW	D3/2
		LOW	HIGH	D2/3
			LOW	D2
	LOW	HIGH	HIGH	D1/2
			LOW	D1/2
		LOW	HIGH	D2/1
			LOW	D2
		HIGH	HIGH	D1
			LOW	D1/2
			HIGH	D2/1
			LOW	D2

Several interactions between Ellis and their supervisor Violet have not gone well and a disciplinary letter has been placed in Ellis' file. First, Ellis was "called out" for not signing in for virtual staff meeting and later stated that the meeting was rescheduled to occur their day off. Secondly, Ellis, who doesn't work residential services, offered to check in with survivors sheltered in a hotel. Ellis saw everyone but did not communicate with other staff about client needs.

The third issue occurred when Ellis was asked to prepare a brief presentation to the board about a fundraising idea that both Ellis and Violet were very excited about. The presentation went on too long. Violet stopped the presentation after 30 minutes and several attempts to interrupt.

Ellis has made an official complaint that Violet is discriminating against them due to heterosexism, transphobia, and racism.

Ellis and Curiosity

- What might Ellis' preferred view be?
- What are Ellis' strengths?
- What skills or competencies are needed for this task?
- What does Ellis need to do differently?
- What Situational Leadership Style does Ellis need from the supervisor?
- Give feedback

Competency-Based Feedback

Giving

- Be consistent, link the issue to a competency
- Focus on one concern at a time
- Be specific, calm, respectful and clear
- Provide reason for the concern
- Discuss questions
- Express appreciation
- Follow-up

Receiving

- Be open and expect feedback as part of the supervisory process
- Be concerned, calm and respectful
- Don't make excuses
- Ask clarifying questions
- Ask for more feedback
- Express appreciation
- Follow-up

Quality of Reflection Opportunities

I know there is strength in the differences between us. I know there is comfort where we overlap.

Ani DiFranco. 1994



Reflection and Co-reflection

- Cultivate self awareness through curiosity
- Sustain and protect empathy
- Create an intentional process to explore, learn, and grow
- Strengthen capacity to consistently “begin within”
- Incorporate strategies to navigate dysregulation by supporting self-regulation and co-regulation



Navigating the Nuances

When staff are receiving disciplinary action or as a supervisor, you need to provide high direction:

- Developing the plan during “collaborative problem-solving and planning” is led by the supervisor.
- Include closing with a clear agreement that staff will implement their plan.
- Follow- up in writing.

Relational Approaches and Supervisory Cautions

- Reflective Practice is not a substitute for the any of the other supervisory relationship ingredients.
- If supervisors are most comfortable providing support- it can be challenging to give staff feedback and hold accountability when needed.
- Being inconsistent about needed feedback and accountability can lead to confusion, frustration, and inequitable treatment.
- If too harsh, direction will feel authoritarian.

Preparing for Collaborative Supervision

- ✧ Be Transparent
- ✧ Remember, supervision is “done with” not “done to”
- ✧ Provide orientation to **Situational Leadership** and **Reflective Practice** for everyone
- ✧ Model
- ✧ Be open
- ✧ Be equitable and consistent
- ✧ Stay curious
- ✧ Listen, honor, and respect
- ✧ Reflect and co-reflect

Resources

- Blanchard, Kenneth; *Organizational Change Through Effective Leadership* with Robert H. Guest and Paul Hersey, 2nd ed (1985).
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- Kadushin, Alfred; *Supervision in Social Work Practice, 2014.*
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- Taking Care of Yourself During a Public Health Emergency by Northeast and Caribbean MHTTC <https://mhttcnetwork.org/centers/northeast-caribbean-mhttc/product/taking-care-yourself-during-public-health-emergency>
- van Dernoot Lipsky, Laura. *The Age of Overwhelm: Strategies for the Long Haul* (2018)
- Virtual Room of Refuge by Truman Medical Centers <https://mailchi.mp/751f8d07b5db/virtualroomofrefuge>
- Virtual Team Bonding During COVID-19 (JustWorks) <https://justworks.com/blog/virtual-team-bonding-during-covid-19>



End Session 4



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