Activating Supervision and Learning

Day 2

School of Human Services and Social Work Field Education Unit

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Welcome Back!

- Review from last session
- Four components to our working agreement
    - Safety and Confidentiality
    - Respect
    - Participation
    - Constructive Feedback

- *Discuss what you thought about after our session yesterday?*
- *What did you focus on?*
- *Add more strengths to your list based on your reflection.*

Course Overview

Day 2:

▪Foundations of supervision: emotional intelligence, experiential learning, transformational learning and critical reflective practice

▪Giving and receiving feedback and evaluating

▪Working with and overcoming challenges

▪Setting the scene for learning and supervision in your organisation

Learning Outcomes revisited

By the end of the program you will:

- **Increase your confidence in creating a space for learning and reflection**

- **Recognise your strengths as a supervisor and introduce new aspects to your practice**

- **Build the skills and enthusiasm of supervisors in your organisation**

- **Connect with your colleagues and create new networks**

- **Engage in thinking about and acting on strategies to strengthen our workforce into the future**

Transformational Learning

- The stages of learning Carroll (2006) identifies are:

Stage 1: Downloading – We see what we already know. We think as we have always thought. New knowledge and information confirms what we previously knew.

Stage 2: Noticing outside of ourselves – We take a stance away from ourselves and can observe what disconfirms our theories, frameworks and models.

Stage 3: Awareness and 'making sense of' – We open ourselves to new ideas, theories and frameworks. We use empathy to understand from other people's perspectives. We listen deeply and 'dialogue with integrity', allowing the new to influence what is already in our lives.

Stage 4: Critical reflection – We begin the process of considering, sifting, thinking through, connecting, discussing and making meaning while recognising the meaning making processes of others. Generative dialogue opens the possibility for learning organisations, collective practice wisdom and collaborative communities of practice.

Stage 5: Transformational learning – We understand the processes by which we learn. We understand the assumptions that underpin our learning. We understand the contexts in which our learning and meaning making takes place.

Transformational Learning

Learning is now clearly recognised as a "complex and evolving process that engages all parts of the physical, social, and emotional human experience, rather than just a formal intellectual process" (Giles, Irwin, Lynch, and Waugh (2010).

These authors also identify the difference between **surface learning** and **deep learning**.

Surface learning involves accepting and memorising information.

Deep learning involves critical analysis of new ideas and linking these ideas to already known concepts and principles. The linking of new ideas to old knowledge leads to deeper understanding of concepts that can then be used for problem-solving in unfamiliar contexts, thus promoting understanding and application for life.

Transformational Learning

Transformational learning is "a form of deep learning that takes into account issues external to the learner by considering the learner in context. In doing this, transformational learning attends to both the individual learner and the organisation in the context of the socio-political environment, including the complexities and constant change that accompany this, creating the possibility of transformational practice by prioritising social justice and human rights"

(Giles, Irwin, Lynch, Waugh, 2010) .

Critical Reflection:

- Ability to move from reflection to critical reflection.

- Critical reflection involves processes to explore and test out theories and ideas that inform their thoughts and actions

- Builds on earlier experiences.

- Critical reflection promotes exploration of assumptions

- Critical reflection may be resisted because of pressures of work or life.

- It does take time and practice to develop analytic and critically reflective skills

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- "Reflective learning becomes transformative whenever assumptions or premises are found to be distorting, inauthentic, or otherwise invalid".

Giles, Irwin, Lynch, and Waugh (2010)

A cycle of reflection
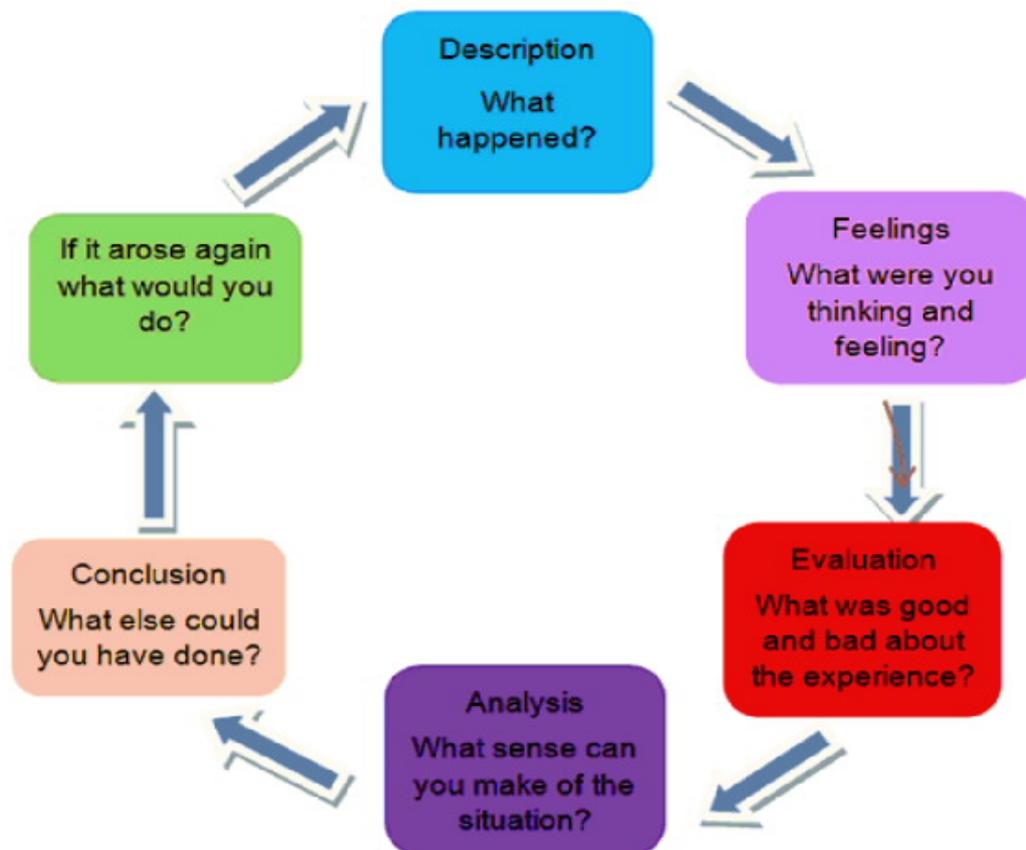
Reflective Cycle (Gibbs, 1988)

Core concepts underpinning transformational learning

Experiential Learning:

- Two central understandings in experiential learning that are also key factors to transformational learning in practice settings.
    - » Active *participation in* or doing practice.
    - » Process of *reflection and analysis* of this practice.
    - » Drawing on the use of Kolb's cycle of *plan, act, observe, reflect*.

Giles, Irwin, Lynch, and Waugh (2010)

Concrete Experience
(doing / having an experience)

Reflective Observation
(reviewing / reflecting on the experience)

Abstract Conceptualisation
(concluding / learning from the experience)

Active Experimentation
(planning / trying out what you have learned)

http://leadershipandservice.utk.edu/about_theories.php
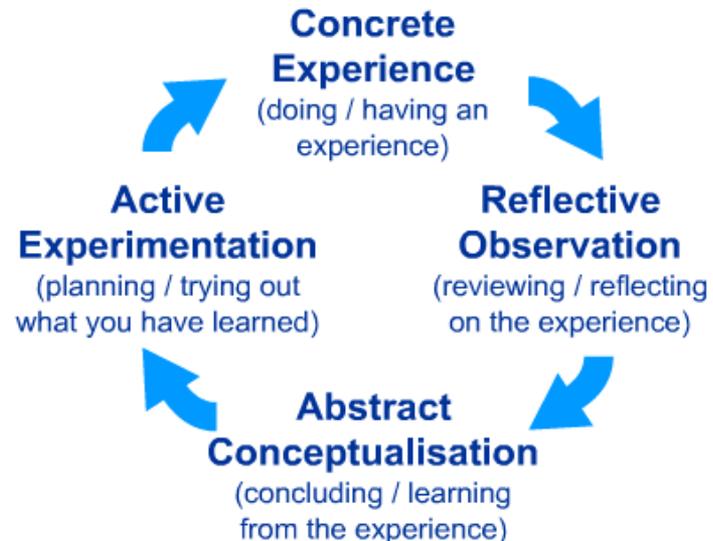
Opening up in a learning cycle

Experience part of the learning cycle

▪Tell me what happened when….

▪Who else was there

▪What else was said

Reflection part of the learning cycle

▪What did you feel

▪What were others feeling

▪When have you felt this way before and what did you do

Analysis part of the learning cycle

▪How can we make sense of this

▪What other evidence can we draw on

Action phase of the learning cycle

▪What will you do next

Kolb in Morrison, 2005

Social construction of knowledge:

- knowledge in all its form is socially developed and maintained,

- meanings are developed by social groups as opposed to being developed by formal laws.

- Social Constructionism encourages us to take a critical stance toward their 'taken for granted' ways of looking at the world and ourselves,

- to more often question our own and others' ideas,

- And to become open minded to new ideas and avoid labelling people.

Giles, Irwin, Lynch, and Waugh (2010)

Core concepts underpinning transformational learning

Emotional and Social Intelligence:

- Relationship skills with colleagues, service users, and other service providers are central to human services practice.

- The capacity to develop, sustain and maintain these relationships is linked to our knowledge and awareness of use of self.

- This involves an understanding of how our attitudes and beliefs can influence their practice, how they emotionally respond to and manage situations, and their own emotional responses, as well as how they deal with the emotional responses of others.

- Emotional Intelligence involves: self- awareness, self-regulation, motivation, empathy, and social skills.

- Morrison (2007)

Checking your EI

- Reflective exercise:

How would you rate yourself in each of the EI competencies?

- Give yourself an overall rating for each of the five competencies. Use a rating scale of one to four: 1 = low competence, 2 = moderately competent, 3 = competent, 4 = highly competent.
- 1. Self-awareness
- 2. Self-regulation
- 3. Motivation
- 4. Empathy
- 5. Social skills

- In which areas do you need to increase your competence?
- Where can you get feedback about your EI?
- How can you build you EI in areas that you have identified?

Core concepts underpinning transformational learning

An Ethical Approach:

- Focuses on principles of social justice and respectful, purposeful relationships.

- Focuses on human well-being and care above all other principles.

- Ethical framework that focuses on fairness, rights, equality and trust, attentiveness to need, meaning nuances and caring relationships,

- Places people, both clients and workers, above organisational efficiency and technical excellence.

Giles, Irwin, Lynch and Waugh, 2010

Core concepts underpinning transformational learning

A supportive learning environment:

- Transformational learning is an interactive, interdependent process that is enhanced in a supportive, collaborative environment where there is sensitivity to the powerful impact of the learning on individuals, and where the learner has a sense of control or power over his or her learning.

- The supervisor plays a central role in modelling positive self-regard and a passion for learning and in creating a safe and supportive environment that allows for dilemmas to occur and be explored and new learning to be tested.

Giles, Irwin, Lynch and Waugh, 2010

Applying the concepts to practice

Each group will explore 1 of the core concepts of transformational learning.

In your small group:

Discuss – How do you make sense of the concept? What does it mean to you? How do you understand it?

Write down – How would you integrate it into your practice? What skills, tools, ideas, actions, approaches, ways of thinking could you implement to address this concept?

Share with the large group

Feedback

Feedback is the process of relaying observations, impressions, feelings or other information about people's behaviour for their own use or learning (Ford and Jones 1987)

Three goals of feedback:

- confirmatory,
- corrective
- motivating and challenging.

- *Think about your experiences of giving and receiving feedback. Try to think of a positive experience of giving and of receiving feedback and a negative experience of giving and of receiving feedback.*

- *What reactions do you have to feedback generally?*

- *What feelings do you have when you need to give someone negative feedback? What fears do you have? What gets in your way?*

- *What feelings do you have when you need to give someone positive feedback?*

Constructive feedback will focus on:

- The behaviour or the problem
- What you see and can be clear about
- Non-judgemental approach
- Specific behaviour or problems, not assumptions
- Finding answers together rather than giving directives

- And anything else………..

Characteristics of feedback

▪Points us in the direction of improving practice and achieving goals

▪Encourages reflective and self-evaluative practice.

▪Is regular, constructive, detailed

▪Gives information about strengths and areas for improvement.

▪Is more likely to be received well when done within a climate of respect

▪A supervisor giving feedback:

▪Takes responsibility for the feedback given

▪Understands the power imbalance

▪Chooses the right time and place to give the feedback

▪Follows up with the person

From Hawkins and Shohet 2006

Four ways to deal with challenges

- relational (naming, validating, attuning, supporting, anticipating, exploring parallel process, acknowledging mistakes, and modeling);
- reflective (facilitating reflectivity, remaining mindful and monitoring, remaining patient and transparent, processing countertransference, seeking supervision, and case conceptualizing);
- confrontative (confronting the problem, taking formal action, referring to personal therapy, and becoming more directive);
- and avoidant interventions (struggling on, withholding, and withdrawing).

- Which works and when? Relational strategies to maintain an effective supervisory alliance, reflective strategies to process challenges around practice approaches and the supervisory relationship and confrontative strategies with unhelpful behaviours

- Grant, Schofield and Crawford 2012

Challenge: Evaluating the Supervision Relationship

- It is important to develop a culture where meaningful and transparent feedback is part of everyday practice.

- We often evaluate or assess the person being supervised, but how often do we assess the relationship and our own performance as a supervisor?

- We need to role model openness, honesty and reflection as a supervisor too!

Areas to evaluate in the relationship

- The Children's Workforce Development Council "Inspiring Practice" guide (2010) offers these areas for assessment:

- Is there respect, boundaries and rules?
- Are there shared expectations?
- Does the supervisor use active listening?
- Is there adequate space for reflection and critical thinking?
- Is positive and constructive feedback given?
- Is the space safe to express emotions, concerns and issues?
- Are there opportunities to explore ideas, evidence and new directions for practice?

Challenge: Getting stuck in learning

Morrison (2005) describes different types of learning roadblocks:

- stuck in feelings – own feelings dominate, thinking suppressed and actions driven by feelings

- stuck in analysing – thinking dominates, feelings suppressed and actions driven by rigid thinking

- stuck in action - feelings are projected onto others and feelings are pushed down

- stuck in experience– disconnected from thinking, feeling and acting and is unable to move on

Challenge: Difficult Conversations

Tips for tackling tough conversations:

- Check your intentions are positive

- Be authentic

- Set the emotional tone for the conversation

- Be aware of different perspectives

- Present yourself with an open mind and be prepared to be wrong

- Be prepared

- Take the time to cover everything you intended

- Do not revisit or go backwards, move forward

- Adapted from www.margiewarrell.com and Ontario Ministry of Education 2009

Challenge: Responding to and managing change

- Understanding how individuals deal with change helps us to support them and also to challenge them when their response is not functional for them, our consumers or the organisation.

Reflection Point

- *What are the main areas of change in your and for your environment/organisation/consumers at the moment?*
- *How are you managing these changes yourself?*
- *What is the impact of these changes on others that you supervise?*
- *How do you discuss this in supervision?*

Challenge: Managing Conflict

Conflicts may arise due to different views and perspectives on:

- Values

- Practice approaches

- Use of authority

- Personal issues

- Performance issues

- Confidentiality

- The strength of the relationship

- Organisational policy and culture

And others……….

(Korinek and Kimble 2003)

How do you manage conflict in your life?

What works well for you in dealing with conflict with others?

Win-Win approaches

- The goal of managing conflict is to collaborate and find a way forward that is mutually agreed in most instances.

"Win-win" conflict resolution includes six steps:

(1) Identify the problem and unmet needs;

(2) Make a date to discuss the problem and needs;

(3) Describe the problem and needs from each person's perspective;

(4) Consider the other person's point of view;

(5) Negotiate a solution;

(6) Follow up the solution (Korinek and Kimble).

- *Before conflict escalates:*
- *What strategies can you use to monitor the relationship?*
- *What areas do you need to focus on in your supervisory relationships to prevent and manage conflict?*

Challenge: Emotional transference

- At times, our work can evoke personal issues and experiences. We may find it difficult to differentiate between our issues and the clients' and then experience poor coping, stress and challenges to our performance. (Morrison 2005)
- Examples include: family dynamics, ageing and frailty, illness and death, decision making and planning and cultural values.

Reflection Point:

Have you experienced Emotional Transference?

How did you manage this challenge?

Do you have a clear picture of where your work and professional life intersect and potentially overlap?

Have you seen Emotional Transference with people you supervise? And how did you or would you deal with this?

Models of Supervision

- Individual
- External Supervision
- Group
- Shared
- Communities of Practice/Interdisciplinary teams

Reflection Point

- *Some benefits and drawbacks exist within each approach eg time invested, coordination of others, abilities of the supervisors in each context, managing group dynamics*

- *What do you think are the positives of each model?*
- *What could work best for you to receive support?*
- *What could work best for the people you supervise?*

Techniques for encouraging learning

- Journals
- Process Recordings
- Critical Incident Debriefing
- Johari Window
- Maps
- Article discussions
- Debates
- Strength Cards
- Shadowing
- Role Playing
- Direct observation and practice
- Presentations
- Reviewing case notes, records and consumer documentation

- Cleak and Wilson (2013) and Osmond and Darlington (2005)
- *What works for you to motivate your learning?*
- *What techniques could you try in your supervision practice?*

Setting the scene for ongoing learning

- From your participation in these sessions, what goals do you need to work towards:

- Understanding different models of supervision
- Time management
- Increasing your confidence
- Support for your own supervision
- Using new tools in supervision
- Overcoming your roadblocks and challenges
- Other areas……………………………………..

- What other strengths in supervision can you now add to your list?

Close

Thank you for your:

- Enthusiasm

- Openness

- Creativity

- Participation

- For being present during such demanding times

Resources, Readings and Reflection Pieces

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