



# **Living Our Values: Supervision and Feedback for Survivor-Serving Organizations**

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# Credit and Disclaimer

2

This webinar is part of a project entitled the SOS (Supporting Organizational Sustainability) Institute, supported by the U.S. Department of Justice, Office on Violence Against Women.

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# Learning Objectives

3

As a result of this webinar, you will be better able to:

- Explore different types of supervision and feedback strategies in order to discern the best fit for your work, style, and relationship with your supervisee.
- Reflect on ways to provide a "cultural lens" to your supervision practice.
- Apply a task-specific leadership approach to staff development for use in your work.
- Utilize tools and resources to build trust in your supervisory relationships and mutual staff support.



# Please note...

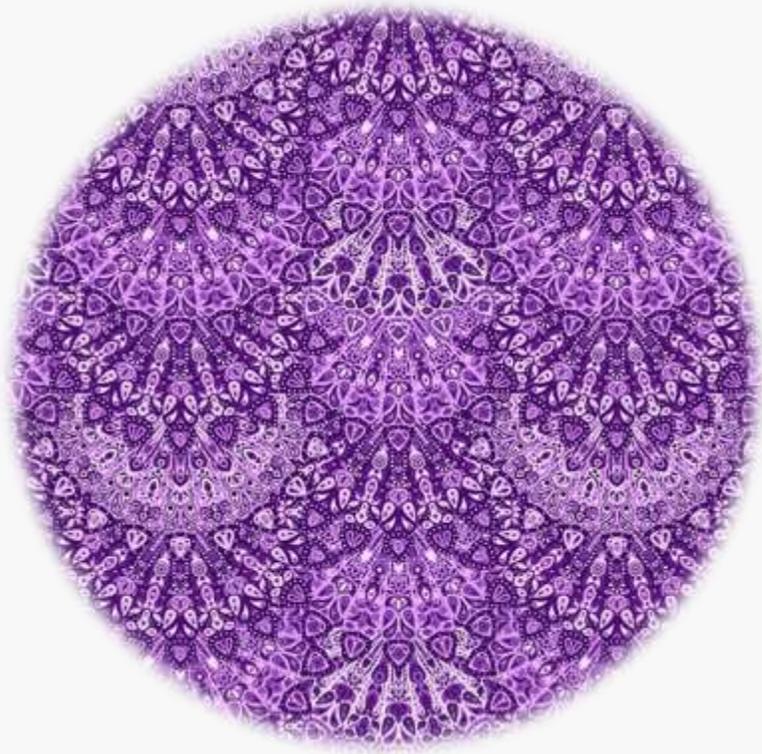
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Some of you may choose to share personal experiences in the chat—please be mindful to remove names and identifying information when sharing, because confidentiality cannot be guaranteed in this context.



# Welcome

5



"Life is very short. What we have to do must be done in the now."

Audre Lorde



# Having a situation in mind...

6

Who?

What happened?

What concerned you?

Were there any unconsidered alternatives?



Supervision is a reliable relationship for support, learning and growth. It is not parenting, it is not therapy and it is not authoritarian.



Cave and Johnan, 2014



# Functions of Supervision

Alfred Kadushin

What % of time do you spend in each function?



Educative



Supportive



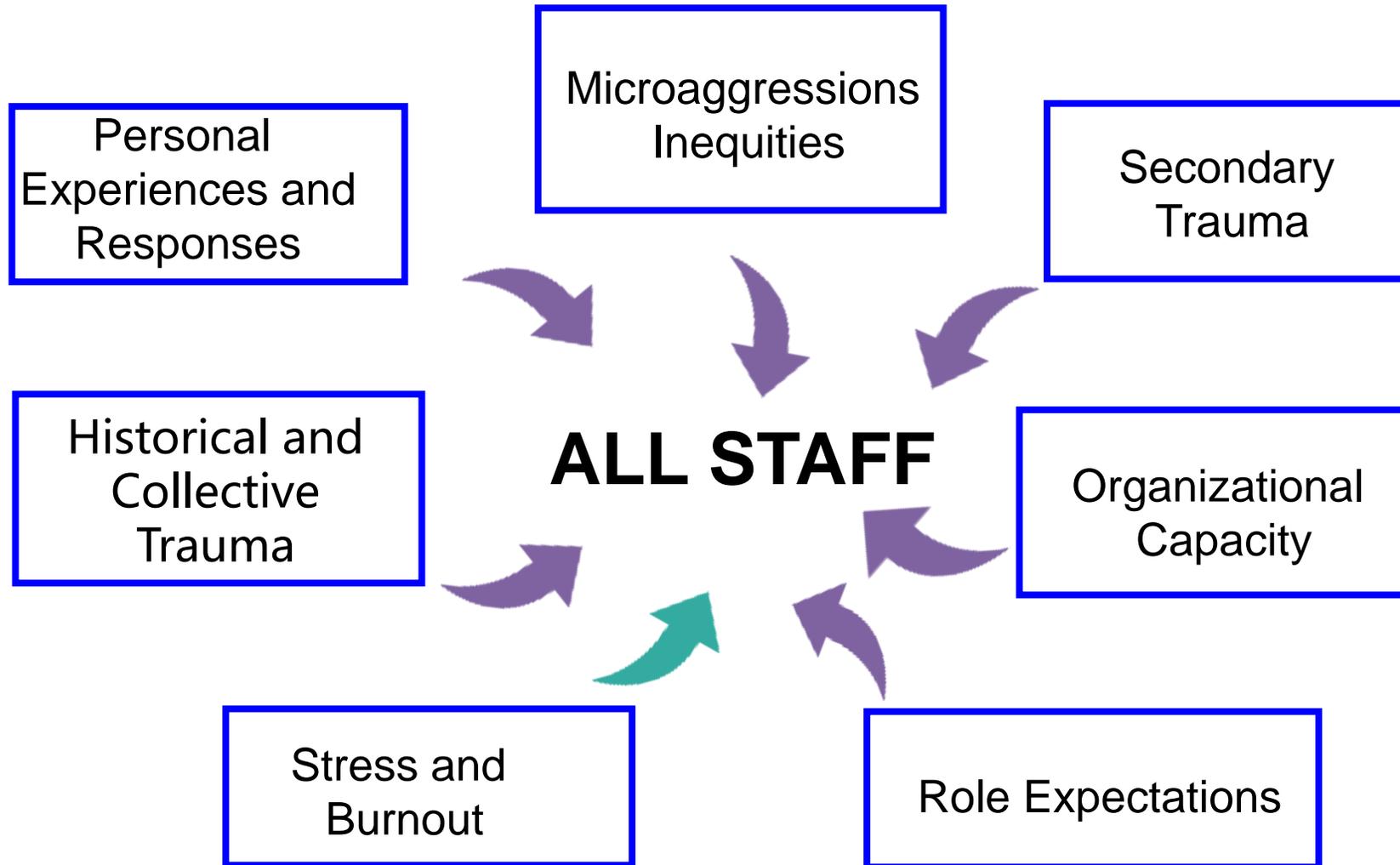
Administrative



# Experience Can Impact Connection



# Staff's Experiences and Responses



# Stress and Trauma

11

## ❖ **Stress**

Shifts people away from emotional balance and predictability, and calls on the system to restore it

## ❖ **Traumatic Stress**

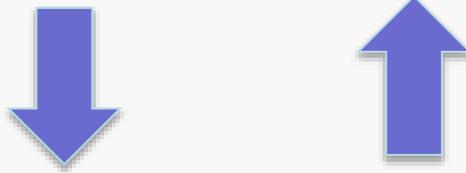
Shifts people away from emotional safety and predictability, and disrupts the system's ability to restore it

NCDVTMH 2012

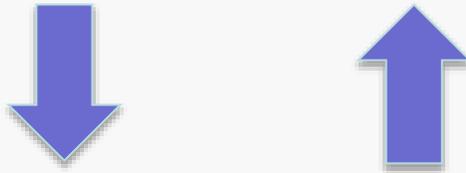


# Supervisory Role in a Parallel Process

Impact of stress and trauma on organizations



Impact on staff who work there



Impact on people accessing services



# Accessible, Culturally Responsive, and Trauma-Informed Supervision

13

The goals are to increase self-awareness, teach skills, offer motivation, navigate challenges, and support resilience while addressing trauma as it arises in the work - avoiding both retraumatization and revictimization



Cave and Johnan, 2014

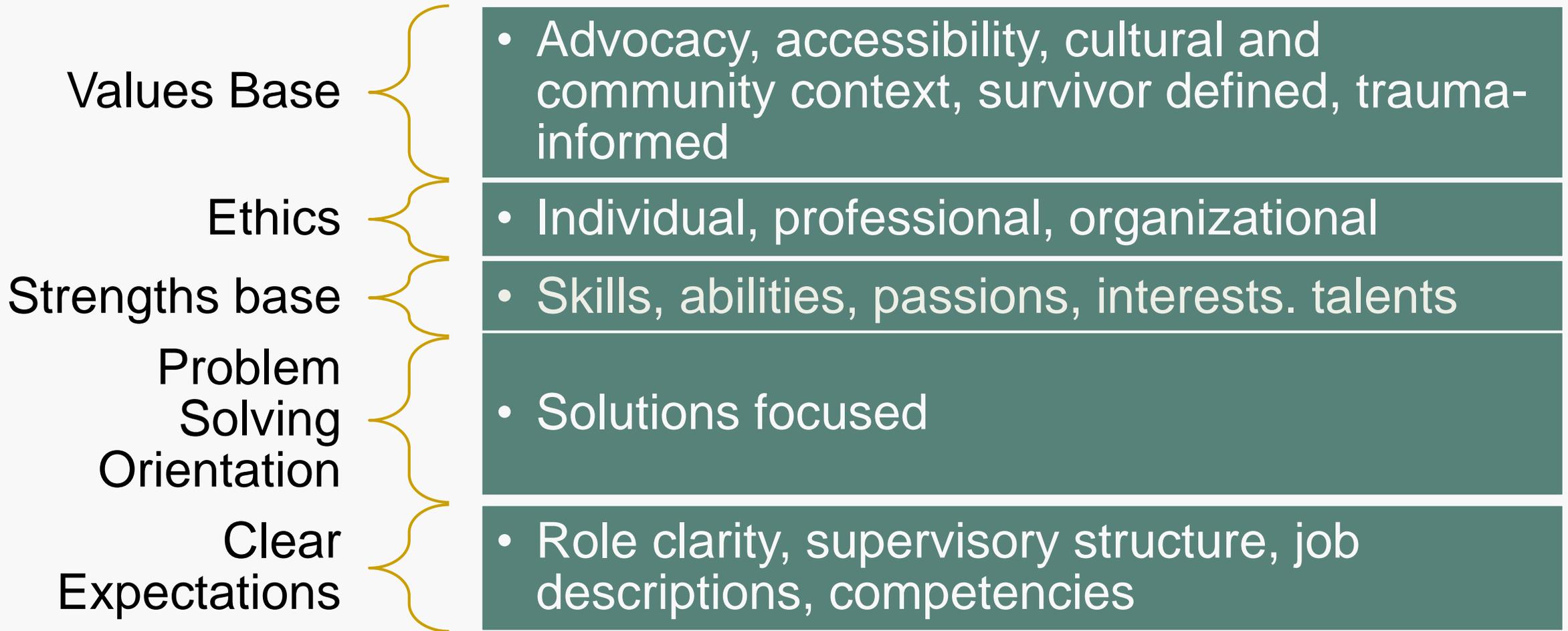




# Organizational Culture and Organizational Climate



# Ingredients of Effective Supervisory Relationships



# Ingredients of Effective Supervisory Relationships (continued)

Accountability

- Leadership; collaboration, team approach, survivor centered, creating a culture of growth and learning

Modeling  
Competence

- Intentional demonstration of what staff are expected to do

Feedback

- Giving and receiving feedback to support everyone's growth and learning

Situational  
Leadership

- Staff development. Matching leadership[ style to staff need for direction and support in a task

Reflective  
Practice

- Cultivating staff's self-awareness through collaborative exploration of situations occurring in the work



# Core Value: Anti-Oppression Lens

17

## Collaboration Opportunities

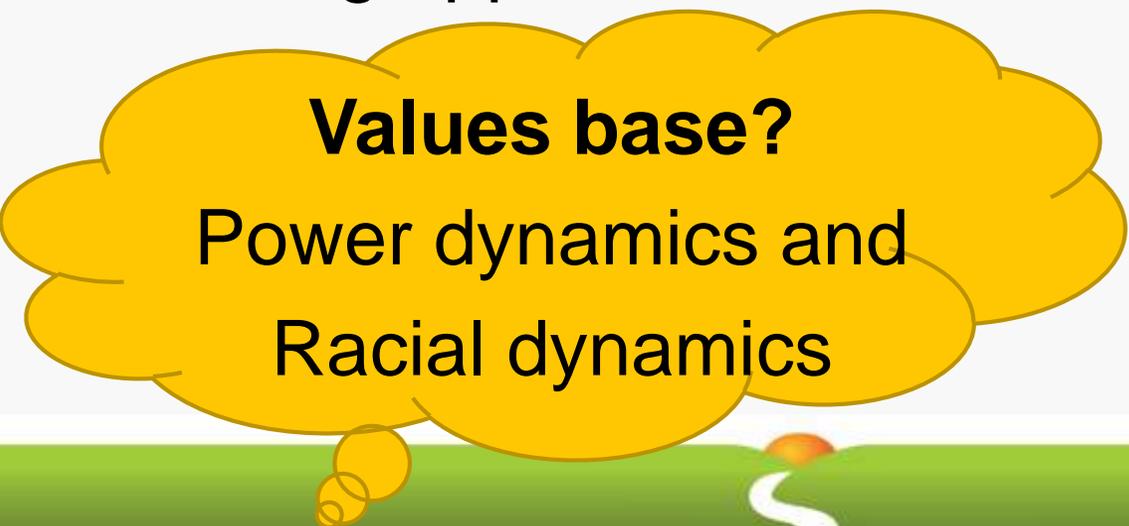
- Access
- Equity
- Inclusive
- Relevant
- Attuned to range of people's experiences

## Foster dignity and respect

- Culturally responsive
- Strengths-based
- Trauma-informed
- Naming oppression

**Values base?**

Power dynamics and  
Racial dynamics



# Strengths, Curiosity, and Collaboration Problem-Solving

18

What questions encourage problem-solving?



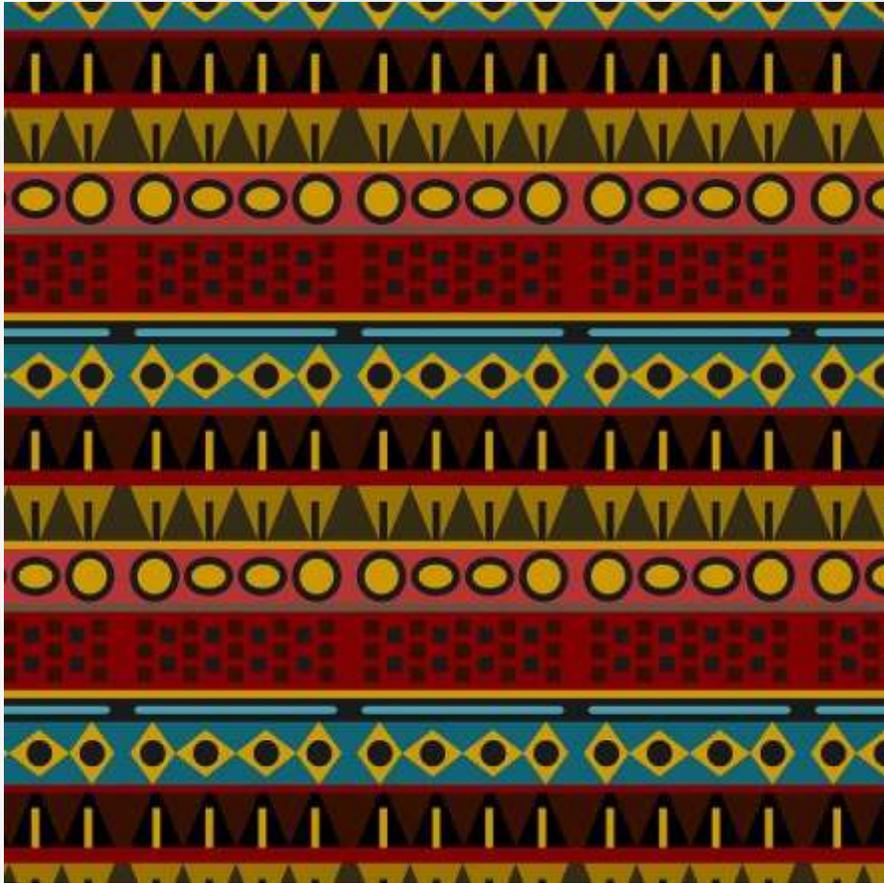
What feels respectful cross-culturally, cross- racially, and  
cross-generationally?

Inspired Vision , 2014



# Clear Expectations

19



What skills and competencies do staff need to do their jobs well?

How do we have a proactive approach to job expectations?

Inspired Vision, 2014



# Accountable Leadership Practices

20

- Holding staff accountable requires leaders to be accountable
  - Challenging our comfort
  - Seeking out and accepting feedback; making changes
  - Recognizing perfectionism and challenging the ways it shows up in our interactions as leaders
- Are you committed to change?
- Are you committed to leading in a learning and growing organization?



# Modeling Competence

21

- It isn't just what you say; what you do matters a great deal.
- Supervisors need to model expected competencies on purpose.

## **Demonstrating:**

Self-awareness, honesty, vulnerability, owning and repairing mistakes, elevating marginalized voices, transparent communication, attaining new skills, holding self and others to expectations...

**What else would you add?**

Inspired Vision, 2014



# Effective Feedback

22

**Giving** feedback in ways that feel honest and fair, and that promote learning, equity, understanding and growth.

**Receiving** feedback in ways that honor staff's participation as colleagues in the organization and that signal supervisor's openness to their own personal growth and learning.



# Situational Leadership in Supervision

23

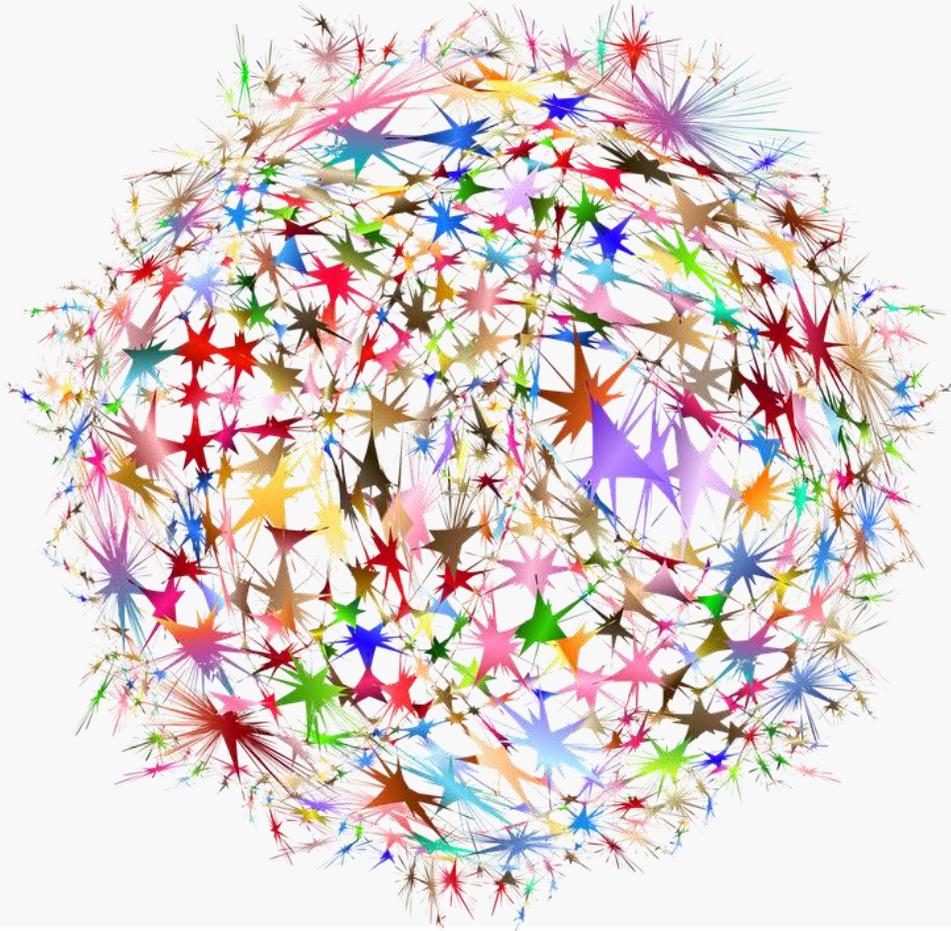
## Tenets of Situational Leadership

- There is no single "best" style of leadership or supervision.
- Effective leadership and supervision are task-specific.
- Successful leaders adapt their style to the skill (competence), confidence, and willingness of the person they are working with.



# Poll: Leadership Style Self-Assessment

24



What's your color?



# FOUR SITUATIONAL LEADERSHIP STYLES



# Considerations

26

## Confidence

Interest in task, Enthusiasm,

**Mindset:** "I can do this!"

## Competence

Capability (ability) to do the task

**Mindset:** "I have the skill!"

## AND...Willingness

Motivation to do this job, in this organization, at this time

**Mindset:** "I accept responsibility!"



# IMPORTANT!

27

- The same staff person might need a different supervision style if the task OR the circumstances change!
- Staff may need different style from you for different tasks
- That's what makes this kind of supervision **SITUATIONAL.**



# Chat and Peer exchange

28

What are your thoughts about this model?



# Accountability for Collaborative Supervision

29

## Be Transparent about preparation for supervision and what you expect

- Be ready to share experiences
- Be ready to hear other's perspectives
- Come with at least one idea for a solution
- Be ready for feedback (everyone)
- Collaborate



# Remote supervision

30

- Prioritize relationship
- Provide inclusive communication
- Provide all staff with orientation to the supervisory approaches you are using
- Be consistent; always “show up” for the relationship
- An “open door” policy is not enough!

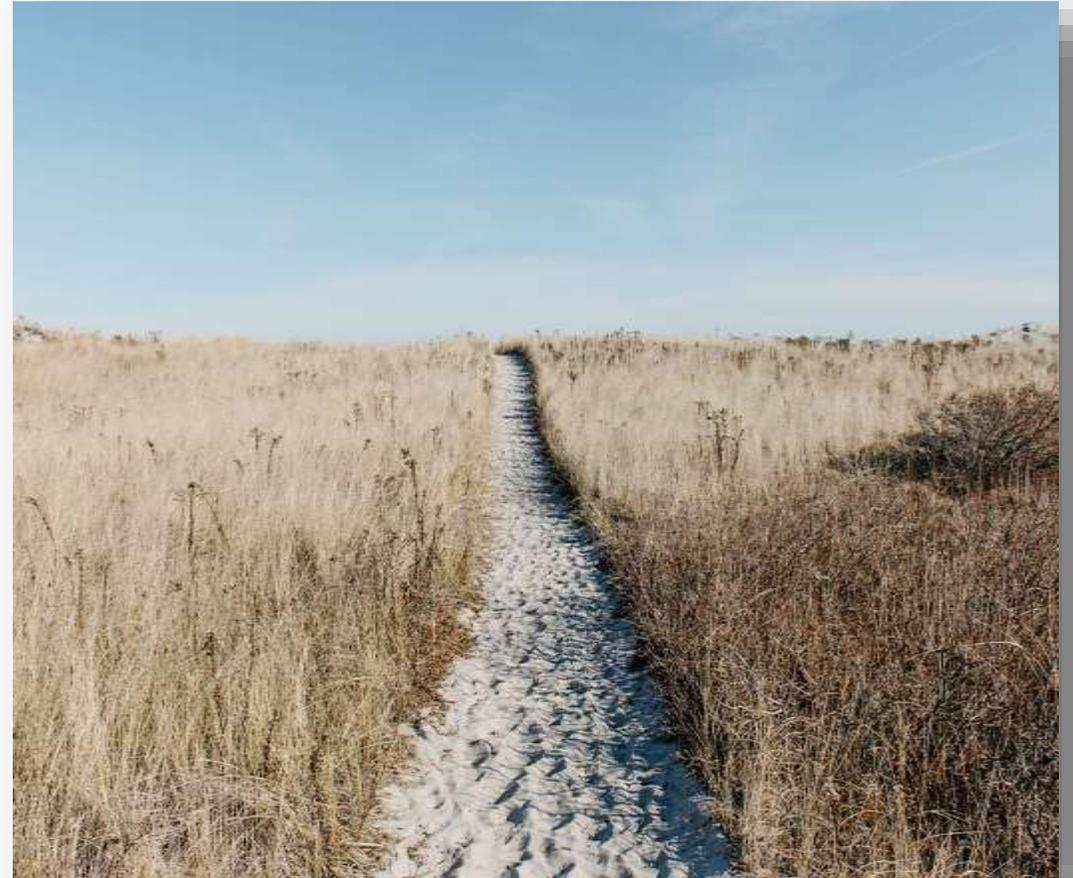


# Revisiting Your Situation....

31

Were there any unconsidered alternatives?

Is there something you could start, stop or continue to do next time?



# Handouts

32

- ❖ **Handout 1:** Leadership Styles Self-Assessment
- ❖ **Handout 2:** Questions that Encourage Problem Solving
- ❖ **Handout 3:** Sample Advocate Competencies
- ❖ **Handout 4:** Supervision and Feedback Resources

Recording, PowerPoint, and handouts will be posted here:

<https://www.futureswithoutviolence.org/supervisionandfeedback>



# Upcoming Webinars and Trainings

33

- ❖ Part Two! Living Our Values: Giving and Receiving Feedback, **December 16, 11:00 a.m. PST, 2:00 p.m. EST**

## Presenters:

- Yasi Safinya-Davies, Psy.D.
  - Cathy Cave
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- ❖ Professional Leadership Advancement Network (PLAN) 2022  
Program for Executive Directors  
<https://www.futureswithoutviolence.org/resources-events/events/>



# Thank you!

34

Please take a moment to take a short evaluation regarding today's webinar, and submit any questions:

<https://www.surveymonkey.com/r/SupervisionEval1>

Visit the SOS Institute web page for webinars and resources

<https://www.futureswithoutviolence.org/organizational-leadership-training/supporting-organizational-sustainability-training/>

For information, resources, and technical assistance, please contact the Learning and Leadership team at [learning@futureswithoutviolence.org](mailto:learning@futureswithoutviolence.org)

