

SUPERVISION & LEADERSHIP

ARE WE DOING IT RIGHT?



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Objectives

- Develop a better understanding of different learning styles, using the Dziuban/Long Learning Styles Model, in order to provide more effective and personalized supervision to staff and improve their department's overall function
- Broaden their understanding of how different personality types, professional discipline, and personal background may effect leadership effectiveness, with the intention of strengthening collaboration skills and interdepartmental relationships
- Advance their knowledge of burn out and self-care, in order to model and encourage positive behaviors for students, colleagues and staff
- Gain insight regarding their own supervision styles and self-care practices, so as to strengthen relationships with staff and colleagues

**GREAT LEADERS DON'T
SET OUT TO BE A
LEADER...THEY SET OUT
TO MAKE A DIFFERENCE.
IT'S NEVER ABOUT THE
ROLE-ALWAYS ABOUT
THE GOAL.**

LisaHaisha.com

WHAT'S YOUR WHY?

TIMELINE ACTIVITY



Compassion Fatigue vs Burnout

Compassion Fatigue is NOT "burnout".

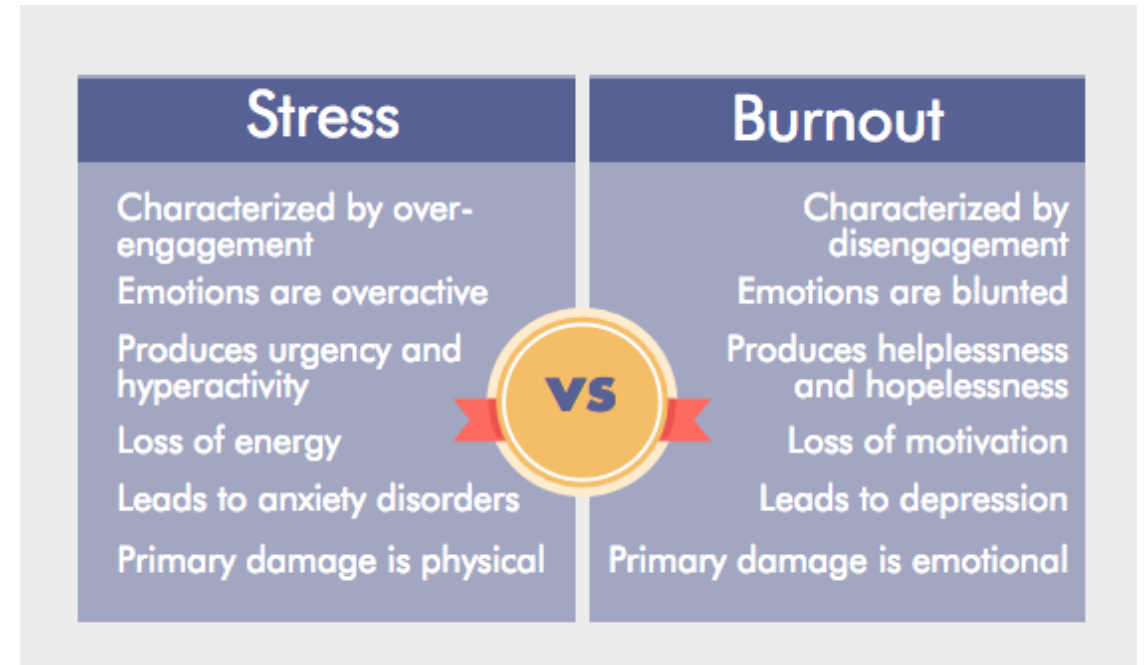
- Burnout is associated with stress and hassles involved in your work; it is very cumulative, is relatively predictable and frequently a vacation or change of job helps a great deal.

Compassion Fatigue is very different.

- Compassion Fatigue is a state of tension and preoccupation with the individual or cumulative trauma of clients as manifested in one or more ways including re-experiencing the traumatic event, avoidance/numbing of reminders of the event, and persistent arousal. Although similar to critical incident stress (being traumatized by something you actually experience or see), with CF you are absorbing the trauma through the eyes and ears of your clients. It can be thought of as secondary post-traumatic stress.

(Ace Network www.ace-network.com)

I-CAN
Crisis Veterans Assistance Network



Countertransference

When we take on the psychological realities of our clients with no sense of clear boundaries between our experience and theirs

- Sleep disturbances or insomnia.
- Irritability or depressed mood.
- Lack of patience.
- Lack of enthusiasm for things you once enjoyed.
- Estrangement from others.
- Increased startle response.
- Flashbacks.
- Intrusive thoughts.
- Fear and anxiety.

- Feelings of hopelessness.
- Fatigue.
- Difficulty separating work and personal time.
- Preoccupation with work.
- Lack of compassion toward others.
- Feelings of resentment.
- Increased use of vices (alcohol, drugs, gambling) to cope with everyday stressors.

Arenas of Burnout

- Professional
- Personal
- Social
- Physical

- Variables affecting burnout:
 - Age
 - Under 30
 - Gender
 - Female
 - Professional seniority
 - Higher positions
 - Family status
 - Single
 - Level of education
 - Higher level of education

Reducing vulnerabilities

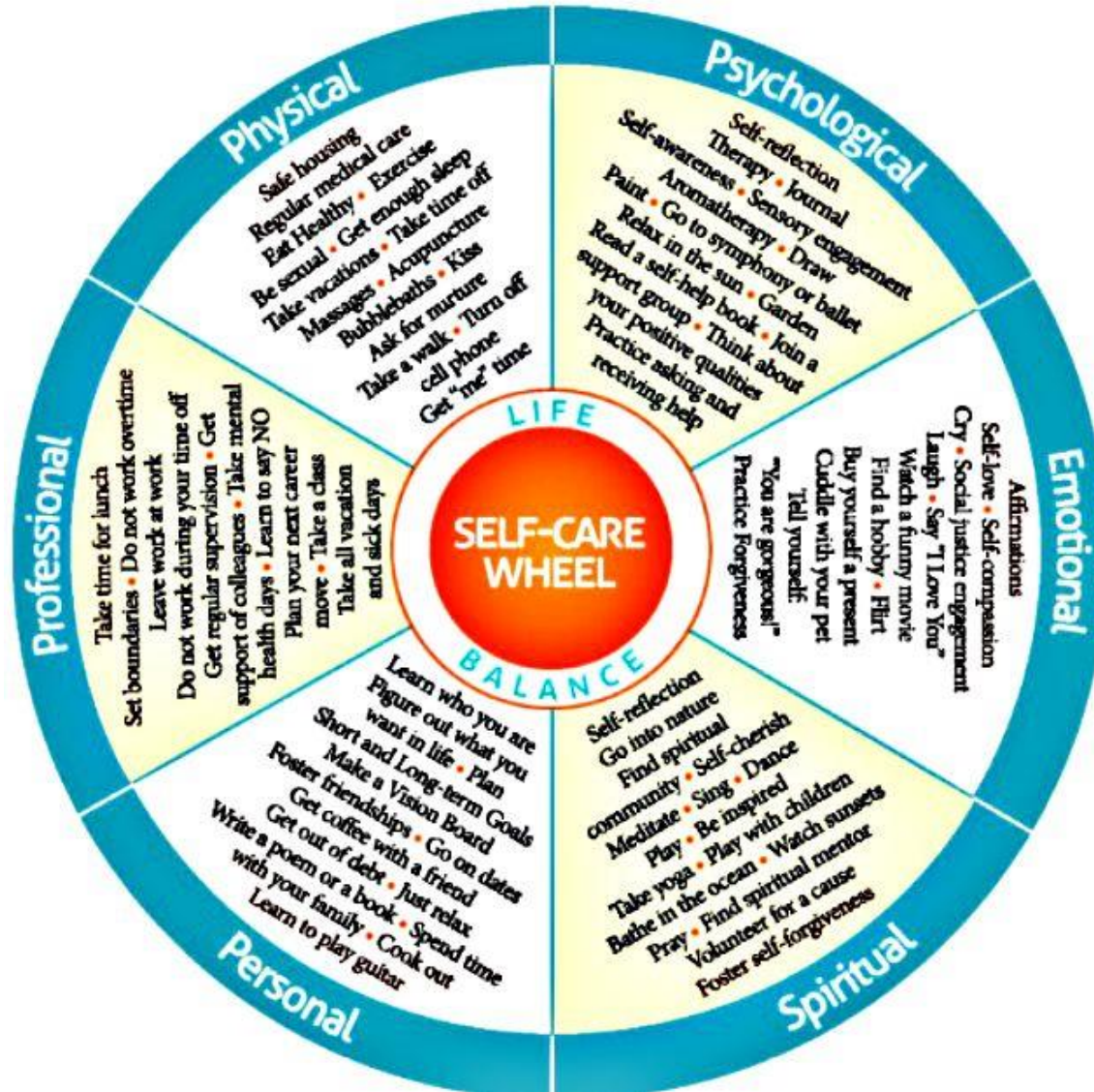
PHAULT

- Pain
- Hunger
- Anger
- Upset
- Lonely
- Tired

SELF CARE PLAN



SELF-CARE WHEEL





- <https://youtu.be/1b6hUiEWepo>

Psychological Types

- **Carl Gustav Jung**

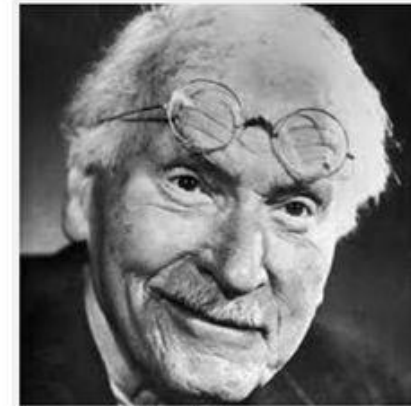
- born July 26, 1875, Switzerland—died June 6, 1961
- Two classes of people according to attitude types:
 - Extraverted
 - outward movement of psychic energy.
 - places more importance on objectivity and gains more influence from the surrounding environment than by inner cognitive processes.
 - Introverted
 - most aware of his or her inner world.
 - more concerned with subjective appraisal and often gives more consideration to fantasies and dreams.
- Four functions of the mind
 - Thinking
 - Feeling
 - Sensation
 - Intuition

A very brief history

The **Myers-Briggs Type Indicator (MBTI)** assessment is a questionnaire designed to measure preferences in how people perceive the world and make decisions.

These preferences were adapted from the theories proposed by the famous psychologists Carl Jung and were first published in his 1921 book *Psychological Types*.

The original developers of the personality inventory were Katharine Cook Briggs and her daughter Isabel Briggs Myers. Briggs and Myers dedicated their lives to studying the work of Carl Jung and developing practical uses for personality theories.



Carl Jung



Katharine Briggs Isabel Briggs-Myers

ENFJ Teacher	INFJ Counselor	INTJ Mastermind	ENTJ Field Marshal
ENFP Champion	INFP Healer	INTP Architect	ENTP Inventor
ESFP Performer	ISFP Composer	ISTP Operator	ESTP Promoter
ESFJ Provider	ISFJ Protector	ISTJ Inspector	ESTJ Supervisor

What's Your Personality Type?

Use the questions on the outside of the chart to determine the four letters of your Myers-Briggs type.
For each pair of letters, choose the side that seems most natural to you, even if you don't agree with every description.

1. Are you outwardly or inwardly focused? If you:

- Could be described as talkative, outgoing
- Like to be in a fast-paced environment
- Tend to work out ideas with others, think out loud
- Enjoy being the center of attention

then you prefer
E
Extraversion

- Could be described as reserved, private
- Prefer a slower pace with time for contemplation
- Tend to think things through inside your head
- Would rather observe than be the center of attention

then you prefer
I
Introversion

2. How do you prefer to take in information? If you:

- Focus on the reality of how things are
- Pay attention to concrete facts and details
- Prefer ideas that have practical applications
- Like to describe things in a specific, literal way

then you prefer
S
Sensing

- Imagine the possibilities of how things could be
- Notice the big picture, see how everything connects
- Enjoy ideas and concepts for their own sake
- Like to describe things in a figurative, poetic way

then you prefer
N
Intuition

ISTJ

Responsible, sincere, analytical, reserved, realistic, systematic. Hardworking and trustworthy with sound practical judgment.

ISFJ

Warm, considerate, gentle, responsible, pragmatic, thorough. Devoted caretakers who enjoy being helpful to others.

INFJ

Idealistic, organized, insightful, dependable, compassionate, gentle. Seek harmony and cooperation, enjoy intellectual stimulation.

INTJ

Innovative, independent, strategic, logical, reserved, insightful. Driven by their own original ideas to achieve improvements.

ISTP

Action-oriented, logical, analytical, spontaneous, reserved, independent. Enjoy adventure, skilled at understanding how mechanical things work.

ISFP

Gentle, sensitive, nurturing, helpful, flexible, realistic. Seek to create a personal environment that is both beautiful and practical.

INFP

Sensitive, creative, idealistic, perceptive, caring, loyal. Value inner harmony and personal growth, focus on dreams and possibilities.

INTP

Intellectual, logical, precise, reserved, flexible, imaginative. Original thinkers who enjoy speculation and creative problem solving.

ESTP

Outgoing, realistic, action-oriented, curious, versatile, spontaneous. Pragmatic problem solvers and skillful negotiators.

ESFP

Playful, enthusiastic, friendly, spontaneous, tactful, flexible. Have strong common sense, enjoy helping people in tangible ways.

ENFP

Enthusiastic, creative, spontaneous, optimistic, supportive, playful. Value inspiration, enjoy starting new projects, see potential in others.

ENTP

Inventive, enthusiastic, strategic, enterprising, inquisitive, versatile. Enjoy new ideas and challenges, value inspiration.

ESTJ

Efficient, outgoing, analytical, systematic, dependable, realistic. Like to run the show and get things done in an orderly fashion.

ESFJ

Friendly, outgoing, reliable, conscientious, organized, practical. Seek to be helpful and please others, enjoy being active and productive.

ENFJ

Caring, enthusiastic, idealistic, organized, diplomatic, responsible. Skilled communicators who value connection with people.

ENTJ

Strategic, logical, efficient, outgoing, ambitious, independent. Effective organizers of people and long-range planners.

3. How do you prefer to make decisions? If you:

- Make decisions in an impersonal way, using logical reasoning
- Value justice, fairness
- Enjoy finding the flaws in an argument
- Could be described as reasonable, level-headed

then you prefer
T
Thinking

- Base your decisions on personal values and how your actions affect others
- Value harmony, forgiveness
- Like to please others and point out the best in people
- Could be described as warm, empathetic

then you prefer
F
Feeling

4. How do you prefer to live your outer life? If you:

- Prefer to have matters settled
- Think rules and deadlines should be respected
- Prefer to have detailed, step-by-step instructions
- Make plans, want to know what you're getting into

then you prefer
J
Judging

- Prefer to leave your options open
- See rules and deadlines as flexible
- Like to improvise and make things up as you go
- Are spontaneous, enjoy surprises and new situations

then you prefer
P
Perceiving

Common Developmental Themes

(Bernard & Goodyear, 2004)

Students/Beginning Social Workers

- Fear/anxiety & performance pressure
- Overwhelmed by needs of the client
- Struggle with understanding & managing boundaries
- Struggle understanding role & goals
- Struggle with integrating own personality into the work (understanding use of self)
- Reactivity to client
- Disillusionment
- Struggles setting structure

Individual Supervision VERY important

Experienced Professional

- Developing an authentic and individualized approach to the work
- Tend to start looking outside of the SWK profession to more fully understand and expand their knowledge
- High level of supervisee autonomy-so how will supervision look now?
- Exploring leadership and other new roles
- Questions policies and procedures

Supervisor lead group supervision becomes more important

Senior Professional

- Strong individualized and authentic approach to the work
- Possibly more impatient
- Skeptical that anything new can really be added to the field
- Managing professional related loss & grief
- Death of professional elders
- Retirement

Peer lead supervision is a good way to engage the senior professional

Aggressive

Energized & Self Starters
Quick to take action
Approach Anxiety
Strong Leaders
Self-Confident

High energy
Leaders
Tend to need approval
Self critical
Cautious

*Don't get in
their way and
focus on
coaching.
Might need to
slow them
down.*

*Lots of positive
feedback &
titrate
challenges while
providing praise
for effort*

Independent

**Dziuban/Long
Learning
Styles Model**

Dependent

Less initiating
More reactive & resistant to
authority
Low energy & want control
Under stress-withdraw

Reactive
Sensitive to others
Wants your approval
Overextend

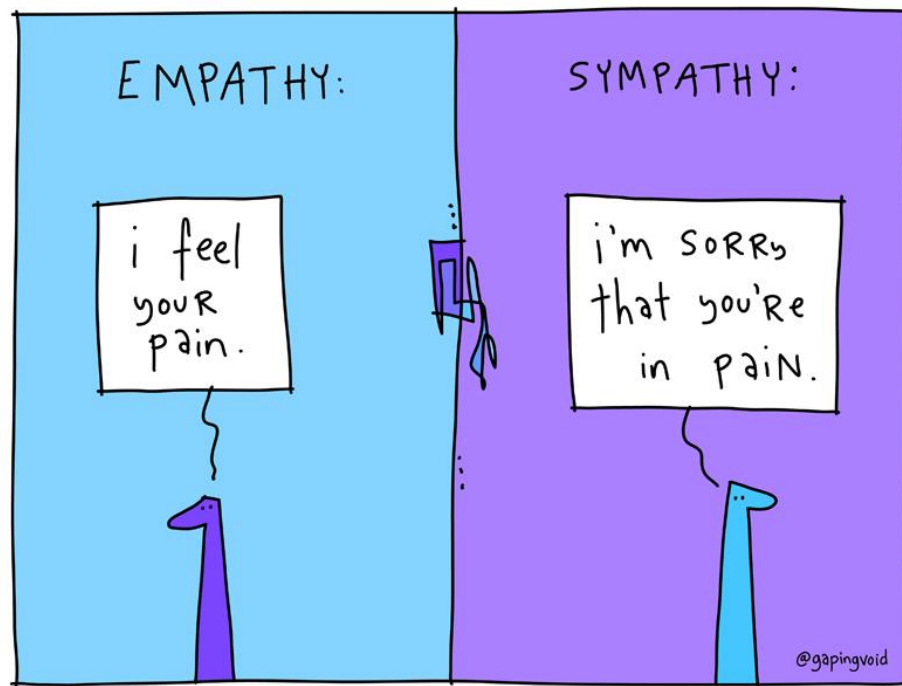
*Be direct,
appeal to
rational voice &
encourage
openness
about feelings*

*Encourage
proactivity &
when showing
independence
give positive
feedback*

Passive

Empathy

- <https://www.youtube.com/watch?v=-4EDhdAHrOg>
- <https://youtu.be/1Evwgu369Jw>



“

EMPATHY IS LIKE IF YOU'RE DOWN IN A DEEP, DARK PIT AND I CLIMB DOWN WITH YOU AND I SAY TO YOU, "IT'S REALLY DARK DOWN HERE. WOW, IT'S PRETTY COLD DOWN HERE. HOW ARE WE GOING TO GET OUT OF HERE?"

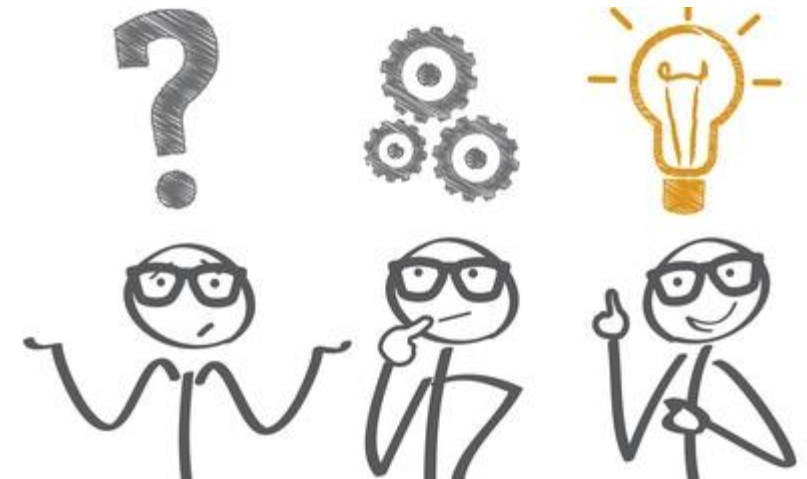
THAT'S EMPATHY. STEPPING INTO SOMEONE'S SHOES AND FIGURING OUT WHAT IT IS THAT THEY ARE FEELING AND HOW TO SOLVE THE PROBLEM.

AMY FORTNEY PARKS, PHD-R, LPC

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Tips for Successful Supervision

- Be a teacher not a cop
 - Establish a positive working relationship with all around you
 - Have the tough, difficult conversations
 - Commit to the success of supervisees
-
- **Commit to your own growth**



THANK YOU

GRACIAS
ARIGATO
SHUKURIA
JUSPAXAR
DANKSCHEEN
TASHAKKUR ATU
YAQHANYELAY
SUK'SAMA
ECHMET
GOZAIMASHITA
EFCHARISTO
KOMAPSUMIDA
MAAKE
GRAZIE
MEHRBANI
PALDIES
BOLZİN
MERCI
BIYAN
SHUKRIA
TINGKI

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