

Supervision Reflection Paper

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I have no known conflict of interest to disclose.

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Reflection on Training/Supervising Group Leaders

I learned several things about training/supervising group leaders. First, I learned/reminded myself to encourage the group leaders positively when they are leading group for the first time. Being empathetic to what they might experience during their first time leading group has to be considered. Sometimes, people can deal with the imposter syndrome, where they feel as if they do not belong in that role or cannot lead group. I realized that it is important to encourage the group leaders to do their best and to help them feel supported. It was equally important to remind myself that I have the tools to supervise the group leaders.

Next, I had to realize that the group leaders also have the tools needed to lead group effectively. While some of the masters' level students/group leaders were leading group for their first time in the program, they are adults and have learned some tools already that can help them to be effective. I realized that I was there to help guide them if needed and that it was all right to allow the group leaders and their group members to work together cohesively. They are group leaders for a reason and must have the opportunity to work through issues that might occur during the group.

Finally, I learned the importance of providing good and effective feedback. It is important to build up the group leader(s) with positive feedback first and then suggest areas for improvement if needed near the end. I also learned that it is important to allow group leaders to hear feedback from their group members. Even though I was training/supervising, I, as the supervisor, do not have to be the only one to provide feedback to the group leaders. It is important that the group leaders can hear and receive feedback from their peers. It can provide an even bigger picture of what they did correctly and in what areas they can improve.

Reflection on Most Challenging Aspect

The most challenging aspect about the supervisory experience centered around time and engagement. I had an hour to supervise my group, allow the group leader to conduct group, and then give and allow others to also provide feedback. When it appeared that the group leader was going to run over the allotted 45 minutes for the group session, I contemplated jumping in and reminding the group leader that she was about to go over on her time. However, I did not do that, and the group leader mentioned about approaching the 45-minute mark to end the group session. I try to be punctual, and it was challenging not to try to lead and interject about the time for the group.

Even more than this challenge was the challenge of engagement. I am very interactive with group, the group experience, and with supervising. Before taking this class, I considered myself to be the leader of the group but also participated and shared only if the information shared pertained to the topic discussed and was for the benefit of the group. I really had to restrain myself from talking too much, from interacting with the group leader, and from responding to the feedback given by the group members to the group leader. I had to keep what I said concise, straightforward, and to the point. I did not have the time to talk as much as I would have loved to talk.

This supervisory experience helped me to remember that it is not solely about what I know as a supervisor but is also about the group leader's skill set in leading an effective group. The group leader does the work, and it is my ethical duty to observe, encourage, and allow the group leader to learn via the experience. Because of my love of communication and interaction, the greatest challenges for me were not to talk too much and to give concise and specific feedback, especially due to time constraints.

Reflection on Supervisory Skills

When it came to my view of my supervisory skills, I believe that I was very attentive to how the group leader attended to the needs of the group members. I observed how the group leader interacted and engaged with the group. Likewise, I interacted and engaged with the group leader, while giving her the opportunity to lead the group and to help move people and conversations along.

I used open-ended questions when discussing with the group leader about her feelings concerning how she viewed the group session and about what she would have liked to improve upon. I shared with the group leader my observation of her group attending skills and how she implemented group intervention skills, such as an excellent group activity, verbal tracking, paraphrasing, use of silence, self-disclosure, and feedback. Last, but not least, I was empathetic, provided the group leader with positive and concise feedback, and allowed the group participants to give feedback. These are the supervisory skills that I believe were the best demonstrated.

It is my belief that there is always room for improvement. I love to talk and encourage everyone. I had to remind myself that I was the supervisor and not part of the group, per se. My focus was on the group leader's role of leading group and how she interacted with the group. I had to remind myself not to talk too much but to allow the group leader to address the issues and to allow the group to do the "work," while I observed silently. So, limiting myself and making my feedback concise and straight to the point is something that I must always keep in mind. During this experience, I did not talk too much and gave concise and encouraging feedback; however, I knew that I wanted to say more but could not due to time. Becoming comfortable with the use of silence is something I must work through as well. Overall, this was a great experience. The group leader did an excellent job with her group attending skills and use of group intervention skills. As a supervisor, I enjoyed this opportunity to co-supervise group.