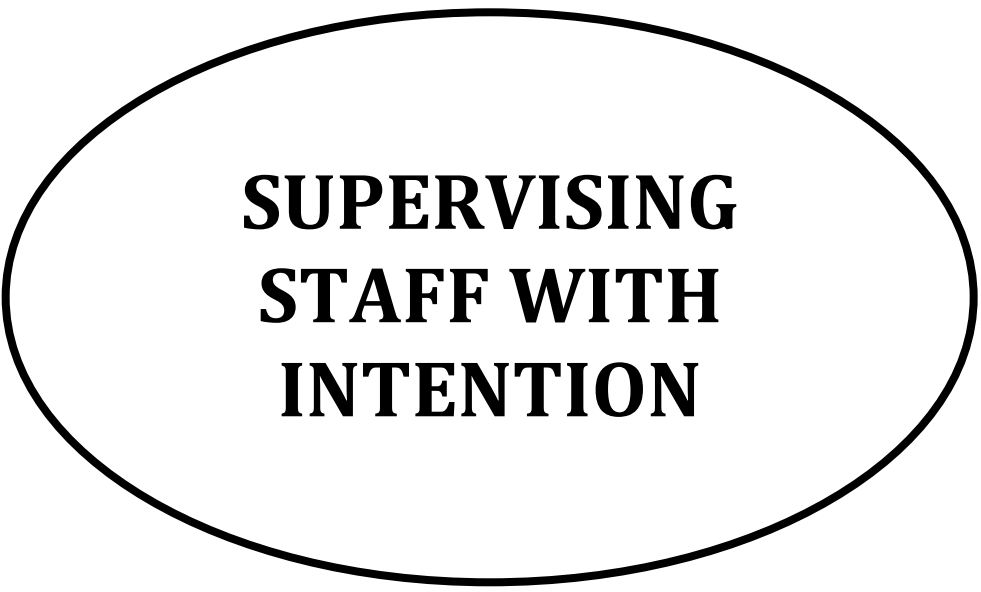




SUPERVISING STAFF WITH INTENTION

**Yitro Fellow Workbook
Yitro Cohort V
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I WANT TO REMEMBER!



Great Staff Behaviors	Challenging Staff Behaviors

Behavior is.....

Relationship is the Foundation

- My Obstacles/Challenges:

- New Ideas:

- My Commitment:

Role Modeling

“Being a role model is the most powerful form of educating.” John Wooden

What do you want to commit to modeling during:

- 1) Lead up to Camp:
- 2) Staff Week/Orientation:
- 3) The first day of camp:
- 4) Throughout the summer:

What sometimes gets in the way?

HAND MODEL OF THE BRAIN		
		
At the base of your brain, represented here by your wrist, is the brain stem. It's responsible for basic things like breathing and keeping your heart pumping.	Your thumb, folded in, sits in the middle, just like the amygdala in the brain. The amygdala is responsible for sensing danger and telling the brain + body.	Your fingers are like your pre-frontal cortex - that's the part of the brain that helps us manage emotions and make complex decisions
		
When fear, danger, or intense emotion overwhelm our amygdala our prefrontal cortex goes offline and we "flip our lid." That's why sometimes it is so hard to make thoughtful decisions when we are very upset. When brains are overwhelmed like this, they need a break to reflect and reconnect.		
CONCEPT CREATED BY DAN SIEGEL, MD. VISUALLY TRANSLATED BY LINDSAY BRAMAN		

Strategies to Help Us Reconnect

- ★ **Slow down. Breathe.** Feel your feet on the floor. Use Positive Self-Talk (remind yourself you got this!)
- ★ **Give time and space.** It can take up to 3-6 hours to clear cortisol out of our systems.
- ★ **QTIP – Quit Taking it Personally**
- ★ **Connect with someone you trust.** Being with someone we are in good relationship with creates oxytocin and supports de-escalating (help staff connect with someone they trust)
- ★ **Drop the Rope.** This is not a game of tug of war. Power struggles never model what you want staff to do. Say "I can tell we are upset. Let's take a break and come back to this in a little bit."
- ★ **Avoid an Audience.** Confronting staff in front of their peers or campers is shaming and further escalate things
- ★ **Take a Walk (Move your Body).** Movement has been shown to speed up the process of clearing cortisol
- ★ **Be willing to take accountability.** You're human. If you respond in an unhelpful way to stress you can always model a sincere apology

Which strategies do you want to remember to use in moments of stress?

The Feedback Model

- 1) **Identify**: Observe your team in action. Identify **WHAT** behaviors you want the staff member to **start, stop or continue**.



- 2) **Prepare**: Prioritize behaviors to share and reflect on **WHY** you want them to **start, stop or continue** these specific behaviors.



- 3) **Share**: Share the feedback. Ask questions and listen to answers in order to be able to create a plan that is rooted in their needs.



- 4) **Plan**: Determine **HOW** this staff member will work towards implementing these behaviors. Identify next steps/supports together and follow through on your commitments.



Identify: Three Types of Feedback

Focus on Observable Behaviors!

Start	Stop	Continue
Behaviors that a person needs to <u>begin</u> in order to be successful.	<u>Ineffective</u> behaviors which are preventing a person from being successful.	<u>Effective</u> behaviors you see that you want the person to keep doing.

Blindfolded Artist Activity:

Directions: If you are the artist use the space below to draw. If you are the observer, use the space to identify behaviors to start, stop and continue.

Supervision Scenario #1:

April is a new supervisor who has been a counselor at your camp for the last 3 years. She is supervising a team which includes Sam, her co-counselor from the previous year and friend she grew up at camp with. During orientation you noticed that Sam cracked jokes and often had side conversations when April was leading sessions. You shared your concerns with April and April shared that she sort of addressed it already by giving him some serious looks. Now that camp has started you have observed that Sam has been arriving late for meals and is often out of his seat socializing instead of eating with his group. Sam is loved by his campers and usually participates actively and enthusiastically during activities. Today at lunch Sam arrives 10 minutes late with a big iced coffee and does not sit with his group. At the end of the meal, April holds his group back and reviews expectations with them because they are always the messiest table in the dining hall. She has them practice their clean up routine before they leave.

Identify: <u>WHAT</u> are specific behaviors of focus?	Prepare: Circle 2-3 to prioritize for sharing. <u>WHY</u> are these behaviors of focus important?
STOP:	
START:	
CONTINUE:	

PLAN:

What skills does this staff member need to know HOW to do in order to implement this feedback?

HOW will you support them?

HOW will we know this is working? What does progress look like?

When will we check-in again? What is our plan for following through?

Supervisor Self-Reflection Action Plan

STOP

What's an unhelpful behavior you don't want to do this summer and beyond?

START

What's a new behavior you want to do with intention to improve as a supervisor?

CONTINUE

What's something that you already do that helps you supervise effectively?