



# PSDP—Resources and Tools: Exploring expectations in the supervisory relationship

## Exploring expectations in the supervisory relationship

NAME .....

DATE .....

CHECK ONE:  SUPERVISOR

SUPERVISEE

The most important part of the supervision agreement 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, they should discuss these and try to reach a consensus.

This exercise will be most beneficial if carried out before the supervision agreement 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 work with children and families.
	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 teachers who instruct their supervisees.
	Supervisees should take responsibility for managing their workload.
	Supervisees should expect to inform their supervisors 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.

Source: Adapted from Larson (1981)

## 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 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 their 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.

Source: Adapted from Larson (1981)

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

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