Integrating Innovative Employment & Economic Stability Strategies (IIEESS) Webinar Transcript

Peer-To-Peer Learning Opportunity: Coaching Supervision – It Begins With YOU!
Session Two

Date: December 13, 2018

TINA SMITH: Hello, everyone. Welcome to today's webinar, Coaching Supervision, It Begins with YOU! Session Two. My name is Tina Smith and I will be the host for today's webinar. Before we get started, I would like to review a couple of housekeeping items with you today, so you can see how you are able to go through the webinar session. When you joined today's call, you may have noticed that you have been placed in Listen Only mode. If you have questions that you would like the presenters to address, please submit them in the Q and A box located on the right-hand side of your WebEx window. When you logged into the webinar today, your screen should look like the area on the top right of my slide. On the far right of this screen you should see a section where you can chat or submit questions. Even though both sections are available to you, please submit all of your questions using the Q and A box only. During the Q and A portion of the webinar, you will have the opportunity to verbally ask questions using the Raising Your Hand interactive feature. When you raise to speak, please select the small hand icon located in the bottom right of your participant box. You will then be called on and unmuted to engage in the webinar. You also have the ability to change the view on your screen. To change your view, please select the full screen icon located in the upper right hand corner in the same window as the presentation. You can see this highlighted on my slide. To exit full screen mode, hover your mouse at the top of your screen and select the preferred view option by clicking on the full screen option. If the presenter's video box is covering part of the presentation, hover over the right-hand corner of the box and click on arrow to minimize it. There are three different view options you can select: strip view, floating view and side-by-side view. Please note that today's webinar will be recorded. If you experience any difficulties during the webinar, please call the WebEx customer service number at 1-866-229-3239, Option 1.

Today's webinar will be presented by Ms. Samantha Wulfsohn and Ms. Stephanie Brueck-Cassoli. Our first presenter, Ms. Samantha Wulfsohn, currently works for MDRC's operation team for the Building Bridges and Bonds project. It's a study of innovative fellowship programs. She is the primary liaison with one of the program developers for the project. Ms. Wulfsohn has more than 15 years of experience providing coaching and mental health consultation to home visiting and early childhood education programs. Ms. Wulfsohn earned a Master's in Human Development and a Ph.D. in Human Development in the School of Psychology from the University of Wisconsin-Madison. Our second presenter, Ms. Stephanie Brueck-Cassoli, is a part-time faculty member at Boston College School of Social Work. She teaches family therapy. Professor Brueck-Cassoli is also the Director of Curriculum and Instruction for EMPath, focusing on overseeing quality assurance and providing training for organizations across the country. She also has a Bachelor's from Washington & Jefferson College and a Master's in Social Work from Boston College. At this time, I would like to present our first presenter for today's webinar, Ms. Samantha Wulfsohn. Ms. Samantha, I will give you the floor. Thank you so much, guys.

SAMANTHA WULFSOHN: Hi, everyone. Welcome to the second part of the Supervision webinar for IIEESS. I'm very excited to have you back and looking forward to sharing some new interesting things and kind of looking back on some of the things we talked about when we were with you two weeks ago. So, I'm going to just quickly review the agenda for our session today. So, first of all, we're going to do some introductions. We're going to try something a little bit different. Stephanie will do that with you all and we'll see how that goes in terms of getting to know each other and further becoming a community that knows who's who. Then we want to reflect back on some of the conversation we had the last time we were together, and we wanted to review the conversation about leadership styles and about supervision, and we want to really intentionally bring those together and have you take a moment to kind of think about how those two things fit together for yourself. Then we're going to have some time to do some reflections from the field, we're going to see, have some conversation for anyone who's able to set a goal and try something new to kind of talk about that, and for those of you who weren't able to do that, just think with your colleagues about a goal that you might have. And so this is really a chance for you guys to talk with each other using the fashionable way of typing your communications, which we're all getting better at in this day and age. And then finally we're going to spend a good chunk of time beginning to build your toolkit, what we're calling your toolbox of supervision strategies. Some of the tools— I want to just highlight that some of these tools will be things that you'll be able to have in hand and others are just tools or things that you can just draw from to do to help support your supervision. So, I'm going to pass the ball to Stephanie. Although I can't see... Tina, I might need your help trying to find the list of names 'cause I don't see where the ball is.

STEPHANIE BRUECK-CASSOLI: Oh, it was passed to me.

SAMANTHA: Oh, somebody did it for you, okay.

STEPHANIE: Tina did it.

SAMANTHA: I see, okay, apologies. So Stephanie will continue on with our activity.

STEPHANIE: Yeah. Hi everyone. It's so nice to be back. For those of you who joined us in Session One and for those of you who are here with us for the first time, we're thrilled that you could join us. So, as Sam mentioned, we're changing things a little bit today with the introductions because this is all a learning process. So, fully embodying the concept of parallel process that we learned, some of the time lags with the polls, et cetera. So, we're going to try to use more of the Q and A box today and see how that goes. And so in order to start building this community and learning from each other about what we're looking for in supervision and what that means for how we can continue to be intentional about what we want to do in our own supervision within our agencies, what we would love for you to do is to use the Q and A box that you have and to share your name and the state that you're coming from, and then three words to describe your best supervisor. So, are there three attributes that you think of or, you know, a very short three-word sentence (that's a challenge). But something to really articulate what it is when you think about really good supervision that has stuck out to you. So, name, state, and three words to describe your best supervisor. And then we'll share those responses back. I'll even participate, too.

All right, we have New Hampshire with us today. Great. New Hampshire's a nice close state for me in Boston. And Alabama. Oklahoma. All caps—it's a very enthusiastic Oklahoma that's joining us. That's tremendous. And the first three words that have come to mind are leadership, support, and encouragement. And that is from New Hampshire. Thank you, Sarah. Leadership, support, and encouragement. Another encouragement from Alabama, and trust. Okay, and then Alabama also says dependable, dedicated, and encouragement. So, a supervisor who's dependable, dedicated, and encouraging. Thank you, Brandi. A listener, gives feedback, and is trusting. I'm seeing some trends here, which is exactly what we were looking for. We'll wait for a little bit longer to see what people say. The three words I was thinking about, some of the best supervision I've had, and the three words that came to mind, 'cause it looks like I can't type it in, but is flexible, trusting, and passionate. Sam, I'm wondering if there are...

SAMANTHA: I'm not able to type in any, but I wrote listen, gives feedback, and pushes me to try.

STEPHANIE: Nice. So, it sounds like some synonyms for potentially encouraging, too. Yeah. So, we have encouragement, listening, trusting—trusting came up a lot. Trusting and encouraging came up a lot. So, trusting and encouragement can mean a lot of different things, and I think that as we go through today's webinar and look back to some of the coaching perspectives we saw last week, plus the leadership strategies and the way in which we… the different tools we can use that Sam mentioned, I think we'll get to all of these components and think of how we can start to create that supervision relationship with our staff. And what I would encourage you to do is if there are ways that you find that you have been able to effectively or more effectively embody some of these ways of working with your staff, to share that throughout our webinar today. So, thank you very much for doing that change in introduction. So, we've got many different states and some very good connections between what we think of for supervision and good supervision.

So, as we mentioned, we're going to start with a little bit of a recap from the last webinar, and what we spent a lot of time on last time was talking through the different coaching perspectives, how that relates to supervision, what is leadership, how to do leadership and supervision, how do those connect. And so we are uploading a document into your WebEx. Tina is going to make that magic happen, and you're going to be able to download that from the WebEx platform, and it's called Linking Leadership. And once you open that, you're going to see a matrix of all of the supervision and coaching attributes and the parallel process pieces that we talked about on your left and on the top are the different leadership styles, and we're going to try to really intentionally connect those two together. So...

TINA: I have the document available for everyone to right-click. I'm just highlighting the file name, and that way you're able to save it to your flash drive or your desktop.

STEPHANIE: Great. Thank you for those instructions, Tina. That's helpful.

TINA: You're welcome.

STEPHANIE: So, as you're looking at the table, and start filling it out, you can just mark a little x next to each category. I'm going to go through the leadership styles and the supervision and coaching attributes that we talked about, so that we are all on the same page as we go through it. So, to review and intentional connecting at the same time.

So here's where we started last time. So, we have this roadmap to coaching, and the idea is that there are these different values that exist within a coaching framework, and what we talked about last time was the connection between what coaching looks like between a staff person and the person that you're serving within your agency. And how is that truly a parallel process to what you do in your supervision with staff. So how can you model those interactions with your staff and have it translate into the direct service setting? So, what you have in front of you are these five different areas of coaching. And so self-assessment and goal setting: what we connected that to supervision was how to have a self-assessment for staff, and talk to them about where they'd like to grow, and then being able to encourage them to think about the ways that they can continue to grow. Is it professional development, is it looking at another department, is it another type of education that they would like to pursue? And then as we go over to the left side of the screen, we see "Building trusting relationships." So you can see how these are all very much connected. But we want to demonstrate we believe in the staff and highlight the things that they're doing really well to continue having that momentum and motivation for them to continue doing the hard work that they're doing.

Problem solving... I'm jumping back and forth. This is probably hazardous driving. But to problem solving: What we were talking about a lot was being careful not to jump in and problem solve right from the beginning, but to allow the staff that you're supervising to come up with their own ideas for how to solve a problem, and to offer our own advice and expertise after we've given some time to them to talk about the problem on their own. Goals orientation: We want to model in our meetings with our staff how we remain goal-oriented without diving into the crisis of the day, or the crisis of the week. So, being able to stay on track and seeing the big picture through, noticing and validating the crisis, and also how do you continue to move on from the crisis. And then finally, accountability and follow up— kind of like the nice bow on top of all of this that holds it together. So, the importance of following through on what you say you're going to follow through on; demonstrating that you will consistently offer the support that you promised you would offer as much as you can; consistent supervision; spend some time. Those are some strategies we talked about.

So then, we also reviewed these leadership styles. And these leadership styles are… we did a quick poll last time, you know, based on the explanation of each of these styles, which feels like it resonates most with you. And I remember that last time I showed that “by example” was one that stuck out to me, and I think I was thinking so much about supervising with staff and how that translates to direct service work. And if you're looking at the metrics that we've uploaded for you, it started to put some of those things into perspective for me as to whether I was thinking holistically enough about leadership styles, and I bossed myself into thinking this is how I am as a leader rather than recognizing that maybe leadership styles can exist within different parts of my identity as a supervisor, or my identity as someone who works within an agency.

So, that is a very quick recap from what we did last time, and now what we would love to do is hear from you in looking at this matrix. And you don't have to have filled out the whole thing, but in looking at it, what stands out to you in linking the leadership styles and supervision, and what surprises you? I think the easiest might be to continue using that Q and A box. So, if you have thoughts to share, please write those in the box. That'll give a little bit of time for you to come up with your responses and what that was like.

TINA: Stephanie, at this time would you like for me to upload the actual form that we just uploaded for everyone?

STEPHANIE: Oh, I thought it was uploaded. No?

TINA: I had your PowerPoint presentation. I just made it available for the attendees to download it on their desktop or...

SAMANTHA: To put it on the screen.

TINA: Yeah, I was going to put it on the screen for everyone. Is that okay?

SAMANTHA: That'd be great.

STEPHANIE: Sure, yeah, yeah.

SAMANTHA: Thank you.

STEPHANIE: My limitation in technology.

TINA: Here we go, guys. Let me enlarge it for you all to see it a lot better, so you can look at. Okay.

STEPHANIE: So, when I was filling this out, what I noticed is just from the definitions that we've talked about in the way that leadership is described, the two that didn't feel like they went with my social work supervision self were power and persuasion. So, even though there were areas in the coaching attributes on the left, I could potentially stick to those. I noticed myself avoiding putting Xs next to those, 'cause I don't resonate with those too much, but then I realized I was limiting myself to thinking about the way in which different leadership styles are really effective for those varying pieces. So, it's possible that part of your reaction is there are certain leadership styles that you really resonate with or don't, and that thinking about the way in which you supervise and lead your team is really evident through linking the leadership and the supervision styles. Sam, was there anything that stuck out to you in doing this?

SAMANTHA: I think it was no surprise that relationships showed up everywhere, and I think this is going to be a key component in terms of parallel process for people who are going to be doing the coaching and then some of the supervisors to be doing the same. I'm very curious to hear from any attendees, if there's anything that you guys, that any of you noticed that's really surprised you about yourself or about this… thinking about leadership here in relation to this coaching. So, if anybody has one thing… it doesn't have to be complicated, just one thing that kind of jumped out at you and you can share it. I'm sure that everybody, you all have important things to share that everybody would like to hear. Something that surprised you. So, get those typing fingers moving! Or any patterns that you noticed yourself.

STEPHANIE: Or questions, you know. Anything, really. I’m going to say we give it about one minute, and otherwise we have other content we can go through. We're just going to change course a little bit, so I don't want to cut off anybody's thoughts.

TINA: And Miss Stephanie, I will have all documents uploaded at the end of the webinar. So, if you didn't have the opportunity to download this one, I will have it pulled up again for everyone, okay?

STEPHANIE: Awesome. Thank you so much, Tina.

TINA: You're welcome.

STEPHANIE: Back.

SAMANTHA: Okay.

STEPHANIE: So, hopefully as we go through the webinar, and we get warmed up with this way of interacting, that we can share a little bit more with the community of supervisors that we're helping to build, so hopefully more things will inspire you to share. And I'll pass the ball to you, Sam.

SAMANTHA: Okay, sounds good. Okay. So, we're now at the point where we are really going to kind of push a little bit and make this a little bit different, I think, from the way we've done webinars with this community in the past. We really want to acknowledge that there's this group of people who have expertise and experience out in the field who are doing this work, and that's you guys. So, we have some things to share, but we really feel that we want you to be able to share with each other, and we realize it's hard to do that remotely 'cause you can't make eye contact or see what's going on. But we're going to kind of give this a try. It's, you know, something new, and what we would like to do is spend some time doing some reflections from the field in relation to the supervision.

The first thing I'm interested in hearing, and those of you who attended the last session, we had encouraged you to pick a goal and try something new, and realizing that work is very busy and that you might not have had the time to do something like this. And for those of you who didn't attend, you might not have planned to do this. So, what we would like to do is just hear from everybody who's attending the session today, if you could share one goal that you have from Session One. So, if you actually had a goal and tried something out, type it in. And if you didn't have a chance to try a goal, type in something that you think you would like to try moving forward in the next month in terms of your role as a supervisor and in terms of your role in supporting this coaching process in your programs. And so I'm going to give you a minute, and what I'd like you to do is just write in the Q and A section any kinds of goals that you might have related to supervision that grew out of the Session One presentation, or the little snippet of information that we reviewed this morning or earlier before this happened.

Okay, well, we have one goal that's appeared here. The goal is “to let my staff come to their own conclusions, other than me suggesting what they do.” So this is helping them, letting them kind of figure out what it is they want to do or coming up with a solution or an understanding of something rather than providing that information, which is a little bit of what we're trying to do here with this community as well, in the spirit of...

STEPHANIE: Parallel process.

SAMANTHA: In the spirit of parallel process. Any other goals or things that people are wanting to try? Or did try, perhaps. And there are no wrong or right answers, so take a chance. Okay, so I have another one: “Unfortunately, I wasn't able to attend Session One. However, I'm always trying to carve time to allow more opportunities to listen and be available.” Awesome, thank you. Thank you, Sammy.

STEPHANIE: There's another one...

SAMANTHA: The first two prizes.

STEPHANIE: I saw another one, another goal that was talking about having consistent supervision. So, it looks like they're wondering how to make sure that they meet one-on-one with supervisees on a consistent basis. And I think that can be really hard to do when we're going so fast and we have a lot of administrative things that we need to make sure we do. So…

SAMANTHA: So trying to carve out the time…

STEPHANIE: Mm-hmm.

SAMANTHA: For a regular meeting.

STEPHANIE: Mm-hmm. That's what I think.

SAMANTHA: Yeah. Any other goals of people who would like to share that they are thinking about? There is no goal that is too small or too large.

STEPHANIE: Or even an idea about a goal, or wondering how would you start working on it.

SAMANTHA: Okay. So I think what we're going to do now is, because we have this community of experts, we're going to do a little bit of a deep dive. And so we need a volunteer. We've had two goals offered up, and so I wonder if one of the two folks who've shared their goals would volunteer to have us do a deep dive, and then what we will do is have the community ask any questions they have about trying to better understand what the goal is, how they're thinking about it, how they go about doing it, and then share some ideas from the group and the community to think about what are some ways that they might get to that goal, some action items, some strategies, some things that they've tried. So, I see, I'm wondering, Sammy, if you might be willing to be the volunteer for us to talk about your goal, and if that's okay, just make a note "Yes" or give us the thumbs up, and we can have other folks kind of ask you some questions about it and share some ideas they might have about your goal. Great, thanks, Sammy. We appreciate that. Trying this new effort. So, thank you for being a willing participant as we experiment in this. So, to the rest of the community, I know I have some names: Sarah, Brandi, Elizabeth, Wendy. If any of you have any questions you might have for Sammy about what she's thinking about related to this goal or trying to understand more about what she's hoping to achieve, and then we can dig into some ideas that you might have.

TINA: I have Sammy unmuted. They have the floor to speak.

SAMANTHA: Great, thank you.

TINA: Sammy, are you there? You're unmuted.

SAMMY: Okay. Yeah, I'm here.

SAMANTHA: Excuse me. Any questions from the group? 'Cause I've got lots, but I want to have others ask questions first before I start digging.

TINA: We also have a hand up for Miss Wendy LaClaire. I'm sorry if I messed up your last name. I can unmute you if you are ready to ask your question. Here you go. Wendy, are you there?

WENDY: Yes.

TINA: Uh-oh. There's some feedback. I'm sorry, Wendy. Okay. Wendy, go ahead and type in your question. There's a lot of echo and feedback.

SAMANTHA: So, while we're waiting, I'm just going to clarify with Sammy that your goal is to carve out more time, to carve time to allow for more opportunities to listen and be available. Does that sound correct? I just want to make sure Sammy is unmuted so he can confirm.

SAMMY: Okay, can you hear me?

TINA: Sammy's unmuted, so he can… yeah.

SAMMY: Yeah, I've covered two different counties, and I've supervised a number of different workers, so it's always a challenge to give the workers a certain amount of time that they need, and it's always, like I said, it's a challenge for me to make sure I try to manage my time to give to them.

SAMANTHA: Great, thank you. And I think we're waiting still for the question from Wendy. She wanted to clarify something. We do have one question here for you, Sammy, which is asking: What are you currently doing in terms of scheduling your supervision? Do you have set times?

SAMMY: Any set times? I kind of play it more based on how the day goes by, but we do have scheduled monthly conferences with each person. Those aren't really scheduled throughout the month, but usually I just kind of have to play it by ear for the most part.

SAMANTHA: Great, okay. And then I have another question. This is from Brandi. She said, "Will you be carving out time for workers as a unit or do you do this with them individually?"

SAMMY: Primarily individually. It seems like they get more benefit from the individual times spent with them. Previously before, I used to have monthly conferences as a group, and I kind of shied away from that a little bit, but it just seems like they, from an individual standpoint, I get a better response and feel for what's going on with them from that standpoint.

SAMANTHA: Great. Now, one of the things I'm wondering about is there, related to this topic, is there anything that you would like to get some ideas or feedback from the group on specifically that you think would be helpful?

SAMMY: Really, just anything that works for them as far as how they manage their time, because that seems like always an issue that we're dealing with pretty much every day as far as time management goes. Anything that works on their behalf that they've seen success. That's something that I think would be beneficial.

SAMANTHA: Okay, so, for any of you who were listening in, any strategies that you use for managing the time and fitting it in. The other question that I have here is how many staff report to you and do you ever meet them on the phone? Do you ever talk to them by telephone instead of in person?

SAMMY: I have seven that I supervise, and usually the monthly conferences are done face-to-face. Now, we do communicate through Blink and other means, but primarily we talk face-to-face.

SAMANTHA: Yeah. An actual, more formal supervision meeting.

SAMMY: Uh-huh.

STEPHANIE: And can I ask another clarifying question? So, Sam, when you meet with them monthly, how long are you meeting with each individual?

SAMMY: Okay. Usually 30 to 45 minutes. And I'm thinking primarily for those that are experienced, our permanent employees. You know, for a brand new employee, it may be two to three times a month, if not more, as far as that goes.

STEPHANIE: So it differentiates based on how long they've been working for you and where they are in the learning process. Great.

SAMMY: Yeah, correct.

SAMANTHA: Helpful. So, anyone on the call have any ideas or suggestions of things that they've tried or thoughts about Sammy's goal? Sammy, I'm curious how you would... Hold on, sorry, we have a suggestion here: “In our organization, most supervisors have a set standing time to meet with staff. If there's no time to meet, we cancel it. If there's no need to meet, we cancel it. Is that something that you could try?” So it sounds like what they do is they have the regular meeting and if there isn't anything to talk about in the meeting, there's nothing that needs to be discussed, they just cancel it and that helps to manage some of the time, frees up the time.

STEPHANIE: Or just have a consistent time when they are used to having supervision. Yeah.

SAMMY: Yeah, that's a good idea. That's something I can think about and look at implementing as well.

SAMANTHA: That way, you're holding the time in your calendar. But if you need it, it's there. If you don't, you can have the time back. And from Brandi: “Let your workers decide when a good time for them is and to try to meet their needs.” So having them propose something that works for them.

SAMMY: Yeah, that's a good idea.

STEPHANIE: Sounds like having them do problem solving before you're doing problem solving. And I wonder about the balance, too, about needs that they might have and the time you have, and how you can have those kind of compromised conversations to set up what works well.

SAMMY: Yeah.

SAMANTHA: Any other suggestions? Not to put you on the spot—Sarah, Elizabeth, Wendy? Any of you guys have some thoughts or ideas? This is the chance. If you're following up on the… if you participated in the introduction, then you get called on. That's your reward. Suggestion, there we go. From Elizabeth. Thank you, Elizabeth. “Schedule one day out of the month and schedule appointments for one-hour increments throughout the day for each employee. So pick the day and just schedule; spend the whole day doing that supervision.” Interesting. Elizabeth, is this something that you do with your teams? And from Wendy— thanks, Wendy. “Set the agenda prior to telephone supervision calls.” So, going in there, having a plan for what you want to talk about is a great strategy 'cause then you're using the time well.

STEPHANIE: Wendy, we are on the same wavelength. We're going to get to agenda setting in just a minute, so...

SAMANTHA: Okay, and then we've got Sarah. She has biweekly supervision with staff and one team meeting a month. Fabulous. And from Elizabeth, this suggestion came from a coworker, Debra, who did this successfully when she was a supervisor. So, this is Elizabeth's suggestion of having the day out of the month. She got this from another colleague. So, there she is reinforcing the idea that we have, that we're trying right here, which is to get ideas from each other because the best ideas come from your coworkers and not from those of us who are necessarily imparting the knowledge. Very cool. Thank you, Elizabeth. And to Debra, who I don't know if she's in it or not. Thanks for the idea.

Okay, I think we're going to move on, because we have some more things we want to make sure we have time to talk through. Are there any last thoughts or questions, or anybody who wants to throw out another goal just so we can hear what you're thinking about before we move on to our next section? All right, so I'm going to ask Tina to pass the ball for me. I don’t see it—for some reason I have a different view today of my screen… and let Stephanie take us through the next section of our presentation, which is not that.

TINA: Yes, I will move the ball for you, Miss Sam. Sorry.

SAMANTHA: Thank you so much.

TINA: Here you go, Miss Stephanie.

STEPHANIE: Thank you.

SAMANTHA: Just to let you know, we are now moving on to kind of building the toolkit. So, I give you Miss Stephanie.

STEPHANIE: Thank you. We are going to build this, and we're going to use this particular framework for thinking about how we build our toolbox. When we think about supervision, and particularly when we're thinking about integrating the coaching practices into a supervision model to create that continuous parallel process, the definition of supervision that helps me stay oriented to thinking about it that way is this three-pronged approach to supervision. So, you've got administrative, educative, and reflective, and the idea that all three components need space within the same supervision.

So, administrative is the more traditional component and remains crucial, so checking in on caseloads, what number are active, you know, what kind of paperwork needs to be handed in on time, are there any delays in the paperwork. And my assumption is that this is something that's very much a part of your supervision and that you know how to do this piece. And it's really just related to metrics, right? And so then when we move on to educative, it's recognizing that you as a supervisor have expertise and lessons learned to share with staff. So, if we assume a growth mindset of our staff, which means that they want to keep learning and growing, as people, as employees, then we want to continue to learn and develop ourselves and promote how they can continue to learn and develop in their jobs. And so you as a supervisor have knowledge, have experience that you can share with them to increase those skills that they already have but could improve even further, and it is that delicate balance of recognizing that we don't want to solve problems for them, but we also want to recognize that there's a reason for supervisors and there are things that we can share.

The reflective piece is really what was set in the tone of the way we did the webinar last time, which was that we're talking about… it's the one that's most closely related to the parallel process. So noticing what your staff are saying to you, noticing that when they're talking about a certain a case, you notice that they're getting really amped up, and their body language shifts and their voice gets more rapid, and recognizing that response shift, and saying, hey, I'm noticing you're talking about this client differently than the other clients. You know, what might be going on there? Why is this one affecting you differently than the others? To be able to really unpack that and to do so in a quiet and calm space, so that they can really unpack that for themselves and then have their best foot forward into their meetings with their clients.

So, it can feel like a lot to balance all three of these, and it's just a matter of… the way that I found it easier to be able to apply is just think, if I look at supervision practice now, what am I spending the most of my time on? So, if I go with typically what happens, which is that administrative takes up the chunk of time because we all have deliverables and outcomes and contracts that we need to follow, and so sometimes the pressures of that take over the time that we have with our supervisees. If I find that I'm spending a lot of time in my supervision talking about those things, the question I always ask myself is how much of the things that I've covered could I be doing over e-mail? Or could I write like a team meeting or a team e-mail? So, I always like to ask myself how much of this is really important to process through conversation, and how much of it can just be delivered via e-mail? And often times I find that there are kind of checkbox items that I'm going through with my staff that I think I could just send them an e-mail and they could respond to it and I wouldn't have to waste the precious time that I have, which, if you're only meeting with staff on a monthly basis, 30 to 45 minutes. You've got to maximize that 30 to 45 minutes, right? And so that's just an easy check that I assign for myself, to allow for a little bit more of the educative and reflective process.

So, one of the ways in which I also stay oriented towards this… So, what I do want to say is this supervision agenda is tailored to a supervision that is 60 minutes long, because that's what we tend to do at EMPath. And so 60 minutes go by quickly, and so 30 to 45 minutes also goes by very quickly, and the idea is that you've got different chunks of time. And if you set up the agenda and you set up what your time limit is for each, you're more likely to get through each of them, and you have to practice doing it because if you're not used to setting agendas, then it might feel a little prescriptive and not reflective in that way. So you have a check-in in the beginning, and I think the important piece about the check-in is to hear what the staff really want to spend their time on with you. So I think one of the person—I think it was Brandi—had suggested that when you set up your supervision, figure out what time works for your staff and what they need from you. So really orienting the supervision to what is it that they need from you at that time. And then sharing back with them what it is that you also need to cover. And then you have administrative for 10 minutes, so what are the day-to-day case management pieces that we need to make sure we cover, the flow of the way that we do our work. And then participants. So, there's different strategies for how you can bring in clients, participants, customers into your meetings. Sometimes it's doing a really random audit and picking one from your data system and saying, “Okay, I've picked this one. Let's look at where the paper work is with all of this, so their status, and talk through your experiences with this client. Talk through your most recent meeting with them.” And then be able to think through that meeting and ask them if there's anything they would improve or would want to improve on that meeting. And process through with them what that interaction and relationship is like.

And then finally, it's like a buffer, a backburner item. Five-minute things to just have on our radar as we continue in our work. We can't get through everything and want to be mindful that we can check in on something maybe in a couple weeks via e-mail or phone. So, again, this is for 60 minutes, so if you're doing 30 to 45 minutes, finding a way to shorten the time in places… and my recommendation, if at all possible, is to keep the ratios about right. So, in terms of participant time being the longest, the reason that exists is if you're trying to embody a coaching perspective and your team is learning new ways to work with participants, clients, customers, then a little extra time, in particular, is needed in that area to help them feel comfortable with a different way of interacting with the people that they're working with or to hone in on the skills that they're really interested in working on. So, that is one sample agenda.

Okay. So, agendas are nice and the idea of having administrative, educative, and reflective practices are also nice, but where do I start? How can we break down the ideas of those and put them into a more practical way, because what we really want is for you to walk away from this feeling like you can do something differently or add something more intentional into your practice. So, one of the ways that you can start setting the tone into a reflective, educative way of working is different self-assessments that exist. So, one of the ones that I really like to use is called a learning styles questionnaire, and we've all heard of learning styles. Usually it's visual, audio or feelings-based processing and what does that mean for how you study, take in information, take in training. And this learning styles questionnaire really expands beyond that to think about the way that you prefer to experience the world, I'm going to say. It's a little broader in that way, and we are going to upload this document for you to be able to have access to, and then when we follow up with you on this webinar, you'll get this soon in order to be able to use this with your staff. So, feel free to open that if you'd like to. We're not going to go through it today; it's too long to do in this webinar, but we wanted you to make sure that you have it. So if you want it today, make sure that you download it off of the webinar. That's how you have the quickest access to it.

So, it breaks it down into four different types of learning styles. So, we've put them out here for you to see, just a general definition. We have an activist, a reflector, a theorist and a pragmatist. So, you can see how this takes a bit more of a bird's eye view on the way that you interact with the world, and what the implications of that could mean for who you have on your team. So, activists are those who just dive right in, they love just trying things out and learning by trying, and it's kind of a “no fear” approach. Reflectors like to take a step back and think through every possible option before choosing one. Theorists are really thinking through the different observations they've had and the theories that they know and how to merge the two to be as rational and logical as possible. And pragmatists are a little bit of a combination of theorist and activist, I think of, in that they are interested in trying out new ideas and theories and techniques, but they're applying their learning a little bit more so than diving right in. So, for example, when I've done this, and this might not be surprising in the short amount of time you’ve gotten to know me, but I'm not an activist at all. I think I score, like, a one on activist, and then reflector, theorist, and pragmatist are pretty close for me. So the idea that I like to take my time and take a step back and see all my options and make decisions based on what I've experienced before, what others have experienced as well. Sam, did you have a chance to look at this for yourself?

SAMANTHA: I haven't had a chance to complete this. I was just thinking I didn't do it, so I'm going to add that as one of my goals to think about and encourage others to do the same.

STEPHANIE: That sounds good. It's just very interesting to think about. You know, what does it mean for the way that I engage in change? So, a lot of us, when we're talking about the purpose of the IIEESS project is to bring coaching into your work, and that's a change. So how do you approach change and what do you as a leader need in order to feel comfortable with change, and what might that mean for your staff? So the way that this can be used with your team is that you complete it as a team or individually and then recognize that you probably all have different learning styles that you prefer, and what does that mean for your supervision? What does that mean for your management of the team? So, for example, I, being more of a reflector supervising a staff person who was an activist, and so I have a binder of the readings to do, I have check lists of people to observe before they got into the field, I have the number of visits that I need to observe. But reading material and watching videos wasn't the way that this staff person was taking in information, and so after doing this questionnaire with them, we realized that we had opposing ways of learning new ways of doing things, and so I had to be flexible with the way that I was onboarding the staff person by allowing them to try and maybe watch or shadow meetings before doing all of the reading because they needed to watch the interaction and be a part of that before applying the readings to that and being able to develop their skills that way. So it allowed me to take a step back and think about how I was training these staff people.

And then, just thinking about how do they, how do those learning styles differ across your team. So, when you're thinking about projects that you could give your different team members, there might be certain projects that people are suited for more so based on the learning style practices they have. And then your ongoing supervision, not just onboarding, but what's a supervision method that might be more effective for some staff than others. So if you have a really theoretical thinking person, you might need to ground a lot of the work you're doing in theories and in kind of concrete thinking about why certain processes are in place, where an activist might be like, “Okay, those are the processes. I'm just going to go, and this is how I'm going to do it.” And so just recognizing that those differences can really impact the way that you build that relationship with staff. Plus, everyone enjoys a little self-assessment every once in a while, because it's always interesting. So that's one to add to your toolbox potentially that you can do with individual supervision or as a team. And then Sam, back to you to talk about another type of tool. And I'm going to... Oh, great.

SAMANTHA: Okay. Before I jump into the next tool, I just want to make sure nobody has any questions for Stephanie related to the learning styles.

STEPHANIE: Oh, thank you.

SAMANTHA: Sure. There'll be lots of chances to ask questions, and we're here. You can always e-mail us. Okay, so, continuing in this spirit of building a growth mindset and helping our teams learn something new and supporting the educative reflective component of supervision, I wanted to just present an idea in terms of what the process might look like towards building mastery in a new… in doing something new. So, what you see here is that somebody might try a new activity, something completely different with their participants or your clients, which might be that they're going to spend the first 15 minutes just talking and listening to a client and that might be something really different to them. And so they might try something new and it might go one way or the other. And then they might have a chance to reflect and plan for the next time. And then they try it again and they get better at it. And then they take some time to reflect and plan, and they try it again and so on and so on 'till eventually they develop mastery with this particular thing that they're trying to do that's new. So, you as supervisors are here to help support them in moving through this process by playing both an educative and a reflective role. So you have the one tool, understanding potentially what their learning style is, and we're going to spend a lot of time in a more extended webinar talking about setting goals, and that's obviously something that you would do in collaboration with your supervisee.

But the next tool that I'd like to talk about for your toolbox is doing observation, and so here you see... I always somehow page up the entire... There we go. The third webinar I'm going to have this down, it's going to be perfect, and you're going to say ah! I'm moving through this process, I'm on the improving activity part of the slide. So the tool that you would use to support your staff and colleagues is the tool of observation, is what I'm calling it. And it's not just any observation; it's planned observation. So that might be something some of you have tried and it might be something different. So actually observing your supervisee in action. And the goal is to be really focused in your observation. You want it to be goal-driven, so you want to go in there with a reason for why you're doing the observation. It's something you would determine in collaboration with your staff person. You wouldn't go in and say, “I'm going to watch them do this,” without them knowing what the purpose of the observation is. And you want it to focus on something objective, not something that feels in your gut right or wrong, but really having some objective information that you're tracking.

So how does this work? The first thing is you're going to develop the goal of your observation. And I have some little notes to myself to help kind of illustrate this and I want to make sure that I have… that I give you the right example. So, perhaps your goal... Sorry, let me just pull it up. As an example, you might say, I want to support my coaches—I'm going to call them coaches or the case workers—in seeing how their positive feedback that they're giving to the clients helps the clients. So you're going to go and the goal that you've made together is that we want to see how the client is responding and how they feel about that. So, now you've got your goal. I did it again. All right, there we go. So before you're going to do that, you have to make a plan. Who are you going to observe, what specifically are you going to look for, and where are you going to do it? So in this case, because you're interested in seeing how the client is responding to the feedback that the case worker is… the positive feedback, your plan is observe the reactions of the client, because in the moment they might not be noticing that. And what you're going to observe is, you might say, "I'm going to just make a note of how often they smile at you and how often they're looking at you and how engaged they are with you, and then we'll observe it during that first meeting that you have with the client 'cause that's what you're working on." And so that might be the plan for doing the focused observation. And then the last piece is how will you do this? Are you going to take lots of notes and write everything that you see? That might be one strategy. It might be that you're going to kind of take a checklist and you're going to make a note of how many times the client smiles, how many times the client looks at you, and how many times the client turns away, and you're just going to kind of do a little checklist, where you will be able to say, "I noticed that your client smiled at you 20 times in an hour." Or you might be able to give lots of written detail. So, that's kind of a little tool that you can use in terms of how to use observation. I wanted to show a little video to kind of highlight and illustrate the idea of using a focused observation tool and why a focused observation would be important. So, Tina's going to play this for us and I want everybody to take a moment and enjoy this scene. If you've seen this before...

TINA: Ms. Wulfsohn, did you want me to allow the attendees to see it one time? 'Cause I'm going to stop it at 30 seconds in so they can answer the one poll question.

SAMANTHA: Sounds good—

TINA: Okay, everyone, I'm going to pull up the video. You've got to pay close attention; it's going to be 30 seconds before we continue on with the video, guys. Just bear with me.

SAMANTHA: And you can put your response in the Q and A box.

TINA: My apologies, guys. Okay, I... Ooh, sorry. Technical difficulties. I'm going to play back the video. I was going to do a poll question. Did everyone hear the video clearly? Hopefully?

STEPHANIE: I think we got through the whole exercise, so I wonder if we could just ask the question that comes up at the end of the video.

SAMANTHA: Yeah, I think that's fine.

TINA: Okay.

STEPHANIE: Yeah.

SAMANTHA: And we will replay it 'cause I think people...

STEPHANIE: We can replay it. Yeah. We'll just…

SAMANTHA: But before we do that…

TINA: Sorry about that.

SAMANTHA: Before we do that, perhaps if anybody wants to venture a guess as to how many times the ball was passed? And you could just pause that until people… Thank you so much.

TINA: Okay. So you want me to go ahead and finish the whole video?

STEPHANIE: No, just pause for a moment—

SAMANTHA: No, just pause the video and I want everybody who watched the video to tell us how many times they counted the ball being passed.

TINA: Okay, let me get that up real quick. I'm going to do the poll question. It's possible for those who may not have audio available to them as well.

SAMANTHA: Yeah, and they can just put it in the Q and A box. They don't need to poll it. Oh, all right, there it is. That's all right; this is fine, too. So, everybody, answer how many times you… the players in the white were passing the ball.

TINA: The poll answers will be anonymous. It will not have your name next to the answers, so if you did get it incorrectly, we won't be able to know it was you. Okay, I'm going to go ahead and close the poll question. It should be within 20 seconds, and the results will populate for everyone to see. And then I will start continuing the video. Okay, I will finish the video in just one moment.

NARRATOR: Count how many times the players wearing white pass the ball. The correct answer is 16 passes. Did you spot the gorilla? For people who haven't seen or heard about a video like this before, about half miss the gorilla. If you knew about the gorilla, you probably saw it. But did you notice the curtain changing color or the player on the black team leaving the game? Let's rewind and watch it again. Here comes the gorilla and there goes a player and the curtain is changing from red to gold. When you're looking for a gorilla, you often miss other unexpected events. And that's the monkey business illusion. Learn more about this illusion and the original gorilla experiment at theinvisiblegorilla.com. The monkey business...

SAMANTHA: Thank you.

TINA: You're welcome. I will give the floor back to you, ma'am.

SAMANTHA: Right, thank you. So, the purpose of that video, besides that it's kind of fun, the point there is that it's important to determine ahead of time what you're looking for, and just focus on those things because if you're not paying attention to the things that you want to be paying attention to, you might miss the gorilla and you might the change of the curtain color and you might miss the black player leaving the stage. So, if you're going in and your supervisee wants to get information about how clients are responding to him or her, if you're not doing a focused observation you might miss that important piece that they would be interested in hearing about, and when they're in the moment it's hard for them to see those things.

Okay, so now, how can you... I'm going to move on to a second tool, which also again supports this growth mindset as a way of building reflection and education into the supervision process. So what are you going to do with this observation information? And what is your supervisee going to do after they've provided something new? And this is where, you know, there's an opportunity to do some reflecting, and this is where they might come to you to get some support and this is a plat… the supervision period is a platform for them to really reflect on how things went and then to plan for things moving forward. So what I'd like to do is just give you a little bit of a framework in terms of doing reflection with your supervisees and give some examples of questions you can use, and then we can share some resources down the road related to this.

So, how might reflection work? The idea is that you want your supervisees to step back and take a moment to examine their practices and look and think, "How did it go? What was it like for me? What did my clients experience? How did they respond to me?" And then get some new insights into those practices. So by really exploring and thinking for themselves, with you supporting them and asking them questions, they can come up with some new insights and think about things in a new and different way, kind of have some aha! moments. And at the same time they're feeling supported by you and they're learning something new. I hate to use the cliché word of a "safe space," but it's okay to make mistakes and to really reflect on them and think about it and learn from it and move forward. And then eventually develop some new ideas for some next steps of how to make it even better than it was. So this is the idea behind using reflection and supervision.

I know in my work I have heard the term “reflection” for many, many years and always wondered, “Well, what does it mean? How do you do it?” So much of it comes from a gut feeling, and I found this framework that I think is really helpful in terms of helping your supervisees to use reflection to grow and develop some mastery. So there's two components to this, and this actually comes out of the early childhood field in terms of working with teachers, but I think it's applicable to many different settings. So the types of questions—there's two ways you can look at this. In the left column you see there's the content of the types of questions you're going to ask to help support reflection in your supervisees. So, it might be questions related to what do you know? It might be questions related to what did you do, what did you try? It might be questions related to what was the result, how did it work out? And then the last, mushiest one, but my personal favorite is how was the process?

And then there's four types of questions which might be what your goal is for what they're going to get out of this process of reflecting. There are questions related to awareness: So, are you thinking I want to support my supervisees’ awareness in relation to kind of what the result was? Analysis: I want to kind of dig into it and see if we can understand what was going on. So you might think I want to support my supervisees, have them analyze what they know about this process, what they know about this new thing they're doing. It might be trying to come up with alternatives, so thinking you might want to support your supervisees’ thinking and reflection on what did you try to do and what are some alternatives you can think of in terms of what you do next time? And then, finally, it's more action-oriented things that you might want to think through with your supervisee. So you decide, in collaboration with them as well as what you know about their learning styles and what their goals are, what types of questions you might bring to the table and your supervision meetings with your supervisees. So that's just a little glimpse of reflection. We will have some more resources moving down the road. And what we'd like to do now is Stephanie and I are going to do a little show for you of a supervision meeting. And what we'd like to ask you to do is to watch us, and as we do certain things or certain practices, make a note of them in the Q and A section of the box, and let's see if we hit on some of the things that we talked about today and you notice us doing. So I'm going to play the role of the case worker, and Stephanie is going to be my supervisor.

STEPHANIE: Yes, and one other piece that I want to make sure we mention before we dive into this is there's another document that you're going to be getting that's about… it's a note-taking sheet for a supervision practice. It's something that's really helped me, so when we're thinking about balancing the different parts of our supervision—so that administrative, educative, and reflective piece—how do we make sure we make time for that? I have an outline for all of my supervision meetings that's the exact same for all supervisees. And I just fill in their name and then fill in what we talked about under each category. So it's things like what participants we talked about, what administrative things we need to check in, are there areas that they want to be developing in and training that they need to do, and how are the goals going that that supervisee and I have worked on before. So it helps me stay oriented to that space and be able to get through all of the pieces, and then I can also jot down the pieces that I want to make sure I discuss with the staff person ahead of time on that note sheet. So, I will be going through this role play as if I have this, and I do in fact have this outline in front of me. And we will share that with you, so it's another tool for your toolbox. All right, are we starting?

SAMANTHA: Let's do it.

STEPHANIE: Okay.

SAMANTHA: Action.

STEPHANIE: Action. Hi Sam, it's nice to see you today. How are you?

SAMANTHA: I'm okay. How are you?

STEPHANIE: I'm good, thank you. So I wanted to start today by just asking what you would like to make sure that we covered today.

SAMANTHA: Well, I really want to talk to you about this new way I'm trying out when I first meet new clients.

STEPHANIE: Okay, so you want to talk about this new way of working with clients. Can you explain a little bit more by what you mean so that I understand what you hopefully talk about today?

SAMANTHA: Yeah, well, I used to spend my first meeting getting all my forms done and getting all my paperwork in. And now I'm not getting those done, and I'm taking this time to build the relationship, and now I feel like I'm not getting my forms done and I'm just not sure if I'm even building a relationship with them, so I… I don't know. That's what's going on.

STEPHANIE: That's what's going on. So, what I'm hearing is a few different things, and I'm hearing that it's a really great topic for us to talk about because it's something new. And you are mentioning that you felt like you've been building a relationship before and now you're also trying to figure out how to make the time for that. I was also hoping today that we could do a quick check-in on how your participants are doing and your caseload breakdown, and I'm wondering if we can incorporate the way things are going for you right now into that.

SAMANTHA: Sure.

STEPHANIE: Okay, so it sounds like with this new coaching approach—just to make sure that I fully understand it— it sounds like the new coaching approach is something that you're adjusting to, and you're not sure about some of the pieces. Do I have that right?

SAMANTHA: Yeah, that sounds… that's great because it's really worrying me.

STEPHANIE: Okay, really worrying you.

SAMANTHA: Yeah.

STEPHANIE: And what about it is worrying you?

SAMANTHA: Well, I'm really frustrated. I was really getting to know them anyway. And my job is to figure out if they're eligible and what benefits they qualify for, so I'm completing the forms. If I complete the forms quickly, then I can get them services and that's what they need, which is why they're coming to me in the first place, right, and that's why I have a relationship with them already. They answer all my questions and I know what they need. So, I know I've got a good relationship, and I'm not getting the forms done.

STEPHANIE: So, having a relationship, a good relationship with them, is really important to you.

SAMANTHA: Yes, and that was already happening.

STEPHANIE: Okay. So, what I'm hearing is that the balance of the good relationship and the assessments and that we're talking about this coaching approach, and it feels like two separate things. And so I'm wondering if we can look at the assessments that we need to do and that you need to complete within the first period of time with your client, and then use one of your cases to talk through that and then unpack a little bit more about what's feeling difficult to you. Could that work?

SAMANTHA: Yeah, that's great. Somebody came in yesterday and I want to do the TANF Works! personal responsibility agreement with her, so that would be great to talk through that.

STEPHANIE: Okay, great. Let's do that!

SAMANTHA: Okay, so this is our attempt to try to illustrate a potential supervision meeting, with the caveat that neither of us are working currently in a TANF office, so for those of you who found that amusing, then we're glad you enjoyed our comedy. And hopefully there were some things that we did that jumped out at you in terms of the supervision process itself that reflect some of the things we've been talking about today, and if anybody would like to either write in the Q and A section of something they noticed that we did in relation to what we've talked about today, or if somebody's really brave and wants to get the prize for waving their hand

and joining the conversation by their voice. Actually, Sammy, you've already got that prize, I see. Who wants to get a prize and keep up with Sammy, then that would be great as well.

STEPHANIE: So I'm noticing that Elizabeth noticed, and you can see I'm very used to reflecting here, but Elizabeth is saying that she noticed reflective statements and listening. And then Wendy is sharing there was a check-in and staff discussion points with clarification, segue to participant review, observe staff, expression and frustration. If I unpack Wendy's statement a little bit more: so, noticing and recognizing the frustration and validating that it's okay, and using that as a way to then segue into really reviewing the different policies and procedures in place, and to process through participant experiences with that staff person. Which, Wendy, that's exactly what we were doing. One of the strategies we were trying to demonstrate was with creating a space where we're opening up and setting the tone for the supervision meeting and then, Wendy, what you noticed about seguing into participant review is that, you know, is there a way to kind of cover your administrative and do it so in a reflective way? That's the question I put out to the group: Is there a way to cover the administrative bases that you need to, so changes in forms or making sure that they're getting complete on time, and do it so that it is done in a reflective way?

And so the reason I asked that question is because what I don't want… folks walking away with—and if you do, you know, please talk to us—but that we're saying, “Okay, add more to your plates. Here are all the ways that you need to improve the work that you're doing.” Rather, it's showing you what you're already doing and just thinking intentionally about the way in which you are doing those pieces. So, if you're spending time with staff, how can you be spending your time with staff in a particular way, a way that you've decided is the best way to help that staff person grow and help participants. And so, by weaving in these different components of supervision, our hope is that that would help you get to that point. So that's why I asked that question, or want you to think about that piece.

TINA: Again, you all have the raise your hand feature. If you're not able to type in or don't feel comfortable typing in, you can also raise your hand and we can unmute you so you can verbally ask your question or provide your suggestion.

SAMANTHA: And Wendy has shared an example of talking about using parallel… the opportunity for using parallel process. I also wonder—we have kind of used that word, and I just want to make sure we… at least when I'm talking about it, and I'm guessing that Stephanie and I are on the same page about this, is when we're talking about the parallel process, the idea is that the experience that your staff is getting in their relationship with you is parallel or going to be… if you provide that experience they will do the same for their clients. So, if you listen and they feel heard, then they're more likely to listen to their own clients and feel heard. And I'd love to hear Stephanie's additional comments about that because she's beautifully articulate about that.

STEPHANIE: Very nice of you. I think that I agree with that piece. And the idea also that you're building skills that can translate, and you are noticing… you're able to use the skill of noticing to see when things are getting affected. So when I mentioned the example earlier about noticing a staff person getting really affected by a certain case or a certain client, being able to reflect that back so that they're more reflective in their process with the client. We often can't really see how we're reacting to things, and so it can be really helpful to have someone else help point that out and recognize that the best way to build self-preservation skills is through the back and forth interactions. So the back and forth interaction I have with the staff person leads to more regulation, less crisis focused talk, hopefully, and then that translates into the work with participants.

SAMANTHA: Many years ago I heard somebody say this little quote of “Do unto others as you will have them do unto others.”

STEPHANIE: Yeah, that's like the social work or… reframed.

SAMANTHA: There we go. Okay, any other thoughts or reactions to our little acting… beginning of our acting career?

STEPHANIE: Hopefully the end of mine. The point for... The point for Wendy bringing up the opportunity for a parallel process— what I wanted to just make sure we're really clear on is that what Sam demonstrated was that she was really frustrated by the changes that are happening, right? And then I was using that as a way to validate that she's frustrated and think about how we can incorporate her frustration into the topics that we need to get through for the day and use that in a way that's productive. And so if I'm doing that in supervision with her, why are we saying that that is a parallel process? Well, that's probably what a lot of your staff are experiencing with their clients. Their clients are frustrated. Their benefits are less than they expected to be. They're frustrated by the work requirements; they don't understand why they have to meet with you in order to continue receiving certain benefits. And so the more that you can model that and use your supervision as a way to practice that, the more they're able to take those skills and apply them. So I wanted to make that a really tangible concept.

SAMANTHA: Great, thank you.

STEPHANIE: So here's your toolbox, or at least the start of one. So what we did today is we just went through some different tools, whether that's a piece of paper that you're getting such as the learning styles questionnaire, a sample agenda, or the note-taking sheet, all of which will be sent to you. Those are the paper ones. Or if it's skill-based things that are being added to your toolbox, such as this skill of observation and then using observation and thinking through observation in a reflective way, or just simply using reflection throughout your practice. Our goal with this image is just to be clear that these are tools being added to your toolbox and that you don't need to do all of them, but maybe one of them is inspiring to you to try out with your team or even try it with other supervisors and think through how can this apply to your work. So, we hope that this is the start to a continuously growing toolbox. And with that I just ask if there are any questions? Lessons learned? So there's a request for downloading number three. So, Wendy, could you clarify for number three—is it the agenda or the notes? I'm not sure which of the documents you're asking for.

TINA: Miss Stephanie, I will download all the tools that you provided in today's presentation once we end the webinar, so I'll have them all available for everyone who may have missed it.

STEPHANIE: Perfect. So just watch out for that.

SAMANTHA: Before we conclude, we would love to hear from every one of you, if you could share just one takeaway, something that surprised you—well I used, not surprised—something that's new that you learned that you thought was interesting. Just something that you will be taking with you from this webinar. “Supervision should be offered regularly at a time that is convenient to the worker.” So that's one takeaway that we have. Thank you. Well, that's a relief. I'm glad somebody is getting a takeaway from this or has a takeaway that they will think about, reflect on, or try.

STEPHANIE: My takeaway is that doing supervision virtually is harder than in person, I will say. So, there's one to think about, too. It's possible and you might need to do virtual supervision, but it's harder for me.

SAMANTHA: We have from Sammy: “Some options of what works for others that I might haven't thought of in the past.” And from Wendy: “The power of observations can be deceiving lol.” Great. Anything else? All right. Okay, well, that gives us a few minutes for any last thoughts or any last questions before we say goodbye and thank you to you all.

STEPHANIE: As well as time for you to download the documents we talked about today. So, make sure that you download those because there is a bit of a time lag between when we'll be able to send those out to you, so if you want them sooner rather than later, download them today. Sound like an advertisement.

SAMANTHA: Okay, we're going to have Tina give you guys… put up these documents so you can download them, and we can finish this meeting up in enough time. Thank you, everybody, for participating. Thank you, Sammy, for being a volunteer, and for all of you who responded to any of these activities. We know it's a little different and we appreciate you all kind of giving it a try and making this more an interactive, hopefully useful process for you all. Also, just to give you a heads up, we're interested in learning more about what aspects of these kind of webinars are helpful for you all and which pieces are not helpful so that we can keep kind of being creative in really trying to push the envelope in terms of making these webinars something that people can use moving forward. So, keep your eyes open. We will send a little evaluation to get some of that feedback.

TINA: And again, thanks, everyone, for joining today's webinar. I do have the documents for today's… I guess for your toolbox, guys. So just feel free to download them to your flash drive or desktop.

STEPHANIE: Awesome. Thank you so much, everybody. And Tina, for your help.

TINA: You're welcome. Great presentation, guys. Okay, guys, I will be ending the session. If you did not download any of the tools, just let us know and we will send them to you guys. And thank you again.

SAMANTHA: Have a great holiday, everybody, because…

STEPHANIE: Oh yes.

SAMANTHA: We won't see you all until after the new year.

STEPHANIE: Yeah, good point. Bye.

SAMANTHA: Bye bye.

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