ATTRIBUTES OF GREAT SUPERVISION

1. Openness to various personality types (Everyone desires respect)
2. Accepts suggestions and feedback (Partners share power)
3. Confidence in the skills of the coordinators (Everyone has strengths)
4. Allows staff to share concerns (Everyone needs to be heard and understood)
5. Coordinators can call a unit meeting (Partners share power)
6. Focuses on the skills that each member brought to the team (Everyone has strengths)
7. Recognizes successes (Everyone has strengths)
8. Truly embraces a non-judgmental approach (Judgments can wait)
9. Inspires a shared vision (Partnership is a process)
10. Coordinators understand and contribute to the vision (Partners share power)
11. Understand that collective wisdom comes from multiple viewpoints (Everyone desires respect)
12. True dialogue occurs (Everyone needs to be heard and understood)
13. Dangles ideas in a collective conversation (Everyone desires respect)
14. Walks the talk (Partnership is a process)
15. Great listener (Everyone needs to be heard and understood)
16. Flexible (Partnership is a process)
17. Treats others with respect (Everyone desires respect)
18. Employees are empowered to make decisions (Partners share power)
19. Shares whatever information he/she can (Partners share power)
20. Praises family-centered work (Everyone has strengths)
**STRENGTHS-BASED SUPERVISION**

**Traditional Supervision Paradigm Goal:**
To produce a competent coordinator

**Key Attributes of the Supervisor:**
- Believes the supervisor is the source of knowledge
- Views the coordinator as a neophyte and object of teaching and training
- Worries that the coordinator might make a mistake and, as a result, requires constant oversight
- Has primary responsibility for the welfare of clients
- Focuses supervision so that it is situation- and problem-specific, making it difficult to generalize learning
- Emphasizes prevention of mistakes, not skill and competence development
- Supports and engages in traditional authoritarian, hierarchical, linear patterns of supervisory and organizational practices and behavior
- Presents him- or herself as the primary holder of expertise and knowledge
- Engages in evaluation that is supervisor-driven and one-way in direction
- Holds position power

As a result of these attributes, a climate of fear and criticism may be established and intrude negatively upon the supervisory relationship, stunting positive relationship development, creativity and shared engagement and ownership of practice and outcomes, and creating a negative parallel process of behavior and engagement of children, youth and families.

**Strengths-Based Supervision Paradigm**  
**Goals:** To facilitate the development of a competent coordinator who will make good decisions and empower clients to make good decisions; to identify competencies and amplify them through supervision; to ultimately become peers and colleagues; to share the responsibilities, challenges and rewards of good case practice and achieve desired outcomes.

**Key Attributes of the Supervisor:**
- Seeks to discover coordinator competencies and strengths
- Intentionally identifies and amplifies coordinator success
- Uses coordinators’ cases and other activities and opportunities to foster skill development
- Actively uses solution-focused language and concepts within the supervisory relationship
- Coaches for success
- Encourages coordinator learning and shares responsibility for identifying learning goals
• Creates a climate of trust and safety in supervision, while maintaining professional boundaries
• Develops a collaborative relationship with the coordinator
• Uses the coordinator’s frame of reference to increase competency
• Integrates cultural awareness and respect into the supervisory relationship
• Engages in ongoing and mutual evaluation of performance and relationship

As a result of these attributes, a climate of trust and mutual direction may be established that supports a strong and positive supervisory relationship; creativity, shared engagement and ownership of practice and outcomes; and a positive parallel process of behavior and engagement of children, youth and families.

**THE SOLUTION-BUILDING PROCESS WITH COORDINATORS**

**Describing the Problem**
As the "expert on his or her experiences with the family," the coordinator leads the "problem talk" and the process of exploring the concerns of the family.

*Help me understand your perceptions of the family members you say are afraid to attend the conference. What do you think you might help alleviate their fears? What else might help? What are some additional options? Or, Tell me about what you have tried with the family thus far?*

**Developing Well-Formed Goals**
The coordinator and supervisor engage in "solution talk" to describe what will be different when the obstacles to success are addressed. Goals are small, concrete and meaningful.

*What goals are important for you to accomplish right now? How would you be able to set the meeting up for success if you achieved this goal? Or, what would be there instead when this is resolved? What will be the first small sign that something has changed with the family? What role do you play in making that happen? Is that something that you think could happen, or that you could do? Are there times you can think of when you have been able to do some of these things already?*

**Exploring for Exceptions**
The coordinator talks about the "who, what, when and where" of the exception times in the recent past.

*To explore this further, I'm going to ask you a question that you might ask a family. [Introduce an exception, coping, relationship or scaling question, or the miracle question]. For example, have you explored with the family when there was a time when they were all together and things were going well? What was different about that time? Or, Have you explored with the mom/dad a time when they felt supported by their family? When was that time and what was different? Or, if the family woke up tomorrow and a miracle had happened what would be different about their family? Their extended family?*

**Providing End-of-Supervision Feedback**
The supervisor uses information shared by the coordinator to compliment the coordinator on what he or she is doing to reach a solution and to develop an "action" plan with the coordinator.

*Based on what you've shared with me, I have been really impressed with your ability to.... So, it sounds like what you are hoping to do next is.... Is that right?*
Jointly Evaluating Progress With the Coordinator

Regularly assess and evaluate with the coordinator how he or she is doing to reach the established goals.

Continue to explore for exceptions to build on.

What’s better today? What else is better? On a scale of 0 to 10, with 0 being "absolutely no change" and 10 being "the problem is no longer present," where you say you are today?