

Tool 1: Exploring expectations in the supervisory relationship



NAME

DATE

CHECK ONE: SUPERVISOR

SUPERVISEE

The most important part of the supervision contract is the discussion that takes place prior to signing it, because this is when the supervisor and supervisee can explore their expectations of each other and so establish the basis for a strong supervisor-supervisee relationship.

Aim

To help the supervisor and supervisee understand their expectations of each other in the supervisory relationship.

Application

Supervisor and supervisee should each complete this form independently, then share their responses with each other in a supervision time set aside for this purpose. Where expectations differ, discuss these and try to reach a consensus.

This exercise will be most beneficial if carried out before the supervision contract is agreed, as that will specify the goals of supervision and the supervisory style.

Instructions

Give your assessment of what you expect to happen during future supervision sessions. Choose the number that best represents the level of your expectation for the listed behaviours to occur. Numbers correspond to the following scale:

1 = very little extent, 2 = a little extent, 3 = some extent, 4 = a great extent, 5 = a very great extent

Behaviour	Expectation
	Supervisors should help manage cases
	Supervisors should use supervision time to discuss ways to improve practice
	Supervisors should be able to support supervisees to manage their workload
	Supervisors should motivate supervisees to perform at their highest potential
	Supervisees should contribute to the agenda of their supervision
	Supervisors should be available to pay attention to supervisees whenever they need to talk with them
	Supervisors should expect supervisees to ask many questions during supervision
	Supervisees should expect their supervisors to use their ideas in discussion during supervision
	Supervisors should expect to function as a teacher who is instructing the supervisee
	Supervisees should take responsibility for managing their workload
	Supervisees should expect to inform their supervisor of their needs
	Supervisors should be willing to tell supervisees of the weaknesses in their casework
	Supervisees should use supervision time to provide information about casework sessions to supervisors
	Supervisors should be willing to listen to supervisees' professional problems
	Supervisors should be available to talk to supervisees immediately after their casework sessions
	In the supervisory relationship, supervisors should be the superiors and supervisees subordinates
	Supervisees should give value judgements about their casework
	Supervisors should give suggestions on intervention techniques to be used in subsequent sessions
	Supervisors should be supportive of supervisees
	Supervisors should focus discussion on service users' behaviours rather than on supervisees' behaviours
	Supervisees should be able to discuss the emotional impact of casework in supervision
	Supervisors should give rationales for their statements or suggestions
	Supervisors should demonstrate to supervisees how to improve performance
	Supervisors should give supervisees the opportunity to express their opinions
	Supervisors should ask supervisees to think about strategies that might have been carried out differently (or may be in the future)
	Supervisors should be willing to listen to supervisees' personal problems

Finally, describe how often and in what circumstances you think the supervisor and supervisee should meet for individual supervision sessions

Source: Adapted from Larson (1981)