



Supervision with Head and Heart

Part of the CalsAC Workshop Strand
Unite, Empower, Transform.

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CalsAC is building a future where every child in California — regardless of income, race, or zip code — has access to high quality, affordable out-of-school time programs.

- Training
- Leadership
- Advocacy




GETTING STARTED

- Training Agenda
- Bike Rack
- Group Agreements



GROUP AGREEMENTS

- Try on new ideas and perspectives
- Move up/Move back
- Assume positive intent
- “I” Statements
- Confidentiality
- Both/And Thinking
- It’s okay to disagree



TODAY’S OBJECTIVES

By the end of this module, participants will:

- Explore social-emotional and character skills that support supervisors.
- Explore personal roadblocks, power and potential pitfalls as a supervisor.
- Become familiar with a management framework to strengthen their supervision.



WELCOME

- Share:
 - Name
 - How are you showing up today?




KEY CONCEPTS

- All young people need social-emotional and character skills to be successful in school, work and life.
- We, as staff, also need to reflect on our own personal competencies as they relate to the implementation of practices that support young people in developing such skills



For more on the Expanded Learning 360/365 initiative, visit www.expandedlearning360.com



KEY CONCEPTS

- As leaders in out-of-school time programs, we need to create safe, supportive environments for staff and young people by modeling self-awareness, interpersonal skills, growth mindset and social awareness in how we lead and manage.
- Reflecting on our own needs, biases, roadblocks and experiences is an important first step in creating an intentional process for staff development and supervision.



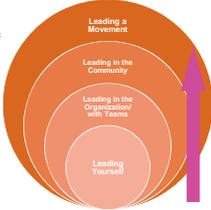
MANAGEMENT & LEADERSHIP

Action	Management	Leadership
Concerned with:	Complexity	Change
<i>Creating an Agenda: Deciding What Needs to be Done</i>	Planning and Budgeting	Establishing Direction
<i>Developing Human Network for Achieving the Agenda</i>	Organizing and Staffing	Aligning People
<i>Execution</i>	Controlling and Problem Solving	Motivating and Inspiring
<i>Outcomes</i>	Produces Predictability, Order, and Key Results	Produces Dramatic Change and Useful Change



LEVELS OF LEADERSHIP

- Leading Self** – understand and become more aware of your personal strengths
- Leading Others** - create awareness of the strengths of others, enhance interpersonal relationships and supervision
- Leading with Teams** – create awareness of team strengths, explore how you might develop teams for greater success
- Leading in the Community** – explore how a strengths approach can support and reinforce multicultural leadership
- Leading in a Movement** – aware of all strength domains and apply them to move towards addressing change




REFLECTION

- How do you demonstrate your values to the people you supervise?
- How would you want the people you supervise to describe your supervision?
- How do you supervise with head and heart?





**EXPANDED LEARNING 360°/365
FOUNDATIONAL AREAS:**

	WE ARE	Self-awareness Self-management
	WE BELONG	Social awareness Interpersonal skills
	WE CAN	Self-efficacy Growth mindset



**SUPERVISION IN A YOUTH
DEVELOPMENT CONTEXT**




**PERSONAL ROADBLOCKS IN
SUPERVISION**

- Youth and adults often need the same things in order to succeed.
- In many ways, supervisors with extensive experience working with youth have a useful framework for successfully supervising adults.



PAIR UP!




COMMON PITFALLS

- Thinking you can manage all people the same way.
- Not communicating openly and honestly with your staff
- Complaining to one employee about another
- Having gaps between the way things really are and the way they're said to be
- Not delegating responsibility or delegating responsibility without commensurate authority



COMMON PITFALLS

- Forgetting to make sure the mission lives as a nurturing, driving force
- Waiting too long to fire people
- Not putting enough time or effort into hiring decisions
- Not letting employees know they are valued
- Not taking responsibility for the fact that organizations tone and style are probably a reflection of you



PERFORMANCE MANAGEMENT FRAMEWORK

Expectation Setting (Mutual)

- Review & assign job descriptions
- Outgoing responsibilities
- Reviewing & setting performance goals
- Creating professional development plans
- New staff orientation
- Setting annual goals

Performance Review (No Surprises)

- Clarify performance
- Review meeting
- Annual performance review
- Setting annual goals

Regular Communications (Ongoing)

- Identifying & covering positions
- Using timely appraisal and developmental feedback
- Discussing current projects, workload & upcoming deadlines

Success



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ADVOCACY OPPORTUNITIES

- **Gain tools and resources** to protect and advance policies that support out-of-school time programs
- Join us at the **CA Afterschool Challenge** in May at the State Capitol



LEADERSHIP OPPORTUNITIES

- **3-Day Leadership Intensive Retreats:** regional, fee-based management and leadership trainings.
- **Leadership Development Institute (LDI) Fellowships:** year-long, cohort based fellowships aimed at increasing the leadership capacity of the OST field.
 - LDI for Emerging Leaders of Color
 - LDI 360°/365



TRAINING OPPORTUNITIES

- **Specialized Training Projects:** Dig more deeply into STEM, SEL and other important topics through our specialized professional development programs.
- **eLearning:** FREE online, self-paced, modules available for our most popular topics
- **Apply to be a CalSAC Trainer!** Do you enjoy leading trainings? Join our Trainer Network!

THANK YOU

Please take a few minutes to complete the evaluation for this module. Your feedback is greatly appreciated.

Visit us in the Exhibitor Hall at Booth #127

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www.calsac.org