



MULTICULTURAL PERSPECTIVES ON SUPERVISION

Ana Cox presentation at Metanoia, June 2016

IT'S ALL ABOUT THE POWER



POWER



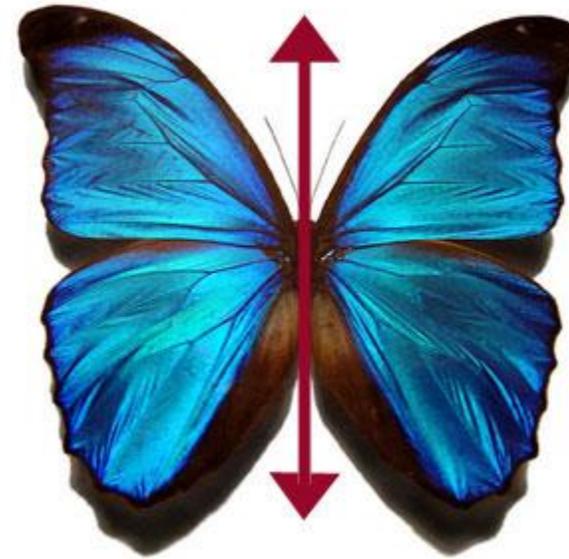
- Power imbalances in society inevitably play out in professional relationships including supervisor/supervisee and supervisee/client (Hawkins & Shoheit, 2012)
- Power dynamic is inevitable in every supervisory relationship.
- Inherent power/authority + power dynamics resulting from difference & pre-transference = asymmetry of the supervisory relationship (Page & Wosket, 2015)

POWER

Ways to address power asymmetry:

- Making asymmetry explicit
- Shared responsibilities:
 - Acknowledge and consider difference
 - Asking questions
 - Self-disclosure
- Be open to direct conversations re:
 - Addressing diversity
 - Addressing conflict

(Page & Wosket, 2015)



WORKING WITH DIFFERENCE

(Hawkins & Shoet, 2012)

- Weerdenburg: Developmental model of intercultural sensitivity
- The more we can understand the ways in which the world looks different through different cultural lenses, the more able we are to work well across cultures

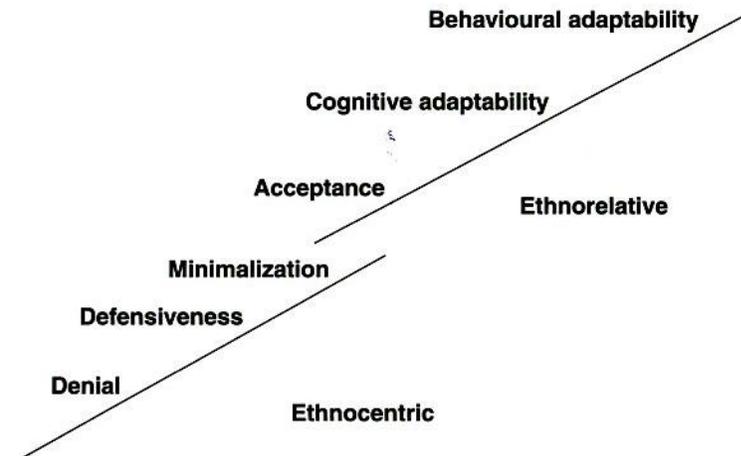


Figure 8.2 From ethnocentric to ethnorelative

Source: Van Weerdenburg (1996)

WORKING WITH DIFFERENCE

(Rapp, 2000)

- Awareness of power relationship:
 - Race
 - Ethnic group
 - Cultural backgrounds
 - Classes
 - Genders
 - Sexual orientations
 - Levels of ability



WORKING WITH DIFFERENCE

(Rapp, 2000)



**ASSUME
NOTHING**

- Difference within cultures is as important as differences between cultures
- Do not presume what is important to people but ask them
- Would be wise to assume as little as possible about another individual's very personal understanding of themselves and their world
- Need to develop a sound awareness of our own assumptions and prejudices

WORKING WITH DIFFERENCE

(Rapp, 2000)

- Counselling and supervision is centrally concerned with being open to experience
- In supervision we invite trust and encourage people to show their limitations
- Supervisors should model how to encourage the other person to tell us what we need to know in order for us to be helpful



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AN ALTERNATIVE APPROACH



APPRECIATIVE ENQUIRY

González (1997)



- Telling it like it is
- Telling it as it may become
- Invitation to see anew
- Facilitate learning of new knowledge
- Create scenarios of future actions
- Overcome areas of rigidity

SUPERVISOR AS PARTIAL LEARNER

González (1997)



- Informed uncertainty
 - Allows for innovation and re-substantiation
- Genuine learning from supervisees without pretending that power differentials do not exist
- Balance of acquired wisdom of supervisor with attitude of respectful enquiry
- Acknowledgement that the supervisor will also be learning about the culture and background of the supervisee and their clients

SUPERVISOR AS PARTIAL LEARNER

González (1997)



- Supervisor does not deny her expertise
- Supervisor as teacher in response for direction
- Feigning clinical naiveté
 - Disengage
 - Undermines
 - Hinders collaboration

SUPERVISOR AS PARTIAL LEARNER

González (1997)



When there is equal participation

- Full participation
- Full engagement
- No onus to be an oracle
- No masquerade that one is in one-down position
- Supervisee does not have to pretend to buy into a socially constructed reality that contradicts their personally constructed clinical reality

REFERENCES – Q&A

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