

# Chapter 5

: BUILDING AND SUSTAINING  
: MEANINGFUL AND EFFECTIVE RELATIONSHIPS  
: AS A SUPERVISOR AND MENTOR

## USING A COMPETENCY-BASED APPROACH TO SUPERVISION

“COMPETENCY-BASED INSTRUCTION FOCUSES ON TEACHING IDENTIFIED OUTCOMES WITH WORKPLACE RELEVANCE TO A PRE-DETERMINED COMPETENCE, USING ASSESSMENTS OR EVALUATIONS AS THE MEASURE OF COMPETENCE.”

### COMPONENTS TO CONSIDER FOR FULL MASTERY OF KNOWLEDGE INCLUDE SAYING AND WRITING:

- Precise definitions of terms or descriptions of technology
- Plain language definitions of term or descriptions of technology
- Variety of examples matched to audience
- Correct examples and non-examples
- Corrections of a non-example (i.e., convert to an example)
- Descriptions of the risks, desired outcomes, and risk mitigation strategies
- Descriptions of the use of a problem-solving approach to address issues
- Descriptions of ethics principles or standards

### COMPONENTS TO CONSIDER FOR FULL MASTERY OF A SKILL INCLUDE DEMONSTRATING:

- Performance of the skill with high fidelity in training settings and in natural context
- Performance of the skill in optimal and nonoptimal (e.g., with presence of problem behavior) conditions
- Maintenance the skill
- Generalization of the skill
- Self-evaluation and correction of own performance
- Training and assessing the performance of others for that skill

“THE FULL SCOPE OF SKILLS THAT A SUPERVISOR MIGHT TEACH IS TOO LARGE TO LEAVE UNPLANNED.”

**STEP 1:** Choose the scope of knowledge and skills you commit to cover based on:

- your competence
- supervisee’s or trainee’s work context
- opportunity to address target knowledge and skills

**STEP 2:** Arrange the targets in a logical sequence beginning with foundational knowledge and skills first

**STEP 3:** Develop competency tests and mastery criteria

**STEP 4:** Incorporate the trainee’s preferences and goals

GAIN A COMPREHENSIVE UNDERSTANDING OF THE POWER OF COLLABORATIVE RELATIONSHIPS IN THE BOOK:  
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