

BECOMING A  
SUPERVISOR AND  
SUPERVISOR ON-GOING  
DEVELOPMENT

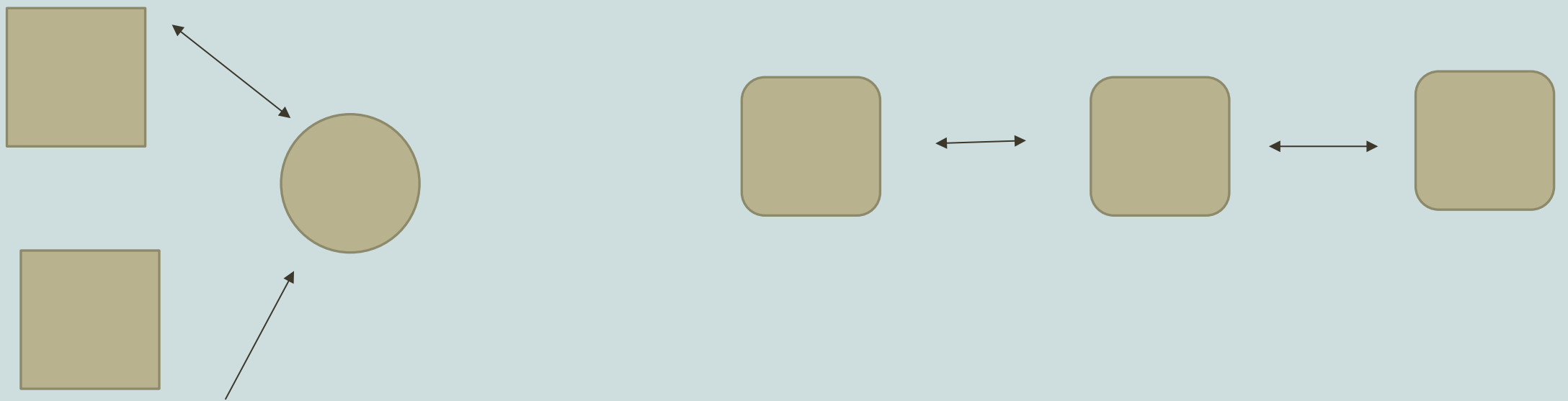
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Janet May

What and/or who is 'calling' me , inviting me/ opening doors for me to become a supervisor?

If you are supervising...

What or who keeps me supervising, sustains me or keeps me passionate about supervision?

Do 'good' counsellors necessarily  
make 'good' supervisors?



“

**“a key to supervisor training is helping counsellors assume the role and identity of a supervisor. .... a pivotal skill in this role transition is the cognitive shift from thinking like a counselor to thinking like a supervisor” (Borders, 1993, p.3).**

# THE SHIFT INVOLVES

As a counsellor from a focus primarily  
on

Client System

As a supervisor to a focus on

The practitioner - client system

Supervisor - practitioner system

## Workshop Outline :

1. Look to definitions of supervision to consider supervisor 'shift'
2. Tasks/competencies for supervisors
3. Supervision education and training options in Aotearoa.
4. Reflections on supervisor development in pairs

As you listen consider yourself as a supervisor here what role and skills might be required of you.....?

**Becoming an Effective Supervisor Part One (Preview) - Michael Carroll**

<https://www.youtube.com/watch?v=bgyXTgQ1CzE>

Consider yourself as a supervisor here what role, and skills might be required of you....?

“Many professionals do much of their work in crowded, noisy, public, and stressful environments where meaningful dialogue and reflection is impossible.

Supervision can at very least allow, albeit briefly, the doors to shut, the noise to be reduced and a quiet space for satisfying professional conversation.”

(Davys & Beddoe, 2010, p.87)



Consider yourself as a supervisor here what role, and skills might be required of you....?

“Supervision is a strategic withdrawal to meditate, contemplate, and think about our work. In the attention to and the reflection on, we learn how to do our work differently and better. That’s the purpose of supervision: it’s a “respectful interruption” of our work to set up reflective dialogues through which we learn from the very work we do — we sit at the feet of our experience; we allow our work to become our teacher ”

(Zachary, 2000, p.13)

Consider yourself as a supervisor here what role, and skills might be required of you....?

“It is a time when someone is holding you accountable for cultural safety and it is a place to discuss Māori theories and methodologies...it is somewhere where you can get cultural advice for your own protection, i.e. safety for you, around things Māori. A place where you are being encouraged and someone is looking out for you and questioning whether your needs are being met, a place where what you share is heard on a deeper level, from the wairua”.

(Eketone, 2012, p. 24)

# SHIFT TO A NEW ROLE, IDENTITY AND PRACTICE AS A SUPERVISOR

- Shift in focus from the client to the practitioner. Rather than make plans for counselling the client facilitate conversations that will support the counsellor to be more effective in their work with their client and other clients more generally.
- Shift in the use of counselling skills, knowledge, experiences within the supervision relationship that promotes the practitioners effectiveness and professional identity
- Can apply own relational skills, counselling skills, facilitation skills, consulting skills in a *new context toward new goals* – as determined with the practitioner.
- Adapted from Borders (1993)

# DAVYS & BEDDOE (2010) CYCLES IN BECOMING A SUPERVISOR

**Phase1:** Becoming a supervisor  
*Will they like me?*

**Phase2 :** Making connections  
*Do they respect me. Am I helpful?*

**Phase 3:** Integrating theory, style,  
promoting change  
*Are they practising ethically*  
*are they*  
*learning?'*

# KEY TASKS FACING A SUPERVISOR

1. To work with the service user/client focus at arm's length
2. To recognise the centrality of learning and development in supervision.
3. To manage the authority that comes with the role, and to collaborate around the power relationship
4. To work with the affect/emotional aspect in supervision appropriately and effectively.
5. To maintain a balance in supervision with respect to risk
6. To support the 'competencies' and professional of supervisees.

Adapted from Davys & Beddoe (2010)

# REFERENCES

Borders, L. D. (1993). Learning to Think Like a Supervisor. *The Clinical Supervisor*, 10(2), 135-148. doi: 10.1300/J001v10n02\_09

Davys, A., & Beddoe, L. (2010). *Best Practice in Professional Supervision: A Guide for the Helping Professions*, London, United Kingdom: Jessica Kingsley Publishers.

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Zachary, L. J. (2000). *The Mentor's Guide: Facilitating Effective Learning Relationships* (2nd ed.). San Francisco, CA: Jossey-Bass.