Present Leadership

Redefining Supervision Through Genuine Presence

Intensives Library · Leadership & Decision-Making

CONTENTS

- Part 1 · Overview
- Part 2 · Slides
- Part 3 · Mind Map
- Part 4 · Assessment
- Part 5 · Worksheet

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Part 1 · Overview

Present Leadership

Supervisory presence is not about being physically available — it is about being genuinely engaged, emotionally accessible, and consistently attentive to the needs of your team. Present leadership redefines supervision through the quality of attention brought to every interaction, creating the foundation for trust, development, and high performance.

Learning Slides

Presence frameworks, attention quality practices, and emotional availability in supervision.

Mind Map

Visual mapping of presence dimensions and supervisory engagement development.

Self-Assessment

Evaluate your supervisory presence across physical, emotional, and attentional dimensions.

Worksheet

Reflective exercises for deepening genuine supervisory presence in daily practice.

Presence Dimensions

Physical availability and consistency

Emotional accessibility and attunement

Genuine attention quality in supervision

Authentic engagement in team interactions

Responsive awareness to team needs

Mindful supervisory practice

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Part 2 · Slides

The Power of Present Leadership

Redefining Supervisory Presence

INTRODUCTION

The Power of Present Leadership

Redefining Supervisory Presence

Present leadership is a comprehensive framework where supervisors embody the professional standards they expect from their teams through consistent physical presence, emotional availability, and authentic engagement.

Beyond remote oversight

Fully immersed in daily operations

Real-time guidance and support

Modeling professional excellence

Creating natural learning environments

FRAMEWORK

More Than Being There

A Holistic Approach

Present leadership integrates physical availability with emotional attunement. It recognizes that supervision is both an art and a science requiring sophisticated skill development across multiple dimensions.

Consistent physical presence

Authentic emotional engagement

Strategic accessibility

Unwavering professional modeling

Transformational learning environments

DIMENSIONS

Core Dimensions 1-4

Foundations of Presence

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The first four dimensions establish the credibility and connection necessary for effective supervision.

1. Physical Presence & Punctuality: Reliable availability and time management
2. Emotional Engagement: Genuine interest and support
3. Authentic Accessibility: Openness with boundaries
4. Teachable Moments: Recognizing natural learning opportunities

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DIMENSIONS

Core Dimensions 5-8

Advanced Applications

These dimensions apply presence to specific supervisory challenges and systemic integration.

5. Real-Time Guidance & Crisis Leadership: Immediate feedback and support
6. Emotional Regulation Modeling: Demonstrating composure
7. Professional Standard Consistency: Walking the talk
8. Comprehensive Integration: Cohesive, sustainable practices

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IMPACT

The Science Behind It

Why It Works

Grounded in adult learning theory and attachment science, present leadership creates the safety and modeling necessary for rapid professional growth.

Secure relationships accelerate learning

Parallel process: Supervisor-Staff → Staff-Client

Observation is more powerful than instruction

Psychological safety enables risk-taking

Enhanced clinical outcomes

IMPLEMENTATION

The Journey to Excellence

Continuous Growth

Developing present leadership is an ongoing journey of vulnerability and courage—honestly assessing practices and making changes that enhance effectiveness.

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Honest self-assessment

Intentional skill development

Moving from administrative to transformative

Balancing competing demands

Creating a culture of excellence

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Part 3 · Mind Map

Present Leadership Map

Map your specific examples and practices

Physical Presence

Consistent availability and location strategies.

On-campus scheduleVisibilityAccessibility

Add example...

Add example...

Punctuality & Modeling

Time management and professional standards.

Early arrivalMeeting preparationReliable attendance

Add example...

Emotional Engagement

Attunement and emotional safety.

Genuine interestEmotional supportSafety creation

Add example...

Authentic Accessibility

Openness with appropriate boundaries.

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Open door policyApproachabilityMultiple pathways

Add example...

Real-Time Guidance

Immediate feedback and teachable moments.

ObservationCrisis supportImmediate feedback

Add example...

Part 4 · Assessment

The Power of Present Leadership

Comprehensive Self-Assessment

Part 1: Vulnerabilities

Questions 1-35

1. I arrive at work after my supervisees have already begun their day.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

2. I spend significant portions of my workday off-campus or unavailable to staff.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

3. My physical presence in the treatment setting is unpredictable or sporadic.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

4. I conduct most supervision activities remotely rather than in-person.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

5. Staff members struggle to locate me when immediate guidance is needed.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

6. I arrive late to scheduled meetings or supervision sessions.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

7. My tardiness creates delays in program operations or staff activities.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

8. I fail to model the punctuality standards I expect from my team.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

9. My schedule appears chaotic or disorganized to supervisees.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

10. I cancel or reschedule supervision appointments frequently.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

11. I maintain emotional distance from my supervisees' professional challenges.

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○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

12. Staff members seem hesitant to approach me with concerns or questions.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

13. I appear distracted or preoccupied during supervision interactions.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

14. My emotional responses seem inconsistent or unpredictable to staff.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

15. I struggle to demonstrate genuine interest in supervisees' professional development.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

16. My 'open-door policy' feels more theoretical than practical to staff members.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

17. I frequently interrupt or cut short spontaneous staff interactions.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

18. Supervisees report feeling like they're bothering me when seeking guidance.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

19. I create barriers (physical, technological, or interpersonal) to accessibility.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

20. Staff members avoid seeking my input on important clinical decisions.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

21. I miss opportunities to provide immediate feedback on clinical situations.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

22. Staff members handle crises without my direct involvement or guidance.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

23. I learn about important clinical developments after the fact rather than in real-time.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

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24. My absence during critical moments leaves staff feeling unsupported.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5
Never · Always

25. I rely on second-hand reports rather than direct observation of clinical work.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5
Never · Always

26. I'm unavailable or difficult to reach during clinical emergencies.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5
Never · Always

27. Staff members manage crisis situations without adequate supervisory support.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5
Never · Always

28. My crisis response appears reactive rather than proactive and supportive.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5
Never · Always

29. I fail to use crisis situations as teaching and modeling opportunities.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5
Never · Always

30. My stress during crises negatively impacts staff confidence and performance.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5
Never · Always

31. I demonstrate poor professional boundaries in my own work relationships.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5
Never · Always

32. My boundary-setting appears inconsistent or confusing to supervisees.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5
Never · Always

33. I fail to model appropriate self-care and work-life balance practices.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5
Never · Always

34. My professional relationships blur appropriate supervisory boundaries.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5
Never · Always

35. Staff members receive mixed messages about professional boundary expectations.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5
Never · Always

Part 2: Strengths

Questions 36-70

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36. I maintain consistent, predictable on-campus availability during program hours.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5
Never · Always

37. My physical presence creates natural opportunities for informal guidance and support.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5
Never · Always

38. Staff members know they can count on finding me when immediate consultation is needed.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5
Never · Always

39. I prioritize being physically present during high-stress periods or critical operations.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5
Never · Always

40. My consistent presence contributes to overall program stability and staff confidence.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5
Never · Always

41. I arrive early or on time, setting a positive example for professional commitment.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5
Never · Always

42. My punctuality demonstrates respect for others' time and program operations.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5
Never · Always

43. I model the same attendance reliability I expect from clinical staff.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5
Never · Always

44. My organized approach to scheduling supports efficient program operations.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5
Never · Always

45. Staff members view my time management as a positive professional example.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5
Never · Always

46. I demonstrate genuine interest and engagement in supervisees' professional challenges.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5
Never · Always

47. My emotional availability creates a secure base for staff professional development.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5
Never · Always

48. I provide consistent, appropriate emotional support during difficult clinical situations.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

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Never · Always

49. Staff members feel comfortable sharing both successes and struggles with me.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

50. My emotional responses help supervisees process their own clinical experiences.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

51. I maintain a genuinely open-door policy that feels welcoming and supportive.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

52. Staff members feel comfortable approaching me with questions or concerns.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

53. I create multiple pathways for staff to access guidance and support.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

54. My accessibility balances availability with appropriate professional boundaries.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

55. Supervisees report feeling supported and heard in their interactions with me.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

56. I provide immediate feedback and guidance on clinical situations as they unfold.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

57. My presence allows for teachable moments that enhance staff learning.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

58. I observe clinical work directly and offer timely, relevant feedback.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

59. Staff members benefit from my real-time consultation on complex cases.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

60. My immediate availability supports quality clinical decision-making.
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

61. I remain calm, available, and supportive during clinical emergencies.

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○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

62. My crisis response demonstrates effective leadership and clinical judgment.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

63. I use crisis situations as opportunities for teaching and professional development.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

64. Staff members feel more confident handling crises when I'm present and engaged.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

65. My crisis management serves as a model for effective clinical leadership.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

66. I model appropriate professional boundaries in all my work relationships.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

67. My boundary-setting provides clear, consistent examples for supervisees.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

68. I demonstrate healthy self-care practices while maintaining professional commitment.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

69. Staff members understand professional boundary expectations through my example.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

70. My professional relationships exemplify appropriate supervisory engagement.

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Never · Always

Scoring guide

High Vulnerability: Significant gaps in presence. Immediate attention needed.

Moderate Vulnerability: Notable areas for improvement. May be limiting effectiveness.

Mild Vulnerability: Demonstrating presence but opportunities for strengthening.

Low Vulnerability: Good awareness and consistent presence. Continue monitoring.

Strong Leadership: Robust capabilities across dimensions. Model for effective leadership.

Developing Leadership: Established practices with opportunities to strengthen.

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Basic Leadership: Beginning to implement approaches but need development.

Limited Leadership: Capabilities insufficient for optimal staff development.

Strong Presence (>1.5): Capabilities substantially outweigh vulnerabilities.

Healthy Balance (1.26-1.5): Good supervisory effectiveness.

Moderate Balance (1.0-1.25): Capabilities slightly outweigh vulnerabilities.

High Risk (<1.0): Vulnerabilities outweigh capabilities.

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Part 5 · Worksheet

Present Leadership Worksheet

Understanding Your Profile

Which dimension represents your greatest strength?

What specific challenges have you noticed?

How has your approach evolved?

Strategic Development

How does 'present leadership' change your approach?

What evidence do you see of your impact?

Strategies for maintaining consistent presence:

Action Planning

Priority Area 1

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Specific Capability

E.g., Real-Time Clinical Guidance

Measurable Goal

Action Steps

Timeline

Accountability

Priority Area 2

Specific Capability

Measurable Goal

Action Steps

Timeline

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Accountability

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