

Supervision: Performance vs Interpersonal Issues

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Welcome/Introductions



Agenda

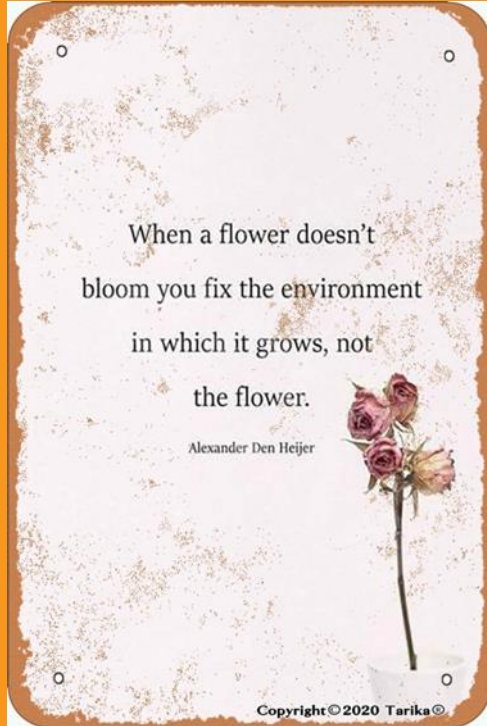
1. Welcome/Introductions
2. Feedback for Interpersonal Issues
3. Addressing training for interpersonal issues
4. Discussion and practice of creating rubrics for training specific skills





Objectives

1. Identify at least two common interpersonal barriers to effective supervision and describe one strategy to address them.
2. Apply the components of Behavior Skills Training (BST) to teach communication and professional interaction skills in supervision.
3. Deliver behavior-based supervisory feedback that targets interpersonal skill development and increases supervisee engagement within the supervisory relationship.



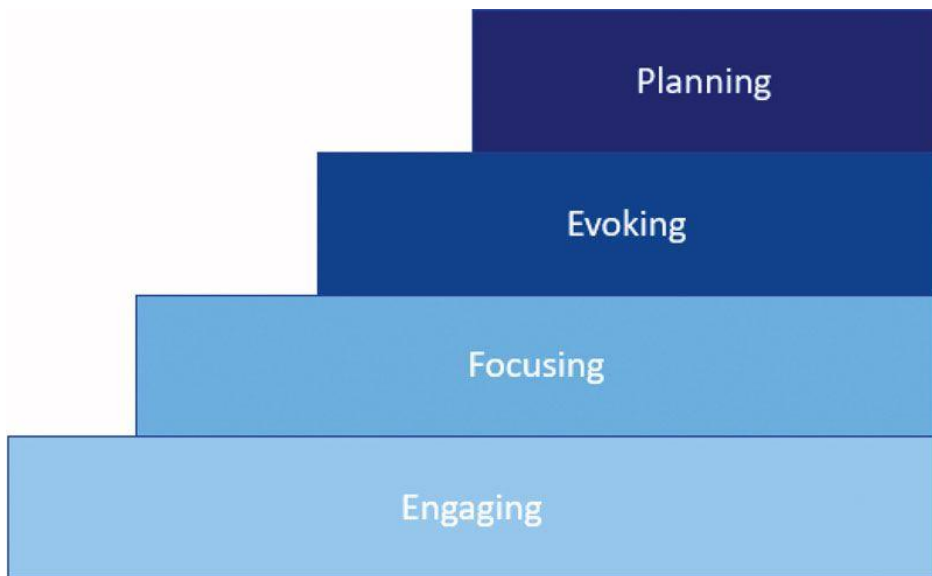
Sprit of Presentation

- “There is no such thing as a bad person”
- Behavior serves purpose
- Remember the sprit of MI

MI Spirit



Motivational Interviewing: The 4 Tasks



How will you get there (**How**)?

Why would you go there (**Why**)?

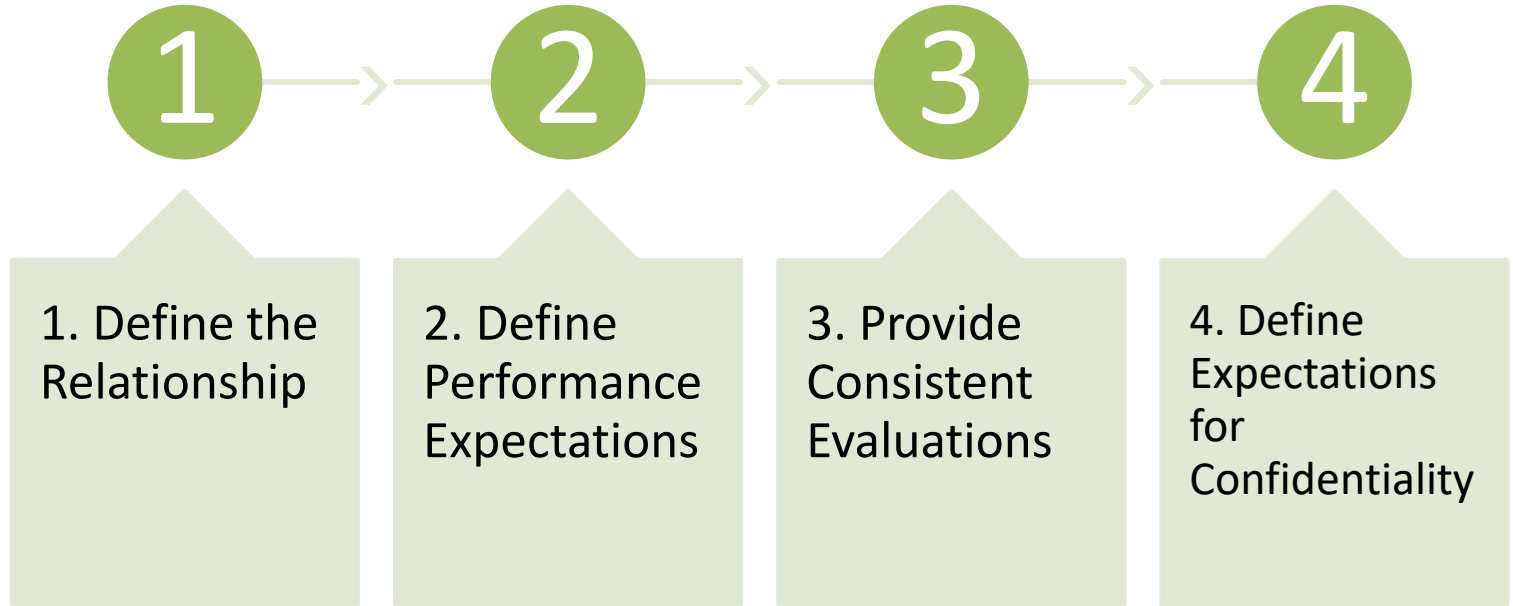
Where are we going (**What**)?

Can we walk together (**Who**)?

**What interpersonal
issues do you see
in supervision?**



Steps to Build a Professional Relationship



Problems in the Supervisory Relationship

1

Attend to early signs that a problem in the relationship is developing.

2

Acknowledge how past supervision experiences could contribute to current problems.

3

Reflect on supervisor's personal behaviors

4

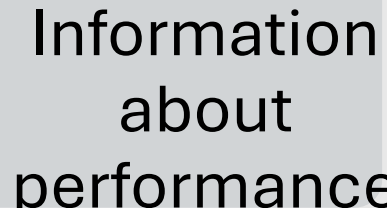
Identify ways to address barriers.

Feedback for Interpersonal skills

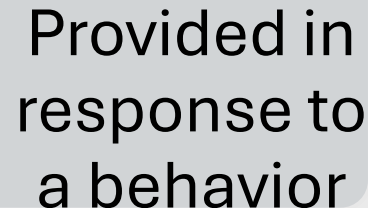




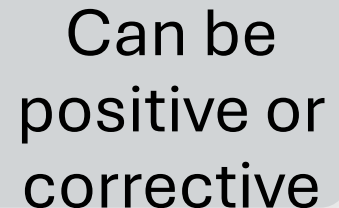
What is Feedback?



Information
about
performance



Provided in
response to
a behavior



Can be
positive or
corrective

Feedback Insights



Works best with other procedures



May act as consequence or instruction



Corrective feedback often more effective



Feedback preferences can change over time

Feedback Variables

Accuracy

Frequenc
y

Timing

Feedback examples

“During today’s meeting, you interrupted me 3 times while I was providing feedback...In our next three meetings, I’d like you to wait until I finish a full statement before responding”

“In the team meeting, you used informal phrases such as ‘yeah, whatever works man’ on five occasions, which does not reflect professional communication expectations.”

In future meetings, please use professional language in at least 90% of exchanges, such as ‘That works for me’ or ‘I agree with that plan.’ “



Feedback examples

“During today’s supervision, you looked at your phone 8 times while we were discussing client updates, showing disengagement...In our next meeting, please keep your phone out of your hands for the whole meeting.”

“During today’s supervision, you did not bring any agenda items or add anything when I asked...for our next meeting, please bring at least 2 items, or add 1 item if I ask.”

Key Takeaways



Feedback alone \neq skill mastery



Ask questions to assess for training needs



Combine feedback with training for increased effectiveness

Training vs Feedback Guide

1

Has formal training been provided?

2

Can they describe the task?

3

Have they done it accurately before?

4

Can they complete the task with fluency?



**I've determined
more training is
needed, now
what?**



Behavior Skills Training (BST)



- **Instruction:** Provide a description of the skill and its rationale
- **Model:** Show your trainee how to perform the skill. Model how to do the program or strategy.
- **Role play:** Allow the trainee to practice the skill. The trainer will take on the role of the child.
- **Feedback:** Provide positive praise for correct responding and corrective feedback for incorrect responses.

(Cooper et al., 2019)

Training & Support Strategies



Checklist (Task Analysis)

Prompting Strategies

Reinforcement for Success

**I've determined
there are
interpersonal
issues to train, now
what?**



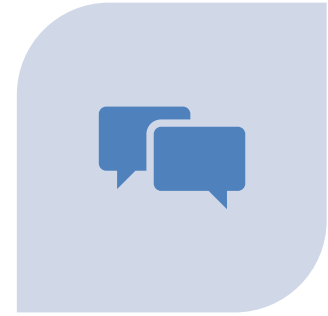
Persistent Professionalism and Interpersonal Problems



DISORGANIZATION AND
POOR TIME MANAGEMENT



INTERPERSONAL SKILLS



DIFFICULTY ACCEPTING
AND APPLYING FEEDBACK

Addressing Poor Interpersonal Skills

- Indicators of Interpersonal Skills weakness
- Assessment Techniques
- Skill Development Strategies
- Enhancing Professionalism



Example – Engagement in Supervision

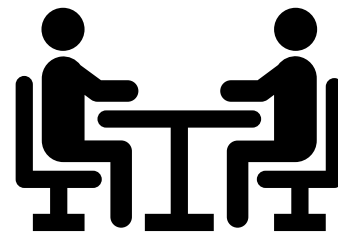
Step	Behavior	Observed (Y/N)
1	Arrives prepared (materials ready)	
2	Has agenda or contributes at least one idea	
3	Keeps phone silenced and away (if possible)	
4	Shows active listening behaviors	
5	Asks clarifying questions	
6	Uses professional tone/body language	
7	Summarizes next steps	

Example - Responding to inappropriate complaining

Step	Behavior	Observed (Y/N)
1	Maintain neutral facial expression and calm tone	
2	Acknowledge feelings without agreeing with complaint (H.E.A.T.)	
3	Suggest moving to private space if needed	
4	Redirect toward problem-solving	
5	Model respectful, family-centered language	
6	Close with a professional next step	

Give it a try!

- Create the steps for **someone who interrupts**, how to work on back-and-forth conversation in supervision.
- OR fill in for one of your examples



Pause and Think Response

Step	Behavior	Observed (Y/N)
1	Stop talking when the other person begins/finishes speaking	
2	Takes a brief 1–2 second pause before responding when person stops	
3	Maintains a neutral or attentive facial expression	
4	Identifies the goal of their response (clarify, answer, ask, summarize)	
5	Uses professional and concise wording	
6	Checks in for accuracy (“Does that answer your question?”)	

Addressing Disorganization and Time Management

- Identifying Disorganization Signs
- Assessment Tools
- Intervention Strategies
- Digital Tools Adoption



Time management

- Teach our Tech
- Teach boundaries
- Work collaboratively



Addressing Difficulty Accepting Feedback

- Indicators of Feedback Difficulty
- Assessment of Feedback Reactions
- Structured Feedback Strategies
- Training and Support Tools



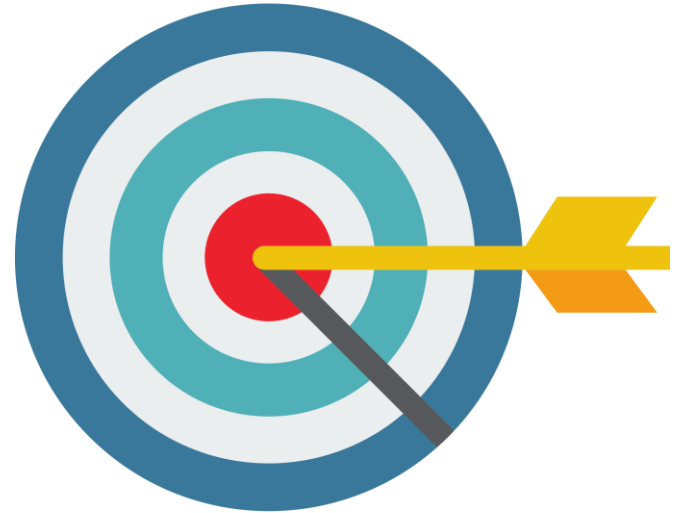
Skills to Receive Feedback



- Studies have set 6-8 skills that are needed to appropriately receive feedback (Ehrlich et al., 2020)
- Broken down into steps (Task analysis)

Eight Target Skills

1. *Preparation*
2. Eye contact
3. Appropriate follow-up questions
4. Acknowledging the mistake
5. Active listening
6. Committing to the behavior change
7. *Making an appreciative statement*
8. Overall demeanor



Ethical Behavior

- Ensure supervisee is aware of standards
- Set specific goals
- Take action if necessary



Teaching Ethical Behavior



- Ethical Decision - making rubrics (train use)
- BST for multiple scenarios

References

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