Staff in all the helping professions are working under increasing amounts of pressure. They are having to balance growing levels of distress, disease and disturbance, while at the same time managing an increasing speed of change in the financing and organizational structures of their employing organizations. Staff will only stay effective at their important work if they are supported and well supervised. Often their supervisors move straight from being a skilled practitioner into a management and supervisory position, with no training in the skills that staff supervision requires.

This series is aimed at the increasing number of people who act as trainers, tutors, mentors and supervisors in the helping professions. It is also designed for those who are studying to become a trainer or supervisor and for supervisees, who can use the books to reflect on the many complex issues in their work.

The series is designed to follow on from the success of the bestselling title *Supervision in the Helping Professions* by Peter Hawkins and Robin Shohet. Each book explores the key issues, models and skills for trainers and supervisors in the main areas of the helping professions: social work and community care, the medical and nursing professions, psychotherapy, counselling and mentoring for managers.

Current and forthcoming titles:
Meg Bond and Stevie Holland: *Skills of Clinical Supervision for Nurses*
Allan Brown and Iain Bourne: *The Social Work Supervisor*
Maria Gilbert and Ken Evans: *Psychotherapy Supervision*
Peter Hawkins and Robin Shohet: *Supervision in the Helping Professions* (2nd edn)
Sed quis custodiet ipsos custodes?
(But who will care and protect the carers?)
Juvenal, Satires, 6, 1: 347
Contents

Notes on the authors xvi
Preface to the second edition xvii
Acknowledgements xx

Part One: The supervisee’s perspective 1

1 ‘Good enough’ supervision 3

2 Why be a helper? 8

Introduction 8
Facing our shadow 9
Exploring our motivations 10
The lust for power 11
Meeting our own needs 13
The wish to heal 15
Conclusion 15

3 Getting the support and supervision you need 16

Introduction 16
Mapping your support system 17
Stress 18
Burnout 21
Post-traumatic stress 22
Arranging appropriate supervision 22
Part Two: Becoming a supervisor and the process of supervision

4 Becoming a supervisor

Introduction 39
Why be a supervisor? 39
Getting started 41
Qualities needed to be a good supervisor 42
Supervisor roles 44
Taking appropriate authority and power 46
Ethics 47
Conclusion 48

5 Maps and models of supervision

Introduction 49
What is supervision? 50
Supervision functions 50
Types of supervision 52
Tutorial supervision 53
Training supervision 53
Managerial supervision 53
Consultancy supervision 53

**Forming the contract** 53
Practicalities 54
Boundaries 54
Working alliance 56
Session format 56
Organizational and professional context 56

**Negotiating the contract** 57

**Supervision arrangements** 57

**Supervisory styles** 59

**A developmental approach to supervision** 60
Level 1: self-centred 60
Level 2: client centred 61
Level 3: process centred 62
Level 4: process in context centred 63
Reviewing the developmental approach 64
Conclusion: choosing your framework 65

6  A process model of supervision 67

**Introduction** 67

The double matrix or seven-eyed supervisor model 68
The therapy session is reported and reflected upon in the supervision 69
Reflection on the content of the therapy session 69
Exploration of the strategies and interventions used by the therapist 70
Exploration of the therapy process and relationship 70
Focus on the therapy process as it is reflected in the supervision process 70
Focus on the therapist’s countertransference 70
Focus on the here-and-now process as a mirror or parallel of the there-and-then process 70
Focus on the supervisor’s countertransference 70
Focus on the wider context 71

**Mode 1: the content of the supervision session** 71

**Mode 2: focusing on strategies and interventions** 73

**Mode 3: focusing on the therapy relationship** 75
Attending to the client’s transference 76
Learning from the patient 76

**Mode 4: focusing on the therapist’s process** 78

**Mode 5: focusing on the supervisory relationship** 80

**Mode 6: focusing on the supervisor’s own process** 82
Mode 6a: the supervisor–client relationship 84

**Mode 7: focusing on the wider context** 84

Integrating the modes 85
Contents

7 Working with difference: transcultural supervision

Introduction 88
Understanding culture 90
Awareness of cultural and other differences in supervision 92
Power and difference 94
Anti-oppressive practice 96
Difference and the seven modes 97
Mode 1 97
Mode 2 98
Mode 3 99
Mode 4 99
Mode 5 100
Mode 6 101
Mode 7 101
Developing transcultural supervision 102
Conclusion 104

8 Supervisor training and development

Introduction 106
Assessing your learning needs 106
Setting up training courses 107
Core supervision course (for new supervisors) 112
Supervisory feedback skills 113
Giving feedback 114
Receiving feedback 114
Supervisory intervention skills 115
Mapping supervision 116
Core supervision course (for practice and student supervisors) 117
Team and group supervision course 119
Therapeutic supervision course 120
Advanced supervision course 120
Training in ethical dilemmas 121
Training in transcultural competence 121
Evaluation and accreditation 123
Conclusion 124
The story of Andrew and his multiple therapeutic agencies 155
The story of Brenda and spreading anxiety 156
The story of Carol and sexual abuse 158
The story of sexual abuse in Cleveland 161
Conclusion 162

Part Four: The organizational context 165

12 Towards a learning culture 167

Introduction 167
What is culture? 167
Levels of culture 169
Cultural dynamics that lead to degenerate supervision 170
Hunt the personal pathology 170
Strive for bureaucratic efficiency 171
Watch your back 172
Driven by crisis 173
The addictive organization 174
**Shifting the cultural dynamic** 175
Creating a learning developmental culture 176
Supervision, the learning organization and the learning profession 178
Conclusion 180

13 Developing supervision policy and practice in organizations 182

Introduction 182
Step 1: create an appreciative inquiry into what supervision is already happening 183
Step 2: awaken the interest in developing supervision practice and policy 183
Step 3: initiate some experiments 185
Step 4: deal with resistance to change 185
Step 5: develop supervision policies 187
Step 6: develop ongoing learning and development processes for supervisors and supervisees 188
Step 7: have an ongoing audit and review process 189
Conclusion 190
Peter Hawkins is Chairman of Bath Consultancy Group through which he works with a wide variety of organizations throughout the world on managing complex change. He writes and lectures in the field of organizational learning and culture, and strategic change. He is co-editor with Robin Shohet of the ‘Supervision in Context’ series published by Open University Press. Peter lives in Bath with his wife and three children.

Robin Shohet has been an individual and couple psychotherapist for over 20 years. He runs supervisor training courses through the Centre for Staff Team Development in the UK and abroad. Currently he combines this work with research and writing in the field of forgiveness and reconciliation. He is co-editor with Peter Hawkins of the ‘Supervision in Context’ series published by Open University Press. Robin lives in a spiritual community in the North of Scotland with his partner and two sons.
It is now many years since we spent numerous weeks away together writing *Supervision in the Helping Professions*. The book was published in 1989 and we have been gratified by both the number of copies sold and the letters and responses we have received from people in a variety of professions all over the world. Since then, along with our colleagues, we have taken supervision training into such settings as hospitals, marriage guidance, local government, probation, psychotherapy and counselling. In each new setting, new questions and new issues have emerged. Over time we have come to realize some of the omissions of our first book, and to recognize that both we and the world of supervision have moved on.

In particular we have been struck by how much the importance of supervision has been recognized in the intervening years. This is in part due to the more widespread acceptance of counselling which requires supervision, but also to a recognition of the importance of supervision per se. Supervision courses have increased both in number and length. Ethical guidelines, systems of accreditation and professional standards have been established by a number of the professional associations. Research papers and supervision books have gone from famine to flood.

This combination of factors – our continued learning and development, the dramatic increase in interest, research and literature, and the feedback we have received – have all led us to write a second edition. A further factor is the change in the social and political context. Local government social work departments have had increasing demands made on them with shrinking resources. Their role has changed in emphasis from providing services to commissioning and registering services often provided by others. In the health service there has been constant change. Health trusts emerged with the coming of legislation to split the purchasers and providers of health care. General practitioner (GP) doctors have been able to become fundholders, and many health-related occupations have developed quite large organizations – for example, community psychiatric nurses, practice nurses, health visitors and counsellors. Accountability has become increasingly prominent, as our culture moves towards increased professionalization. This is paralleled in supervision with its emphasis on accountability and professionalization.

In this second edition we have kept the format of the book the same – namely, the individual, group and organizational approaches discussed in
turn. We have inserted an extra chapter – Chapter 7, in order to correct a major omission in the first edition, that of looking at how differences, including race, class, gender, etc. inform and affect the supervisory relationship. Much of this chapter has been drafted by Judy Ryde who has been carrying out research in this area through the University of Bath.

In Part 1, which is mainly addressed to the supervisee, there is new material on working with post-traumatic stress, in Chapter 3.

In Part 2, a new section on ethics has been included in Chapter 4. Like trainings everywhere in this field, the training chapter (Chapter 8) in Part 2 has also been expanded in its length and range. There are new sections on training in such areas as ethics and transcultural competence as well as a section on the critical areas of evaluation and accreditation.

In Part 3, on group supervision, we have included two new models that have arisen out of our attempts on training courses to simplify the complexity of levels and development stages in such supervision groups.

We have made changes to Part 4, which includes a new section on the ‘addictive organization’ as well as an exploration of how supervision can feed back into the learning of a whole organization and profession. The chapter on organizational change (Chapter 13) has been made much more specific, to show the necessary steps in setting out to introduce or develop the practice and policies of supervision in an organization.

We have also provided in this edition some additional aids for the reader. There is a fuller contents list giving all the sub-sections of the chapters, and at the end of the book there is a list of key terms used, along with sections reproducing in full the BAC Code of Ethics and Practice and Criteria for Accreditation.

One of the features of the first edition was our process model. It has been described as a humanistic model, but we think of it as more of a holistic and integrative model which draws upon psychodynamic, humanistic, cognitive, behavioural and systemic approaches to therapeutic work. Indeed the model has been used by workers from all these orientations. The model is also very rooted in an intersubjective approach that focuses on the intersubjective relationship between supervisor and supervisee. Since the first edition the whole field of intersubjective psychotherapy has grown rapidly and this has further informed our thinking (see Atwood and Stolorow 1984; Stolorow et al. 1987; Stolorow and Atwood 1992). As well as making this more explicit by devoting space to the relationship, we have also expanded the aspect of the model that focuses on the wider social and organizational context of the work.

In this edition we wanted to retain our original freshness. We have kept many of the early chapters as they were originally written. We want to honour the continuing validity of our writing in the 1980s while expanding it with our later experience and updating it into the current context. What remains constant for both of us is that supervision and supervision teaching is an important part of our lives, and as long as we
continue to work with people it will remain so. We hope the love and passion we feel and the pleasure we get from empowering ourselves and others will transmit itself through the theories, models and stories in this new edition of our book.

Peter Hawkins and Robin Shohet
We would like first to thank the late Brian Wade of Changes bookshop for the initial idea of writing this book and also Jacinta Evans of Open University Press who has encouraged us to write this second edition and has shown enormous patience over how long it has taken us.

Much of the material on which this book is based has been developed over the last 20 years or more in the training courses in supervision we have been running through the Centre for Staff Team Development. Joan Wilmot made a substantial contribution to both the creation and teaching of these courses and has been a source of inspiration to us both. We would also like to thank others who have taught with us and the many who have attended these courses from whom we have also learned a great deal.

For this second edition we are particularly grateful to Judy Ryde who not only wrote much of the first draft of the new Chapter 7 and the new glossary, but also gave valuable help to other parts of this edition.

For the first edition many colleagues were very generous with their own ideas and experience of supervision, especially Frank Kevlin, Alix Pirani, Brigid Proctor, Helen Davis, Terry Cooper and Hymie Wyse. Mary Parker and Michael Carroll helped us find our way around the North American literature on supervision.

For this second edition we also benefited greatly from those who have written books for our Open University Press series on ‘Supervision in Context’: Allan Browne and Iain Bourne; Meg Bond and Stevie Holland; and Maria Gilbert and Ken Evans. Also Elizabeth Capewell, who provided specialist advice on supervising those working in traumatic situations.

In preparing the text we have had enormous support from the administrative staff at Bath Consultancy Group, especially Alison Stephenson and Pauline Allsop.

Finally we would once more like to thank our partners Judy Ryde and Joan Wilmot and all our children for their patience and their support in the anti-social activity of writing the book.
Part One
The supervisee’s perspective
The late Donald Winnicott, paediatrician and psychoanalyst, introduced the concept of the ‘good enough mother’ – the mother who, when her child throws the food back at her, does not overreact to this event as a personal attack, or sink under feelings of inadequacy and guilt, but can hear this event as the child’s expressing its temporary inability to cope with the external world. Winnicott points out that it is very hard for any mother to be ‘good enough’ unless she herself is also held and supported, either by the child’s father or other supportive adult. This provides the ‘nursing triad’, which means that the child can be held even when they need to express their negativity or murderous rage.

This concept provides a very useful analogy for supervision, where the ‘good enough’ counsellor, psychotherapist or other helping professional can survive the negative attacks of the client through the strength of being held within and by the supervisory relationship. We have often seen very competent workers reduced to severe doubts about themselves and their abilities to function in the work through absorbing disturbance from clients. The supervisor’s role is not just to reassure the worker, but to allow the emotional disturbance to be felt within the safer setting of the supervisory relationship, where it can be survived, reflected upon and learned from. Supervision thus provides a container that holds the helping relationship within the ‘therapeutic triad’.

In choosing to help, where our role is to pay attention to someone else’s needs, we are entering into a relationship which is different from the normal and everyday. There are times when it seems barely worthwhile, perhaps because we are battling against the odds, or because the client is ungrateful, or because we feel drained and have seemingly nothing left to give. In times of stress it is sometimes easy to keep one’s head down, to ‘get on with it’ and not take time to reflect. Organizations, teams and individuals can collude with this attitude for a variety of reasons, including external pressures and internal fears of exposing one’s own inadequacies.

At times like this, supervision can be very important. It can give us a chance to stand back and reflect; a chance to avoid the easy way out of blaming others – clients, peers, the organization, ‘society’, or even oneself; and it can give us a chance to engage in the search for new options, to discover the learning that often emerges from the most difficult situations,
and to get support. We believe that, if the value and experience of good supervision are realized at the beginning of one’s professional career, then the ‘habit’ of receiving good supervision will become an integral part of the work life and the continuing development of the worker.

In the last 20 years there has been an enormous increase in the use of counselling and therapeutic approaches in many of the helping professions. This has in part been fuelled by the move away from more traditional forms of institutional containment to ‘community care’ for those needing help and support. This move has led to an ever increasing demand, not just on families and relatives, but also on the whole range of helping professionals who have had to learn new ways of relating to the distress, disturbance and fragmentation of their clients. At the same time there has been an increased acceptance by the general public that most people need some form of counselling at certain stages of their lives.

This enormous upsurge in both counselling and psychotherapy, and in counselling and therapeutic approaches within many of the helping professions, has brought in its wake the recognition that such work needs to be properly supervised. The need for skilled supervisors, good training in supervision, and for theory and research in this area has increased much faster than the provision. When we wrote the first edition of this book there were very few books on supervision in Britain, and those that did exist were mainly limited to one profession. There was also a dearth of theoretical papers and descriptive accounts by those practising supervision. Only in the late 1980s did the British Association of Counselling start to look at the training and accreditation of supervisors, and psychotherapy training institutes start to provide training courses in this crucial area of work. Since the first edition appeared in 1989, there has been an enormous upsurge in both publications and training in this area. This has included important books by Carroll (1996), Page and Wosket (1994), Brown and Bourne (1996), Bond and Holland (1998), Carroll and Holloway (1999), Gilbert and Evans (forthcoming), Holloway and Carroll (1999) and Inskipp and Proctor (1993, 1995), as well as many others.

In the USA they have been concerned with this core area of practice much longer. There has been a great number of American papers and books on supervision. However, much of the work has been within the discipline of ‘counselling psychology’ and has mostly centred around one particular model – ‘the developmental approach’ (see, particularly, Stoltenberg and Delworth 1987). Although this is a significant contribution (see Chapter 5), it attends to only one of the many important aspects of the supervisory process. More recently Holloway has done important work synthesizing American approaches to supervision and creating an integrated approach (Holloway 1995; Holloway and Carroll 1999).

The supervisor has to integrate the role of educator with that of being the provider of support to the worker and, in most cases, managerial oversight of the supervisee’s clients. These three functions do not always sit comfortably together (see Chapter 5), and many supervisors can retreat from attempting this integration to just one of the roles. Some supervisors become quasi-counsellors to their supervisees; others turn supervision into
a two-person case conference, which focuses on client dynamics; others may have a managerial checklist with which they ‘check up’ on the client management of the supervisees. It is our intention in this book to help the supervisor develop an integrated style of supervision. We are not only advocating integration of the educative, supportive and managerial roles, but also a supervisory approach which is relationship based.

Sometimes, even in the best supervisory relationships, there will be times of being stuck, of wariness and even of avoidance. For one reason or another fear and negativity can creep in and it is useful for both parties to be able to recognize this and have tools for going through and beyond it. This book is addressed to both supervisor and supervisee, for we think that both have some responsibility for the quality of supervision; both form part of the same system geared towards ensuring quality of work. As part of taking joint responsibility for the supervisory relationship which we are advocating, we have therefore given guidelines to check out the process, especially around the initial forming of a contract for the working relationship. This working contract can be very important as it forms the boundaries and baseline to which both parties can refer.

Before entering this relationship, however, we believe that supervision begins with self-supervision; and this begins with appraising our own motives and facing parts of ourselves we would normally keep hidden (even from our own awareness), as honestly as possible. By doing this we can lessen the split that sometimes occurs in the helpers, whereby they believe they are problem free and have no needs, and see only their clients as sick and needy. As Margaret Rioch says: ‘If students do not know that they are potentially murderers, crooks and cowards, they cannot deal therapeutically with these potentialities in their clients’ (Rioch et al. 1976: 3).

Our experience has been that supervision can be a very important part of taking care of oneself and staying open to new learning, as well as an indispensable part of the helper’s ongoing self-development, self-awareness and commitment to development. In some professions, however, supervision is virtually ignored after qualifying. We think that lack of supervision can contribute to feelings of staleness, rigidity and defensiveness which can very easily occur in professions that require us to give so much of ourselves. In extremes the staleness and defensiveness contribute to the syndrome which recent writers have termed ‘burnout’. Supervision can help to stop this process by breaking the cycle of feeling drained which leads to a drop in work standards, which produces guilt and inadequacy, which lead to a further drop in standards, and so on.

Supervision, like helping, is not a straightforward process and is even more complex than working with clients. There is no tangible product and very little evidence whereby we can rigorously assess its effectiveness. One person brings to another a client, usually never seen by the supervisor, and reports very selectively on aspects of the work. Moreover, there may be all sorts of pressures on either or both of them from the profession, organization or society in which they both work. So, as well as dealing with the client in question, they have to pay attention to their supervisory relationship and the wider systems in which they both operate. There is a
danger that both the supervisees and the supervisor can be overwhelmed by the degree of complexity and become like the centipede who, when asked which foot it moved first, lost the ability to move at all.

In order to encompass the complex interconnecting levels of the supervision process and yet write a book that is comprehensible, we have divided the book into four parts.

In Part 1 we have addressed supervisees, with the intention of encouraging them to be proactive in managing to get the support they need to do their work. Helping organizations and managers have an important responsibility to attend to the well-being of their staff, but it is only the workers themselves who can ensure that they get the particular type of support that is most appropriate for them and their work situation. There is a danger for workers to see support as coming only from higher up in their organization and to fail to see that support for their work can arrive from many different directions. Even within the supervisory relationship it is important that supervisees can find a way of being active in ensuring that they make the most of the relationship. In this section we have also included a chapter on the motives for being a helper which is relevant for supervisor and supervisees alike.

In Part 2 we look at making the transition from working with clients to becoming a supervisor, the different roles and functions that are involved, and the maps and models which we have found useful. Some of the same ground as Chapter 3 will be covered, but from the point of view of the supervisor. Chapter 6 is an in-depth exploration of the various aspects and levels of the supervisory relationship. This chapter is particularly addressed to those supervisors who supervise counsellors, psychotherapists or other professionals who are working in intensive therapeutic relationships (such as psychiatrists, psychologists, nurse therapists, etc.).

Chapter 7 is a new chapter which addresses issues of power both from one’s role as well as from the cultural differences that can exist between supervisor and supervisee and client. These cultural differences may be rooted in such areas as ethnicity, nationality, gender, class, sexual orientation or professional background.

Part 2 ends with a chapter which explores the training needed for different types of supervisor – beginning supervisors; those who supervise students or trainees; those who supervise teams; and those who supervise departments or whole organizations. This chapter is both for those supervisors who want to think about what training they need for themselves and also for trainers, training officers and others who are responsible for providing training in supervision.

In Part 3 we look at forms of supervision other than the one to one, such as supervision in groups, peer groups and work teams. Part 3 explores the advantages and disadvantages of supervising individuals in a group setting and some of the ways of managing the group dynamics. It also explores how to supervise teams in a way that recognizes that the team is more than the sum of the individuals contained within it.

In Part 4 we focus on how to help an organization develop a learning culture where supervision is an intrinsic part of the work environment.
We have found that the organizational context in which supervision occurs has a major influence on the supervisory relationship.

Focusing on this wider context helps in the understanding of the wider system in which supervision occurs. This understanding can be useful in not over-personalizing a problem which is also a symptom of the organizational dynamics and in realizing that it is not just individual workers nor indeed just work teams that need supervision, but whole helping organizations. In Chapter 12 we also look at the need for supervising situations where a number of professional helpers and organizations are involved and the specialized skills that this requires.

Chapter 13 pulls together the various themes of the book and returns us to the concluding theme: ourselves as wounded helpers.

We see the four parts as increasing in complexity, starting with one person, the helper, then examining a supervisory relationship, then groups, then organizations. However, we recognize that looking at the internal processes of ourselves can be as complex as looking at organizational dynamics – it just involves fewer people. Our choice of topic and order of presentation has been meaningful for us, but our hope is that the actual topics become less important in themselves and become triggers for your own experience and action.

Another notion that we take from Winnicott is that learning is most creative when it emerges in play. In the supervision that we give we try and create a climate which avoids the sense of expert and student both studying the client ‘out there’ and instead creates a ‘play space’ in which the dynamics and pressures of the work can be felt, explored and understood; and where new ways of working can be co-created by both supervisor and supervisees working together. Likewise in this book we have shared our experience of the feelings, issues and possibilities of supervision in order to create more choices and options for both supervisees and supervisor.

We also recommend that you choose your own order for reading the chapters, for as we have indicated above, each section (and indeed each chapter) is addressed to a slightly different audience. However, we suggest that all readers start with Chapters 2 and 3, as, no matter how experienced you are as a supervisor, or even as a trainer of supervisors, we all share in common the need constantly to look at why we are in the work and how we get appropriate support for ourselves.