Dedication

Dedicated to all those supervisors who so generously serve our profession.

The mediocre supervisor tells. The good supervisor explains. The superior supervisor demonstrates. The great supervisor inspires.

Adapted from William Arthur Ward: American poet, author, and teacher (1921-1994)
TIP # 1
BE PREPARED: SUPERVISION IS MORE THAN THE TIP OF THE ICEBERG

• Read ASHA’s 2008 set of documents on supervision (Position Statement, Technical Report, Knowledge and Skills)
• Learn the components of supervision.
• Read about various models of supervision.
• Develop your own philosophy of supervision.
• Understand that supervision involves much more than observation.

See reference numbers 1a, 2, 14, 15a, 16

TIP # 2
MAKE CONTINUING EDUCATION IN SUPERVISION A PROFESSIONAL PRIORITY

• Join a supervisors’ group, such as SEUCE and ASHA SIG 11, or start one in your own state!
• Become knowledgeable of supervision in other disciplines.
• Read the work of experts in the area of supervision.
• Attend short courses and workshops at state and national conventions to remain current.

See reference numbers 1a, 1b, 1c, 2, 4, 5, 14

Tip # 3
Know the current literature and research in the disorder areas of your SEE’s clients.

• Understand and demonstrate best practices, including application of current research, for assessing clients on your SEE’s caseload.
• Understand and demonstrate best practices, including the use of EBP, for developing a treatment plan and intervention for clients on your SEE’s caseload.

See reference number 1c
TIP # 4
BE EXPLICIT ABOUT SUPERVISORY EXPECTATIONS

• Before beginning the supervisory process, discuss and agree on supervisory expectations.
• Consider the use of an expectation rating scale.
• Know that expectations change over time and with experience.

See reference numbers 1c, 2, 5, 14, 20

TIP # 5
KEEP WRITTEN RECORDS OF YOUR SUPERVISORY CONFERENCES

• Develop specific conference forms.
• Establish an agenda and a time limit for conferences.
• Keep copies of all written feedback.

See reference numbers 1c, 2, 14, 15a

TIP # 6
BE QUIET AND LISTEN

• Understand the difference between critical listening and empathetic listening.
• Know when to use passive versus active listening.
• Be comfortable with silence.

See reference numbers 6, 12, 15a, 18, 22
TIP # 7
SOLICIT FEEDBACK AND EVALUATION OF YOUR OWN PERFORMANCE

• Ask for ongoing feedback.
• Obtain written and oral feedback.
• Be willing to change in response to feedback.

See reference numbers 5, 14

TIP # 8
EVALUATE YOUR OWN SUPERVISORY PERFORMANCE

• Look at your own behaviors in order to become a more effective supervisor.
• Use self-assessment guides or the 11 core areas of knowledge and skills in the 2008 ASHA position statement to determine your strengths and weaknesses and then identify your own supervisory objectives.

See reference numbers 1a, 1b, 1c, 3, 19

TIP # 9
STIMULATE CRITICAL THINKING AND PROBLEM SOLVING

• Ask questions that require thought and creativity.
• Use student-active teaching techniques that encourage self-discovery.
• Model logical problem solving explicitly.
• Refrain from automatically answering all the supervisee’s questions.

See reference numbers 5, 7, 17, 19
TIP # 10
EMPOWER YOUR SUPERVISEE

• Encourage the sharing of ideas and responsibility for learning.
• Provide opportunities for independent decision-making based upon the supervisee’s level of experience.
• Be willing to share responsibility for the supervisory process, e.g., allow the supervisee to lead a supervisory conference.
• Assign tasks according to your supervisee’s talents.

See reference numbers 14, 17

TIP # 11
MODEL EFFECTIVE INTERPERSONAL AND COUNSELING SKILLS

• Know your typical response to conflict (e.g., do you avoid it altogether or attack/defend or collaborate?) and learn other conflict tactics you can use.
• Practice Gottman’s X-Y-Z skill, e.g., “When you do X in situation Y, I feel Z.”
• Learn and practice and then model a variety of counseling techniques, e.g., the affect response.

See reference numbers 4, 6, 8, 12, 15a, 18

TIP # 12
Be aware of and understand the part that social power can play in the supervisory process.

• Know that your power as a supervisor can influence a SEE to change clinical behaviors, motivation, task commitment, and job performance.
• Understand that giving a grade, contributing to promotion decisions and/or signing off on clinical hours put you in a position of power.

See reference numbers 1b, 19
TIP # 13
ALWAYS CONSIDER THE PERSPECTIVE OF YOUR SUPERVISEE

• When discussing an issue, listen carefully without interrupting your supervisee.
• While listening, put aside your own viewpoint and judgment.
• Read about the “actor-observer bias” that demonstrates that actors, e.g., a clinician in therapy, see the situation differently from an observer, e.g., a supervisor.

See reference numbers 10, 21, 22, 24

TIP # 14
KNOW HOW TO GIVE FEEDBACK

• Use a tone of respect.
• Be specific, timely and constructive.
• Give feedback about behavior the supervisee can do something about.
• Balance the positive with the negative.
• Don't overwhelm with too much feedback and make sure your feedback fosters growth.
• Decrease evaluative feedback over time.

See reference numbers 2, 5, 14, 23, 24

TIP # 15
CONFRONT YOUR SUPERVISEE WHEN MATTERS OF CONCERN ARISE

• Discuss behaviors, actions, and events, not personality traits.
• Be open and non-threatening (not scolding and judgmental).
• Be direct, not passive-aggressive.

See reference numbers 6, 14, 20
TIP # 16
BE WILLING TO ADMIT YOUR MISTAKES

• Take responsibility for your part in communication “breakdowns.”
• Consider mistakes an opportunity for growth.
• Use “I” statements, e.g., “You’re right, I wasn’t very clear.”

See reference numbers 6, 12, 14

TIP # 17
DON’T BE AFRAID TO SET DEADLINES

• Establish deadlines with the supervisee.
• Be willing to adhere to deadlines and to be flexible when warranted.
• Set reasonable deadlines.
• Remember that setting goals and meeting deadlines are important workplace skills.

See reference number 14

TIP # 18
DEVELOP YOUR SKILLS AS A LEADER

• Realize that supervisors are leaders.
• Learn the primary leadership or supervisory styles, i.e., telling, talking, selling, participating, and delegating.
• Attend leadership seminars and workshops.
• Differentiate between leading and managing.
• Be approachable, flexible, and available.

See reference number 14
TIP # 19
CREATE A CLIMATE OF TRUST

- Show you care.
- Be a nonjudgmental listener.
- Be reliable.
- Be credible.
- Refrain from giving false reassurance.

See reference numbers 12, 15a, 22

TIP # 20
KNOW THAT SUPERVISION IS A DYNAMIC PROCESS

- Know that “supervision exists on a continuum which spans a professional career” (Anderson 1988, p. 49).
- Know Anderson’s three styles of supervision (i.e., direct/active, collaborative, and consultative) and the three stages to which they are matched (i.e., evaluation-feedback, transitional, and self-supervision).
- Acknowledge that your supervisee’s expectations and needs will change over time.
- Decrease the amount of supervision as the supervisee moves along the continuum.

See reference numbers 2, 5, 14, 15a

TIP # 21
Be aware of the problems that may arise if you have a social relationship with a SEE.

- Be aware of the possible influence of a relationship with your SEE outside of your work setting.
- Be able to evaluate a SEE’s performance without this influence. If you cannot do so, you may need to find another SLP to become the supervisor.

See reference number 1b
**TIP # 22**
**CONSIDER DIVERSITY AN ASSET TO THE SUPERVISORY PROCESS**
- Develop cross-cultural awareness and competence.
- Be knowledgeable of different gender-based communication styles.
- Know the characteristics of different generations represented in the workplace and how they might affect the supervisory relationship.
- Be sensitive to cultural differences.

*See reference numbers 1c, 13, 15b, 15c*

**TIP # 23**
**MODEL PROFESSIONALISM**
- Adhere to the ASHA Code of Ethics (Revised 2010).
- Show up prepared.
- Do what you say you will do.
- Strive to work effectively with others.
- Properly credit others for their work.

*See reference numbers 1d, 9, 11*

**TIP # 24**
**Learn the similarities and differences between mentoring and supervision.**
- Know that the primary focus of mentoring is the personal and professional growth of the SEE with an emphasis on effective skill building and cultivation of aspirations.
- Know that the primary focus of supervision is accountability for SEE's performance through measures such as grades and performance evaluations.
- Understand that mentoring becomes appropriate when the SEE is at the transitional or self-supervision stage on Anderson's continuum of supervision.

*See reference numbers 1b, 1c, 19*
TIP # 25  
DON'T TAKE YOURSELF TOO SERIOUSLY

• Realize you are not the all-knowing, perfect professional.
• Be willing to acknowledge your own mistakes and laugh at yourself and your mistakes.
• Put things in their proper perspective, e.g., a missed deadline doth not a heart attack make.

No reference needed here!

References


References, cont.

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