

ECED7009

Inspirational Leaders:
Empowerment and Advocacy Services

Inspirational Approaches to Leadership: Charismatic Leadership Theory

- ▶ Followers make attributions of heroic or extraordinary leadership abilities when they observe certain behaviors.
- ▶ Charismatic leaders:
 - ▶ Have a vision.
 - ▶ Are willing to take personal risks to achieve the vision.
 - ▶ Are sensitive to follower needs.
 - ▶ Exhibit behaviors that are out of the ordinary.

(Fairhurst, 2011; Fiol, Harris & House, 1999).

Charisma

- ▶ Originates from the Greek word charismata
 - ▶ “the gift of grace”
 - ▶ or “gifts presented by the gods”
 - ▶ describes an individual’s qualities that cannot be portrayed using ordinary language
 - ▶ (Levine, Muenchen & Brooks).
- ▶ Weber (1947) described how followers attribute extraordinary qualities (charisma) to the leader.

- ▶ These theories describe charismatic leadership in terms of the amount of leader influence over followers and the type of leader-follower relationship that emerges

(Conger, 1989; Conger & Kanungo, 1988, 1998; House, 1977; Shamir et al, 1993).

Charisma

- ▶ *‘. . . . represents personal attraction or appeal that enables a person to greatly influence others. It is a characteristic that contains huge power and capacity that is ascribed to a person or a personality of magnetic people or leaders. Charismatic people differ from the majority and leave a deep impression. Many charismatic individuals have used their power for good - like Mahatma Gandhi - or evil - like Adolf Hitler’.*

(Verci & Ver, 2011).

Charismatic Leadership Traits

- Self-motivated
- Humility
- Care for Others
- Self-awareness
- Emotional Intelligence
- Self-Discipline
- Passion
- Resilience
- Accountable
- Supportive
- Tech-savvy
- Determination



- Integrity
- Compassion
- Communication
- Self-awareness
- Gratitude
- Learning agility
- Influence
- Empathy
- Courage
- Respect
- Positive
- Creativity

- Innovative
- Honesty
- Active Listening
- Self-Confidence
- Vision
- Delegation
- Decision-making
- Problem-Solving
- Fair Attitude
- Inquisitiveness
- Empower others
- Maturity

(Fuller, Coleman, Patterson, Hester & Stringer, 1996)

Charismatic Leadership: Examples

1. It maintains employee support.
2. It provides a good leadership example for employees.
3. It fosters a fun and improved work environment.
4. It offers growth opportunities.
5. It can lead to higher production.
6. Ability to Articulate the Vision
7. Strong Convictions about the Vision
8. Behavior that is Out of the Ordinary
9. Appearance as a Change Agent
10. Environmental Sensitivity
11. It risks lack of clarity.
12. It would heavily rely on the leader.
13. It can result to lack of successors and visionaries.
14. It can bring about a negative perception on the leader.

- Charismatic leadership is defined by a leader who uses his or her communication skills, persuasiveness, and charm to influence others. Charismatic leaders, given their ability to connect with people on a deep level, are especially valuable within organizations that are facing a crisis or are struggling to move forward.



(Fuller, Coleman, Patterson, Hester & Stringer, 1996)



(BBC, 2017)

Key Characteristics of Charismatic Leaders

- ▶ Vision and articulation
 - ▶ Has a vision—expressed as an idealized goal—that proposes a future better than the status quo; and is able to clarify the importance of the vision in terms that are understandable to others
 - ▶ Personal risk
 - ▶ Willing to take on high personal risk, incur high costs and engage in self-sacrifice to achieve the vision
 - ▶ Environmental sensitivity
 - ▶ Able to make realistic assessments of the environmental constraints and resources needed to bring about change
 - ▶ Sensitivity to follower needs
 - ▶ Perceptive of others' abilities and responsive to their needs and feelings
 - ▶ Unconventional behavior
 - ▶ Engages in behaviors that are perceived as novel and counter to norms
- (Fiol, Harris & House, 1999).
- ▶ Click on the link below and reflect:
 - ▶ [Classic Influence | Charisma and Charismatic Leaders: Insights from the Heroes and Villains of History](#)

One Size does NOT Fit All: Types of Charismatic Leadership

► Can you think of people who may match each of the types:

1. Socialized Charismatic?
2. Personalized Charismatic?
3. Office-Holder Charismatic?
4. Personal Charismatic?
5. Divine Charismatic?
6. Celebrity Charismatic?

(Nikezic, Doljanica & Bataveljic, 2013).

01	Socialized Charismatics	Restrain the use of power in the interest of others.
02	Personalized Charismatics	Use power to serve their interests.
03	Office-Holder Charismatics	Attain their Charisma chiefly from the position they hold.
04	Personal Charismatics	Gain esteem from others' faith in them as people-independent of the office or position they hold.
05	Divine Charismatics	Defined by concepts of mysticism, narcissism, or magnetism qualities.
06	Celebrity Charismatics	Overlap their public celebrity with socialized & personalized traits.

Negative Aspects of Charismatic Leadership

Too much
pressure on the
leader

Yes man
environment for
employees

Change in value
system

Might be selfish

Not suitable for
rigid structures

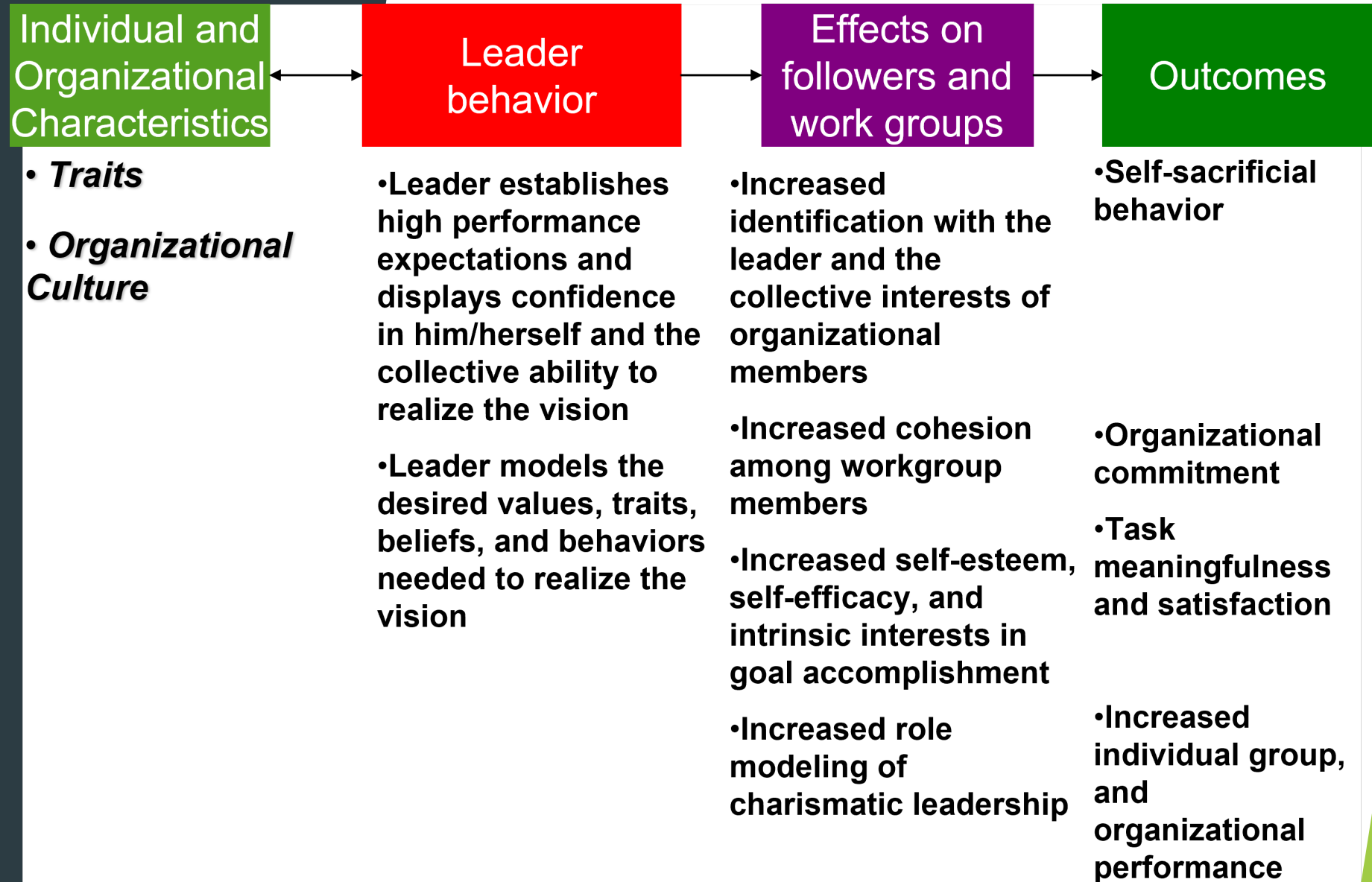
Prevent new
learning

Company suffer
if they leave
(sustainable
leadership)

Lack of clarity

(Conger, 1998; Mintzber, 1999; Hogan *et al*, 1990).

Charismatic Leadership: Implications



► **Socialized Charismatic Relationship:**

- In the socialized relationship,
 - *followers have a clear sense of self and a clear set of values,*
 - *the charismatic relationship provides them with a means for expressing their important values within the framework of a collective action*
 - *Followers in this type of relationship derive their sense of direction and self-expression*
 - *not from personal identification with the leader but from **the leader's message***
 - *In this relationship*
 - ***followers place constraints on the leader's influence,***
 - *play an active role in determining the values expressed by the leader,*
 - ***are less dependent on the leader,***
 - ***and are less open to manipulation by the leader.***

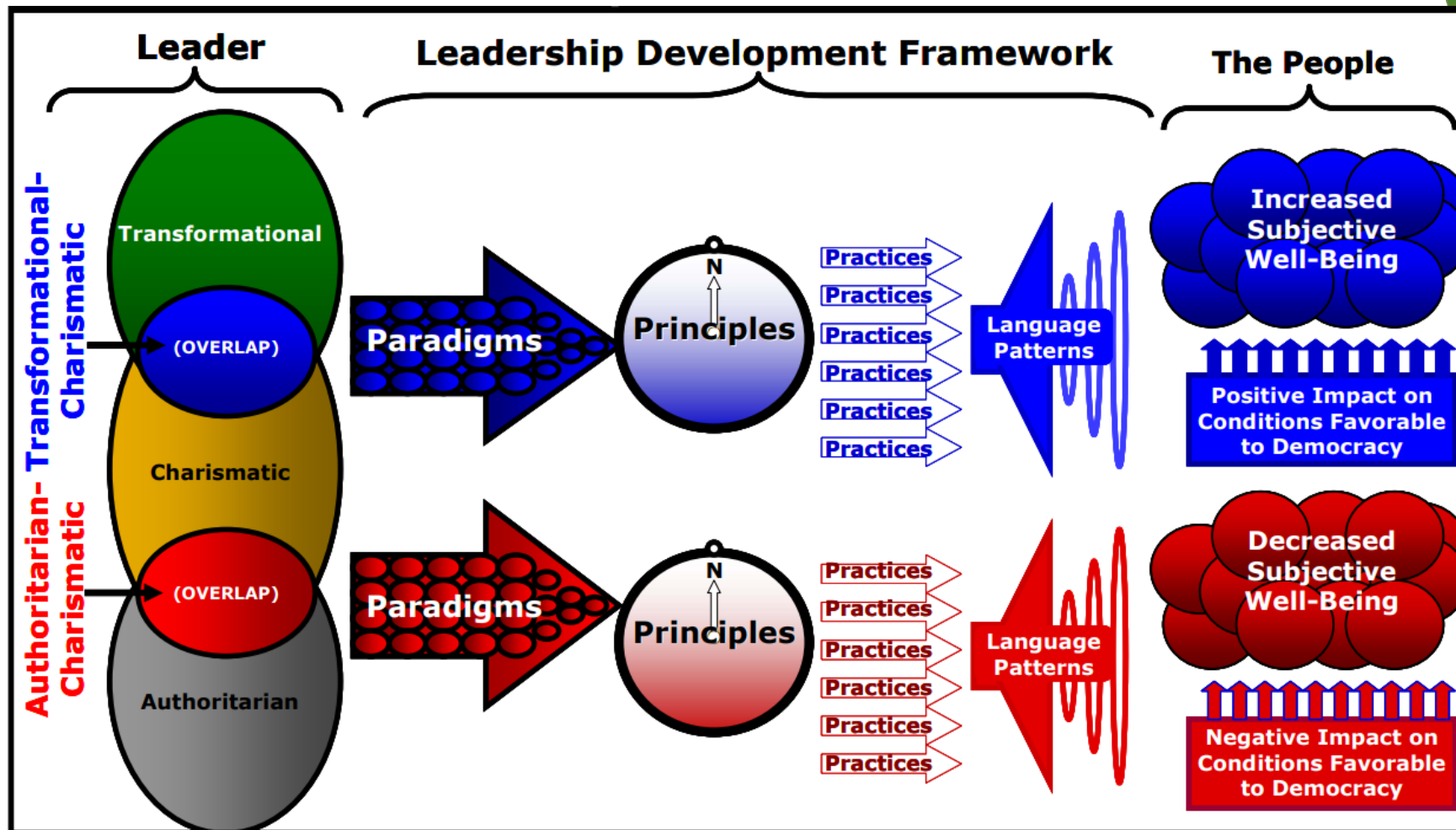
Different Types of Charismatic Leadership: **Transformative** versus Authoritarian

(Welch, 2008, p. 82 *cited in* Daly & Schugurensky, 2009)

- ▶ **Personalized Charismatic Relationship:**
- ▶ In the personalized relationship,
 - ▶ *followers are confused and disoriented before joining the relationship, and the charismatic relationship provides them with a clearer sense of self and greater self-confidence.*
 - ▶ *This type of relationship is based mainly on a followers' **personal identification with the leader**, rather than on their identification with or acceptance of the leader's message*
 - ▶ **Lacking** a strong internal reference point from which to **judge the leader's messages and influence attempts**, followers in this type of relationship **are dependent on and vulnerable to the leader**

Different Types of Charismatic Leadership: Transformative versus **Authoritarian**

(Welch, 2008, p. 82 *cited in* Daly & Schugurensky, 2009)



Leadership Development: Conceptual Framework

(Welch, 2008, p. 82 cited in Daly & Schugurensky, 2009)

Beyond Charismatic Leadership: Six Factors

1. Valuing Individuals

- ▶ Genuine concern for others' well being and development

2. Networking and Achieving

- ▶ Inspirational communicator, networker and achiever

3. Enabling

- ▶ Empowers, delegates, develops potential

4. Acting with Integrity

- ▶ Integrity, consistency, honest and open

5. Being Accessible

- ▶ Accessible, approachable, in-touch

6. Being Decisive

- ▶ Decisive, risk-taking

(Alimo-Metcalfe & Alban-Metcalfe, 2005)

Theories of Leadership:

Transformational versus Transactional

Transformational:

- ▶ Widespread changes to a business or organisation
- ▶ Requires:
 - ▶ Long term strategic planning
 - ▶ Clear objectives
 - ▶ Clear vision
 - ▶ Leading by example - walk the walk
 - ▶ Efficiency of systems and processes

Transactional Theories:

- ▶ Focus on:
 - ▶ the management of the organisation
 - ▶ procedures and efficiency
 - ▶ working to rules and contracts
 - ▶ Managing current issues and problems

(Alimo-Metcalfe & Alban-Metcalfe, 2005)

Theories of Leadership:

Transformational versus Transactional

Transformational Leaders

- ▶ Leaders who provide the four “I’s”
 - ▶ individualized consideration,
 - ▶ inspirational motivation,
 - ▶ idealized influence
 - ▶ intellectual stimulation
- ▶ Idealized Influence
- ▶ Inspirational Motivation
- ▶ Intellectual Stimulation
- ▶ Individual Consideration

Transactional Leaders

- ▶ Leaders who guide or motivate their followers in the direction of
 - ▶ established goals
 - ▶ by clarifying role and task requirements
- ▶ Contingent Reward
- ▶ Management by Exception (active)
- ▶ Management by Exception (passive)
- ▶ Laissez-Faire

(Alimo-Metcalfe & Alban-Metcalfe, 2005)

Characteristics of Transformational Leaders

- ▶ **Idealized Influence:**
 - ▶ Provides vision and sense of mission, instills pride, gains respect and trust
 - ▶ **Inspiration:**
 - ▶ Communicates high expectations, uses symbols to focus efforts, expresses important purposes in simple ways
 - ▶ **Intellectual Stimulation:**
 - ▶ Promotes intelligence, rationality, and careful problem solving
 - ▶ **Individualized Consideration:**
 - ▶ Gives personal attention, treats each employee individually, coaches, advises
- (Shields & Hesbol, 2020).

Characteristics of Transactional Leaders

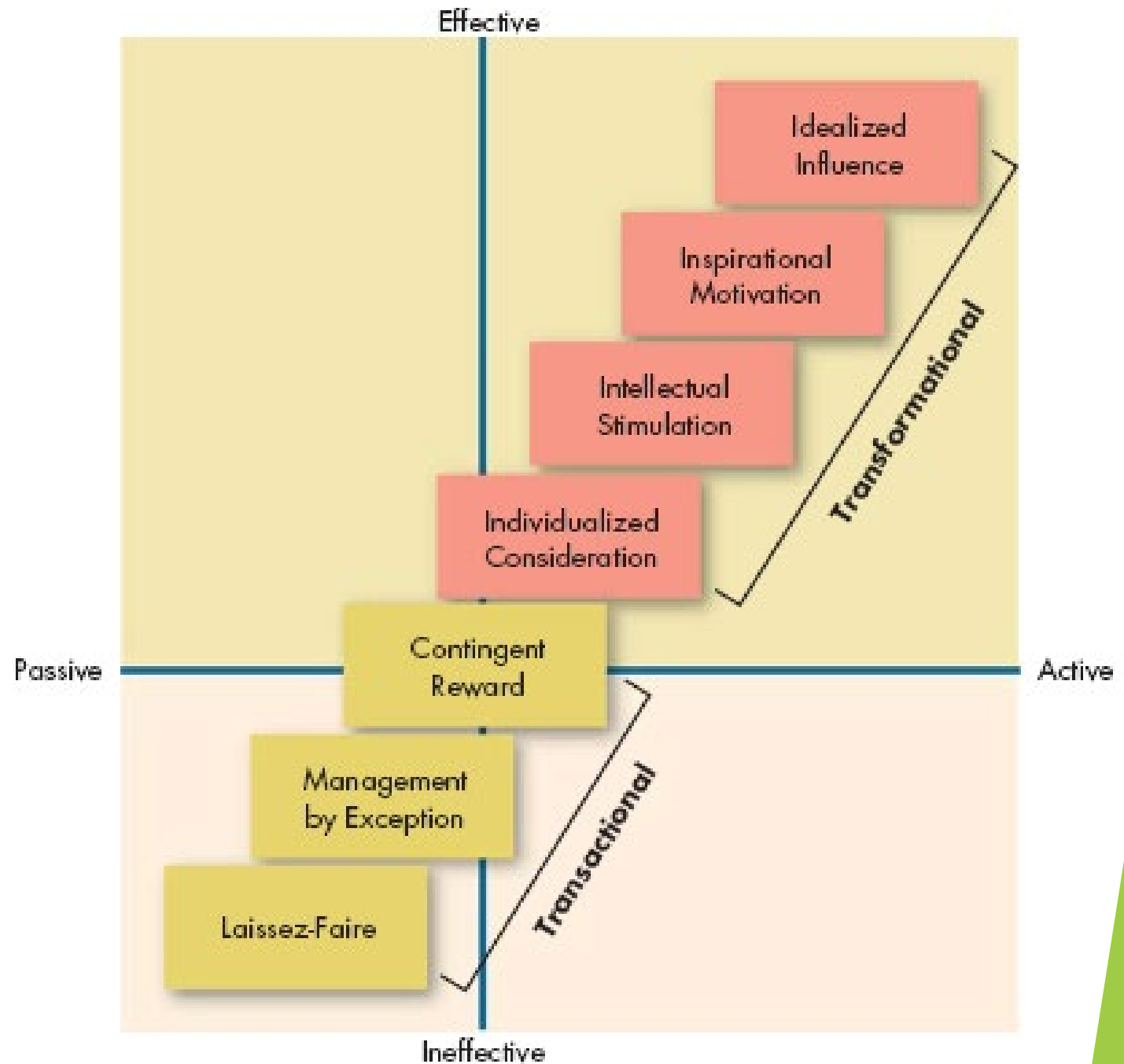
- ▶ **Contingent Reward:**
 - ▶ Contracts exchange of rewards for effort, promises rewards for good performance, recognizes accomplishments
- ▶ **Management by Exception (active):**
 - ▶ Watches and searches for deviations from rules and standards, takes corrective action
- ▶ **Management by Exception (passive):**
 - ▶ Intervenes only if standards are not met
- ▶ **Laissez-Faire:**
 - ▶ Abdicates responsibilities, avoids making decisions

(Shields & Hesbol, 2020).

Leadership Ladder

- From Laissez-Faire to Idealized Influence

(Khan, Nawaz & Khan, 2016; Da'as & Zibenberg, 2021; Sailhu, 2019)



Theories of Leadership:

Transformational versus Transactional

Transactional Leadership

- ▶ focuses on the interpersonal interactions between managers and employees
- ▶ use contingent rewards to motivate employees
- ▶ exert corrective action only when employees fail to obtain performance goals

Charismatic Leadership - Transformational

- ▶ emphasizes symbolic leader behavior that transforms employees to pursue organizational goals over self-interests
- ▶ use visionary and inspirational messages
- ▶ rely on non-verbal communication
- ▶ appeal to ideological values
- ▶ attempt to intellectually stimulate employees
- ▶ display confidence in self and followers
- ▶ set high performance expectations

(Hewitt, Davis & Lashley, 2014)

Values Based Leadership (VBL)

- ▶ A Leadership style and philosophy that builds on the shared beliefs and assumptions of the leader and the team.
- ▶ Common values are shared , therefore teams experience greater alignment and higher productivity
- ▶ It is selfless leadership, also known as ‘servant leadership’ (Greenleaf, 1970)
- ▶ This style respects ‘all’ stakeholders of the organization
- ▶ It is vision and purpose minded

(Chang & Budwar *et al*, 2021)

Servant-Leader: 10 Attributes

1. Listening

- ▶ Servant-leaders focus on listening to identify and clarify the needs and desires of a group.

2. Empathy

- ▶ Servant-leaders try to empathize with others' feelings and emotion. An individual's good intentions are assumed even when an individual performs poorly.

3. Healing

- ▶ Servant-leaders strive to make themselves and others whole in the face of failure or suffering.

4. Awareness

- ▶ Servant-leaders are very self-aware of their strengths and limitations

(Coetzer, Bussin & Geldenhuys, 2017).

Servant-Leader: 10 Attributes

5. Persuasion

- ▶ Servant-leaders rely more on persuasion than positional authority when making decisions and trying to influence others.

6. Conceptualization

- ▶ Servant-leaders take the time and effort to develop broader based conceptual thinking. Servant-leaders seek an appropriate balance between a short-term, day-to-day focus and a long-term, conceptual orientation.

7. Foresight

- ▶ Servant-leaders have the ability to foresee future outcomes associated with a current course of action or situation.

(Coetzer, Bussin & Geldenhuys, 2017).

Servant-Leader: 10 Attributes

8. Stewardship

- ▶ Servant-leaders assume that they are stewards of the people and resources they manage.

9. Commitment to

- ▶ Servant-leaders are committed to people the growth of beyond their immediate work role. They people commit to fostering an environment that encourages personal, professional, and spiritual growth.

10. Building

- ▶ Servant-leaders strive to create a sense of community both within and outside the work organization.

(Coetzer, Bussin & Geldenhuys, 2017).

Authentic Leaders and Ethical Behavior

- ▶ Authentic leaders
 - ▶ know who they are, what they believe in and value, and act on those values openly and candidly.
- ▶ Followers see them as ethical.
 - ▶ Ethical leaders use ethical means to get followers to achieve their goals, and the goals themselves are ethical.

(Yasir & Mohamad, 2015)

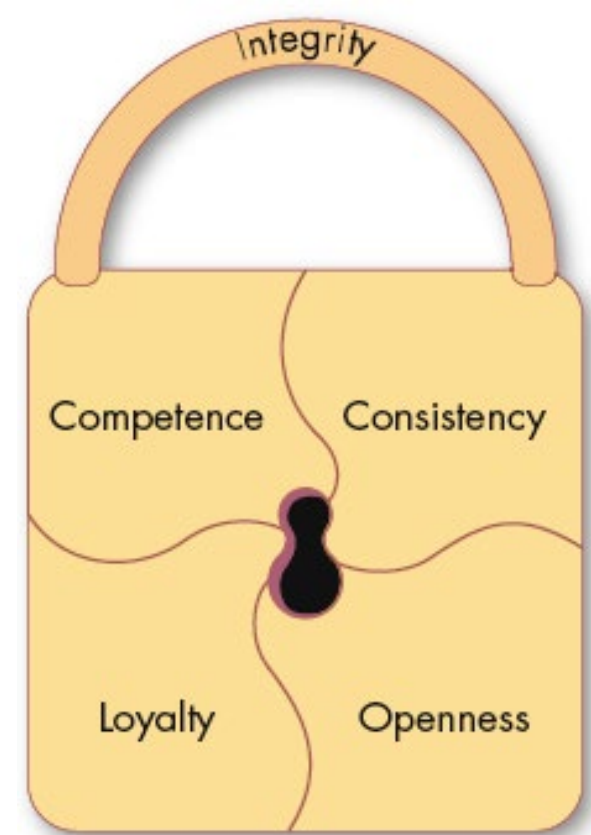
Ethical Leadership: Action & Trust

► Actions

- Work to positively change the attitudes and behaviors of employees
- Engage in socially constructive behaviors
- Do not abuse power or use improper means to attain goals

► Trust

- A positive expectation that another will not—through words, actions, or decisions—act opportunistically
- Trust is a history-dependent process (familiarity) based on relevant but limited samples of experience (risk)



(Yasir & Mohamad, 2015)

Dimensions of Trust

- ▶ Integrity
 - ▶ Honesty and truthfulness
- ▶ Competence
 - ▶ An individual's technical and interpersonal knowledge and skills
- ▶ Consistency
 - ▶ An individual's reliability, predictability, and good judgment in handling situations
- ▶ Loyalty
 - ▶ The willingness to protect and save face for another person
- ▶ Openness
 - ▶ Reliance on the person to give you the full truth

(Mineo, 2014; Yasir & Mohamad, 2015)

Three Types of Trust

- ▶ Deterrence-based Trust
 - ▶ Trust based on fear of reprisal if the trust is violated
- ▶ Knowledge-based Trust
 - ▶ Trust based on behavioral predictability that comes from a history of interaction
- ▶ Identification-based Trust
 - ▶ Trust based on a mutual understanding of one another's intentions and appreciation of the other's wants and desires

(Mineo, 2014; Yasir & Mohamad, 2015)

Basic Principles of Trust

Negative

- ▶ Mistrust drives out trust.
- ▶ Growth often masks mistrust.
- ▶ Mistrusting groups self-destruct.
- ▶ Mistrust generally reduces productivity.

Positive

- ▶ Trust begets trust.
- ▶ Trust increases cohesion.
- ▶ Decline or downsizing tests the highest levels of trust.

(Mineo, 2014; Yasir & Mohamad, 2015)

Contemporary Leadership Roles: Providing Team Leadership

Team Leadership Roles

- ▶ Act as liaisons with external constituencies
- ▶ Serve as troubleshooters
- ▶ Managing conflict
- ▶ Coaching to improve team member performance

Mentor

- ▶ A senior employee who sponsors and supports a less-experienced employee (a protégé)
- ▶ Mentoring Activities
 - ▶ Present ideas clearly
 - ▶ Listen well
 - ▶ Empathize
 - ▶ Share experiences
 - ▶ Act as role model
 - ▶ Share contacts
 - ▶ Provide political guidance

(Bunker, 1997).

Contemporary Leadership Roles: Self-Leadership

► Self-Leadership

- A set of processes through which individuals control their own behavior.

► Creating Self-Leaders

- Model self-leadership
- Encourage employees to create self-set goals
- Encourage the use of self-rewards
- Create positive thought patterns
- Create a climate of self-leadership
- Encourage self-criticism

(Bunker, 1997).

Online Leadership: Post-Covid

- ▶ Leadership at a Distance: Building Trust
 - ▶ The lack of face-to-face contact in electronic communications removes the nonverbal cues that support verbal interactions.
 - ▶ There is no supporting context to assist the receiver with interpretation of an electronic communication.
 - ▶ The structure and tone of electronic messages can strongly affect the response of receivers.
 - ▶ An individual's verbal and written communications may not follow the same style.
 - ▶ Writing skills will likely become an extension of interpersonal skills

(Huffaker, 2010).

Finding and Creating Effective Leaders

► Selection

- Review specific requirements for the job
- Use tests that identify personal traits associated with leadership, measure self-monitoring, and assess emotional intelligence
- Conduct personal interviews to determine candidate's fit with the job

► Training

- Recognize that all people are not equally trainable
- Teach skills that are necessary for employees to become effective leaders
- Provide behavioral training to increase the development potential of nascent charismatic employees

(Strasser, de Kraker & Kemp, 2019).

Values Based Recruitment (VBR)

- Values-based recruitment prioritizes specific values, beliefs, and aspirations when attracting, hiring, and promoting individuals.
- It focuses on specific core ideas, companies are able to build a team comprised of the “right” people for the job.

- ▶ See link for an example of Values Based Interview Questions

<https://peoplefirst.nhsbt.nhs.uk/NHSBT-DOCUMENT-LIBRARY/Recruiting/Document-Values-Based-Interview-Questions.pdf>

(Groothuizen *et al*, 2018)

Advocacy Services



so they find it very hard
to express their feelings

(Care Information Scotland, 2023)

So What Values?

The Ad✓ocacy Charter

CLARITY OF PURPOSE Advocacy Providers ensure that the individuals they advocate for, referrers, health and social care services and funding agencies all receive information that helps them understand the advocacy service and the role of the advocate, including its benefits and boundaries. The Advocacy Providers objectives and activities must align with the principles set out in this Charter:

INDEPENDENCE The Advocacy Provider is independent from statutory organisations and all other service delivery and is free from conflict of interest, both in design and operation of advocacy services. The Advocacy Provider's culture supports Advocates to promote their independence with individuals, professionals and other stakeholders; Advocates will be free from influence and conflict of interest so that they can represent the person for whom they advocate.

CONFIDENTIALITY Information held by the advocacy service about individuals will be kept confidential to the advocacy service. The Advocacy Provider will have a Confidentiality Policy that reflects current legislation. It will be clear about how personal information held by the Advocacy Provider will be kept confidential, under what circumstances it may be shared, the organisation's approach to confidentiality in the delivery of Non-Instructed Advocacy and how the organisation responds if confidentiality is breached. Advocates will ensure that information concerning the people they advocate for is shared with these individuals unless there are exceptional circumstances, when a clear explanation will be recorded. Advocates must also be aware of situations that require making a child or adult safeguarding alert.

PERSON LED The Advocacy Provider and Advocates will put the people they advocate for first, ensuring that they are directed by their wishes and interests. Advocates will be non-judgmental and respectful of people's needs, views, culture and experiences.

EMPOWERMENT The Advocacy Provider will support people to self-advocate as far as possible, creating and supporting opportunities for self-advocacy, empowerment and enablement. Advocates support people to access information to exercise choice and control in their lives and the decisions affecting them. People will choose their own level of involvement and the style of advocacy support they want. Where people lack capacity to influence the service, the Advocacy Provider will ensure the advocacy remains person led and enable those with an interest in the welfare of the person to be involved. People receiving advocacy will be involved in the wider activities of the organisation up to and including the Board.

EQUALITY AND DIVERSITY The Advocacy Provider will have an up to date Equality and Diversity Policy that recognises the need to be pro-active in tackling all forms of inequality, discrimination and social exclusion so that all people are treated fairly. Advocates time will be allocated equitably. Advocates make reasonable adjustments to ensure people have appropriate opportunity to engage, direct and benefit from the advocacy activity.

ACCESSIBILITY Advocacy will be provided free of charge to eligible people. The Advocacy Provider will ensure that its premises (where appropriate), policies, procedures and publicity materials promote full access for the population that it serves. Advocates will provide information and use language that is easy to understand and accessible to the person.

ACCOUNTABILITY The Advocacy Provider is well managed, with appropriate governance arrangements in place, meeting its obligations as a legally constituted organisation. People accessing the service will have a named Advocate and a means of contacting them. The Advocacy Provider will have systems in place for effective recording, monitoring and evaluation of its work, including identification of the impact of the advocacy service and outcomes for people supported. In addition, it will be accountable to people who use its services by obtaining and responding to feedback and complaints. The Advocacy Provider will address systemic issues in health and social care provision or other services.

SAFEGUARDING As part of supporting people to realise their Human Rights, the Advocacy Provider will have a thorough understanding of safeguarding responsibilities and processes as set out in law and best practice guidance. The Advocacy Provider will have clear, up to date policies and procedures in place to ensure safeguarding issues are identified and acted upon. Advocates support people to have their rights upheld and will be supported to understand and recognise different forms of abuse and neglect, issues relating to confidentiality and what to do if they suspect an individual is at risk.

The PURPOSE of INDEPENDENT ADVOCACY

To help people explore a range of options available to them and clarify a particular course of action

To help people have a stronger voice and to have as much control over their lives as possible

To stand alongside those who are marginalized in society, to help them have their voices heard

To speak up for the those who are unable to do so for themselves - putting forward their wishes and feelings in matters that effect their lives

Promote rights, social inclusion and raise awareness of obstacles faced by isolated and excluded individuals

To provide a service that is free from conflict and is separate from statutory organisations ensuring a truly Independent, non-judgemental, non-biased service is provided

Setting the Employee up for Success

- Induction
- Training
- Supervision
- Ensure Continuous Professional Development. - including the use of reflective practice
- Undertake formal appraisals to assess and manage performance and outcomes

Theories of Supervision

- Theory X. Asserts most people innately dislike working and do it because they need the money. Theory X suggests close monitoring of employees.
- Theory Y - States some employees enjoy working and may have personal or professional goals that service as innate sources of encouragement and motivation. This theory suggest that managers spend time providing a comfortable and friendly work environment
- Theory Z - based on Japans focus on employee loyalty. States that providing a career instead of just a job, the employee will stay with the company. This theory asserts that managers show concern for all needs identified in Maslow's Hierarchy of needs.

(Pierce, 1991)

Theories of Supervision

- Maslow's Hierarchy
- Alderfer ERG Theory
- Cognitive-Based Motivation
- Intrinsic Motivation
- Extrinsic Motivation

(Arnolds, *et al*, 2002,

What is Supervision?

- ▶ A process that involves a manager or peer supervisor meeting regularly and interacting with staff to review their work
- ▶ It is a way of helping a supervisee to explore their areas of development and assist them to develop new skills, experience and confidence in their role
- ▶ It is identifying learning and development opportunities and keeping them informed of organizational developments
- ▶ It is to check in on an individual's wellbeing
- ▶ It is a one to one process
- ▶ It can be formal or informal
- ▶ Group supervisions can be useful to address concerns or changes that affect more than one person

Supervision should be ...

1. Regular and consistent
2. Collaborative
3. Safe and confidential
4. Opportunity for learning and professional growth
5. Part of ensuring effective and accountable case management procedures
6. Important to promote staff wellbeing

Sometimes Supervision is Ad-Hoc

- Responsive to the immediate needs of Independent Advocates
- To briefly discuss one issue or crisis
- By nature it is unplanned but it is still necessary to establish privacy and confidentiality
- Helpful when there is a need for immediate advice or consultation
- It is not suitable for individual or group formal/structured supervision

This is sometimes necessary and very important.

Models of Supervision...

- Reflective Supervision/Case supervision
- Outcomes focused Supervision
- Group Supervision

Case Supervision

- ▶ Case supervision is ordinarily utilised in counselling, restorative practice, psychotherapy and social work.
- ▶ It is useful within Independent Advocacy to allow individuals to discuss difficult or challenging aspects of their work and to de-brief their casework in a safe environment
- ▶ Case Supervision falls into three main areas ;
 1. Formative (Supervisor sharing their experience to teach the advocate)
 2. Normative (Supervisor asking the advocate to account for and justify their work)
 3. Restorative (Supervisor offering support if the advocate is struggling with an ethical issue or an aspect of their practice)

Case Supervision – aim and purpose

- Support
- Ongoing development and training
- Monitoring and Management

REFLECTION

- ▶ Supervision is about paying attention to our practice.
- ▶ We stop doing; we pull back from our work; we start thinking/reflecting. We move from subject, where we are identified with or attached to our work, to object, where we can take a meaning-making position outside of ourselves.
- ▶ We move from reflection-in-action to reflection-on-action to reflection-for-action.

Supervision is a strategic withdrawal to meditate, contemplate and think about our work. In the attention to, and the reflection on, we learn how to do our work better. (Zachary, 2000)

Carroll, M. 2014

Six Principles of Reflective Supervision

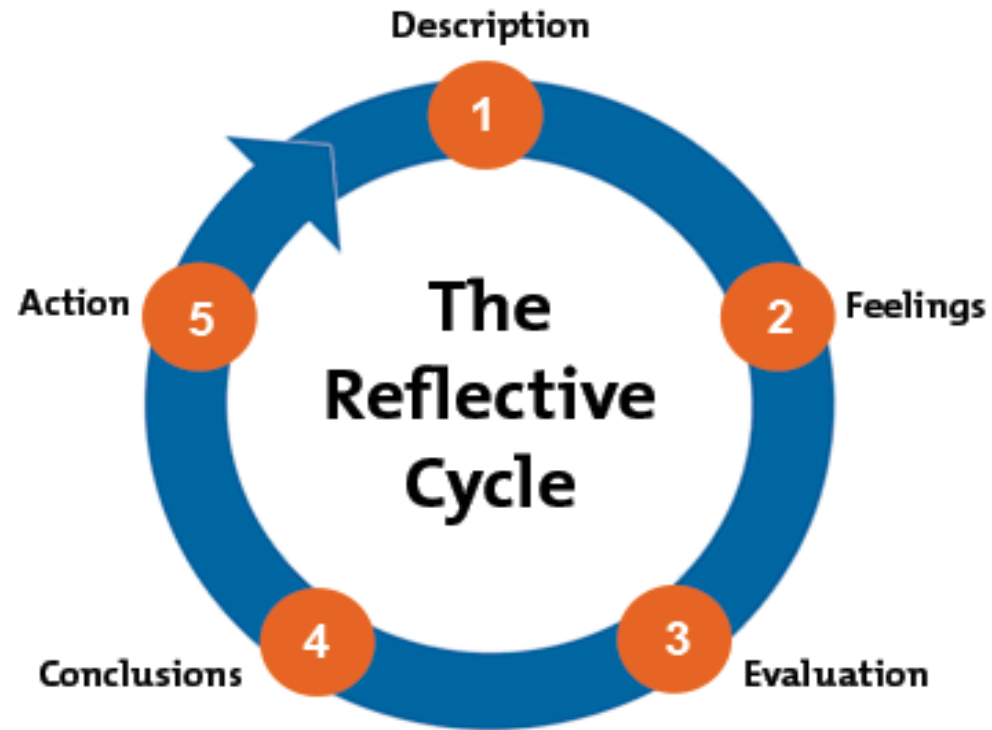
- ▶ To deepen and broaden workers' knowledge and critical analysis skills.
- ▶ To enable confident, competent, creative and independent decision-making.
- ▶ To help workers build clear plans that seek to enable positive change for their clients.
- ▶ To develop a relationship that helps staff feel valued, supported and motivated.
- ▶ To support the development of workers' emotional resilience and self-awareness.
- ▶ To promote the development of a learning culture within the organisation.

REFLECTING on YOUR PRACTICE

Looking at your own practice as a supervisor, think about a particular person you have been working with and;

1. Define the aim of the supervision ie is it to reflect on the positive and negative aspects of dealings with a client and/or to define the issue they would like/need support with?
2. What has been worrying you and others about this individual?
3. What is working well for the company and the individual?
4. What is the issue the individual is asking for support with?
5. What are the barriers to support?
6. What have you decided you'll do to support the individual?
7. How can you support the individual better in the future?

Gibbs Reflective Cycle



Benefits of Supervision ... for the organisation

- Supporting individuals to understand the organizational values and goals and how they contribute to these
- Ensuring that advocacy partners receive a good quality service
- Enabling the understanding and implementation of policies and procedures
- To allow for valuable and effective internal communication
- Ensuring that individuals have a manageable and appropriate workload
- Ensure adherence to the advocacy code of practice and principles therein
- Engages staff in meaningful conversation and development that aids retention of staff, reduced sickness, complaints and grievances

Benefits of Supervision ... for the Independent Advocate

- Allows the Independent Advocate to take accountability and be clear about their responsibilities, and ensure competence in their role.
- To reflect, analyse and evaluate practice
- Provides constructive feedback
- Recognises values and good practice
- Provides consistency of practice
- Supports the health and wellbeing of the advocate
- Reinforces clear professional boundaries
- Identifies learning and development needs
- Increases transparency and openness
- Enables setting, agreeing and reviewing SMART goals and objectives

Benefits of Supervision ... for the Advocacy Partner/Client

- The Independent Advocate is clear about their roles and responsibilities and continues to have opportunity to discuss and develop their learning, enabling the provision of a quality Independent Advocacy Service.
- The Independent Advocate will have a clear understanding of the Principles of Advocacy, which will further ensure the voice of the advocacy partner is heard.

Functions of Supervision

3 Key Functions

Supportive

Educational and/or developmental

Line Management

The Role of the Supervisor

The role of the supervisor is vital to the Independent Advocacy organisation.
They are responsible for;

Supervising the work of others

Coaching

Resolving issues

Attributes of a Good Supervisor

Good Supervisors have the right values, skills and knowledge to undertake the role and should have a good understanding of the work that supervisees do.

Values, attitudes and behaviors required in Independent Advocacy, mirror those required in adult social care in their 'Compassion in Practice' strategy (2012)

The 6C's

- ❖ Care
- ❖ Compassion
- ❖ Competence
- ❖ Communication
- ❖ Courage
- ❖ Commitment

Skills of a Good Supervisor

- Organisational and time management skills
- Communication skills, including good listening skills
- An ability to remain calm under pressure
- Leadership skills
- Problem-solving skills
- Conflict resolution skills
- Professionalism and positive attitude

BOOST Model for giving feedback:

- ▶ **B** alanced: focus not only on areas for development, but also strengths
- ▶ **O** bserved: provide feedback based only upon behaviours that you have observed
- ▶ **O** bjective: avoid judgements and relate feedback to the observed behaviours, not personality
- ▶ **S** pecific: back up your comments with specific examples of the observed behaviour
- ▶ **T** imely: give feedback soon after the activity to allow the individual the opportunity to reflect on learning

Coaching tools...

START

*"What should we/
start doing?"*

List ideas/items:

- Things that are not being done, but should be done
- Things to begin doing to get better results
- Things worth trying or experimenting for better results

STOP

*"What should we/
stop doing?"*

List ideas/items:

- Things that are not working or helping
- Things that impede or are not practical
- Not delivering desired results
- We or others dislike

CONTINUE

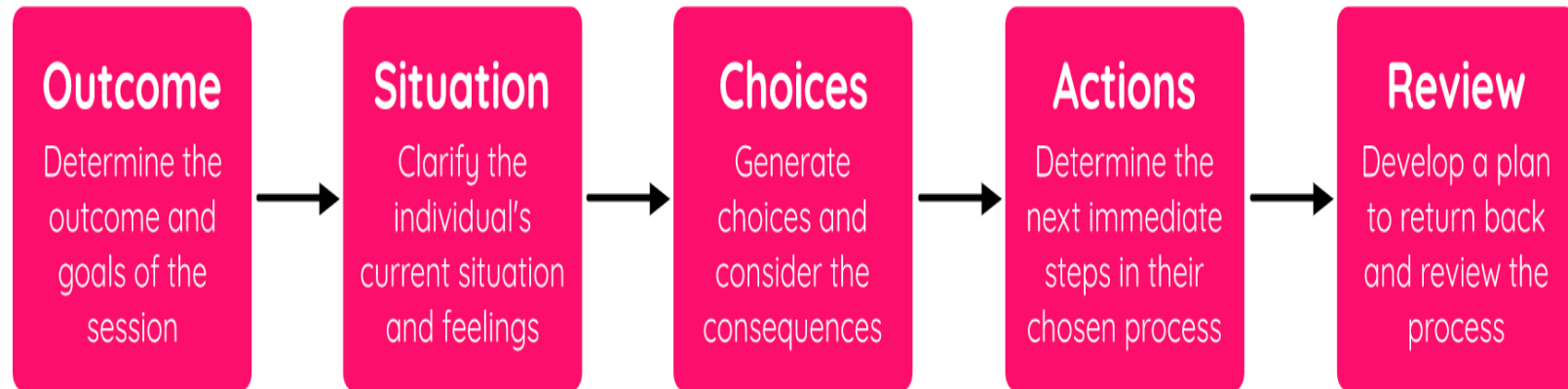
*"What should we/
continue doing?"*

List ideas/items:

- Things that are working well
- Things that we want to keep
- Worth continuing to see if they're worthwhile
- We like or need

Coaching tools...

► OSCAR



Supervision of Volunteers

- ▶ Ensure volunteers understand who is responsible for their management and support
- ▶ Agree what kind of formal supervision will happen, how often and when
- ▶ What are the individuals motivations for volunteering?
- ▶ Regular supervisions required - provide opportunity to discuss issues or concerns
- ▶ Choose an approach that considers the time volunteers have available
- ▶ Keep records of supervisions
- ▶ Let volunteers know when they have made a positive contribution



Another way of looking at SUPER VISION ...

The English noun "supervision" derives **from the two Latin words "super" (above) and "videre" (see, observe).**

However, to have the power of SUPER VISION, there are four lines of sight that you must be aware of for success as a supervisor ...

FORSIGHT –	The ability to foresee or prepare wisely for the future
HINDSIGHT –	Although this is understanding of a situation or event only after it has happened or developed, the ability to help yourself and others learn from this is imperative to success. Learn from mistakes, talk about them
OVERSIGHT -	Keeping focus, overseeing/supervising those tasks that need tight control
INSIGHT -	Gathering a deep understanding about something or someone

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