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COACHING FOR
Success

LEARNING COMMUNITY

X HALFTIME REPORT

SESSION 2

COACHING SUPERVISION:

It Begins with YOU!



PRESENTERS

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AGENDA SESSION 2

- Introductions
- Linking leadership styles and supervision
- Reflections from the field
- Exploring tools to support coaching



INTRODUCTIONS



LINKING LEADERSHIP STYLES & SUPERVISION



LEADERSHIP & SUPERVISION TABLE

- Download the table
- Complete as we review the content
- Then we will debrief together





Building
Trusting
Relationships

Accountability
& Follow Up

Goals
Orientation

Problem
Solving

Self-Assessment
& Goal Setting

ROADMAP TO COACHING

REVIEW LEADERSHIP STYLES

Leadership Style	Source of Motivation
Reliance of Power	Final decision and clear expectations
Relationships	Staff care about relationship and are motivated to please
Politics	We'll help each other out
By Example	Through demonstration, staff will follow
Sharing Goals	Joint decision making and goal setting
Persuasion	Reasons are convincing
Charisma	Personality and enthusiasm



LINKING LEADERSHIP STYLES AND SUPERVISION



WHAT STANDS OUT?



WHAT SURPRISED YOU?

REFLECTIONS FROM THE FIELD



SHARING OUR EXPERIENCE

Share a goal from Session 1



SHARING OUR EXPERIENCE

Share a goal from Session 1

Deep Dive – We need a volunteer!



SHARING OUR EXPERIENCE

Share a goal from Session 1

Deep Dive – We need a volunteer!

Clarifying questions



SHARING OUR EXPERIENCE

Share a goal from Session 1



Deep Dive – We need a volunteer!



Clarifying questions



Get ideas from the group



EXPLORING TOOLS TO SUPPORT SUPERVISION



SUPERVISION COMPONENTS IN COACHING

ADMINISTRATIVE

EDUCATIVE

REFLECTIVE





SAMPLE SUPERVISION AGENDA

- Check-In (15 min)
 - Staff discussion points
 - Goals set with staff

- Administrative (10 min)

- Participants (30 min)
 - Review goals set
 - Challenging cases

- Backburner Items (5 min)

WHERE DO I START?



COACHING SUPPORT TOOL: LEARNING STYLES QUESTIONNAIRE

- Designed to identify preferred learning styles
- Informs experiences prone to help, based on preferred style
- Four learning styles:
 - Activist
 - Reflector
 - Theorist
 - Pragmatist

Adapted from Honey & Mumford (1992). *The Manual of Learning Styles*



LEARNING STYLES QUESTIONNAIRE

Activist

Involve themselves fully and without bias in new experiences. Tend to act first and consider consequences after. Tackle problems by brainstorming and thrive on challenges of new experiences.

Reflector

Stand back and ponder experiences and like to think through options before acting. Take on as much data as possible.

Theorist

Adapt and integrate observations into logically sound theories. Tend to be analytical and seek rational objectivity.

Pragmatist

Interested in trying out new ideas, theories, and techniques to see if they work in practice. Seek to apply new learnings to practice.

Adapted from Honey & Mumford (1992). *The Manual of Learning Styles*



LEARNING STYLES QUESTIONNAIRE

- **Application:**

- Complete as a team and compare learning styles, discussing applicability potential
- Complete for one-on-one supervision

- **Follow-Up questions to consider:**

- Do preferred learning styles differ across team?
- How does your supervision practice need to change based on individual staff?

Adapted from Honey & Mumford (1992). *The Manual of Learning Styles*



BUILDING MASTERY



BUILDING MASTERY



COACHING SUPPORT TOOL: FOCUSED OBSERVATION

- Should be goal driven
- Determined in collaboration with staff
- Focus on objective information



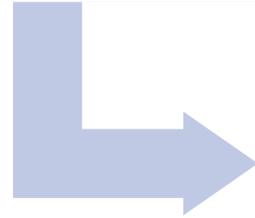
COACHING SUPPORT TOOL: FOCUSED OBSERVATION

Goal of the
Observation



COACHING SUPPORT TOOL: FOCUSED OBSERVATION

Goal of the
Observation



Who, What,
Where



COACHING SUPPORT TOOL: FOCUSED OBSERVATION

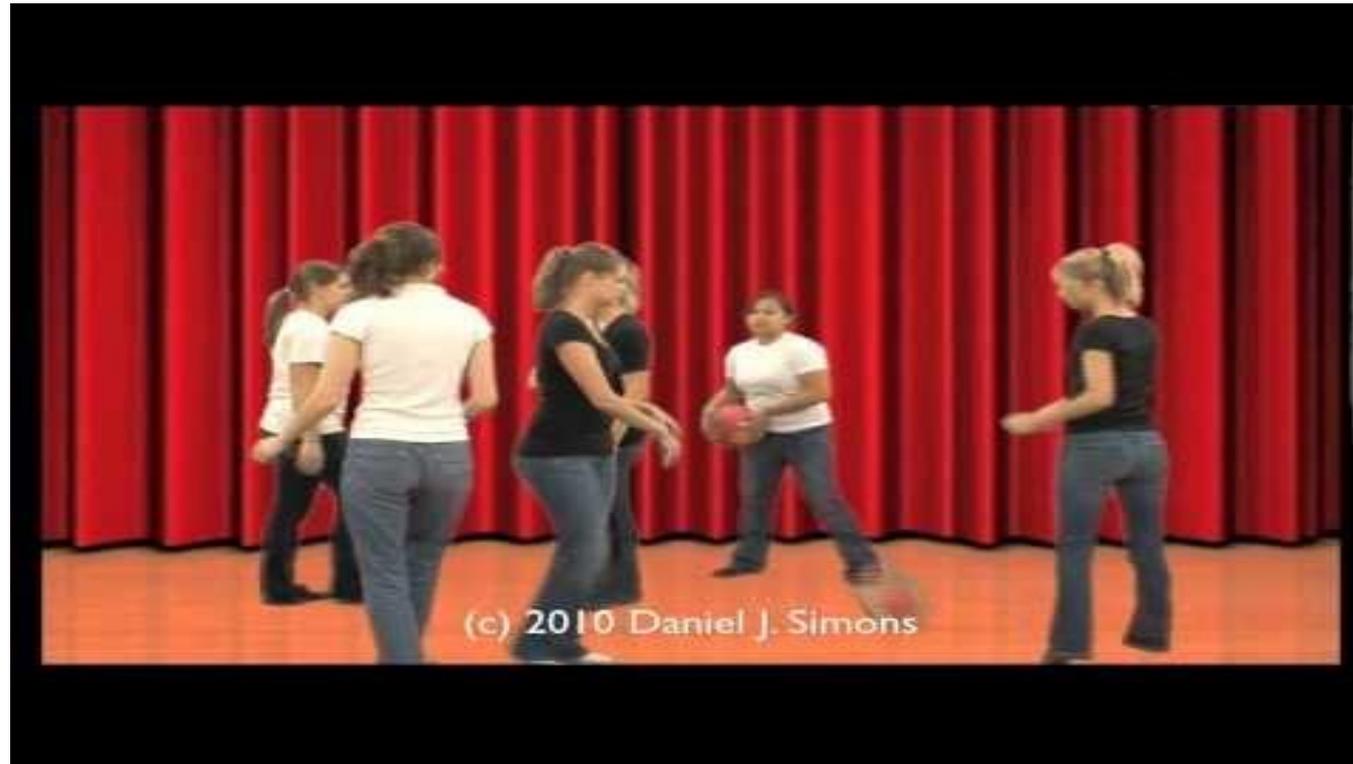
Goal of the
Observation

Who, What,
Where

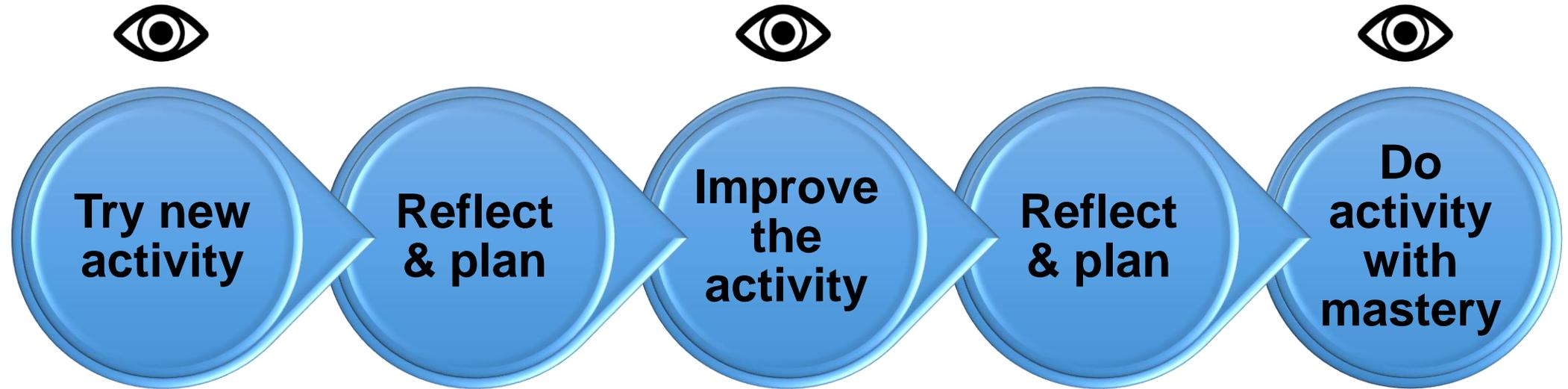
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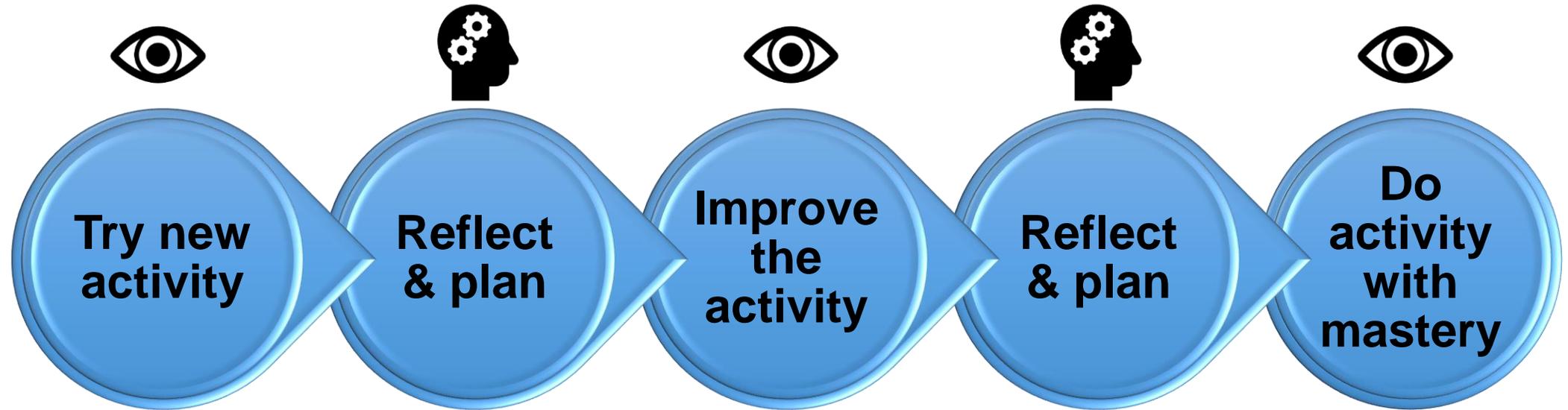
COACHING SUPPORT TOOL: FOCUSED OBSERVATION



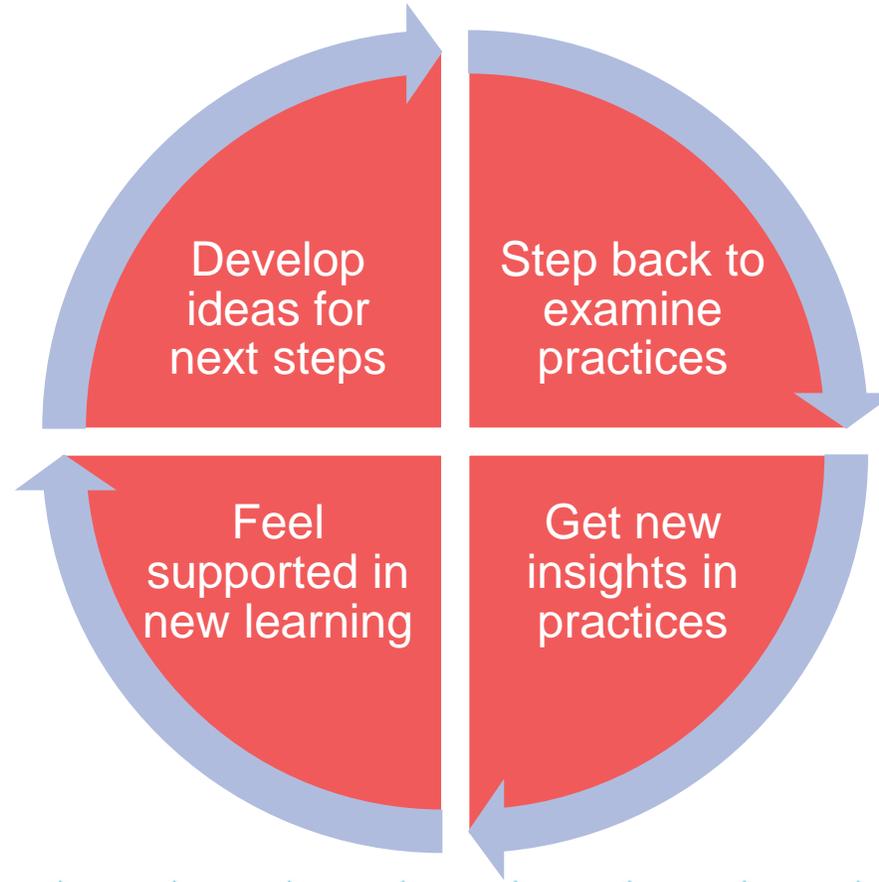
BUILDING MASTERY



BUILDING MASTERY



COACHING SUPPORT TOOL: REFLECTION



FRAMEWORK FOR REFLECTION

Question Content	Question Type			
	Awareness	Analysis	Alternatives	Action
What do you know?	What do you know about...?	How does that compare to what you know about...?	How could you learn more about...?	How do you plan to learn more?
What did you do?	What did you try and why?	How does that fit with what you planned to do?	What will you do differently next time?	What do you plan to do it next time?
What was the result?	How did it work out?	How did it compare to what you expected?	What do you think will be different next time?	What is your plan to change it for next time?
How was the process?	What was most helpful to you?	How do you feel about..?	What other opportunities would be useful?	What resources will you use next time?

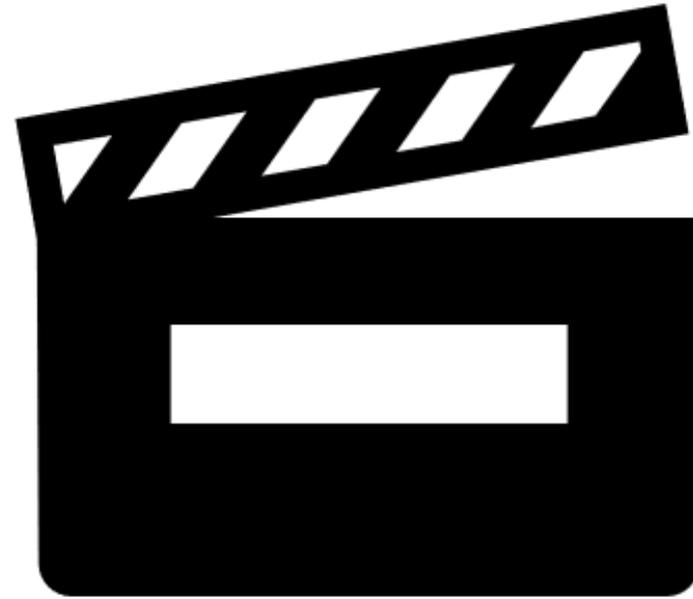
Rush & Sheldon, 2011

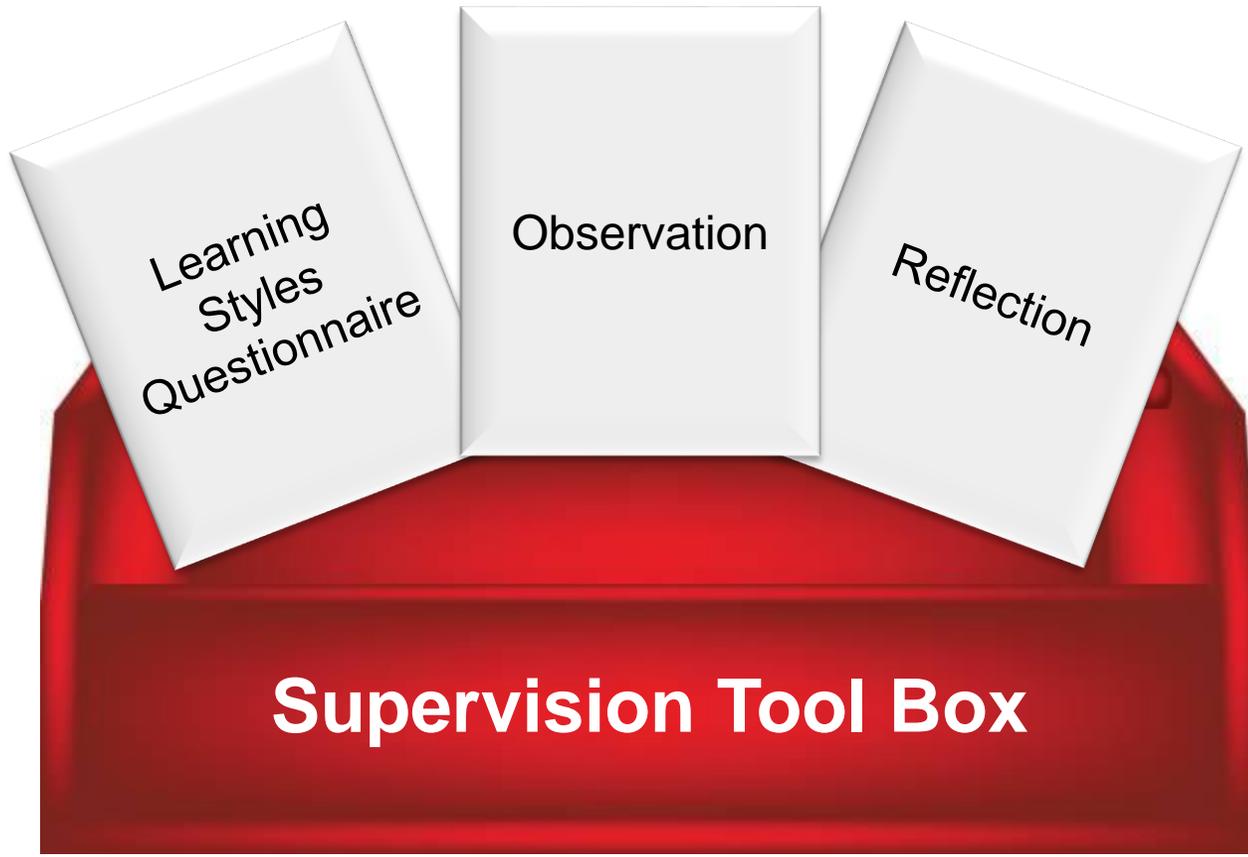


ADMINISTRATION FOR
CHILDREN & FAMILIES

ROLE PLAY

- Note any supervision practices in the Q & A





LESSONS LEARNED





QUESTIONS OR COMMENTS?

