### Group 5 – Julia McKnight

Supervise a team of teen librarians and para-professional staff to deliver services to teens, used to work on the team, so has first-hand knowledge of the work the team is doing. Supervising ex-co-workers can be an interesting dynamic. Role is to support team ideas – what do we need to do to make things happen, are they aligned with goals, within the resources that are available? Julia went to a similar AMA for managers and found it really helpful.

Q: Staff shifts and change – how to support staff who are moving into supervisory positions when they come from other service areas?

J: Being a mentor is integral. Performance planning is built into the work you do, connecting goals to training and to other people who can mentor them who have made similar moves. It’s worth reaching out to different library systems for mentors.

[Introductions]

Issues raised in introductions:

* Navigating moving from a large library with a big team to a small library
* Learning when to delegate
* Navigating role development and additions, for instance, new responsibilities in the pandemic.
* Potentially moving from a non-supervisory role into a more rural library where supervisory responsibilities are likely to be part of roles.
* Wanting to start taking on supervisory positions and getting to the next level.

J: re: boundaries and challenges of delegating: there’s a temptation to do all of the things. Does anyone have any thoughts on this?

A: You reach a point where it’s overwhelming and you have too many hats, so you really need to delegate, whether you want to or not.

J: Did the people you delegate to do a good job?

A: Yes! We all learn to help each other out and roles blur. Important to have discussions with staff and what they want to do re: programming, especially when it’s outside their usual roles. Letting staff play with designs. Excellent program being developed, and sitting back and letting them do it really helped. We feel more like a team now.

J: When you haven’t seen someone’s work or don’t know their competency level, would you get them to put together a proposal to review and provide feedback on?

A: Usually not that formal, but yes. Showing me outlines, running ideas past me.

Q: You get to a certain level of experience and reflection-on-action becomes natural. How do you encourage reflection in practise process when there’s an implied heirarchy so the staff member gets the most they can possibly get?

J: We do activity reports to capture the stats and the qualitative data, e-mail to everyone in the team, people can ask questions and make suggestions. It has been incredibly valuable in learning from each other and developing our repertoire.