Exploring the development of collaborative supervisory relationships

Integrate the use of feed up and feed forward with feedback

Explain the role of feed up and feed forward in providing formative evaluations

Contrast these types of formative assessment and their effectiveness in building self-motivation
Collaboration in Clinical Supervision

Thoughts about Collaboration:

- Collaboration is about connecting
- Change happens from compassion
- Supervision is about quality of attention
The Supervisory Relationship

The supervisor can be a role model for collaboration:

- Connecting with supervisees
- Primary factor in outcome:
  - Teaching
  - Supervising
  - Counseling

Strong supervisory relationships lead to strong clinical relationships
A Strong Supervisory Alliance is the Key to:

- A high level of trust
- Increased comfort
- Increased self-efficacy
- Greater self-knowledge
- Self-identification of internal resources for change…

…and Self Motivation which leads to Empowerment
Power: the *ability* to influence or control others

Authority: the *right* to control others

Leadership: the *ability* to use authority to make others powerful

Zander & Zander, 2000
Good supervisors slow people down to the speed of wisdom
Evaluation of Counselors

Two types:

- Summative – formal rating of job performance
- Formative – ongoing status of skill development
Summative Evaluations

Expectations for performance
Evaluate actual performance
Set new goals and objectives
Problems with Summative Evaluations

- Remembering the negatives
- Don’t own their value-based judgments
- Feedback is not always clear or direct
- May be tackling too many problems
- May give only negative criticism
- May remember only the previous month
- May prefer to stay in comfort zone and downplay the truth
Formative Evaluations

- Facilitate skill acquisition
- Target professional growth
- Create less discomfort
- Focus on process and progress
- Ongoing and frequent

Forming a quality supervisor relationship is a key factor in providing effective formative evaluations.
The Three Primary Ways of Providing Formative Evaluations

1. Feedback – traditional: “how am I doing?”
2. Feed forward – focus on the future: “how can I do this?”
3. Feed up – establishing purpose: “why are we doing this?”
Experiential Exercise

1. Form pairs
2. Pick one behavior that you would like to change
3. Share this behavior and ask for “feed forward” suggestions for the future that might help
4. Reverse roles
Formative Evaluations: Feedback

Strengths + Areas for improvement

Mixed appropriately = “praise sandwich”
Formative Evaluations: Feedback

The problem with feedback by itself
Formative Evaluations: Feedback

Feedback should be encouraging.
Formative Evaluations: Feed Forward

Setting direction and guidance

What to focus on next and how to do it
Formative Evaluations: Feed Forward

Communicating feed forward:

- Aim supervisees to become better counselors
- Suggest goals to focus on in the future
- Offer specific strategies to use with clients
- Can include demonstrations by the supervisor

Goals

1. 
2. 
3. 
Formative Evaluations: Feed Forward

Feed Forward points to the path leading to success
Formative Evaluations: Feed Up

- Establishes clear purpose
- Shows why it's important
- Clarifies *ultimate* goal
- Demonstrates expectations for success
- Helps define targets and a vision for success
- Helps in understanding the rationale behind feedback and feed forward
Formative Evaluations: Feed up

Feed up helps focus on the big picture
Moving Towards Alignment

Supervisory practice must form a system of assessment that allows for ongoing:

- Feeding back
- Feeding forward
- Feeding up.
Feed Forward and Feed Up Coaching

Potential to:
- Turn everyday counselors into engaged professionals
- become leaders of people, not managers of tasks
Final Exercise
The Passion of Vision

“An answer is always the stretch of road that is behind you. Only a question can point the way forward.”

Jostein Gaarder
Thank you!

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