



SUPERVISING STAFF WITH INTENTION

**Leadership Workbook
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I WANT TO REMEMBER!



Great Staff Behaviors	Challenging Staff Behaviors

Behavior is.....

Core Skills of a Great Supervisor

**Building Supportive
Relationships
(with Boundaries)**

**Modeling Expectations &
Social Emotional Skills**

**Communicating &
Teaching Clear
Expectations**

**Routines for Checking In
and Sharing Consistent
Feedback**

Which core skill is your biggest strength? Area of growth?

Relationship is the Foundation

- Potential obstacles to building good relationships & setting clear boundaries:
- 1-2 new ideas to build and maintain solid relationships with my staff:
- My Relationship Commitment:

Role Modeling: Everything you do is modeling!

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

Be specific. What do you want to commit to modeling with intention for staff:

1) During Staff Training/Orientation:

2) On the first day of camp:

3) During Staff Meetings/Huddles:

4) When at Activities:

Supervisory Social Emotional Skills

HAND MODEL OF THE BRAIN		Strategies to Help Us Reconnect
	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.	*Slow Down. Breathe. Feel your feet on the ground. Use Positive Self-Talk (remind yourself you got this!)
	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.	*QTIP. Quit Taking it Personally (behavior is communication)
	Your fingers are like your pre-frontal cortex: that's the part of the brain that helps us manage emotions and make complex decisions	*Be the Thermostat. What you say and do matters! Everything you do is modeling. Model healthy strategies for your staff and campers.
	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.	*Ask for Help. If available (when appropriate) ask a teammate to step in for a few. *Connect with Someone You Trust. Being with someone we are in a good relationship with creates OXYTOCIN and clears out cortisol. *Offer Time and Space. Don't try to reason with a flipped lid. *Drop the Rope. Power struggles never model what you want staff to do. Say things like "I care about you too much for us to argue. Let's take a break and come back to this conversation when we are ready."
CONCEPT CREATED BY DAN SIEGEL MD, VISUALLY TRANSLATED BY LINDSAY BRAMAN		*Avoid an Audience. Confronting staff or campers in front of their peers (especially with an escalated tone) can be shaming and further escalate things. *Listen Actively. Hold space for big feelings. You don't need to have all the answers. Don't jump to "fix" mode and avoid saying "calm down!" Validate feelings! *Be Accountable. You're human. If you respond in an unhelpful way to stress you can always model a sincere apology.

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

The (Ongoing) 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.



Three Types of Feedback

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

Supervision Scenario:

It is the third week of camp. Becca is a new counselor who is well liked by her campers. During activities she is always enthusiastic and engaged. Yesterday, she arrived over 5 minutes late to lunch for the second time this week. When she arrived, she greeted her campers warmly and then you saw her make a face and comment to a co-counselor that she can't stand raviolis. A few of her camper's overheard her and giggled. She went to the salad bar to get food and spent much of the meal out of her seat by the salad bar chatting and laughing with other counselors. At the end of the meal, she returned to her table to help clean up and enthusiastically encouraged campers to clean up as well.

Feedback Planning Tool

Identify: <u>WHAT</u> are specific (observable) 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 will progress look like?

When will you check-in again? What is your plan for following through?

Strategies for Sharing Feedback

- **Get permission:** When possible, say things like, “May I share an observation?” People are more willing to receive feedback if you ask first.
- **Find the right place:** Locate a quiet space without interruptions.
- **Remember timing is important:** For optimal learning, feedback should be given in a timely manner. The same day is ideal!
- **Say what you see:** focus on the behavior. “I noticed _____”
- **Avoid Danger Zones:** avoid feedback on personality, feelings, intentions, attitude, assumptions
- **Assess if it’s a Team Need or Individual Need**
- **Listen Actively:** Be curious. Paraphrase. Ask Clarifying and Follow-Up Questions. Don’t fill the air with words. Remember to WAIT

Strategies for Sharing Critical Feedback

- **Check your relationship status:** People are more willing and able to learn when they feel connected.
- **Prepare (but do not script):** Talk through and practice with your supervisor or peer. Use the planning resource.
- **Don’t be a seagull supervisor!**
- **Self-Regulate:** Ask yourself, “How am I feeling?” Avoid offering feedback in anger. If a conversation is escalating - take a break!
- **Shift your Mindset:** From “Difficult conversation” (invites defensiveness) to “Constructive conversation in support of their development” (invites curiosity). You are invested in them! Feedback is a gift!
- **Give yourself grace:** Take time to reflect and learn.

Strategies for Sharing Positive Feedback

- **Don’t just say “Good Job!”:** Be specific and uplift skills! Catch them in the moment.
- **Structure positive feedback opportunities and routines** so you don’t forget. For example--end or open meetings with shout outs or appreciations! You can **Praise Publicly** (confront privately)
- **Offer positive notes, texts or emails** (especially if you don’t have time during the day)

Supervisor Action Steps

STOP

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

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 will be helpful to you as a supervisor?