

Effective Supervisory Behaviors

Campbell, J. M. (2006). *Essentials of Clinical Supervision*. Hoboken, NJ: Wiley.

- Clarifies expectations and roles
- Is accessible and available
- Takes the role of supervisor seriously
 - Cares about the well-being of the supervisee
 - Provides frequent scheduled supervision
 - Is fully present in supervision session and not multitasking
 - Is invested in the supervisee's development
- Is able to create a safe learning environment
 - Recognizes and validates the strengths of the supervisees
 - Creates a relaxed learning environment
 - Encourages the exploration of new ideas and techniques
 - Is tolerant, open, and flexible
 - Open to ideas, thoughts, and feelings of supervisees
 - Fosters autonomy and risk-taking
 - Perceives growth as an ongoing process
 - Is curious
- Has the ability to communicate effectively
 - Works collaboratively
 - Is supportive and encouraging
 - Provides constructive criticism as well as positive reinforcement
 - Is genuine and congruent
- Models appropriate ethical behavior
 - Maintains consistent and appropriate boundaries
 - Is competent and credible
 - Is knowledgeable and up to date
 - Has extensive practical experience in the area in which supervising
 - Demonstrates how to get work done in the organization
- Is personally and professionally mature
 - Serves as a professional role model
 - Is aware of and accepts his or her own limitations and strengths
 - Is willing to accept mistakes
 - Is not easily rattled in a crisis
 - Has a high tolerance for conflict and so is able to hang in on difficult situations
 - Is courageous
- Has an awareness of personal power
 - Is nonauthoritarian and nonthreatening
 - Has personal integrity
 - Is respectful and considerate of others, honest, truthful, and trustworthy
- Has a sense of humor and does not take him or herself too seriously