

YOUR ROLE AS A SUPERVISOR: KEY POINTS

Knowing My Boundaries

- I understand I'm NOT a therapist or counselor
- I know my role is to address workplace factors, not diagnose mental illness
- I'm comfortable saying "That's outside my expertise, let me connect you to [resource]"
- I know when to refer to EAP, Call Time MH, or other resources
- I take care of my own mental health so I can support others

What I AM responsible for:

- Connecting people to appropriate resources
- Modeling healthy behaviours

What I'm NOT responsible for:

- Diagnosing mental health conditions
- Providing therapy
- Solving personal problems

Building Skills

- I practice active listening regularly
- I use non-judgmental language
- I have a check-in approach that works for my context
- I know the resources available and how to access them
- I lead by example in managing stress and setting boundaries

Skill I'm working on this month:

How I'll practice:

Accessing Resources

- I have key resource contacts saved in my phone
- I know how to access my organization's EAP



- I'm familiar with industry-specific resources (Call Time MH, ActSafe)
- I've completed or plan to complete PWW training
- I know who to contact with questions (ActSafe, HR, WorkSafeBC)

Resources I have readily available:

- Call Time Mental Health: calltimementalhealth.ca
- Crisis line: 1-800-784-2433
- My EAP: _____
- People Working Well: peopleworkingwellbc.ca
- ActSafe: actsafe.ca | info@actsafe.ca

Ongoing Learning

- I stay informed about changes to regulations
- I seek training opportunities (ActSafe courses, PWW modules)
- I reflect on what's working and what needs improvement
- I ask for support when I need it
- I share learnings with my team

Questions I still have:

-
-

Where I'll find answers:

-
-
-

CHECK-IN TOOLKIT: PLAN YOUR APPROACH

Use this worksheet to design a check-in approach that works for YOUR specific context.

STEP 1: Understand Your Context

What's your work environment?

What's your crew structure?

How many people do you typically supervise?

What's your typical schedule like?

What are your biggest time constraints?

What are your biggest logistical barriers to checking in?

STEP 2: Choose Your Check-In Format(s)

Based on your context above, which could work for you?

Quick & Informal Check-ins

Integrated into Normal Operations: Built into crew direction, existing meetings, wrap/debriefs

- How I'd do this: _____
- Frequency: ☐ Daily ☐ Weekly ☐ As needed

Informal Top-of-Day Team Check-In: 2-3 minutes at call time, quick wellbeing check

- How I'd do this: _____
- Frequency: ☐ Daily ☐ Weekly ☐ As needed

Red/Yellow/Green Stress Check: Quick visual check, follow up with anyone “in the red”

- How I'd do this: _____
- Frequency: ☐ Daily ☐ Weekly ☐ As needed

Structured Check-ins

Toolbox Talk: 5-10 minutes on safety topic (can include mental health, fatigue, stress)

- How I'd do this: _____
- Frequency: ☐ Daily ☐ Weekly ☐ As needed

Weekly Team Check-In: Scheduled time to review workload, align priorities, surface concerns

- How I'd do this: _____
- Frequency: ☐ Daily ☐ Weekly ☐ As needed

One-on-One Check-Ins: Brief individual conversations, can be walking check-ins

- How I'd do this: _____
- Frequency: ☐ Daily ☐ Weekly ☐ As needed

STEP 3: Design Your Check-In

Format chosen:

When:

Where:

How long:

Who's involved:

Opening I'll use:

Questions I'll ask:

How I'll wrap up:

STEP 4: Anticipate Barriers & Solutions

Barrier 1:

Solution:

Barrier 2:

Solution:

STEP 5: Pilot & Evaluate

I will try this approach starting:

I will evaluate after: ☐ 1 week ☐ 2 weeks ☐ 1 month

After my pilot period, I will:

- Continue as is
- Make these adjustments:
- Try a different approach

Check-in Elements: Mix & Match

Use these elements to build check-ins that fit your context. Pick ones that make sense for the situation.

Build Connection

- Acknowledge accomplishments or wins "Before we dive in, let's recognize [specific achievement]"
- Quick wellbeing check "How's everyone doing today?" / "What's your energy level like today?"
- Share something positive "Something I'm looking forward to today is..." / Start with a brief positive

Identify Hazards

- Stress-level indicator "On a scale of red/yellow/green, where is everyone today?"
- Ask about workload concerns "Is anyone feeling overwhelmed?" / "Are the deadlines realistic?"
- Surface problems early "What roadblocks are you hitting?" / "What's not working?"

Clarify & Support

- Outline priorities "Here's what's on the slate today..." / "Top three priorities this week..."
- Clarify expectations "To be clear, I need [X] by [Y time]" / "Any questions about what's expected?"
- Problem-solve together "Let's brainstorm solutions" / "What would help you get this done?"

Recognize & Encourage

- Highlight progress "We're on track with [X]" / "Look what we accomplished yesterday"
- Express confidence "I know this is tough, and I trust you can handle it"
- Normalize difficulty "This is a challenging day—it's okay if it feels hard"

Communication Skills: Conversation Starters

General Check-ins

When you notice someone seems off:

- "Hey, I've noticed you seem [tired/stressed/quieter than usual]. Is everything okay?"
- "You don't seem like yourself today. Want to talk about it?"

When someone seems overwhelmed:

- "I've noticed you're working through lunch and staying late. How's your workload feeling?"
- "You seem stressed about [X]. What can I do to help?"

When you want to surface concerns:

- "I want to make sure you feel supported. How's the work environment feeling for you?"
- "Is there anything making it hard to do your job well?"



Active Listening Responses

Show you're listening:

- "I hear you saying [reflect back what they said]"
- "That sounds really [difficult/frustrating/overwhelming]"

Validate without trying to fix:

- "That makes sense given [context]"
- "I can see why that would be stressful"

Avoid:

- "At least..." (minimizing)
- "You should just..." (unsolicited advice)
- "It's not that bad..." (dismissing)

Connecting To Resources

When someone needs support beyond workplace:

- "It sounds like you're dealing with a lot. Have you connected with our EAP? It's confidential."
- "That's outside my expertise, but I want to make sure you get support. Can I connect you to [resource]?"

When someone mentions self-harm or suicide:

- ALWAYS TAKE SERIOUSLY
- "I'm really concerned about what you just said. Have you thought about hurting yourself?" [Ask directly]
- "I want to make sure you're safe. Can we call the crisis line together right now?"
- If imminent danger: Call 911
- Crisis line: 9-8-8
- Don't leave them alone if possible
- Follow up

Setting Boundaries

When someone wants you to solve a personal problem:

- "I care about what you're going through, and I'm not the right person to help with this. But I can connect you to [resource]."

When you don't have capacity:

- "I want to give this the attention it deserves. Can we schedule time to talk [later today/tomorrow] when I can focus?"

Following Up

After a difficult conversation:

- "I wanted to check in after our conversation yesterday. How are you doing?"
- "I said I'd [action]. I've done that, here's the update: [X]"

After someone returns from absence:

- "Welcome back. How are you feeling?"
- "Let's talk about workload and make sure it's manageable."

Signs You Might Notice

YOU ARE NOT A DIAGNOSTICIAN. These are signs someone may need support.

Behavioural Changes

Possible signs:

- Attendance/punctuality: Frequently late, increased absences
- Work performance: Missing deadlines, errors, difficulty concentrating
- Engagement: Withdrawn, avoiding interaction
- Mood: Irritability, angry outbursts, tearfulness, mood swings

What to do:



- Notice and name what you observe: "I've noticed you've been late three times this week, which isn't like you"
- Express concern: "I'm concerned. Is everything okay?"
- Listen without judgment
- Offer support: "How can I help?" / "What do you need?"
- Connect to resources if appropriate

What They're Saying: Immediate Action Required

Mentions of self-harm or suicide:

- "I can't do this anymore"
- "Everyone would be better off without me"
- Any mention of a plan or means

What to do:

- Take it seriously—ALWAYS
- Ask directly: "Are you thinking about hurting yourself?"
- Don't leave them alone
- Get immediate help: Crisis line (1-800-784-2433), EAP, or 911
- Stay with them until safe
- Follow up

DO NOT:

- Minimize ("It's not that bad")
- Debate ("You have so much to live for")
- Promise confidentiality (you may need to get help)

Other Concerning Statements:

Expressions of hopelessness, feeling trapped, or feeling like a burden

What to do:

- Express concern: "I'm worried when I hear you say that"
- Listen and validate



- Connect to resources: "This sounds like something [EAP/Call Time MH] could really help with"
- Follow up

After You've Taken Action

- Document (where appropriate): Date, time, what you observed, actions taken, resources provided, follow-up plan
- Take care of yourself: These conversations are difficult. Debrief with HR, supervisor, or peer. Access your own supports.
- Follow up: Check in within 24-48 hours. Continue regular check-ins.
- Remember: You did the right thing by acting. You're not responsible for "fixing" them. Your job is to create safe conditions and connect to resources.



Resource Directory

Immediate Crisis Support

If someone is in immediate danger: Call 911

24/7 Crisis Lines:

- BC Crisis Line: 1-800-SUICIDE (1-800-784-2433)
- Crisis Text Line: Text CONNECT to 686868
- 310Mental Health: Call or text 310-6789 (no area code needed)

Industry-specific Resources

Call Time Mental Health Free, confidential peer support for BC film & TV workers; one-on-one support, groups, resources. Website: calltimementalhealth.ca | Email: info@calltimementalhealth.ca

Actsafes Safety association for BC's motion picture, performing arts, and live events; training, resources, consultations, incident support. Website: actsafe.ca | Email: info@actsafe.ca | Phone: 604-733-4682

Provincial Mental Health Resources

People Working Well Free mental health resources and 20+ online courses for BC workers in tourism, hospitality, and arts & entertainment. Website: peopleworkingwellbc.ca

Bounce Back BC Free skill-building program for managing low mood, depression, anxiety, stress, or worry; workbooks, phone coaching, videos for adults 15+ in BC. Website: bouncebackbc.ca | Phone: 1-866-639-0522



Action Planning Template

My Top 3 Priorities

1. _____

Why this matters: _____

First step I'll take: _____ By when: _____

2. _____

Why this matters: _____

First step I'll take: _____ By when: _____

3. _____

Why this matters: _____

First step I'll take: _____ By when: _____

This Week

One check-in approach I'll try:

Resources I'll add to my phone today:

- Call Time Mental Health: calltimementalhealth.ca
- Crisis line:
- 9-8-8

One "leading by example" behaviour I'll model:

Accountability

Who will I share this plan with?

When will I review my progress?

What support do I need?

Reflection space

What resonated most from today:

What feels most challenging:

Questions I still have:



Thank You

Thank you for investing in your crew's psychological health and safety. The work you do as a supervisor matters enormously. You don't have to be perfect: you just have to start.

Remember:

- Start small
- Build habits
- Be patient with yourself
- Ask for support when you need it
- Your crew will notice

You've got this.

For questions or support:

- ActSafe: info@actsafe.ca | actsafe.ca
- People Working Well: peopleworkingwellbc.ca