The Reported Processes and Outcomes of Supervisor Social Identity Verbal Self-disclosure and Social Identity Topic Management in Social Work and Higher Education

Benjamin Christopher Meoz

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Reading Committee:

Valerie Manusov, Chair

Stephanie Fryberg

Justin Lerner

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Abstract

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Benjamin Christopher Meoz

Chair of the Supervisory Committee:

Valerie Manusov

Department of Communication

This research is concerned with client/student facing supervisees' supervision experiences in social work and higher education settings and focuses on their reported experiences with supervisory dyads in which they have perceived social identity differences. The primary goal of this dissertation is to better understand the relationship of reported supervisor self-disclosure about identity and directing dyad conversations to supervisor and supervisee social identities (a form of topic management) with supervisee perceived psychological safety and optimal distinctiveness in these settings. The dissertation utilized a sequential explanatory mixed-method approach of internet-based survey (Study 1: N = 376) and computer-mediated interviews (Study 2: N = 25) to explore these associations. Results of Study 1 revealed curvilinear relationships between communication forms and optimal distinctiveness measures. The survey also found perceived supervisor cultural competence (PSCC) to be a powerful mediator and moderator of communication, identity, and distinctiveness with psychological safety. In Study 2, participant interviews supported Study 1's quantitative findings and provided

greater detail on the reported processes and outcomes of 1-on-1 supervisor social identity communication. Supervisor social identity communication process themes that emerged from participant interviews were (1) acknowledgement, (2) related to work and efficacy, (3) assumptions and biases, (4) lack of discussion, (5) boundaries, norms, and expectations, (6) frequency and timing, (7) power management, (8) process attributes, and (9) outside 1-on-1. Supervisor social identity communication outcome themes that emerged from participant interviews were (1) boundaries, norms, and expectations, (2) intimacy, (3) power sharing and management, (4) role efficacy, and (5) safety, support, and satisfaction, and (6) salience.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ACKNOWLEDGMENTS

One of the interesting aspects of the Individual Interdisciplinary PhD program at the University of Washington is that from the moment you apply you have a set research topic and are basically working on your dissertation. Every course that is taken has been curated for its value towards that end goal and research topic. All of this is incorporated into the program application, and so my first acknowledgements are to my committee members who met with me even at those early phases and provided me guidance on what classes would be of value to my research topic. And I had the joy in the first year of my program to take one course from each of my original core committee members.

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DEDICATION

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CHAPTER 1: INTRODUCTION

In our everyday interactions, we forge, maintain, or dissolve our relationships with others. These interpersonal and relational moments may be complicated by our own unique compilation of life experiences and social identities, however. The relevance of one or more of those social identities, like our race and gender, can vary across these daily interactions depending on factors such as the setting or who our interaction partner may be (Settles & Buchanan, 2014). Moreover, the setting of an interaction can influence how salient, or activated by the context, those identities are (Cohen & Steele, 2002).

In occupational settings that direct staff to pay attention to the life experiences and social identities of those they serve, such as social work and higher education, employees may find the salience of their own identities when interacting with others is heightened because of that attentiveness to student/client identity. This study focuses on the interactions between a supervisor and employee who have social identities that differ from one another, what I refer to in this dissertation as *differing social identities*, in these settings and investigates how reported supervisor communication related to social identities may be connected to the employee experience.

The central nature of client and student identities in social work and higher education is conveyed in the values of the respective main professional associations for these groups (e.g., ACPA-NASPA Professional Competency Areas in Student Affairs, 2015; NASW Code of Ethics, 2017). Accordingly, self-awareness and cultural competence are, arguably, key components of these educational and professional value systems. Cultural competence involves responding "respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, spiritual traditions, immigration status, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each" (NASW, 2017).

The importance of these components is underscored by reports from professional organizations in both fields, which show limited diversity among front-line professional populations. For example, the field of student affairs is still less diverse than the student populations it serves. A report compiled by the College and University Professional Association for Human Resources (CUPA-HR, 2018) shows that white women make up the largest part of the front-line workforce, and that portion is 20% greater than the percentage of white women in the student body.

This demographic difference means that students of many backgrounds seeking support or services on a college campus are more likely to interact with white female staff, potentially leading to many practitioner-student interactions with one or more differences in identity. The CUPA-HR report also shows that the number of women of all backgrounds decreases from front-line roles to managerial and leadership positions, whereas men, regardless of background, increase in their representation at higher levels, leading to a shift in the types of differences likely present in those supervisor-supervisee dyads. These potential identity mismatches between student, practitioner, and leadership populations underscore the importance of self-awareness and cultural competence in the pursuit of effective support and practice.

Social work as a field exhibits similar workforce trends as higher education. A profile of the social work workforce commissioned by the Council on Social Work Education (CSWE, 2017) shows that the field is overwhelmingly female and predominantly white in Bachelors programs, Masters programs, and in the front-line workforce population. Additionally, the same report shows that the retention of male social workers over time is better than the retention of female social workers, although contributing factors (e.g., sexism) are not provided. This is evidenced by a shifting ratio of men to women in the social work workforce by years of services: Men exit the field at a slower rate than do women, leading to more male senior social workers. As such, there is a predominantly white and male leadership in the profession (Greene, 2010).

The values and purpose of these two fields, as well as likely identity (i.e., race, gender, culture, age) differences in supervisory dyads, have the potential to act as *primes*, or environmental cues that increase the chances that the identities of front-line staff are salient (Markus & Conner, 2013; Purdie-Vaughns, Steele, Davies, Ditlmann, & Crosby 2008). This heightened salience can occur when working with clients and students, and with one another in supervisory relationships. Primes might consist of biased statements, visual or physical elements in a space (Cohen & Garcia, 2008), such as educational materials that only depict majority racial identities, and the lack of a ramp into a building for someone with a physical disability. In line with this, Banning and Bartels (1997) examined how college campus objects (art, signs, graffiti, and architecture) conveyed inclusion or exclusion to campus community members. These examples of primes, like the day-to-day contexts of social work and higher education, can further activate the relevance and/or accessibility of one or more of an individual's social identities.

In fields like social work and education, which are built on values of addressing inequity (ACPA-NASPA Professional Competency Areas in Student Affairs, 2015; NASW Code of Ethics, 2017), there is a strong interest among staff in supporting underrepresented students or clients by disclosing their own identities or identity-related personal experiences. This form of disclosure has been shown to humanize staff and educators to their clients/students and help motivate clients/students to engage more (Cayanus, 2004; Knox, Hess, Petersen, & Hill, 1997; McKenna-Buchanan, Munz, & Rudnick, 2015). Whereas existing research on identity disclosure captures its utility, the risk of such disclosures is also high given concerns of being stereotyped based on disclosure and a need to self-present strategically (Vogel & Wester, 2003). Related to this argument, Knox, Burkhard, Edwards, Smith, and Lewis (2008) found that supervisees were more comfortable with, and more likely to take, interpersonal risks such as personal disclosures, when a supervisor had role modeled that behavior.

A supervisor can also *direct the focus of discussion* (Willemyns, Gallois, & Callan, 2003) as a strategy to invite dialogue about a supervisee's experience for topics about which the supervisee would not direct the conversation on their own. This conversational move may help bridge what Willemyns et al. (2003) call an "intergroup barrier" between supervisors and supervisees of different backgrounds by increasing trust through "a pattern of positive interactions" (p. 119). Directing the conversation in this way might, for instance, be used to discuss someone's transition into a new position or organization when things are not going as expected and when there is the possibility that a supervisee's identity is connected to that transitional experience.

These supervisor interaction behaviors may have particular significance in their influence on a supervisee's sense of *psychological safety* (i.e., a feeling that they can be themselves; Edmondson, 1999) without fear of negative outcomes (Kahn, 1990, cited in Carmeli, Brueller, & Dutton, 2009). Role-modeling disclosure, as an example, may improve psychological safety by demonstrating that the supervisory dyad is a setting where it is safe to share information. Similarly, clarifying the topic of conversation may help psychological safety by removing pressure or a sense of risk from a supervisee to initiate a discussion of a difficult topic.

Both of these communication forms have the potential to influence optimal distinctiveness by identifying or acknowledging either similarity or difference. *Optimal distinctiveness* is described as an equilibrium between standing out and fitting in (Brewer, 1991). Brewer describes that, when individuals experience being out of this form of equilibrium, they will engage in behaviors that move them back towards the equilibrium that they desire. Individuals can feel excessively individuated when they feel overly unique or highlighted, for example, and then engage in behaviors that help them "blend back in," such as remaining silent in a classroom where they may be the only student of color. In contrast, individuals that feel like they are too hidden may engage in behaviors, such as speaking up in a classroom, to stand out more.

Supervisors' behaviors, such as communication, and their supervisory style can greatly influence the experience of supervisees. Examining these supervisor-supervisee dyads and their interactions while incorporating the social identities of the supervisor and supervisee seems a necessary layer to attend to, given the additional privileges and disadvantages each may hold as they experience the workplace. Currently, the landscape of scholarship on supervisory dyads includes research on supervision styles (Jubert, 2006; Ladany, Walker & Melincoff, 2001), attachment orientations (Bennett, 2008; Ehrhardt & Ragins, 2019; McKibben & Webber, 2017; Shaffer, 2015; Wrape, Collahan, Rieck, & Watkins, 2017), critical events (Ladany, Freidlander, & Nelson, 2005), and supervision across identities (Brown, Desai, & Elliot, 2020; Chang, Hays, & Shoffner, 2003; Duan & Roehlke, 2001; Gatmon et al., 2007; Hernandez & McDowell, 2010; Jenkins, 2015; Markham & Chiu, 2011; Nelson & Halloway, 1990; Proctor & Rogers, 2013; Schecter, 1992; Tohidian & Queen; 2017; White-Davis, Stein, & Karasz, 2016).

Social work and clinical psychology literature on therapy and therapy supervision is, however, still inconsistent in positioning social identities and power dynamics centrally even as it explores relevant central questions. One article, for example, that centered the identities of a supervisor-supervisee pair is Hair's (2015) paper on social justice conversations in supervision. The researcher studied the discussion of social justice topics in supervisory dyads and argued that supervisors should help to promote social justice and change; engage in anti-racist, anti-oppressive practice; recognize and respect cultural diversity; challenge unjust policies and practices; advocate for clients during interdisciplinary meetings; talk about individual and social issues that could privilege or oppress service users and find ways to ethically balance care with control. The study did not, however, examine whether supervisee and supervisor identities were discussed or how that discussion might have changed needs, expectations, or impacts in regards to these discussion topics.

Hair's study also did not determine explicitly whether personal identities and privileges were discussed in relation to working with specific types of clients, achieving therapy outcomes,

or discussing the dynamics of the supervisory dyad. Measures focused almost solely on the discussion of systemic oppression and how to best support clients, while appearing to ignore (1) client reactions to social worker or supervisor social identities, (2) social worker reactions to client or supervisor social identities, and (3) supervisor reactions to social worker or client social identities. Additionally, it may have been helpful to note how the frequency or topics of discussion correlated with identities of both supervisee and supervisor, doing so may have shown how supervisee expectations for social justice conversation vary with social identities.

In contrast, higher education scholarship has examined the central importance of practitioner social identities and experiences in the workplace more frequently, including within the supervisory dyad. This work, such as Brown et al.'s 2020 book, *Identity-Conscious Supervision in Student Affairs*, invokes communication and social psychology theories to provide frameworks and recommendations for supervisors. Brown et al., do not, however, provide specific behaviors that could meet those recommendations. For instance, the authors discuss developing trust and intimacy in relationships without discussing self-disclosure as a means for building trust and intimacy. Furthermore, they examine how power dynamics can be named and used to improve the supervisee experience in dyad without talking about using that power to direct the conversation specifically to social identities in the dyad.

This dissertation helps to address existing gaps in scholarship by (a) examining specific reported supervisory communication behaviors in dyads who have one or more social identity differences while also considering the number and types of identities of differences, and (b) focusing on two fields where social identities are critical to the work being performed (social work and higher education). This study explores the importance of two communication behaviors in supervisory dyads: self-disclosure about identity and focusing the discussion on the social identities within the dyad. It also explores how those perceived/reported behaviors associate with other important perceptions. The overarching research question for this dissertation is this: In the contexts of social work and higher education, how do reported

supervisor communication behaviors of social identity self-disclosure and focusing on social identity as a topic of conversation relate to supervisees' reports of (a) psychological safety, and (b) optimal distinctiveness? To explore this question this dissertation will first give background on the overall methodology, delve into Study 1's quantitative approach to variable relationships, followed by Study 2's qualitative approach to supervisor communication in action, and then a general discussion that looks at how the findings of the two studies intersect.

CHAPTER 2: LITERATURE REVIEW

This chapter provides definitions and literature review for key concepts and theories referenced throughout this dissertation, as well as introduces the hypotheses for Study 1 and the research questions for Study 2. It does so in the following order. First, it delves into social identity salience as it relates to this project. Second, it provides greater detail about the supervisor-supervisee dyad as the unit of analysis, particularly as it pertains to social identity salience. Third, it expands on the outcomes of interest, optimal distinctiveness and psychological safety, in 1-on-1 interactions between people with identity differences. Finally5, it provides background on the nature of the communication forms to be studied. Background on each concept is provided to contextualize the choices made regarding the design and focus of this dissertation as well as to aid the discussion of results.

The Salience of Identity

As illustrated in Chapter 1, social identity comprises a main foundation for this dissertation, as social identities are key characteristics of employees that can influence communication and relationship development with their supervisors and coworkers, how a supervisee experiences both interpersonal and environmental aspects of the workplace, and may influence the processes and outcomes of a supervisor's communication with their employees.

Social Identity and Salience

As reviewed, people have a range of social identities. An individual's social identities are often derived from their "demographic diversity" (Chatman, Polzer, Barsade, & Neale, 1998, p. 750), such as race and ethnicity, gender, and class (Else-Quest & Hyde, 2016). Each dimension of identity is socially constructed from various cultural messages about normative traits, both positive and negative, and a socially constructed sense of self is a compilation of multiple social identities (Markus & Hamedani, 2019). Within this, identity *salience* is the voluntary or involuntary activation of a sense of importance and relevance of one or more social identities in various scenarios (Marcussen, Ritter, & Safron, 2004). Examples of factors that influence the

saliency of identities in the workplace include the diversity of the workplace (Chatman et al., 1998; Purdie-Vaughns et al., 2008; Shore et al., 2011) and bias or perceived bias in behavior (Cohen & Steele, 2002; Lovelace & Rosen, 1986; Yeager, Purdie-Vaughns, Garcia, Apfel, Pebley, Master, Hessert, & Cohen, 2013). This dissertation takes specific interest in increased activation (i.e., identity salience) thought to arise from a supervisor's communication about social identities—their own and their supervisees—and also seeks to understand the resulting experiential outcomes for supervisees when supervisors invoke social identities in conversation.

Intersectionality

Intersectionality, coined by Crenshaw (1989), builds off of the contention that multiple social identities combine to comprise the socially constructed sense of self by recognizing that the uniqueness of an individual's combined social identities and perceptions is "not equivalent across contexts" and can result in overlapping oppressions that affect individuals who have multiple disadvantaged statuses (Hernandez & McDowell, 2010, p. 31). One example, Ahlfeld's 2009 research examining how the imposter phenomenon is experienced by Women of Color, found that participants cultivated unique coping strategies through their experiences as Women of Color that helped them overcome the imposter phenomenon, when one feels they are not capable of a role and fears exposure, during their professional career.

Else-Quest and Hyde (2016) identified three underlying assumptions present in varying definitions of intersectionality: (1) that multiple social identities are simultaneously present and that they interact to influence how situations are experiences, (2) that inequality and power are elements of each social category and play a critical part of intersectional research approaches, and (3) that social identity categories are experienced at both a person level (i.e., sense of self) and a context level (i.e., systems and social structures). This dissertation also strives to maintain awareness of Else-Quest and Hyde's three underlying assumptions when examining how participants report on experiences they have had with a supervisor and how they experience their workplace.

Identity Contingencies

Identity contingencies are "judgements, stereotypes, opportunities, restrictions, and treatments" that some individuals, depending on their social identities, may have to deal with that someone in a similar situation with a different set of social identities would not have to deal with (Steele, 2003, p. 317; see, also, Purdie-Vaughns et al., 2008). Specifically, identity contingencies may be present in different instances when supervisors invoke identity in conversation (or in some cases when they fail to do so). The presence of contingencies and the salience of a given social identity, or intersection of social identities, can occur with or without a supervisor's explicit actions or communications, however. This assertion is consistent with research showing that subconscious or situational cues, known as *primes*, can be enough to activate identity salience and contingencies (Kawakami, Phills, Greenwald, Simard, Pontiero, Brnjas, Khan, Mills, & Dovidio, 2012; Purdie-Vaughns et al., 2008; Wout, Murphy, & Steele, 2010).

As in Steele's (2003) definition, identity contingencies occur in many forms, some of which are more positive/supportive and others that are more negative/harmful. Examples of more harmful concerns are *stereotype threat*, defined as an "apprehension over confirming, or eliciting the judgement that the stereotype is self-characteristic" (Steele & Aronson, 1995, p. 810) and *attributional ambiguity*: "the confusion a potential target of prejudice might have over whether or not he is being treated prejudicially" (Steele & Aronson, 1995, p. 810). Alternatively, *stereotype lift* is an example of a positive enhancement to self-esteem and performance that can result from a positively activated identity contingency (Walton & Cohen, 2003). In their meta-analysis, Walton and Cohen (2003) found that studies that primed participants as being part of non-stereotyped groups saw those same participants have boosted performance on intellectual tasks relative to participants in other conditions. Having a social identity be recognized in a positive way, such as being considered a "strong female leader," can be an additional positive identity contingency (Purdie-Vaughns et al., 2008).

Steele (2010) argued that one way to affect change is to try and alter the contingencies that people encounter in a given situation. Two studies (Cohen & Steele, 2002; Yeager et al., 2014) apply this claim by providing constructive and supportive messages alongside academic feedback, which helped individuals "disambiguate" the feedback and assess that it was likely not biased in nature. So, providing additional context to individuals that helps them understand the purpose and intent of communication messages may neutralize some of the possibly more harmful interpretations a message receiver may come up with in the absence of that information.

Negative and positive instances of identity contingencies can also co-occur, as shown McCluney and Rabelo's study (2018) on Black women's belonging in the workplace where, even when their work was valued, participants reported that they still had to contend with other negative stereotypes. When the activation of contingencies is more positive, or other messages "refute" negative contingencies, the perception of an "identity-safe" environment is more likely to develop (Purdie-Vaughns et al., 2008).

The Dyadic Duo

As described, identity contingencies can arise from various sources: both interpersonal and contextual. A person with a mobility impairment could find contingencies activated by encountering stairs, just as much as they could from someone asking them if they need assistance. It is these identity contingencies that might arise from interpersonal interactions that may be found within participant reports in this dissertation's studies. Identity contingencies can activate as a result of interactions with a group or workplace culture, as with McCluney and Rabelo's (2018) study, and they can be activated at a more intimate level, such as in Wout and Steele's (2010) study of how people expect to be treated by a partner based on the diversity of their social network. Wout and Steele's work focused on identity contingencies activated by anticipated interactions rather than those resulting from actual interactions. In contrast, this dissertation explores participant reports of previous interactions with a supervisor related to a

supervisor communicating about social identities. Through these participant reports, this dissertation investigates how these interactions with a supervisor about social identities influence their own social identity salience, the activation of any identity contingencies, and their sense of safety.

Although this dissertation research focuses on the dyad setting, a critical element of studying the staff experience in any environment is maintaining an awareness of the different levels at which that environment is experienced, which culminate in a larger workplace context or experience. Whereas this dissertation places emphasis on the vertical (i.e., hierarchical) supervisor-supervisee dyad, the next section briefly covers the other levels in a person-environment framework at which a supervisee experiences their organization. These other levels are introduced in order to illustrate how they may influence the participants' experiences of the supervisor-supervisee dyad. Following that will be information pertinent to supervisory dyads specifically in the fields of social work and higher education.

Person-Environment Levels

In order to examine what a supervisor's communication about social identities means to a supervisee, it is important to consider the different experiential levels that surround the dyad in which these communications take place. *Fit*, defined as the degree of alignment between ones values and interests and those of their workplace (Kristof-Brown, Zimmerman, & Johnson, 2005), is an important high-level characteristic of the workplace experience. An important application of fit is to consider how a supervisor's communications about social identities might relate to a supervisee's sense of fit between their values and interests and those of their workplace. In their meta-analysis of "individual fit," Kristof-Brown et al. (2005) summarize person-environment (PE) theory's levels of analysis that describe the employee experience in relation to five different organizational frames. According to their work, a staff member's sense of fit, well-being, and ultimately their persistence is influenced at five levels, which move from organizational towards interpersonal.

The most abstract levels of PE theory are the *person-vocation level* (i.e., a person's fit with their field) and *person-job level* (i.e., their fit with their tasks and responsibilities). Professional staff drawn to altruistic occupations, such as social work and education, often have values and motivations that resonate with the overall purpose and goals of their fields, and such purposes and goals may be codified within the formative documents of the professional organizations of their field (Pomrenk & Morris, 2010; Whitaker, 2008). These documents may influence peoples' views of what supervision should look like and whether social identities are an integral conversation topic within the supervisor-supervisee dyad. This is also true of the *person-organization level*, the level at which a staff member experiences the degree of alignment between their own values and motivations and those of their organization (Kristof-Brown et al., 2005). This sense of organizational fit holds sway over a supervisee's sense of belonging and their persistence (Amos & Weathington, 2008). Organizational values are demonstrated both internally and externally through actions, communication, and decision-making (Hawn & Ioannou, 2013).

The *person-group level*, also known as *person-team*, concerns a sense of belonging hinging on whether a unit or team's practices are grounded in the bigger mission of the organization or field (Amos & Weathington, 2008) or on interpersonal and workplace norms such as marginalizing practices like microaggressions (Hernandez, Carranza, & Almeida, 2010), tokenization (Yoder, 1991), and a lack of critical mass of backgrounds and social-identities (Dahlerup, 2006; Elam, Stratton, Hafferty, & Haidet, 2008). Each of these norms can activate identity contingencies and translate into a need for supervisors and supervisees to discuss social identities in their work. Both the person-organization and person-group concern employees' relationship with their supervisor whose actions can be seen as an expression of organizational and team culture and a window for a supervisee into their fit with their organization or their smaller department (Guchait, Pasemehmetoglu, & Dawson, 2014; Kruzich, Mienko, & Courtney, 2014).

The most relevant level of the person-environment framework for this dissertation is the *person-supervisor level*, comprised of the vertical dyad of supervisor and employee (Dansereau, Graen, & Haga, 1975). It is at this level that differences in backgrounds and social-identities between supervisors and supervises may become particularly salient elements of how relationships unfold and impact the experience of the staff member. The significance and impact of different combinations of social identities within the dyad is not well understood, such as how the number and nature of shared social identities or social identity differences influences the supervisee experience.

The supervisory relationship is defined in higher education and social work settings over the course of episodes formally or informally known as "1-on-1's" or "check-ins." The purpose of these 1-on-1 meetings can include, but are not limited to, performance management conversations, mentorship, and consultation about client and student situations. For this dissertation, supervisor verbal communication about social identities in this 1-on-1 setting relates to a dyad's social identity combinations and the supervisee experience.

Backgrounds and social-identities in most professional settings might be considered highly private or inappropriate topics for the workplace. Dumas, Rothbard, and Phillips (2008) found that, when looking at the experiences of diverse workgroups, being underrepresented in the workplace and culturally different had large implications for privacy preferences, and "organizations should reconsider the value of inducing all employees to incorporate their personal lives in the workplace" (p. 159). The nature of this framework, however, is that employee fit is a function of an alignment between personal and workplace values and motivations. As such, supervisee expectations and a sense fit are likely to vary from person to person and workplace to workplace. Accordingly, when a supervisee's responsibilities include having an awareness of client/student identities and self-awareness, it is it expected that a supervisee's social identities will have relevance and are likely to be discussed with a supervisor (Ponton & Sauerheber, 2014).

Each of these levels influences the staff experience of fit and well-being. For each level there is some potential for identity salience and the activation of identity contingencies. Each of these levels, and how they relate to supervisee or supervisor social identities, can potentially become topics for the supervisor-supervisee dyad to discuss. What follows is a focus on the nature of the person-supervisor level within a therapeutic environment like social work. This is an important step to understanding how supervisee needs and expectations might differ between social work and higher education contexts and those in other fields. For instance, a lack of transparency and openness about social identities by supervisors in these work settings might work against a supervisee feeling a degree of fit with their workplace, whereas in other settings it might be construed as good boundary management. Although higher education lacks a similar examination, the symmetry of these fields in values and purpose (Pomrenk & Morris, 2010) provides some transferability of the concepts that follow.

Person-Supervisor in Context

Person-environment theory provides a helpful framework for examining participant experiences; however, additional concepts are needed to more fully examine the supervisory dyad in social work and higher education settings. For example, the supervisor-supervisee dyad is known as a *working alliance* in counseling and therapy settings; it is also referred to as a *learning alliance* (Strean, 2000). A working or learning alliance entails both an "affective bond" (rapport, trust, and caring) as well as the more task-oriented collaboration to establish and accomplish shared goals (Accurso, Hawley, & Garland, 2013; Shulman, 2006).

There are specific subtypes of working/learning alliances. One subtype is known as a *cross-cultural working alliance* (Schecter, 1992); in some literature, it is referenced as *multicultural supervision* (Proctor & Rogers, 2013). This type of alliance consists of a dyad comprised of individuals with dissimilar backgrounds that have shaped their values, perspectives, and approaches (Schecter, 1992). As mentioned in Chapter 1, the demographics of

the social work and higher education fields, as well as trends in their retention and promotion practices, may lead to many such cross-cultural alliances.

Another key element of understanding factors influencing the supervisor-supervisee dyads in a helping profession is the service recipient. The inclusion of a service recipient requires an extension of PE theory to a sixth level: a person-client dyad level in therapeutic professions, or a person-student dyad level in educational professions. Consideration of this additional dyad is important because the dynamics of both the person-supervisor dyad and the person-client/student dyad can influence the dynamics of the other, a phenomenon known as *parallel processes* (Haber et al., 2009).

Ekstein and Wallerstein (1958) asserted that these parallel processes are a bi-directional phenomenon where issues between supervisor and therapist are transferable to the therapist and client relationship (as cited in Tosone, 2008). An example of an emergent parallel process comes from a 1996 study by Etgar where social workers who worked with sex offenders began to exhibit shame within the supervision setting about their work with their clients, paralleling the shame displayed by the clients about their previous behavior. The concept of parallel process has grown to include the supervisor as a possible origin for the parallel process (Kahn, 1979) as well as the influence of extra-therapy relationship issues on the therapy environment and the influence of the therapy environment on outside relationships (Tosone, 2008).

An additional factor that relates to supervision dyads is *cultural competence*. Cultural competence refers to (1) the degree of knowledge one has about non-majority groups and individuals, and (2) the degree of skill one has in interacting with and providing support for non-majority groups and individuals (Kumagai & Lypson, 2009). The National Association of Social Workers (NASW), American College Personnel Association (ACPA), and National Association of Student Personnel Administrators (NASPA) have their own cultural competency frameworks. They are also quite varied in structure and focus. The NASW (2015) utilizes a set of ten standards, each comprised of individual indicators. The ACPA/NASPA (2015) competencies,

on the other hand, are a medley of competencies at foundational, intermediate, and advanced levels. Both frameworks contain elements that fall more within a knowledge and reflection area, such as self-awareness (NASW, 2015), and other elements that fall more within implementation, such as creating processes that help create pathways for advocacy (ACPA/NASPA, 2015).

None of these frameworks are specific to supervision; however, Ancis and Ladany (2001 cited in Ladany et al., 2005) identified six key domains in which a supervisor can demonstrate cultural competence: (1) *supervisor-focused personal development* (i.e., a supervisor engaged in their own self-work related to cultural competence), (2) *supervisee-focused personal development* (i.e., a supervisor working to facilitate supervisee growth in the area of cultural competence), (3) *conceptualization* (i.e., a supervisor facilitating a supervisees ability to understand the intricacy of clients' lives), (4) *skills/interventions* (i.e., a supervisor facilitating supervisee verbal and non-verbal skill development for assessment and intervention), (5) *process* (i.e., a supervisor attending to social identity phenomena within the supervisory dyad), and (6) *outcome/evaluation* (i.e., a supervisor effectively assessing supervisee cultural competence and being able to provide direction on how to grow and improve).

For this dissertation, the supervisor's perceived cultural competence is central because it may inform a supervisee's interpretation of a supervisor's communication about social identities; however, this perception of cultural competence is in this case filtered through a supervisee's own knowledge and experience. Chang et al. (2003) brought together cultural competence and cross-cultural alliances in an article that explored various combinations of a supervisor's level of cultural competence and racial identity development with a supervisee's level of cultural competence and racial identity development. Placing supervisors and supervisees at various levels of self-awareness and cultural competence dimensions resulted in three possible hypothesized types of dyad orientations: parallel, progressive, and regressive.

In the *parallel orientation*, both the supervisor and supervisee have a relatively similar level of racial identity development and self-awareness. Ancis and Ladany (cited in Ladany et al.,

2005) further divided this orientation into "parallel-advanced," where both supervisee and supervisor have high self-awareness and/or racial identity development, and "parallel-delayed" where both supervisee and supervisor of low self-awareness and/or racial identity development. The *progressive orientation* describes dyads where the supervisor is at a more developed level of self-awareness and social identity development than the supervisee. The *regressive orientation* finds the supervisee with a greater degree of development and self-awareness than the supervisor. Each of these orientations are explored within this dissertation research and evidenced by supervisee reports of supervisor social identity communication.

The person-environment framework, working/supervisory alliance, parallel process, and cultural competence concepts demonstrate the importance and complexity of dyadic work relationships as a site of inquiry. So far, I have provided details about how social identity salience and identity contingencies may be activated in social work and higher education settings, and how the given background of the supervisor-supervisee dyad as the focal level for this dissertation. In the next section, I cover the specific reported outcomes as well as the communication forms most relevant to this dissertation.

Elements of Experience

This section of the literature review provides an overview of the additional concepts of interest for this project. I first cover two criterion variables of interest: optimal distinctiveness and psychological safety. I then discuss the two communication forms: social identity self-disclosure and topic management towards social identities.

Optimal Distinctiveness

This literature review began by covering social identities and related constructs of salience, intersectionality, and identity contingencies. Doing so helped to establish the importance of social identities as a lens through which individuals experience both the world around them, and their interactions with others. Background was also given on how various sources can foster the activation of identity salience and identity contingencies. Following social

identities, this literature review delved into the material placing an individual and their social identities into the workplace through the person-environment framework. Using this framework, the discussion moved from the level of an individual within their field towards progressively more intimate levels before settling at the dyad level of supervisor-supervisee. An overview of the nature of the supervisor-supervisee dyad then focused on literature studying this dyad within social work contexts, where social identities and cultural competence are critical to the work being done. The next step of this review is to move beyond the interactions and dyad dynamics and consider the internal experience and impacts for the supervisee, starting with the concept of *optimal distinctiveness*, derived from Optimal Distinctiveness Theory (ODT), crafted by Brewer in 1991.

The original scope of Brewer's theory is that individuals strive to be at an equilibrium point between the need to stand out, referred to as a need to *differentiate*, and the need to fit in, known as a need to *assimilate*. When these two needs are out of equilibrium, people will engage in strategies or behaviors that move them back towards that equilibrium. For supervisees, this could be "passing" (i.e., choosing not to divulge an identity) or withholding their opinion (Rios & Chen, 2014). Brewer (1991) asserted that it can be "devastating" to have something that creates "excessive individuation" such as having a salient feature that singles one out. A key question motivating this dissertation is how supervisor social identity communication choices might influence supervisee individuation through the activation of identity contingencies (e.g., distinctiveness).

ODT has grown beyond its original tenets and boundaries thanks to steady application by other scholars. Gonzalez (2016), for example, studied the effect of demographic dissimilarity, along with value congruence, on distinctiveness in a restaurant work setting. Gonzalez noted that, for Black, Indigenous, and People of Color, racial identity and gender can influence the level of distinctiveness they experience within the workplace. Gonzalez (2016) found that over time participants began to be able to identify more invisible workplace factors that influenced

their sense of attachment to their job, such as the values of coworkers. As participants in Gonzalez' (2016) study felt a greater sense of values alignment with their coworkers, the salience of the social identities held that were underrepresented declined. This effect was, however, less helpful for Black, Indigenous, and People of Color participants than white participants. It may be the case that supervisors attending to identity remains important even when supervisees with marginalized identities feel a sense of value alignment with the workplace culture.

This work to examine distinctiveness alongside identity was taken further by McCluney and Rabelo (2017) as they examined Black women's limited control over their own optimal distinctiveness. McCluney and Rabelo explored a two-dimensional framework of *belongingness* and *distinctiveness,* and found that organizational factors like coworkers and supervisors resulted in four conditions for Black women in the workplace. These four conditions represent the possible combinations of high/low belongingness and high/low distinctiveness, and highlight that Black women often lack power and privilege in both their gender and racial identities (McCluney & Rabelo, 2017).

Their study also found that, no matter what condition Black women located themselves, their experience was to some extent undermined by different identity contingencies such as stereotype threat. For instance, even in the condition of "hypervisibility," characterized by high distinctiveness and high belonging, Black women participants reported that they were subject to inequitable expectations of perfection and were defacto placed into positions to lead diversity initiatives (McCluney & Rabelo, 2017). Importantly for this dissertation, McCluney and Rabelo concluded their study by calling for further study of the impact of supervisor communication on staff who hold marginalized identities.

Another outcome of a feeling of excessive individuation (i.e., being too distinct) was what Noelle-Neumann (1974) described as a "spiral of silence," where those afraid of being isolated silence themselves so as to maintain equilibrium (as cited in Rios & Chen, 2014). Rios and Chen found that some individuals who had a strong desire for uniqueness were not concerned with

perceptions of the appropriateness of their opinions even when they were in the minority. Looking at this spiral of silence through a lens of privilege and safety, those with dominant or majority identities appeared less likely to feel isolated and more likely to find a default sense of comfort in their everyday environment, such as the workplace. Relatedly, Eddy, Brownell, and Wenderoth (2014) found that male students, who were underrepresented in biology classrooms at their university, controlled a disproportionate amount of the speaking time in their classes and outperformed their female classmates.

Although Rios and Chen's (2014) application of optimal distinctiveness and the spiral of silence has not focused on social identity, it is easy to imagine how it might translate. In the case Eddy et al.'s (2014) study, privileged male students may be less risk averse when it comes to differentiating themselves from others by speaking up in class, unencumbered by the same sense of risk of isolation that female students, holding marginalized social identities, may have to contend with if they deviate from expected socially constructed gender norms. These potential differences in the outcomes and risks of isolation that can lead to a spiral of silence also help to connect optimal distinctiveness back to identity contingencies, in that increased social identity and activated identity contingencies can push an individual outside of a distinctiveness equilibrium leading them to take measures (e.g., silence) to mitigate the distress of excessive individuation in order to restore equilibrium.

Psychological Safety

Like optimal distinctiveness, psychological safety focuses on the supervisee's experience as an individual with social identities within a supervisor-supervisee dyad. Psychological safety has been described as occurring when a person perceives that they can be themselves (Edmondson, 1999) without fear of negative outcomes for themselves psychologically, vocationally, or otherwise (Kahn, 1990, cited in Carmeli et al., 2009). Psychological safety can also represent an individual's perception of the potential personal consequences of interpersonal risk-taking like asking for help or speaking up (Edmondson, Higgins, Singer, & Weiner, 2016)

and is separate from a sense of trust that is defined in relation to another person (Carmeli, Reiter-Palmon, & Ziv, 2010).

Two types of psychological safety have been identified. The first is *team* psychological safety, which refers to a collectively held belief that the group "is a safe environment for interpersonal risk taking" (Kruzich et al., 2014, p. 21). The second is *relational* safety and refers to a sense that a relationship is characterized by "mutual challenge and collaboration" (Proctor & Rogers, 2013, p. 4). Relational safety is most applicable to the supervisor-supervisee dyad.

The nature of psychological safety revolves around outcomes such as interpersonal risk-taking and a congruence with the work environment (i.e., by being able to be one's self). More tangibly, Kessel, Kratzer, and Schultz (2012) found that psychological safety was associated with sharing ambiguous knowledge and showing creative performance. Kruzich et al. (2014) also reported that it was positively associated with intentions to stay in an organization.

There are several factors that influence psychological safety; however, in this literature review, only supervisor behaviors and qualities are focused on as factors of central importance. The factors not discussed in this literature review include perceived organizational support (Kruzich et al., 2014), perceived co-worker support (Guchait et al., 2014), and lack of automatic transferability (Allen, Shore, & Griffeth, 2003).

When identifying factors related to psychological safety, Edmondson (2004) found that certain behaviors that leaders display in a workplace, such as openness, availability, and accessibility, can be influential in employee assessments of psychological safety in the workplace (cited in Carmeli et al., 2010). Additionally, Schnieder et al. (2013) reported that leaders are influential in shaping workplace norms, and daily interactions between leaders and employees are how employees often learn workplace expectations (cited in Boekhorst, 2015). Moreover, employees are likely to perceive a relationship between the support they get from their organization and the support they get from their supervisor (Guchait et al., 2014).

These findings touch on the person-environment levels of person-organization and person-group, where the supervisor is a window into the culture of the workplace. One of the conceptual intersections that drives this dissertation is how a sense of safety and interpersonal risk-taking relate to identity contingencies, cross-cultural working alliances, and perceived supervisor cultural competence. For supervisees to feel that they can be themselves without fearing negative outcomes in the workplace, a supervisor's cultural competence is a key indicator, particularly for supervisees with marginalized identities who may already feel a degree of distinctness in the workplace. The previously reviewed literature shows that cultural competence can be demonstrated by continued growth and development and a supervisor's ability to understand and interact with supervisees from various backgrounds (Kumagai & Lypson, 2009; Ladany et al., 2005).

Accordingly, staff who perceive their supervisor to be more culturally competent are likely to report a higher level of psychological safety, in part because cultural competence helps to reduce a supervisee's concerns of supervisor bias, leading to the first hypothesis:

H_1: Reported psychological safety and perceived supervisor cultural competence will be positively correlated.

Although this first hypothesis connects the concepts of psychological safety and perceived supervisor cultural competence (PSCC), it does not address the social identities of the members of the dyad. Research has shown that a greater number of differences in a dyad may increase the possibility for misunderstandings (Pomales, Claiborn, & LaFromboise, 1986) as well as shown that a certain amount of similarity is preferred (Gonzalez, 2016; Markus & Wurf, 1987). The greater the potential for misunderstandings, the more of a deterrent identity differences may be to a supervisee's sense that they can be themselves without risk, leading to the second hypothesis:

H_2: Reported psychological safety will be greater in dyads with fewer reported social identity differences as compared to dyads that have more social identity differences.

This second hypothesis expects that increased degrees of social identity differences between dyad members will reduce reported psychological safety. Although this hypothesis invokes social identities, however, it does not illustrate a mechanism through which social identities would affect psychological safety. Optimal distinctiveness and the examples of excessive individuation highlighted by both McCluney and Rabelo (2017) and Rios and Chen (2014), along with the spiral of silence (Noelle-Neumann, 1974), may offer such a pathway.

Defining and maintaining an equilibrium of distinctiveness may differ across people and may vary by context (Brewer, 2012). Accordingly, supervisees may find themselves contending with factors influencing their equilibrium that others don't have to contend with or are unaffected by, much like the judgments and bias treatment that can activate identity contingencies. Being excessively individuated and out of equilibrium is, however, characterized by dissatisfaction and distress (Brewer, 1991), and the spiral of silence, like low psychological safety, can make it hard to speak up without fear of isolation or risk (Edmondson, 1999; Rios & Chen, 2014).

Perceptions of supervisor cultural competence may influence a supervisee's satisfaction and their level of individuation and how it relates to psychological safety, based on the premise that having social identities alluded to by a supervisor who is perceived to be more culturally competent will allow for a supervisee to feel a sense of uniqueness while still having it be less of a threat to psychological safety. Specifically, perceived supervisor cultural competence will mediate or moderate the relationship between optimal distinctiveness and psychological safety, leading to the third hypothesis:

H_3: Perceived supervisor cultural competence will influence the relationship between psychological safety and optimal distinctiveness.

In the first part of the literature review, social identity and its related concepts provided background information to understand the individuals within the supervisor-supervisee dyad and how their social identities may activate in various ways. The second part of the literature review moved from individuals and identity to the dyad and placed that dyad in a workplace context. The third part of this literature review delved into the specific outcomes of interest for supervisees that might arise in the dyad: optimal distinctiveness and psychological safety. This next section of the literature review concerns the communication forms to be studied that may influence these outcomes.

Communication Elements

This portion of the literature review delves into the two supervisor communication behaviors of interest to this dissertation: self-disclosure and topic management. Although the primary concern is how social identity is communicated through these forms of communication, I provide a more general overview of each type of behavior to help understand the communicative forms more fully.

Disclosure

Self-disclosure has been described as an interactive process by which information is communicated verbally or nonverbally about oneself to another party (Derlega & Chaikin, 1977). To be a disclosure, the information must not have been known to a hearer prior to the disclosure (Wheeless & Grotz, 1976) nor be available to the other party other than through the disclosure (Gilbert & Horenstein, 1975). As such, the content of disclosures is typically information considered to be private, and people make choices about whether or not to disclose by keeping "boundaries" around that information.

When discussing the theory of Communication Privacy Management (CPM), Petronio and Durham (2015) describe privacy boundaries as "borders" that determine the privacy of

information, and the "thickness" of those boundaries describes the likelihood to disclose and can fluctuate based on situational factors. Disclosures can vary in when, what, and to whom people disclose, and this variance is explained by the safety level of a relationship as an indicator of personal risk (Prisbell & Anderson, 1980). Moreover, as relationships "mature," there is typically greater disclosure (Dindia, Fitzpatrick, & Kenny, 1997).

Scholars have also talked about the characteristics (or dimensions) of disclosure. In early work, self-disclosures have been viewed as differing in terms of their depth, the level of intimacy or detail on a specific topic or domain, and their breadth (i.e., the number of topics or domains that have been disclosed) (Derlega & Chaikin, 1977). Wheeless and Grotz (1976) were able to confirm the following five dimensions: the degree of conscious intent, the breadth/amount, the positive/negative valence, the honesty/accuracy, and the depth/intimacy of the disclosure. In addition to specific dimensions of self-disclosure, Dindia (1988) distinguished between *evaluative* disclosures that encompass internal information that could only be known if shared as well as *descriptive* disclosures of information that a person in the "right place" at "the right time" could objectively know.

This dissertation is focused on a particular, and different, type of verbal self-disclosure: disclosures regarding social identities. These disclosures could be evaluative, if the disclosure is of an invisible social identity such as a learning disability or sexual orientation, or descriptive, if it is possible to perceive through observation such as markers of race/ethnicity or a physical disability. Related specific disclosures have been studied in previous work. For example, researchers have focused on the disclosure of invisible social identities such as a cognitive diagnosis like Asperger's (Murray, 2005) and on disclosure of sexual orientation (Bower-Phipps, 2017; Mohr & Fassinger, 2003) and on gender identity (Bower-Phipps, 2017).

Self-disclosure in the workplace can take place in small dyads, like the supervisor-supervisee dyad, or in larger groups with the purpose of developing relationships and increasing intimacy with those one works with. Rosh, Offermann, and Diest (2012) found that cultivating a

"team mentality" among individuals depends on interpersonal processes like trust and sharing or disclosure; however, once that dynamic has been established, the increased social and relational stakes may inhibit the group from regulating itself effectively by challenging each other. As noted, supervisees that already experience being distinct in their workplace due to underrepresentation may have a preference for greater privacy (Dumas et al., 2008). So, "good" disclosure for employees based on these accounts would be voluntary and moderate.

Self-disclosure in the workplace is also influenced by hierarchical factors. In a *Harvard Business Review* article, Rosh and Offerman (2013) offer five considerations for "good" self-disclosure by leaders: (1) understand oneself before disclosing, (2) keep it task-relevant, (3) keep it honest, (4) account for workplace culture and context, and (5) don't get too intimate. More related to the social work and higher education context, Knox et al. (1997) posited a wealth of disclosure dimensions specific to the therapist-client dyad. Their dimensions described whether the information disclosed was from the past or present, its valence, spontaneity, if it was self-involving, whether it was part of the treatment or not, or if it was about the therapist's life or feelings about the client. Further review of supervision in counseling settings goes one step further than task-relevance asserting that self-disclosure should be "congruent with the needs" of the supervisee or trainee (Ladany & Walker, 2003).

Whereas self-disclosures are thought of as verbal forms more typically, nonverbal cues can also be important types of disclosure. Conveying information about social identities falls within a specific function of nonverbal communication known as the *identification function* that uses "identity signals" to convey information about "age, race, gender, ethnic origin, social class, occupation, values, and more" (Remland, 2009, p. 30). Identity signals can come in the form of physical artifacts like religious iconography or clothing with cultural patterns and can be intended or interpreted as conveying social identity relevant information (Remland, 2009). Although this dissertation takes some interest in the nonverbal identity signal of

appearance/accessorizing and office environment cues, it primarily maintains focus on the significance of verbal supervisor social identity self-disclosure.

This section has provided an overview of self-disclosure as a cornerstone element of this dissertation. Two key pieces about how self-disclosure will be operationalized in the study. First, self-disclosure will be studied as an act/process. Second, dimensions and types of self-disclosure will be used to help to "unpack" participant experiences in Study 2 that differentiate helpful and harmful instances from one another. The next section of this literature covers topic management and includes the final hypotheses for Study 1 and research questions for Study 2.

Topic Management

Topic management is a common conversational act, involving a speaker directing a conversation towards a particular topic, and it is likely exercised by a supervisor in interactions with a supervisee (Willemyns et al., 2003). For the purpose of this dissertation, topic management is further narrowed down to instances when a supervisor is initiating the topic of social identities within the dyad. Second, the observable and specific qualities of topic management increase the potential for this dissertation to result in recommendations for supervisors and organizations on the impact, influencing factors, and preconditions of using this communication strategy.

Topic management is part of a larger family of sociolinguistic encoding strategies within the theory of Communication Accommodation Theory (CAT). The origins of CAT stem from Social Psychology, specifically from scholarship on Social Identity Theory (Tajfel & Turner, 1986). Accommodation is a "constant movement toward and away from others, by changing one's communicative behavior" (Giles & Ogay, 2007, p. 295). Moving towards others and building trust through affiliation is referred to as *convergence*, and moving away from others allows and distinguishing one's self from a partner is referred to as *divergence* (Harwood, Soliz, & Lin, 2006). Giles and Ogay (2007) summarize four core tenets of CAT: (1) communication is a function of the immediate interaction, participants' orientations towards it, and the socio-

historical context leading up to it, (2) salient social identities are navigated concurrently with communication messages, (3) communication participants have expectations, often socially constructed, about how much accommodation should happen, and (4) communication participants use various strategies for accommodation to convey how they feel about each other and one another's social groups.

CAT is comprised of four sociolinguistic encoding strategies: (a) relational communication strategies, (b) approximation, (c) discourse management, and (d) interpersonal control (Willemyns et al., 2003). Of these four, *discourse management* and *interpersonal control* are the specific strategies that are of interest to this dissertation because of their connection to topic management.

Discourse management is a strategy family that centers on choosing topics and managing nonverbal communication that coincide with the needs of the communication partner, such as asking a spouse how their day at work was (Harwood et al., 2006) or asking a staff member how they are doing in regard to a major incident at their workplace. In higher education and social work, for example, employees engage in discourse management with students/clients and may ask open-ended questions and manage conversation topics to become aware of their student's/client's experiences.

A possible outcome of using this strategy is *over*accommodating, that is, using the strategy too heavily and too frequently, as well as *under*accommodating, such as through the total absence of conversations on the topic of background and social-identity experiences when they may be needed (Ryan, Maclean, & Orange, 1994). Although discourse management offers an avenue for supervisors to demonstrate an understanding of privilege or to empathize with an employee, it may not always have that effect. As evidence of this, Willemyns et al.'s (2003) study of the power dynamic created by a supervisor controlling the topic of conversation found that, if wielded overbearingly as an *over*accommodation, topic management was perceived negatively.

Invoking the idea of parallel processes discussed earlier in this chapter, topic management provides a strategy for a supervisor to engage a supervisee about dynamics present in either the supervisor-supervisee dyad or supervisee-client/student dyad. As such, it represents a power maintenance tool for the working/supervisory alliance that can be leveraged to identify and disrupt problematic dynamics by turning the topic towards emergent issues and processing through them with a supervisee.

The second aspect of CAT that applies most clearly in supervisory dyads is *interpersonal control*, which leverages direct power claims and strategies by such behavior as interrupting (Harwood et al., 2007), and it carries additional risk to a vertical dyad due to the inherent power already present. Exercising interpersonal control is, quite literally, a power move. Using terms from CAT, interpersonal control can be, more often than not, a purposeful *over*accommodation, and may also include condescension and talking over one another to control a supervisee's experience of hierarchy. The hierarchy of workplace settings mediates an employee's ability to reciprocate with behaviors, such as assertiveness or tone, because doing so would be seen as inappropriate (McCroskey & Richmond, 2000). As such, this is a family of strategies more likely to foster divergence, which would be counterproductive for a supervisory dyad meant to help staff feel a sense of support and belonging. Appropriately used, however, this strategy may allow a supervisor to interject and asks pointed questions that root out themes or core issues when processing a staff member's experience.

These overviews of self-disclosure and topic management also underscore their potential influence on the supervisee experience of a supervisor discussing social identities and lead to the first three research questions for Study 2:

RQ1. What approaches do supervisees say that supervisors use for 1-on-1 social identity self-disclosure and social identity related topic management?

RQ2. What separates helpful instances of 1-on-1 supervisor social identity self-disclosure and social identity topic management from harmful ones for supervisees?

RQ3. How is power a related element to supervisor-supervisee social identity conversations?

Each of these three research questions aims to garner additional details from participants that will contextualize supervisors' use of these communication forms.

Building from the beginning of this literature review to this point has been a cumulative process of layering concepts. The review began with social identities and salience, before overviewing intersectionality and identity contingencies. These pieces established the foundation of the supervisee as an individual with lived experiences and group memberships that may influence how they experience both the workplace and interactions. Next, person-environment levels and the nature of fit was covered, invoking social identities throughout, and arriving at the relationship of interest to this study: the supervisor-supervisee dyad. Scholarship was provided situating the dyad in the social work context (and less directly to higher education) to highlight important elements of the supervisee experience and the salience of social identities within it. This section of the literature review included literature on cultural competence as a possible influential factor in the relationship between the dyad/workplace and the experiential outcomes for supervisees of optimal distinctiveness and psychological.

Incorporating verbal 1-on-1 supervisor self-disclosure and topic management of social identities into the final two hypotheses helps bind these concepts together. Verbal 1-on-1 supervisor self-disclosure has a strong potential to affect a supervisee's state of optimal distinctiveness equilibrium and activating social identity contingencies. This potential is likely influenced by the supervisor's perceived level of cultural competence, leading to the fourth hypothesis:

H_4: Perceived supervisor cultural competence will significantly influence the relationship between the reported 1-on-1 supervisor verbal social identity communication behaviors of interest and optimal distinctiveness.

This hypothesis does not specify a direction of effect of the supervisor's social identity communication behaviors (i.e., self-disclosure and topic management) on optimal distinctiveness. Rather, it predicts that perceived supervisor cultural competence will mediate or moderate that relationship in a significant way.

The final hypothesis for Study 1 brings these reported verbal social identity communication forms together with psychological safety and perceived supervisor cultural competence. Supervisors engaging in communication about social identities have the potential to convey a desire for affiliation and convergence with a supervisee; however, doing so may also activate identity contingencies if the communication conveys bias or makes a supervisee feel isolated. It is expected that the relationship between supervisor social identity communication and psychological safety will be influenced by a supervisor's perceived level of cultural competence, leading to the fifth hypothesis:

H_5: Perceived supervisor cultural competence will significantly influence the relationship between the reported 1-on-1 supervisor verbal social identity communication behaviors of interest and psychological safety.

This hypothesis also does not specify a direction of effect of the supervisor social identity communication behaviors (i.e., self-disclosure and topic management) on psychological safety, and it likewise posits that perceived supervisor cultural competence will mediate or moderate that relationship.

Study 2 goes beyond how reported frequency of communication behaviors relates to participant reports of optimal distinctiveness and psychological safety. The second study included gathering specific details (lived experiences) of the outcomes for supervisor identity salience, satisfaction, and psychological safety that result from supervisors' social identity

communication choices. This leads to the fourth and fifth research questions investigated in Study 2:

RQ4. What are supervisees' reported impacts on distinctness, satisfaction, and safety of helpful and harmful instances of supervisor social identity verbal self-disclosure and topic management?

RQ5. What are supervisees' reported impacts on distinctness, satisfaction, and safety when supervisor social identity verbal self-disclosure and topic management are not present?

This section of the literature review provided background on the communication forms of self-disclosure and topic management. These communication forms were hypothesized to act as an influential factor for the relationship between social identities, the dyad, and outcomes of optimal distinctiveness and psychological safety by these communications demonstrating supervisor cultural competence and/or helping to cultivate trust and intimacy. The next section provides key elements of communication competence, an important element of supervisory dyads, and particularly in dyads with social identity differences.

Communication Competence

Competence is a key concept relating to supervisor communication, and is defined as a function of appropriateness and effectiveness (Spitzberg & Cupach, 1984). Spitzberg (2000) presented four arguments about perception and subjectivity to counter notions of an objective and concrete definition of competent communication: (1) competence criteria are "deeply infected" with subjectivity, (2) "competence" is time and culture bound and continually evolving, (3) specific behaviors can be contextually competent or incompetent, and (4) that competence eludes finite definition due to the endless creative variations that might affect various positive or negative outcomes. These arguments show that competent communication can at times be a moving target, which is similar to Brewer's (2012) statements about the subjectivity of an

equilibrium of distinctiveness varying from person to person and even context to context for the same individual.

Six criteria, (1) effectiveness, (2) appropriateness, (3) satisfaction, (4) efficacy, (5) verisimilitude, and (6) task-achievement, represent potential measures of communication competence (Spitzberg & Cupach, 1984). Each exists on a continuum along which a message or interaction might be placed. Of these six criteria, three are particularly relevant to this study.

The first, *appropriateness*, pertains to whether the communicative message, action, or behavior fit the norms or rules of the context (Spitzberg & Cupach, 1984). This is an important criterion both to illustrate how the settings of social work and higher education have their own definitions of appropriate self-disclosure and to topic management regarding social identities.

The second, *satisfaction*, relates to whether the outcome of the communicative message, action, or behavior results in satisfaction on the part of the receiver (Spitzberg & Cupach, 1984). Importantly, this links back to optimal distinctiveness (Brewer, 1991) given that satisfaction, and dissatisfaction, with communications may activate a supervisee's need to blend in or stand out more in a workplace setting.

The third, *task-achievement*, concerns the extent to which the communicative message, action, or behavior furthers the accomplishment of a specific task (Spitzberg & Cupach, 1984). Task-achievement also aligns with research indicating the importance of task-relevant self-disclosures (e.g., divulging a social identity that is salient in a workplace experience) which may also be found in this study to apply to topic management and social identities.

Competence also fluctuates across three domains that influence how communication behaviors result in particular outcomes, with each domain being a multidimensional factor in and of itself (Spitzberg, 2000). Like the criteria above, these domains are important to this dissertation, given its examination of specific communicative forms and outcomes in specific contexts.

The first domain is *context*, which is parsed into specific facets with distinct influence on outcomes: (1) culture, (2) relationship, (3) time/timing, (4) place/location, and (5) function or goal (Spitzberg, 2000). Each of these facets can be used to explore the reported efficacy and impact of these communicative forms through a lens of social identities and within the settings of social work and higher education (e.g., how did timing and place relate to a supervisee's report of the efficacy of a supervisor's social identity communication).

The second domain is *locus* and involves three sources of judgment of the competence of the person speaking/acting: (1) self, (2) other, and (3) relationship (Spitzberg, 2000). These sources demonstrate the subjective nature of "good" or "competent," and this study focuses on the judgment of the "other" (i.e., the receiver).

The third domain is *abstraction*. This domain provides three levels or depths at which judgments and assessments of competence take place: (1) microscopic (i.e., the presence or absence of a specific behavior such as eye contact), (2) mezzoscopic (i.e., assessments that the specific behavior present/absent demonstrates a specific skill such as demonstrating confidence or respect), and (3) macroscopic (i.e., judgments or assessments that a trait or state was exemplified by the presence/absence of the behavior or skill such as assertiveness) (Spitzberg, 2000). These three levels can be used to frame participant reports of supervisor social identity communication.

All of these aspects of competent communication provide elements that can help illuminate supervisor social identity self-disclosure and topic management towards social identities. They help to place these forms within a context and underscore the significance being assigned to them by members of supervisory dyads. It is worth touching back on cultural competence to highlight how it overlaps with competent communication. Self-awareness (NASW, 2015) and continued supervisor self-growth (Ladany et al., 2005) are important evidence of cultural competence. Looking at communication competence's microscopic level, the presence and absence of supervisor social identity conversations may be the first window that

supervisees have into their supervisors' level of cultural competence. This is followed by the mezzoscopic and macrosscopic levels of competence, which are more concerned with the degree of skill that a supervisor shows when engaging on topics related to social identities.

Supervisee experiences of a supervisor talking about social identities 1-on-1, or in some cases not talking about social identities, help to ascertain what makes for competent supervisor social identity communication. An additional research question related to the competence of supervisor social identity communication for Study 2 is whether supervisees find this to be appropriate and task-relevant for the work setting:

RQ6. Do participants report feeling that social identity conversations between supervisors and supervisees are important and, if so, why?

Once participants provide insights into the relative importance of a supervisor-supervisee social identity conversations, there will be a focus on participant views of how supervisors can become more effective in facilitating these conversations:

RQ7. What do participants report are ways that supervisors can improve their capacity to engage in these social identity conversations?

Finally, this study will finally seek to understand any variations between social work and higher education settings present in participant reports:

RQ8. What differences, if any, exist between these two fields when it comes to reports of supervisors engaging in supervisor social identity verbal self-disclosure and topic management?

Summary

This chapter covered key concepts for this dissertation, beginning with identity salience and identity contingency activation. It then reviewed scholarship that helps focus on the supervisor-supervisee level and specifically within a working/supervisory alliance that is subject to parallel processes and the cultural competence of dyad members. This was followed by an overview of the outcomes of interest, psychological safety and optimal distinctiveness, as well as

how they relate to the research topic of the processes and outcomes of supervisor social identity verbal self-disclosure and topic management. Then communication behaviors of interest, as they relate to social identities, and take place within the dyad were covered, followed by background information on communication competence. Hypotheses and research questions were also introduced. The hypotheses will be addressed in Study 1, and the research questions will be addressed in Study 2.

CHAPTER 3: OVERALL METHODOLOGY

This dissertation seeks to understand and improve the supervisory experience of staff working in the fields of social work and higher education, where there is a high likelihood of identity salience. Particular attention is paid to supervisory dyads with social identity differences. Specifically, the study produces relevant findings about 1-on-1 verbal social identity self-disclosure and topic management about social identities along with their relationship to psychological safety and optimal distinctiveness in the context of supervisory dyads in social work and higher education, while also accounting for differences in social identities within the dyad.

For this dissertation, the supervisee (i.e., the participant) experience of the supervisory dyad is of central interest. Specifically, supervisee perceptions of supervisor frequency of, and approach to, social identity communication (i.e., self-disclosures and topic management of identities) and the relationships between those communication behaviors and supervisee self-reports of psychological safety, optimal distinctiveness, and perceived supervisor cultural competence take center stage. Although dyads are made up of two members, previous research provides grounds for a focus on the supervisee. For instance, McFall, Winnette, Bordewick, and Bornstein (1982) found that “the ultimate criterion” influencing perceived efficacy of a communicative performance is its outcome (cited in Spitzberg & Cupach, 1984). More recently, Spitzberg (2000) asserted that “good communication” is determined by an individual’s subjective evaluation that “a communicator, or a communicator’s performance or message behavior, are relatively appropriate and effective” (p. 110).

In their article on reciprocity in the supervisory dyad, McCroskey and Richmond (2000) note that “one of the keys to understanding communication is to understand its relationship with perception. Although what one person perceives in an interaction may be different than what the other perceives, both will respond in the way they perceive things, not on the basis of some objective reality” (p. 288). Likewise, Shulman (2006) asserted that “the only variable that

counted" when determining the efficacy of a counseling skill or strategy "was the *perception* of skill use...like the example of a tree falling in the forest making no sound unless someone is present to hear it, a skill such as empathy has no impact unless the client perceives it" (p. 39; italics in original).

This dissertation uses a sequential explanatory mixed method, two-stage approach (Creswell, 2014), consisting of a quantitative survey followed by interviews. The first phase (Study 1) employed an online survey as part of a descriptive study that identifies (1) what communication is reported to have occurred in 1-on-1 supervision dyads that have social identity differences and (2) how participants reportedly reacted to the communication. Participants were asked to reflect on a single current or former supervisory dyad where they had one or more different social identities than their supervisor. In Study 1, participants' self-reports regarding their psychological safety and optimal distinctiveness are explored to understand verbal supervisor social identity communication efficacy. Specific details regarding the methods for the quantitative study are provided in Chapter 4.

The second, qualitative phase of this dissertation (Study 2) involved 1-on-1 interviews to engage participants in order to learn more about the "why" and "how" of these communication forms and their perceived efficacy and impact. In contrast to the first phase of research, the second phase allowed participants to reference multiple supervisory dyads. Whereas the quantitative study looked to contribute significant, and possibly generalizable findings, the qualitative study seeks to gain insights into lived experiences and to represent participant "views and perspectives" accurately (Wu, Thompson, Aroian, McQuaid, & Deatrick, 2016). Specific details regarding the methods for the qualitative study are provided in Chapter 5. In that second study, participant reports of supervisor social identity communication approaches and resulting impacts are used to better understand verbal supervisor social identity communication efficacy.

A World in Flux

It is important to acknowledge two major contextual factors taking place during this time. First was the onset of the COVID-19 pandemic. COVID-19 meant that many higher education professionals and social workers, individuals typically engaged in face-to-face service delivery, were working remotely, cut off physically from their student, clients, and coworkers. It also meant that potential participants were understandably focused on how to maintain service continuity or in some cases were developing pandemic response plans for their campus or agency. What would typically be in-person interactions with clients, students and supervisors instead involved video conferencing.

In order to adapt Study 1 to the moment, a message was placed early in the survey asking participants referencing a current supervisory relationship to answer questions reflecting on their pre-pandemic experiences with that supervisor. Additionally, an open-ended question was added asking participants what shifts they have experienced with their supervisor due to COVID-19. Their responses were coded into themes (Appendix P), and a subset of 50 responses was coded by a second person. A comparison of coded entries showed 88% agreement. Debriefing of differences between coding results yielded both some assumptions made by the second coder, as well as several codes being clarified. This resolved the discrepancies, and updated codes were applied to the overall set of responses. Of the resulting themes, 17 described negative changes to the supervisor relationship, 5 were more neutral observations, and only 6 themes described positive improvement in the supervisory dynamic.

The second major context event was the national outcry and activism following the death of George Floyd. Whereas other Black Americans had died due to police violence prior to, and since, Floyd's death, the resulting shockwave of activism has continued to reverberate. Supervisory relationships and workplaces not accustomed to talking about race and the experiences of underrepresented staff were all of a sudden less able to avoid those conversations (Williams, 2020). This placed even greater emphasis on the importance of this dissertation, but

it also may have influenced the perspectives and expectations that supervisees have of their supervisors and workplaces that may have affected their survey participation.

As with the Study 1, portion of this dissertation, both the pandemic and this period of heightened discussion and focus on racism and police brutality in the US were salient during Study 2 in several ways. For one, the comfort of participants when conducting interviews via video chat platform was very high given that it was the primary medium being used by many higher education and social work agencies to conduct their work remotely during the pandemic. Additionally, it may be that the current national (and global) discourse, and politicization of race in America influenced what people expect or want (e.g., increased attentiveness, or additional space free from discussion) from a supervisor when it comes to discussing social identities. Whatever the reasons, both these elements were referenced by participants during interviews.

CHAPTER 4: STUDY 1

This chapter details the first, quantitative, stage of my explanatory mixed methods research design and covers the methodology, results, and discussion. This phase of the study sets out to identify relationships between the key verbal communication behaviors reviewed in Chapter 2 with reported outcomes of psychological safety and optimal distinctiveness. These communication behaviors are supervisor self-disclosure of identities 1-on-1 and supervisor topic management 1-on-1 towards identities (theirs, their supervisees, and those identity similarities and differences within the dyad itself).

To complete the survey, participants were asked to choose a previous or current relationship with a supervisor where there were one or more social identity differences present and answer questions related to that supervisor's communication about social identities. Study 1 established a foundation for Study 2, which provides descriptions of human experiences and voices to contextualize the data cultivated in Study 1.

Hypotheses

These hypotheses were tested in Study 1.

H_1: Reported psychological safety and perceived supervisor cultural competence will be positively correlated.

H_2: Reported psychological safety will be greater in dyads with fewer reported social identity differences as compared to dyads that have more social identity differences.

H_3: Perceived supervisor cultural competence will influence the relationship between psychological safety and optimal distinctiveness.

H_4: Perceived supervisor cultural competence will significantly influence the relationship between the reported 1-on-1 supervisor verbal social identity communication behaviors of interest and optimal distinctiveness.

H_5: Perceived supervisor cultural competence will significantly influence the relationship between the reported 1-on-1 supervisor verbal social identity communication behaviors of interest and psychological safety.

Method

Procedures

The following section details the procedures followed to develop and deploy the survey for Study 1 as well as details the measures used and how they were prepared for analysis.

Survey development and approval. An internet-based survey was developed over the course of March, April, and May of 2020 using the Survey Monkey platform. A draft of the survey was provided to the University of Washington's (UW) Human Subjects Division (HSD) along with sampling, risk, consent, and confidentiality information for the study. Recruitment plans included three routes: (a) snowball sampling using professional networks of colleagues in the fields of higher education and social work, (b) through email lists of professional associations within both fields, and (c) direct emails to social work organizations. Approval from the UW HSD to proceed with my research with exempt research status (category 2) was received on March 12th, 2020.

The survey went through additional revisions and two rounds of pre-testing. Doctoral committee members were provided a link to the survey and given the opportunity to provide feedback, which was addressed prior to pretesting. The first round of pretesting involved providing the survey to five individual testers—social workers and higher education professionals—who were asked to read through the survey looking for issues in question design, question wording, and survey functionality. I then spoke 1-on-1 with each person and incorporated their feedback into the survey. Changes made based on feedback included (1) an improved item asking participants to report their socio-economic background growing up that included income thresholds and examples of occupations, and (2) improved wording on the topic management questions asking about social identity conversations unrelated to work.

For the second round of pretesting, I invited 30 individuals in my professional network, including social workers and higher education professionals, to take the survey so that I could do some initial examination of the data structure and internal consistency of the measures I created for self-disclosure, topic management, and optimal distinctiveness. Of the 30 people asked to be a part of the assessment, 22 did so. Those who took the pretest were instructed that their responses would be used to check the reliability of measures and that they should send any feedback related grammar or survey functionality. Several typos were corrected in the survey as well as some page skip logic later in the survey.

Pre-launch outreach efforts. An inventory of national and regional professional organizations in both fields was conducted using Google in July 2019, resulting in an initial contact list of 26 national and 29 regional organizations. These included regional branches of larger national organizations. National organizations and non-branch regional organizations were contacted in July 2019 with information about the researcher and the intended topic and method for the study. Organizations were asked to respond with information on their processes for providing approval to share surveys and research with their membership, fees associated with doing research with their organizations, if any, and expectations regarding publication and access to results (see Appendix I for a list of these organizations).

Final decisions on which organizations to seek support from were made based on cost, helpfulness in reaching intended participants, and whether organizations asked for exclusive rights to the resulting data. The School Social Work Association of America (SSWAA) scheduled a survey announcement to go out twice during the survey run to their association membership. Just prior to the launch of the survey, the American College Personnel Association (ACPA) agreed to endorse the research and send the survey to a random sample of 2,000 association members.

The survey launches. The survey launched on Monday June 1st, 2020 and was expected to close on Monday June 15th, 2020. Direct recruitment started by sharing a research

overview and the survey link on my LinkedIn profile. Following this, I emailed professional colleagues in higher education and asked them to participate as well as to consider sharing it with their colleagues and staff members. My last personal appeal was through direct emails to former classmates from my social work classes at the University of Washington with a similar request encouraging participation and sharing with colleagues. I also posted the survey on the Council on Social Work Education's (CSWE) online forum called "Spark Link" at the direction of CSWE staff and on the Western Association of College and University Housing Officers (WACUHO) Facebook page at the direction of the association president.

During this time, several organizations endorsed the study and circulated it among their membership. The Association of College and University Housing Officers International (ACUHO-i) sent it to all of their nearly 20,000 members at 900 different affiliated colleges and universities. After extending the survey run until June 30th, 2020, the survey was sent out by the Texas state chapter of the National Association of Social Workers (NASW) to their 14,000 members.

Concurrently, I used the 50 NASW state chapter websites to compile a list of publicly available email addresses for social workers. This included social workers engaged in their chapters, as well as publicly available membership lists. Additional social worker contact info was located on the US Department of Health and Human Services public directory. This approach resulted in an initial list of 1,235 social workers. To this list I was able to add approximately 2,000 more social workers in the state of Washington, thanks to Department of Children, Youth, and Families publicly available directory. From this list of just over 3,300 social workers, I created a random sample of 300 social workers and emailed them directly inviting them to participate in the survey. At the time the survey ended, approximately 36,000 people received email communications about it or a newsletter containing it, and it had been opened 669 times.

Participants and Sampling

Before moving on to the consent and confidentiality information, all those who opened the survey first had to verify (a) that they worked in either higher education or social work settings, and (b) that they had an experience with a supervisor to reflect on while taking the survey meeting the following criteria:

(1) the dyad is/was in a social work or higher education setting

(2) the respondent is/was the employee/supervisee

(3) in this position they work/worked directly with clients/students

(4) there is/was one or more social identity differences (race/ethnicity, gender identity, sex, sexual orientation, etc.), known or perceived, between the respondent and the supervisor. Which was confirmed using the dyad background portion of the survey.

Of these 669 initial participants, 293 failed to complete significant portions of the survey, including the measures for the criterion variables of interest. This left a final response group of 376 respondents. Participants reported their race/ethnicity, gender identity, sexual orientation, whether they identified as transgender, their physical ability status, their learning ability status, whether they have a cognitive or mental health diagnosis, their religious background, and their socio-economic background growing up. Tables 1 and 2 summarize these participant identity demographics. Participants also reported their field, sub-field, current age, age at the time of the dyad, and years of professional experience at the time of the dyad. This information is included in Table 12.

Measures

The following section provides background information on the variables and instruments used for Study 1. First, hypothesized variables are provided, followed by control variables. Hypothesized variables include perceived supervisor cultural competence (PSCC), optimal distinctiveness, psychological safety, 1-on-1 verbal supervisor social identity self-disclosure, and

1-on-1 topic management on social identities. Control variables included supervisory dyad and dyad member characteristics.

Hypothesized variables. This section provides a basic overview of the variables used in the hypotheses for this study.

Perceived supervisor cultural competence (PSCC). Perceived supervisor cultural competency was included as a possible influence on how a supervisee experiences their supervisor's communication about social identities (or lack thereof). The Cross Cultural Counseling Inventory (revised) (Appendix G) created by LaFromboise, Coleman, and Hernandez (1991) was adjusted to refer to supervisors (as opposed to counselors). Three items were removed from the 20-item instrument, because they were not relevant to the supervisor supervisee relationships. Two additional items were added to measure participant reports of (1) a supervisor's consideration of their supervisee's identities in relation to the workplace experience and to (2) participant reports of a supervisor's engagement in departmental trainings and dialogues related to social identities. The wording of these new items was taken from existing items in the instrument that pertained to a supervisee's consideration of client social identities and their experience of the therapeutic environment.

Having participants report on the perceived cultural competence of the supervisor also allowed for it to be controlled for as a factor in reported psychological safety and provided better isolation of the influence of the communication behaviors and cumulative social identity differences. This measure used a Likert-type 7-point scales for all 19 items which ranged from "strongly disagree" to "strongly agree." LaFromboise et al. reported strong internal reliability for the 20-item scale as a whole, with an *alpha* of .95 and correlation between individual items "ranging between .18 and .73" (p. 384). Internal reliability for this instrument in the present study was .97.

Optimal distinctiveness. The optimal distinctiveness measure consisted of 16 items (Appendix E). Based on the work by Brewer (1991), the questions were created to gather

participant reported satisfaction, and participant reported salience of social identity similarities and differences in the dyad as a result of their supervisor's use (or lack of use) of topic management 1-on-1 to address social identities in supervision.

This measure used a Likert-type 7-point scale for all 16 items that ranged from "strongly disagree" to "strongly agree." Participants were first funneled to either a "yes" page or a "no" page based on whether they reported that their supervisor had or had brought up the supervisor's social identities. Then, participants were funneled to either a "yes" page or a "no" page based on whether they reported that their supervisor had or had not brought up the supervisee's social identities. Each page included two items related to satisfaction, one item related to the salience of social identity differences, and one item related to the salience of social identity similarities

This created four possible combinations of two pages that participants could visit and, accordingly, four participant groups. Reliability testing proved difficult given these different group conditions, however. Reliability of the measures for satisfaction, salience of shared social identities, and salience of social identity differences were tested separately and for each of the four groups. Satisfaction *alpha* values for the four groups ranged from .63 to .88 and were considered adequate. The *alpha* values for the salience items never exceeded .35, however, so these items were incorporated individually into linear models rather than as combined salience scores.

Psychological safety. Tynan's (2005) two psychological safety scales (Appendix F) of self and other, which were adapted from Edmonson's (1999) team psychological safety scale, were used to measure the psychological safety supervisees reported experiencing in their supervisory relationship. As noted, psychological safety is the extent that a supervisee feels able to be engaged in interpersonal risk-taking and help-seeking without fear of retaliation or other negative consequences. Tynan (2005) found that both scales "performed as predicated" and "showed good internal reliability" and moderate correlation (p. 242). This measure used a

Likert-type 7-point scales for all 16 items was from “strongly disagree” to “strongly agree.” The self-psychological safety scale is comprised of seven items and has a reported *alpha* of .93, whereas the other-psychological safety scale has five items and a reported *alpha* of .82 (Tynan, 2005). Internal reliability for the self-psychological safety instrument in the present study was .97. It was .88 for the other-psychological safety instrument.

Supervisor self-disclosure. The self-disclosure section of the survey was comprised of a short set of questions created for this dissertation (Appendix C) and intended to measure how frequently supervisees think supervisors self-disclose information about their social identities in several ways: (a) verbally in 1-on-1 supervision, (b) verbally in group settings, (c) nonverbally through appearance cues, and (d) nonverbally through environmental cues. The Likert-type 5-point scales for all four items was “not at all,” “rarely,” “occasionally,” “sometimes,” and “often.” This measure was pretested prior to use in the study and was found to have an *alpha* of .65. Additionally, for each of the four measures, participants could provide an open-response example of the self-disclosure they observed. All open-response data were reviewed and coded. The initial codes that I created based on all submitted responses were reviewed by a second coder who then coded a subset of 50 responses. Coded items were then checked for agreement followed by an in-person debrief in order to improve the coding frame.

Verbal self-disclosure of identities 1-on-1. Participants shared the identities their supervisor disclosed and discussed 1-on-1. Responses are summarized in Table 3.

Verbal self-disclosure of identities in a group setting. Participants reported the identities their supervisor self-disclosed and discussed in group settings. Responses are summarized in Table 4.

Nonverbal self-disclosure of identities through accessories. Participants shared what accessories supervisors wore or used that were perceived convey identity related information to the participant. Responses are summarized in Table 5.

Nonverbal self-disclosure of identities through office artifacts. Participants reported what office artifacts were present in their supervisor's office that were perceived to convey identity related information to the participant. Responses are summarized in Table 6.

Topic management 1-on-1. This part of the survey included eight items (Appendix D) and was intended to measure how frequently supervisees report that supervisors bring up the identities of client/students, themselves, the supervisee, or those within the dyad as a unit. The Likert-type 5-point scales for all eight items was "not at all," "rarely," "occasionally," "sometimes," and "often." This original measure was pretested by having 22 people take a pilot version of the survey prior to the full launch and was found to have an *alpha* of .84. The eight items covered four specific topics that a supervisor might direct the conversation towards and resulted in two additional variables of topic management 1-on-1 "related to work" and "unrelated to work." The topic management scale was summed for analysis and had an *alpha* of .90 in this study itself. Several other combinations of these items were created for use in regressions. Four of these combinations are only two items. Grotenhuis, & Pelzer (2012) found that the Spearman-Brown coefficient is a better measure of reliability for a two-item scale so that is used for these next few items.

Towards-supervisor identities. Two items were included in the measure concerning how often a supervisor directed the topic of conversation towards their own identities. One item asked about the frequency of the topic invoked related to work, and one item asked about the frequency of the topic invoked unrelated to work. These items were summed separately for inclusion as an independent directional topic management factor in linear modeling. The towards-supervisor identities scale was summed for analysis and had a *rho* of .62 in this study itself.

Towards-supervisee identities. Two items were included in the measure concerning how often a supervisor directed the topic of conversation towards the social identities of the participant (as a supervisor). One of these items asked about the frequency of the topic invoked

related to work and the other of the items asked about the frequency of the topic invoked unrelated to work. These items were summed for inclusion in linear modeling. The towards-supervisor identities scale was summed for analysis and had a *rho* of .54 in this study itself.

Towards-dyad identity differences. Two items were included in the measure concerning how often a supervisor directed the topic of conversation towards identity differences between the supervisor and supervisee. One of these items asked about the frequency of the topic invoked related to work and the other of the items asked about the frequency of the topic invoked unrelated to work. These items were summed for inclusion in linear modeling. The towards-dyad identity differences scale was summed for analysis and had a *rho* of .68 in this study itself.

Towards dyad identity similarities. Two items were included in the measure concerning how often a supervisor directed the topic of conversation towards identity similarities between the supervisor and supervisee. One of these items asked about the frequency of the topic invoked related to work and the other of the items asked about the frequency of the topic invoked unrelated to work. These items were summed for inclusion in linear modeling. The towards-dyad shared identities scale was summed for analysis and had a *rho* of .67 in this study itself.

Related to work. The four items from above that asked participants to report how often a supervisor directed the topic of conversation towards social identities, specifically when related to work, were summed for inclusion in linear modeling. The related to work scale was summed for analysis and had an *alpha* of .85 in this study itself.

Unrelated to work. The four items from above that asked participants to report how often a supervisor directed the topic of conversation towards social identities, specifically when unrelated to work, were summed for inclusion in linear modeling. The unrelated to work scale was summed for analysis and had an *alpha* of .85 in this study itself.

Control variables. Participants were asked to provide background characteristics about the supervisory dyad they had in mind when responding to the survey. Background information collected from participants was (a) field (social work or higher education), (b) age at

the time of the supervision (measured in years), (c) time in field (measured in years), (d) relationship duration (time measured in months that a participant was directly supervised by this supervisor), (e) frequency of meeting (the average number of regularly scheduled 1-on-1 meetings the dyad had each month), (f) whether supervision was part of a social workers supervised hours towards receiving their license, (g) what identity or intersection was most salient to them within their supervisory dyad, (h) "token" status (the degree of underrepresentation that participants experience within their organization generally; participants can report multiple demographic areas), and (i) the identities they knew or perceived to be held by their supervisor.

It is critical to recognize that the ability of participants to report information about identity differences and similarity in the dyad is likely a function of the amount supervisor self-disclosure and a participant's willingness to make assumptions. Again, the approach used in this study is based on the premise that individuals "will respond in the way they perceive things, not on the basis of some objective reality" (McCroskey & Richmond, 2000, p. 288). This dyad background information is summarized in several tables that follow.

Field, sub-field, and for hours. The purpose of this variable was to ascertain if there were any statistically significant differences among participants based on their professional area (i.e., higher education and social work), such as a difference in reported supervisor verbal social identity communication behaviors. Participants were presented with a multiple-choice question allowing them to choose between a "higher education" or a "social work" workplace as the setting of the supervisory dyad they had in mind when participating. Participants were then given an open-response field to specify the sub-field of higher education or social work where the dyad as situated. All participants who reported on a social work workplace were then asked to indicate whether or not they were completing hours towards social work licensure. Table 7 summarizes the participant numbers from each field and those within social work who were

pursing their license. Table 8 and Table 9 provide sub-field information for social work and higher education participants respectively.

A large imbalance between which fields participants were from existed in the data set for Study 1. Three factors may have influenced that outcome. The first factor is the relative level of organizational support the survey received from each field to be circulated to their membership. The second factor is the strength of my own professional network in higher education as compared to my network within the field of social work. The third factor is the relative size of each field. In 2016, the Bureau of Labor Statistics estimated there to be around 680,000 social workers in the United States, whereas a report from the National Center for Education Statistics (2017) puts the total number of those working in higher education in student facing roles at around 2.2 million.

"Current age" and "age at end of dyad." The purpose of this control variable was to see if the amount of time that had passed since the supervisory experience influenced participant reports of various measures (e.g., supervisor verbal social identity communication, PSCC). Participants were asked to provide their current age in years, as well as their age in years at the time the supervisory dyad came to an end, using open-response questions with data validation that would only let participants proceed once they input a whole number.

Experience. The purpose of this control variable was to see if those with more experience at the time of the relationship evaluated the supervisor differently than did those with less experience. It could be, for instance, that those with more experience view a supervisor's communication more critically, or a participant with more experience could have more tempered expectations. As such, it made sense to control for this difference. Participants were asked to provide how many years of professional experience they had at the time of the supervisory relationship using open-response questions with data validation that would only let participants proceed once they input a whole number.

"Meeting frequency" and "duration of supervisory relationship." This control variable was intended to explore whether meeting frequency and/or duration of the relationship related to participant reports of 1-on-1 supervisor verbal social identity communication behaviors. For instance, the possibility that meeting more frequently, or working together for a long time, might lead to more intimacy and greater supervisor self-disclosure or directing of the conversation topics. Participants were asked to provide how often on average per month they met with their supervisor 1-on-1 using an open-response data validated question that required participants to input a whole number. Participants were also asked to provide how many months they were supervised by this supervisor, using open-response questions with data validation that would only let participants proceed once they input a whole number.

Dyad identity orientations (DIOs). As noted, participants were asked to share how they identified across nine different dimensions of identity. In the "dyad background" section of the survey, participants were asked to indicate for each of those same dimensions whether a supervisor "shared their identity," "held a different identity that was privileged," "held a different identity that was marginalized," "prefer not to say," and "unsure/did not know." Collecting this information allowed me to create seven DIO variables related to the number and orientation of identity differences and similarities present in supervisory dyads. Further information on these new variables is provided in the "data preparation" section of this chapter. These variables allowed for testing relationships between a greater or few number of differences and the hypothesized variables.

Underrepresentation. Participants could indicate in an open-response question if one or more of their identities was particularly underrepresented, using a 15% threshold consistent with past research (Kanter, 1977, as cited in Kirgios, Chang, & Milkman, 2020). Table 10 summarizes the responses of participants.

Salient identities. Participants also provided insights into the identities or intersections of identity that were most salient to them in this work environment, using an open text response

field. The entered information proved difficult to code because it varied widely in both length and style. Some participants shared a single dimension of identity; others provided multiple dimensions of identity as a separated list; others provided identities as an intersectional narrative; and still others provided both the identities of themselves and their supervisor. Because these responses could not be distilled into a manageable set of codes, they were not used for linear modeling and are not included in this document.

Data Preparation

In order to perform various factor analyses of the data, recoding was necessary. Actions taken to do so are described for each variable.

Analytical power for comparing fields. Given the goal of the survey is to compare two fields, and the response sizes of those fields varied widely, social work (n = 79) and higher education (n = 297), analytical power was calculated. A Cohen's d value of 1.42 was found, which indicates high power and a low likelihood of making a Type II error.

Imputation. Missing data were addressed by using a Stochastic Regression Imputation (SRI) to generate missing values based on regression models. SRI uses a randomized error term to ensure a more realistic variance (Brick & Kalton, 1996).

Dropping cases. Outliers and influential cases were identified using Cook's values and Hat values during model testing, and cases were removed when needed to improve model fit (Aguinis, Gottfredson, & Joo, 2013). This process was performed for linear models within each hypothesis, and the number of influential cases removed varied from model to model. Within the results section, the number of outliers removed is specified for each model.

Hypothesized variables. The following section details steps taken to clean and prepare hypothesized variable data for use in linear modeling and hypothesis testing.

Optimal distinctiveness. Dummy variables were created based on how participants answered the two logic questions in the survey asking first if supervisors bring up supervisor identities in talk and, second, if they bring up supervisee identities. This resulted in four groups:

a “yes/yes” group (*n* = 203), a “yes/no” group (*n* = 93), a “no/yes” group (*n* = 18), and a “no/no” group (*n* = 62). These dummy variables were helpful in viewing criterion variables through a simplified approach of the reported presence and absence of communication behaviors.

Salience of shared social identities. Items were scored either normally or in reverse depending on their design and kept as individual values ranging from -3 to 3. A higher value indicates a greater salience of shared social identities, and a lower value indicates a lower salience of shared social identities as a result of supervisor communication about social identities (or lack thereof).

Salience of social identities differences. Items were scored either normally or in reverse depending on their design and kept as individual values ranging from -3 to 3. A higher value indicates a greater salience of social identity differences, and a lower value indicates a lower salience of social identity differences as a result of supervisor communication about social identities (or lack thereof).

Satisfaction. Items were scored either normally or in reverse depending on their design and then were combined into a single value ranging from -12 to +12. A higher value indicates a greater sense of satisfaction with verbal supervisor communication about social identities, and a lower value is more indicative of dissatisfaction with verbal supervisor communication about social identities. There were no significant differences in reported satisfaction between those in the higher education group (*M* = 3.08, *SD* = 6.33) and the social work group (*M* = 1.53, *SD* = 6.41).

Psychological safety. All items from this measure were combined into a single continuous variable indicating low to high perceived cultural competence. Possible scores range as low as 12 indicating little reported psychological safety to as high as 84 indicating a great amount of reported psychological safety. There were no significant differences in reported psychological safety between the higher education group (*M* = 54.27, *SD* = 18.43) and the social work group (*M* = 56.04, *SD* = 18.89).

Self-disclosure variables. The four self-disclosure items were kept separate, because they describe more distinct behaviors or phenomena. All four were recoded as interval level variables, with a possible low value of 1 and high value of 5, for use in regressions. 1-on-1 verbal self-disclosure by the supervisor, is included in Table 11, which provides actual scores ranges, interquartile scores, and means for all supervisor social identity communication for this study. Results of single sample two-tailed t-tests self-disclosure are: (1) 1-on-1 verbal self-disclosure, $t(376) = 43.52$, $p < .05$, (2) verbal self-disclosure in group settings, $t(376) = 37.74$, $p < .05$, (3) nonverbal self-disclosure by office artifacts, $t(376) = 33.79$, $p < .05$, and (4) nonverbal self-disclosure by personal accessories, $t(376) = 32.47$, $p < .05$.

Topic management variables. Topic management variables were recoded in two ways. First, items were recoded as interval level variables, with a low value of 1 and high value of 5, allowing for specific topic management 1-on-1 behaviors to be isolated. Second, related and unrelated items were combined into two continuous variables, with a possible low value of 4 and high value of 20, allowing for "relatedness to work" to be available for use in analysis. Table 11 provides actual scores ranges, interquartile scores, and means. There were no significant differences in reported frequency of topic management between the higher education group ($M = 10.55$, $SD = 4.17$) and the social work group ($M = 10.08$, $SD = 4.43$). There was, however, a significant difference in reported frequency of topic management of social identities unrelated to work between the higher education group ($M = 9.70$, $SD = 4.06$) and the social work group ($M = 8.63$, $SD = 3.96$).

Control variables. The following section details steps taken to clean and prepare control variable data for use in linear modeling and hypothesis testing.

Participant professional demographics. Participant professional demographics were coded as continuous variables for use in linear models. The five variables were (1) current age, (2) duration of supervisory dyad, (3) year of experience at time of dyad, (4) age at end of

supervision, and (5) monthly 1-on-1 meeting frequency. Table 12 provides actual scores ranges, interquartile scores, and means.

Underrepresentation. A dummy variable was created separating participants into two groups: (1) a group that indicated they had no identities that were underrepresented in their workplace at the time of the dyad, and (2) a group that indicated they had one or more identities that were underrepresented in their workplace at the time of the dyad.

Dyad identity orientations (DIOs). Participant demographics were recoded as dummy variables and used to compare participant identity to reported known or perceived supervisor identities. Building off of scholarship on intersectionality (Hernandez & McDowell, 2010) and Rashford's (1980) multi-jeopardy-advantage hypothesis (i.e., that membership in multiple marginalized or privileged categories creates a compound effect; as cited in Settles & Buchanan, 2014), new variables were created related to identity differences and similarities. These new variables were (1) total number of reported identity differences, (2) total number of shared identities, (3) the number of dimensions of identity where the supervisor holds a privileged identity and supervisee holds a marginalized identity, (4) the number of dimensions of identity where the supervisor holds a marginalize identity and the supervisee holds a privileged identity, (5) the number of dimensions of identity for which the supervisee is unsure about the supervisors identity, (6) the number of dimensions of identity for which both share a privileged identity, (7) the number of dimensions of identity for which both share the same marginalized identity, and (8) the number of dimensions of identity for which both hold different marginalized identities.

Table 13 and Table 14 provide breakdowns of these perceived DIOs across the nine dimensions of social identities that participants provided background information on. Figure 1 shows the frequencies of total differences present in supervisory pairs in the sample. Figure 2 shows the frequency of dyads with increasing numbers of unknown supervisor identities. Figure

3 shows the frequency that specific dimensions of supervisor social identities fell into the "unknown" designation.

This approach allowed me to try to address the "awkward meeting" of intersectional frameworks and quantitative research described by Chevrette (2013), where "selecting *a priori* categories for respondents to locate themselves in can have the side effect of reinforcing rigid categorization of identity." Through both individual dimensions and various DIOs, I would be able to include a wide array of positionalities.

Perceived supervisor cultural competence (PSCC). During the study, cultural competence was treated primarily as a control variable for its influence on relationships between reported supervisor 1-on-1 verbal social identity communication and reported psychological safety and optimal distinctiveness. In an exploratory section later in this dissertation, PSCC was treated as a criterion variable to examine how dyad identity orientations and communication may interact to help construct PSCC. All items from this measure were combined into a single continuous variable indicating low to high perceived cultural competence. Possible scores range as low as 19, indicating low PSCC, to as high as 133, indicating extremely high PSCC. The higher education group (M = 82.33, SD = 22.26) and the social work group (M = 80.86, SD = 22.49) were not significantly different in PSCC.

Results

Linear models were created in R to test the influence of various combinations of predictor variables and factors on the continuous variables of stress and confidence. Cozby (1972) posited that self-disclosure has a curvilinear relationship with being liked by the receiving person (as cited in Collins & Miller, 1994). Following this logic, models were also created to test for curvilinear relationships between communication behaviors and other variables, as well as some initial multiplicative relationships. Where significant, curvilinear relationships are highlighted and explained. Results are presented in order of the hypotheses.

The results section of this chapter closes with an exploratory section that examines other interesting relationships between variables in this study before moving on to the discussion. This exploratory section includes (1) the relationships of perceived DIOs and reported communication to PSCC, (2) differences in reported 1-on-1 supervisor social identity communication using DIOs, and (3) differences in participant reports of variables based on participant profession the time of the dyad.

Throughout the analysis, parsimony of models was favored so as not to inflate Type I error as the result of including too many factors (MacCallum, Widaman, Zhang, & Hong, 1999). The only consistent departure from this approach was the inclusion of 1-on-1 self-disclosure and several combined topic management variables like “related,” “unrelated,” and directional TM variables (e.g., towards supervisor identities, or towards supervisee identities). I made this decision after careful and consistent testing that showed that all models resulted in improved fit when controlling for communicative forms at more granular levels (i.e., separately) rather than as a single total value of topic management 1-on-1, demonstrating that sometimes a specific act or direction might influence a criterion variable meaningfully.

Correlations and Hypothesis 1

Correlations were calculated for both criterion and predictor variables to see if verbal communication variables showed initial relationships or would be distinct from one another, and in order to anticipate what variables might be influential in regressions. Table 15 provides Pearson correlation coefficients, standard errors, and their significance for verbal 1-on-1 supervisor self-disclosure and the eight topic management survey items. Table 16 provides Pearson correlations coefficients, standard errors, and their significance for hypothesized variables. Table 16 does not include correlations for the salience of shared social identities and social identity differences, which were comprised eight individual items that were not responded to by all respondents due to survey skip logic.

Self 1-on-1. A strong positive correlation was found between self-disclosure of identities 1-on-1 and in group settings, $r(374) = .69$, $p < .05$, indicating that those supervisors comfortable with discussing identity 1-on-1 are also reported as being more comfortable engaging on that topic in a group discussion at work.

Optimal distinctiveness: Satisfaction. Strong positive correlations were found between satisfaction and 1-on-1 verbal supervisor communication about social identities and PSCC, $r(374) = .74$, $p < .05$, as well as with psychological safety, $r(374) = .67$, $p < .05$.

Psychological safety and PSCC. A strong positive correlation was found between reported psychological safety and PSCC, $r(374) = .83$, $p < .05$, as anticipated, supporting the first hypothesis.

Psychological Safety, Dyad Social Identity Differences, and PSCC

This section sets out to test the second hypothesis predicting that PSCC mediates and/or moderates the relationship between reported dyad identity differences and reported psychological safety. During the modeling for this hypothesis testing, 10 cases were removed because they had hat-values showing excessive influence on the linear models. Two ideas of interest were tested related to psychological safety, identity, and PSCC. The first idea tested was whether, as hypothesized, psychological safety is reported to be lower in dyads with a greater number of dyad identity differences. Table 17 shows that there is a negative, and statistically significant relationship, between the total number of reported identity differences and reported psychological safety where for each additional dimension of social identity differences in the dyad there is a -.16 standard unit drop in psychological safety, $t(366) = -3.17$, $p < .05$, controlling for no other variables.

Also shown in Table 17, in the second model, is a strong positive relationship between reported psychological safety and PSCC, $t(366) = 27.97$, $p < .05$, where each one unit increase in PSCC results in a standard unit increase of .82 in reported psychological safety. In this model, controlling for PSCC reduces the size of the relationship that total identity differences has on

psychological safety by 68.75%. Although this was not hypothesized prior to study, it is an important result suggesting that PSCC appears to have a moderating influence on the relationship between the number of reported identity differences and reported psychological safety.

Not shown in Table 17 is additional modeling that tested the relationship of psychological safety to identity differences by using more specific DIOs. In one such new model, a statistically significant drop of -.24 standard units of reported psychological safety results from each additional identity dimension where a supervisor has a privileged identity and the supervisee has a corresponding marginalized identity, $t(366) = -4.41$, $p < .05$. The relationship between reported psychological safety and the number of identity dimensions where the supervisor has a marginalized identity, and the supervisee has a corresponding privileged identity, was not statistically significant, however.

Controlling for PSCC in this additional model based on more specific DIOs shows PSCC with just about the same strength of relationship to psychological safety as the model with total identity differences, a statistically significant standard unit increase of .86 to reported psychological safety for each point increase in PSCC, $t(366) = 27.97$, $p < .05$. Interestingly, in this model PSCC seems to have opposite relationship with different types of increasing difference than predicted. Controlling for PSCC reverses the direction of the relationship of increasing privileged identities of a supervisor to psychological from a large decrease to slight increase, while removing its statistical significance. Simultaneously, controlling for PSCC enhances the negative relationship between reported psychological safety and an increase in dimensions of identity where the supervisor holds a marginalized identity and the supervisee holds a privileged identity, from -.09 standardized units when not controlling for PSCC to -.16 standardized units when controlling for PSCC, and this is statistically significant, $t(366) = -4.81$, $p < .05$.

This additional model with specific DIOs and PSCC appears to indicate that (1) decreasing psychological safety in dyads with higher supervisor privilege and supervisees with more marginalized social identities can be mitigated by PSCC, and (2) that more privileged supervisees report decreasing psychological safety as their supervisor has more marginalized identities when controlling for PSCC. Given that psychological safety is a measure of how much participants feel they can be themselves without potential risks, these findings may offer further directions for inquiry.

Psychological Safety, Optimal Distinctiveness, and PSCC

This section sets out to test the third hypothesis predicting that PSCC mediates and/or moderates the relationship between reported optimal distinctiveness and reported psychological safety. The survey items for the salience of social identity differences and salience of shared social identities could not be combined with strong internal reliability, necessitating a multipronged approach to linear modeling utilizing the five approaches/set of models that follow.

The first set of models assessed how PSCC influences the relationship between reported psychological safety and reported satisfaction, as well as uses the dummy variable groups representing whether or not a supervisor brought up supervisor and supervisee social identities in 1-on-1 conversation.

The second approach examines how PSCC influences the relationship between reported psychological safety and the reported salience of social identity differences and shared social identities when a supervisor is reported to bring up their own social identities in 1-on-1 conversation.

The third approach examines how PSCC influences the relationship between reported psychological safety and the reported salience of social identity differences and shared social identities when a supervisor is reported to bring up the supervisee's social identities in 1-on1 conversation.

The fourth approach examines how PSCC influences the relationship between reported psychological safety and the reported salience of social identity differences and shared social identities when a supervisor reportedly does *not* bring up their own social identities in 1-on1 conversation.

The fifth approach examines how PSCC influences the relationship between reported psychological safety and the reported salience of social identity differences and shared social identities when a supervisor reportedly does *not* bring up the supervisee's social identities in 1-on1 conversation.

Before presenting the approaches and their models, I first provide a quick review of these dummy variable groups. The participants represented by the "yes/yes" (n = 203) dummy variable reported that a supervisor brought up both supervisor and supervisee social identities in 1-on-1 conversation. The participants represented by the "yes/no" (n = 93) dummy variable reported that a supervisor brought up supervisor social identities but did not bring up supervisee social identities in 1-on-1 conversation. The participants represented by the "no/yes" (n = 18) dummy variable reported that a supervisor did not bring up supervisor social identities but did bring up supervisee social identities in 1-on-1 conversation. The participants represented by the "no/no" (n = 62) dummy variable reported that a supervisor brought up neither supervisor social identities nor supervisee social identities in 1-on-1 conversation.

Psychological safety, satisfaction, and PSCC. This section details the linear models testing the effect of PSCC on the relationship between group dummy variables, reported satisfaction, and reported psychological safety. All four dummy variable groups were included in this approach. Table 18 provides the model comparisons for this approach to testing the hypothesis. Before controlling for PSCC or satisfaction, the "yes/yes" group as the referent group showed a reported psychological safety .11 standardized units higher than the "No/No group, $t(376) = -4.81$, $p < .05$, .11 standardized units higher than the "no/yes" group, $t(376) = -4.81$, $p <$

.05, and near statistical significance for a reported psychological safety .10 higher than the "yes/no" group.

Two separate linear models were then tested that each introduced a single control variable, one model introducing reported satisfaction and one model introducing PSCC, before moving towards a final model that included both. Both of these separate models resulted in changes of direction and magnitude of effect for dummy variable group coefficients. The final linear model used the "no/no" group as the referent and found it to have the highest reported psychological safety when controlling for satisfaction and PSCC, with a statistically significant higher reported psychological safety than the "yes/yes" group of .21 standardized units, $t(376) = -4.95$, $p < .05$, a statistically significant higher report psychological safety than the "yes/no" group of .18 standardized units, $t(376) = -4.45$, $p < .05$, and no statistically significant difference from the "no/yes" group. This indicates that psychological safety is highest among groups with both dyad members social identities discussed before controlling for satisfaction and/or PSCC and is highest in the two groups without a supervisee's social identities discussed when controlling for satisfaction and/or PSCC.

In the final linear model, controlling for PSCC reduced reported satisfaction's effect size on reported psychological safety by 69%. Satisfaction maintained statistical significance, $t(376) = 5.40$, $p < .05$, and each one unit increase in satisfaction was associated with a standardized .24 unit increase in reported psychological safety. This final linear model also had the best model fit measured by both BIC score and log likelihood. For comparison, models were created to determine how the relationship of PSCC to psychological safety changed when controlling for reported satisfaction. Controlling for reported satisfaction only reduced the effect of PSCC on reported psychological safety by 18.7%, with PSCC maintaining statistical significance, $t(376) = 16.8$, $p < .05$, for a standard unit increase in reported psychological safety of .69 for every unit increase in PSCC. This provides initial partial support for the third hypothesis, that PSCC will influence the relationship between reported psychological safety and reported OD, by showing a

strong moderating effect of PSCC on the relationship between reported satisfaction resulting from verbal supervisor social identity communication and psychological safety.

Psychological safety and a supervisor that has brought up their own social identities in 1-on-1 conversation. This section looks at the influence of PSCC on the relationship between salience of shared social identities and social identity differences to reported psychological safety when a supervisor has brought up their own social identities in 1-on-1 conversation. This approach included participants from the "yes/yes" (n = 203) and "yes/no" (n = 93) dummy variable groups, both of which indicated their supervisor does bring up their own social identities in 1-on-1 conversation. Table 19 provides the model comparisons for this approach to testing the hypothesis.

No statistically significant differences in reported psychological safety between the "yes/yes" and "yes/no" groups were present in the linear models tested. In the model without PSCC, there was a statistically significant standardized unit decrease of -.11 in reported psychological safety for each additional unit of salience of social identity differences resulting from a supervisor bringing up their own social identities in 1-on-1 conversation, $t(376) = -2.00$, $p < .05$. There was also a statistically significant standardized unit increase of .47 in reported psychological safety for each additional unit of salience of shared social identities resulting from a supervisor bringing up their own social identities in 1-on-1 conversation, $t(376) = 8.90$, $p < .05$.

In the final linear model PSCC was added, and this final model had the best model fit measured by both BIC score and log likelihood. In this model each unit increase in PSCC resulted in a standardized unit increase of .78 to reported psychological safety, $t(376) = 21.90$, $p < .05$, controlling for other variables. Controlling for PSCC resulted in each unit increase of reported salience of shared social identities resulting from a supervisor talking about their own social identities 1-on-1 increasing reported psychological safety by .12 standardized units, $t(376) = 3.38$, $p < .05$. This is a 74% decrease in effect strength from the model that does not control

PSCC. A unit increase in reported salience of social identity differences resulting from a supervisor talking about their own social identities 1-on-1 resulted in a statistically significant decrease of -.07 standardized units of reported psychological safety, $t(376) = -2.27$, $p < .05$, when controlling for PSCC in the final linear model. This is a 30.5% decrease in effect size from the model that does not control for PSCC. This also provides partial support for the third hypothesis by indicating that supervisors with higher PSCC can enhance the positive effect of shared social identity salience on psychological safety and reduce the negative effect of the salience of social identity differences on psychological safety when talking about their own social identities.

Psychological safety and a supervisor that has brought up supervisee social identities in 1-on-1 conversation. This section looks at the influence of PSCC on the relationship between salience of shared social identities and social identity differences to reported psychological safety when a supervisor has brought up the supervisee's social identities in 1-on-1 conversation. This approach included participants from the "yes/yes" ($n = 203$) and "no/yes" ($n = 18$) dummy variable groups, both of which indicated their supervisor does bring up the supervisee's social identities in 1-on-1 conversation. Table 20 provides the linear model comparisons for this approach to testing the hypothesis. No statistically significant difference in reported psychological safety between the "yes/yes" and "no/yes" groups was present in the first model tested without PSCC.

In the model without PSCC, there was a statistically significant standardized unit decrease of -.16 in reported psychological safety for each additional unit of salience of social identity differences resulting from a supervisor bringing up the supervisee's social identities in 1-on-1 conversation, $t(376) = -2.70$, $p < .05$. This indicates that increased salience of social identity differences reported when a supervisor is invoking supervisee social identities is associated with lower psychological safety, before controlling for PSCC. There was also a statistically significant standardized unit increase of .51 in reported psychological safety for each

additional unit of salience of shared social identities resulting from a supervisor bringing up the supervisee's social identities in 1-on-1 conversation, $t(376) = 8.66$, $p < .05$. This indicates that increased salience of shared social identities reported when a supervisor is invoking supervisee social identities is associated with greater psychological safety, before controlling for PSCC.

In the final linear model, PSCC was added, resulting in the best model fit measured by both BIC score and log likelihood. In this linear model each unit increase in PSCC is associated with a standardized unit increase of .83 to reported psychological safety, $t(376) = 19.75$, $p < .05$, controlling for other variables. Reported salience of shared identities resulting from a supervisor bringing up supervisee social identities no longer had a statistically significant relationship to reported psychological safety and saw an 87.78% decrease in effect strength from the model that did not control for PSCC. In this new model with PSCC, each unit increase of reported salience of shared social identities resulting from a supervisor talking about the supervisee's social identities 1-on-1 increasing reported psychological safety by .06 standardized units.

In the model controlling for PSCC, salience of social identity differences saw a 51.94% decrease in effect size on psychological safety. In this new model, a unit increase in reported salience of social identity differences resulting from a supervisor talking about the supervisee's social identities resulted in a statistically significant decrease of -.08 standardized units of reported psychological safety, $t(376) = -2.16$, $p < .05$. Lastly, after controlling for PSCC the "yes/yes" group was a statistically significant amount lower, -.08 standardized units of reported psychological safety, than the "no/yes" group, $t(376) = -2.33$, $p < .05$. As in the first approaches, this also provides partial support for the third hypothesis by indicating that supervisors with higher PSCC can enhance the positive effect of shared social identity salience on psychological safety and reduce the negative effect of the salience of social identity differences on psychological safety when talking about a supervisee's social identities.

Psychological safety and a supervisor that has *not* brought up their own identities in 1-on-1 conversation. This section looks at the influence of PSCC on the

relationship between salience of shared social identities and social identity differences to reported psychological safety in the absence of a supervisor having brought up their own social identities in 1-on-1 conversation. This approach included participants from the "no/no" (n = 62) and "no/yes" (n = 18) dummy variable groups, both of which indicated their supervisor does *not* bring up their own social identities in 1-on-1 conversation. Table 21 provides the model comparisons for this approach to testing the hypothesis. No statistically significant differences in reported psychological safety between the "no/no" and "no/yes" groups were present in the linear models tested. In the model without PSCC, there was a statistically significant standardized unit decrease of -.35 in reported psychological safety for each additional unit of salience of social identity differences resulting from a supervisor *not* bringing up their own social identities in 1-on-1 conversation, $t(376) = -3.14$, $p < .05$. There was also a statistically significant standardized unit increase of .33 in reported psychological safety for each additional standardized unit of salience of shared social identities resulting from a supervisor *not* bringing up their own social identities in 1-on-1 conversation, $t(376) = 2.94$, $p < .05$.

In the final model, PSCC was added. This final linear model also had the best model fit measured by both BIC score and log likelihood. In this model each unit increase in PSCC resulted in a standardized unit increase of .87 to reported psychological safety, $t(376) = 11.25$, $p < .05$, controlling for other variables. Controlling for PSCC resulted in each unit increase of reported salience of shared social identities resulting from a supervisor *not* talking about their own social identities 1-on-1 increasing reported psychological safety by -.05 standardized units. This is a sign change and a loss of significance from prior to controlling for PSCC. A unit increase in reported salience of social identity differences resulting from a supervisor *not* talking about their own social identities 1-on-1 resulted in a statistically significant increase of .07 standardized units of reported psychological safety when controlling for PSCC in the final model. This is also a sign change and a loss of significance from prior to controlling for PSCC.

Although this approach also provides partial support for the third hypothesis, that PSCC will influence the relationship between identity salience and psychological safety, it does so in a very different fashion. These models examine the impact of social identity salience on psychological safety in the absence of a supervisor talking about their own social identities. In this final model, the salience of shared social identities without a supervisor talking about their own social identities has a statistically significant negative impact on psychological safety, when controlling for PSCC. In the absence of a supervisor talking about their own social identities PSCC appears to mediate the relationships of social identity salience to psychological safety.

Psychological safety and a supervisor having *not* brought up the supervisee's identities in 1-on-1 conversation. This section looks at the influence of PSCC on the relationship between salience of shared social identities and social identity differences to reported psychological safety in the absence of a supervisor having brought up the supervisee's social identities in 1-on-1 conversation. This approach included participants from the "no/no" (n = 62) and "yes/no" (n = 93) dummy variable groups, both of which indicated their supervisor does *not* bring up the supervisee's social identities in 1-on-1 conversation. Table 22 provides the model comparisons for this approach to testing the hypothesis. No statistically significant difference in reported psychological safety between the "no/no" and "yes/no" groups was present in the first linear model tested without PSCC. In the model without PSCC, there was a statistically significant standardized unit decrease of -.30 in reported psychological safety for each additional unit of salience of social identity differences resulting from a supervisor *not* bringing up the supervisee's social identities in 1-on-1 conversation, $t(376) = -3.66$, $p < .05$. No statistical significance was present for the relationship between reported psychological safety and the salience of shared social identities resulting from a supervisor *not* bringing up the supervisee's social identities in 1-on-1 conversation.

In the final linear model, PSCC was added. This final model had the best model fit measured by both BIC score and log likelihood. In this model each unit increase in PSCC

resulted in a standardized unit increase of .81 to reported psychological safety, $t(376) = 14.57$, $p < .05$, controlling for other variables. In the model controlling for PSCC, each unit increase of reported salience of social identity differences resulting from a supervisor *not* talking about the supervisee's social identities 1-on-1 decreased reported psychological safety by -.01 standardized units. This is a 96.8% reduction in effect size and a loss of significance from the model that did not control for PSCC. Lastly, after controlling for PSCC the "no/no" group's effect size had changed directions and was a statistically significant amount higher, .13 standardized units of reported psychological safety, than the "yes/no" group, $t(376) = 2.53$, $p < .05$.

As in the previous set of models, this approach also provides partial support for the third hypothesis. These models examine the impact of social identity salience on psychological safety in the absence of a supervisor talking about the supervisee's social identities. In this final model the negative relationship of the salience of social identity differences resulting from a supervisor not bringing up the supervisee's social identities to psychological safety is strongly moderated and reduced in strength by controlling for PSCC. This indicates that, if a supervisee perceives a supervisor as having higher PSCC, their psychological safety is less negatively impacted by increased saliency of social identity differences resulting from a supervisor failing to talk about the supervisee's social identities.

Other linear models tested. Dyad identity orientations, such as the number of supervisor privileged identities and corresponding supervisee marginalized identities, were used during modeling to test this hypothesis but they did not result in statistically significant findings, and their inclusion reduced model fit and parsimony.

Hypothesis support. In all five approaches, PSCC demonstrated statistical significance, and it strongly influenced relationships between the reported satisfaction and the salience of shared social identities and social identity differences to reported psychological safety. This provides support for the third hypothesis, predicting that PSCC will influence the relationship between reported psychological safety and reported optimal distinctiveness.

Additionally, these approaches showed substantial changes among the reported psychological safety of the dummy variable groups when compared to one another before and after controlling for PSCC.

Psychological Safety, Verbal Communication, and PSCC

This section sets out to test the fourth hypothesis predicting that PSCC mediates and/or moderates the relationship between supervisor social identity verbal self-disclosure and topic management and reported psychological safety. No outliers were removed from these regressions; however, it was calculated with robust standard errors to address heteroskedasticity. The regression results (Table 23) show that even when controlling for several different communication variables there are strong and statistically significant relationships present. Supervisor verbal social identity self-disclosure and topic management of social identities 1-on-1 related to work both initially appear to enhance reported psychological safety. For each reported one unit increase in verbal 1-on-1 supervisor social identity self-disclosure, there was a standard unit increase of .15 to reported psychological safety, $t(376) = 2.26$, $p < .05$. For each reported one unit increase in supervisor 1-on-1 topic management of social identities related to work, there was a standard unit increase of .25 to reported psychological safety, $t(376) = 3.12$, $p < .05$. Both self-disclosure and topic management of social identities related to work appear to enhance reported psychological safety. Meanwhile, supervisor 1-on-1 topic management towards identities unrelated to work shows a negative statistically significant relationship to reported psychological safety, $t(376) = -3.17$, $p < .05$, with a standard unit decrease in reported psychological safety of -.23 for each one unit increase in supervisor 1-on-1 topic management of social identities unrelated to work.

The next linear model, which added PSCC, shows is a dramatic shift. Both 1-on-1 topic management towards social identities related to work, and 1-on-1 supervisor social identity self-disclosure, have changed signs and had reductions in magnitude of effect. Each additional unit increase in supervisor verbal self-disclosure 1-on-1 of social identities results in a standardized

decrease of -.14 to reported psychological safety, but it has lost statistical significance. Each additional unit increase in topic management 1-on-1 of social identities related to work results in a standardized decrease of -.11 to reported psychological safety, and remains statistically significant, $t(376) = -2.24$, $p < .05$. Additionally, 1-on-1 topic management towards social identities unrelated to work has had its effect reduced, and statistical significance lost.

Other models explored. More model testing took place incorporating other predictor variables. In addition to the models presented for reported psychological safety here, models were explored that relied on the number of reported shared identities, however the relationships between identity differences, PSCC, and communication made for the most compelling case.

Hypothesis support. This provides support for the fourth hypothesis: PSCC will significantly influence the relationship between the reported 1-on-1 supervisor verbal social identity communication behaviors of interest and reported psychological safety. It indicates a probable mediating role of PSCC for the relationship of reported psychological safety and 1-on-1 supervisor social identity self-disclosure and 1-on-1 topic management of social identities related to work. It also indicates a possible moderating role for the relationship between reported psychological safety and 1-on-1 topic management of social identities unrelated to work.

Optimal Distinctiveness, Verbal Communication, and PSCC

This section sets out to test the fifth hypothesis predicting that PSCC mediates and/or moderates the relationship between supervisor social identity verbal self-disclosure and topic management and reported optimal distinctiveness. Optimal distinctiveness, and this section analysis, are broken out into three components: (1) reported satisfaction, (2) reported salience of social identity differences, and (3) reported salience of shared social identities.

Satisfaction and communication. This section explores the effect of PSCC on the relationship of the communication behaviors of interest to reported satisfaction. The first set of models tested the effect of PSCC on the relationship between reported frequency of supervisor

verbal social identity self-disclosure 1-on-1 to reported satisfaction with supervisor social identity communication. The second set of models tested the effect of PSCC on the relationship between satisfaction and the reported frequency of topic management towards supervisor and supervisee social identities, related and unrelated to work.

Satisfaction and verbal supervisor social identity self-disclosure 1-on-1. This section details model testing for the effect of PSCC on the relationship between reported frequency of verbal supervisor self-disclosure of social identities 1-on-1 with reported satisfaction. Model comparisons can be viewed in Table 24. A statistically significant curvilinear relationship was found in a simple linear model between reported satisfaction and the reported frequency of verbal supervisor social identity self-disclosure 1-on-1. For each unit increase in the reported frequency of verbal supervisor self-disclosure of social identities 1-on-1 there was a standardized unit increase in reported satisfaction of .94, $t(376) = 3.89$, $p < .05$, with a standardized negative rate of change of -.60 that was also statistically significant, $t(376) = -2.48$, $p < .05$.

In a second model PSCC was introduced and found to have a statistically significant positive relationship to satisfaction such that for each unit increase in PSCC there is a .69 standard unit increase in reported satisfaction, $t(376) = 13.36$, $p < .05$. Controlling for PSCC in the new linear model reduced the main effect size of the reported frequency of verbal supervisor self-disclosure of social identities 1-on-1 by 42.1%, and the curvilinear effect by 30.5%. Verbal supervisor self-disclosure of social identities had a new standardized effect of a .54 unit increase in reported satisfaction for each one unit increase in reported frequency, $t(376) = 3.13$, $p < .05$, and a standardized rate of change of -.42, $t(376) = -2.41$, $p < .05$, controlling for PSCC. Additional models were tested incorporating DIOs, but they were not statistically significant, and they did not improve model fit.

Hypothesis support and summary. The linear model testing of reported satisfaction and 1-on-1 verbal supervisor self-disclosure of social identities indicates at least partial support for

the fifth hypothesis that PSCC will influence the relationship between communication behaviors and optimal distinctiveness. Specifically, the first model demonstrated that as the reported frequency of 1-on-1 verbal supervisor self-disclosure of social identities increased, so did satisfaction, prior to controlling for PSCC. In the second model, controlling for PSCC reduced the strength of the relationship between satisfaction and 1-on-1 verbal supervisor self-disclosure of social identities considerably.

Satisfaction and supervisor topic management towards supervisor and supervisee social identities 1-on-1. This section details model testing for the effect of PSCC on the relationship between reported frequency of topic management towards supervisee and supervisor social identities with reported satisfaction. Variables reflecting both topic management towards supervisor and supervisee social identities related and unrelated to work were included in the linear model. Model comparisons can be viewed in Table 25.

Statistically significant relationships were found between reported satisfaction and topic management towards supervisor social identities related to work, $t(376) = 6.57$, $p < .05$, and topic management towards supervisee social identities unrelated to work, $t(376) = -2.61$, $p < .05$. Each unit increase in frequency of topic management towards a supervisor's social identities related to work resulted in a standard unit increase of .43 in reported satisfaction, controlling for other factors. Each unit increase in frequency of topic management towards a supervisee's social identities unrelated to work resulted in a standard unit decrease of -.17 in reported satisfaction, controlling for other factors.

The next model controlled for PSCC, resulting in topic management towards supervisor social identities related to work to lose 63.8% of its effect size but remained significant, $t(376) = 3.13$, $p < .05$, and topic management towards supervisee social identities lost statistical significance as well as 53.6% of its effect size. This final model including topic management and PSCC had a statistically significant improvement in log likelihood and BIC scores over the other model.

Hypothesis support and summary. The linear model testing of reported satisfaction and topic management of supervisor and supervisee social identities indicates partial support for hypothesis 5: that PSCC will influence the relationship between communication behaviors and optimal distinctiveness. Specifically, the first model demonstrated that as the reported frequency of topic management towards supervisor social identities related to work increased, so did satisfaction, while satisfaction decreased as the reported frequency of topic management towards supervisee social identities unrelated to work increased, prior to controlling for PSCC. In the second model, controlling for PSCC reduced the strength of the relationship between satisfaction and topic management towards both supervisor and supervisee social identities.

Salience of social identity differences and communication. This section looks at the effect of PSCC on the relationship between communication about social identities and the salience of social identity differences. There were four items on the survey related to the salience of social identity differences as a result of either the presence or absence of a supervisor bringing up their own social identities or a supervisee's social identities. Two sets of linear model comparisons were performed examining (1) the relationship between the reported frequency 1-on-1 of verbal supervisor self-disclosure of social identities and topic management towards supervisor identities and the reported salience to social identity differences, and (2) the relationship between the reported frequency 1-on-1 of topic management towards supervisee social identities and reported salience of social identity differences.

Salience of social identity differences and topic management towards supervisor identities. A linear model was created with the variables for the reported frequency of verbal 1-on-1 supervisor self-disclosure of social identities and the reported frequency of topic management towards supervisor social identities related and unrelated to work. Model comparisons can be viewed in Table 26. Of the included variables, topic management towards supervisor social identities related to work and topic management towards supervisor social identities unrelated to work both had statistically significant

relationships to the salience social identity differences. Each one unit increase in reported frequency of topic management towards supervisor social identities related to work results in a standard unit increase of .18 of reported salience of social identity differences, $t(376) = 2.65$, $p < .05$. Each one unit increase in reported frequency of topic management towards supervisor social identities unrelated to work results in a standard unit increase of .19 of reported salience of social identity differences, $t(376) = 2.97$, $p < .05$.

A second model was created introducing PSCC. This model found no statistically significant relationship between PSCC and the reported salience of social identity differences resulting from a supervisor bringing up their own social identities 1-on-1. There was also negligible change to the effect sizes of the topic management variables. Additionally, including PSCC in the model did not result in better model fit to the data. Additional models were tested incorporating DIOs, but they were not statistically significant, and they did not improve model fit.

Hypothesis support and summary. This linear model testing of reported salience of social identity differences and 1-on-1 verbal communication of supervisor social identities did not provide support for the fifth hypothesis that PSCC will influence the relationship between communication behaviors and optimal distinctiveness. Specifically, the first model demonstrated that as the reported frequency of topic management towards supervisor social identities increased, both related and unrelated to work, so did the salience of social identity differences, prior to controlling for PSCC. In the second model, controlling for PSCC had little influence on these relationships.

Salience of social identity differences and topic management towards supervisee identities. A linear model was created with the variables for the reported frequency of topic management towards supervisee social identities related and unrelated to work. Model comparisons can be viewed in Table 27. Of these two variables, only topic management towards supervisee social identities related to work had a statistically significant

relationship to the reported salience of social identity differences, $t(376) = 2.27$, $p < .05$, such that each one unit increase in the reported frequency of topic management towards supervisee social identities related to work results in a .16 standard unit increase in reported salience of social identity differences.

A second model was created introducing PSCC. Very little change occurred to the strength of relationship between salience of social identity differences and the topic management variables from the model without PSCC, and topic management towards supervisee social identities maintained its significance. In this linear model PSCC had a statistically significant relationship with reported salience of social identity differences, $t(376) = -2.09$, $p < .05$. For each unit increase in PSCC, there is predicted standard unit decrease of -.14 in the salience of social identity differences. Additional models were tested incorporating DIOs, but they were not statistically significant, and they did not improve model fit.

Hypothesis support and summary. This linear model testing of reported salience of social identity differences and 1-on-1 topic management of supervisee social identities did not provide support for the fifth hypothesis that PSCC will influence the relationship between communication behaviors and optimal distinctiveness. Specifically, the first model demonstrated that as the reported frequency of topic management towards supervisee social identities related to work increased, so did the salience of social identity differences, prior to controlling for PSCC. In the second model, controlling for PSCC had little influence on this relationship.

Salience of shared social identities and communication. This section reviews the statistical effect of PSCC on the relationship between communication about social identities and the salience of shared social identities. There were four items on the survey related to the salience of shared social identity as a result of either the presence or absence of a supervisor bringing up their own social identities or a supervisee's social identities. Two sets of linear model comparisons were performed examining (1) the relationship between the reported

frequency 1-on-1 of verbal supervisor self-disclosure of social identities and topic management towards supervisor identities and the reported salience to shared social identities, and (2) the relationship between the reported frequency 1-on-1 of topic management towards supervisee social identities and reported salience of shared social identities.

Salience of shared social identities and topic management towards supervisor identities. A linear model was created with the variables for the reported frequency of verbal 1-on-1 supervisor self-disclosure of social identities and the reported frequency of topic management towards supervisor social identities related and unrelated to work. Model comparisons can be viewed in Table 28. Of these three variables only the reported frequency of 1-on-1 supervisor self-disclosure of social identities had a statistically significant relationship to reported salience of shared social identities, $t(376) = 2.08$, $p < .05$. A one unit increase in the reported frequency of 1-on-1 verbal supervisor self-disclosure of social identities results in a .14 standard unit increase in reported salience of shared social identities.

A second model was created to look for the statistical effect of PSCC on the prior models relationships. PSCC was found to have a statistically significant relationship to reported salience of shared social identities, $t(376) = 7.74$, $p < .05$, such that each unit increase in PSCC results in a predicted standard unit increase of .43 in reported salience of shared social identities. Controlling for PSCC also removed the statistical significance of the relationship between 1-on-1 verbal supervisor self-disclosure of social identities and reported salience of shared social identities and reduced its effect size by 55.72%. This second model showed improved fit as evidenced by a smaller BIC and a statistically significant improvement in log likelihood. Additional models were tested incorporating DIOs, but they were not statistically significant, and they did not improve model fit.

Hypothesis support and summary. This linear model testing of reported salience of shared social identities and 1-on-1 verbal communication of supervisor social identities provided partial support for the fifth hypothesis: that PSCC will influence the relationship between

communication behaviors and optimal distinctiveness. Specifically, the first model demonstrated that as the reported frequency of 1-on-1 verbal supervisor self-disclosure of social identities increased, so did the salience of shared social identities, prior to controlling for PSCC. In the second model, controlling for PSCC reduced the strength of relationship between the salience of shared identities and 1-on-1 verbal supervisor self-disclosure of social identities considerably.

Salience of shared social identities and topic management towards supervisee identities. Models were tested using topic management towards supervisee identities related and unrelated to work, DIOs, and PSCC. Only PSCC had a statistically significant relationship to the reported salience of shared social identities in the models. No other notable relationships were found, and this did not provide support for the fifth hypothesis that PSCC will influence the relationship between communication behaviors and optimal distinctiveness.

Hypothesis support. Unlike with the previous four hypotheses, the fifth hypothesis, that PSCC will significantly influence the relationship between the reported 1-on-1 supervisor verbal social identity communication behaviors of interest and reported optimal distinctiveness, received only partial support. PSCC appears to moderate the relationship between 1-on-1 verbal supervisor communication about social identities (i.e., self-disclosure and topic management) and reported satisfaction. PSCC does not appear to influence the relationship between supervisor social identity verbal self-disclosure and topic management 1-on-1 and reported salience of social identity differences and shared social identities.

Exploratory Analysis

The following section provides the results of exploratory analyses for other interesting, and potentially important, relationships between additional variables in the data; however, this section is also critical to the main hypotheses of Study 1. First, the hypothesized variables are examined by the professional field and status of participants (i.e., higher education, social work,

and social work for hours towards licensure). Second, detail is provided on how other control variables failed to yield significant effects. Third, the communication variables are explored using the dyad identity orientation variables. Fourth, perceived supervisor cultural competence as a function of communication variables and DIOs is examined.

Immediate field differences. Linear models (LM) were created for all predictor and criterion variables to seek out any initial differences between the experiences of those in the field of social work and those in the field of higher education as well as differences present when accounting for social workers who were receiving supervision as part of completing hours in pursuit of a license. Regressions were completed with just the two fields first and then adding in the "for hours" variable to see how that might control for any statistically significant differences present in the initial comparison. Model fit was improved, confirmed via log likelihood comparison, whenever this additional variable was present.

No statistically significant difference. No statistically significant differences were found between the "higher education," "social work," and "social work in pursuit of hours" groups for the following predictor variables: (1) age, (2) 1-on-1 meeting frequency, (3) supervisory relationship duration, (4) 1-on-1 supervisor self-disclosure, and (5) 1-on-1 topic management related to work. Furthermore, no statistically significant differences were found between these groups for the following participant reports of hypothesized variables: (1) optimal distinctiveness: satisfaction, (2) optimal distinctiveness: distinctness, and (3) psychological safety.

Statistically significant differences. The following differences were noted between fields when constructing simple linear models; however, the effects were not present in the linear models used for testing the quantitative study's hypothesized relationships.

Self-disclosure: Group. A simple LM was created with the "social work" and "for hours" dummy variables, making "higher education" the referent category. Results of the model indicated a statistically significant difference for "social work" participants in the amount of

reported supervisor self-disclosure in group settings, $t(376) = -2.23$, $p < .05$, as compared to the referent category of "higher education" and controlling for the "for hours" dummy variable. Social work participants not completing hours towards their license reported -.13 standardized unit less frequency of supervisor self-disclosure of social identities in group settings.

Topic management 1-on-1: Identity conversations unrelated to work. A simple LM was created initially with just the "social work" dummy variable, making "higher education" the referent category. Results of the model indicated a statistically significant standard unit decrease for "social work" participants of -.11 in the reported frequency of supervisors invoking identity in conversation unrelated to work, $t(376) = -2.08$, $p < .05$, as compared to the referent category of "higher education." Interestingly, the statistical significance of the "social work" variable drops when controlling for the "for hours" dummy variable. A log likelihood test was performed to determine which model provided the best fit, but there were no statistically significant difference between the models.

Perceived supervisor cultural competence (PSCC). A simple LM was created with the "social work" and "for hours" dummy variables, making "higher education" the referent category. Results of the model indicated a statistically significant decrease for "for hours" social work participants of -.13 standardized units of perceived supervisor cultural competency, $t(376) = -2.126$, $p < .05$, as compared to the referent category of "higher education" and controlling for the "social work" dummy variable. No statistical significance was evident between groups in the LM that did not include "for hours," and changing referents did not yield other notable differences.

Other variables tested. Several other predictor variables were collected and tested in LMs throughout the data analysis phase of the research that did not improve model fit or did not show statistical significance without sacrificing parsimony and reducing model fit. These predictor variables were (1) 1-on-1 meeting frequency, (2) duration of supervisory relationship, (3) participant age, (3) participant age at end of supervision, and (4) years of professional

experience when in the dyad. Even using these predictor variables to examine reported supervisor verbal social identity communication behaviors yielded no statistically significant results. In general, whereas each of these predictor variables was tested throughout model creation, those models that incorporated them are not discussed at length in these results due to poor fit and in order to focus on more significant statistical relationships.

Communication and identity. LMs were developed using DIOs as predictor variables for frequency of communication behaviors. The seven DIO variables used were (1) # of identity dimensions where supervisor holds a privileged identity and supervisee holds a marginalized identity, (2) # of identity dimensions where supervisor holds a marginalized identity and supervisee holds a privileged identity, (3) # of shared marginalized identities, (4) # of shared privileged identities, (5) total # of shared identities, (6) the # of supervisor identities that the supervisee is unsure about, and (7) total # of identity differences. The results are reported in this section.

Self-disclosure 1-on-1. A LM was created using all seven DIO variables. Of those seven, there were three DIOs that showed statistical significance, controlling for all others. First, as the number of identity dimensions that are "supervisor privileged identity/supervisee marginalized identity" increases, there is a decrease of -.63 standardized units in the frequency of reported verbal supervisor self-disclosure in 1-on-1 meetings, $t(376) = -2.97$, $p < .05$. Second, as the number of shared privileged identities increases, there is a decrease of-.41 standardized units in the frequency of reported verbal supervisor self-disclosure in 1-on-1 meetings, $t(376) = -1.98$, $p < .05$. Third, as the number of supervisor identities a supervisee is unsure about increases, there is an accompanying decrease of -.89 standardized units in the frequency of reported verbal supervisor self-disclosure in 1-on-1 meetings, $t(376) = -3.538$, $p < .05$.

Self-disclosure in group settings. A LM was created using all seven DIO variables, but none were found to have a statistically significant relationship with verbal supervisor self-disclosure in group settings.

Cumulative 1-on-1 topic management. A LM was created using all seven DIO variables to look at the relationship with the cumulative (total) amount of reported 1-on-1 topic management by a supervisor towards identities 1-on-1. Of those seven, only the variable representing the number of unknown supervisor identities showed a negative statistically significant relationship to this cumulative 1-on-1 topic management variable, $t(376) = -2.21$, $p < .05$, with a standardized unit decrease of -.57 in topic management frequency for each additional unknown dimension of identity. Notably, the only variable with a positive direction, although not statistically significant, was the DIO representing the number of dimensions where both dyad members held marginalized identities.

Topic management 1-on-1: Conversations about social identities related to work. A LM was created using all seven DIO variables to look at the relationship with the reported cumulative 1-on-1 topic management related to work about identities by a supervisor 1-on-1. Of those seven, only the variable representing the number of unknown supervisor identities showed a negative statistically significant relationship to this "related to work" variable**,** $t(376) = -2.41$, $p < .05$, with a standardized unit decrease of -.63 in topic management frequency related to work for each additional unknown dimension of identity.

Topic management 1-on-1: Conversations about social identities unrelated to work. A LM was created using all seven DIO variables but none were found to have a statistically significant relation to topic management about social identities unrelated to work.

Topic management 1-on-1: Supervisor social identities. A LM was created using all seven DIO variables. Of those seven, there were two DIOs that showed statistical significance, controlling for all others. First, as the number of identity dimensions that are "supervisor privileged identity / supervisee marginalized identity" increases there is a decrease of -.49 standardized units in the reported frequency of 1-on-1 topic management by a supervisor towards their own identities in 1-on-1 meetings, $t(376) = -2.3$, $p < .05$. Second, the variable representing the number of unknown supervisor identities showed a negative statistically

significant relationship with a decrease of -.66 standardized units in the reported frequency of 1-on-1 topic management by a supervisor towards their own identities in 1-on-1 meetings, $t(376) = -2.62$, $p < .05$.

Topic management 1-on-1: Supervisee social identities. A LM was created using all seven DIO variables, but none were found to be statistically significant. Notably, the only DIOs with positive effects, albeit not statistically significant, were the variables representing number of shared marginalized and shared privileged identities.

Topic management 1-on-1: Social identity differences in the dyad. A LM was created using all seven DIO variables. Of those seven, only the variable representing the number of unknown supervisor identities showed a negative statistically significant relationship to this cumulative 1-on-1 topic management variable, $t(376) = -2.23$, $p < .05$, with a standardized unit decrease of -.6 in topic management frequency related to work for each additional unknown dimension of identity. Interestingly, although not statistically significant, the DIO representing the total number of identity differences in the dyad had a positive relationship with a supervisor reportedly invoking identity differences in the conversation 1-on-1.

Topic management 1-on-1: Social identity similarities in the dyad. A LM was created using all seven DIO variables, but none were found to be statistically significant.

Perceived supervisor cultural competence (PSCC). The next step in analysis having looked at relationships between communication and DIOs, was to bring both of these elements together to understand how they may contribute to a participant's reported PSCC. Initial modeling kept communication and DIOs in separate models, before bringing them together. Models including communication variables are separating the specific directions of 1-on-1 topic management because of the improvement in model fit that results and to isolate the relationship between specific communication forms and the dependent/criterion variable, in this case perceived cultural competence. After experimenting with various combinations of DIOs and communication forms, three final models emerged for comparison based on model fit,

parsimony, and significance: (1) a communication only model, (2) a model with communication and the DIOs related to supervisor/supervisee identity privilege/marginalization juxtaposition, and (3) a model substituting in a specific identity orientation.

All models were examined for influential cases using Cook's Distance and Hat Values, and eight cases were removed to improve regression. Following this, all models were examined for heteroscedasticity and re-run with robust standard errors if needed. Table 29 summarizes all three models.

Model 1: Communication only. This LM depicts a statistically significant positive relationship between PSCC and supervisor self-disclosure, $t(368) = 2.92$, $p < .05$, as well as a positive relationship with 1-on-1 topic management towards dyad similarities, $t(368) = 3.25$, $p < .05$, controlling for all other communication variables. Reported supervisor 1-on-1 verbal self-disclosure of social identities results in a .21 standardized unit increase in PSCC. Reported 1-on-1 topic management towards shared dyad social identities results in a .24 standardized unit increase in PSCC. It also shows a negative relationship between PSCC and a supervisor using 1-on-1 topic management towards supervisee identities, $t(368) = -3.64$, $p < .05$, with a decrease of -.26 standardized units of PSCC for every unit increase in reported frequency. There is also a statistically significant curvilinear relationship between PSCC and a supervisor directing conversation towards differences in the dyad, $t(368) = 2.24$, $p < .05$, that shows an initial positive relationship of a .53 standard unit increase in PSCC for every additional unit of reported frequency, and with a negative rate of change as the topic of dyad differences is invoked more and more frequently, controlling for all other communication variables. No other curvilinear relationships were present in simple linear models between PSCC and each of the reported communication variables.

Model 2: Communication with DIOs. Introducing identity into the LM to understand the relationship with PSCC and communication started with the seven main DIOs. It became apparent that the most interesting model change came from invoking the two DIOs that

juxtapose the dyad: (1) # of identity dimensions where supervisor holds a privileged identity and supervisee holds a marginalized identity, and (2) # of identity dimensions where supervisor holds a marginalized identity and supervisee holds a privileged identity. In a DIO only model, with only these same two DIO variables, both had a statistically significant relationship with PSCC. Each increase in the number of supervisor privileged identities over a supervisee with marginalized identities shows a large decrease of -.25 standardized units of PSCC, $t(368) = -5.11$, $p < .05$, controlling for the one other DIO. Alternatively, an increasing number of supervisor marginalized identities over a supervisee with privileged identities shows an increase of .1 standardized units of PSCC, $t(368) = 2.04$, $p < .05$, controlling for the one other DIO.

In bringing together both communication and DIOs in Model 2, however, the negative relationship between additional supervisor privileged identities remained significant but was reduced slightly to a -.22 standardized unit reduction in PSCC, $t(368) = -4.54$, $p < .05$, whereas the positive relationship between supervisor marginalized identities was no longer significant *and* changed directions. Approaching this in the opposite order, by introducing DIOs into the communication only model, does not show DIOs influencing the effect size or statistical significance of communication variables meaningfully. An improvement in model fit from Model 1 to Model 2 was evidenced by a statistically significant reduction in the Log likelihood value, $x^2(376) = 23.39$, $p < .05$.

Model 3: Substituting one of the DIOs. Further LM testing moving on from Model 2 involved testing more granular DIOs. The goal of this testing was to determine if specific orientations contributed more meaningfully to the positive and negative relationship shown in model 2. In looking at the specific identity dimensions (e.g., sexual orientation or gender identity) of a supervisor perceived to be holding a privileged identity, no single dimension or combination carried a significant relationship or influence on PSCC, so the original DIO representing the total number of those orientations remained in Model 3. In testing other specific dimensions and combinations of a supervisor holding a marginalized identity with a

privileged supervisee; however, the dimension of race and ethnicity emerged as having its own rather powerful statistically significant relationship to PSCC, $t(368) = 2.97$, $p < .05$, controlling for communication variables and the cumulative privileged supervisor DIO. In dyads with Black, Indigenous, or Person of Color supervisors with white identifying supervisees, the supervisee reported a PSCC with a standardized unit increase 2.49. An improvement in model fit was also achieved, as evidenced by a statistically significant reduction in the Log likelihood value, $x^2(376) = 8.94$, $p < .05$.

Other models explored. Further testing took place incorporating other predictor variables, such as frequency of 1-on-1 meetings, which field the dyad took place in, etc. None of the other collected information improved model fit or resulted in a significant finding without reducing model fit. Quadratic and multiplicative terms were also explored to see if communication forms and DIOs interacted to influence PSCC, without success.

Discussion

This study delved into the reported experiences of higher education and social work participants as they relate to supervisors' 1-on-1 communication about social identities. Of central interest to this dissertation is the context of dyads with one or more identity differences. The coding of participant-reported demographic data about themselves and their dyads became a particular labor of love during this stage of the research. The resulting dyad identity orientations (DIOs) offered a dynamic set of variables that at times offered a bottomless well to keep trying to draw new themes from.

What this approach demonstrated was that there is further need to explore how "relational demography," the extent to which interaction partners are similar (Bauer & Green, 1996), relates to how communication about social identities is received, perceived, and delivered based on various orientations or combinations. Some DIOs, for instance those looking at juxtaposed privilege/marginalized identities, took on central importance during this analysis but with different implications when looking at specific reported communication forms.

As laid out in the first hypothesis (that reported psychological safety and perceived supervisor cultural competence (PSCC) will be positively correlated), PSCC emerged as a defining variable in these data. One of the earliest, and most influential, pieces of information to emerge during the analysis of data was the strong correlations between PSCC and reported PS as well as with satisfaction. This converted into strong moderation effects throughout many models when PSCC was controlled for. As a concept, PSCC is interesting because it is both a partial product of 1-on-1 supervisor verbal social identity communication, and it appears to act as a lens through which 1-on-1 supervisor verbal social identity communication is perceived and received. This includes several curvilinear relationships between PSCC and communication variables, such as 1-on-1 topic management towards dyad differences, which saw the size of its positive relationship to PSCC decrease as it was brought up more and more frequently by a supervisor.

An examination of reported psychological safety and social identity differences found a statistically significant negative relationship showing that as more difference is present there is less reported psychological safety. This is not surprising, and along these same lines a lower sense of support in cross-race mentor relationships was found by Thomas (1990) (as cited in Dumas et al., 2008). This influence is in line with the second hypothesis (that reported psychological safety will be greater in dyads with fewer reported social identity differences, as compared to dyads that have more social identity differences).

Breaking this out into separate DIOs of (1) a supervisor with an increasing number of privileged identities, and (2) a supervisor with an increasing number of marginalized identities, yielded interesting results. PSCC appears to mediate the effect of increasing supervisor privileged identities on reported psychological safety and moderate the effect of increasing supervisor marginalized identities on reported psychological safety. This report of decreasing psychological safety as supervisor privileged identities increase is not surprising and is supported by research showing that white supervisor attitudes about race and culture can inhibit supervisees of color from feeling safe to challenge their perspectives and speak openly

(Proctor & Rogers, 2013). The biggest question evoked by these results is why are supervisees with lots of privileged identities reporting lower reported psychological safety with supervisors with more marginalized identities?

Before controlling for PSCC, the relationship between the variables was slightly negative, but not significantly so; however, it became a very large negative effect and statistically significant when controlling for PSCC. Again, there may be an explanation to be found in Goff et al.'s (2008) study of white participants, which found that participants would place more physical distance between themselves and an anticipated dialogue partner when setting up chairs for conversations about "racially contentious" topics. An explanation may also be found within the psychological safety survey measures themselves. Kahn (1990) described psychological safety as a sense of being able to be oneself without concern for "negative consequences to self-image, status, or career" (as cited in Carmeli et al., 2010, p. 252). It may be that privileged supervisees carry an increasing sense of risk as they have more and more privileged identities such that, in being themselves, they will say or do something perceived as prejudicial and that when answering the psychological safety questions that relate to being able to challenge a supervisor, these supervisees are less likely to report being comfortable doing so because of this anxiety.

There were, at first glance, two theoretical challenges to building and interpreting measures of optimal distinctiveness encountered by this study. The first is that an equilibrium point can look different for each person. A person may be more or less sensitive than another person to factors influencing their "drive activation" of a need to differentiate more or blend in more (Brewer, 2012). The second is that optimal distinctiveness is a "dynamic equilibrium" rather than a constant state (Brewer, 2012). Measuring distinctiveness alone does not provide an adequate picture for judging participant optimal distinctiveness, because distinctness is not inherently bad. Additionally, set in the inherent power dynamic of supervision, it may be

difficult or impossible for a supervisee to act on that "drive activation" to shift things towards equilibrium, short of avoiding future interactions and minimizing disclosures.

This study utilized separate items to gather participant reported salience of social identity differences and shared social identities in the presence and absence of 1-on-1 supervisor communication about supervisor and supervisee social identities. This dissertation also attempted to position satisfaction as an indicator of "drive activation" and being out of equilibrium point (Brewer, 1991). In setting up the questions related to salience and satisfaction two "yes/no" branching questions were included. The first question asked if a supervisor invoked their own identities in conversation. The second question asked if a supervisor invoked supervisee identities in conversation. This resulted in four participant groups, a "yes/yes," "no/no," "yes/no," and "no/yes."

These four groups immediately showed interesting distinctions. For instance, the group with the highest participant reported satisfaction, the "yes/yes" group, also reported the highest presence of 1-on-1 communication behaviors. Whereas the "no/yes" group, where supervisors reportedly invoke the supervisee's identity in conversation but not their own, reported the lowest satisfaction of the four groups. Diagram 1 below shows that, even just a cursory look at all of the major variables in the dataset through these response groups, invites further exploration.

Not only does this point towards the importance of just having these conversations, but the potential ramifications of having it be a one-way, power reinforcing dynamic. Three factors may be contributing to the "yes/yes" group's positive reports of high satisfaction. The first factor is that that people like someone more when that person has disclosed to them and when they have disclosed to that person (Green & Derlega, 2006). The second draws on the idea of interdependence from social exchange theory (Stafford, 2015), in that a supervisor bringing up both parties' identities may allow for each person to express their needs and thoughts in the

Diagram 1

*Variable standings by whether the supervisor brings up supervisor and supervisee identities in 1-on-1 conversation**

Supervisor brings up **supervisor** social identities	Supervisor brings up **supervisee** social identities: **Yes**	Supervisor brings up **supervisee** social identities: **No**
Yes	Highest salience of identity differences Highest salience of shared identities Highest Satisfaction Highest Psych. Safety Highest PSCC Highest frequency of com.	2rd Lowest salience of identity differences 2nd Highest salience of shared identities 2nd Highest Satisfaction 2nd Highest Psych Safety 2nd Highest PSCC 2nd Highest frequency of com
No	2nd Highest salience of identity differences Lowest salience of shared identities Lowest Satisfaction Lowest Psych. Safety Lowest PSCC 2nd Lowest frequency of com.	Lowest salience of identity differences 2nd Lowest salience of shared identities 2nd Lowest Satisfaction 2nd Lowest Psych. Safety 2nd Lowest PSCC Lowest frequency of com.

*Participant reports, controlling for no other variables

relationship. The third possible factor is a supervisor demonstrating a commitment to *mutuality*, a shared level of participation in the process of relating to one another, which has been shown to contribute to supervisees' sense of safety (Carmeli et al., 2009). The "yes/no" group may benefit from some of these factors, but likely not all of them, and not as fully as the "yes/yes" group is likely to do.

Continuing to follow this line of thinking leads to a dilemma with the "no/yes" group where a supervisor does not invoke their own identity but will invoke the supervisee's identity, and the "no/no" group where neither is happening. The "no/no" group is getting the least of these communication behaviors but is higher in satisfaction than the "no/yes" group, in addition to have higher reported psychological safety and higher PSCC. The answer may lie in equity theory, which, rather than being focused on interdependence and maximizing outcomes for both parties, is focused on fairness (Stafford, 2015). In the case of the "no/yes" group there is inequity of risk and vulnerability, with a supervisor failing to role model or take on interpersonal risk, which is a cornerstone of psychological safety. The lopsided arranged would imply that equally

ignoring social identities of both parties is preferable for a supervisee than being asked to speak about theirs in a one-sided arrangement.

It was found that PSCC was strongly related to the relationship between psychological safety and the elements of the optimal distinctiveness measures (i.e., satisfaction, salience of shared identities, and salience of identity differences) as predicted in the third hypothesis (PSCC will influence the relationship between reported psychological safety and reported optimal distinctiveness). Specifically, PSCC was found to mediate the relationship between satisfaction and psychological safety. Controlling for PSCC in models resulted in a change of the orientation of these four participant groups such that the “yes/yes” group went from highest psychological safety to lowest, indicating that without higher PSCC a supervisor that reportedly brings up their identities and supervisee’s may be doing more harm than good.

In support of the fourth hypothesis (that PSCC will significantly influence the relationship between the reported 1-on-1 supervisor verbal social identity communication behaviors of interest and reported psychological safety), models showed that 1-on-1 supervisor self-disclosure of social identities and topic management of a supervisor’s social identities related to work both had positive relationships with psychological safety before controlling for PSCC. After including PSCC in models, the relationships changed their direction, indicating that PSCC is a critical mediator of the effect of a supervisor invoking their own identities in conversation. Relatedly, PSCC acted as mediator for the effect on psychological safety of a supervisor bringing up their social identities unrelated to work.

One possibility is that PSCC might provide a supervisor with the knowledge to convey to a supervisee the purpose or desired outcome of engaging on the topic of social identities in that 1-on-1 setting, as well the appropriateness of the topic. Appropriateness pertains to whether the communicative message, action, or behavior fit the norms or rules of the context (Spitzberg & Cupach, 1984). When it comes to conveying purpose, the competence criterion of task-achievement is a good theoretical fit. Task-achievement concerns the extent to which the

communicative message, action, or behavior furthers the accomplishment of a specific task (Spitzberg & Cupach, 1984). This would help explain why the discussion of social identities related to work has an initially positive relationship to psychological safety.

A number of statistically significant curvilinear relationships between reported communication and the optimal distinctiveness dimension of satisfaction was another important takeaway from this study and invokes the adages of "too much of a good thing" and "all things in moderation." Ehrhardt and Ragins (2019) found a "too close for comfort" effect that they connected to the concept of *perceived intrusiveness* or crossing the line of privacy boundaries and norms in a relationship. In the case of their study, the communication act they were examining was social support; however, the phenomenon is the same curvilinear relationships Cozby (1972) posited that appears to be at work with 1-on-1 topic management toward identity differences in the dyad (as cited in Collins & Miller, 1994). In partial support of the last hypothesis (that PSCC will significantly influence the relationship between the reported 1-on-1 supervisor verbal social identity communication behaviors of interest and reported optimal distinctiveness), these relationships with satisfaction were moderated by PSCC. Additional model testing found, however, that PSCC had hardly any influence on the statistical relationships between supervisor 1-on-1 communication about social identities and reported salience of shared social identities or social identity differences.

Whereas these results did not support the hypothesis, they do yield a potentially interesting possibility for the two dimensions of Brewers (1991) optimal distinctiveness theory. Within the context of this dissertation the dimension of optimal distinctiveness that is satisfaction appears to be a function of frequency of social identity communication and PSCC. Separately, the dimension of optimal distinctiveness that is how much one feels they stand out, in this case the salience of social identity differences, appears to be a function of supervisor social identity communication and yet to be determined factors.

A substantive exploratory section was included in the results section to look for additional relationships present in the data and to perform more analysis utilizing DIOs, which did not yield many findings in models created for hypothesis testing. Also, differences that may lie between the fields of higher education and social work were not statistically significant when participant field was controlled for in regressions. During initial data analysis, several statistically significant differences were present that did not show up in the linear models used for hypothesis testing. Other professional and personal demographics also failed to yield strong results, although there were glimpses of duration of the supervisory relationship and meeting frequency emerging as influential factors, but only in models that had long since left parsimony behind.

The group of participants indicating they were pursuing hours towards licensure was a likely candidate group to illuminate some important differences, as they appeared to have lower views of PSCC and report engaging less regularly in discussions with supervisors about identity unrelated to work. This result could, understandably, indicate that during 1-on-1 supervision in pursuit of hours for a license there is less opportunity for discussion of identity unrelated to the work. A possible connection between these observations might be that interactions about identity that are not related to the work provide additional information for supervisees about supervisors' level of cultural competence. It could be that those pursuing hours are missing an important opportunity to assess supervisor cultural competence, or there may be other unknown factors that contribute to a different assessment of PSCC.

For reported self-disclosure in group settings, although there was no statistical significance to the results, it is worth noting the direction of the data. DIOs associated with privilege (e.g., a supervisor holding increased privileged identities, or increasing shared privileged identities in the dyad) and increasing uncertainty about identities were negative, indicating potentially decreasing self-disclosure in group settings. One possibility for this finding is that, as supervisors hold an increasing number of privileged identities, they are

holding back in conversations because of concerns they will say or do something that comes across as prejudiced, aligning with research cited by Asakura and Maurer (2018) finding that white supervisors "lack comfort and competence" (p. 291) in talking about racial identities and dynamics with supervisees of color.

In contrast, coefficients of dyad identity orientations representing marginalized identities (e.g., supervisor holding increasing marginalized identities, or increasing shared marginalized identities in the dyad) and total shared identities were positive, indicating potentially increasing self-disclosure in group settings. This glimpse into supervisor verbal social identity communication beyond the 1-on-1 setting may open the door to understanding the influence of an alignment between supervisor verbal social identity communication 1-on-1 and group spaces, or misalignments.

Continuing with the DIOs, the variable "unsure," which represented the number unknown supervisor social identities, arose as statistically significant sporadically during modeling. Although not included in the presented models, it reached near significance several times and continues to be a point of curiosity. Knobloch and Solomon (1999) discuss *partner uncertainty*, which emerges when someone is unsure of an interaction partners "attitudes and behaviors." This variable may represent a way to tap into the relationship of uncertainty to other variables like PSCC, reported optimal distinctiveness, and reported psychological safety.

The construction of PSCC is something that needs to be better understood. Models were run to examine the relationships of communication and identity to PSCC, finding that before controlling for communication an increasing amount of marginalized supervisor identities with privileged supervisee identities had a statistically significant positive relationship to PSCC. The reverse occurred for increasing numbers of privileged identities, which was related to decreasing PSCC. Once communication was controlled for, something interesting happened. The strength and direction for dyads with increasing privileged supervisor identities saw little change in strength or significance, but for dyads with an increasing number of dimensions in which a

supervisor has marginalized identities and supervisees have privileged identities, there was a loss of significance and change of direction. This result seems to imply that, for supervisees with privileged identities, communication strongly moderates their perceptions of a supervisor PSCC when the supervisor has more marginalized identities. But for supervisees with marginalized identities, communication may only slightly moderate PSCC of supervisors with more privileged identities. Put plainly, privileged supervisees seem to have a high assessment of the PSCC of supervisors with marginalized identities, but it diminishes as a supervisor talks about social identities more frequently. Further, supervisees with marginalized identities report that communication reduces the negative perception that a supervisor's privileged identities have on PSCC.

Further examining this shift led to examining single dimension dyad identity orientation variables, rather than the cumulative variables, to see if there were specific identity dimensions influencing supervisee perceptions. Among those, the dyad identity orientation variable that signifies a racially privileged supervisee with a supervisor of color, showed a very strong statistically significant increase to PSCC, controlling for other variables. Going back to the model without communication, this relationship was also found. Controlling for this single dimension DIO in a simple model with only PSCC and the other DIOs did not remove the original statistically significant positive relationship between increasing supervisor marginalized identities and PSCC. This suggests that communication moderates the relationship between the cumulative variable form of increasing supervisee marginalized identities and PSCC, but that communication does not moderate the PSCC bump given to supervisors with marginalized racial identities by supervisees with privileged identities.

The interplay between communication, identity, and PSCC creates a potent mixture that played out with strong implications for the criterion variables of this study: reported optimal distinctiveness dimensions and psychological safety. In summary, all tested hypotheses received full or partial support from the models. Key takeaways are the influence of PSCC as a strong

moderator, and at times mediator, of reported communication and DIOs and their impact on reported salience, satisfaction, and psychological safety. It placed additional emphasis on the importance of culturally competent communication, particularly when it comes to dyads with greater identity differences present. Other future opportunities for additional exploration of this data include looking more at the different outcomes of a supervisor invoking social identities when it is unrelated or related to the work at hand, and an examination of interaction effects between communication types and DIOs.

CHAPTER FIVE: STUDY 2

This chapter details the qualitative study portion of my mixed methods research. A critical element to balance out quantitative research's limitations is to collect "humanizing" data that focuses on meaning-making and particularity rather than generalizability (Creswell, 2014). Given the nature of this dissertation's topic, and the focus on lived experiences of supervisees, having narrative elements and lived experiences was important. Based on the literature review, the following questions were posed:

Research Questions

RQ1. What approaches do supervisees say that supervisors use for 1-on-1 social identity self-disclosure and social identity related topic management?

RQ2. What separates helpful instances of 1-on-1 supervisor social identity self-disclosure and social identity topic management from harmful ones for supervisees?

RQ3. How is power a related element to supervisor-supervisee social identity conversations?

RQ4. What are supervisees' reported impacts on distinctness, satisfaction, and safety of helpful and harmful instances of supervisor social identity verbal self-disclosure and topic management?

RQ5. What are supervisees' reported impacts on distinctness, satisfaction, and safety when supervisor social identity verbal self-disclosure and topic management are not present?

RQ6. Do participants report feeling that social identity conversations between supervisors and supervisees are important and, if so, why?

RQ7. What do participants report are ways that supervisors can improve their capacity to engage in these social identity conversations?

RQ8. What differences, if any, exist between people two fields when it comes to reports of supervisors engaging in supervisor social identity verbal self-disclosure and topic management?

In keeping with the explanatory mixed methods approach, an initial review of Study 1 data took place to help inform interview question design and protocol drafting. Study 1 was designed to identify relationships between key constructs of perceived supervisor cultural competence, supervisor 1-on-1 verbal communication about social identities, and psychological safety and optimal distinctiveness. Study 2 was designed to contextualize the findings, and address the lingering questions, resulting from Study 1. Key follow-up questions brought forward were (1) why were time variables like duration of relationship and frequency of meeting not very influential in the data, (2) what else might be aiding the construction of perceived supervisor cultural competence, and (3) what other factors are influencing the likelihood and success of these conversations.

Method

IRB Approval

Documentation was provided to the University of Washington's Human Subjects Division (UW HSD) on July 3rd, 2020 including consent and confidentiality information as well as drafts of participant recruitment communications, pre-screening tools, and interview protocol. Approval with exempt research status from the UW HSD was received on July 8th, 2020.

Participants and Population of Interest

In keeping with the purpose of the study, recruitment of participants was focused on those working in social work and higher education settings. Given the imbalance of the two fields in Study 1 set it was important to have a better field balance for this stage of the dissertation. In addition to having an interview sample that was diverse and fairly representative

of those working in these fields, I wanted a mixture of professional levels represented in the interview sample, from graduate students to senior level staff.

Outreach and Enrollment

The number of 1-on-1 interviews was based on knowledge or theme saturation (Constantinou, Georgiou, & Perdikogianni, 2017), the point when themes have become apparent and no new themes are arising (Goldberg & Allen, 2015). In order to promote progress towards theme saturation, interview participants were pre-screened for experiences types which they felt they could speak to. Recruitment for the interviews was accomplished through (a) snowball sampling, and (b) a request following the Study 1 survey (all participants were invited to contact the researcher if they are interested in being interviewed). The majority of the interest in participating came from individuals who participated in the Study 1 survey, with approximately 30 survey participants asking to be contacted when the interview study was moving forward. This group's proportions of professionals and social workers mirrored that of the survey, with only about six of them being in the field of social work. Additional outreach to social workers was performed using organizational contacts established during Study 1 survey dissemination. This yielded additional social worker interview participation interest from five individuals.

Participant Pre-screening and Selection

All potential participants were contacted and asked to complete a screening tool in order to determine who to invite to interview. Of the 38 people invited (and reminded) to complete the screening tool (Appendix N), all did. The screening tool collected basic contact information, what field(s) potential interviewees had experiences in, their current professional level, and asked them to indicate experiences they had to speak to from the following list:

- A beneficial supervisory relationship that included your supervisor communicating about social identities 1-on-1.
- A harmful supervisory relationship that included your supervisor communicating about social identities 1 on1.

- A supervisory relationship where the supervisor failed to talk about social identities 1-on-1, or avoided the topic.
- A critical specific interaction with a supervisor about social identities where it went either really well or really poorly.
- Other (please specify)

Of those individuals, 26 came from higher education, 10 from social work, and 3 indicated they had experience in both settings. Further looking at the experiences of those three individuals made two of them more appropriate to count towards the social worker participants list, and one was more appropriate to count as a higher education participant. One individual, for instance, had worked full time in social work before becoming a social work faculty member and so had marked themselves as having had worked in a higher education setting, rather than having been a higher education professional coming through the higher education field's professional ranks.

After reviewing the screening information, initial requests were sent to a first wave of participants to schedule interviews and to provide consent and confidentiality information. These participants were diverse in terms of professional level and indicated on the screening survey that they had most varied types of experiences to share, increasing the likelihood that their participation would help me achieve theme saturation. This made for a final count of 14 participants from higher education and 11 participants from social work. Those participants not selected to move forward were informed that I would be conducting interviews and reaching out to schedule theirs if I needed additional participation. They were informed that they could let me know if they would prefer not to be contacted from this point forward. Two tables were created that include participant pseudonyms, personal pronouns, self-described salient social identities in a work setting, and current role. Table 30 provides background information on

higher education interview participants, and Table 31 provides background on social work interview participants.

Data Collection

Interview Script Development

Interview questions were developed through analysis of the survey data as well as inspired from a critical incidents approach, with questions focusing on events within the 1-on-1 supervision relationship that were particularly challenging or powerful for the supervisee (Planalp & Honeycutt, 1985). Ladany et al. (2005) used a critical incident approach effectively to examine challenging moments for supervisor-supervisee pairs, creating case studies for processing. This research set out to find positive critical incidents of supervisor 1-on-1 verbal communication about social identities, in addition to challenging ones.

The interview took a semi-structured approach, which allowed for a balance of consistency while providing occasion to pursue opportunities that could arise from participant responses, similar to other research (e.g., Urban & Van Eeden-Moorefield, 2018). Interview questions for supervisees centered on the use and perceived outcome of supervisor self-disclosure as well as topic management towards social identities of the supervisee, supervisor, or the dyad. Further questions explored who typically introduced the topic, how it was framed, and how both parties seemed to react to the discussions. As mentioned, additional questions were developed to gather participant insights into (1) the role power played in the supervision and the ability to engage in conversations around social identities, (2) how supervisor communication informed perceived supervisor cultural competence, (3) whether conversations between supervisors and supervisees about social identities are important, (4) how supervisors might create more opportunity for these conversations, and (5) for those who supervise, how their experiences with supervisors have informed their own approaches.

A full interview script (Appendix O) covering consent information, a brief summary of the research purpose, main questions, and follow-up probes was developed (Creswell, 2014).

The interview was pre-tested twice. The first pre-test involved going through the questions with someone outside of both the higher education and social work fields and who is also not in academia. Feedback on the wording of some questions was incorporated into the script, with a focus on using more lay-terms. The second pre-test was a full-length mock interview with someone in higher education who was not participating in the study, followed by a debriefing feedback session with them regarding the question wording and script. This resulted in clearer follow-up probes for the main questions.

Interviewing

In contrast to the survey, which asked supervisees to think of a single supervisor and respond to all questions thinking of that relationship, the interview allowed participants to tap into various supervisor experiences. This decision emerged from the very first interview with a participant who had also participated in the survey and was seeking clarification about the expectations for the interview. Deciding to move in this direction was very helpful for participants who were often able to provide contrasting examples, and it likely assisted in progress towards theme saturation.

All but one of the interviews were conducted between Monday, July 27th and Friday July 31st, 2020 using zoom video conferencing software. Interviews were scheduled for 45 minutes and were audio-recorded and transcribed for analysis. Detailed notes were taken and examined at the end of each interview day to assess for theme saturation.

Data Analysis

Data Preparation and Coding

After the conclusion of the interviews, audio transcripts needed to be corrected to more accurately reflect the actual dialogue. During this correction process, I was able to re-listen to each interview in its entirety and use my notes from the live interview to perform initial axial coding. Axial coding is a qualitative research process of generating themes by finding connections between participant responses (Punch, 2016). As codes developed, I revisited the

earlier interview transcripts to apply those codes where appropriate. At the conclusion of initial coding, paraphrased versions of the coded sections from interviews were entered into a sortable data sheet organized by the research questions to which they pertained to (i.e., power, self-disclosure, perceived supervisor cultural competence).

The paraphrased versions formed the bottom most granular and most descriptive level of coding. Once all items were in this spread sheet they were coded as either positive, negative, or neutral/observation responses. This allowed for easier theme identification. A series of next level codes were generated by listing key words such as “empathy” or “use of self,” or short phrases such as “not forcing reciprocity,” that captured the essential thematic components of the quote. These codes then informed the creation of the more major themes that form the basis for reporting the findings and discussion. Spitzberg and Cupach (1984) parsed the functionality of communication into *processes* and *outcomes,* so major themes were related to these two categories throughout the analysis.

This coding framework was then translated into a series of 13 hierarchical diagrams, one for each question, with separate diagrams for positive and negative experiences. Diagrams included preliminary codes and final codes, with the preliminary codes acting as a bridge from the raw data to the final codes (Saldana, 2009). Peer debriefing was used for verification and validity (Creswell, 2014). The peer holds a Master’s degree in higher education and serves as the director for a university academic advising center at a large community college in the northwest. They reviewed all code diagrams to see if the codes made sense and if preliminary codes fell under appropriate final codes. There was very high agreement with the coding alignments, although after an in-person debriefing, several adjustments were made to coding that helped improve the number, scope, and clarity of different theme categories. Finally, the revised coding scheme was provided to the peer along with a single interview transcript and instructions to code participant responses. Following completion of coding, an in-person debrief took place.

Findings

Findings from interviews are presented in two main sections, interspersed with participant interview quotations. The first section involves findings of reported supervisor communication forms, beginning with supervisor self-disclosure (SD) and then moving on to topic management (TM) towards supervisor identities, supervisee identities, and social identity differences and similarities in the dyad. The second section includes findings relating to reported power management, perceived supervisor cultural competency, and the importance of supervisors in these fields having conversations about social identities with supervisees. Then, in the discussion section that follows, I address how participant reports answer the research questions directly, invoke core theoretical concepts covered in the literature review, as well as introduce other relevant theories that help unpack participant experiences.

The findings from participant reports about supervisor self-disclosure and topic management fall into two categories, *processes* and *outcomes*, in accordance with Spitzberg and Cupach's (1984) work. A process approach views communication forms as a "behavioral sequence" resulting in outcomes that allow for the efficacy of that communication to be ascertained (Spitzberg & Cupach, 1984). For the purposes of this dissertation, *processes* contain themes derived from participant responses describing a supervisor's observed method and perceived purposes for communication forms. Outcomes related to effective communication include "communication satisfaction, feeling good, interpersonal attraction, interpersonal solidarity, relational satisfaction, relational trust, negotiation and conflict satisfaction, and certain forms of intimacy" (Spitzberg & Cupach, 1984, p. 137). For the purposes of this dissertation, outcomes contain themes derived from participant responses that describe the impacts of supervisor communication behaviors. Participant reports helped gain insights into both negatively perceived and positively perceived examples of processes and outcomes for each communication act. Accordingly, these findings are organized in the following order: (1)

positively perceived processes, (2) positive outcomes, (3) negatively perceived processes, and (4) negative outcomes.

Themes of positive processes fell into seven categories, with the relevance of each category having been demonstrated in previous research: (1) acknowledgement (Asakura & Maurer, 2018; Ladany et al., 2005; McKenna-Buchanan & Rudnick, 2015; Proctor & Rogers, 2013), (2) related to work and efficacy (Kempler, 1987; Knox et al., 2008; Ladany & Walker, 2003), (3) boundaries, norms, and expectations (Gilbert & Horenstein, 1975; Rosh & Offerman, 2012; Southern, 2007; St. Arnaud, 2017), (4) frequency and timing (Jourard & Lasakow, 1958; Wheeless & Gotz, 1976), (5) power management (Bennett, 2008; Hamovitch, Choy-Brown, & Stanhope, 2018; Ladany et al., 2005; St. Arnaud, 2017), (6) process attributes (Collins & Miller, 1994; Derlega & Chaikin, 1976; Ladany et al., 2005), and (7) outside 1-on-1.

Facets of negative processes also fell into six theme categories. Categories that overlapped with positive processes were (1) boundaries, norms, and expectations, (2) power management, (3) process attributes, and (4) other factors. New theme categories that were unique to negative processes, and also supported by recent scholarship, were (5) assumptions and bias (Fryberg & Martinez, 2014; Hair, 2015; Ladany & Walker, 2003), and (6) lack of discussion (Aloia, 2018; McKenna-Buchanan et al., 2015; Mikucki-Enyard, 2011; Shore et al., 2011). The theme of process attributes captures participant reports that fit both into the mezzolevel of “demonstrated skills” and macroscopic level of “traits/qualities” from Spitzberg’s (2000) communication competence literature.

Outcomes of positive (helpful) instances fell into six theme categories. Three of the outcome theme categories were also present as process theme categories. As process theme categories they captured participant responses regarding the behavior, function, or intent of a supervisor’s communication. They were derived from participant statements about the associated outcome, for example, the first theme category present in both is Boundaries, Norms, and Expectations. As a process theme category, it is captured by the preface “in order to

establish...," whereas as an outcome theme category it is "successfully established..." The other two categories to transition this way are (2) power sharing and management, and (3) role efficacy. The other three outcome theme categories are new and, as with the others, were confirmed by previous research: (4) developing intimacy (Mongeau & Henningsen, 2015), (5) enhanced safety, support, and satisfaction (Kruzich et al., 2014), and (6) increased or maintained salience/saliency (Gonzalez, 2016; McConnell, 2011).

Impacts of negative (harmful) instances fell into three theme categories. As before, the first category, "boundaries, norms, and expectations", is both a process and outcome theme category. The other two outcome theme categories for negative instances were also present as positive outcome theme categories, however different research has confirmed their relationship to negative experiences (2) reduced safety, support, and satisfaction (Mikucki-Enyart, 2011; Wood, 1982), and (3) increased salience / saliency (Schamder, Schmader, & Sedikides, 2018). Table 32 provides an inventory of the process theme categories, and Table 33 provides an inventory of the outcome theme categories, present for each communication form.

Table 32
Distribution of Process Themes by Supervisor Communication Form

	Positive				Negative			
Theme	Super-visor SD	TM Supervisor Identities	TM Supervisee Identities	TM Dyad Identities	Super-visor SD	TM Supervisor Identities	TM Supervisee Identities	TM Dyad Identities
Acknowledgement	X	X	X	X				
Related to work and efficacy	X	X	X	X				
Assumptions and Bias							X	
Lack of Discussion					X		X	X
Boundaries, Norms, and Expectations	X	X	X	X	X	X	X	
Frequency and Timing	X		X	X				
Power Management	X		X	X	X	X	X	
Process Attributes	X	X	X	X	X	X		X
Outside 1-on-1	X	X	X	X		X		

Table 33

Distribution of Outcome Themes by Supervisor Communication Form

	Positive				Negative			
Theme	Super-visor SD	TM Supervisor Identities	TM Supervisee Identities	TM Dyad Identities	Super-visor SD	TM Supervisor Identities	TM Supervisee Identities	TM Dyad Identities
Boundaries, Norms, and Expectations	X	X	X	X	X	X	X	X
Intimacy	X	X						
Power Sharing and Management	X	X		X				
Role Efficacy	X	X	X	X				
Safety, Support, and Satisfaction	X	X	X	X	X	X	X	X
Salience Saliency	X	X	X	X	X	X	X	

In some cases, themes are discussed both as perceived processes and outcomes, mirroring participant reflection on the purpose of a communication act and the outcome of that communication act. For example, self-disclosure with the perceived purpose of providing insights into the supervisor, and the actual outcome of a supervisee gaining insight into the supervisor due to self-disclosure are both noted. Although not all areas and themes were present for all communication types, what follows is an overview of the organization and relationships of themes.

Importantly, when participants discussed the negatively perceived processes of communication forms there were examples where they highlighted the absence of the communication act as being problematic and resulting in negative outcomes. This is a clear example of the communication competence microlevel factor, “presence/absence,” raised by Spitzberg (2000). This is distinct from instances in which the communication act was said to be present but experienced perceived negatively. The examples related to an absence of a communication behavior will be called out as a “lack of discussion” theme when it is applicable.

Given that these theme categories span the four communication forms, I considered collapsing the findings down into common elements. The decision was made to report the

findings within specific sections dedicated to each communication act, based on distinctions between the communication forms, and then to discuss them in a combined manner during the discussion section of this chapter. As a result of this choice, there is repetition between communication act sections (e.g., with participants assigning a “role modeling” label to positive instances of all communication forms).

A specific example of whether or not to combine communication act sections, or keep them separate, occurred between supervisor self-disclosure of social identities and supervisor topic management towards supervisor social identities. At times, interviewee responses to self-disclosure blended in with their experiences of a supervisor engaging in topic management towards supervisor identities. For instance, when a supervisor engages in topic management towards their own identities there can certainly be an amount of new or revisited self-disclosure of social identities.

In keeping with research cited by Greene, Derlega, and Mathews (2006), I decided to maintain verbal supervisor social identity self-disclosure and topic management towards supervisor social identities separately due to many participant reports of supervisor social identity disclosures that were spontaneous, indirect, incidental, or in response to a supervisee's own disclosures. These were distinct from instances of a supervisor managing the topic of conversation. An example of this indirect or incidental self-disclosure is a supervisor mentioning their spouse’s gender when talking about their personal lives, which was reported as a perceived disclosure of a supervisor’s sexual orientation. Alternatively, there were instances of topic management where supervisors invoked visible identities that did not require verbal disclosure (i.e., a physical disability). Despite the distinctions there are certainly transferrable elements of the processes and outcomes shared by participants between supervisor self-disclosure of social-identities and supervisor topic management towards social identities.

Supervisor Self-disclosure of Social Identities

This section details participant responses related to a supervisor self-disclosing information about their own social identities. As noted, sometimes the form of these disclosures blended with themes from supervisor topic management towards supervisor social identities; at other times, the disclosures were more distinct from topic management. I first present positively perceived processes, followed by positive outcomes. I then describe negatively perceived processes, followed by negative outcomes.

Positively perceived processes for supervisor self-disclosure. Positively perceived processes for supervisor self-disclosure of social identities include the following themes: (1) acknowledgement, (2) boundaries, norms, and expectations, (3) related to work and efficacy, (4) frequency and timing, (5) power management, (6) process attributes, and (7) outside of 1-on-1.

Acknowledgement. Participants shared instances of a supervisor simply acknowledging social identities, and this was perceived as positive because some participants felt that the norm would typically be to ignore them and not share their identities. Brienne, program director and social worker at a youth services agency in a large Western metropolitan area, shared that "when it's put out there, front and center it then creates this level of safety, or at least acknowledgement of where the lines of safety and trust are." Most often this acknowledgement was regarding invisible social identities such as marital status, learning disabilities, and faith. As mentioned, sometimes this was said to have happened incidentally or unintentionally in conversation. What at times blended self-disclosure and topic management, or distinguished instances from one another, was a degree of purposefulness and the invocation of social identities as part of a larger framed, both of which are more features of the discourse management strategies from which topic management come (Condon & Cech, 2010; Harwood et al., 2006).

Boundaries, norms, and expectations. Participants touched on a number of positive message content areas that fell within this theme. First, people discussed an appropriate sharing of experiences from both life and work. This helped normalize the importance and/or appropriateness of bringing one's self into the space. Second, participants mentioned a relaxing of boundaries evidenced by increasing depth of disclosure over the course of the relationship. Both of these first two points are demonstrated by the experience of Laura, a graduate student in a Northwestern social work program, as she talks about her supervisor's approach:

> ...seeing her interact with the clients and how she opens up to them made me realize that, like, I can do that too with my clients, and yes of course there are boundaries but asking her afterwards, like, "Hey, I saw that you talked to so and so about this topic. Like, where do you draw that line?" And seeing her talk about that and then open up with me in our 1-on-1 supervision on how... our agent identities kind of come off and how we may be perceived a certain way, based off of the way we either express them or the way that we hide them.

Laura's experience shows how her supervisor's approaches to self-disclosure normalize the use of self for her. Third, self-disclosure was perceived as intended to provide context about the supervisor that helped a supervisee know what they might expect or have to navigate. Examples of context include insights into the supervisor's (1) world view, (2) cultural competence level, and (3) priorities and approach to work. Participants noted that when boundaries appeared to open in both directions this was positive, as evidenced by a supervisor demonstrating reciprocity in response to a supervisee's self-disclosure (Dindia, 1988; Dindia et al., 1997; Gilbert et al., 1975; McCroskey & Richmond, 2000; McKenna-Buchanan et al., 2015; Prisbell & Anderson, 1980).

Power sharing and management. Self-disclosure by a supervisor was experienced positively when done in a way that did not create pressure for a supervisee to reciprocate with their own disclosure or feel pressured to ask follow-up questions of the supervisor. Felicia, a

student mental health case manager at a large Northwest public university, said about her supervisors approach to self-disclosure that “it made me feel like things were not off limits and I think it was an indicator to me that I could also share, and that that would be welcomed, but it was also done in a way that I didn't feel pressured to or required.”

Timing. Participants in both fields observed that 1-on-1 verbal social identity disclosure by a supervisor frequently took place during initial rapport building during the establishing of the supervisory relationship or working alliance. In some cases, these self-disclosures were said to have happened as early as during a supervisee’s interview for a position with the supervisor or when a supervisor was interviewing for their position. In speaking about her supervisor’s self-disclosures Alice, director of residential life at a small Mid-Atlantic private university, stated,

> ...having that first experience in my first position that it's normal...it was really like a sort of an understanding, a recognized conversation, like we talked about many parts of identity on a regular basis. So she modeled that that was an appropriate way to do things in that it really, of course it's not until years later, until I'm supervising myself that I really have been able to reflect appropriately and, like, how meaningful that was...

As with Alice’s experience, participant responses referencing positive supervisory relationships made it clear that regularity of self-disclosures was a feature, and that there continued to be self-disclosures throughout the duration of the relationship, often deepening over time.

Related to work and efficacy. Victoria, a licensed social worker in a Northwest metropolitan area shared her experience with a work-related use of self-disclosure by a supervisor:

> ...it was probably done very purposefully like the choice to share that self-disclosure piece in that moment. To assist in the, like, processing or reflection of what we’re discussing at the time. I’ve had a lot of conversations with supervisors and mentors about how to strategically use self-disclosure in the position.

Victoria's experience showcases both the work-related purpose of a supervisor self-disclosure, as well as how the practice itself was normalized for her as part of being effective in the role.

Process attributes. Participants associated the following keywords with supervisors who were perceived to use self-disclosure well: authenticity, consistency, intentionality, empathy, openness, trust, vulnerability, and role modeling.

Pennyworth, a mid-level manager in housing at a large university in a western metropolitan area, described a former's supervisors approach to self-disclosure that he found positive:

> So early on, it wasn't necessarily an expectation, it was more like "this who I am, and this is how I identify," and that was really, um, it wasn't like matter of fact, it was just kind of who they were, right. So it wasn't like they were categorizing themselves in one particular box... not only mentioned about their own experience growing up, and identifying as being, as coming out on her own journey, but being an ally and advocate for all communities and showing me that you can do that, whether or not you represent or are part of those communities...

Pennyworth's experience with this supervisor captures those elements of authenticity, openness, and role modeling that strongly influenced their own approach as a professional.

Outside dyad factor(s): Organizational culture. Another element from outside of the dyad that participants used to judge supervisor self-disclosure as positive was how it aligned with the organization or department's culture of openness and self-disclosure. Alice shared that "it really wasn't until that...first professional position when both my department talked a lot about race, and specifically my supervisor and I talked about our various experiences and when situations that happen how it might look differently through our various lenses." For Alice, her department's efforts were part of the context leading to her supervisor's self-disclosures in their 1-on-1 work together.

Outcomes of positively perceived processes for supervisor self-disclosure. Outcomes of positively perceived processes for supervisory self-disclosure of social identities include the following themes: (1) boundaries, norms, and expectations, (2) intimacy, (3) power sharing and management, (4) role efficacy, (5) safety, support, and satisfaction, and (6) saliency.

Boundaries, norms, and expectations. Participants shared several outcomes related to this theme. First, it helped establish boundary openness, reciprocity, and transparency in the dyad related to discussing social identities and set a tone of "seeing each other" (i.e., the whole person) as well as giving the supervisee an idea of what the goals of supervision might be at it related to sharing information about identities. Second, it "normed" the importance and appropriateness of social identity related conversations as well as their use with clients and students. Participants noted, for instance, that the nature of the fields of higher education and social work involved attending to identities of clients and students that a supervisor engaging in self-disclosure had demonstrated their alignment with the values of the profession. Third, supervisees expressed gaining insights into (1) supervisor world views, (2) supervisor cultural competence and self-awareness, and (3) invisible identities that supervisees might share (e.g., a faith background, gender identity, or sexual orientation) and seeking support on that was reported to have helped them develop expectations of consistency and safety related to future interactions with their supervisor.

Kevin, a licensed social worker in a Northwest metropolitan area, shared his view of an outcome of a supervisor self-disclosing social identities 1-on-1:

> I think that starts the conversation, right? It opens the conversation to be able to...for it to be okay to have those conversations around how our identities might be impacting us within the relationship, the supervisory relationship, and also within relationships with clients. Allowing that whole kind of world of conversation to be acceptable.

Kevin's experience demonstrates the endorsement and normalizing of this topic, and the future ability to be open about impacts, that resulted from his supervisor's decision to share their identities.

Intimacy developed. Participants reported that supervisor self-disclosure created a foundation of understanding that set the stage for future higher risk conversations. Tyler, assistant director of residential life at a large Mid-Atlantic public university, says "[t]o be able to hear her talk...I think added like a richness to our relationship. And I always appreciated when I felt like...she was sharing about...social identity things, about...her femininity and her racial identities. That was like almost a queue or a signal to me that she felt comfortable, and in our work to be able to be more open about that." Participants also reported that this led to more reciprocal self-disclosure and a greater "closeness" or intimacy, and this was particularly apparent when self-disclosures were not related to work.

Power sharing and management. Participants reported that a supervisor self-disclosing humanized their supervisor and reduced the power dynamic. Brienne shared that "...in a power relationship, you know, we have a differential, it can equalize it there. So again, it builds that, it builds that trust, or at least the understanding, you know. As far as like, does that play into every single interaction like consciously or intentionally? No, but I think it comes up contextually." Brienne, importantly, highlighted that for her this was not a global or permanent power reduction but, rather, more episodic. In some cases, power sharing was an experienced outcome as supervisees felt they had the ability to then engage in topic management by asking follow up questions or choosing to reciprocate.

Role efficacy. Participants reported that, as a result of supervisor self-disclosure, they developed greater fluency in conversations about social identities and trusted their supervisor more with social identity related information about clients and students. Sophia, an academic advisor at a large Mid-Atlantic public university, had this to say about her supervisor self-disclosing their social identities:

> They were able to talk about how their identities then reflected on some struggles that they have gone through and then it really opened my eyes to...be able to look at students more holistically and understand all the different identities that they're holding too, and how that can impact their progression through college. And that it's not all just black and white. That we really...there is this gray area that we can be flexible and then we can be accommodating to students.

Sophia shares here how her supervisor's self-disclosure about their identities and personal experience helped her grow and more clearly see the importance and impact in client/student facing work.

Safety, support, and satisfaction. Supervisor self-disclosure resulted into greater trust fostered, heightened safety particularly around shared identities, increased sense that the supervisee can be fully themselves in the supervisory relationship, and elevated satisfaction due the qualities displayed by the supervisor. Nadine, an Assistant Director of Student Affairs at a small Mid-Atlantic public university, shared her experience learning about an invisible shared social identity of a supervisor:

> Like I usually, I will disclose it to my supervisors, it's just a matter of when. But when he disclosed that [diagnosis] it, it made it, confirmed for me that he would be supportive of what I needed, no matter what. And I've not had a supervisor that hasn't been supportive, and I've never questioned if it was because they are supposed to, because it's the law, but in this instance that was never ever something that crossed my mind.

Nadine's experience conveys that increases sense of safety that gained as a result of the supervisor sharing their experience. In addition to the personal risk and vulnerability that supervisees make experience, there is also a relationship between this openness and why they are drawn to the work and being satisfied in the work. Derrick, Assistant Director of Residential Life at a large Mid-Atlantic private university, shared his own thoughts on the importance of supervisor self-disclosure to this satisfaction:

> I do this work because I like to be with people, I think that if I wanted a sterile depersonalized work environment, I would have gotten an MBA and be working in a Chase Bank right now. Like I'm here because I wanted those connections and so having a Supervisor sharing of themselves...allowing that space to say, you know, here's my humanity, here is my Identity, here's what informs my worldview. That is...that that's incredibly meaningful. It's incredibly tied to my satisfaction doing human service work.

Derrick's experience is a powerful reminder of the personal motivations that can undergird supervisees' work and how that informs their expectations and desires from supervision.

Saliency. Participants reported that supervisor self-disclosure increased the salience (or awareness) of their own identities in their client/student facing work, the salience of identities conveyed by the supervisor as central to the supervisors lived experiences, and any shared identities with the supervisor. Alice, a Director of Residential Life at a small Mid-Atlantic private university, shared the outcome of her own past supervisor self-disclosure on her level of self-awareness and the saliency of her identities:

> I think her disclosure and her comfortability with talking about her identity, plus, you know, this larger ex, the larger environment experience helped me really come to, come to terms and even come to awareness around my identities which I think then has played out over the course of the, like, the intervening years. Has made me more self-aware as a person. And then I think subsequently as a supervisor. And so I really credit. A lot of my own personal development as an adult and and as a, as it relates to social identities and social justice because of those relationships, that I think is huge to put on, that's a huge impact from one person.

Alice's experience demonstrates the potential that positively perceived supervisor self-disclosure can have for a staff member as they hone their own professional skills and self-awareness.

Negatively perceived processes for supervisor self-disclosure. Negatively perceived processes for supervisor self-disclosure of social identities include the following

themes: (1) lack of discussion, (2) boundaries, norms, and expectations, (3) power, and (4) process attributes.

Lack of discussion. Participants shared that a lack of discussion was evaluated negatively. Jessica, human resource manager focused on organizational learning and development at a large Northwest public university, said,

> ...with the lack of disclosure it sent a message that it was not really all that important. That their identity, particularly an identity with power wasn't all that significant in their thinking. And by extension, um, it was that my identities weren't then going to be important to them.

Jessica's experience clearly carried implication not just for whether the topic was important, but also the sort of support she expected to receive in the future. Participants who shared this also observed it to be particularly challenging if both members of the dyad shared privileged identities, a lost opportunity for growth to take place.

Boundaries, norms, and expectations. A supervisor not maintaining good awareness of boundaries and self-disclosing information that feels too intimate for the type, or closeness, of the relationship was experienced negatively. A supervisor self-disclosing reciprocally seemingly out of obligation, was also evaluated negatively. As was a supervisor holding to very rigid boundaries, especially if they hold multiple privileged identities, and not being open to discussing or answering follow up questions about something they have disclosed. Rashdia shared his experiences with supervisors who have self-disclosed something that was concerning only to shut the conversation down:

> [I]f you take them up on what they're saying and kind of ask some more questions or you offer some ideas that should definitely not threaten, like, the meaning of what they're saying. It feels like there's like a hidden meaning to it because they don't engage that or like they kind of just... like they're more interested in what they're saying. And then the subject changes and nothing ever happens or... It's just a feeling of like the... the

> unspoken here is that nothing is going to change. Nothing should change. We can't have a real conversation about this, and they always have plausible deniability that it's being worked on and that they're not a racist. And on some level, they believe all this but it's impossible to talk. Like there isn't, there's, there's no insight.

Rashdia highlighted both the uncertain boundaries management of a supervisor opening the door to a topic and then not being willing to engage further on it, an option available to a supervisor who holds power in that relationship.

Power. A supervisor utilizing self-disclosure that appears to be aimed at forcing or pressuring reciprocity from a supervisee was perceived negatively, particularly with positional power. Supervisors self-disclosing a social identity, particularly a privileged one, in order to question or resist supervisee perspectives, or to justify their own perspective, was negatively evaluated and felt to be a way of exerting power in the relationship. Kara, a graduate student in a Mid-Western higher education master's program, described this as a "really privileged and powerful way to kind of squash a conversation out more than anything, [and] not continue to explore social justice dynamics."

Process attributes. Participants associated the following qualities with supervisors when reflecting on negatively perceived instances of supervisor self-disclosure of social identities: awkward, obligatory, resistant, praise-seeking, and performative (i.e., superficial, lacking significance or reflection). Rashdia described a negative experience with a supervisor disclosure as "very unsolicited, so it kind of feels a little like they're doing. I don't know how to explain this in clinical terms, but they're doing a thing." Rashdia is specifically talking about the artificiality of a supervisor self-disclosing social identity information without any relevance to their work, and unprompted.

Outcomes of negatively perceived processes for supervisor self-disclosure.

Outcomes of negatively perceived processes for 1-on-1 supervisor self-disclosure of social

identities include the following themes: (1) boundaries, norms, and expectations, (2) perceived supervisor cultural competence, and (3) attributions, safety, and salience.

Boundaries, norms, and expectations. Confusion arises about how to navigate a supervisor, or what to expect from them, when self-disclosures are not accompanied by context or rationale. Kara, a graduate student in a Mid-Western higher education program, shared that she came to "expect a lot of barriers and walls, which then ended up being true for the entirety of the year... anytime social justice was brought up as a topic. It was always kind of 'well, again, I'm a white male, and so we don't need to do that.'" Kara found that her supervisor self-disclosing identities in order to control the conversation would become a norm of their work together. In this same theme, participants reported that initial resistance to self-disclosure and reciprocity led participants to expect future interactions to have barriers.

Perceived supervisor cultural competence. Participants shared that self-disclosures without context or reflection led to questions and concerns about a supervisor's level of cultural competence. Ramona, a licensed social worker in a Northwestern metropolitan area, described how a social identity disclosed by her supervisor resulted in her having concerns:

> The Christian thing I will say, I mean, that was one of many things that made me really question his clinical skills...that and many other things made me feel very judgmental about what I perceived to be his clinical skills, and I wouldn't, I wouldn't say it was the Christian thing alone. It was the trans comment. Although the Christian thing alone did make me feel like, "Oh, I wonder if this other stuff is going to crop up" and then it did.

In a case like Ramona's a supervisor self-disclosing something that could lead them to be biased towards a client/student or staff member results in a heightened salience and vigilance on the part of the supervisee (e.g., a supervisor with a strong religious background mentioning they struggle with supporting LGBTQ+ clients/students).

Attributions, safety, and salience. Participants shared several outcomes of attributions, safety, and salience. First, participants construed lack of self-disclosure on the part

of the supervisor to mean that their identities were not salient in their daily work. A specific example from a participant specified that lack of discussion of sexual orientation or relationships led them to assume their supervisor was heterosexual and that it may not be safe to talk about their own LGBTQ+ identity. Several other participants noted they would not feel safe sharing negative social identity related workplace experiences with a supervisor in the absence of demonstrated supervisor self-disclosure. Second, a diminished sense of safety was reported when supervisors were seen to awkwardly, or out of obligation, reciprocate supervisee self-disclosures. Van, currently a licensed marriage and family therapist and professional clinical counselor in a large Western metropolitan area, shared an experience like this:

> I shared that I interned at the LGBT Center. So then [he] shared that he secretly is bisexual but doesn't share that with anyone, and then just waited for me to share. And then asked, you know, why am I interested in this population. And I just said it was it was convenient [and] It was by my home, because I no longer felt safe to share any of my identities.

Van reported feeling that this supervisor was fishing for information about Van's social identities, increasing Van's sense of risk. Third, diminished safety and heightened salience of social identities following a supervisor reportedly invoking privileged identities and experiences as normative and implying marginalized experiences were abnormal or fringe, examples of instances that would likely invoke identity contingencies on the part of the supervisee.

Summary of self-disclosure findings. This section presented the themes resulting from participant responses related to a supervisor self-disclosing information about their own social identities 1-on-1. First I presented positively perceived self-disclosure processes, followed by positive self-disclosure outcomes. I then presented negatively perceived self-disclosure processes, followed by negative self-disclosure outcomes. Participant responses regarding 1-on-1 supervisor social identity self-disclosure resulted in 106 coded items for positive processes/outcomes, and 25 for negative processes and outcomes.

Within positively perceived processes the theme area of "boundaries, norms, and expectations" showed the most nuanced responses, conveying that supervisees gained the most insights into their supervisor and a sense of what to expect in the future from this area. Within outcomes of positively perceived processes there was a more balanced distribution of themes across many categories. So, whereas participants gravitated towards a particular appreciated approach of supervisor 1-on-1 social identity self-disclosure, the reported positive outcomes are a fairly evenly distributed set of outcome themes.

Negatively perceived processes of 1-on-1 supervisor social identity self-disclosure resulted in a fairly even number of themes within the categories of boundaries violations, palpable power, and a lack of social identity self-disclosure. Outcomes of negatively perceived processes for 1-on-1 supervisor self-disclosure of social identities showed a strong focus on the outcome area of "attributions, safety, and salience," with many responses focusing on supervisees assigning significance to a supervisor *not* engaging in self-disclosure. Overall, participants gravitated towards a particular negative outcome theme where they made meaning of a lack of supervisor 1-on-1 social identity self-disclosure but were more evenly distributed in their assessments of what constituted negatively perceived processes related to supervisor social identity self-disclosure.

Supervisor Topic Management towards Supervisor Identities

This section details participant responses related to a supervisor directing the topic of conversation towards their own social identities. As noted, this is at times blended with themes from self-disclosure, and at times it is more distinct. In this section, I first present positively perceived processes, followed by positive outcomes. I then discuss negative perceived processes, followed by negative outcomes.

Positively perceived processes for topic management towards supervisor identities. Positively perceived processes for topic management towards supervisor social identities include the following themes: (1) acknowledgement, (2) boundaries, norms, and

expectations, (3) related to work and efficacy, (4) frequency and timing, (5) power management, (6) process attributes, and (7) outside of 1-on-1.

Acknowledgement. Supervisors directing the conversation towards their own social identities in order to acknowledge privileged identities and experiences was evaluated positively. Sam, a resident director at a mid-sized Mid-Western private university, shared a positively received experience with a supervisor acknowledging their marginalized identities, saying "she is sharing those things with me...to open up to me and tell me how her work has been affected by, or how she shows up in spaces, and how her identities influence her work." This reported acknowledgment approach by Sam's supervisor, more of an "FYI" approach, gave Sam a piece of information that she felt helped her understand working with her supervisor better.

Boundaries, norms, and expectations. Instances of reported supervisors' topic management towards their own identities were perceived positively when message content normalized. These instances regarded (1) "use of self" in the work, (2) the importance of social identity conversations and perspective taking, (3) discomfort, (4) mistake making, and (5) a holistic "whole person" approach. Supervisors were also perceived positively when they seemed to be doing this in a way that made incremental increases in depth or intimacy. Felicia shared an example of this positive incremental approach:

> like, here's the initial setup, like I'm going to share...maybe I as a supervisee share something about family and you had something relevant to share about family, and now I know that that's okay to talk about family. And then how do you peel that back and go one layer deeper, if appropriate, you know, and I think as a supervisor engages in well I'm gonna...share equally and then I'm going to share one more layer...from myself, that let me know as a supervisee know that, if I want, I can share one more layer too.

Also, as with self-disclosure, participants evaluated topic management towards supervisor's own identities positively when they felt it was intended to provide insights into the supervisor's (1) worldview, (2) efforts to grow their own self-awareness, and (3) intent to convey their cultural

competence. Topic management regarding a supervisor's own identities was evaluated as positive when previous self-disclosures had established a foundation for it as a norm, and supervisors reciprocated supervisee self-disclosures so as to have openness in both directions.

Related to work and efficacy. Several instances where supervisors were perceived to be invoking their own identities effectively in order to enhance or emphasize work related conversations were shared by participants and took two forms: First, to help supervisees develop greater fluency and comfort in social identity related conversations, including how to use their own identities and experiences to be effective, and, second, a supervisor leveraging their own identities and lived experiences to examine factors influencing a supervisee's workplace experience, including student/client interactions. Kevin shared a strong example of his supervisor's approach to leverage their own social identity:

> If there, you know, was a client, particularly that we were discussing that maybe held a similar identity as my supervisor. It may be one where they're going to reflect on their experiences within that identity and be able to kind of, maybe, you know, provide some context for me, or just allow for space to be able to discuss how that kind of identity may impact the client or may have impacted them in ways that I maybe wouldn't know.

Kevin's example shows the value supervisees report in a supervisor utilizing their own experiences and social identities to help a supervisee frame something they are grappling with at work.

Finally, a supervisor using their own identities to challenge supervisee perspectives that may impede supervisee role efficacy was also seen to be a positive approach. This in particular is dependent on the positionality of the supervisor and supervisee. In examples where participants shared that the supervisory held mostly privileged identities or was a using a privileged identity to challenge supervisees it was evaluated negatively. When a supervisor held marginalized identities, however, and used these to provide context and challenge supervisee preconceived notions, it was experienced as positive and as an investment in supervisee growth.

Process attributes. Qualities associated with supervisors whose topic management approach towards their identities was perceived positively were: role model, consistent, warmth, vulnerability, authenticity, and integrity (i.e., alignment between 1-on-1 interactions and other area of work like group discussion). Despite a supervisor demonstrating these qualities in different spaces and with different supervisees, the reported value of it remained high, as Alice observed in reflecting on a relationship with a "good" supervisor:

> I can assume that she was probably having similar types of relationships with my peers. Certainly she had multiple people that she was surprising, but...the salience of those identities, and which conversations we were having were specific to me, so that showed me that she was willing to be vulnerable and and help build trust.

This quote helps demonstrate that it is possible to maintain a strong reputation of authenticity and genuineness even if consistently using an approach, such as being open, rather than the disclosure of a supervisor's social identity becoming less potent or helpful as it shared with more people.

Outcomes of positively perceived processes for topic management towards supervisor identities. Outcomes of positively perceived processes for topic management towards supervisor social identities include the following themes: (1) boundaries, norms, and expectations, (2 power sharing and management, (3) role efficacy, and (4) safety, satisfaction, and intimacy.

Boundaries, norms, and expectations. Outcomes related to this theme that resulted from positive instances of supervisor topic management towards their own identities were (1) openness and willingness to talk about social identities, (2) establishing the priority and appropriateness of these conversations for the work, (3) cementing the expectation that this would be a regular topic raised by the supervisor, (4) supervisees expecting to be seen as a whole person moving forward, and (5) normalizing honesty and discomfort as elements of future interactions.

Felicia shared how her supervisor directing the conversation towards their own social identities helped to establish a norm for her:

> It gives me more perspective about who I was engaging with, not just a boss but a human and... and I think... that perspective allows me to see where we might be coming at something really differently and how that could both be challenging and wonderful.

Felicia's experience is similar to other participants that reported gaining important context, such as their supervisors' identities and intersections of identities, supervisor level of cultural competence, and what workplace elements are salient for their supervisor, to navigate future interactions.

Power sharing and management. Supervisees feeling a sense of agency in choosing whether to reciprocate or not was an outcome of positively evaluated instances. Pennyworth recounts an experience with his supervisor directing the conversation towards their coming out process:

> [T]hey had come out and they were telling me about their process, but also leaving me space. It was almost like "I'm sharing this with you, like, I trust you and our relationship and now I'm sharing this with you" it was very, was very much of a safe trusting space that they had...very much setup.

Pennyworth's supervisor came from a counseling background, and actively worked to create a dynamic in 1-on-1 supervision where Pennyworth felt he had the agency to share his own experiences and manage the topics of conversation.

Role efficacy and saliency. Participants reported that they gained valuable practice that made them more capable in social identity related conversations with clients/students, including their ability to engage in perspective taking. During her interview, Victoria shared that her supervisor directing the topic of conversation towards their own identities "helped me to increase my knowledge and understanding of how social identities look different, you know, with different culture and life experiences." Also, a supervisor directing the conversation to their

own identities reportedly increased the saliency of a supervisee's own personal social identities converting into increased self-examination and understanding.

Safety, satisfaction, and intimacy. Positive experiences with this type of topic management we said to have increased supervisees' sense of connection to their supervisor and their overall satisfaction; it also was seen as allowing them to be vulnerable and themselves with their supervisor without having to justify themselves. Kevin, for instance, noted that his supervisor's discussion of their own social identities gave him a sense of safety:

> We're able to discuss those things and be able to kind of kind of bumble at times for my, my own identities, or be able to make mistakes, or be able to ask questions that I might not typically ask...I can mess up here and that's okay.

Kevin reported feeling that his supervisors own bumbling and openness with understanding of their identities role modeled the safety of the dyad.

Negatively perceived processes for topic management towards supervisor identities. Negatively perceived processes for topic management towards supervisor social identities include the following themes: (1) power management, (2) process attributes, and (3) outside of 1-on-1.

Power management. Negatively evaluated processes for supervisor topic management towards their own identities include a supervisor bringing the topic up but maintaining total control over any elaboration or continuation of the topic, as illustrated by Brienne's experience:

> I feel like it even heightened the power differential in the way that she was using her own identity as a way to almost exert power over or undermine my experience. That I, I really didn't...agree with it and, and you know there were opportunities to talk about it, but it still felt like "Okay, thank you." It wasn't like a "yes and" open situation.

Brienne's experience also illuminates the way that the supervisor can convert social identity and hierarchy into a level of expertise and authority that is evaluated negatively by supervisees.

Process attributes. Qualities associated with supervisor's negatively-evaluated processes of directing the conversation towards their own identities include (1) lack of integrity (i.e., misalignment between actions and words 1-on-1 and in other settings), (2) lack of follow-through, (3) lack of intentionality, (4) seeking praise (for self-awareness or engaging in self-work), and (5) when directing the conversation towards the supervisors identities was felt to be superficial. Ramona shared her disappointment with this superficial aspect during her interview remarking that for a past social work supervisor identity has "always been a mention, [but] not the subject of conversation."

Outside dyad factor(s): Outside of 1-on-1. Participants reported that supervisor engagement in organizational/departmental and group level conversations about social identity had a direct bearing over their evaluation of their supervisors' efforts 1-on-1. If a supervisor appeared disengaged or disingenuous in group settings, this translated to participants' reported lack of trust in their supervisors 1-on-1. Another fascinating occurrence was when a supervisor used 1-on-1 time with a supervisee to process their experiences related to social identities in the organization but still doesn't see or acknowledge the importance of social identities for the dyad with the supervisee. Pam, a Disability Resource specialist at a county social work agency in the Northwest, had this to share about her experience with that:

> He brought his, the fact that he was African American into the politics that he navigated so he would often share about how it was to be the only black director in these meetings right and like how that affected him but he wasn't able to bring it into our supervision...I knew that that affected his work, but he wasn't able to make the connection that, to actually bring it into my supervision and acknowledge that I was a white woman, and he was a black man, and we were doing the supervision thing together. And what did that mean.

Pam's experience demonstrates that a supervisor engaging in topic management of any sort may have that communication measured against their other efforts to engage their supervisee on

similar topics. In some ways it further highlighted for Pam the things that weren't be talked about rather than what her supervisor might have been trying for.

Outcomes of negatively perceived processes for topic management towards supervisor identities. Outcomes of negatively perceived processes for topic management towards supervisor social identities include the following themes: (1) attributions, safety, and satisfaction, and (2) saliency.

Attributions, safety, and satisfaction. As with self-disclosure, a supervisor failing to talk about their social identities was interpreted by participants as meaning social identities were not salient to how they experience the workplace. Pam described not only her experience but what she observed of her colleagues that shared her same supervisor:

> I could have been myself as long as I was either mainstream or stereotypical...but I couldn't deviate more from that, and I watched people in the same supervisory relationship, who are LGBTQ, struggle.

Participants like Pam reported feeling uncertain they could be themselves given the lack of perceived supervisor openness. Again, this lack of topic management towards supervisor social identities translated to what supervisees considered a lack of safety to disclose their own identities or to disclose difficult workplace experiences related to social identities.

Saliency. Participants reported that they felt an increased salience of their own social identities when a supervisor's social identities were not a topic of conversation in situations where those social identities were an element of how the supervisee experienced that workplace situation. Jessica shared that after a difficult interaction with a supervisor that made gender particularly salient for her, the supervisor's identity as a man and the gender differences in the dyad went unacknowledged and "the lack of...sort of awareness, or steering a conversation, or asking a question [by the supervisor] led to "I don't I don't fully belong here in this...organization" and making her even more aware of those identities in future interactions.

Summary of supervisor topic management towards supervisor social identities 1-on-1. This section presented the themes resulting from participant responses related to a supervisor directing the conversation towards their own social identities 1-on-1. First I presented positively perceived processes of supervisor topic management towards supervisor social identities 1-on-1, followed by positive outcomes of supervisor topic management towards supervisor social identities 1-on-1. I then presented negatively perceived processes of supervisor topic management towards supervisor social identities 1-on-1, followed by outcomes of supervisor topic management towards supervisor social identities 1-on-1. Participant responses regarding supervisor topic management towards supervisor social identities 1-on-1 resulted in 77 coded items for positive processes/outcomes and 17 for negative processes and outcomes.

As with self-disclosure, findings within the theme area of "boundaries, norms, and expectations" showed the most nuanced responses for positively perceived processes, conveying that again supervisees gained the most insights into their supervisor and a sense of what to expect in the future from this area. There was again a more balanced distribution of themes across many categories within outcomes of positively perceived processes. So, whereas participants said that they gravitated towards a particular appreciated approach of supervisor topic management towards supervisor social identities 1-on-1, the positive outcomes are a fairly evenly distributed set of themes.

Negatively perceived supervisor topic management towards supervisor social identities 1-on-1 mirrored the balance of theme distribution seen with negatively perceived 1-on-1 supervisor social identity self-disclosure processes. Specifically, there was a fairly even number of themes within negatively perceived process categories, and outcomes of negatively perceived processes for supervisor topic management towards supervisor social identities 1-on-1 showed a strong focus of participants on the outcome area of "attributions, safety, and salience," with many responses focusing on supervisees assigning significance to a supervisor not engaging topic management towards supervisor social identities. Again, this showed participants reported

that they gravitated towards a particular negative outcome theme where they made meaning of a lack of topic management towards supervisor social identities but were more evenly distributed in their assessments of what constituted negatively perceived processes related to topic management towards supervisor social identities.

Supervisor Topic Management towards Supervisee Identities

This next section details participant responses for instances of a supervisor being seen as directing the topic of conversation towards supervisee social identities or, in some cases, failing to do so. I first present positively perceived processes, followed by positive outcomes. I then describe negatively perceived processes, followed by negative outcomes.

Positively perceived processes for topic management towards supervisee identities. Positively perceived processes for topic management towards supervisee social identities include the following themes: (1) acknowledgment, (2) boundaries, norms, and expectations, (3) related to work and efficacy, (4) frequency and timing, (5) power management, (6) attributes of process, and (7) outside of 1-on-1.

Acknowledgment. Positively evaluated instances of supervisor topic management towards supervisee identities are associated with supervisors acknowledging that (1) supervisees are individuals rather than representatives of entire groups, (2) supervisees are experts in their own lives, (3) supervisees bring unique and valuable perspectives, and (4) supervisee identities influence their experiences in the workplace. Importantly, acknowledgement could also be present as the challenging of privileged identities, as in Kevin's experience:

> I was talking about working with a gay identified female client, and talking about kind of some struggles in understanding kind of the situation that was going on and, and my supervisor, you know, kind of jokingly and but also kind of like seriously saying "Kevin, of course, you're never going to understand this client, you're a straight white man, you know?"...And it was a very helpful way to kind of remind myself that that there is going to be limits at times to kind of the knowledge that I can have and the empathy that I can

> provide...kind of snapped me out of a kind of way that I think I was thinking about working with this client.

While this supervisor's communication was meant to challenge Kevin about his privileged identities it was shared by Kevin as a positive example because it was perceived to be supportive and about being effective. Kevin's experience also may be an example of countertransference, encompassing a broad suite of therapist reactions to clients' feelings and thoughts, as well as reactions to the actual experiences of the client (Gibbons, Murphy, & Joseph, 2011). Countertransference has various types, and Kevin's sense of struggling could be considered an example of *cultural countertransference*, defined by Perez-Foster (1998) as misinterpretations that occur in therapy dyads where there are "significant cultural differences" (cited in Bennett, 2008, p. 103).

Boundaries, norms, and expectations. Supervisors who reportedly used previous supervisee self-disclosures as a content guide to navigate supervisee boundaries and comfort zones with bringing up supervisee identities were also positively evaluated. Nadine shared an experience with her supervisor directing the conversation towards identity when bringing up how her students were responding to her leadership and her identity as a Woman of Color:

> [T]he conversation was painful because it was recognizing that I had failed, and I hadn't done as well as I had hoped and that clearly I was not doing what was needed, but it didn't get me down in the way that in previous positions and previous job experiences where I feel like that type of interaction did...it goes back to the level of like openness and trust that he established with me.

When the supervisor creates a norm of openness, as in Nadine's case, then topic management towards supervisee identities can be evaluated positively as can situations when it wasn't seen as unidirectional or limited only to the supervisee's identities.

Related to work and efficacy. Participants, particularly those from social work, emphasized the importance of topic management towards supervisee identities being related to

the work at hand. Participants shared how a supervisor bringing up supervisee identities could be an important safeguard against burnout and recognizing vulnerabilities, as was the case for Van, who said,

> I shared like the difficulties of, like, engaging in the emotional labor, which I didn't quite have that language for, and the pain and exhaustion that came from it...I admired how this person could work even harder than I was, but still not like be so drained and then they brought it to my attention...I'm engaging in emotional labor which has to do with my own identities and that's going to be a lot more like soul draining. That felt very like empowering because it was less about there being a problem with me. And more about the reality of what was happening.

For Van, this supervisor brought up Van's identities to help illuminate the contextual and situational factors involved, alleviating the sense of personal fault that Van was experiencing.

Other work-related purposes demonstrated by supervisors when bringing up supervisee identities include (1) unpacking client/student and supervisee dynamics, (2) help supervisees find opportunities for growing in self-awareness such exploring privileged identities, (3) to learn more about a supervisees motivation, and (4) to help supervisees understand how their perspectives and workplace experiences may shaped by their identities.

Frequency and timing. When supervisors were consistent and regular in their approach invoking supervisee social identities it was perceived positively. Kevin shared that his own supervisor "really continued to circle back to this and then invited me in a very kind of appropriate way to engage, and notice [my] hesitancy at times, and talked about that too."

Power sharing and management. Participants observed that a supervisor initiating these conversations can help supervisees by taking the pressure off of them to bring up a difficult topic and having to overcome the positional power dynamic of the dyad. Victoria shares her experience with a supervisor using topic management to create an opening to discuss her disability which put her in a high risk category for COVID-19:

> ...[I]t just took an incredible like pressure and weight off my shoulders and it made me feel comfortable disclosing that much sooner on in the process, because as somebody who's relatively young I was debating whether or not to say, to ask for all of those things.

Victoria's experience highlights that a supervisor's power to direct the conversation may be a helpful strategy when supervisee don't feel able initiate a topic. Supervisors were also seen as managing power effectively when they maintained their supervisees' agency to establish boundaries around this kind of topic management.

Process attributes. Supervisors who engaged in this effectively were described as: authentic, demonstrated genuine care, offered supportive challenging, role models, and integrated knowledge into practice. Halle, an Assistant Dean for Housing at a mid-sized Southern public university, shared her experience with her supervisor and why that quality of integrating knowledge was important to her as a Women of Color with a white male supervisor:

> ...not only is he recognizing, but he's he's acting on them. So I think that's, that's a huge difference. It's one thing to know and, and just not doing thing about it. It's another thing to know and then actually incorporate that knowledge into your ability to lead or supervise.

Halle's experience with her supervisor established, for her, a sense of her supervisor having an ongoing commitment to learning and seeing that learning funneled back into his supervisory practices.

Outside dyad factor(s): Outside of 1-on-1. As with Halle's experience, supervisors who are seen to be doing self-work, who are engaging consistently in group and 1-on-1 discussions about social identities, and who are infusing that commitment into their other work are received more positively when they direct the topic of conversation to their supervisee's social identities. Nadine shared her experience with her current supervisor:

> He's a white male, and all of his supervisees, except for executive assistant, we're all female [with] varying degrees of sexual orientation, of racial and ethnic backgrounds, but

> it's been very interesting because he's behaved exactly how I would hope somebody in a position of privilege would behave...he really is intent on having not just really strong dialogue, but actually taking action.

Nadine highlighted this supervisor's approach beyond the 1-on-1 as a contributing factor to her positive evaluation of his 1-on-1 directing of the conversation towards her social identities.

Outcomes of positively perceived processes for topic management towards supervisee identities. Outcomes of positively perceived processes for topic management towards supervisee social identities include the following themes: (1) boundaries, norms, and expectations, (2) role efficacy, (3) safety and satisfaction, and (4) saliency.

Boundaries, norms, and expectations. Participants reported that supervisors who did directed the conversation towards supervisee social identities effectively established it as a normal/appropriate dyad topic. They also shared that it increased supervisee interest in future conversations, such as with Halle who said her supervisor's approach "makes me feel more open to sharing and more open to discussing." Successful supervisor approaches also created the perception/expectation that these conversations would continue and that these discussions went in both directions with supervisees able to direct the topic of conversation potentially towards their supervisor's identities.

Role efficacy. Participants reported that they gained (1) increased depth and nuance of self-awareness and capacity for self-examination, (2) a model of how to facilitate similar conversations with clients/students while navigating a balance of safety and discomfort, and (3) how to use their own lived experiences to try and understand others' experiences. Jennifer shared that positive supervisor initiated conversations about the Jennifer's social identity "have helped me figure out how to frame some of those conversation [with students]."

Safety, satisfaction, and saliency. When supervisors were seen to be transparent about the purpose of directing the conversation towards supervisee identities it maintained participants sense of safety. Understandably, participants reported an increase in saliency of

identities brought up in conversation by a supervisor, but that it was experienced positively when done well and in contrast to having their identities ignored. Kevin describes this increase salience as "maybe more nuanced awareness or...depth of awareness or more kind of complex awareness." Also reported was that having a supervisor take interest in their identities made participants feel "seen." Several participants reported that supervisors directing the conversation towards their identities effectively reduced their thoughts of leaving their role or organization.

Negatively perceived processes for topic management towards supervisee social identities. Negatively perceived processes for topic management towards supervisee social identities include the following themes: (1) lack of discussion, (2) assumptions and bias, (3) boundaries, norms, and expectations, and (4) power management.

Lack of discussion of supervisee social identities. As with topic management towards supervisor identities, a perceived lack of discussion of supervisee social identities was evaluated very negatively. This was true of participants from both fields. Specific instances where lack of discussion was felt to be particularly harmful were when (1) a supervisee has already disclosed it is salient for them in their experience, (2) it may be an influential factor in the supervision dynamic, and (3) it may be relevant to an issue the supervisee is having with client or student.

Rashdia, referenced earlier, shared his experience of having a very salient immigrant background, feeling that it is critical to who he is, and having it ignored in the supervisory dyad:

> [I]t's a little alienating, you know, it's just like you're working with people who are not going to ever like wonder where you're from, or ask some of the questions that like kind of give humanity to a person and, like, I think they don't realize they're not doing that. And maybe they're intimidated. But like, it feels like they're not because then they'll talk to me about like random stuff like vacationing there or the news. So, it feels like they're not too scared to talk about it...It doesn't feel great to not be asked...It's not hard to find

> out from me that like I lived there for a large time in my life. So, one would think that would lead to questions of, like, "what's that like for you? What's it like being Iranian or like dual citizen or like immigrating back to United States?"...those are like very hardcore lived experiences that just like in the work context no one seems to be very interested in and, I mean like just generally that's alienating but also in supervisory relationships, it's not particularly fulfilling.

Rashdia's experience is a powerful reminder of, not only how central social identities can be to people historically, but also that identities may hold significance for supervisees as they have workplace interactions and in some cases even why they do what they do, like Rashdia who identifies as someone who was a social work client in his youth.

Assumptions and bias. When it is present, participants said that topic management towards supervisee identities was harmful and problematic when it was seen to demonstrate that a supervisor made assumptions, such as what activities or communities a supervisee is engaged in because of a social identity, probing for assumed trauma as motivation for being in the role, or putting words in a supervisees mouth about their own feeling or lived experiences. Similarly, comments by supervisors that highlight identities, such as sexist gendered comments, social identity based humor, or tokenizing supervisees by asking them to speak for a group, are all negative examples of a supervisor directing the conversation towards supervisee identities. Brienne's experience captures several layers of this experience:

> I was supervised by an LCSW in an LGBT service organization, a person identified as white cis-gender heterosexual woman, and in the context of a relationship she knew that identified as a queer cis-gendered women and we were, we would discuss clients and...there were times when either she would defer to me as sort of the expert of all LGBT people and sort of like, have to be the representative of all of my social identities and/or she would challenge me in the way that I was either perceiving or working with a situation based on me not being able to see past my own bias because of my shared

> identity experience with the population and...the one thing that sort of both of those situations had is that in this situation she really saw LGBT people as like this monolith.

Brienne later went on to describe this as a "weaponizing" of her social identities in such a way that it seemed to undercut her credibility when working with clients. It is possible Brienne's supervisor was wary that Brienne was experiencing a type of countertransference called "empathic disequilibrium" that involves "overidentification, overidealization, enmeshment, and excessive advocacy" (Southern, 2007, pp. 286-287), but, for Brienne, the supervisor's approach overshadowed whatever their intent may have been.

Boundaries, norms, and expectations. Directing the topic towards supervisee social identities is also evaluated negatively when it is seen to cross established topic boundaries. Laura shares her experience with a supervisor becoming invasive and presumptive with their questioning about Laura's motivation to be in social work asking "were you abused? Did you experience trauma?" When norms and expectations have not been established to set a precedent for social identity conversations, a supervisor directing the focus of conversation towards supervisee identities can be experienced negatively. Additionally, participants report that when a supervisor treats the topic overly casually this too is seen negatively.

Power management. When a supervisor maintains control over the discussion of a supervisees own social identities it is evaluated very poorly. Stephanie describes her experience with a supervisor doing this as "I have to follow and abide by her rules and...what she wants to talk about."

Outcomes of negatively perceived processes for topic management towards supervisee identities. Outcomes of negatively perceived processes for topic management towards supervisee social identities include the following themes: (1) boundaries, norms, and expectations, (2) intimacy, (3) safety, trust, and satisfaction, and (4) salience.

Boundaries, norms, and expectations. Participants shared several outcomes of harmful or ineffective instances of topic management towards supervisee identities. In response

to these experiences supervisees (1) modify boundaries to avoid further misuse of their identities by the supervisor, (2) develop a fixed view of their supervisor and determine they will not get the support they need from their supervisor, and (3) end up in a position of having to "teach up" to develop their supervisor and feel used for their supervisors own growth.

Ramona described her own experience of how a supervisor showed up negatively in a conversation about her identities:

> [H]is shock and awe at me telling him different things about South Asian culture as if like we're zoo animals and, I'm getting mad thinking about this now, I don't think I realized I was mad about this. You know that that shock that he displayed when learning about my culture. Just made me feel like so many things that he was the wrong supervisor for me, that he was the wrong supervisor for what I was trying to accomplish that he he was never going to be a person who could actually help shepherd, you know, greater awareness.

Ramona's narrative shows her own arrival at a point of seeing a supervisor as a fixed entity with limited cultural competence and resignation to the fact that the relationship would not provide any more to her.

Intimacy stagnation. Intimacy stagnation was shared by participants specifically as an outcome of a lack of discussion of supervisee identities. In reflecting on the lack of continued relationship development Rashdia says,

> ...for me it was like I was there to like get something out of it. Like I was there to get through something. So it was like... you just update your strategy on how you're going to get through it to the other end.

Rashdia's go on to say that that stagnation results in a supervisor lacking knowledge of their supervisee, and providing uninformed supervision and direction. Pam shared that lack of discussion of her identities likely meant that the supervisory experience would be "surface level and nothing deeper."

Reduced safety, trust, and satisfaction. Participants shared feeling a loss of safety when a salient social identity went ignored. Being in a "teaching up" position with a supervisor, what is known as a *regressive dyad* (Chang et al., 2003), was also associated with a reduced sense of safety and satisfaction. There was a considerable amount of reported uncertainty about how to proceed when harmful topic management towards supervisee identities took place. Some supervisees said they were unsure how to restore safety and didn't feel that they could be themselves. Kara, a graduate student in a Midwestern higher education program, captured this uncertainty when sharing her experience with a supervisor who only seemed to reference her social identity through humor:

> [T]here was like a point where I became like very hyper-aware of being gay and like mentioning it a lot. And then I would sway to like never mentioning it for like a single four weeks in a row, you know, it was like a pendulum like I didn't know where to land.

In some cases, a supervisee, like Kara, said that they tried to modify their engagement to regain control. In Kara's case, she was not sure how to best find the equilibrium point (Brewer, 2012). In addition to this "belonging" uncertainty, participants reported a loss of trust for their supervisor when the supervisee lacked the power to control when their own social identities were discussed or when information about their lived experiences or background were received by the supervisor with shock or surprise.

Salience. When salient social identities were seen to have been ignored, participants reported that it would increase the saliency of that social identity within the dyad. Jessica shares that:

> a supervisor is present when an experience happens as it relates to disability that is exclusionary, and every time, maybe not every time but frequently, I had hopes that a supervisor would be aware of that moment, and if not interrupt it be able to loop back and talk about it and that never happens.

Jessica's experience of waiting for a supervisor to direct the topic of conversation towards a salient identity made her more vigilant about whether this supervisor would advocate for her needs in the in the future and highlights how this communication strategy is also part of responsible supervision.

Summary of supervisor topic management towards supervisee social identities 1-on-1. This section presented the themes resulting from participant responses related to a supervisor directing the conversation towards the supervisee's social identities 1-on-1. First I presented positively perceived processes of supervisor topic management towards supervisee social identities 1-on-1, followed by positive outcomes of supervisor topic management towards supervisee social identities 1-on-1. I then presented negatively perceived processes of supervisor topic management towards supervisee social identities 1-on-1, followed by outcomes of supervisor topic management towards supervisee social identities 1-on-1. Participant responses regarding supervisor topic management towards supervisee social identities 1-on-1 resulted in 52 coded items for positive processes/outcomes, and 40 for negative processes and outcomes.

Unlike 1-on-1 supervisor social identity self-disclosure and topic management towards supervisor social identities, themes related to positively perceived processes of topic management towards supervisee identities did not cluster around "boundaries, norms, and expectations." The categories of "acknowledgement," "related to work and efficacy," and "outside of the 1-on-1" became important positive process theme categories influencing a positive assessment of topic management towards supervisee social identities by participants. Within outcomes of positively perceived processes there was again a more balanced distribution of themes across many categories.

Negatively perceived processes of supervisor topic management towards supervisee social identities 1-on-1 showed a balanced theme distribution, with a newly emergent theme category of "assumptions and bias." Outcomes of negatively perceived processes for supervisor

topic management towards supervisee social identities 1-on-1 showed an emphasis of participants on the outcome area of "reduced safety, trust, and satisfaction." This area of findings related to a specific supervisor social identity communication act had the most heavily negative responses compared to the balance of examples shared by participants for other actions, although it still had a slightly higher proportion of positive examples that were shared.

Supervisor Topic Management towards Dyad Social Identities

This next section is the last of the reported communication forms. As opposed to the previous sections that were focused on the discussion of social identities of a single individual, this section deals with topic management towards social identity differences and similarities in the dyad. I first present positively perceived processes, followed by positive outcomes. I then describe negatively perceived processes, followed by negative outcomes.

Positively perceived processes for topic management towards dyad social identities. Positively perceived processes for topic management towards dyad social identities include the following themes: (1) acknowledgment, (2) boundaries, norms, and expectations, (3) related to work and efficacy, (4) frequency and timing, (5) power management, (6) process attributes, and (7) outside of 1-on-1.

Acknowledgment. Participants shared a variety of positively evaluated acknowledgement of social identities in the dyad that ranged from general and vague to more specific. Paul, an assistant dean at a small Mid-Atlantic religious university, shared his experience with a supervisor more generally acknowledging difference:

> Yes, my supervisor, I worked for one year at SCHOOL NAME after graduate school. I was supervised by a really, really awesome woman who for lack of a better word, kicked my ass more times than I can count, in the best possible way. But she was the one who said, you know, look, we share a lot of identities, we're both white, we're both middle class-ish, were both, you know we're both advocates and allies for a lot of different positions. But

> at the end of the day, you are still a cis-gendered male, and I'm this kind of a gender non-conforming woman. And that means something.

Paul's supervisor was said to set the stage for both members of the dyad to be mindful of the difference and ready for future conversations to understand the significance of it. This is an example of a supervisor cultural competence domain known referred to as "process" where the dyad's own dynamics around cultural competence are explored (Ladany et al., 2005). Other positively evaluated means for acknowledging different shared by participants included acknowledging that experiences within social identity groups are also diverse, that members of the dyad are likely to experience their workplace, and conversations together differently because of social identities they both hold.

Boundaries, norms, and expectations. As in Paul's experience, some supervisors' approach is to prepare the dyad for future conversations. Practicing reciprocity as a norm was also highlighted several times as a positive supervisor approach identified by participants, and that occurred for topic management towards dyad social identities as well.

Related to work and efficacy. More often than not, participants related positive instances to a work-related purpose, such as discussing client/student situations. Participants described supervisors as trying to foster skills in their supervisees related to perspective-taking and comfort in having dialogues about social identity to ensure supervisees could help identify potential dynamics in the supervisory dyad. Van sums up this responsibility to discuss dyad identities up by saying,

> the supervisor relationship is not just to make sure that this person is not doing harm, but it's to also help teach the person to be the best clinician that they can be, and if we're ignoring these different parts of one's identity, whether it's gender or race or age or ableism...then we might be missing things that are really important to the other person that could help them with their own internal growth.

At times discussions of social identities in the dyad involved processing shared privileged social identities, and at other times processing how their social identity differences gave them varying perspectives on an issue.

Frequency and timing. Participants identified consistency of these conversations as a positive factor, as was discussion of dyad social identities early on in the supervisory relationship following some more basic relationship development. Brienne shared that she has observed it "as they're setting up the supervisory relationship," whereas Rashdia reported feeling that it is best after establishing solid "task-relevant" support. Although these views differ in the timing, both participants highlighted consistency as an important factor.

Power sharing and management. As with the other communication forms, behavior reflecting supervisee agency was highlighted as a factor in positively evaluating supervisors bringing up dyad social identities in conversation. Jennifer, a graduate student in a mid-Western higher education graduate program, shared a clear example of her supervisors approach to this:

> Even having a supervisor that just says, "hey, you don't have to share if you don't want to, but I just wanted to know, is there anything that might be a barrier for me to understand your experience based on, like, my identities. This is how I identify, and where can I meet you?" and if someone's not comfortable sharing, "oh I'm non-binary. I'm still trying to work that out." They don't have to. And they can very easily say that's a conversation I don't want to have right now, but I'll let you know. If I'm ready to have it check in with me in a couple months, like, that completely flips the dynamic.

In addition to the approach that Jennifer's supervisors uses (i.e., making it clear that the supervisee has control over their own boundaries) are approaches such as (1) supervisees being empowered as experts in their own life, and (2) having topic management power shared with supervisees so that they know they can invoke the social identities of the dyad with as much latitude as the supervisor. Brienne observed that treating a supervisee as an expert in their own

life parallels client centered practices in social work that position the client as the expert on their own lived experiences.

Process attributes. Supervisees used the following words to describe supervisors who effectively brought up dyad social identities in conversation: conversational/organic, direct, humble, avoids assumptions, and role modeling. In keeping with the quality of "conversational," Felicia described her supervisors rolling approach to bringing in their social identities:

> I remember talking about all sorts of things. I think it was a lot of conversational stuff. I remember talking about family, for example, which led to conversations about parents and socio-economic statuses, and race and ethnicity and religion and faith and I think talking about marriage, and which led into identity talk, about sex and gender, and inevitably as children came into the picture into sexual orientation.

Felicia goes on to say that she learned from this supervisor that "casual" and "organic" didn't have to mean "without intention" and that a supervisor can still convey care and investment while keeping things comfortable and fluid.

Outside dyad factor(s): Outside 1-on-1. Participants identified supervisor follow-through as a positively supporting factor that influenced their assessment of their supervisors' engagement with them on topics of social identities in the dyad. Halle shared that her supervisor demonstrates efforts to be "actively aware of things and trying to actually do something about it and do something with the privilege he has instead of just being aware." Halle tied this commitment outside of the 1-on-1 as a key element that allowed for discussion of dyad identities 1-on-1 to be successful.

Outcomes of positively perceived processes for topic management towards dyad social identities. Outcomes of positively perceived processes for topic management towards dyad social identities include the following themes: (1) boundaries, norms, and expectations, (2) power sharing and management, (3) role efficacy, (4) safety, support, and satisfaction, and (5) saliency.

Boundaries, norms, and expectations. The establishment of topic boundaries, a norm of transparency, and an expectation that these would be regular conversations were all associated with positive evaluations of a supervisor directing the conversation towards shared or different social identities in the dyad. Many participants observed that regularity was key to maintaining efficacy and comfort with social identity conversations. Pam summed up the dynamic with her own supervisor who ensured the topic of dyad social identities got regular airtime this way: "I feel like she brings her identity into the room and my identity into the room so often that neither of us have to acknowledge or know that it's there, that it's just how we operate."

Power sharing and management. Participants reported that when done well by supervisors, topic management towards dyad social identities results in supervisees feeling they too have the purchase to direct the conversation towards dyad social identities, or as Brienne puts it "leaving it up to the person to...disclose what feels relevant."

Role efficacy. Increased self-awareness, comfort and fluency with dialogues about social identity, and learning better "use of self" were all reported outcomes related to role efficacy mentioned by participants when a supervisor was seen as skilled at directing the conversation towards social identities in the dyad. Alice shares that,

> for four years, I didn't even think about the fact that we were having these conversations and to reflect now on, you know, without like diving into my white guilt, I think about how easy it is not to have these conversations. But when I was in it, how easy it was to have them.

Alice's experience demonstrates that a supervisor being seen to consistently and positively ensure that dyad social identities are discussed provides ongoing skill maintenance for supervisees.

Safety, support, and satisfaction. Participants reported feeling enhanced safety and satisfaction, a sense they could be themselves, that they could be more vulnerable, and that

they were likely to be supported rather than dismissed or invalidated in the event of a negative experience related to a social identity. Victoria found social identity conversations with her supervisor about dyad identities "reaffirming and comforting" and that,

> it also let me know that, you know, anytime I'm struggling with particular work situation. Even if it's not about that kind of topic that the way that she has handled those conversations, you know, just reinforced for me that that she is an incredibly good resource to have with any kind of challenge that I'm facing.

Victoria's experience shows that this sense of support cultivated by having social identity conversations can extend beyond seeking support for workplace experiences related to identity.

Salience. Increased salience in the form of greater self-awareness and active monitoring of dyad dynamics was associated with supervisors' positive processes for discussing dyad social identities with supervisees. Van shared that positive instances of a supervisor initiating conversations about social identities made Van "very aware of my identities, but...in an integrating embracing of, like, these identities, [and] they provided me with skills and lenses that I maybe may not have had for the work that I'm doing." In these cases, the increase in salience from topic management towards dyad identities did not result in a negative hypervigilance, just as the positive approaches did not activate negative identity contingencies (Cohen & Garcia, 2008).

Negatively perceived processes for topic management towards dyad social identities. Interestingly, in this area of topic management, participants focused on the absence or inconsistency of discussing dyad social identities 1-on-1 as the negative instances, rather than highlighting specific inappropriate or harmful processes for attempting the discussions. Negatively perceived processes for supervisor self-disclosure of social identities include the following themes: (1) lack of discussion, (2) frequency, timing, and inconsistency, and (3) outside the 1-on-1.

Lack of discussion. In this area of topic management there were two distinct types of lack of discussion mentioned. The first type focused on shared social identities in order to avoid difference. In sharing their experience as a gender non-conforming supervisee trying to engage their cis-gender heterosexual male supervisor on the topic of gender, Jennifer said that "when he got a little bit uncomfortable about the whole gender conversation, it went back to the 'this [socio-economic status] is something I'm familiar with, this is something I know you empathize with, let's kind of talk about that.'" Jennifer's supervisor appeared to find safety in a shared identity, and this was experienced negatively by Jennifer, while the supervisor may have thought he was finding a positive point of connection. The second type of "lack of discussion" experiences shared by participants involved supervisor avoidance of the topic of social identities altogether or avoiding a specific social identity.

Frequency, timing, and consistency. Negative themes in this area include (1) an absence of discussions of dyad social identities, (2) an initial conversation but no return to the topic, (3) the supervisor maintains sole controller over the timing and frequency of the topic, and the process attribute of "inconsistency" on the part of the supervisor. Thinking of a past conversation about dyad social identities, Stephanie mentioned that her supervisor "brought it up once and...it didn't seem to come up again." In this case, the initial interaction entailed Stephanie's supervisor observing that as a Black identifying supervisor they had never supervised a white supervisee before. This set Stephanie up to expect it to be a feature of their work together, and the fact that it was never raised again made this interaction a negative experience for her ultimately.

Outside dyad factor(s): Nature of the field. Participants remarked that the nature of the field was a strong influence on a negative assessment of the absence of discussing dyad social identities. Brienne explains that the field has "all of these basic tenants of setting up a social work client-social worker relationship, and then not necessarily having that with your

supervisor....it can create just this disconnect." For Brienne and other participants, this presents an unfortunate irony.

Outcomes of negatively perceived processes for topic management towards dyad social identities. Outcomes of negatively perceived processes for topic management towards dyad social identities include the following themes: (1) boundaries, norms, and expectations, (2) intimacy, (3) power sharing and management, and (4) safety and support.

Boundaries, norms, and expectations. An acceptance of uncertainty about seeking support from a supervisor due to the lack of talking about social identities in the dyad was an outcome reported by participants. Van described this expectations as arriving at the mentality that a supervisor was now just "a stepping stone," and Van further shared that when "facing so many obstacles and barriers and that I just have to take what I can get."

Intimacy. Stagnated relationship development was a noted consequence of not engaging on the topic of social identity in the dyad. Nina, a mental health therapist and licensed social worker at a youth and family services agency in a western metropolitan area, had very few examples of instances where her supervisor had engaged in any of these behaviors 1-on-1. Rather than move on with the interview, however, I asked Nina if this absence of 1-on-1 dialogue held any significance to her, and here is her response:

> Yeah, it is, it is eye opening, because although we've talked about it in groups, and she encourages us to talk about it in our sessions. She hasn't brought it up in a 1-on-1 meeting. And our social identities are, you know, it's a part of strongly of who we are. And I think it's probably held us back in knowing one another and understanding one another.

Nina's response demonstrates how the lack of topic management and self-disclosure could be perceived as impacting intimacy and trust development, both of which could be indicators of a stronger supervisory alliance.

Power sharing and management. Participants shared that the absence of these discussions, or if they were unidirectional, made them feel that they would not be able to share experiences or advocate for themselves. Highlighting this, Laura shared that,

> [the supervisor] definitely took the reins...when she just briefly mentioned like having to shower and hotel bathrooms...and then when I would follow up. It was like, just shut off completely. Like, whereas for her it is like, "were you abused? Let's delve deeper" and I was like, "whoa, like, okay, like, that's fine. Everyone delve deeper, but like I also want that [to be] reciprocal."

Laura felt that her supervisor's approach to bringing up their own social identities but not allowing for any discussion, while simultaneously expected Laura to be open about her life experiences, was harmful.

Safety and support. Participants reported that negative instances of a supervisor directing the conversation towards dyad social identity differences or similarities made them feel that it was not safe to be themselves, and unsure that they could seek support from their supervisor. Regarding discussing social identities of the dyad, Kara shared that,

> "I had to hide almost because when it was brought up. It was either shut down or sometimes it was joked about me being gay, which was...very uncomfortable as I was the only one gay person on his staff to even begin with."

Kara's experience demonstrates that, faced with being further isolated, she chose to be silent, consistent with the spiral of silence (Rios & Chen, 2014).

Summary of supervisor topic management towards dyad social identities 1-on-1. This section presented the themes resulting from participant responses related to a supervisor directing the conversation towards the dyad's social identities 1-on-1. I first presented positively perceived processes of supervisor topic management towards dyad social identities 1-on-1, followed by positive outcomes of supervisor topic management towards dyad social identities 1-on-1. I then presented negatively perceived processes of supervisor topic

management towards dyad social identities 1-on-1, followed by outcomes of supervisor topic management towards dyad social identities 1-on-1. Importantly, participant responses regarding supervisor topic management towards dyad social identities 1-on-1 resulted in 78 coded items for positive processes/outcomes and only 14 for negative processes and outcomes.

Like topic management towards supervisee social identities, themes related to positively perceived processes of topic management towards dyad identities did not cluster around "boundaries, norms, and expectations." The categories of "acknowledgment" and "related to work and efficacy" were significant positive process theme categories influencing a positive assessment of topic management towards dyad social identities by participants. Within outcomes of positively perceived processes there was a more balanced distribution of themes across many categories. Negatively perceived processes, as well as negative outcomes, of supervisor topic management towards dyad social identities 1-on-1 showed a balanced theme distribution across a small number of categories.

Power Management

Participants were asked in what ways they had experienced a supervisor reduce or intensify the power dynamic in a 1-on-1 meeting setting. Participant responses were coded and organized initially into power reducing and power intensifying categories; however, some responses given by participants described elements of the supervisor-supervisee power dynamic that are inherent to an employment setting, or were shared observationally. Those responses are provided first.

Inherent power and observations. Inherent power and observations pertained to aspects of the power dynamic that can be expected in the vertical supervisor-supervisee dyad.

Participant examples. Participants shared that the following factors or experiences contribute to an inherent power structure in supervision: (1) supervisor power over employment/internship status, (2) supervisor power to evaluate and give feedback formally, (3) supervisee lack of power to hold supervisor accountable, (4) supervisor control in urgent or

sensitive client/student situations, (5) supervisor authority for final decisions, and (6) size of organization. Accordingly, Sophia highlighted the "the ultimate decision making power" supervisors have, and Victoria observed that supervisors "still have to command a certain amount of respect and like portray that authority."

Participant observations. Two observations were shared widely by participants. The first is that various dyad identity orientations can flip, reduce, or emphasize structural or positional power dynamics. Derrick shared that in his experience with a supervisor shutting him down after Derrick raised a concern about some workplace jokes that it "incredibly spread the power differential between straight man and queer man." This is in line with research showing additional power in the supervisory dyad associated with white identifying supervisors (Proctor & Rogers, 2013). The second is that the balance of interaction types (i.e., social identity conversations, personal topics, transactional exchanges) with a supervisor will also influence staff experiences.

Reduction of power. This section details ways in which supervisors were perceived to successfully reduce the power dynamic. Themes include (1) boundaries, (2) power sharing and management, (3) topic management, (4) process attributes, and (5) other factors. I also include a brief description of outcomes of perceived reduction in power.

Boundaries. Supervisors opening up and engaging in self-disclosure of past experiences, and reflecting on growth and mistakes with a supervisee, helped humanize supervisors and reduce the power dynamic according to participant reports. Victoria shared that, if supervisors "steer the conversation towards...areas they feel their areas of strengths are or their areas for growth," it makes them more relatable. Additionally, when supervisors honestly and openly shared how they are doing, it was also identified by participants as a humanizing and power reducing behavior. Lastly, respecting supervisee boundaries, described by some participants as "meeting them where they are at," was seen as a way that supervisors avoided intensifying a power dynamic.

Power sharing and management. Participants identified a number of ways that supervisors empower, share/lend power, and manage power with their supervisees. Supervisors reportedly empower supervisees when treating them as experts in their own lives, maintaining supervisee agency to disclose or reciprocate disclosures, and recognizing supervisees for their contributions and value. Supervisors reportedly share power with supervisees by collectively processing workplace issues, allowing supervisees to manage topics, including supervisees in discussions and decisions, and soliciting and advocating for supervisee ideas. Rashdia said that positive power management by supervisors has involved asking "What do you think about this, what do you think like we should do, what do you think I as a manager should be doing about this to support that." Moreover, supervisors will sometimes clarify positional power by explaining the supervisors' scope of authority or helping a supervisee see the full scope of their own.

Topic management. Participants indicated that supervisors who intentionally acknowledge hierarchy and power, acknowledge social identities and positionality, and engage in purposeful rapport-building help to reduce the power dynamics they have with their supervisees. Sophia captured this powerfully, saying,

> Having that from the very beginning, an understanding that we have differences and similarities, we may relate or not relate in certain situations, but to come from a, like a, basic understanding that we're here, like, this is our purpose to come together and work towards helping students, then we can have better communication and through that.

Sophia's perspective demonstrates the importance of supervisor willingness to engage in conversations about social identities, both for the functioning of the dyad and for the work supervisees do that is client/student facing.

Process attributes. Participants associated the following qualities with supervisors who successfully reduced the power dynamic in 1-on-1 supervision: collegial, collaborative, transparent, and takes responsibility. Sophia expressed this well, saying she felt less hierarchy

due to “openness and feeling like I was an equal in that relationship because of the transparency, and because of them always asking for feedback and always asking for, what do you think we could do in this department.”

Other factors. Office setup and choice of meeting location were both shared as contributors reducing power dynamics. Specifically, Halle highlighted that supervisors choosing not to meet in their own offices, or not remaining behind their desk for 1-on-1 meetings, reduced power. Also shared was a supervisor’s ability and efforts to positive influence organizational culture through their role that according to participants fed back into the power dynamic experienced with that supervisor.

Outcomes of reduced power dynamics. Participants reported that reduced power dynamics improved the following: (1) communication, (2) identification with each other, (3) mutual respect, and (4) enhanced sense of safety.

Reinforcing power. This section details participant observations of perceived power reinforcement by a supervisor who is enhancing the power dynamic in the dyad. It includes the themes of (1) boundaries and topic management, (2) safety and support, (3) process attributes, and (4) other factors. The section finishes with a brief synopsis of participant observed outcomes of power reinforcement.

Boundaries and topic management. Participants described several ways that supervisors exert tight control over topics and boundaries. The first is a supervisor reportedly restricting interactions to task focused and transactional interactions, an example of topic management that can also include avoiding topics as much as selecting them (Harwood et al., 2006). The second is a supervisor emphasizing their self-styled accolades such as their tenure, title, education, or credentials, exemplifying interpersonal control, one of communication accommodation theory’s sociolinguistic strategies (Willemyns et al., 2003). Somewhat relatedly, a supervisor correcting a supervisee without seeking any explanation or insights into what informed supervisee decisions. Brienne described her experience with a supervisor:

> I feel like it even heightened the power differential in the way that she was using her own identity as a way to almost exert power over or undermine my experience...I didn't agree with it and and you know there were opportunities to talk about it, but it still felt like "Okay, thank you." It wasn't like a "yes and" open situation. It was very like "no, I am, I'm the expert as your supervisor, I'm the clinical person here...I'm the, I'm the expert in the room.

Brienne's example also touches on another theme mentioned by participants: the use of supervisee social identity in order to question supervisee judgment. Power was also experienced as intensified when supervisors kept control over conversation topics, made accusations, or tried to compel disclosure or reciprocity.

Safety and support. Explaining away supervisee experiences and concerns, rejecting inclusive practices like sharing pronouns, such as in Van's experience, or a supervisor stating that they are not equipped to support a supervisee with a given social identity were all examples given that reflect power-intensifying communications related to a supervisee's sense of safety and support.

Process attributes. Supervisors who were perceived to increase the power dynamic in 1-on-1 settings had the following characteristics associated with them by participants: (1) directive, (2) micromanagement, (3) dismissive/minimizing, and (4) lacking empathy. Apparent defensiveness towards feedback, new ideas, and discussions about privilege were also highlighted by Jessica.

Other factors. Participants listed "body language" as well as speaking tone and volume as additional ways that supervisors intensified the power dynamic in a 1-on-1 setting. Outside of the 1-on-1, participants identified a supervisor's ability to shape organizational culture negatively through their role to exert additional power and engagement in "culture policing" (i.e., supervisors calling out people for not be in line with their expectations). Derrick shared in his interview an experience with trying to challenge gender norms and his supervisor

responding with “we don't really talk like that here.” This was an immediate indication for Derrick that this was not a supportive environment for him.

Outcomes of increased power dynamics. As a result of experiencing heightened power dynamics with a supervisor participants reported the following outcomes: (1) fear of initiating certain topics of conversation, (2) being less open with their supervisor, (3) avoiding supervisor when possible, and (4) supervisee has to adapt to or try to manage supervisor’s boundaries.

Summary of power management. This section presented the themes resulting from participant responses related to a supervisor’s management of power dynamics within the supervisory dyad. I presented themes related to inherent power and observations, followed by themes of power reduction, and then themes related to a supervisor reinforcing power. Unanimously, power reduction related to positive outcomes for participants in regards to their sense of safety and satisfaction, whereas power enhancement diminished safety and satisfaction. Participant responses regarding power management resulted in 21 coded items for inherent power and observations, 41 coded items related to power reduction, and 51 coded items related to a supervisor reinforcing power.

Power reduction approaches by supervisors were distributed across five theme categories, but there was a very large clustering of participant responses around “power sharing and management.” Power enhancement approaches by supervisor s were distributed across four theme categories, however “boundaries and topic management” had the largest representation among participant response. In this area, the supervisor maintained control of both the conversation topic and its focus on the supervisee.

Perceived Supervisor Cultural Competency (PSCC)

Participants were asked how theirs supervisors’ communication choices may have informed participants’ perceptions of their supervisors’ cultural competence. Responses have been coded and organized into high and low perceived supervisor cultural competence areas.

Higher PSCC. The following section covers participant observations about contributors to higher PSCC, followed by outcomes of higher PSCC. The themes were (1) boundaries, (2) frequency and timing, (3) power, (4) topic management, (5) process attributes, and (6) outside of 1-on-1.

Boundaries. Supervisor openness, use of strategic disclosure, increasing depth over time, and demonstrating that social identity to be an appropriate topic of conversation were all associated with supervisors perceived by participants to have high perceived cultural competence. Alice shared that:

> In the times when I've had supervisors who have either disclosed like individually, or... lived in who they are and shared their identities, I absolutely felt more bought into them as supervisors and leaders, and also believed that they had a more holistic and inclusive view of the work and the world.

This openness by the supervisor and willingness to talk about identities converted for Alice into a greater level of supervisor self-awareness and cultural competence.

Frequency and timing. Participants related higher frequency and consistency of discussing social identities with higher perceived supervisor cultural competence. Kara shared that “the more someone's willing to talk about it, respectfully, the better perception I have of their critical cultural competence skills.”

Power. A supervisor taking steps to acknowledge and manage power dynamics was also associated with perceived supervisor cultural competence. After talking about her own supervisor’s ability to create a level power dynamic, Halle had this to share about the space her supervisor makes for her as a supervisee:

> Oh yeah, I might say things I would probably never say to other people. Like “white woman tears,” who says that to their supervisor? I didn't even like, no flinch, no hesitation, like, “yeah, I'm tired of all these white woman tears and y'all falling behind

her, this is ridiculous." And there was no, you know, backlash or comment. It was like, "Oh, okay, yeah I know what you're talking about."

Halle's experience with her supervisor creating a more equal power dynamic demonstrates a supervisory setting where the supervisee feels that they can manage the topic in safety and not be invalidated.

Topic management. Participants indicated that supervisor communication was tied strongly to perceived supervisor cultural competence. Communication forms mentioned were (1) topic management towards social identities, (2) topic management towards differences in lived experience, (3) discussing variations of experiences, (4) discussing intersectionality, (5) a supervisor acknowledging their own growth areas, and (6) a supervisor sharing opportunities for growth on social justice related topics with their supervisees. Reflecting on her supervisor's use of topic management, Ramona shared that her supervisor "touching on the differences in our identities...definitely increased my trust in her and my ability to trust her as a supervisor."

Process attributes. Qualities associated with supervisors that participants perceived to have high cultural competence were being self-aware, intentional, authentic/sincere, role modeling, non-judgmental, continued learning, internalizing knowledge (i.e., more than recitation), and comfortable with conversations about social identities. Sam shares that a quality that demonstrates higher PSCC is "how comfortable they feel especially when we talk about race identities". For Nina it is connected to a supervisor that is a "good listener and not going to be judgmental." And Brienne it is evident in a supervisor that demonstrates "introspection and reflective experience."

Outside of 1-on-1. Another element on which participants provided a large amount of detail was the connection between their 1-on-1 experience with a supervisor and that supervisor's efforts outside of the 1-on-1. Participants cited as evidence of higher perceived cultural competence: (1) a supervisor engaging in "self-work," (2) engaging more than just their

supervisee in conversations on social identities and social justice, (3) showing alignment between their engagement 1-on-1 and in group/departmental opportunities, and (4) showing alignment between their words and their work and advocacy efforts. Halle captured this in reflecting on her current supervisor's approach and why it stands out to her:

> It's not a conversation that just happens with me. It's not just his reality with when he talks to me. That's just his reality...he's immersed in those conversations, in that understanding...And so it was simply the difference of, I guess, a genuine immersion of cultural competence versus "I read an article on cultural competence."

Knowing that a supervisor is having these additional conversations, particularly with others who may have marginalized identities, can improve a supervisee's sense of safety and fairness in the workplace (Wout, Murphy, & Steele, 2010). Participants also observed that those supervisors who had more recently completed a degree, license, or credential were more in touch with current language and frameworks related to social identities, and that translated to higher perceived cultural competence.

Impacts. Participants noted that higher perceived supervisor cultural competence led them to be more open with their supervisors and gave them an increased sense of safety. Sophia puts this well, saying, "I'm definitely more open with my current supervisor because of that. I felt that they've would have a level of understanding and would be supportive with anything that I wanted to talk to them about."

Lower PSCC. The following section covers participant observations about contributing factors to lower PSCC, followed by outcomes of higher PSCC. Themes include (1) bias, (2) boundaries, (3) frequency and timing, (3) topic management, (5) process attributes, and (6) outside of 1-on-1.

Bias. Supervisors disclosing potential bias (e.g., moral qualms about LGBTQ+ clients/students) and acting in a biased manner (e.g., sexist comments, homophobic jokes, objectification) was strongly associated with a lack of perceived supervisor cultural competence.

Microaggressions, everyday verbal or behavioral acts that convey hostility or bias towards a target person or group (Sue, Lin, Torino, Capodilupo, & Rivera, 2009), were also shared as contributing to lower perceive supervisor cultural competence. Kara, a graduate student in a mid-Western higher education program, shared her own experience as someone who identifies with the LGBTQ+ community, having a heterosexual supervisor continually misuse a term jokingly that Kara had referenced in a 1-on-1. Ramona's experience, mentioned previously, of feeling "othered" by her supervisor's shock and surprise when she tried to share some pieces of her own cultural background also reflects bias.

Boundaries. Strict boundary management by supervisors that placed social identity related conversations out of bounds was the first theme provided by participants when it comes to boundaries and perceive cultural competence. The second theme was the reemergence of an earlier one of supervisors compromising supervisee boundaries by weaponizing supervisee social identity disclosures to question supervisee efficacy and objectivity, referenced in the section on topic management towards supervisee social identities. Laura shared during her interview that her supervisor "was very closed off" and simultaneously critical of other individuals' cultural competence, and ignorant to her own shortcomings.

Frequency and timing. In contrast to higher perceived cultural competence, low perceived cultural competence was associated by participants with either the absence, low frequency, or inconsistency of social identity related conversations. Alice underscored this link between frequency and PSCC, saying "in the situations when I've reported to white women, who almost never talked about identity, their own or others, I often felt like their competence or cultural competence is lower."

Topic management. Participants associated the following topic related behaviors with lower perceived supervisor cultural competence: (1) failing to acknowledge difference, (2) failing to connect around shared visible social identities, and (3) shutting down or pivoting from conversations about social identities. Even supervisors who focus on or redirect to shared social

identities were perceived as having lower perceived cultural competence if it was sensed that differences were being avoided deliberately. Brienne provided a power comparison of her experience with supervisors with high perceived cultural competence and low perceived cultural competence.

> Acknowledgment of social identities, I think helps me understand where this person is in in context to really understanding the nuances of people, and identity in general. They can talk about their own experience, that means there's been some sort of introspection and reflective experience that I can, we can relate to each other. In the experience that I was talking about before, where the supervisor was much more like disconnected in that way, or much more like "power over" or like "expert over" that wasn't...that wasn't there. I felt like there was a huge blind spot for her, and me, that I just realized I was just going to have to work around. I think the more transparent, but intention, like again, I'm gonna go back to intention, the more transparent and intentional people can be about their conversations around our identities, the more powerful the relationship can be in...I don't know... in truly honoring the people that you're working with. Whether that's your supervisor your supervisee, and/or again, I'll say, clients.

Brienne's quote conveys the weight of these conversations: They are not just for the sake of the dyad members but hold immense import for service delivery as well. For staff who are invested in growing and serving others, the absence of these conversations can be tangible.

Process attributes. Qualities associated with supervisors that participants perceived to have low cultural competence are low self-awareness, low capacity for growth, and performative (i.e., no action to back up their words). Van describes their approach to feeling out lower PSCC, saying it is usually when a supervisor does not seem willing "to learn about things that they may not have been aware of due to their own privilege."

Outside of 1-on-1. A lack of follow-through beyond 1-on-1 conversations, lack of doing self-work, engaging in culture policing, and dismissing concerns and experiences during group

sessions were all connected to lower perceived cultural competence by participants. Reflecting on a lack of follow-through by a supervisor who often stated a commitment to diversity and social justice, Rashdia said "giving himself a pat on the back of like "we have talks about this, we're trying to solve this problem," and it still felt very performative, and like he was never actually interested in any ideas, and those conversations would never go anywhere." For Rashdia, this lack of seeing words put into action was indicative of lower PSCC.

Reported impacts. Participants reported that, when they perceive low supervisor cultural competence, they (1) do not feel they can safely be themselves, (2) take steps to blend in (e.g., "just keep my head down"), (3) are less open with their supervisor, and (4) feel that they will have to "do the work" and are placed in a position of having to "teach up." Pam, a disability resource specialist at a county social work agency in the Northwest, summed this up:

> What I want to say is if you've been a kid that is smarter than your parent you know that feeling. And when you know you know more than your supervisor, you know, you're not going to learn anything there. And so specifically around social identity, equity, ways that we show up in the workplace stuff, if you know, like when I've known more than my supervisor. I've just shut up. And maybe try to show them a thing or two. But the, then the use of self, the cost of that...that can be high.

As Pam said, the "'teach up" dynamic often requires a supervisee to put their lived experiences on the table for a supervisory to question, and some cases (like those with a supervisor with low perceived cultural competence) have those experiences be dismissed. This is another example of Chang et al.'s (2003) regressive dyad, where the supervisee is (reportedly) more culturally-competent than their supervisor.

Other participant thoughts about perceived supervisor cultural competence. Outside of these high and low perceived cultural competence categories, participants also shared more general observations about factors effecting perceived cultural competence. First, and foremost, the perception of supervisor cultural competence is a key risk indicator for supervisees

with marginalized social identities that guides their choices. Second, communication is not always indicative of self-awareness. Supervisors may struggle to put worthy thoughts into the right words, even if they know what they need to do or say. In the case of some supervisors, cultural competence knowledge and willingness to engage in dialogue does not always match their fluency (i.e., ease, comfort, and efficacy) in having the conversations or a case of independence of motivation and skill (Spitzberg & Cupach, 1984).

In other cases, the words are said to be there, but the awareness or commitment is not perceived to be. Rashdia shared his experiences with supervisors who fall in this latter theme:

> I have found that the people who are the best at doing that, like, and who talk the best talk, are actually very...kind of like personable, and they know how to talk to people of color a lot of the times when they are clients. But then when they are managers it's kind of like people of color don't trust them. And usually, that's kind of built over time by just like looking at...whether their promises seem to bear fruit. And it's kind of like, no, they don't...Sometimes they're very smart people who are who are kind of like, and they're not having like these super blundering conversations around race either, but like It just feels like they use it strategically for a different, in service of a different purpose."

Rashdia's experience may be indicative of supervisors who use sequences or routines known as *scripts* (Spitzberg & Cupach, 1984) that, in this case, may come across as performative rather than genuine. Similarly, it could be a case of a supervisee not feeling that this supervisor's communication was genuine and repeated indiscriminately, as opposed to being *personalistic*: curated and meant especially for that supervisee (Derlega & Chaikin 1977).

Participants who have moved on to more senior levels in their fields also reported that the frequency of these conversations continued to diminish. In dyads where both parties hold mostly privileged social identities, participants noted that there is a strong potential for the frequency and depth of conversations about social identities to be less.

Summary of perceived supervisor cultural competence. This section presented the themes resulting from participant responses related a supervisors perceived cultural competence as an outcome of supervisor social identity communication. I presented themes related to higher PSCC, then themes related to lower PSCC, and finally themes related to additional participant observations about PSCC. Participant responses to related to higher PSCC resulted in 26 coded items, participant responses related to lower PSCC resulted in 35 coded items, and participant observations about PSCC resulted in 17 coded items.

Themes related to higher PSCC were distributed across six theme categories, with supervisor topic management towards social identities and a supervisor's activities outside of the 1-on-1 related to diversity and social justice showing greater weight for participants. Themes related to lower PSCC were distributed fairly evenly across six theme categories. Setting aside lower PSCC resulting from negatively perceived supervisor communication about social identities, the absence or lacking something, such as a lack of commitment to diversity, a lack of dialogue about social identities, and lack of self-awareness featured prominently in the construction of lower PSCC. Whereas higher PSCC was associated with increased openness and a sense of safety, lower PSCC was associated with a diminished sense they could be themselves and having to take actions to preserve their sense of psychological safety.

Importance of Social Identity Conversations in Supervision

Participants were asked if they felt that supervisors initiating conversations about social identities was important in their field and to explain their thoughts. All participants said that this was important to their respective field, and so the question was transformed by participants themselves from a "is it important?" question into a question of "how can these conversations be most effective?"

Boundaries, norms, and expectations. Participants noted that supervisors initiating these conversations (1) establish topic appropriateness, (2) normalize the importance, (3) create a foundation for intimacy, (4) role model openness, (5) cultivate openness, and (6)

provide a path for supervisees to self-advocate and share needs. Alice conveyed the importance of social identity conversations being established by a supervisor as a norm, saying "if we're unwilling to have these conversations with ourselves, how can we expect that to fully support students?"

Frequency and timing. Participants noted that regularity of these conversations ensures a foundation for efficacy in discussing significant experiences, it gets easier to do if done regularly, and is hard to get back into if they haven't talked about it for a while. Halle provided additional perspective on the importance of frequency, saying,

> ...it can't just be with, that one time you have that one black friend, or that one black employee, that you talk about it like. You should be having those conversations with as many people as you can and getting different points of view, even though they might not all be those that you agree or disagree with, but you know...it has to be your lifestyle for it to feel genuine.

Halle helps illuminate how frequency of dialogue can convey to others commitment and sincerity.

Nature of the field. This theme is an example of how the supervisory dyad can relate to the person-vocation level of person-environment theory (Kristof-Brown et al., 2005). Participants focused on the nature of both fields as helping professions that are focused on growing and supporting clients/students and how those elements scaffold the importance of these conversations. Specifically, participants noted that holistic client/student centered approaches require professionals to think of the whole person, and that it is relational work and the supervision should mirror that, and to some extent supervisees are expecting that. Participants also reported that these conversations create an additional pathway for supervisors, who may no longer be client/student facing, to keep a closer connection to the purpose of the work and evolving body knowledge.

Power. Participants indicated that supervisors acknowledging the intersections of positional power with social identity privilege and power is important and that maintaining supervisee agency and avoiding pressure to reciprocate is critical, which closely tracks with the findings of recent research on supervision in clinical social work (Asakura & Maurer, 2018). Lastly, participants reported that sharing the power for the initiation and frequency of these conversations was also important, and as Jennifer puts it "it takes the burden off of the person in, like, the... lower power dynamic to try to explain themselves or in a way justify themselves."

Supervisee role efficacy. This theme describes participant views on why social identity conversations are important for supervisee performance in their role and is an example of how the dyad experience can relate to the person-job level of person-environment theory (Kristof-Brown et al., 2005). Participants from both fields identified skill development and service delivery as key rationales for supervisors to have these conversations with their supervisees. Kevin captured the essence of participant perspectives:

> I think it's important in order to help to practice the kind of conversations that are going to be needing to happen in the work that you're doing in social work. In social work, we're going to have people coming in with a variety of different identities and I think the first step is having those conversations with yourself and with your supervisor around how you identify and how your identities are going to intersect with the people that you're going to be serving and if you can't have those conversations, there's going to be a lot missing.

Kevin's perspective also highlights the importance of a strong supervisor-supervisee partnership that can be built in part through these conversations. Specific skills participants highlighted that they felt can be role modeled and cultivated by these conversations were perspective taking, decision making, fluency in social identity conversations, self-examination and self-awareness, and helping prepare supervisees to become supervisors.

Safety and support. Participants identified supervisor-supervisee social identity conversations as being important for the safety and support of supervisees. As mentioned, these conversations provide context for supervisees to assess supervisor cultural competence and interpersonal risk related to social identities. Laura expressed this well, saying,

> ...it opens the door up because it's someone that is higher up in some ways, and like a higher a position that is willing to talk to people that they supervise on how even when you are at a supervisor level, you still need to have these cultural competencies, you still need to embrace these social identities, and sometimes it can be hard for someone that is the supervisee to bring it up because maybe they're worried that the supervisor may brush it aside or neglect the comment.

Supervisor-supervisee social identity conversations build trust and demonstrates that we are whole people, and all our pieces come to work with us. It's creates openings for supervisees to initiate future conversations safely by establishing the norm, particularly in order to share negative or impactful experiences at work, or to learn about and attend to burnout.

Process attributes. Participants reported that in engaging supervisees in these conversations supervisors should strive to embody the following qualities: humility, self-awareness and self-examination, intentionality and care, perspective taking, and role modeling. The role modeling aspect of this theme is captured well by Felicia, who stated that,

> ...as a supervisor, you're raising up the next generation of supervisors, and influencing the way those staff are impacting the student experience and carrying out their care and work toward students and young people. So I think the more we can do as supervisors to impact that experience sets them up to then positively impact the experience of potentially hundreds of other people.

As Felicia noted, the supervisor's impact on a supervisee has important indirect on a much greater network of individuals both present and future as the supervisees advance in their own careers, and this is important to consider.

Summary of the importance of supervisors initiating social identity conversations with supervisees. This section presented the themes resulting from participant responses regarding whether participants felt supervisors initiating social identity conversations with supervisees to be important. There was agreement among all participants that this was important so the question was transformed by participants themselves from a "is it important?" question into a question of "how can these conversations be most effective?" This resulted in 82 coded items distributed fairly evenly into seven categories.

Summary and Discussion

This qualitative study of supervisor self-disclosure and topic management about social identities has provided a wealth of specific information. In order to dig deeper into the findings, this discussion is structured using the research questions provided at the beginning of this chapter. One theme that did not arise, but could have been expected to from previous scholarship, was a negative approach/outcome theme that a supervisor "brought up identity so often it began to feel like it was the way the supervisee was seen," or compromised boundaries due to excessive frequency, Ehrhardt and Ragins (2019) called *perceived intrusiveness*, where the level of support and engagement from a supervisor feels exceeds supervisee needs or desires and is experienced as a supervisor crossing a privacy line.

Research Question 1: What approaches do supervisees say that supervisors use for 1-on-1 social identity self-disclosure and social identity related topic management?

Supervisors who use these communication forms are said to employ a wide variety of processes with varying outcomes and success. Throughout the interview process, participants helped clarify the important underlying structures of positive and negative elements of the message content, message delivery, and other factors that shape how participants experienced supervisor communication (or lack of) about social identities 1-on-1. Coded participant responses showcasing positive approaches and outcomes of supervisor social identity

conversations were shared four times as much as negative approaches and outcomes for supervisor social identity self-disclosure, topic management towards supervisor social identities, and topic management towards the combination of dyad social identities. A much closer 50-50 ratio was present between positive and negative coded responses related to topic management towards supervisee social identities.

Positive approaches. As shared at the beginning of the findings sections, themes of positive processes fell into seven theme categories: (1) acknowledgment, (2) related to work and efficacy, (3) boundaries, norms, and expectations, (4) frequency and timing, (5) power management, (6) attributes of approach, and (7) other factors. Within these theme categories, positive processes shared by participants were characterized typically by acknowledgement of the positionalities within the dyad, framing the purpose of social identity conversations (i.e., task-relevance) within the work and the supervisory relationship, understanding each other's boundaries, regularity of dialogue to maintain fluency, empowerment and sharing of power, and when further supported by evidence of a supervisors commitment to inclusion demonstrated in their work and dialogues beyond the supervisor-supervisee dyad.

Negative approaches. Negative processes also fell into six theme categories. Categories that overlapped with positive processes were (1) boundaries, norms, and expectations, (2) power management, (3) attributes of approach, and (4) other factors. Additional theme categories that were unique to negative processes were (5) assumptions and bias, and (6) lack of discussion. Negative process examples shared by participants were either of a lack of discussion, or were characterized by presumptive statements or microaggressions, crossing supervisee boundaries, keeping communication one-way, failing to clarify the purpose, exerting or enhancing power, inconsistent or unpredictable timing, and misaligned with supervisor engagement outside of the dyad.

Research Question 2: What Separates helpful instances of 1-on-1 supervisor social identity self-disclosure and social identity topic management from harmful ones for supervisees?

In conducting interviews the elements, backed by research, that seemed to most often or powerfully distinguish helpful from harmful included (1) high PSCC influenced by process elements of conversation frequency, content, and delivery (Ladany et al., 2005), (2) clarity of the purpose of the conversations (Spitzberg, 2000) such as relating it to work (Ladany & Walker, 2003), (3) creating minimal power distance (McCroskey & Richmond, 2000) by maintaining the agency of the supervisee to participate and direct the flow of conversation, (4) providing enough insight into the supervisor so that a supervisee has less uncertainty and can assess risk (Knobloch & Solomon, 1999), and (5) demonstrating authenticity. A supervisor's actions and communications outside of the dyad were also mentioned. These include participation and openness in group dialogues, power sharing, practicing a commitment to social justice into their work and leadership, and supervisor-focused personal development to continue cultivating cultural competence (Ladany et al., 2005).

Research Question 3: How is power said to be a related element to supervisor-supervisee social identity conversations?

Power appeared in the background of many participant responses about supervisor-supervisee conversations around social identities. There were also observations about the supervisory dyad that included inherent power such as the power over job status and evaluation, which has been found to impact psychological safety (Adams, 2010; Edmondson et al., 2016). First is the intersections of positional power and the power of holding privileged social identities (Hernandez & McDowell, 2010). It was noted several times by participants that the level of risk experienced by either member of the dyad is influenced by the social identities they hold (Asakura & Maurer, 2018; McCluney & Rabelo, 2018). Additionally, there is a lack of equitability in the additional emotional labor required of those with marginalized social identities,

particularly for supervisees in a supervisory relationship with a "teaching up" dynamic, an example of Chang and Shoffner's regressive orientation. In this dynamic, compound layers of power are felt strongly, and the supervisor becomes the "overbeneffited" member of the supervisory dyad (Stafford, 2015).

Topic management itself is, arguably, a use of positional power to direct the conversation inherently (Ladany et al., 2005). Many positive examples given by participants came with caveats of avoiding pressuring supervisees to disclose or reciprocate. In addition to the lack of pressure, ensuring that openness is in both directions was important, as well as minimizing power distance (McCroskey & Richmond, 2000) by way of sharing power (Hamovitch et al., 2018) and empowering supervisees (Proctor & Rogers, 2013) was a reportedly influential component of cultivating the capacity in the dyad for vulnerability and authenticity.

Research Question 4: What are the impacts (to distinctness, satisfaction, and safety) of helpful and harmful instances?

As with the research question about what approaches supervisor are using, experiences that participants shared shed light on the impacts of instances judged positive or negative, including the reported effects of times when these communication forms are absent from their supervision experience.

Outcomes of positive (helpful) instances. Outcomes of positive (helpful) instances fell into six theme categories. Three of the outcome theme categories were also present as process theme categories. As process theme categories, they were defined by participant responses regarding the function or intent of a supervisor's communication. The themes were derived from participant statements about the associated outcome, for example, the first theme category present in both is (1) Boundaries, Norms, and Expectations. As a process theme category it is captured by the preface "in order to establish...," whereas as an outcome theme category it is "successfully established..." The other two categories to transition this way are (2) power sharing and management, and (3) role efficacy.

The other three outcome theme categories are (4) developing intimacy, (5) enhanced safety, support, and satisfaction, and (6) increased or maintained salience/saliency. Participant reports of outcomes of positive instances were characterized by the establishment of two-way boundaries, normalizing social identities as a topic, increasing relationship depth and intimacy, power having been shared, skills imparted to be effective in their work, reinforcing a sense of safety and support, and increasing or maintaining saliency of social identities in ways that do not disrupt a supervisee's sense of equilibrium (Brewer, 2012). Some participants' positive perceptions, for instance of self-disclosure, appear influenced by the *personalistic* nature of the information shared with them, a sense that their supervisor is being "selective, and that the supervisee has been singled out to be the recipient" (Derlega & Chaikin 1977, p. 106).

Outcomes of negative (harmful) instances. Impacts of negative (harmful) instances fell into three theme categories: (1) boundaries, norms, and expectations, (2) reduced safety, support, and satisfaction, and (3) increased salience/saliency. Outcomes of negative instances were characterized by established inequitable (Stafford, 2015) or compromised boundaries (Petronio & Durham, 2015), a lack of clarity on norms and expectations (Ladany et al., 2005), decreased or compromised sense of safety and support (Dumas, Rothbard, & Phillips, 2008), and increased saliency (Cohen & Garcia, 2008) often resulting in a supervisee taking actions to avoid further harm in the future. These actions, described by participants as "flying under the radar" or "keeping my head down," indicate that supervisees are trying to regain a sense of optimal distinctiveness by becoming less distinct, in line with Brewer's (1991) theory of optimal distinctiveness.

Research Question 5: What are the impacts (to distinctness, satisfaction, and safety) when these behaviors are not present?

Whereas participants provided insights into what they saw as negatively-impactful attempts, they also revealed what it means to them when these communication forms are absent from their supervision experience. The most frequently shared theme of the absence of social

identity conversations was an uncertainty about the level of risk in opening up (Vogel & Wester, 2003). Will support be received? Will lived experiences will be respected or rebutted? Is the topic ok? How do "we" (the agency or department) engage on these topics? How culturally competent is my supervisor? How do they identify? Participants shared these, and other, questions under that umbrella of "uncertainty." Participants shared experiencing uncertainty related to whether a supervisor may be biased or if the dyad was a safe space, and this uncertainty had the effect of the supervisees becoming hypervigilant. Uncertainty contributing to hypervigilance is a finding that aligns with previous scholarship on belonging uncertainty (Cohen & Garcia, 2008), attributional ambiguity (Cohen & Steele, 2002), and the relational turbulence model (Solomon & Theiss, 2011).

Some participants also shared the impacts of having a salient aspect of their social identities ignored, also known as an *identity denial* (Settles & Buchanan, 2014). It is also likely that a large amount of the skill development that supervisees attribute to effective social identity conversations with a supervisor also does not take place in the absence of these conversations. It seems likely that in the absence of this growth fostered by social identity conversations that the quality of care provided to clients and students is less than when that growth is present.

Research Question 6: Do participants feel that social identity conversations between supervisors and supervisees are important, and if so why?

There was a resounding yes to this research question, given the nature of both social work and higher education. This is in line with Spitzberg (2000) who discusses the importance of context and culture in determining competence and appropriateness. Participants launched into much more detailed explanations of the form and function that these conversations should take to deliver on their stated value. Participants highlighted these conversations as a way to create openings for supervisees to speak up more easily about how they are doing and ensure a supportive supervising experience (Asakura & Maurer, 2018).

This was coupled with the managing of power in the relationship, which without management can act as an inhibitor to staff being able to move towards a point of optimal distinctness because of the risks associated with speaking up to change their situation (McCluney & Rabelo, 2018). A lack of agency or ability to shape dyad interactions could leave supervisees to instead take actions to be less distinct, which was present in participant responses. The value of these conversations for practitioner efficacy, and ensuring strong service delivery to clients and students, was also emphasized by participants.

Research Question 7: How can supervisors improve their capacity to engage in these conversations?

Participants were asked if they had an experience of a supervisory relationship where they had arrived at a fixed sense of their supervisor and about the quality of the relationship. Nearly every participant could readily recall a point at which they felt a supervisory relationship "was what it was" and things were unlikely to change. These comments were in relation to negative relationships. They had accepted, or had adapted to, the current state of communication, support, and safety. Many of these experiences were said to include a strong power dynamic between supervisor and supervisee, and the resignation felt by participants was paired with a conviction that a shift would need to come from or be initiated by the supervisor. In contrast, positive relationships were typically described as dynamic and responsive to shifting needs, rather than as "fixed."

Participants were then asked, when thinking of a supervisory experience like that, what a supervisor could have done to give the supervisee a sense that there was still capacity for growth, change, and for conversations about social identities to take place. It was clear from participant responses that a preceding condition would be that a supervisee remains open to change. Responses echoed familiar themes from the other questions areas, but centered on the themes of power management, boundaries management, topic management, and qualities to demonstrate.

Power management. Participants, in agreement with research, suggested that a central barrier, and opportunity to create a shift, is around the control of topics of conversation (McCroskey & Richmond, 2000). Sharing power, restoring supervisee agency, and making it clear that supervisees can direct the course of the conversation would signal capacity for more in the supervisory relationship (Asakura & Maurer, 2018).

Boundary management. Supervisors reportedly starting to practice greater reciprocity and more openly sharing themselves was identified by participants as potential ways for supervisors to foster a positive shift in the dyad's dynamic. For supervisors not already engaged in this, they would need to actively monitor and loosen some of their boundaries around privacy and share a little more freely about themselves, whether that is about social identities or other personal pieces of information (Knox et al., 2008).

Topic management. Participants suggested that supervisors who have not already been doing so can use their ability to direct the focus of conversation to signal capacity for growth to supervisees by (1) creating intentional and open invitations for discussion, (2) initiating and maintaining social identity conversations, (3) acknowledging and leveraging recent events as catalysts for reopening conversation topics, (4) asking deeper questions and follow-up questions, and (5) circling back to previous topics and disclosures.

Qualities to demonstrate. Participants indicated that supervisors would need to demonstrate various qualities that would be positive indicators for supervisees. Qualities shared by participants, and that show up in research, as related to successful interpersonal communication were openness (Edmondson et al., 2016; Shore et al., 2011), rapport-building (DePue, Lambie, & Gonzalez, 2016), consistency (McConnell, 2011), intentionality (Petronio & Durham, 2015), and authenticity (Schamder et al., 2018). Separately, and supported by recent research, role modeling (Delucia, Bowman, & Bowman, 2008) and transparency (Boekhorst, 2015) were given as examples of leadership qualities supervisors could demonstrate. Lastly,

embodying qualities related to cultural competence were mentioned such as perspective-taking, respectful and compassionate listening, and continual growth.

Research Question 8: What differences exist between these two fields when it comes to supervisors engaging in these communication behaviors?

There was universal agreement that conversations about social identities between supervisor and supervisees are important to both fields. Additionally, supervisor behaviors and impacts to supervisees were analogous. The first hints of variation stemmed not from different philosophies, but different language. For instance, social work as a field, alongside other professions providing therapeutic services, has codified terms such as “use of self” (Shulman, 2006), “parallel process” (Delucia et al., 2008), “countertransference” (Tosone, 2008), and “supervisory working alliance”(Bennett, 2008). The codification of these terms influences the how social workers approach their work as well as their evolution into future supervisors. With the rise of an epidemic of mental health challenges in higher education, some of these same terms are becoming more typical of discussions on college campuses, meaning this distinction between the fields could change. Recent examples are “compassion fatigue” (Stoves, 2014) and “secondary trauma” (Lynch & Glass, 2019), both of which are now discussed and studied more regularly in higher education.

This language difference, however, appears to just be a veneer rather than an actual cultural difference (Spitzberg, 2000). Supervisees in higher education may not be familiar with the term “parallel process,” but the phenomenon was present in their narratives. What was clear from these conversations was that participants from social work related the appropriateness of social identity conversations to being driven by a work-related situation, such as a client situation or workplace conflict, and spoke less of the conversations holding a more abstract or philosophical value. In contrast, higher education professionals conveyed through their experiences that these conversations were also inherently important as were times involving student situations or workplace climate. As should be expected, each field embodies its’ own

particular context and culture that influences the tenor of workplace interactions and expectations related to social identity conversations (Spitzberg, 2000).

This difference can be conceptualized by thinking about the timing and regularity. Social work participants' examples of seized and missed opportunities to talk about social identities with a supervisor nearly always revolved around a client or workplace situation, with sporadic inclusion of national and world events and persona life circumstances. Social work participants conveyed that regularity and consistency of social identity conversations in the dyad should be driven by the normal course of providing services, and ensuring that supervision and the workplace is a supportive one (Asakura & Maurer, 2018). Higher education participants' examples showcased a heightened expectation for intimacy in the supervisor-supervisee relationship that included conversations about social identities as an element more often and more consistently than did social work participants.

Regularity and consistency in higher education, based on participant interviews, is not driven purely by workplace scenarios. Rather, additional regular opportunities for dialogue to connect as intersectional whole people appears to be important to supervisee's sense of support, safety, and satisfaction (Brown et al., 2020). This indicates that the person-client dyad may be a more central factor influencing appropriate social identity communication in social work than the person-student dyad is in a higher education setting.

When do these experiences tend to happen?

In most cases shared by participants these conversations frequently happened early on into working together, sometimes fostered by agency or departmental activities, consistent with literature on the establishment of working alliances (Bennett, 2008; Ladany et al., 2005). After that initial opening, it becomes more catalytic and driven by workplace and life circumstances. In cases where it became a normal element of supervision outside of specific client, student, or workplace circumstances that was typically associated with high satisfaction and higher perceived supervisor cultural competence (PSCC).

How do supervisors' communication choices inform perceptions of their cultural competence?

The relationship between supervisor communication about social identities and PSCC is very strong and is also influenced by other factors. Numerous participants reported that in the absence of these types of conversations there was what could be described as *partner uncertainty* (Knobloch & Solomon, 1999) about supervisors' potential cultural competence, and participants made dispositional attributions that the absence of communication about social identities meant lower PSCC. This also can lead to experiences of *attributional ambiguity*, where a supervisee is unsure if their supervisor is acting towards them with prejudice (Cohen & Steele, 2002). Once supervisors start speaking, however, there is a lot more for a supervisee to work with that informs their own expectations and communication choices moving forward (Sunnafrank, 1990). Generally, higher frequency of conversation was connected to higher PSCC, and less frequency to lower PSCC, as evidenced by participant reports.

Message content that was seen to reflect positively on PSCC includes openness, reciprocity, supervisor-focused personal development (Ladany et al., 2005), and a willingness to discuss a full range of dyad social identities orientations such as shared social identities and social identity differences. In contrast, message content that reflected poorly on PSCC included topic avoidance, a lack of reciprocity, microaggressions and overt bias (Ladany & Walker, 2003), sexism, objectification, and shock/surprise at learning more about a supervisee's background.

Ethical Issues

This section details some of the potential ethical issues encountered during Study 2, and inherent in qualitative interview research. For this dissertation, it was important to try and maintain some distance from participants, which was at times difficult when participants would share challenging experiences or get emotional. It was not the intention of this dissertation to be therapeutic, but several participants referred to it as "cathartic" or helpful in unpacking their previous experiences with supervisors. Another challenge in maintaining distance was the level

of professional agreement I felt with participants. Many stated that they believed in the need for and purpose of my research, which leant itself to strong rapport development early in each interview but also provided opportunity for the interview to become more conversational than intended.

Also, it is important to consider my own positionality (Goldberg & Allen, 2015) and perceivable visible identities and the visual medium of interviewing. As I am a white-passing multiracial cis-gender man who presents as masculine, this created perceived dyad differences between interviewer and participant in nearly all interview cases. The impact of this element is unaccounted for in the research; however, it was certainly a salient element for me during interviews.

As well, the power that can be ascribed to me as the researcher to influence the direction of participants' thoughts, feelings, and recollections about past experiences with supervisors was of concern. There were several moments when a participant remarked that they had no examples to provide for questions I asked, and so, in a change of tact, I asked them whether there was any significance in the absence of examples to them. This led to an impactful reflective moment for these participants and was one of several examples of times when participants disclosed that the questions (both in the interview and from the survey) had led them to question and revisit past supervisory experiences.

Limitations

Although this study did uncover a trove of valuable information about supervisor communication about social identities, it is important not to assert that "good" social identity communication automatically makes for the best supervision. There are many important qualities and behaviors that contribute to a positive supervision experience, and whereas the topic of this dissertation is one of them, it alone does not make for good supervision, even in social work and higher education. For instance, other important supervisory traits include supervisor availability, providing support when needed, keeping a supervisee's work engaging,

and helping supervisees to grow (Birkinshaw, 2013). Future research might explore the relative importance of supervisor capacities to supervisees in these fields.

These two fields are quite vast in terms of the respective subfields, so there are likely to be nuances to how working in various areas or on certain campus types of higher education facilitates or inhibits conversations about social identities, and likewise different social work subfields and agencies may have similar effects. Also, choosing to conduct all interviews over the course of a single week, while efficient, left little room for reflection on, and implementation of, any needed adjustments or improvements to interview protocols. Additionally, although participant voices are included in this dissertation via their quotes, the identified themes presented are still the product of the researcher's perspectives, interpretations, and lived experiences (Gilgun, 2005).

Delimitations

As with Study 1, the focus remained on the experiences and perceptions of supervisees rather than expanding the scope of data collection to include supervisor views. The continued rationale for this design was to maintain the focus on reported communication efficacy as a function of the supervisee's perception and interpretation (Spitzberg, 2000).

CHAPTER 6: GENERAL DISCUSSION

The next step in this explanatory sequential mixed method study is to review how the qualitative results have expanded on, explained, or diverged from the quantitative results. As noted, the relationships found between hypothesized variables in Study 1 opened the door to further inquiry about how supervisor communication is received, perceived, and delivered. Thanks to the participants in Study 2, who filled in some of these missing pieces through their vulnerability and willingness to share their experiences, I was able to capitalize on this opportunity.

During Study 1, I found that the items for 1-on-1 supervisor self-disclosure and supervisor topic management appeared to be drawing on similar constructs while trying out different linear models. Strong positive Pearson correlation coefficients were present for supervisor self-disclosure and supervisor topic management towards supervisor identities related to work was and unrelated to work. Although these correlations showed a strong relationship, they were not so strong that they were drawing on the same construct. Speaking with participants during Study 2 helped to reveal some distinctions between supervisor social identity self-disclosure and topic management towards supervisor social identities.

The first potential differentiator pertains to verbal and nonverbal self-disclosure of perceived visible supervisor identities (e.g., physical disability, racial/ethnic identity). Participants made specific observations about instances when supervisors invoked their visible identities in conversation and noted that no self-disclosure was needed. Although visual cues can still convey information, they are distinct from verbal disclosures, or what is also referred to as a “willful disclosure” (as cited in Greene et al., 2006, p. 411). Participants in Study 1 may have varied in how likely they were to make assumptions about certain supervisor identities, such as gender identity, based on their supervisor’s gender expression or gender performance (i.e., style of dress and other appearance cues). Several potential variations in supervisee approaches to

perceiving a supervisor's social identities seems supported by the qualitative data from Study 1 gathered by the question about supervisor disclosure through appearance.

A first variation to perception entails a supervisee that may consider a supervisor talking about any of their own social identities, whether visible or invisible, as instances of self-disclosure. A second variation might be that a supervisee does not consider discussion of a supervisor's visible identities instances of self-disclosure because the supervisee has already perceived them. Depending on a supervisee's own cultural competence, they may consider whether a supervisor's visible features equate to the supervisor identifying with a specific social identity. For instance, a supervisee may consider whether their supervisor identifies a certain way racially or if they are passing, not choosing not to divulge an identity (Rios & Chen, 2014). Similarly, a supervisee may be aware of gender identity as a social construction rather than being tied to physical sex or features (Lorber & Farrell, 1991) and therefore consider a supervisor talking about their gender as self-disclosure rather than making an assumption. The third variation entails future conversations about previously disclosed social identities, which a supervisee may or may not consider to be instances of self-disclosure. If a supervisee does not perceive that new conversations provide previously unknown information about social identities then those interactions would then become instances purely of social identity topic management. This is consistent with the view that self-disclosure involves only personal information "which is not generally known" (Worthy, Gary, & Kahn, 1969, as cited in Gilbert & Horenstein, 1975).

The second potential differentiator between supervisor verbal self-disclosure of social identities and topic management by a supervisor towards their own social identities may be reciprocity. Topic management involves the supervisor directing the conversation. Supervisor self-disclosure, however, could happen in response to participant self-disclosure. Reciprocity as a differentiator between supervisor social identity verbal self-disclosure and topic management is in keeping with Jourard and Landsman's (1959) assertion that "self-disclosure by one person

begets openness from another, and impersonality and aloofness fosters a similar reaction" (as cited in Dindia, 1988, p. 727). A supervisor discussing their social identities in response to a supervisee initiating the topic would not be considered an instance of supervisor topic management, however might involve supervisor social identity self-disclosure. Although there were no measures in Study 1 included to determine reciprocity, it was incorporated into the probe questions for self-disclosure on the interview protocol in Study 2. This resulted in interview participants sharing instances of their own reciprocity when supervisors spoke about identities as well as instances of supervisors reciprocating in response to supervisee's self-disclosures.

The third potential differentiator is that self-disclosure in this study was not specified to be a "willful" or planned event, nor was it stated that participants should think about direct self-disclosures, as opposed to indirect self-disclosures (Greene et al., 2006). This opens the door for participant reports to be a medley of planned and unplanned, and direct and indirect, self-disclosures. All measures related to topic management, by contrast, were phrased in such a way that they were initiated by the supervisor, even those about topic management unrelated to work. Again this was supported by participant examples in Study 2 of unplanned, or indirect, supervisor social identity self-disclosures. These examples often did not involve a supervisor pointedly making the conversation about the social identity disclosure, so much as it was a detail included in a conversation not explicitly about social identities. This is in contrast to topic management towards supervisor social identities, which showed more intentional efforts of the supervisor to make the conversation about social identities rather than just a detail.

In Study 1, the duration of the supervisory relationship and the frequency of 1-on-1 meetings were not statistically significant predictor variables for the criterion variables of reported satisfaction, reported salience of social identities, or reported psychological safety. As I did with reciprocity, I incorporated this observation into the interview protocol of Study 2 to try gain greater insight on the lack of a relationship between them. Participants filled in two

important elements. The first of these elements is that, in both fields, conversations about identities and self-disclosure of social identities started early on into supervision when present during the establishment of a supervisory alliance, a theme supported by recent scholarship from both fields (Asakura & Mauer, 2018; Brown, Desai, & Elliott, 2020). Most participants noted disclosure taking place in the first month of a new supervisory relationship, and the initial instances were nearly always related to the work, efficacy in the role, or establishing boundaries, norms, and expectations.

This might be viewed as the establishment of what Rousseau (1989) called a *psychological contract* with their supervisor, "an individual's belief regarding the terms and conditions of an exchange relationship with another party" (as cited in Coyle-Shapiro & Conway, 2005). Based on participant interviews, the trajectory of these contracts were either consistent with what was established or resulted in a "breach" that begins to undermine the relationship (Coyle-Shapiro & Conway, 2005). In those interviews, there were few examples of supervisory relationships changing their trajectory and improving over time; on the other hand, there were many reports of supervisory relationships that reached a consistent "fixed" state. These "fixed" states were typically either positive, characterized by a sense of psychological safety and support and investment by the supervisor in a quality supervisory experience, or negative, characterized by a lack of psychological safety and support and lack of investment in a quality supervisory experience. In several of these negative, fixed state, supervisory relationships, the supervisee described experiences consistent with scholarship on a lack of psychological safety, the spiral of silence, and feeling overly distinct in regards to their social identities.

Another element from Study 1 that was mirrored in Study 2 was "unknown" identities. This was conceptualized in Study 1 as a continuous variable denoting the number of dimensions of supervisor identity for which the supervisee was "unsure" or "did not know." These responses were distinct from a "prefer not to say" option. In the quantitative results, the number of unknown social identities was found to have statistically significant negative relationships with

the reported frequency of a supervisor demonstrating verbal social identity communication. This is an intuitive relationship that shows that reported lower frequency of supervisor discussion of social identities may lead to a smaller number of supervisor social identities that a supervisee reports they know about. When the number of unknown supervisor social identities controlled for in models for perceived supervisor cultural competence, reported social identity salience, reported satisfaction, and reported psychological safety other dyad identity orientation variables had non-statistically significant negative relationships.

In Study 2, unknown identities were invoked through participants giving examples of uncertainty or reacting to uncertainty. This may have been cases of what is known in communication literature as *partner uncertainty*, "a lack of knowledge about the partner as an individual" (Knobloch & Solomon, 1999, p. 262). Uncertainty about supervisor identity has implications for supervisees, as was apparent for interview participants. Berger (1979) posited that *behavior uncertainty* was an outcome of partner or relational uncertainty that literally meant an individual was unsure "what to say or do within an interaction" (as cited in Knobloch & Solomon, p. 264). In Study 2, gay, lesbian, and pansexual participants reported arriving at conclusions that a supervisor's lack of self-disclosure of information regarding their sexual orientation meant a lack of saliency for that identity, which further meant the supervisor likely held a heterosexual identity.

Participant conclusions that assign an explanation to the supervisor's behavior that is about who the supervisor is as a person are known as *dispositional* attributions (Collins & Miller, 1994). These same participants reported that, due to safety concerns generated by this lack of information, they would not disclose their own sexual orientation. These experiences highlight a potential activation of identity contingencies and a reported lack of psychological safety, the sense that these participants felt they could not be themselves without risk (Edmondson, 1999), that led these participants to choose silence as a way to maintain their distinctiveness equilibrium (Brewer, 2012). This finding offers some insight into uncertainty as

a construct that warrants additional exploration to see how it factors into the supervisory relationship and supervisee experience and the activation of identity contingencies.

Perceived supervisor cultural competence (PSCC) is the next construct to better understand through this mixed methods approach. In Study 1, PSCC was explored as a function of communication and dyad identity orientations. It was found that when controlling for communication that (1) the statistically significant positive relationship between PSCC and an increasing number of marginalized supervisor identities with corresponding increasing number of privileged identities disappeared, and (2) the statistically significant negative relationship lessened slightly between PSCC and an increasing number of privileged supervisor identities with corresponding increasing number of marginalized supervisee identities. Further analysis found that a specific dyad orientation, that of a Black, Indigenous, or Person of Color supervisor with a white supervisee, maintained a large statistically significant increase to PSCC compared to other dyad orientation variables even when accounting for communication.

Prior to Study 2, these relationships between different dyad identity orientations and PSCC seemed to indicate that once communication was accounted for, PSCC was no longer related to supervisor marginalized identities, PSCC related to a Black, Indigenous, and People of Color supervisor with a white supervisee was still significant, and PSCC was negatively related to supervisor privileged identities, though slightly less pronounced. These findings may indicate that (1) dyads with more privileged supervisors are regressive such that the supervisor has lower self-awareness and lower racial identity development than the supervisee (Change et al., 2003) and/or (2) that supervisees assume levels of self-awareness and identity development based on supervisor social identities (Chang et al., 2003).

During the interviews participants spoke about various dyad identity orientations. The small number of white participants who had experiences with Black, Indigenous, and People of Color supervisors did indeed praise their communication and engagement of supervisees around the topic of social identities. The even smaller number of Black, Indigenous, and People of Color

participants with Black, Indigenous, and People of Color supervisors were more mixed in their assessment of their communication and efficacy aligning with recent studies showing that there are no guarantees about a certain mixture of identities resulting in elevated supervision (Asakura & Maurer, 2018). Study 1 also indicated more frequent use of verbal 1-on-1 social identity self-disclosure, and topic management towards social identities by supervisors with more marginalized identities.

Lastly, more often than not, when speaking of white supervisors during interviews, participants reported that those supervisors' use of these communication behaviors in the style of convergent accommodation (Giles & Ogay, 2007) was less frequent, and supervisor skill in doing so was much more mixed. This would align with studies showing a "lack of comfort and competence" among white supervisors in social work to engage in conversations about social identities (Asakura & Maurer, 2018), likely indicating a high number of regressive dyad orientations (Chang et al., 2003).

Continuing with PSCC, although the linear model did not include self-disclosure in group settings, it did raise the question of what other communication and activities a supervisor might engage in that contribute to PSCC. The interviews provided greater detail regarding how the alignment of supervisor communication about social identities 1-on-1 was measured against supervisor communication and action in the other areas of their work. These areas included more inclusive leadership practices, such as attending to power dynamics and continued supervisor-focused personal development (Ladany et al., 2005), which aligns with scholarship in both higher education (Brown et al., 2020) and social work (Asakura & Maurer, 2018).

PSCC also emerged as a strong moderator between reported psychological safety and communication, identity, and reported salience of social identities. Study 2 participants echoed this. When participant responses incorporated elements of PSCC (effective 1-on-1 communication of social identities, power management, and other supervisor efforts outside of the dyad) there was a high reported sense of safety and sense that participants could be

themselves within the dyad regardless of the dyad identity orientations. The descriptions of these dyads were consistent with both progressive dyad orientations, where the supervisor has greater self-awareness and racial identity development, and parallel dyad orientations, with both the supervisor and supervisee having high self-awareness and racial identity development (Chang et al., 2003).

These instances describe moments low in potential for negative identity contingency activation, with a strong sense of distinctiveness equilibrium, and where supervisees reported feeling distinct, but not excessively individuated, by supervisor acknowledgment of identity (Brewer, 1991). This link between PSCC elements and reported psychological safety is consistent with other research findings (Kruzich et al., 2014). Alternatively, when participants recounted troubling experiences with supervisors, one or more of the reported constituent elements of PSCC was not present. This occurred in various dyad identity orientations. The reported cases often included elements of blatant bias, or attributional ambiguity, and impacted a sense of workplace integration (Walten & Cohen, 2007).

In Study 1, in order to measure participant salience of social identities and satisfaction with social identity communication, participants were asked to indicate at one point whether their supervisor had directed the conversation towards supervisor identities and, later, at another point if their supervisor had directed the conversation towards supervisee identities. For both conversations a supervisor bringing up their own social identities and a supervisor bringing up supervisee social identities participants in the “yes” condition answered if their supervisor engaging them on that topic made them more aware of their identity similarities and/or identity differences, as well as how it contributed to their reported satisfaction. Those participants in the “no” condition answered similar questions about whether the absence of that behavior made them more aware of their identity similarities and/or identity differences, as well as how the absence contributed to their reported satisfaction.

This section of Study 1 showed reports of high salience of social identity differences, low salience of shared identities, and the lowest satisfaction among those supervisees whose supervisors did not open up about their own identities but who did reportedly direct the conversation towards supervisee identities. Separately, in Study 2, negative instances of topic management towards supervisee identities most seemed to compromise the reported safety and satisfaction of participants, as well as make them feel the most distinct. Tokenizing assumptions, microaggressions, unwanted attention/harassment, putting words in a supervisee's mouth about their own lived experiences, and what one participant called the "weaponizing" of her own identities were the examples of negative instances of a supervisor directing the topic conversation towards supervisee identities. These elements describe activated identity contingencies (Steele, 2010) and a lack of equilibrium characterized by feelings of distress and isolation (Brewer, 1991).

These study results relate by demonstrating an amplified salience of social identity differences, diminished salience of shared identities, and lower satisfaction in cases when the supervisor does not invoke their own identities. One potential explanation for these results may lie in equity theory, a subset of social exchange theory that focuses on the "fairness" of the relationship dynamic (Stafford, 2015). In this case, there is an inequitable degree risk for the supervisee in situations where the supervisor directs conversation only towards the supervisee identities. Much like finding an equilibrium point in Optimal Distinctiveness theory (Brewer, 1991), the party in the relationship that is "underbenefitted" experiences distress (Stafford, 2015) and can take actions to try and rebalance the situation. Given the power dynamic in the supervisory dyad, however, the supervisee's options may be limited, and actions taken by participants in Study 2 involved being more disengaged and transactional in future interactions to protect themselves.

There was a difference in the results of the two studies concerning a possible curvilinear relationship between reported satisfaction and several of the communication forms. Cozby

(1972) expected that disclosure would have a curvilinear relationship with being liked and that moderation would be key, evoking a continuum with too much disclosure at one end and too little at the other (as cited in Collins & Miller, 1994). This dissertation study found several curvilinear relationships in the quantitative results. Satisfaction showed a statistically significant curvilinear relationship with this topic management towards supervisee social identities, such that as the act is reported to happen more frequently reported satisfaction begins to decline at an increasing rate of change. Satisfaction also held similar statistically significant negative curvilinear relationships with supervisor self-disclosure and topic management towards social identity differences in the dyad. Topic management towards shared identities in the dyad showed a statistically significant positive curvilinear relationship with reported satisfaction such that the more shared identities are reportedly discussed the more satisfaction increased.

These relationships were not represented strongly in the qualitative results, however. Although gleaning a curvilinear relationship from participant responses may seem odd, listening for phrases like “it started to be too much” was one way to look for Cozby’s (1972) predicted relationship in narrative form. In Study 2, only one participant specifically shared an example of frustration with a supervisor who the participant felt overly directed the conversation towards racial identity differences in their dyad. In that single case, the participant, who identifies as a Queer white male, reported that they now understood the value of that supervisor, who identified as a Woman of Color according to the participant, challenging the participant in his racial privilege. Study 2 participants did describe positive instances of supervisor social identities in ways that were consistent with convergent accommodation and negative instances as consistent with more divergent strategies like the interpersonal control strategy (Harwood et al., 2007).

The last point to connect between the two studies relates to the differences in between higher education and social work. This research was grounded in these two fields because of their similar concern with and attending of the social identities of those who receive their

services, their employment demographics, and their similar professional values. A point of interest, however, was what differences between them might be found, setting aside obvious divergence in who they serve, the nature of the services they provide, and the policy contexts they operate within.

Study 1 found few statistically significant differences between higher education and social work. Two differences between the fields did stand out, however: (1) the amount of supervisor self-disclosure reportedly taking place in group settings, and (2) the amount of topic management unrelated to work taking place. During Study 2, participants provided further evidence of these differences at coalesced around three observations. First, regarding supervisor disclosure in group settings, interview participants from higher education referenced group trainings related to social justice and diversity with a norm of self-disclosure in groups. This was sometimes accompanied by a phrase such as "you know, it's student affairs." In contrast, whereas social work participants would also reference group meetings and group supervision, they did not reference supervisor self-disclosure as a norm of that space.

Second, as reported in Study 2 discussion, during interviews social work participants more directly and frequently depicted appropriate catalysts of social identity conversations as being related to workplace situations, skill development, or role efficacy rather than non-work-related reasons. Higher education participants, in contrast, placed value on having more openness in the supervisor-supervisee dyad inclusive of work-related and non-work-related topics than social work participants, while also mentioning the importance of these conversations to respond to work related needs.

Third, despite these differences in the studies, there were not statistically significant differences between the two fields in perceived supervisor cultural competence, salience of social identities, satisfaction, or psychological safety within the results of Study 1. Spitzberg (2000) states that "appropriateness is better conceived as the perceived fitness or legitimacy of a communicator's behavior in a given context" (p. 105). Following that reasoning, the simplest

explanation for a difference between these fields present in Study 2 that was not reflected in Study 1 data is that the appropriate degree of task-relevance is different in each field and that those entering into these fields are being educated and oriented accordingly.

Limitations

This section details limitations of this dissertation's methodology, design, and analytical approaches. First, Study 1 was cross-sectional, which made it impossible to determine causality. An approach that follows relationships through their various developmental stages and measures the inclusion of supervisory communication behaviors over time with the ebb and flow of psychological safety and optimal distinctiveness would provide a much more in-depth look at the relationships between supervisor social identity communication and those outcome variables.

Second, the studies relied on participant self-reports of their own experiences and the actions of their supervisor. That means that the data were reports of behavior and not the actual behavior themselves. Moreover, as Aloia (2018) noted, "comparing participants' self-reports to partners' perceptions" would help to establish a more comprehensive account of phenomena (p. 192). The participant-driven approach chosen for this study also has potential complications from social desirability bias. As noted when referencing Spitzberg and Cupach's (1984) and McCroskey and Richmond's (2000) work, however, the focus of this dissertation was specifically to understand supervisees' subjective evaluation to explore the perceived efficacy and appropriateness of supervisor communication behaviors as well as the resulting impact (i.e., psychological safety and level of distinctiveness) accompanying that perception. Nonetheless, this choice limited what could be claimed about these processes and outcomes.

Third, whereas discussion of the results incorporated psychological constructs to help explain their significance, there was no direct measurement of those constructs. An example of such constructs is attributional ambiguity, discussed as confusion an individual with stigmatized social identities faces when they are unsure if they are being treated in a prejudicial manner

(Steele & Aronson, 1995). Without directly measuring participant uncertainty present during reported instances of supervisor social identity communication, any relationship to psychological safety can only be discussed as a theoretical possibility.

Fourth, identity development stages of the dyad participants were not measured in this study. Chang et al. (2003) explored the potential for a model of supervision in cross-racial dyads that attends to the level of identity development of both parties. Whereas Chang et al.'s article synthesized relevant literature to forecast the outcomes of different identity level combinations, and hypothesized different resulting dyad orientations, there was no empirical study completed. Controlling for the identity development of supervises would have provided further insights into the supervisees' responses (e.g., psychological safety and optimal distinctiveness) to topics of identity brought up in supervision, as well as their expectations that it be brought up at all.

Fifth, the approach taken to measuring communication behaviors inferred their efficacy indirectly through participant psychological safety, and optimal distinctiveness rather than measured directly. The study was designed to capture self-reported observed supervisor self-disclosure and topic management around identities but does not include direct participant assessment of supervisor communication efficacy. Differences between respondents' level of self-monitoring may have influenced their attunement to cues from their supervisor. Additionally, self-disclosure has also been explored as a trait where individuals are consistent with a dialogue partner across varying contexts, or consistent in a specific context with a variety of partners (Dindia, Fitzpatrick, & Kenny, 1997, p. 390). The same research also found that there are additional high/low states related to disclosure: (1) high and low disclosers that divulge different amounts of personal information, and (2) high and low openers that exhibit varying ability or desire to get others to disclose (Dindia, Fitzpatrick, & Kenny, 1997, pp. 391-392). This treatment of self-disclosure as an inherent character trait, rather than as a process (Dindia, Fitzpatrick, & Kenny, 1997), may mean that either party in a dyad could be predisposed to disclose more or less information, something this study did not control for.

A final major limitation is that the proposed study did not capture other organizational climate factors that may influence staff member psychological safety or optimal distinctiveness. For instance, including in which of the six phases of Holvino's (1998) Model of Multicultural Organizational Development a participant's organizational context is in, may further explain participant differences in their responses (cited in Holvino, Ferdman, & Merrill-Sands, 2004).

Directions for Future Research

Conducting these studies showed that there are a multitude of directions for future research on the topic of communication and social identities with implications for the experiences for those working in social work and higher education. I list several here. First, more needs to be understood on how important supervisors attending effectively to social identities in the dyad is to supervisees compared to other supervisory skills they may find important (e.g., coaching and giving feedback).

Second, engaging a group of participants that has worked in both fields would also be an informative next step in the research. This would allow for some relative comparison of some of the identified differences and similarities between these fields. For instance, the nature of supervision, support, and work and non-work related discussions. With the increasing amount of mental health support and case management taking place on college campuses (ACHA, 2017; Paylo, Protivnak, Choi, & Walker, 2017), this overlap of professionals who have work experience in both experiences is becoming a more frequent occurrence.

Third, a related direction of research addressing some of the limitations of this study would be to involve supervisors more in order to understand their communication traits better. Specially, studying supervisors as high and low openers, individuals who are seen to be able to draw out more or less self-disclosure from others, and as high and low disclosers (Dindia et al., 1997). Conversely, studying supervisees in a similar manner while also knowing how supervisees may try to invite supervisor disclosure (Greene et al., 2006), within a power dynamic, to build high quality relationships with their supervisor (Ehrhardt & Ragins, 2019).

Fourth, the quantitative data set holds a strong capacity for modeling. Continuing to examine curvilinear relationships would be of interest, as would be exploring interaction effects between communication and identity and perceived supervisor cultural competence.

CHAPTER 7: CONCLUSION

This final chapter details how this dissertation has sought to contribute to existing scholarship in (1) higher education, (2) social work, (3) communication, (4) psychology, and (5) research methods. The chapter closes with implications and recommendations for practice, followed by a summary.

Contributions to Existing Scholarship

Given the interdisciplinary nature of this dissertation and program of study, contributions to existing scholarship are laid out by the individual domains that form its foundations.

Contributions to Higher Education Scholarship

With many of higher education's resources understandably devoted to studying the needs and experiences of students, a focus on the experiences of those providing services to students (i.e., faculty and staff) is still comparatively under-examined. This dissertation's mixed method research has added to growing scholarship in higher education related to supervision and social identities (Brown, et al., 2020) by drawing on a diverse collection of material from communication, social work, and psychology. Existing research and scholarship on higher education experiences is limited in focus on specific communication strategies like self-disclosure and topic management, although it does reference related aspects such as "openness" and "transparency." This dissertation addresses this shortcoming by bringing in work (e.g., Ladany et al., 2005) and applying that work to a higher education context.

Similarly, there has been inclusion of supervisor communication forms and attitudes such microaggressions, stereotyping, and acting on bias but with inadequate depth of explanation of how this impacts supervisee well-being or behavior. This study used Brewer's (1991) optimal distinctiveness theory to connect supervisor actions to supervisee internal reactions and external responses, incorporating work such as McCluney and Rebelo's (2018) article on Black women's distinctiveness, keeping it connected to the social identities of

supervisees. Social work offered a comparison for higher education, particularly given the depth of academic inquiry that has been performed related to the social work supervision.

Contributions to Social Work Scholarship

Although social work has a greater wealth of scholarship examining supervision than does higher education (e.g., Agass' 2002 article on supervision and reflection), and includes research incorporating self-disclosure (e.g., Ladany & Walker, 2001), this dissertation has still helped to bring in several new elements. For example, focusing this dissertation, not just on specific communication forms but also centering the specific conversation topic of social identities, is an important addition to the literature. Additionally, whereas psychological safety has received attention regarding the social work supervisee experience (e.g., Kruzich et al., 2014), incorporating distinctiveness into this dissertation as a related concept has brought a strong interdisciplinary element. This approach can continue to assist the field in ensuring that the experiences of social work professionals are accounting for these additional critical factors.

Contributions to Communication Scholarship

Communication scholarship has benefited from this dissertation in a number of ways. First, this dissertation builds on previous work concerning self-disclosure and topic management by focusing on social identities as the specific topic of conversation and information disclosed. Second, placing this communication in specific contexts helps to reinforce the context dependent evaluation of "good" communication (Spitzberg, 2000) and opens the door to future comparison of other workplace context. Third, incorporating perceived supervisor cultural competence adds to the body of work exploring what knowledge and skills (Spitzberg & Cupach, 1984) are helpful for communicative forms to achieve intended goals. Third, bringing in social identities and optimal distinctiveness expands the types of factors and outcomes explored in relation to communication, moving beyond more simplified outcomes of attraction and attachment.

Contributions to Psychology Scholarship

Building on work by McCluney and Rabelo (2018) and Randel, Zatzich, and Pearce (2017), this study sought to continue the theoretical application of optimal distinctiveness in specific workplace settings while examining specific supervisor communication forms and social identities in the supervisory dyad. Furthermore, this dissertation continued work by Shore et al. (2011) that connects optimal distinctiveness with psychological safety and leader inclusivity. This dissertation also brought in perceived supervisor cultural competence as a factor influencing the relationship between supervisor communication and salience of social identities and satisfaction. Moreover, this study experimented with ways to measure optimal distinctiveness as a function of salience of shared social identities, social identity differences, and satisfaction activated by reported supervisor social identity communication. This was then complemented by participant interviews to understand how positive and negative instances both can result in a high and low identity salience, supporting Brewer's (2012) assertion that distinctiveness in and of itself is not inherently bad.

Contributions to Research Methods

Oftentimes, participant social identities are utilized as control variables, included to examine core questions, rather than as hypothesized variables or as central constructs to the research question. In the case of this dissertation, social identities and the reported communication about them were central. Rather than simple code dummy variables for participant demographics, Study 1 utilized participant reported demographics and participant reported perceived supervisor demographics to create a series of dyad identity orientations. This approach allowed for isolation of specific dyad identity differences, intersections, or degrees of difference and similarity. It is a new tool for bringing social identities and intersectionality into research, to make progress on the "awkward meeting" between quantitative methods and intersectional frameworks (Chevrette, 2013).

Implications and Recommendations for Practice

Attending to social identity in supervision in social work and higher education is, and will continue to be, critical. Participant interviews show that the last few months of a pandemic and social justice activism continue to highlight various identities, such as having medical conditions placing staff in high-risk categories, having disabilities that complicate remote work, being a staff member who identifies as Black, Indigenous, or other Person of Color, and being white or white passing. Although this dissertation was focused on the impact of reported supervisor communication of social identities on psychological safety and optimal distinctiveness, outside-of-work factors still appear to affect how we show up at work and how we experience the workplace (Tosone, 2008).

Higher education in particular has thus far been limited in developing robust training for middle-managers (Floyd, 2016), a nebulous hierarchical layer of the field that seemingly includes everyone from entry level professionals to university presidents and contains all supervisors. This training and preparation gap includes a lack of training on how supervisors can engage supervisees on the topic of social identities. Only in 2020 was a substantive book on identity conscious supervision published (Brown et al., 2020) that details the critical importance, considerations, and activities at the intersection of supervision and identity. Both social work and higher education can build on the scholarship of their fields to develop trainings and materials that facilitate continued growth and reflection by supervisors in order to support the employment experience and retention diverse workforces.

Summary

Throughout this dissertation and discussion, I established parallels between the fields of higher education and social work in order to make the case that supervisees in these fields would hold similar expectations and be subject to similar impacts regarding supervisor communication of social identities 1-on-1. Despite both social work and higher education graduate programs and professional organizations placing great emphasis on social identities and cultural competence,

it is rare to see specific connections between 1-on-1 supervisor communication about social identities connected to specific outcomes.

Additionally, I have asserted that dyad identity orientations and social identity communication show a great need for attention in both fields within the supervisory dyad. Social identities are a critical discussion topic in these settings, both to service provision and the employee experience. The results of this study demonstrate the importance of the presence of these conversations with a supervisor, and it highlights critical elements of both positive and negative instances. Particularly important elements identified are prioritizing supervisee agency, using power management strategies, and cultivating and demonstrating cultural competence both 1-on-1 and in other areas of the workplace and leadership.

This dissertation illuminated the strong relationship these supervisor approaches have with positive outcomes for supervisee, like their satisfaction, sense of safety, and role efficacy. Participants in both studies demonstrated vulnerability and shared powerful experiences. Thanks to their willingness to participate and the results of the study, there are plenty of avenues for exploration and sound material for the development of training to elevate supervision in both fields.

TABLES

Table 1
Participant Demographic Information

	N	%
*Race & Ethnicity**		
Arab/Arab American	1	0.22
Asian/Asian American	39	8.76
Black/African American	50	11.24
Alaska Native/Native American	10	2.25
Chicanx/Latinx/Hispanic**	48	10.79
White	262	58.88
Multiracial***	35	7.87
Total	376	100
Gender Identity		
Woman	252	67.2
Non-Binary/Third Gender	17	4.53
Two Spirit	1	0.27
Prefer not to say	5	0.53
Prefer to self-describe	3	0.8
Man	101	26.94
Total	376	100
Transgender		
Identifies as Transgender	17	4.58
Does not Identify as Transgender	354	94.91
Prefer not to say	2	0.54
Total	376	100

* Not showing Native Hawaiian/Pacific Islander which had no respondents
** An “x” used in place of an “a” or an “e” is an inclusive way of including those in a category who may identify as transgender or non-binary
***Selected one or more race and ethnicity categories

Table 2
Participant Demographic Information, Continued

	N	%
Sexual Orientation		
Bisexual	23	6.12
Gay/Lesbian	58	15.43
Queer	45	11.97
Heterosexual	230	61.17
Prefer not to say	8	2.13
Prefer to self-describe	12	3.19
Total	376	100
Ability Status		
Has a Physical Disability	31	8.25
Has a Learning Disability	34	9.04
Has a Cognitive or Mental Health Diagnosis	149	39.63
Total	376	100
Socio-Economic Background Growing Up		
Upper Middle	47	12.53
Middle	148	39.47
Working	116	30.93
Working Poor	38	10.13
Underclass	20	5.33
Prefer to self-describe	5	1.33
Total	376	100
Faith/Religion		
Catholic/Christian	180	49.18
Agnostic	28	7.65
Atheist	20	5.46
Spiritual	15	4.10
Jewish	14	3.83
Hindu	3	0.82
Buddhist	3	0.82
Muslim	2	0.55
None	89	24.32
Other	11	3.01
Total	376	100

Table 3
Social Identities Supervisors Reportedly Bring up in 1-on-1 Conversations

	N	%
Ability Status	34	5.77
Age	4	0.68
Criminal Justice Work	1	0.17
Faith	47	7.98
Family Status	3	0.51
First Generation College Experience	1	0.17
Gender	134	22.75
Age	4	0.68
Immigration Status	4	0.68
Interracial Relationship	2	0.34
Marital Status	6	1.02
Health Status	3	0.51
Mental Health	7	1.19
Nationality	4	0.68
Parental Status	1	0.17
Perspectives	1	0.17
Politics	3	0.51
Present not specified	5	0.85
Privilege	5	0.85
Race and Ethnicity	152	25.81
Sexual orientation	90	15.28
Socio-economic status	67	11.38
Transgender identity	1	0.17
Identity as a Womxn of Color	3	0.51
Identity as a Man of Color	2	0.34
LGBTQIA+	5	0.85
Total*	589	100

*Many respondents listed multiple topics of conversation

Table 4
Social Identities Supervisors Reportedly Bring Up in Group Settings

	N	%
Ability Status	23	5.48
Age	5	1.19
Citizenship Status	1	0.24
Faith	19	4.52
Family Status	2	0.48
Gender	111	26.43
Immigration Status	2	0.48
Language	1	0.24
Marital Status	6	1.43
Mental Health	3	0.71
Nationality	4	0.95
Parental Status	1	0.24
Politics	2	0.48
Present not specified	4	0.95
Privilege	4	0.95
Race and Ethnicity	144	34.29
Sexual Orientation	55	13.10
Socio-economic status	31	7.38
Womxn of Color	2	0.48
Total*	425	100

*Many respondents listed multiple topics of conversation

Table 5
*Supervisor Accessories Perceived by Participants as Conveying Social Identity Information**

	N	%
Bags	3	1.17
Books	1	0.39
Buttons/Pins/Stickers	9	3.52
Clothing	98	38.28
Flag	3	1.17
Hair	40	15.63
Hats and Head Coverings	3	1.17
Jewelry	30	11.72
Makeup	3	1.17
Nails	1	0.39
present not specified	63	24.61
Tattoos	2	0.78
Bags	3	1.17
Total**	256	100

* Many responses (e.g., hair, makeup) were more often than not described specifically in relation to gender expression
**Many respondents listed multiple examples

Table 6
*Supervisor Office Artifacts Perceived by Participants as Conveying Social Identity Information**

	N	%
Art	18	6.43
Artifacts: Activism	1	0.36
Artifacts: Cultural	3	1.07
Artifacts: Travel	4	1.43
Athletic Awards/Memorabilia	4	1.43
Books/Articles/Films	36	12.86
Buttons/Pins/Stickers	8	2.86
Diplomas/Awards/Trophies/Certificates	7	2.50
Flag	10	3.57
Greek Memorabilia	8	2.86
Medical Device	2	0.71
Photos	79	28.21
Posters/Signs/Symbols	9	3.21
present not specified	59	21.07
Quotes	7	2.50
Religious Iconography (Quotes, Books, Symbols)	18	6.43
Trinkets (Mugs, etc.)	5	1.79
Unknown/Unsure	2	0.71
Total*	280	100

*Many respondents listed multiple examples

Table 7
Participant field at the time of the dyad

	N	%
Higher Education setting	297	78.9
Social Work – Licensure complete	52	13.83
Social Work – Completing hours towards licensure	27	7.18
Total	376	100

Table 8
Social Work Participant Sub-fields

	N	%
Child Welfare	10	11.76
Clinical	11	12.94
Community Mental Health	6	7.06
Community Social Work	16	18.82
Crisis Outreach	1	1.18
Family Social Work	2	2.35
Gerontology	1	1.18
Government Social Work	3	3.53
Hospice	1	1.18
Juvenile Justice Social Work	1	1.18
Medical Social Work	11	12.94
Private Practice	2	2.35
School Social Work	12	14.12
Social Work Education	3	3.53
Substance Misuse Education	2	2.35
Veterinary Social Work	1	1.18
Youth Services	2	2.35
Total*	85	100

*Some participants shared that their roles had responsibilities in one or more subfields

Table 9
Higher Education Participant Sub-fields

	N	%
Academic Advising	24	7.97
Academic Affairs	2	0.66
Access and Retention	4	1.33
Student Leadership and Activities	13	4.32
Admin	2	0.66
Admissions	3	1.00
Business Admin	1	0.33
Career Services	5	1.66
Community Engagement	2	0.66
Conduct	7	2.33
Development	1	0.33
Disability Services	1	0.33
Events	2	0.66
Facilities	1	0.33
Financial Aid	1	0.33
Housing and Residence Life	206	68.44
International Affairs	2	0.66
Multicultural Affairs	9	2.99
Orientation	4	1.33
Institutional research	2	0.66
Risk Management	1	0.33
Student Affairs	5	1.66
Teaching	3	1.00
Total*	301	100

*Some participants shared that their roles had responsibilities in one or more subfields

Table 10

Participant Reports of any of their Social Identities that were Underrepresented in this Supervisory Dyad's Workplace

	N	%
Ability Status	15	5.98
Age	2	0.80
Citizenship Status	1	0.40
Faith	12	4.78
First Generation College Student	2	0.80
Gender	24	9.56
Immigration Status	2	0.80
Language	2	0.80
Mental Health	11	4.38
Nationality	1	0.40
Perspectives	1	0.40
Politics	2	0.80
Prefer not to say	17	6.77
Present but not specified	3	1.20
Race & Ethnicity	75	29.88
Sexual Orientation	52	20.72
Socio-economic status	6	2.39
Transgender	5	1.99
Transracial Adoptee	1	0.40
Veteran status	1	0.40
Womxn of Color*	5	1.99
Man of Color	4	1.59
US Region	1	0.40
Queer Person of Color	6	2.39
None	148	58.96
N/A	14	5.58
Total**	413	100

* An “x” used in place of an “a” or an “e” is an inclusive way including those in a category who may identify as transgender or non-binary

**Some participants shared multiple identities (e.g., “Gender, Race”), whereas others specifically shared intersectional descriptions (e.g., “Womxn of Color”)

Table 11
*Summary Statistics of Communication Predictor Variables**

	Min.	1st Qu.	Median	Mean	3rd Qu.	Max.
Self-disclosure cumulative variables:						
Verbal 1-on-1	1	2	3	2.74	4	5
Verbal group	1	1	2	2.38	3	5
Nonverbal office artifacts	1	1	2	2.66	4	5
Nonverbal accessories	1	2	2	2.81	4	5
Topic Management 1-on-1 cumulative variables:						
Related to work (Items 1, 3, 5, & 7 below)	4	7	10	10.45	13	20
Unrelated to work (Items, 2, 4, 6, & 8 below)	4	6	9	9.48	12	20
Topic Management 1-on-1 by Supervisor towards...						
1. Supervisor identities related to work	1	2	3	2.82	4	5
2. Supervisor identities unrelated to work	1	2	3	2.65	3.47	5
3. Supervisee identities related to work	1	2	3	2.62	4	5
4. Supervisee identities unrelated to work	1	1	2	2.54	4	5
5. Dyad identity similarities, related to work	1	1	3	2.57	3	5
6. Dyad identity similarities, unrelated to work	1	1	2	2.2	3	5
7. Dyad identity differences, related to work	1	1	2	2.44	3	5
8. Dyad identity differences, unrelated to work	1	1	2	2.08	3	5

*All individual measures were on a 1 to 5 Likert scale

Table 12
Summary Statistics of Other Participant and Dyad Background Information

	Min.	1st Qu.	Median	Mean	3rd Qu.	Max.
Participant Current Age (in years)	19	26	30	33.17	37	75
Duration of Supervisory Dyad (in months)	1	10	18	22.51	30	180
Years of experience in field at time of dyad	0	2	4	6.25	8	35
Age at end of the supervision (in years)*	0	25	28	30.79	34	67
Number of 1-on-1 meetings per month	0	2	4	3.14	4	20

*participants entered zero if a current/ongoing dyad

Table 13
*Perceived Dyad Identity Orientation: Socio-economic Background Growing Up**

	N	%
Supervisor came from a similar background	54	14.36
Supervisor came from a higher background	111	29.53
Supervisor came from a lower background	86	22.87
Unsure, or did not know	124	32.98
Total	376	100

*Based on participant recollection, knowledge, and assumptions about supervisor identities

Table 14
*Perceived Dyad Identity Orientations (DIOs)**

Identity Dimension *Privileged Group*	Race and Ethnicity *White Caucasian*	Gender *Man*	Trans-gender *Cis-gender*	Sexual Orientation *Heterosexual*	Faith *Catholic Christian*	Physical Ability Status *No disability*	Learning Ability Status *No disability*	Cognitive and Mental Health Status *No conditions or disorders*
DIO	*N* (%)	*N* (%)	*N* (%)	*N* (%)	*N* (%)	*N* (%)	*N* (%)	*N* (%)
Shared privileged identities	132 (35.11)	27 (7.18)	251 (66.76)	148 (39.36)	50 (13.7)	268 (71.28)	211 (56.12)	92 (24.47)
Shared marginalized identities	13 (3.46)	124 (32.98)	2 (0.53)	15 (3.99)	8 (2.19)	1 (0.27)	3 (0.8)	20 (5.32)
Supervisor has a different marginalized identity than supervisee	21 (5.59)	25 (7.18)	N/A**	10 (2.66)	11 (3.01)	N/A**	N/A**	N/A**
Supervisor has a privileged identity Supervisee has marginalized identity	104 (27.66)	132 (35.11)	15 (3.99)	115 (30.59)	121 (33.15)	25 (6.65)	23 (6.12)	69 (18.35)
Supervisor has a marginalized identity Supervisee has privileged identity	101 (26.86)	64 (18.09)	68 (18.09)	50 (13.30)	20 (5.48)	33 (8.78)	31 (8.24)	33 (8.78)
Unsure or did not know/perceive supervisors identity	5 (1.33)	2 (0.53)	38 (10.11)	37 (9.84)	165 (45.21)	48 (12.77)	108 (28.72)	158 (42.02)
Total	376 (100)	376 (100)	376 (100)	376 (100)	376 (100)	376 (100)	376 (100)	376 (100)

*Based on participant recollection, knowledge, and assumptions about supervisor identities
**Did not ask a question to glean this information

Figure 1

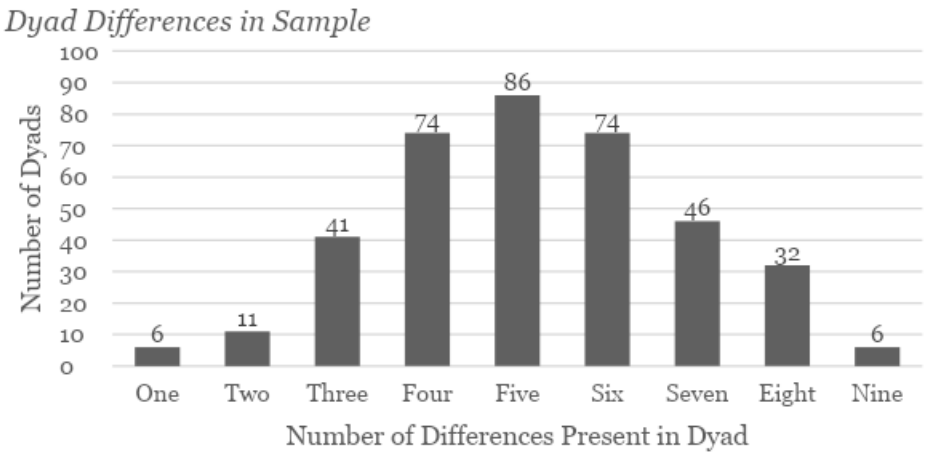

Figure 2

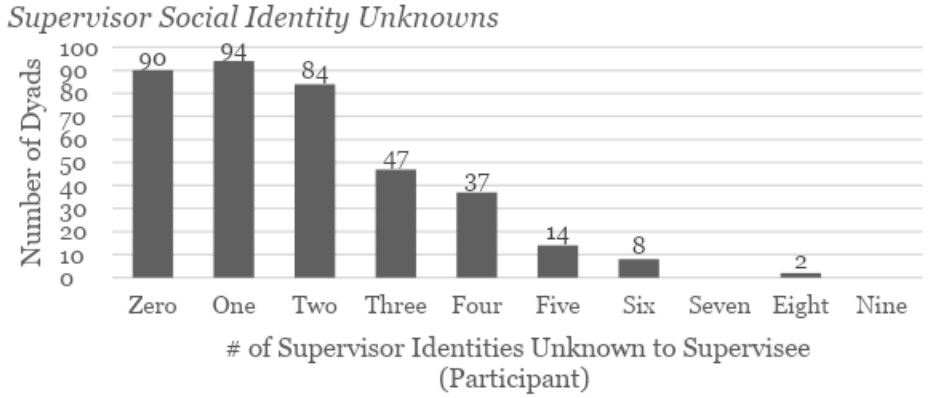

Figure 3

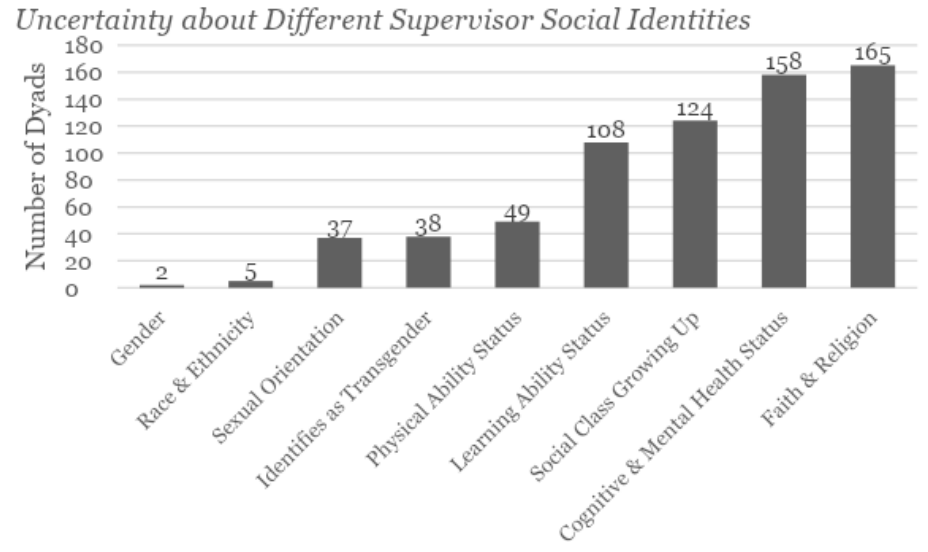

Table 15
Means, Standard Deviations, and Correlations of Verbal Communication Variables with Confidence Intervals

Variable	*M*	*SD*	1	2	3	4	5	6	7	8
1. Self-disclosure 1-on-1	2.73	1.22								
2. TM Yours: Supervisee Identity (Related)	2.63	1.29	.46** [.38, .54]							
3. TM Yours: Supervisee Identity (Unrelated)	2.53	1.31	.43** [.34, .51]	.53** [.45, .60]						
4. TM Theirs: Supervisor Identity (Related)	2.81	1.28	.66** [.60, .71]	.55** [.47, .61]	.38** [.29, .47]					
5. TM Theirs: Supervisor Identity (Unrelated)	2.65	1.25	.54** [.46, .61]	.45** [.36, .52]	.60** [.53, .66]	.61** [.55, .67]				
6. TM Shared: Shared Identities (Related)	2.57	1.28	.57** [.50, .64]	.48** [.39, .55]	.39** [.30, .48]	.64** [.58, .70]	.53** [.45, .60]			
7. TM Shared: Shared Identities (Unrelated)	2.22	1.17	.50** [.42, .57]	.36** [.27, .45]	.54** [.46, .60]	.47** [.39, .55]	.59** [.52, .65]	.66** [.60, .71]		
8. TM Diffs: Identity Differences (Related)	2.44	1.26	.47** [.39, .55]	.58** [.51, .64]	.45** [.37, .53]	.61** [.54, .67]	.47** [.38, .54]	.62** [.55, .68]	.53** [.45, .60]	
9. TM Diffs: Identity Differences (Unrelated)	2.08	1.15	.44** [.36, .52]	.48** [.40, .56]	.62** [.56, .68]	.45** [.36, .52]	.57** [.50, .63]	.47** [.38, .54]	.60** [.53, .66]	.67** [.61, .72]

Note. *M* and *SD* are used to represent mean and standard deviation, respectively. Values in square brackets indicate the 95% confidence interval for each correlation. The confidence interval is a plausible range of population correlations that could have caused the sample correlation (Cumming, 2014) * indicates $p < .05$ ** indicates $p < .01$

Table 16
Means, Standard Deviations, and Correlations with Confidence Intervals of Hypothesized Variables, (Excluding Salience of Shared Social Identities and Social Identity Differences)

Variable	*M*	*SD*	1	2	3	4	5
1. Verbal Self-disclosure 1-on-1	2.73	1.22					
2. Topic Management 1-on-1: Related to Work	10.45	4.23	.66** [.59, .71]				
3. Topic Management 1-on-1: Unrelated to Work	9.48	4.04	.57** [.50, .64]	.72** [.66, .76]			
4. Optimal Distinctiveness: Satisfaction	18.70	6.41	.35** [.26, .44]	.35** [.26, .44]	.17** [.07, .26]		
5. Psychological Safety	54.64	18.52	.18** [.08, .27]	.18** [.08, .28]	.03 [-.07, .13]	.67** [.62, .73]	
6. Perceived Supervisor Cultural Competence	82.03	22.28	.31** [.22, .40]	.36** [.27, .45]	.16** [.06, .26]	.74** [.69, .78]	.83** [.79, .86]

Note. *M* and *SD* are used to represent mean and standard deviation, respectively. Values in square brackets indicate the 95% confidence interval for each correlation. The confidence interval is a plausible range of population correlations that could have caused the sample correlation (Cumming, 2014) * indicates $p < .05$ ** indicates $p < .01$

Table 17
Linear Models for Psychological Safety, Dyad Social Identity Differences, and Perceived Supervisor Cultural Competence

Predictor	*b*	*b* 95% CI [LL, UL]	*beta*	*beta* 95% CI [LL, UL]	sr^2	sr^2 95% CI [LL, UL]	*r*	Fit	Difference
(Intercept)	63.90**	[57.87, 69.93]							
Total Diffs	-1.78**	[-2.89, -0.68]	-0.16	[-0.26, -0.06]	.03	[.00, .07]	-.16**		
								R^2 = .026**	
								95% CI[.00,.07]	
(Intercept)	1.49	[-4.08, 7.06]							
Total Diffs	-0.53	[-1.16, 0.11]	-0.05	[-0.11, 0.01]	.00	[-.00, .01]	-.16**		
PSCC	0.68**	[0.63, 0.73]	0.82	[0.76, 0.88]	.66	[.60, .72]	.83**		
								R^2 = .686**	ΔR^2 = .659**
								95% CI[.64,.72]	95% CI[.60, .72]

Note. A significant *b*-weight indicates the beta-weight and semi-partial correlation are also significant. *b* represents unstandardized regression weights. *beta* indicates the standardized regression weights. sr^2 represents the semi-partial correlation squared. *r* represents the zero-order correlation. *LL* and *UL* indicate the lower and upper limits of a confidence interval, respectively.
* indicates $p < .05$. ** indicates $p < .01$.

Table 18
Linear Models for Psychological Safety, Satisfaction, and Perceived Supervisor Cultural Competence

Predictor	*b*	*b* 95% CI [LL, UL]	*beta*	*beta* 95% CI [LL, UL]	sr^2	sr^2 95% CI [LL, UL]	*r*	Fit	Difference
(Intercept)	57.04**	[54.50, 59.58]							
No/Yes Group	-9.59*	[-18.48, -0.71]	-0.11	[-0.21, -0.01]	.01	[-.01, .03]	-.09		
Yes/No Group	-4.15	[-8.68, 0.37]	-0.10	[-0.20, 0.01]	.01	[-.01, .03]	-.05		
No/No Group	-5.51*	[-10.75, -0.26]	-0.11	[-0.22, -0.01]	.01	[-.01, .03]	-.07		
								R^2 = .023* 95% CI[.00,.05]	
(Intercept)	45.78**	[43.62, 47.95]							
No/Yes Group	8.74*	[2.08, 15.39]	0.10	[0.02, 0.18]	.01	[-.00, .02]	-.09		
Yes/No Group	1.09	[-2.20, 4.38]	0.03	[-0.05, 0.10]	.00	[-.00, .00]	-.05		
No/No Group	11.62**	[7.45, 15.78]	0.23	[0.15, 0.32]	.04	[.01, .07]	-.07		
Satis-faction	2.27**	[2.04, 2.51]	0.78	[0.70, 0.86]	.48	[.40, .55]	.67**		
								R^2 = .500** 95% CI[.43,.55]	ΔR^2 = .476** 95% CI[.40, .55]
(Intercept)	3.70	[-1.49, 8.89]							
No/Yes Group	7.55**	[2.53, 12.57]	0.09	[0.03, 0.15]	.01	[-.00, .02]	-.09		
Yes/No Group	0.39	[-2.09, 2.87]	0.01	[-0.05, 0.07]	.00	[-.00, .00]	-.05		
No/No Group	7.98**	[4.81, 11.15]	0.16	[0.10, 0.22]	.02	[.00, .03]	-.07		
Satis-faction	0.71**	[0.45, 0.96]	0.24	[0.15, 0.33]	.02	[.01, .04]	.67**		
PSCC	0.58**	[0.51, 0.64]	0.69	[0.61, 0.77]	.22	[.16, .27]	.83**		
								R^2 = .716** 95% CI[.67,.75]	ΔR^2 = .217** 95% CI[.16, .27]

Note. A significant *b*-weight indicates the beta-weight and semi-partial correlation are also significant. *b* represents unstandardized regression weights. *beta* indicates the standardized regression weights. sr^2 represents the semi-partial correlation squared. *r* represents the zero-order correlation. *LL* and *UL* indicate the lower and upper limits of a confidence interval, respectively.
* indicates $p < .05$. ** indicates $p < .01$.

Table 19

Linear Models for Psychological Safety, Salience of Social Identities, and Perceived Supervisor Cultural Competence when Supervisor Social Identities are Brought Up by a Supervisor

Predictor	*b*	*b* 95% CI [LL, UL]	*beta*	*beta* 95% CI [LL, UL]	sr^2	sr^2 95% CI [LL, UL]	*r*	Fit	Difference
(Intercept)	54.44**	[50.86, 58.03]							
Yes/Yes Group	1.72	[-2.31, 5.75]	0.04	[-0.06, 0.15]	.00	[-.01, .01]	.11		
Salience of Diffs	-1.41*	[-2.80, -0.02]	-0.11	[-0.21, -0.00]	.01	[-.01, .03]	-.02		
Salience of Shared	4.89**	[3.81, 5.97]	0.47	[0.37, 0.58]	.21	[.13, .29]	.46**		
								R^2 = .225** 95% CI[.14,.30]	
(Intercept)	-1.80	[-7.31, 3.72]							
Yes/Yes Group	0.38	[-2.10, 2.86]	0.01	[-0.05, 0.07]	.00	[-.00, .00]	.11		
Salience of Diffs	-0.98*	[-1.84, -0.13]	-0.07	[-0.14, -0.01]	.01	[-.00, .01]	-.02		
Salience of Shared	1.27**	[0.53, 2.01]	0.12	[0.05, 0.19]	.01	[-.00, .02]	.46**		
PSCC	0.68**	[0.62, 0.75]	0.78	[0.71, 0.85]	.48	[.40, .56]	.83**		
								R^2 = .708** 95% CI[.65,.75]	ΔR^2 = .483** 95% CI[.40, .56]

Note. A significant *b*-weight indicates the beta-weight and semi-partial correlation are also significant. *b* represents unstandardized regression weights. *beta* indicates the standardized regression weights. sr^2 represents the semi-partial correlation squared. *r* represents the zero-order correlation. *LL* and *UL* indicate the lower and upper limits of a confidence interval, respectively.
* indicates $p < .05$. ** indicates $p < .01$.

Table 20

Linear Models for Psychological Safety, Salience of Social Identities, and Perceived Supervisor Cultural Competence when Supervisee Social Identities are Brought Up by a Supervisor

Predictor	*b*	*b* 95% CI [LL, UL]	*beta*	*beta* 95% CI [LL, UL]	sr^2	sr^2 95% CI [LL, UL]	*r*	Fit	Difference
(Intercept)	60.83**	[52.05, 69.60]							
Yes/Yes Group	-1.09	[-9.13, 6.95]	-0.02	[-0.13, 0.10]	.00	[-.00, .00]	.12		
Salience of Diffs	-2.58**	[-4.46, -0.70]	-0.16	[-0.27, -0.04]	.02	[-.01, .06]	-.16*		
Salience of Shared	4.99**	[3.86, 6.13]	0.51	[0.40, 0.63]	.25	[.15, .35]	.51**		
								R^2 = .285** 95% CI[.18,.37]	
(Intercept)	5.27	[-2.35, 12.90]							
Yes/Yes Group	-5.71*	[-10.53, -0.89]	-0.08	[-0.15, -0.01]	.01	[-.00, .02]	.12		
Salience of Diffs	-1.24*	[-2.37, -0.11]	-0.08	[-0.15, -0.01]	.01	[-.00, .02]	-.16*		
Salience of Shared	0.61	[-0.20, 1.41]	0.06	[-0.02, 0.15]	.00	[-.00, .01]	.51**		
PSCC	0.69**	[0.62, 0.75]	0.83	[0.75, 0.91]	.46	[.37, .55]	.86**		
								R^2 = .747** 95% CI[.69,.78]	ΔR^2 = .462** 95% CI[.37, .55]

Note. A significant *b*-weight indicates the beta-weight and semi-partial correlation are also significant. *b* represents unstandardized regression weights. *beta* indicates the standardized regression weights. sr^2 represents the semi-partial correlation squared. *r* represents the zero-order correlation. *LL* and *UL* indicate the lower and upper limits of a confidence interval, respectively.
* indicates $p < .05$. ** indicates $p < .01$.

Table 21

Linear Models for Psychological Safety, Salience of Social Identities, and Perceived Supervisor Cultural Competence when Supervisor Social Identities are Not Brought Up by a Supervisor

Predictor	*b*	*b* 95% CI [LL, UL]	*beta*	*beta* 95% CI [LL, UL]	sr^2	sr^2 95% CI [LL, UL]	*r*	Fit	Difference
(Intercept)	56.22**	[46.17, 66.27]							
No/No Group	0.43	[-9.95, 10.81]	0.01	[-0.21, 0.22]	.00	[-.00, .00]	.10		
Salience of Diffs	-4.01**	[-6.56, -1.47]	-0.35	[-0.58, -0.13]	.11	[-.02, .24]	-.26*		
Salience of Shared	4.12**	[1.33, 6.90]	0.33	[0.11, 0.55]	.10	[-.02, .22]	.22*		
								R^2 = .166** 95% CI[.02,.29]	
(Intercept)	0.42	[-11.22, 12.06]							
Yes/Yes Group	1.25	[-5.10, 7.60]	0.03	[-0.11, 0.16]	.00	[-.01, .01]	.10		
Salience of Diffs	0.76	[-1.01, 2.53]	0.07	[-0.09, 0.22]	.00	[-.01, .02]	-.26*		
Salience of Shared	-0.66	[-2.57, 1.24]	-0.05	[-0.20, 0.10]	.00	[-.01, .01]	.22*		
PSCC	0.68**	[0.56, 0.80]	0.87	[0.71, 1.02]	.53	[.37, .68]	.83**		
								R^2 = .692** 95% CI[.55,.76]	ΔR^2 = .526** 95% CI[.37, .68]

Note. A significant *b*-weight indicates the beta-weight and semi-partial correlation are also significant. *b* represents unstandardized regression weights. *beta* indicates the standardized regression weights. sr^2 represents the semi-partial correlation squared. *r* represents the zero-order correlation. *LL* and *UL* indicate the lower and upper limits of a confidence interval, respectively.
* indicates $p < .05$. ** indicates $p < .01$.

Table 22

Linear Models for Psychological Safety, Salience of Social Identities, and Perceived Supervisor Cultural Competence when Supervisee Social Identities are Not Brought Up by a Supervisor

Predictor	*b*	*b* 95% CI [LL, UL]	*beta*	*beta* 95% CI [LL, UL]	sr^2	sr^2 95% CI [LL, UL]	*r*	Fit	Difference
(Intercept)	56.00**	[51.82, 60.19]							
No/No Group	-0.35	[-6.21, 5.50]	-0.01	[-0.16, 0.15]	.00	[-.00, .00]	-.03		
Salience of Diffs	-3.14**	[-4.84, -1.44]	-0.30	[-0.46, -0.14]	.08	[-.00, .17]	-.26**		
Salience of Shared	1.68	[-0.19, 3.54]	0.14	[-0.02, 0.30]	.02	[-.02, .06]	.07		
								R^2 = .088** 95% CI[.01,.17]	
(Intercept)	-4.80	[-13.47, 3.88]							
Yes/Yes Group	4.89*	[1.06, 8.71]	0.13	[0.03, 0.23]	.02	[-.01, .04]	-.03		
Salience of Diffs	-0.10	[-1.27, 1.07]	-0.01	[-0.12, 0.10]	.00	[-.00, .00]	-.26**		
Salience of Shared	-0.81	[-2.06, 0.43]	-0.07	[-0.18, 0.04]	.00	[-.01, .02]	.07		
PSCC	0.70**	[0.60, 0.79]	0.81	[0.70, 0.92]	.54	[.43, .65]	.78**		
								R^2 = .627** 95% CI[.52,.69]	ΔR^2 = .539** 95% CI[.43, .65]

Note. A significant *b*-weight indicates the beta-weight and semi-partial correlation are also significant. *b* represents unstandardized regression weights. *beta* indicates the standardized regression weights. sr^2 represents the semi-partial correlation squared. *r* represents the zero-order correlation. *LL* and *UL* indicate the lower and upper limits of a confidence interval, respectively.
* indicates $p < .05$. ** indicates $p < .01$.

Table 23
Linear Models for Psychological Safety, Verbal Communication, and Perceived Supervisor Cultural Competence

Predictor	*b*	*b* 95% CI [LL, UL]	*beta*	*beta* 95% CI [LL, UL]	sr^2	sr^2 95% CI [LL, UL]	*r*	Fit	Difference
(Intercept)	47.02**	[41.79, 52.26]							
1-on-1 SD	2.33*	[0.30, 4.35]	0.15	[0.02, 0.29]	.01	[-.01, .03]	.18**		
TM Rel. to Work	1.09**	[0.40, 1.77]	0.25	[0.09, 0.40]	.02	[-.01, .05]	.18**		
TM Unrel. to Work	-1.06**	[-1.73, -0.40]	-0.23	[-0.38, -0.09]	.03	[-.01, .06]	.03		
								R^2 = .065** 95% CI[.02,.11]	
(Intercept)	1.55	[-2.82, 5.92]							
1-on-1 SD	-0.20	[-1.37, 0.96]	-0.01	[-0.09, 0.06]	.00	[-.00, .00]	.18**		
TM Rel. to Work	-0.46*	[-0.86, -0.06]	-0.11	[-0.20, -0.01]	.00	[-.00, .01]	.18**		
TM Unrel. to Work	-0.10	[-0.49, 0.28]	-0.02	[-0.11, 0.06]	.00	[-.00, .00]	.03		
PSCC	0.72**	[0.67, 0.78]	0.87	[0.81, 0.93]	.63	[.57, .70]	.83**		
								R^2 = .699** 95% CI[.65,.73]	ΔR^2 = .634** 95% CI[.57, .70]

Note. A significant *b*-weight indicates the beta-weight and semi-partial correlation are also significant. *b* represents unstandardized regression weights. *beta* indicates the standardized regression weights. sr^2 represents the semi-partial correlation squared. *r* represents the zero-order correlation. *LL* and *UL* indicate the lower and upper limits of a confidence interval, respectively.
* indicates $p < .05$. ** indicates $p < .01$.

Table 24
Linear Models for Satisfaction, Verbal Self-disclosure, and Perceived Supervisor Cultural Competence

Predictor	*b*	*b* 95% CI [LL, UL]	*beta*	*beta* 95% CI [LL, UL]	sr^2	sr^2 95% CI [LL, UL]	*r*	Fit	Difference
(Intercept)	-5.85**	[-9.03, -2.68]							
1-on-1 SD	4.92**	[2.43, 7.40]	0.94	[0.47, 1.42]	.03	[.00, .07]	.35**		
SD Quadratic	-0.54*	[-0.97, -0.11]	-0.60	[-1.08, -0.12]	.01	[-.01, .04]	.32**		
								R^2 = .139** 95% CI[.08,.20]	
(Intercept)	-17.78**	[-20.36, -15.20]							
1-on-1 SD	2.84**	[1.06, 4.63]	0.54	[0.20, 0.89]	.01	[-.00, .03]	.35**		
SD Quadratic	-0.38*	[-0.68, -0.07]	-0.42	[-0.76, -0.08]	.01	[-.00, .02]	.32**		
PSCC	0.20**	[0.18, 0.22]	0.69	[0.62, 0.76]	.42	[.35, .50]	.74**		
								R^2 = .564** 95% CI[.50,.61]	ΔR^2 = .424** 95% CI[.35, .50]

Note. A significant *b*-weight indicates the beta-weight and semi-partial correlation are also significant. *b* represents unstandardized regression weights. *beta* indicates the standardized regression weights. sr^2 represents the semi-partial correlation squared. *r* represents the zero-order correlation. *LL* and *UL* indicate the lower and upper limits of a confidence interval, respectively.
* indicates $p < .05$. ** indicates $p < .01$.

Table 25
Linear Models for Satisfaction, Topic Management, and Perceived Supervisor Cultural Competence

Predictor	*b*	*b* 95% CI [LL, UL]	*beta*	*beta* 95% CI [LL, UL]	sr^2	sr^2 95% CI [LL, UL]	*r*	Fit	Difference
(Intercept)	-1.15	[-2.82, 0.51]							
TM towards supervisor identities related to work	2.17**	[1.52, 2.82]	0.43	[0.30, 0.56]	.10	[.04, .15]	.36**		
TM towards supervisor identities unrelated to work	-0.14	[-0.84, 0.56]	-0.03	[-0.17, 0.11]	.00	[-.00, .00]	.15**		
TM towards supervisee identities related to work	0.09	[-0.52, 0.70]	0.02	[-0.11, 0.14]	.00	[-.00, .00]	.16**		
TM towards supervisee identities unrelated to work	-0.82**	[-1.44, -0.20]	-0.17	[-0.30, -0.04]	.02	[-.01, .04]	-.01		
								R^2 = .157** 95% CI[.09,.22]	
(Intercept)	-14.45**	[-16.32, -12.59]							
TM towards supervisor identities related to work	0.79**	[0.29, 1.28]	0.16	[0.06, 0.26]	.01	[-.00, .03]	.36**		
TM towards supervisor identities unrelated to work	-0.03	[-0.54, 0.48]	-0.01	[-0.11, 0.09]	.00	[-.00, .00]	.15**		
TM towards supervisee identities related to work	0.01	[-0.43, 0.45]	0.00	[-0.09, 0.09]	.00	[-.00, .00]	.16**		
TM towards supervisee identities unrelated to work	-0.38	[-0.83, 0.07]	-0.08	[-0.17, 0.01]	.00	[-.00, .01]	-.01		
PSCC	0.20**	[0.17, 0.22]	0.68	[0.61, 0.76]	.40	[.33, .47]	.74**		
								R^2 = .559** 95% CI[.49,.61]	ΔR^2 = .401** 95% CI[.33, .47]

Note. A significant *b*-weight indicates the beta-weight and semi-partial correlation are also significant. *b* represents unstandardized regression weights. *beta* indicates the standardized regression weights. sr^2 represents the semi-partial correlation squared. *r* represents the zero-order correlation. *LL* and *UL* indicate the lower and upper limits of a confidence interval, respectively.
* indicates $p < .05$. ** indicates $p < .01$.

Table 26
Linear Models for Salience of Social Identity Differences, Topic Management, and Perceived Supervisor Cultural Competence when Supervisor Social Identities are Brought Up

Predictor	*b*	*b* 95% CI [LL, UL]	*beta*	*beta* 95% CI [LL, UL]	sr^2	sr^2 95% CI [LL, UL]	*r*	Fit	Difference
(Intercept)	0.24	[-0.28, 0.76]							
1-on-1 SD	-0.01	[-0.17, 0.15]	-0.00	[-0.13, 0.13]	.00	[-.00, .00]	.17**		
TM towards supervisor identities related to work	0.22**	[0.06, 0.38]	0.18	[0.05, 0.32]	.02	[-.01, .05]	.28**		
TM towards supervisor identities unrelated to work	0.22**	[0.08, 0.37]	0.19	[0.07, 0.32]	.03	[-.01, .06]	.28**		
								R^2 = .104** 95% CI[.04,.17]	
(Intercept)	0.33	[-0.41, 1.07]							
1-on-1 SD	-0.00	[-0.16, 0.16]	-0.00	[-0.13, 0.13]	.00	[-.00, .00]	.17**		
TM towards supervisor identities related to work	0.23**	[0.06, 0.39]	0.19	[0.05, 0.33]	.02	[-.01, .05]	.28**		
TM towards supervisor identities unrelated to work	0.22**	[0.07, 0.37]	0.19	[0.06, 0.32]	.03	[-.01, .06]	.28**		
PSCC	-0.00	[-0.01, 0.01]	-0.02	[-0.14, 0.10]	.00	[-.00, .00]	.04		
								R^2 = .105** 95% CI[.04,.16]	ΔR^2 = .000 95% CI[-.00, .00]

Note. A significant *b*-weight indicates the beta-weight and semi-partial correlation are also significant. *b* represents unstandardized regression weights. *beta* indicates the standardized regression weights. sr^2 represents the semi-partial correlation squared. *r* represents the zero-order correlation. *LL* and *UL* indicate the lower and upper limits of a confidence interval, respectively.
* indicates $p < .05$. ** indicates $p < .01$.

Table 27
Linear Models for Salience of Social Identity Differences, Topic Management, and Perceived Supervisor Cultural Competence when Supervisee Social Identities are Brought Up

Predictor	*b*	*b* 95% CI [LL, UL]	*beta*	*beta* 95% CI [LL, UL]	sr^2	sr^2 95% CI [LL, UL]	*r*	Fit	Difference
(Intercept)	0.96**	[0.47, 1.44]							
TM towards supervisee identities related to work	0.15*	[0.02, 0.28]	0.16	[0.02, 0.30]	.02	[-.02, .06]	.20**		
TM towards supervisee identities unrelated to work	0.10	[-0.03, 0.22]	0.10	[-0.03, 0.24]	.01	[-.02, .03]	.16*		
								R^2 = .048** 95% CI[.01,.11]	
(Intercept)	1.52**	[0.80, 2.23]							
TM towards supervisee identities related to work	0.17*	[0.04, 0.30]	0.18	[0.04, 0.32]	.03	[-.01, .07]	.20**		
TM towards supervisee identities unrelated to work	0.09	[-0.04, 0.22]	0.10	[-0.04, 0.24]	.01	[-.01, .03]	.16*		
PSCC	-0.01*	[-0.01, -0.00]	-0.14	[-0.27, -0.01]	.02	[-.02, .05]	-.12		
								R^2 = .067** 95% CI[.01,.13]	ΔR^2 = .019* 95% CI[-.02, .05]

Note. A significant *b*-weight indicates the beta-weight and semi-partial correlation are also significant. *b* represents unstandardized regression weights. *beta* indicates the standardized regression weights. sr^2 represents the semi-partial correlation squared. *r* represents the zero-order correlation. *LL* and *UL* indicate the lower and upper limits of a confidence interval, respectively.
* indicates $p < .05$. ** indicates $p < .01$.

Table 28
Linear Models for Salience of Shared Social Identities, Topic Management, and Perceived Supervisor Cultural Competence when Supervisor Social Identities are Brought Up

Predictor	*b*	*b* 95% CI [LL, UL]	*beta*	*beta* 95% CI [LL, UL]	sr^2	sr^2 95% CI [LL, UL]	*r*	Fit	Difference
(Intercept)	-0.62	[-1.30, 0.06]							
1-on-1 SD	0.22*	[0.01, 0.43]	0.14	[0.01, 0.28]	.01	[-.01, .04]	.19**		
TM towards supervisor identities related to work	0.18	[-0.03, 0.40]	0.12	[-0.02, 0.26]	.01	[-.01, .03]	.17**		
TM towards supervisor identities unrelated to work	-0.06	[-0.25, 0.14]	-0.04	[-0.17, 0.09]	.00	[-.01, .01]	.08		
								R^2 = .045** 95% CI[.01,.09]	
(Intercept)	-3.09**	[-3.97, -2.21]							
1-on-1 SD	0.09	[-0.10, 0.29]	0.06	[-0.06, 0.18]	.00	[-.01, .01]	.19**		
TM towards supervisor identities related to work	0.01	[-0.19, 0.21]	0.01	[-0.12, 0.14]	.00	[-.00, .00]	.17**		
TM towards supervisor identities unrelated to work	0.05	[-0.13, 0.23]	0.04	[-0.09, 0.16]	.00	[-.01, .01]	.08		
PSCC	0.04**	[0.03, 0.05]	0.43	[0.32, 0.54]	.16	[.09, .24]	.45**		
								R^2 = .208** 95% CI[.12,.28]	ΔR^2 = .163** 95% CI[.09, .24]

Note. A significant *b*-weight indicates the beta-weight and semi-partial correlation are also significant. *b* represents unstandardized regression weights. *beta* indicates the standardized regression weights. sr^2 represents the semi-partial correlation squared. *r* represents the zero-order correlation. *LL* and *UL* indicate the lower and upper limits of a confidence interval, respectively.
* indicates $p < .05$. ** indicates $p < .01$.

Table 29
Linear Models for Perceived Supervisor Cultural Competence, Verbal Communication about Social Identities, and Dyad Identity Differences

Predictor	*b*	*b* 95% CI [LL, UL]	*beta*	*beta* 95% CI [LL, UL]	sr^2	sr^2 95% CI [LL, UL]	*r*	Fit	Difference
(Intercept)	55.78**	[44.89, 66.67]							
Self-disc. TM	3.82**	[1.42, 6.21]	0.21	[0.08, 0.34]	.02	[-.01, .05]	.32**		
Supervisor Identities TM	0.64	[-0.89, 2.17]	0.06	[-0.09, 0.22]	.00	[-.01, .01]	.28**		
Supervisee Identities TM	-2.54**	[-3.86, -1.22]	-0.26	[-0.39, -0.12]	.03	[-.00, .06]	.10		
Dyad Diffs	5.47*	[0.78, 10.16]	0.53	[0.08, 0.98]	.01	[-.01, .03]	.26**		
Diffs Quad	-0.42	[-0.86, 0.02]	-0.42	[-0.86, 0.02]	.01	[-.01, .02]	.24**		
TM Dyad Sims	2.39**	[0.96, 3.83]	0.24	[0.10, 0.38]	.02	[-.00, .05]	.34**		
								R^2 = .178** 95% CI[.10,.24]	
(Intercept)	63.83**	[52.58, 75.09]							
Self-disc. TM	3.67**	[1.31, 6.03]	0.20	[0.07, 0.33]	.02	[-.01, .05]	.32**		
Supervisor Identities TM	0.24	[-1.26, 1.74]	0.02	[-0.13, 0.18]	.00	[-.00, .00]	.28**		
Supervisee Identities TM	-2.22**	[-3.52, -0.92]	-0.23	[-0.36, -0.09]	.02	[-.00, .05]	.10		
Dyad Diffs	5.72*	[1.14, 10.30]	0.55	[0.11, 1.00]	.01	[-.01, .03]	.26**		
Diffs Quad	-0.40	[-0.83, 0.03]	-0.40	[-0.83, 0.03]	.01	[-.01, .02]	.24**		
TM Dyad Sims	2.08**	[0.67, 3.48]	0.21	[0.07, 0.35]	.02	[-.01, .04]	.34**		
Sup Up	-3.67**	[-5.26, -2.08]	-0.22	[-0.32, -0.12]	.04	[.01, .08]	-.26**		
Sup Down	-0.27	[-2.18, 1.65]	-0.01	[-0.11, 0.08]	.00	[-.00, .00]	.14**		
								R^2 = .223** 95% CI[.14,.28]	ΔR^2 = .045** 95% CI[.01, .08]
(Intercept)	64.07**	[52.93, 75.21]							
Self-disc. TM	3.34**	[0.99, 5.68]	0.18	[0.05, 0.31]	.02	[-.01, .04]	.32**		
Supervisor Identities TM	0.17	[-1.32, 1.65]	0.02	[-0.13, 0.17]	.00	[-.00, .00]	.28**		
Supervisee Identities TM	-2.17**	[-3.46, -0.88]	-0.22	[-0.35, -0.09]	.02	[-.00, .05]	.10		
Dyad Diffs	4.84*	[0.27, 9.41]	0.47	[0.03, 0.91]	.01	[-.01, .03]	.26**		
Diffs Quad	-0.31	[-0.74, 0.12]	-0.31	[-0.74, 0.12]	.00	[-.01, .02]	.24**		
TM Dyad Sims	2.35**	[0.94, 3.75]	0.23	[0.09, 0.37]	.02	[-.00, .05]	.34**		
Sup Up	-3.18**	[-4.79, -1.58]	-0.19	[-0.29, -0.09]	.03	[.00, .06]	-.26**		
Sup Down	-1.53	[-3.61, 0.54]	-0.08	[-0.18, 0.03]	.00	[-.01, .02]	.14**		
Sup of Color	7.84**	[2.58, 13.09]	0.16	[0.05, 0.26]	.02	[-.01, .04]	.22**		
								R^2 = .241** 95% CI[.15,.30]	ΔR^2 = .018** 95% CI[-.01, .04]

Note. A significant *b*-weight indicates the beta-weight and semi-partial correlation are also significant. *b* represents unstandardized regression weights. *beta* indicates the standardized regression weights. sr^2 represents the semi-partial correlation squared. *r* represents the zero-order correlation. *LL* and *UL* indicate the lower and upper limits of a confidence interval, respectively.
* indicates $p < .05$. ** indicates $p < .01$.

Table 30
Higher Education Interview Participants

Field	Pseudonym	Pronouns	Social Identities (As stated by participants)	Role/Agency/Location
Higher Education	Alice	She/Her	White, cis-gender Woman, and Heterosexual	Director of residential life at a small Mid-Atlantic private university
	Derrick	He/Him	Queer, White, Male, Pagan, and parent of biracial kids	Assistant director of residential life at a large Mid-Atlantic private university
	Felicia	She/Her	A woman, Faith (unspecified non-Christian), and Married	Student mental health case manager at a large North-West public university
	Halle	She/Her	African American, Black, Female, Heterosexual, Nondenominational and Christian	Assistant dean for housing at a mid-sized Southern public university
	Jennifer	They/Them	White, Fem, Non-binary, and Androgynous	Graduate student in a Mid-Western higher ed program
	Jessica	She/Her	I have a disability, I'm a woman, and I'm white.	Human resource manager focused on organizational learning and development at a large North West public university
	Kara	She/Her	Lesbian, white, and cis-woman	Graduate student in a Mid-Western higher ed program
	Nadine	She/Her	Woman of Color, Millennial, Midwesterner, Bi-ethnic Bi-racial, and Parent	Assistant director of student affairs at a small Mid-Atlantic public university
	Paul	He/Him	Cis-gender, White, Able-bodied, Pansexual, and Christian (protestant)	Assistant dean for housing at a small Mid-Atlantic religious university
	Pennyworth	He/Him	First Generation, Latinx, Heterosexual, Christian male, and English as a Second Language	Assistant director of residential life at a large Western public university
	Sam	She/Her	White, Female, and Christian	Resident director at a mid-sized Mid-Western private university
	Sophia	She/Her	Female, Cis-gender, Bisexual, First Gen, Immigrant Family, West Coaster, Asian American (Filipino American) POC, Mother, and Married	Academic advisor at a large Mid-Atlantic public university
	Stephanie	She/Her	Cis-gendered female, and White	Graduate student in a Mid-Western higher ed program
	Tyler	He/Him	Cis gender, straight, White, Man, and Christian	Assistant director of residential life at a large Mid-Atlantic public university

Table 31
Social Work Interview Participants

Field	Pseudonym	Pronouns	Social Identities (As shared by participants)	Role/Agency/Location
Social Work	Alicia	She/Her	Female, heterosexual, raised in a Jewish family, spiritual more than religious, average SES, and a working professional	Licensed social worker and mental health counselor in a Western metropolitan area
	Anne	She/Her	Woman, white woman, older white woman,	Director of the division of social work at a North-Western University
	Brienne	She/Her	White LGBT Woman	Program director and social worker at a youth services agency in a large Western metropolitan area
	Kevin	He/Him	Straight, White, and Male	Licensed social worker at a large North Western public university
	Laura	She/Her	Cis-gender woman, upper/middle class, Chinese American, with dyslexia	Graduate student in a North Western social work program
	Nina	She/Her	White, Female, and Mother	Mental health therapist and licensed social worker at a youth and family services agency in a Western metropolitan area
	Pam	She/Her	White, female, have a disability (psychiatric), middle class, Straight, and cis-gender	Disability resource specialist at a county social work agency in the North West
	Ramona	She/Her	Woman of Color, Indian American, Straight, and Able Bodied	Licensed social worker in a North Western metropolitan area
	Rashdia	He/Him	Iranian, emigrated as a child, consumer of services, proletarian, queer identifying	Licensed social worker and non-profit manager in a Mid-Atlantic metropolitan area
	Van	They/Them	Trans, non-binary, socialized/raised assigned female at birth	Licensed marriage and family therapy and licensed professional clinical counselor in a large Western metropolitan area
	Victoria	She/Her	Bisexual, have a Disability, White, am a Woman	Licensed social worker in human services working with foster and adoptive clients in a North West metropolitan area

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APPENDICES

Appendix A

Participant Demographic Questions

1) What is your current age in years? _____ (Open Response)

2) What is your race and ethnicity: (check all that apply)

☐ Arab/Arab American ☐ Asian/Asian American ☐ Black/African American

☐ Native American/Alaska Native ☐ Native Hawaiian/Pacific Islander

☐ Latinx ☐ White/Caucasian

☐ Prefer to self-describe _____ (Open Response) ☐ Prefer not to say

3) What is your gender? (Human Rights Campaign, 2016)

☐ Female ☐ Male ☐ Non-binary/ third gender

☐ Prefer to self-describe_____ (Open Response) ☐ Prefer not to say

Transgender is an umbrella term that refers to people whose gender identity, expression, or behavior is different from those typically associated with their assigned sex at birth. Other identities considered to fall under this umbrella can include non-binary, gender fluid, and genderqueer.

4) Do you identify as transgender? (Human Rights Campaign, 2016)

☐ Yes ☐ No ☐ Prefer not to say

5) What is your Sexual Orientation? (Human Rights Campaign, 2016)

☐ Heterosexual ☐ Gay or Lesbian ☐ Bisexual

☐ Prefer to self-describe _____ (Open Response) ☐ Prefer not to say

6) Religious/Faith Background _____ (Open Response)

Please share if you identify as someone who:

7) Has a physical disability. YES/NO/Prefer not to say

8) Has a learning disability. YES/NO/Prefer not to say

9) Has another cognitive or mental health diagnosis. (Anxiety, OCD, PTSD, etc.) YES/NO/Prefer not to say

10) Please select the option that best describes your social class experience growing up. (* Gilbert-Kahl, 1993)

    a. Upper-Capitalist Class: Household income over $2 million dollars. Investors, Heirs, Executives.
    b. Upper-Middle Class: Household income of from $150,000 to $2 million dollars. Upper managers, professionals, medium sized business owners.
    c. Middle Class: Household income from $70,000-$150,000. Lower managers, Semi-professionals, Artisans, Supervisor/Boss, Non-retail sales.
    d. Working Class: Household income from $40,000-$70,000. Low-skill manual, Clerical, Retail sales.
    e. Working Poor: Household income from $25,000-$40,000. Lowest-paid manual, retail, and service workers.
    f. Underclass: Household income below $25,000. Unemployed or part-time menial jobs, public assistance.
    g. Prefer not to say
    h. Prefer to self-describe

Appendix B

Supervisory Dyad Characteristics

1) At the time of this supervisory relationship, which field were you working in?

   ☐ Social Work ☐ Higher Education

2) At the time of the supervisory relationship, what was your age in years?
3) At the time of this supervisory relationship, how many years had you been working in your profession?
4) At the time of this supervisory relationship, how many months had you been directly supervised by this supervisor?
5) If you are a social worker, were you receiving supervision from this person as part of completing hours and making progress towards your license?
6) On average, how many times per month did you have a regularly scheduled 1-on-1 meeting with this supervisor?
7) To the best of your ability, please indicate what you knew, perceived, or assumed were identity differences/similarities between you and your supervisor.

   For each dimension (listed below as a. through i.) indicate that your supervisor:

   ☐ Shared your identity

   ☐ Supervisor held a different, privileged, identity

   ☐ Supervisor held a different, marginalized, identity

   ☐ Unsure/Did Not Know

   ☐ Decline to respond

   a. Gender Identity
   b. Sex
   c. Sexual Orientation
   d. Race/Ethnicity

e. Faith

f. Physical Ability Status

g. Learning Ability

h. Cognitive or Mental Health Diagnosis

i. Social Class Experience Growing Up

8) Knowing that the salience of one or more social identities can be influenced by specific experiences and interactions, what identity difference or intersection of differences was/is most often salient to you in this supervisory dyad? (e.g., identity as a female identifying supervisee with a male supervisor, identity as a person of color with a white supervisor, identity as a woman of color with a white/male supervisor)

_____ (Open Response)

9) Token status has been defined as occurring when an identity comprises 15% or less of a workgroup or organization (Shore et al., 2011). Please indicate if at the time of this professional experience, within your department/organization one or more of your identities satisfied this definition of token status _____ (Open Response)

Appendix C

Supervisor Identity Self-Disclosure Survey

Please respond to the questions based on your experience with your supervisor.

Beside each statement there is a five-point scale:

1 = not at all 2 = rarely 3 = occasionally 4 = sometimes 5 = often

1. In our one on one meetings my supervisor self-discloses information about their visible or invisible social identities (e.g., race, gender, sexual orientation, ability status).

   1 2 3 4 5

2. 1-on-1 Verbal Self-Disclosure: If you indicated above that your supervisor engaged in this, please describe which identities they would bring into the conversation (if none, please put N/A or skip this question): (Open Text)
3. In group discussions/settings or staff trainings my supervisor self-discloses information about their visible or invisible social identities. (e.g., race/ethnicity, gender, sexual orientation, ability status). 1 2 3 4 5
4. Group Setting Verbal Self-Disclosure: If you indicated above that your supervisor engaged in this, please describe which identities they would bring into the conversation (if none, please put N/A or skip this question): (Open Text)
5. My supervisor made clothing (e.g., patterns, styles), accessory (e.g., jewelry, pins, notebooks, bags), and other appearance (e.g., hair length/style/covering) choices that I perceived related to, or conveyed information about, one or more of their social identities (e.g., race/ethnicity, gender identity, faith, sexual orientation). 1 2 3 4 5
6. Clothing/Accessory/Other Appearance: If you indicated above that you perceived your supervisor engaged in this, please describe: (Open Text)
7. My supervisor had artifacts (pictures, books, personal items) in their office space that I perceived related to, or conveyed information about, one or more of their social

identities (e.g., race/ethnicity, gender identity, faith, sexual orientation, ability status).

1 2 3 4 5

8. Office Artifacts: If you indicated above that you perceived your supervisor engaged in this, please describe: (Open Text)

Appendix D

Topic Management Questions

These questions are to measure how often a supervisor directed conversation towards identity. There are two scores, a “work related” score and an “unrelated to work” score. Work related items are indicated with a (W), and unrelated to work items are indicated with (U).

Please respond to the questions based on your experience with your supervisor.

Beside each statement there is a five-point scale

1 = not at all 2 = rarely 3 = occasionally 4 = sometimes 5 = often

1. (W) In our one on one meetings, my supervisor brings/brought up *their* social identities (e.g., race, gender) in order to discuss the importance or relevance for our work. 1 2 3 4 5
2. (U) In our one on one meetings, my supervisor brought up their social identities (e.g., race, gender) unrelated to our work. 1 2 3 4 5
3. (W) In our one on one meetings, my supervisor brings/brought up *my* social identities (e.g., race, gender) in order to discuss the importance or relevance for our work. 1 2 3 4 5
4. (U) In our one on one meetings, my supervisor brought up my social identities (e.g., race, gender) unrelated to our work. 1 2 3 4 5
5. (W) In our one on one meetings, my supervisor brought up our shared and/or similar social identities in relation to our work. 1 2 3 4 5
6. (U) In our one on one meetings, my supervisor brought up our shared and/or similar social identities not in relation to our work. 1 2 3 4 5
7. (W) In our one on one meetings, my supervisor brought up our social identity differences and the importance or relevance for our work. 1 2 3 4 5
8. (U) In our one on one meetings, my supervisor brought up our social identity differences unrelated to our work. 1 2 3 4 5

Appendix E

Optimal Distinctiveness Questions

These 18 items are to measure the level of activation of the drive to differentiate or assimilate when the topic of social identities is brought up in relation to supervisor, self, and dyad.

Rating Scale:

1 = Strongly Disagree		5 = Slightly Agree
2 = Disagree	4 = Neither Disagree or Agree	6 = Agree
3 = Slightly Disagree		7 = Strongly Agree

There are two separate scores generated by this battery of question: (1) a distinctness score, and (2) a satisfaction score. Distinctness items are designated with a (D), and satisfaction items are designated with a (S). This is in line with Brewer's (1991) assertion that optimal distinctness is a function of how satisfied someone is with the level of distinctness.

Items marked with an (R) are reverse scored, items without an (R) are scored normally.

Page 1:

1. My supervisor has talked about their own social identities (race, gender, sexual orientation, etc.) in our one on one meetings (yes/no)

Page 2 > If yes on question 1

2. (D) When my supervisor did this it made me more aware of the social identities I share with my supervisor. (R) 1 2 3 4 5 6 7

3. (D) When my supervisor did this it made me more aware of the social identity differences between me and my supervisor. 1 2 3 4 5 6 7

4. (S) When my supervisor did this it made me feel uncomfortable. (R) 1 2 3 4 5 6 7

5. (S) When my supervisor did this it made me feel trusted. 1 2 3 4 5 6 7

Page 3 > If no on question 1

6. (D) My supervisor did not do this and it made me more aware of the social identities I share with my supervisor. (R) 1 2 3 4 5 6 7

7. (D) My supervisor did not do this and it made me more aware of the social identity differences between me and my supervisor. 1 2 3 4 5 6 7

8. (S) My supervisor did not do this and I appreciate that this is not brought up in our work. 1 2 3 4 5 6 7

9. (S) My supervisor did not do this and it would be nice to have insights into how their identities influence their experience. (R) 1 2 3 4 5 6 7

Page 4:

10. My supervisor talks/talked about my social identities (race, gender, sexual orientation, etc.) in our one on one meetings (yes/no)

Page 5 > If yes on question 10

11. (D) When my supervisor did this it made me more aware of the social identities I share with my supervisor. (R) 1 2 3 4 5 6 7

12. (D) When my supervisor did this it made me more aware of the social identity differences between me and my supervisor. 1 2 3 4 5 6 7

13. (S) When my supervisor did this it felt like they cared about how my social identities influence my experience. 1 2 3 4 5 6 7

14. (S) When my supervisor did this it felt like they were crossing a line. (R) 1 2 3 4 5 6 7

Page 6 > If no on question 10

15. (D) My supervisor did not do this and it made me more aware of the social identities I share with my supervisor. (R) 1 2 3 4 5 6 7

16. (D) My supervisor did not do this and it made me more aware of the social identity differences between me and my supervisor. 1 2 3 4 5 6 7

17. (S) My supervisor did not do this and it made me feel like my supervisor did not care if my social identities influence my experience. (R) 1 2 3 4 5 6 7

18. (S) My supervisor did not do this and I appreciated that it is up to me to bring this up in our work together. 1 2 3 4 5 6 7

Appendix F

Tynan's Self Psychological Safety Scale

These scales were adapted for this study in order to make language relevant to both Social Work and Higher Education contexts. The Likert scale was reduced to a 7-point scale from 9-points. The items on this scale are measured on a 7-point Likert scale ranging from 1 = not at all true, to 7 = very true

1. My supervisor had the best of intention toward me. 1 2 3 4 5 6 7
2. The supervisor really cared about me. 1 2 3 4 5 6 7
3. The supervisor respected my abilities. 1 2 3 4 5 6 7
4. The supervisor was interested in me as a person. 1 2 3 4 5 6 7
5. I trusted the supervisor. 1 2 3 4 5 6 7
6. The supervisor would go to bat for me. 1 2 3 4 5 6 7
7. I felt the supervisor would work for my best interest. 1 2 3 4 5 6 7

Tynan's Other Psychological Safety Scale

The items on this scale are measured on a 7-point Likert scale ranging from 1 = not at all true, to 9 = very true. All items are reverse scored (R).

1. The supervisor wanted others to support their ideas. (R) 1 2 3 4 5 6 7
2. At some level I felt I had to tiptoe around the supervior‘s feelings. (R) 1 2 3 4 5 6 7
3. The supervisor would get hurt feelings if criticized. (R) 1 2 3 4 5 6 7
4. The supervisor would get annoyed at some level if challenged. (R) 1 2 3 4 5 6 7
5. At some level I felt the supervisor would be unhappy if I disagreed with them. (R) 1 2 3 4 5 6 7

Appendix G

Multicultural Competency

Based on the Cross Cultural Counseling Inventory (revised) developed by Alexis Hernandez and Teresa LaFromboise (1983), Stanford University, School of Education, 485 Lasuen Mall, Stanford, CA 94305-3096

Rating Scale: 1 = Strongly Disagree 4 = Slightly Agree
2 = Disagree 5 = Agree
3 = Slightly Disagree 6 = Strongly Agree

1. Supervisor is aware of their own social identities. 1 2 3 4 5 6
2. Supervisor values and respects social differences. 1 2 3 4 5 6
3. Supervisor is aware of how values might affect a supervisee. 1 2 3 4 5 6
4. Supervisor understands current socio-political systems and their impacts on the supervisee. 1 2 3 4 5 6
5. Supervisor understands current socio-political systems and their impacts on clients/students. 1 2 3 4 5 6
6. Supervisor is comfortable with differences between supervisor and supervisee. 1 2 3 4 5 6
7. Supervisor demonstrates knowledge about supervisee's social identities. 1 2 3 4 5 6
8. Supervisor demonstrates knowledge about client/student social identities. 1 2 3 4 5 6
9. Supervisor is aware of institutional barriers which might affect supervisee's circumstances. 1 2 3 4 5 6
10. Supervisor is aware of institutional barriers which might affect client/student circumstances. 1 2 3 4 5 6

11. Supervisor is able to suggest interventions that favor the supervisee.

    1 2 3 4 5 6

12. Supervisor is able to suggest institutional intervention skills that favor the clients/students. 1 2 3 4 5 6

13. Supervisor attempts to perceive supervisee's problems/concerns within the context of the supervisee's lived experience, identities, values, and/or lifestyle. 1 2 3 4 5 6

14. Supervisor attempts to perceive client/student issues within the context of the client/student lived experience, identities, values, and/or lifestyle. 1 2 3 4 5 6

15. Supervisor presents his or her own values to the supervisee. 1 2 3 4 5 6

16. Supervisor recognizes those limits determined by the cultural differences between supervisor and supervisee. 1 2 3 4 5 6

17. Supervisor recognizes those limits determined by the cultural differences between supervisee and client/student. 1 2 3 4 5 6

18. Supervisor acknowledges and is comfortable with social identity differences.

    1 2 3 4 5 6

19. Supervisor engages appropriately during group trainings/discussions on topics of diversity, equity, and inclusion. 1 2 3 4 5 6

Appendix H

Sample Email Communications about the Survey

Hello!

My name is Benjamin Meoz, and I am a doctoral student at the University of Washington in Seattle, WA.

I'm currently looking for people working in Social Work and Higher Education settings to participate in a survey about the impact of supervisor communication about social identities (e.g., race/ethnicity, gender, sexual orientation, ability status) when used in supervisory dyads (supervisor-supervisee pair) with social identity differences.

To be eligible to participate you need to be at least 18 years of age, and have a supervisory dyad to reflect on that meets the following criteria:

- You were the supervisee/employee
- The dyad was in a Social Work or Higher Education setting
- Your role was one were you directly worked with clients/students
- And, there were one or more social identity differences (e.g., race/ethnicity, gender, sexual orientation, ability status) present between you and your supervisor

To encourage participation, three randomly selected participants will receive $150 towards one of the following: (1) an online food delivery service (e.g. Door Dash, UberEats), (2) an Amazon gift card, or (3) a donation in their name to the COVID-19 relief fund, or organization fighting injustice, of their choice.

Survey Link: https://www.surveymonkey.com/r/SWHE-SSIC

The survey will be open from June 1st to June 15th. Please share this information with anyone you think meets this eligibility criteria and would have an interest in participating.

If you have any questions or concerns please reach out to me at bmeoz@uw.edu or (206) 221-8583.

Thanks!

Ben

Appendix I

Organizations Contact About Survey Distribution

Field	Regional/National	Org
Higher Education	National	ACUHO-i
Higher Education	National	NASPA
Higher Education	National	NACADA
Higher Education	National	ACPA
Higher Education	National	Am. Assoc. of Blacks in Higher Education
Higher Education	National	Am. Assoc. of University Women
Higher Education	National	Association of College Unions International
Higher Education	National	Association of Fraternity Advisors
Higher Education	National	Association of Higher Ed. & Disability
Higher Education	National	NODA
Higher Education	National	ASCA
Higher Education	National	National Assoc. for Academic Advisors for Athletics
Higher Education	National	National Assoc. for Campus Activities
Higher Education	National	Riese
Higher Education	National	National Intramural-Recreational Sports Association
Higher Education	Regional	AIMHO
Higher Education	Regional	GLACUHO
Higher Education	Regional	MACUHO
Higher Education	Regional	NEACUHO
Higher Education	Regional	SEAHO
Higher Education	Regional	SWACUHO
Higher Education	Regional	UMR-ACUHO
Higher Education	Regional	NWACUHO
Higher Education	Regional	WACUHO
Higher Education	Regional	NECPA (ACPA)
Higher Education	Regional	NACADA R-1
Higher Education	Regional	NACADA R-2
Higher Education	Regional	NACADA R-3
Higher Education	Regional	NACADA R-4

Higher Education	Regional	NACADA R-5
Higher Education	Regional	NACADA R-6
Higher Education	Regional	NACADA R-7
Higher Education	Regional	NACADA R-8
Higher Education	Regional	NACADA R-9
Higher Education	Regional	NACADA R-10
Higher Education	Regional	NASPA Regions (I)
Higher Education	Regional	NASPA Regions (II)
Higher Education	Regional	NASPA Regions (III)
Higher Education	Regional	NASPA Regions (IV)
Higher Education	Regional	NASPA Regions (V)
Higher Education	Regional	NASPA Regions (VI)
Higher Education	National	ACPA Grad Students & New Professionals Community of Practice
Higher Education	National	ACPA Coalitions
Higher Education	National	NASPA Knowledge Communities
Higher Education	Regional	ACPA State Chapters
Social Work	National	National Association of Social Workers
Social Work	National	Society for Social Work and Research
Social Work	National	The Network for Social Work Management https://socialworkmanager.org/
Social Work	National	School Social Work Association of America
Social Work	National	Rural Social Work Caucus https://ruralsocialwork.org/
Social Work	National	National Association of Black Social Workers
Social Work	National	Council on Social Work Education
Social Work	National	Clinical Social Work Federation
Social Work	Regional	WA State Society for Clinical Social Work

Appendix J

IRB Approval For Quantitative Study

UNIVERSITY of WASHINGTON
HUMAN SUBJECTS DIVISION

DETERMINATION OF EXEMPT STATUS

March 12, 2020

Dear Ben:

On 3/12/2020, the University of Washington Human Subjects Division (HSD) reviewed the following application:

Type of Review:	Initial Study
Title of Study:	The impact on Social Work and Higher Education Supervisees of 1 on 1 Supervisor Communication about Supervisor and Supervisee Social Identities, specifically in Supervisory Dyads (Supervisor-Supervisee Pair) with Social Identity Differences
Investigator:	Benjamin Christopher Meoz
IRB ID:	STUDY00009694
Funding:	None

Exempt Status

HSD determined that your proposed activity is human subjects research that qualifies for exempt status (Category 2).

- This determination is valid for the duration of your research.
- This means that your research is exempt from the federal human subjects regulations, including the requirement for IRB approval and continuing review.
- **Depending on the nature of your study, you may need to obtain other approvals or permissions to conduct your research. For example, you might need to apply for access to data or specimens (e.g., to obtain UW student data). Or, you might need to obtain permission from facilities managers to approach possible subjects or conduct research procedures in the facilities (e.g., Seattle School District; the Harborview Emergency Department).**

If you consider changes to the activities in the future and know that the changes will require IRB review (or you are not certain), you may request a review or new determination by submitting a Modification to this application. For information about what changes require a Modification, refer to the GUIDANCE: Exempt Research.

Thank you for your commitment to ethical and responsible research. We wish you great success!

Sincerely,

Paige Bacon-Abdelmoteleb
Senior Review Administrator – Committee A
(206) 685-8341 | pba41@uw.edu

4333 Brooklyn Ave. NE, Box 359470 Seattle, WA 98195-9470
main 206.543.0098 fax 206.543.9218 hsdinfo@u.washington.edu www.washington.edu/research/hsd

Appendix K

Other Organization Approvals and Sponsorships

acuho-i
Making Campus Home

Endorsed Research Agreement

Research Study Title:	[illegible]
Principle Investigator:	Benjamin Moez
Institution:	University of Washington
Other Team Members:	N/A

Congratulations on your selection by the Association of College and University Housing Officers – International! After a comprehensive review, your research proposal has been selected for endorsement.

The purpose of this Agreement is to clearly outline the expectations of the Association and the Principle Investigator/Research Team related to the endorsement of this research study. An overview of the expectations and requirements of the Agreement are detailed below.

Summary of Research Study

You have been endorsed to conduct research as outlined by your submitted abstract:

The proposed research is concerned with employees' reported supervision experiences in social work and higher education settings who are client/student facing. The study focuses on the experiences of employees in supervisory dyads where they there are known or perceived social identity differences between the supervisor and employee/supervisee. The primary goal of the research is to better understand the relationship of reported supervisor self-disclosure about identity, and directing dyad conversations to supervisor and employee social identities (a form of topic management), with supervisee perceived psychological safety and optimal distinctiveness in these settings. The study will utilize a two-stage mixed-method approach of internet-based survey and computer-mediated interviews to explore these associations.

Terms of Agreement

ACUHO-I will field one (1) survey instrument on behalf of the Primary Investigator with up to two (2) reminder communications as determined between the PI and the ACUHO-I Staff Liaison identified below.

Endorsement Deliverables

Primary Investigator agrees to adhere to the following deliverables.

1. **Letter of approval/review from the University of Washington Institutional Review Board prior to data collection. This letter can be emailed to your Professional Staff Liaison, who will be identified below. ACUHO-I will not promote or field survey instruments for projects not IRB reviewed.**
2. **Host a webinar on the research topic OR write a whitepaper for dissemination to ACUHO-I membership. This deliverable must be submitted no later than one (1) calendar year after the full execution of this agreement. Failure to submit deliverables within this time frame may disqualify the PI from any future ACUHO-I funding or research programs.**

Association of College and University Housing Officers - International

Research teams are strongly encouraged to widely submit for additional publication, presentation or discussion of all or any outcomes as a result of this endorsement.

Liaison

- Your Professional Staff Liaison at the ACUHO-I Central Office is Justin Reynolds, Director, Research Initiatives (jreynolds@acuho-i.org).

Attribution

- All reports, publications, and presentations using the data collected through this agreement, in whole or in part, must include the following statement:
  - "This study is endorsed by the ACUHO-I Research Committee. ACUHO-I is committed to the creation and dissemination of knowledge about campus housing and the broader issues tha impact the post-secondary experience."

Additional Documents

Several policies and procedures are included as part of the Agreement. Research teams should adhere to these policies when planning and conducting the study. These include:

- Participant Incentives

Signatures

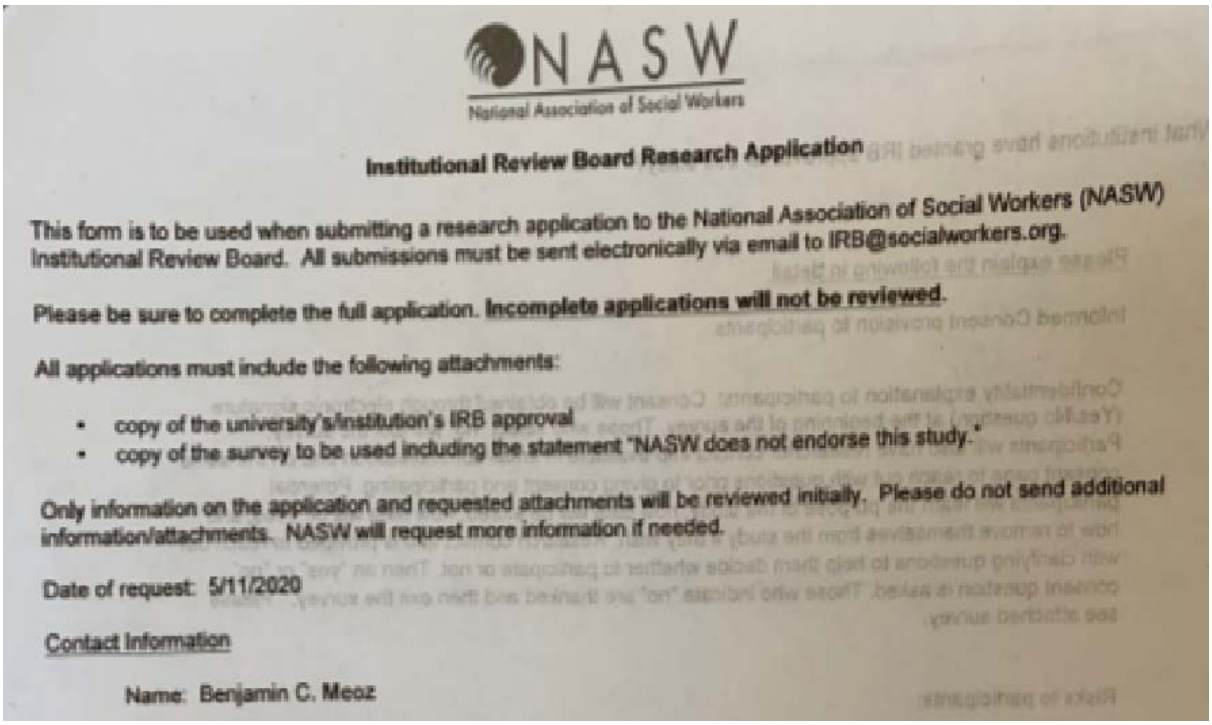
Read and Understood:
As Principle Investigator of this study I, Benjamin C. Meoz,

- Will adhere to the parameters established in this Agreement.
- Understand that the additional documents as outlined above are a part of this Agreement.

Signature: Benjamin C. Meoz
Benjamin C. Meoz (Jun 8, 2020 06:45 PDT)
Email: bmeoz@uw.edu
Title: Individual Interdisciplinary Ph.D. Candidate
Company: University of Washington

This Endorsed Research Agreement has been reviewed and approved by the Association of College and University Housing Officers – International.

Signature:
Justin Reynolds (Jun 4, 2020 12:01 EDT)
Email: jreynolds@acuho-i.org
Title: Director, Research Initiatives
Company: ACUHO-I



NASW
National Association of Social Workers

Institutional Review Board Research Application

This form is to be used when submitting a research application to the National Association of Social Workers (NASW) Institutional Review Board. All submissions must be sent electronically via email to IRB@socialworkers.org.

Please be sure to complete the full application. **Incomplete applications will not be reviewed.**

All applications must include the following attachments:

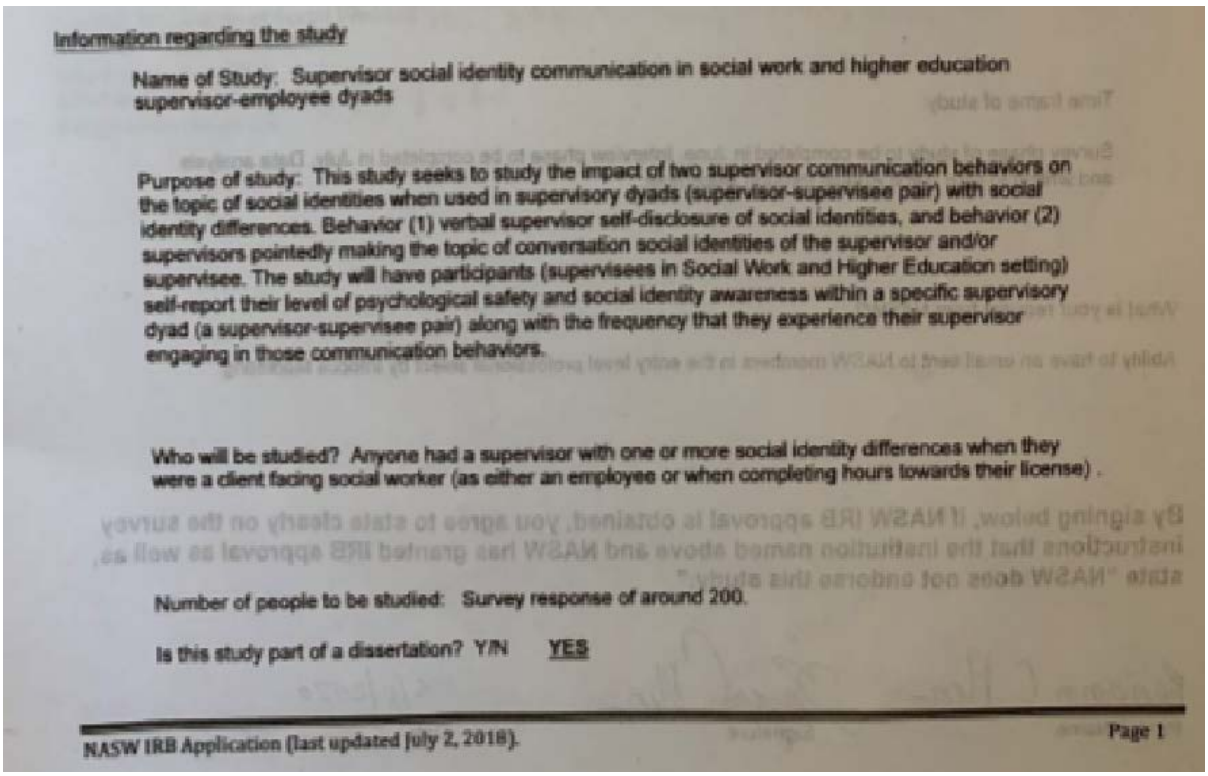
- copy of the university's/institution's IRB approval
- copy of the survey to be used including the statement "NASW does not endorse this study."

Only information on the application and requested attachments will be reviewed initially. Please do not send additional information/attachments. NASW will request more information if needed.

Date of request: 5/11/2020

Contact Information

Name: Benjamin C. Meoz



Information regarding the study

Name of Study: Supervisor social identity communication in social work and higher education supervisor-employee dyads

Purpose of study: This study seeks to study the impact of two supervisor communication behaviors on the topic of social identities when used in supervisory dyads (supervisor-supervisee pair) with social identity differences. Behavior (1) verbal supervisor self-disclosure of social identities, and behavior (2) supervisors pointedly making the topic of conversation social identities of the supervisor and/or supervisee. The study will have participants (supervisees in Social Work and Higher Education setting) self-report their level of psychological safety and social identity awareness within a specific supervisory dyad (a supervisor-supervisee pair) along with the frequency that they experience their supervisor engaging in those communication behaviors.

Who will be studied? Anyone had a supervisor with one or more social identity differences when they were a client facing social worker (as either an employee or when completing hours towards their license) .

Number of people to be studied: Survey response of around 200.

Is this study part of a dissertation? Y/N YES

NASW IRB Application (last updated July 2, 2018). Page 1

May 11, 2020

Dear Benjamin Meoz,

It is my pleasure to inform you that your research proposal has been accepted by the SSWAA board. Please contact our university representative when your research has been approved by your university IRB so that we can assist you in reaching SSWAA members. We look forward to hearing the outcome of your research and invite you to submit a proposal to discuss your findings at our annual conference, to write a journal article for the *Children and Schools,* or to email your findings to us so that we can share them with the membership when your research is complete.

You may contact me at lvillarreal@dom.edu if you have any questions.

Most Sincerely,

Leticia Villarreal Sosa, PhD
University Representative
School Social Work Association of America

Appendix L

IRB Approval for Quantitative Study

UNIVERSITY of WASHINGTON
HUMAN SUBJECTS DIVISION

DETERMINATION OF EXEMPT STATUS

July 8, 2020

Dear Benjamin:

On 7/8/2020, the University of Washington Human Subjects Division (HSD) reviewed the following application:

Type of Review:	Initial Study
Title of Study:	The impact on Social Work and Higher Education Supervisees of 1 on 1 Supervisor Communication about Supervisor and Supervisee Social Identities, specifically in Supervisory Dyads (Supervisor-Supervisee Pair) with Social Identity Differences – Part II
Investigator:	Benjamin Christopher Meoz
IRB ID:	STUDY00010739
Funding:	None

Exempt Status

HSD determined that your proposed activity is human subjects research that qualifies for exempt status (Category 2).

- This determination is valid for the duration of your research.
- This means that your research is exempt from the federal human subjects regulations, including the requirement for IRB approval and continuing review.
- **Depending on the nature of your study, you may need to obtain other approvals or permissions to conduct your research. For example, you might need to apply for access to data or specimens (e.g., to obtain UW student data). Or, you might need to obtain permission from facilities managers to approach possible subjects or conduct research procedures in the facilities (e.g., Seattle School District; the Harborview Emergency Department).**

If you consider changes to the activities in the future and know that the changes will require IRB review (or you are not certain), you may request a review or new determination by submitting a Modification to this application. For information about what changes require a Modification, refer to the GUIDANCE: Exempt Research.

Thank you for your commitment to ethical and responsible research. We wish you great success!

Sincerely,

Appendix M

Quantitative Study Sample Communications

Hi NAME,

Thanks for reaching out a couple weeks ago about participating in the interview phase of my study of supervisor communication about social identity in social work and higher education. Most of all, thank you for your patience!

I'm able to move forward with interviews with the approval of The University of Washington's institutional review board (IRB). Participants will receive their choice of a $15 electronic gift card to the online retailer of their choice, or (as with the survey) participants can choose to have that value donated to a COVID-19 relief fund or organization fighting injustice.

It's important to the study that interviews represent various perspectives and experiences. So the first step is to ask you to complete a quick screening tool by Wednesday, July 15th that will help me know:

- What sort of experiences with a supervisor you have to share or reflect on
- Your current professional level
- And, if you yourself supervised (or currently supervise) any graduate students or staff members

Following that, I will reach out prospective interview participants with interview consent, confidentiality, and scheduling information.

Here is the link to the screening tool: https://www.surveymonkey.com/r/SSIC-SWHE-SCREEN

Interviews will be approximately 45 minutes, and are currently scheduled to take place between Monday July, 27th and Friday July, 31st.

Also, I'm still looking for a few more individuals from the field of social work who might be interested in participating in interviews. If you know of anyone I could/should reach out to about participating please let me know.

Lastly, if you have any questions, or if you've changed your mind about participating, please don't hesitate to let me know.

Appreciatively,

Ben

SUBJECT: Invitation to Interview

Hi NAME,

Thank you for completing the interview intake survey. I am excited about your participation, and would like to invite you to review the attached consent and confidentiality information, and to schedule an interview for the week of July 27th to July 31st.

Interviews will take place via Zoom, and an audio only recording for transcription will be made. Your permission for recording will be confirmed at the start of the scheduled time prior to beginning recording. The recording will begin with introductions and confirmation that you have received and reviewed the consent and confidentiality information, followed by your verbal agreement to participate.

To schedule your interview please respond to this email with your availability.

Once you have scheduled I will send a confirmation of the date and time with you via email.

If you have any questions prior to then, please don't hesitate to reach out to me.

Appreciatively,

Ben

SUBJECT: Interview Study Update

Hi NAME,

Thanks for completing the screening tool, I wanted to let you know that I've scheduled the first round of interviews for my study based on responses, starting by scheduling those who had the greatest number of different types of experiences to share.

As I move through interviews I'll get a sense of if I need to schedule additional interviews in early August and will reach out to see if you are still interested in participating. Just let me know if at any point you would prefer if I remove you from the list of those still interested in participating.

And let me know if you have any questions in the meantime.

Thanks so much for your willingness to engage with me on my project to this point.

Sincerely,

Ben

SUBJECT: Interview Follow-up

Hi NAME,

I'm following up this week to thank you again for your participation last week.

I also want to confirm with you whether you would like the $15 inducement as an online gift card or wish to have that value donated to a worthy cause.

Just send me the name of the online retailer or organization/fund and I will send you a confirmation.

Lastly, I'll be continuing to work on correcting the zoom transcripts to ensure they are accurate and will circle back when a transcript is available.

Thanks!

Ben

Appendix N

Interview Screening Tool

IPhD Interview Intake

1. Your Name

2. Your Email Address

3. What sort of experiences do you have to reflect on? (Check all that apply)

- [ ] A beneficial supervisory relationship that included your supervisor communicating about social identities 1 on1.
- [ ] A harmful supervisory relationship that included your supervisor communicating about social identities 1 on1.
- [ ] A supervisory relationship where the supervisor failed to talk about social identities 1 on 1, or avoided the topic.
- [ ] A critical specific interaction with a supervisor about social identities where it went either really well or really poorly.
- [ ] Other (please specify)

4. Which work setting(s) does your experience take place in?

- [ ] Social Work
- [ ] Higher Education & Student Affairs
- [ ] Other (please specify)

5. What is your current professional level (graduate student, new professional, mid-level professional, etc.)

Appendix O

Interview Protocol

Participant Name: _____

1. Introduce yourself to the respondent
2. Restatement of project and purpose of study
3. Ask the respondent for permission of audio recording
4. Ask the respondent to acknowledge receipt of consent information and that they have reviewed it.
5. Offer to explain/review the consent information for them if necessary, or address questions/concerns.
6. Ask respondent if they agree and consent to participate in the study, with their response as part of the audio record.
7. Restate ground rules
8. Conduct interview
9. Thank participant for their participation

Duration: no more than 45 minutes

1. Introduction self:

Hello, my name is Ben Meoz, and I'm an Interdisciplinary Ph.D. candidate at the University of Washington, conducting this research for my doctoral dissertation.

2. Restatement of project and purpose of study:

You have been selected to speak with us today because you have been identified as someone who has a great deal to share about experiences with supervisor communication about social identities 1 on 1. The research project as a whole focus on supervisor self-disclosure and topic management. The study does not aim to evaluate your experiences. Rather, I am trying to

learn more about how a supervisor's attempts to discuss the social identities of themselves or their supervisee are experienced, and hopefully learn about what distinguishes helpful instances from harmful ones and find practices that help improve the supervisory experience.

3. Ask the respondent for permission of audio recording

To facilitate my note-taking, I would like to audio record the interview. Only I will have access to the recording which will be destroyed at the conclusion of the research and defense of dissertation. The recording will begin with me introducing myself, asking you to introduce yourself, asking if you have received and reviewed the consent and confidentiality information to participate, and finally asking for your consent to participate. Do I have your permission to begin to record this interview?

BEGIN RECORDING

4. Ask the respondent to acknowledge receipt of consent information and that they have reviewed it.

   This is Benjamin Meoz, an Interdisciplinary Ph.D. candidate at the University of Washington, conducting research for my doctoral dissertation, and I use He/Him/His pronouns.

   Would you please introduce yourself?

   PARTICIPANT RESPONSE

   PARTICIPANT NAME, can you confirm that you consent to this audio recording?

   PARTICIPANT RESPONSE

   PARTICIPANT NAME, can you confirm that you received and reviewed the electronic consent and confidentiality information emailed to you?

   PARTICIPANT RESPONSE

5. Offer to explain/review the consent information for them if necessary, or address questions/concerns.

   PARTICIPANT NAME, are there any questions I can answer in regard to the consent of confidentiality information at this time?

   PARTICIPANT RESPONSE

   Answer any questions asked by participant. Once questions have been addressed continue.

6. Ask respondent if they agree and consent to participate in the study, with their response as part of the audio record.

   PARTICIPANT NAME, can you confirm for the audio record whether you agree to participate in the interview study, having reviewed the consent and confidentiality information provided?

7. Restate ground rules

   PARTICIPANT RESPONSE

   Great, to review the major points: (1) all information will be held confidentially, (2) your participation is voluntary, and you may stop at any time if you feel uncomfortable especially considering that the nature of this research may ask you to reflect on and/or share stressful or difficult experiences you have had, and (3) if you have questions later about the research, or if you have been harmed by participating in this study, you can contact me. Also, if you have questions about your rights as a research subject, you can call the Human Subjects Division at (206) 543-0098 or call collect at (206) 221-5940. You will receive a copy of this transcript.

I have planned this interview to last no longer than 45 minutes. During this time, I have several questions that I would like to cover. If time begins to run short, it may be necessary to interrupt you in order to push ahead and complete this line of questioning.

8. Conduct interview using questions below.

9. Thank participant for participation.

Interview Sections

Survey Section Used:

_____ A: Interviewee Background

_____ B: Self-Disclosure

_____ C: Topic Management

_____ D: Power

_____ E: Perception and Impact of Supervisor

_____ F: Critical Incident(s)

_____ G: Experience as a Supervisor (if applicable)

Other Topics Discussed:_____

_____

Post Interview Comments or Leads:

_____

Section A: Interviewee Background Information

1. What pseudonym have you chosen for me to use when referencing themes, or quoting excerpts, from your interview? What pronouns do you use?

2. What is your current role?

3. Please share what social identities (for instance your gender, ethnic/racial background, sexual orientation) you find to be most salient to you in the work setting, particularly when working with a supervisor?

Section B: Supervisor Self-disclosure

4. Have you experienced a supervisor disclose information about their social identities?

   Yes Probe(s): What did that look like? Who initiated that? Or, how did it come up?

   Yes Probe: How early on into working together did that start?

   All Probe: What did that tell you about what to expect or not from this relationship? For instance what could be discussed or brought up?

   All Probe: How did this influence how aware you were of your social identities, or your supervisor's social identities? The similarities? The differences?

   All Probe: How did this relate to your satisfaction, and sense that you could be yourself, with this supervisor?

Section C: Supervisor Topic-management

5. Have you had a supervisor direct the conversation towards <u>their</u> social identities in a "1-on-1" meeting?

   Yes Probe: What did that look like?

   Yes Probe: How early on into working together did that start?

   All Probe: What did that tell you about what to expect or not from this relationship? For instance what could be discussed or brought up?

   All Probe: How did this influence how aware you were of your social identities, or your supervisor's social identities? The similarities? The differences?

   All Probe: How did this relate to your satisfaction, and sense that you could be yourself, with this supervisor?

6. Have you had a supervisor direct the conversation towards <u>your</u> social identities in a "1-on-1" meeting?

Yes Probe: What did that look like?

Yes Probe: How early on into working together did that start?

All Probe: What did that tell you about what to expect or not from this relationship? For instance what could be discussed or brought up?

All Probe: How did this influence how aware you were of your social identities, or your supervisor's social identities? The similarities? The differences?

All Probe: How did this relate to your satisfaction, and sense that you could be yourself, with this supervisor?

7. Have you had a supervisor acknowledge differences in social identities and lived experiences in a "1-on-1" meeting?

   Yes Probe(s): What did that look like? Who initiated that? Or, how did it come up?

   Yes Probe: How early on into working together did that start?

   All Probe: What did that tell you about what to expect or not from this relationship? For instance what could be discussed or brought?

   All Probe: How did this influence how aware you were of your social identities, or your supervisor's social identities? The similarities? The differences?

   All Probe: How did this relate to your satisfaction, and sense that you could be yourself, with this supervisor?

Section D: Power

8. How have you seen a supervisor reduce, or perhaps intensify, the power dynamic in a "1-on-1" meeting?

   Probe: How did this influence your ability to have, or chance of having, conversations about social identities with your supervisor?

   Probe: What did that mean for your sense that you could be yourself?

Section E: Perception and Impact of Supervisor

9. Do you think supervisors initiating conversations with supervisees about social identities is important in fields like social work and higher education?

   Probe: Why, or why not?

10. How, if at all, did your supervisor's choices and approach to communicating about social identities influence your perception of their cultural competence?

    Probe: How did this influence your own communication choices and efforts?

11. Did you feel that your supervisory relationship, or view of your supervisor, might change over time? Or did it reach a point where it felt pretty fixed? For instance, deepening in the types of conversations, or what topics were safe.

    Probe: Why or why not?

    Open Probe: What gave you a sense that there was the capacity for it to change and evolve?

    Fixed Probe: What would have indicated for you that there was potential for it to change and evolve?

Section F: Critical Incident

12. Describe any interactions, beneficial or harmful, you had with a supervisor discussing social identities that stand out to you.

Section G: Questions about Experience as a Supervisor. (If applicable)

13. How have your perspectives, reflections, and practices "1-on-1" as a supervisor been influenced by your experience as a supervisee? For example, how have you set established norms, directed the conversation, or managed power dynamics.

    Probe: How has that worked for you?

Post Interview Comments and/or Observations:

Appendix P

Covid-19 Supervisory Relationship Shifts

The following are shifts participants have observed in the dynamic they have with their supervisor since the pandemic began:

Neutral Shifts:

- Adjusting to the new medium & Communication Medium Change
- Contact increased
- Contact reduced
- Contact shifted to alternative mediums
- Not meeting 1-on-1 anymore

Positive Shifts:

- Care increase
- Contact Easier
- Contact Reduction (but it is a good thing)
- Diversity, equity, and inclusion conversation frequency has increased
- Intimacy increased
- Judgement reduced
- Trust increased

Negative Shifts:

- Care decreased
- Communication breakdowns & Communication poorer
- Contact reduction (and it is a bad thing)
- Decreased Intimacy
- Disagreement increased

- Increased transactional interactions
- Increased Contact and Micromanagement
- Lack of empathy
- Lack of transparency
- Lack of understanding
- Managing additional hierarchy
- Supervisory seems performative
- Have been pushed out of, or shut down in, conversations
- Stress Increased
- Supervisor leaning on supervisees for emotional support
- Supervisor performance has decreased
- Tech issues, and adjusting to the new medium, have distracted the supervisor