SUPERVISION TRAINING TOOLKIT

NORDPLUS
Adult

Introduction

This product has been produced in the framework of Nordplus Adult Collaboration Project „Supervision training programme curriculum and toolkit NPAD-2013/10014".

Partner Institutions

The three institutions who contributed to the project were as follows: International Supervision and Coaching institute, Lillehammer University College and Latvian Supervision Association.

What is Supervision

Supervision is reflection about issues related to work and professional activity. The main outcome of supervision is improvement of professional effectiveness. Supervision may include dealing with different issues, e.g. awareness of professional boundaries, cooperation in a team, working strategies, reducing stress factors and burnout, etc.

In countries with a well-developed social welfare and health care system, supervision is an integral part of job descriptions, which helps to ensure service quality for the client.

Aims of the Project

The main aim of the project **at the sector level** was to:
- create new supervision training programmes for adults in Estonia and Latvia and revise the Norwegian programme;
- develop supervisors', as specialists working with people, key competencies and skills. This will improve supervision availability and the quality of services in social welfare and health care, which will have a direct positive influence on employees' work results and life quality.

The main aim of the project **at the institutional level** was to:
- exhange methods, ideas and techniques for further development of the supervisor training programme;
- develop international network of trainers to improve the quality of teaching.

The main aim of the project **at the participant level** was to:
- develop personal competencies as a trainer/teacher of supervisors;
- get structured modern tools for working as a supervisor and trainer.

The goal of the project was to **develop 3 products**:
1) a new toolkit (teaching materials, tools, methods) for supervision trainers,
2) new supervision training programmes for adults in Estonia and Latvia
3) a multiculturally sensitive supervision training programme for adults in Norway.

Supervisor Training Toolkit

The toolkit combines the experiences of the partner institutions but also methods from other Baltic/Nordic cultures. Thus, the new toolkit will help to improve the quality of supervisor training and enrich adults' learning experience and knowledge. The supervision programmes together with the toolkit form a foundation for sustainable supervision training and support system in the field of social welfare and health care in all partner countries.

The toolkit contains 29 tools, described by the different authors and thus featuring diversity in style. Each author chose to describe the tool(s) he/she felt confident and experienced with.

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This toolkit has been created mainly for teachers of supervision and coaching. However, supervisors and coaches can use the tools in their client work as well.

In the process of developing the toolkit, the authors created a list of supervisor competencies. The competence matrix will help the teacher find suitable tools from the toolkit to focus on a certain competency. To create the toolkit, the project team had three 2-day meetings in Tallinn and Riga. Between the workshops most of the work was done individually and then developed further by the toolkit team.

The tools have been tested at seminars and with students of supervision. The results of the project have been introduced at dissemination seminars in Tallinn, Riga and Lillehammer.

The great work the project team has been involved with has been very rewarding and provided many opportunities for learning. The toolkit team would like to thank all the members of the project team.

Kaupo Saue, Triin Vana, Piret Bristol ja Kaidi Peets

NORDPLUS Adult

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Key Competencies of Supervision

Competencies include knowledge, skills, attitudes and values necessary for sustainable work results. Competencies are learnable and measurable.

PERSONALITY

1. Ethical competence: ethical framework, values, integrity, etc.
2. Mindfulness: presence
3. Self-awareness, self-reflection
4. Self-care, personal stress management
5. Body awareness

COMMUNICATION

6. Deep listening
7. Effective questioning
8. Effective feedback
9. Reflection of emotions/feelings

PROCESS

10. Setting the foundation: contracting
11. Developing trustful, safe and effective working relationships
12. Goal setting
13. Reality checking, reflecting
14. Mapping resources: knowledge, competencies, experiences
15. Working with successes and positive experiences
16. Finding new opportunities and solutions
17. Working with diversity: appreciating differences and understanding others
18. Designing practical actions
19. Facilitating feedback
20. Involving group members into casework
21. Managing progress and accountability
22. Understanding group dynamics
23. Knowing the phases of group work process
24. Understanding organisational culture and communication processes in an organisation or team
25. Systemic thinking and interventions
26. Change management in teams and organisations

Competence Matrix

COMPETNENCE MATRIX	Tools																												
Competences	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Personality																													
1. Ethical competence: ethical framework, values, integrity, etc.		x						x																					x
2. Mindfulness: presence		x	x							x								x	x	x						x			
3. Self-awareness, self-reflection	x		x		x	x	x	x	x	x	x		x				x	x	x	x	x	x	x				x		x
4. Self-care, personal stress management					x	x	x								x			x		x							x		
5. Body awareness										x																			
Communication																													
6. Deep listening	x	x							x						x		x	x								x		x	
7. Effective questioning	x	x							x			x			x		x	x			x			x	x			x	
8. Effective feedback									x	x									x		x					x			x
9. Reflection of emotions/feelings					x	x				x	x							x	x	x	x	x				x	x		x
Process																													
10. Setting the foundation: contracting	x	x																							x				
11. Developing trustful, safe and effective working relationships									x					x					x				x						
12. Goal setting	x											x													x	x			
13. Reality checking, reflecting				x	x		x				x	x				x	x	x	x	x									
14. Mapping resources: knowledges, competences, experiences					x	x	x					x		x			x		x								x		
15. Working with successes and positive experiences																	x												
16. Finding new opportunities and solutions					x							x				x	x							x	x	x		x	
17. Working with diversity: appreciating differences and understanding others				x					x	x									x					x					
18. Designing practical actions												x												x		x		x	
19. Facilitating feedback																	x		x										
20. Involving groupmembers into casework																x	x							x				x	
21. Managing progress and accountability					x																								
22. Understanding the group dynamics									x	x																			
23. Knowing the phases of groupwork process.										x																			
24. Understanding organisatioal culture and communication processes in an organisation or team												x																	
25. Systemic thinking and interventions											x														x				
26. Change management in teams and organisations												x																	

1. Contract Making Process

Inese Stankus-Visa

Background/Theory	Theories of group dynamics, communication theories. Upon starting a group and a new supervision process it is important to clarify needs.
Goal	• Developing skills for making a contract with a group; • Developing awareness of one's own skills in managing a group; • Providing experience for making a contract with a group.
Competencies developed	• Communication: listening and effective questioning • Process: managing and running the group supervision process; setting the foundation; contracting; goal setting
Materials needed	Flip chart, markers, coloured paper
Time	90 min: 15 min individual work on challenges and goals, 45 min in groups of 5 talking and making a contract
Instructions	Important: let the group experience and develop the skills of the agreement making process The task consists of four parts: instructions, individual work and work in groups giving the role of a supervisor, group members and an observer to someone from the group, reflection in the bigger group.
Description of the activities/steps	1. The trainer provides context for the tool, speaks about group dynamics and one of the first steps – contract making. 2. Participants write their work challenges on one side of the coloured paper answering the question, 'What challenges are you facing at work at the moment?' 3. Participants form groups of five (or other number, depending on the size of the group). 4. Participants agree who will take the role of a supervisor and observer. 5. The trainer gives instructions to supervisors and observers. 6. Group process of making a contract in small groups. The groups discuss, talk through and make a group contract. 7. Reflection in smaller groups about the process. 8. Reflection all together in the big group.
Instructions to the supervisor	1. Let everybody speak and name his/her challenges. 2. Ask how the supervision process could help to solve their challenges at work. 3. Write all mentioned issues down on flip chart paper. For example: *Work and home balance – to take some action to understand how to manage that.* 4. Find out if something is still missing, even if it is not on paper. 5. In the end you have to have agreement on content for six sessions of supervision.
Instructions to the observer	The observer has to observe the following: • What group process skills the supervisor uses in the contract making process; • Which supervisor's actions help/support supervisees to make a contract; • Which supervisor's actions do not help/support supervisees to make a contract.

Reflection on task	• **For the role of the supervisor:** – What was hard to do? – What was easy to do? – What group process skills can you employ well in the contract making process? – What group process skills do you need to develop further to do better in the contract making process? • **For the role of the supervisee and observer:** – Which supervisor's actions helped/supported you to make a contract? – Which supervisor's actions did not help/support you to make a contract? • **For the role of the observer:** – What group process skills did your notice the supervisor using in the contract making process? – Which supervisor's actions helped/supported supervisees to make a contract? – Which supervisor's actions did not help/support supervisees to make a contract? • **For everybody:** – Strengths and weaknesses of the task. – All other reflections are welcome.
Suggestions	To invite everybody (including the ones who took the role of a supervisor and observer) to share his/her challenges at work. Contracts that are made can be used for training sessions as well.

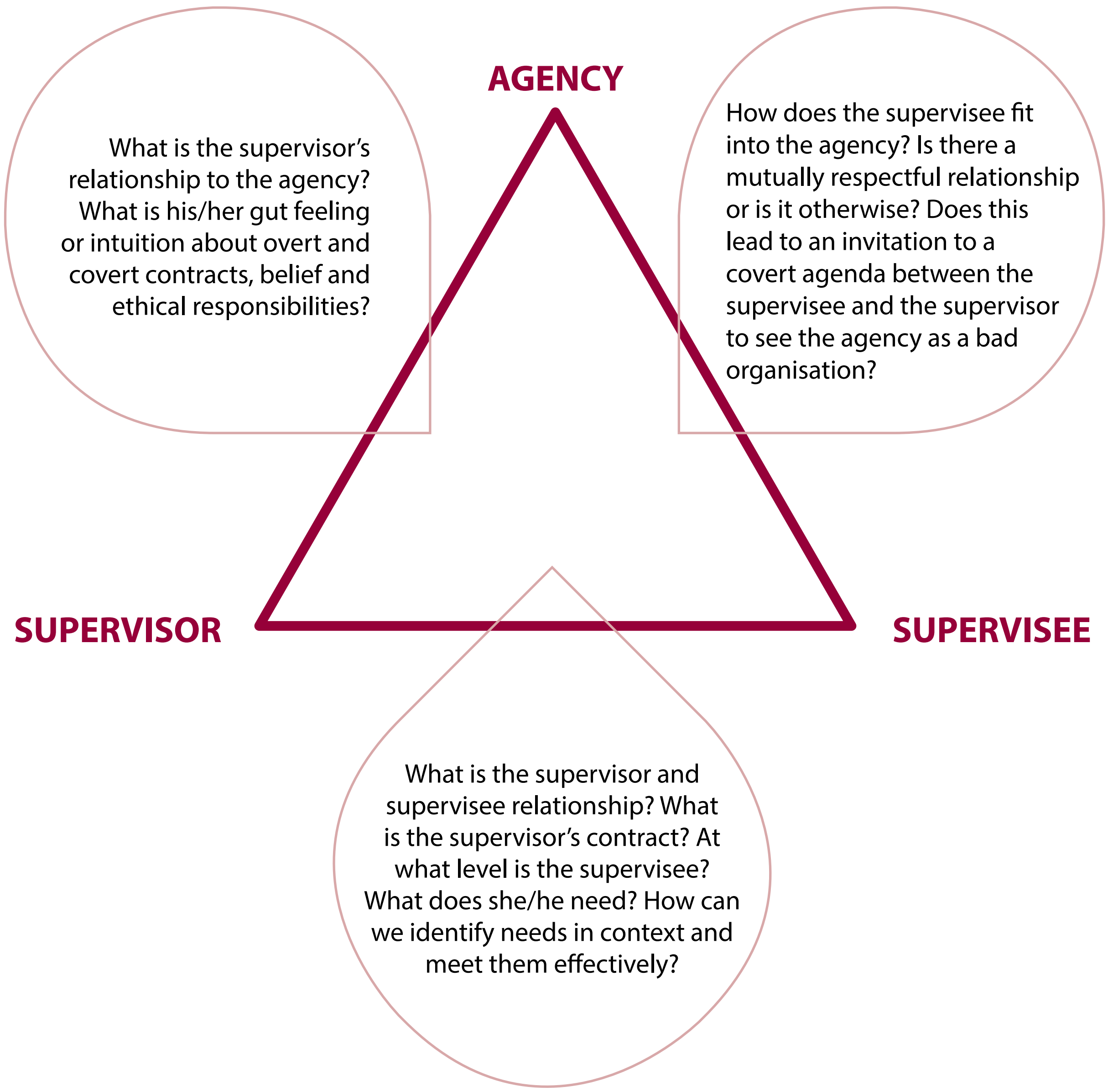
2. Overt and Covert Contracting

Piret Bristol

Background/Theory	Julie Hewson 'Training Supervisors to Contract in Supervision' Contracting is an agreement between two parties, of lawful object, of mutual benefit undertaken with full agreement on both sides. This is the overt process. Alongside this are all kinds of covert contracts and these, if not brought into conscious awareness from time to time, affect the psychotherapy process, counselling, management and supervision. See more in the teacher recommendations below.
Goal	The purpose of this exercise is to show that contracting does not have to be a mechanistic and artificial process but a constant dialogue. It is a series of transactions, which leads to some agreement between the two parties about what is to be focused upon.
Competencies	• Setting the foundation: contracting • Ethical competence: ethical framework, values, integrity, etc. • Mindfulness: presence • Communication: listening • Communication: effective questioning
Materials needed	Paper and pencils for making notes, whiteboard paper
Time	60-90 minutes
Group size	5-20 people
Preparation	Draw the schema previously on the whiteboard or print it out for everybody
Instructions and description of the activities/steps	1. Divide the group into small groups of 4-5 persons. 2. Let each group discuss what cases every member would like to work on. 3. Each group chooses one case. 4. One person takes the role of a supervisor, the others will be the reflection group. 5. The supervisor interviews the case owner for about 15 minutes. 6. The reflection group counts the number of times the supervisor contracts with the supervisee and focuses on all moments of contracting. 7. Break in the interview. The reflection group discusses what they have noticed and what they think is the real issue. The supervisor and supervisee are listening outside the group. 8. The supervisor continues working with the supervisee for about 15 minutes. 9. Small group reflection about contracting.
Questions for reflection	• What was done for overt contracting? • What was noticed about covert contracting?

FOR A TEACHER:

Recommendations for students:
- think with your senses as well as with your intellect;
- be aware of the covert agendas and invitations to play games;
- notice what you are picking up through the use of your intuition;
- pay attention to the social, political, organizational and professional contexts that you work in (and the ones that your clients come from);
- pick up subtle shifts in expectations that you have not contracted for;
- keep track of the prevailing relationship so as not to collude with any un-contracted transference needs;
- be clear about your own philosophy, values and beliefs and check that these are congruent with what is being requested by supervisees (contracting is a two-way process and supervisors have choices too).



3. Building Somatic and Emotional Awareness

Piret Bristol

Background/Theory	Doug Silsbee 'Mindful Coach' *'Under the surface content of any experience is a wealth of subtle emotional and somatic (felt, sensation-based) experience to which we can increase our sensitivity and awareness over time. Awareness of what is going on with us below the surface is the key to building our mindfulness. Being able to bring this awareness into our conversational space is central to the proposition of mindful supervision.'*
Goal	• Getting awareness in 3 domains of experience: sensations, emotions and thoughts • Practicing mindfulness
Competencies	• Mindfulness: presence • Self-awareness, self-reflection
Materials needed	Paper and pencils for making notes, whiteboard paper
Time	40–60 minutes
Group size	10-25 people
Preparation	Write the questions previously on a whiteboard.
Instructions	Have a series of conversations with 2-3 of your group members. The conversations should be something meaningful and engaging for both of you. Following each conversation take about 10 minutes in a quiet space to write some notes about what you noticed within yourself, independent of the content of the conversation. Try to answer the following questions: • What pleasant emotional states did you notice? • How did you experience connection or intimacy with the other? • How did you experience concern or resistance or defensiveness? • Where within the boundaries of your own body did you sense the experience of some element of tension, anxiety or discomfort? • What sensations did you notice: increasing energy, the feeling of your arms or hands moving, the pressure of your body pressing into the seat or your feet on the floor, warmth or coolness? The point is to be curious and keep looking. The more you direct your curiosity and attention into yourself, the more you will begin to notice the vast range of emotional nuances and sensations that are constantly present within you. If you don`t have answers to all the questions, that's fine.

Description of the activities/steps	1. Form pairs and have a 5-minute conversation meaningful to both of you. 2. Take about 10 minutes in a quiet space and write some notes about what you noticed within yourself, independent of the content of the conversation. 3. Change the partner and have a conversation. 4. Write notes as after the previous conversation. 5. Change the partner and have a conversation. 6. Write notes as after the previous conversation. 7. Reflection in the big group.
Questions for reflection	• How did you experience the different persons? • What did you discover while answering the questions and writing notes? • Any new surprising awareness? • Could you notice different levels of experience?

4. Categories in Our Models of the World

Mårten Kae Paulsen

PURPOSE
Show differences and similarities among people in how they categorize the reality in their models of the world.

BACKGROUND/THEORY
Gregory Bateson drew attention to the fact that 'the name is not the thing named, but of different logical type, higher than that of the thing named'. In communication among people the name and the thing named are often confused. The consequences are misunderstanding and conflicts among people. When we give attention to variations in how people categorize the reality in their models of the world, we get important knowledge, as supervisors, of how we can assist the supervisee to enrich their model of the world.

COMPETENCIES
The competence to be learned is the ability to see and hear how categorization of phenomena in the world differs among people.

EXERCISE 'MY SHIP IS LOADED WITH…'
Groups: 5-7 participants
Sitting in a circle
Materials: A tennis ball or an object of a similar form
The exercise has five parts:
- Introduction with demonstration
- Exploring concrete concepts
- Exploring abstract concepts
- Reflections on experiences
- Sharing reflections on experiences

PART ONE:
The supervisor demonstrates the first part of the exercise together with an assistant for the whole group. See the next part.

PART TWO:
Instructions for exploring concrete concepts:

One member of the group has the ball. (S)he chooses a concrete concept, let us say 'apple.' (S)he has three alternative wishes to the group:
'I want the "apple" one logical level up.'
'I want the "apple" one logical level down.'
'I want a similar concept as the "apple" at a coordinated level.'

One way to proceed is that (s)he says: 'I want the "apple" one logical level up.' (S)he then invites a group member to respond to the wish by tossing the ball to the person.

The person receives the ball and responds with an answer that could be: 'Fruit'. (S)he continues with: 'I want a similar concept as the "fruit" at a coordinated level.'
(S)he then invites a group member to respond to the wish by tossing the ball to a new person. The new person responds with what comes to his/her mind, e.g. 'car'. (S)he continues with a wish for a new concept one level down, up or coordinated and invites a person to respond.

There are no right or wrong answers to the wishes in this game. The key purpose is to explore variations in how the participants categorize objects in their model of the world. All ways to respond are relevant.

If a participant finds it difficult to respond (s)he may pass the ball on to another group member.

This part lasts up to ten minutes.

PART THREE:
Exploring abstract concepts

The process is the same as in part two. The difference from part two is the choice of concepts. This time the group chooses abstract concepts, e.g. love, care, learning, trust etc. The group explores at least three different concepts.

This part lasts up to ten minutes.

PART FOUR:
Reflections on experiences

The supervisor invites the groups to discuss similarities and differences in how people categorize the reality in their model of the world. What is the relevance of variations in categorization for professional work?

PART FIVE:
The supervisor invites the groups to share their reflections on experiences and opinions in a plenary session. What kind of similarities and differences are there between the groups?

5. Circle of Excellence

Mårten Kae Paulsen

PURPOSE
The purpose of the exercise is to supervise a supervisee to proceed beyond experienced limitations and perform with excellence. In this exercise participants are invited to relate to an experience from a supervision session that did not provide the desired outcome (It was mildly uncomfortable).

BACKGROUND
The exercise follows a process offered supervisees in the NLP community.

COMPETENCIES
How to access, improve and maintain resourceful emotional and mental states when performing activities.

EXERCISE
The exercise is done in groups of three:
A - Supervisor
B - Supervisee
C - Observer

1. A asks B to shortly memorize an incident or situation where his/her behaviour did not provide the desired outcome.
2. A asks B what resources he/she has available and has used in the past which could adequately provide the desired outcome of the incident or situation. A asks B to make a verbal or nonverbal symbol for each resource.
3. A has B make an imaginary circle on the floor, big enough to step into. A assists B in visualizing him-/herself standing in the circle. Then B imagines how he/she would look like when having each of the resources.
4. A invites B to step into the resourceful representation of him-/herself in the circle of excellence and fully experience how it is to be the person having this resource. A invites B to experience one resource at a time.
5. A asks B if there is any adjustment he/she would like to make to the representation of the resources. A waits for an answer. A asks B to step out of the imaginary circle. If B wishes to make adjustments, repeat the process from step 3. If B has a representation of the circle of excellence that he/she is confident with, continue to the next step.
6. From the position outside the circle of excellence, A asks B to again memorize the incident or situation in step 1 and immediately step into the circle of excellence and experience how it is to be in the incident or situation with all the resources available. A gives B the time he/she needs to experience what happens.
7. A has B step out of the circle and asks if he/she experienced any improvement in how to interact in the incident or situation. If there is any protest or doubt, return to step 3 and make adjustments. If not, continue to the next step.
8. A asks B to step into the circle of excellence and gives B the possibility to select a situation in the near future where he/she wants to have the resources available. A invites B to find a sign in the situation that reminds him/her that he/she has these resources available.

A can ask C for assistance and suggestions for how to proceed in the exercise. C's task is to observe what kind of communication promotes or hinders the progression of the process.

Switch roles. All three go through the process.

Exchange experiences:
How do I experience you?
How do you experience me?

Reflect on the experiences:
What is the relevance of this exercise for professional work?

6. Stress Management Tool – Exploring the Impact of Work on Us

Triin Vana

Background/Theory	Tony Morrison, 'Staff Supervision in Social Care' The ability of workers to provide appropriate support for their clients is directly related to the worker´s own emotional well-being. If workers are unable to recognise and deal with their own stress and feelings there is little chance that they will be able to do this for the others. We are able to deal realistically and effectively with stress if we know about it and feel we are able to do it. 'Social workers play a charade with each other´s problems and stresses. There´s a sort of collusive arrangement not to talk about it' (Fineman, 1985)
Goal	• Exploring the feelings, behaviours and needs that we have as a result of the work we do; • Finding strategies for coping with feelings and meeting the unmet needs.
Competencies	• Self-awareness, self-reflection • Self-care, personal stress management • Reflection of emotions/feelings • Mapping resources: knowledge, competencies, experiences
Materials needed	Flip chart and 3 different colour marker pens, chairs, enough space in a room to work in pairs and not be disturbed by conversation in other pairs
Time	45 min
Instructions and description of the activities/steps	1. Write on the chart a trigger word representing the work you do or the client group you serve, such as the mentally ill, abused children, the elderly etc. 2. Ask the group to think about feelings the particular client group may have. Brainstorm as many feelings as you can. Be careful not to include behaviours or thoughts. 3. In a different colour, on the same sheet, brainstorm behaviours of the particular client group resulting from their feelings. 4. In another colour, and on the same sheet, brainstorm the needs of the particular client group. 5. Now get the group to look back at the list of feelings and ask them how many of the feelings can be true of those working with the particular client group. They will quickly realise that there are few feelings experienced only by the client that are not at some point shared by those working with them. 6. Repeat (5) but this time focus on how many behaviours can be experienced, at some points, by those working with them. 7. Repeat (5) but now focusing on similar needs. 8. Now ask people to write down, on their own, the feelings, behaviours and needs they each have as a result of their work. This is a powerful prompt to exploring individual stress reactions to our work, even though none of us will share all the feelings or behaviours listed. 9. Ask people to share in pairs as much of (8) as they feel able to and, in particular, to look at how their reactions might affect their work and what needs they have which are currently not being met.
Questions for reflection	• Take feedback in general terms about the needs and discuss strategies about how the group could assist in meeting the needs. • How do you feel about using the tool? • Discuss the traps and challenges of supervisors, how client workers' own feelings, needs and behaviour can reveal in and influence the supervision process.

7. Roles in My Life

Piret Bristol

Background/Theory	Jane M. Campbell, Ph.D. 'Becoming and Effective Supervisor' In order to be effective, the supervisor may need to assume many different roles and draw from a variety of intervention strategies, techniques, emphases, and components of supervision. A number of supervisory roles have been identified: teaching, modelling, challenging, consulting, evaluating, and mentoring. To be effective, the supervisor must decide which role to assume during the supervision session. Role flexibility is essential to effective supervision. The first step for a supervisor is to become aware of the roles he/she has developed in life which have influence on his/her supervisor's roles. The method is suitable for getting a clear picture of a supervisee`s life, for mapping the current life situation, for having a look from aside. Sharing the map in a small group brings more awareness into supervisee`s life roles, the proportions of roles in his/her life, missing roles, etc. The supervisor can use it while working with role conflicts, confusion, resources, and changes.
Goal	• Getting clear awareness of: - the roles in one's life; - other persons' expectancies for every role; - the functions one performs through every role. • Learning to work with supervisee`s role conflicts.
Competencies	• Self-awareness, self-reflection • Self-care, personal stress management • Reality checking, reflecting • Mapping resources: knowledge, competencies, experiences
Materials needed	A3 paper, materials for making a map, e.g. different size figures, dolls, small toys, things in the room or personal belongings
Time	Creating a role map – 20-30 minutes; Discussion time in groups of 3 people - 30 minutes.
Group size	3-18 people
Instructions	Make a map of the important roles in your life (including personal and professional) and share your map in a group of 3 persons.
Description of the activities/steps	1. Use one A3 for the basis of your map. 2. Find a symbol for yourself and for each role. You can use all the things on the floor or find things in the room and from among your personal belongings. 3. Place the chosen symbol of yourself in the center of the paper and find the right place for each role, reflecting the relationship you have with the role and the relationships the roles have between each other. 4. Form groups of 3 persons. 5. Share your role map in the small group and listen to the reflections that the other 2 persons have. 6. Reflection in the big group.

Questions for reflection	• How do you see the roles in your life while looking at them from aside? • What are the strengths and weaknesses of your roles? • How much time do you spend on the different roles? • How balanced are the roles? • Which of the roles support your personality and development? • Which roles may be obstacles to you? • What would you like to change on the map?

8. Exploring Values – Narrative Based

Anne-Marie Aubert

Background/Theory	Narrative theory. Theory of using biography. Theory of relations. Theory of professional development. Psychodynamic theory. Attachment theory (Tavistock Institute, UK) etc. To develop as a professional in helping professions such as supervision or counselling, knowledge of one's own values is crucial. These values are often rooted in one's personal experience and personal and professional biography. To explore values in this way helps **develop and express ethical standards**[1] from within the person. Body and emotions are involved in this tool.
Goal	• Developing **awareness**[2] of how one's own **personal and professional biography**[3] may affect **values** in professional work; • Creating a professional foundation of ethics in supervision and counselling in different groups.
Competencies	• Ethical competence, values • Self-awareness, self-reflection
Materials needed	Whiteboard/flip chart, drawing paper, markers, crayons
Time	75 minutes - 3 hours or more depending on the group size (9-30) and the depth of the work
Preparation	The supervisor must set a time frame and working methods to match the level of the group.
Instructions	The supervisor invites the participants to individually take a piece of paper and draw themselves in the center. The further instruction may go as follows: '*Let persons appear from your history, persons who in some way or other have meant something special to you and been important in your life and development as a person and professional.*' (If the supervisor makes an open invitation like this, both positive and negative memories of persons may appear. The supervisor may focus only on the positive part if he/she wants to diminish the chance of evoking negative influence from the past. Positive values, however, often emerge from negative as well as positive relational experiences and therefore need not be avoided). '*Divide the paper in two and leave space for 3 persons from your private life (friends, family) on the right hand side of you and 3 persons from your professional life (education, workplace) on your left hand side.*' (The supervisor does it at the same time on the whiteboard/flip chart to illustrate it.) '*Make some notes to recall what have been the qualities of these persons as you recall and try to remember in what way they have been important to you (can be both in a positive and/or in a more negative way). You may use drawing, collage, symbols, metaphors or whatever you find meaningful to supplement this work.*' (If the supervisor opens for a more creative dimension, more time should be allowed). This part of the exercise will be shared with one or two persons, not the whole group before proceeding (Very important!).

[1] Competence
[2] Both a competence and a way of achieving the first competence (note 1)
[3] Both a competence and a way of achieving the first competence (note 1 + 2)

Description of the activities/steps	Step 1: Instruction (see above) (5 minutes) Step 2: Individual work (see above) (15-60 minutes) Step 3: 2 or 3 persons together (see above): *'Share histories of the persons from the individual work.'* (10-20 minutes each) Step 4: *After sharing, reflect individually on some of the values these persons represent for you. Look for similarities and differences between persons from your private and professional arena.'* (5 minutes) Step 5: Sharing in pairs or in groups of 3. *'Is it possible to identify values you regard as important in your own professional work? Write them down.'* (5-10 minutes in total) Step 6: Final step in the big group. The supervisor gathers values of importance for professional work and writes them on the whiteboard/flip chart for everybody to see. (This depends on the size of the group and time available. The supevisor may take one from each group (pair) or from some groups and ask for others to supplement). The supervisor facilitates group reflection. (25-60 minutes)
Questions for reflection[4]	• Looking at the whole picture: - Are there any values you can add to your original ones? - Are there any values you strongly resist on making commitment to? - Group discussion. - What is left to agree on? (making a code of ethics for this group) • Parallel processes: - Some values may make up a common core of ethics in (what is relevant for the group): - teaching supervision - supervising counsellors - counselling clients • Close the session with opening for reflection on experiencing this tool. • Working with one's own biography – relevance for professional work? • Bodily experiences? • Emotions?

[4] These questions may be equally relevant in the role of a teacher, a supervisor or a counselor

9. Dialogue Café

Anne-Marie Aubert

Background/Theory	Group dynamics – dialogue – investigate diversity and create meaning Dialogue **Sharing thoughts, experiences and opinions to improve insight and understanding individually and as a group.** In the dialogue, the members share, reflect and question their own underlying assumptions. Listening, asking and sharing with an intention to develop and widen the common understanding of the issue in focus. **Associative thinking, building on each other's thoughts rather than arguing for one's own views. Focus on sharing and discovering differences** rather than answers and conclusions. It is not a goal to win, get right or convince others. Café Many of us have been sitting in a café with one or more friends or colleagues and found that ideas and thoughts are developed jointly. We may scribble on napkins and tablecloths to draw and explain and not forget what we have developed. **We listen, share and inspire each other.** We both move and are moved as fellow human beings in the process of creating new meaning. The atmosphere is relaxed. We have an open and positive attitude towards each other, crucial for this kind of rewarding companionship.
Goal	The purpose of the exercise is to initiate and **stimulate conversation and reflection in a group in relation to a common theme.** Dialogue Café **creates involvement and commitment**. A common understanding may be developed. **Dialogic competencies are evolved.**
Competencies	• Working with diversity • Involving group members into casework
Materials needed	A room with small tables surrounded by 4 – 6 chairs, a whiteboard or flip chart; writing materials: sheets, paper tablecloth, crayons, pens etc.
Time	90-120 minutes depending on repetitions of step 2
Preparation	The tool can be used in situations where there is a wish to share, bring forth and develop understanding of a certain theme. It achieves quick involvement and group performance. The sharing and group work develops the theme in an effective and motivating way. Dialogue Café can be implemented in groups anywhere from 9 people (3 groups of 3) to many hundreds. It is an 'easy' tool to use and works well without much instruction required. To make participants engage in the café dialogue, the theme must be one of common interest, a theme that engages everyone. The theme presented by the supervisor must be perceived as important for the participants. Through dialogue new insights develop and become available to everyone involved.

Instructions	**Introduction:** The supervisor introduces the theme, the purpose and the frame of the tool. **Step 1** Participants take places around tables (diversity may be a point), choose a host for their table and the dialogue starts. During the dialogue, participants may use the tablecloth or sheets to draw and write on. This creates a developmental area and is a way to remember. Participants may find it useful to use symbols/mind maps/charts to illustrate their ideas. The host at each table takes the responsibility to make notes of main points during the dialog. **Step 2** After some time (15-20 minutes) all participants except the host of each table, leave the table, spreading to visit different tables. New groups are established. At each table, 4-6 guests arrive from different tables and meet the host of the table. The host sums up the main points from previous group. The dialogue then continues from what the host has shared and what the new guests bring in from their first table. Thus the value of the common work increases. This visit may take 15-20 minutes. The host makes notes during the new group dialog as mentioned in the first step. The supervisor/leader of the process tells guests to note thoughts and input they receive, which they will bring back to their original group/table afterwards. **Step2 +** Depending on the time frame, the supervisor chooses how many rounds with splitting groups and visits to new tables he/she wants to implement. **Step 3** When guests have shared and gained insight from visiting other table (tables), they return to their original table. Here they all share with each other the new perspectives and ideas obtained from the visits. The host shares his/her experiences from being visited. The aim now is to describe, summarize, conclude or find a symbol describing what has come forward/been developed. Each table prepares some main aspects essential to the theme for sharing with the group as a whole.
Description of the activities/steps	• Introduction (5-10 minutes) • Election of the host for each table • Step 1: Starting the dialogue in small groups of 4-6 people (15-20 minutes) • Step 2: The host of each table stays in his/her place while the others spread to as many tables as possible, new dialogues (15-20 minutes) • Step 2 + Step 2 can be repeated several times (10-20 minutes) • Step 3: Going back to the first group to process, summarize and conclude (15-20 minutes) • Step 4: Closing plenary session (15-30 minutes). First each group presents their results, then the whole group is involved to look at the main picture and look for useful patterns for a broader common understanding of the theme.
Questions for reflection	The dialogue is concluded/summarized by each table (or some tables if there are very many) bringing out the main aspects from the dialog**. Does the large group find ideas, symbols, values, understanding, goals, strategies, or anything else that they can share and that has enriched their understanding of the theme?** This may form the basis for a new common understanding of the theme in question. (The supervisor may let each group present one point at a time to let all groups be able to present new views. The supervisor or an assistant writes this down for everyone to see.) The supervisor closes the session with opening for reflections on experiencing this tool.

10. Communication without Words

Anne-Marie Aubert

Background/Theory	Bodily approach to supervision; Norwegian Psychomotor Physiotherapy, Eline Tornquist 'Movement and Interaction: The Sherborne Approach and Documentation'; theory of mindfulness, body awareness, communication
Goal	This tool or exercise may be used for several purposes: • Getting persons in a group relate, be aware of oneself - the other and the relationship between the two; • Getting to know each other; • Having fun; • Experiencing diversity; • Reflecting on diversity; • Appreciating diversity; • Strengthening body awareness; • Being able to communicate without words; • Pacing and leading in communication.
Materials needed	Space to move and observe; a flip chart or whiteboard; chairs to sit in a circle for sharing; for signalling, use a bell or clap your hands
Time	45-60 minutes
Group size	8-32 (approximately) people As pairs are needed, the supervisor may need to participate. (When he/she participates, he/she can, with some experience, feel in his/her body how much time is appropriate for each step.)
Instructions	**Step 1** – verbal information from the supervisor *'I want to invite you to a silent exercise where you are to experience, reflect and share as different instructions are given by me.'* (Comment: It is important to invite, not command, and it is allowed to say NO and then leave the room for the time being.) **Step 2** – demonstration *'First let me show you what to do. I need a volunteer who can show the exercise together with me.* (One comes forth.) *What is your name? Now we will stand on our feet facing each other – close enough so that our palms can meet. We close our eyes and start moving our hands together.'* The supervisor and the volunteer move hands with closed eyes for some moments, then finish and open their eyes. The supervisor takes a step back and thanks the volunteer by her/his name, *'Thank you for volunteering!'*

Description of the activities/steps	**Step 1:** *'Form pairs and do the same for about 3 minutes in silence.'* Bell signal and verbal sharing of the experience in pairs. **Step 2:** *'Repeat the exercise with the same partner and try to focus on changes in patterns. When do you lead and when do you pace? What happens when you change? Remember: No talking – just doing and experiencing.'* (About 2 more minutes). Bell signal and verbal sharing in pairs. **Step 3:** *'Change partners, do the same again (2 minutes) and share.'* **Step 4:** *'Divide the group into two standing in the same pairs as after the change. Half the group will now do the exercise again and the other half will observe. Afterwards we will change. Start doing and start observing.'* (2 minutes) Bell and sharing in pairs – the ones who have observed and the ones who have done the exercise. *'Change – do and observe.'* Bell and sharing in the observing and performing pairs.
Questions for reflection	Sitting in a circle, all sharing (may make notes on relevant themes coming forward with relevance to the different steps) • How was the first round? (Getting to know the other) • The second step: Were you more aware of patterns and changes, more exploring? (Knew the partner a bit) • The third step: Changing your partner, how different was it? In what ways? • The forth step: Observing – being observed. How different did it look? It did not/ did influence me being watched. Observation – interpreting – validation? • Other themes to discuss: touch in supervision, bodily approach as perspective, communication, how instructions are given, eyes closed, borders etc.

COMMENTS:

When instructing the exercise in English to a group with a different native language, it may be appropriate to let participants share in their own language. This makes it difficult for the supervisor to get insight in reflections done in pairs during the exercise. This also may make it more demanding to have the final reflections together in a circle at the end. The circle reflection may be skipped if the frame of bodily approach to supervision is clear. Reflections in the circle may also be made in English or be made by someone speaking the same language as the participants.

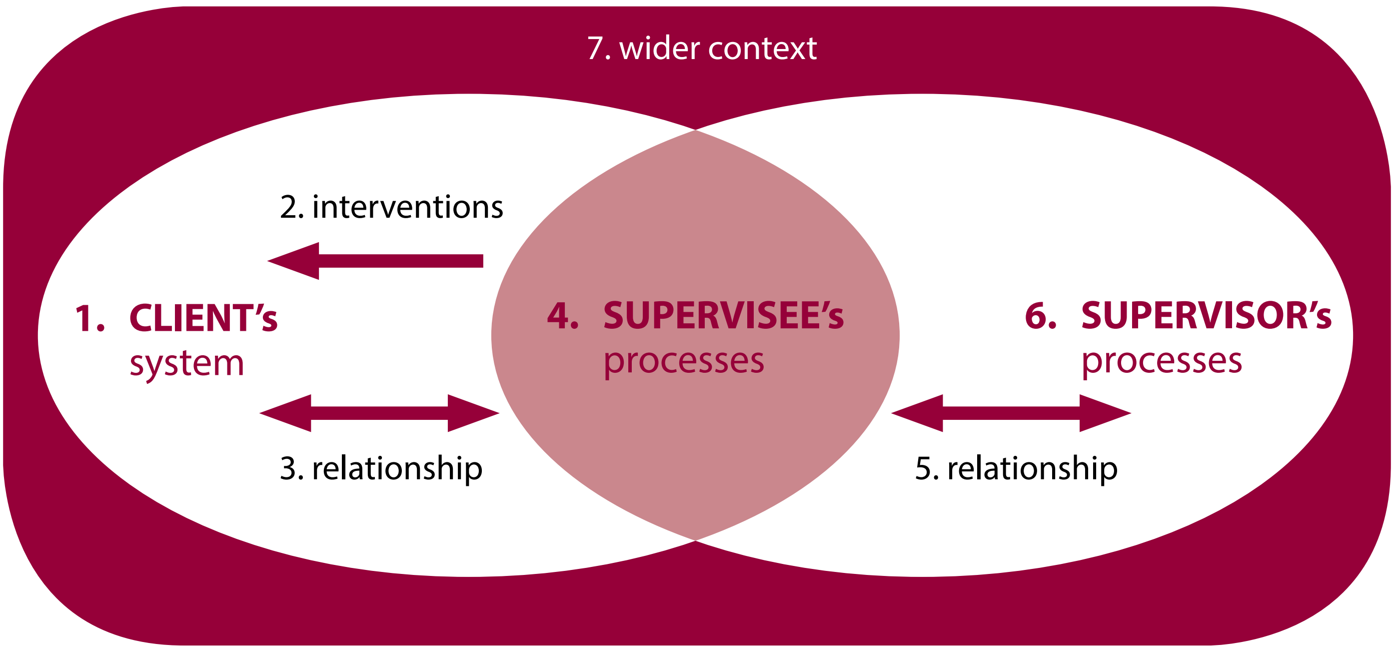
This tool can be extended by adding different instructions during the exercise. Here are some opportunities: focusing on how you stand, your breath, the range of activity/creativity etc. It may also be narrowed by just taking 1 or 2 steps or up to 3 or 4. You may also gather the group for sharing and reflection in a circle in between.

11. The 7-Eyed Model

Kaidi Peets

Background/Theory	Based on the 7-eyed supervision model developed by Hawkins and Shohet in the late 1980's. 'Single-eyed vision', which focuses only on one aspect of the supervision process, always leads to partial and limited perspectives. The 7-eyed model helps to look at the same situation from many different perspectives, making it easier to ensure that the ground has been covered. The 7 areas of potential focus to the supervisor and supervisee in reviewing their practice are as follows: the client's system, the supervisee's interventions, the relationship between the client and the supervisee, the supervisee's processes, the parallel process, the supervisor's process, the wider context. See more: http://coachesplus.com/2013/02/the-seven-eyed-coaching-model-a-process-model-of-supervision/
Goal	• Exploring different influences on supervisory activity in the room; • Practicing supervision on supervision.
Competencies	• Reality checking, reflecting • Systemic thinking and interventions • Self-awareness, self-reflection • Communication: reflection of emotions/feelings
Time	90 min
Instructions	**1. Introducing the model** The 7-eyed model helps to look at the same situation from many different perspectives. The 7 areas of potential focus to the supervisor and supervisee in reviewing their practice are as follows: 1) the client's system - the problem the client system wants help with; what the supervisee saw, heard, felt, trying to separate this actual data from his/her preconceptions, assumptions and interpretations. 2) the supervisee's interventions - what interventions the supervisee made and alternative choices that might have been used; some possible interventions can be tried out in role-play. 3) the relationship between the client and the supervisee - What is happening consciously and unconsciously in the relationship between the client and the supervisee; the supervisor is helping the supervisee to be a flying fish, so (s)he can see the water in which (s)he is normally swimming. 4) the supervisee's processes - what is happening for the supervisee, how (s)he is engaging and responding, how (s)he is affected by his/her work both consciously and unconsciously, how his/her own blocks may be preventing him/her from facilitating the client and their system to change. 5) the parallel process - how the supervisor-supervisee relationship is influenced by the supervisee-client relationship; the supervisee can unawarely treat the supervisor the way their client treated them.

Instructions	6) the supervisor's processes - here the focus on the supervisor's own feelings, thoughts and fantasies while listening to the presentation by the supervisee; these can tentatively be commented on and made available as possible indicators of what lies buried in the relationship with the supervisee. 7) the wider context - here the focus is on the organisational, social, cultural, ethical and contractual context in which the supervision is taking place; how the systemic context of what is being presented is affecting the behaviour, mind-sets, emotional ground and motivations of the supervisee, client and supervisor. **2. Practicing the model in pairs** Participants form pairs and supervise each other about their supervision experience with a client (i.e. supervision on supervision), using the 7-eyed model, i.e. view their supervision experience from 7 different perspectives. **3. Sharing in the big group** Participants share their experiences.
Description of the activities/steps	1. Introducing the model (15 min) 2. Practicing the model in pairs (2 x 30 min) 3. Sharing in the big group (15 min)
Questions for reflection	• What are the challenges of each perspective?



12. The GROW Model with Scales

Kaidi Peets

Background/Theory	The GROW model is a simple process for coaching and supervision, providing an effective, structured methodology which both helps set goals and solve problems. While no one person can be clearly identified as the originator, Graham Alexander, Alan Fine, and Sir John Whitmore all made significant contributions to the model. GROW is an acronym representing: **GOAL** - This is the end point, where the client wants to be. **REALITY/RESOURCES** - This is the point where the client is now. What challenges and resources does the client have? **OBSTACLES AND OPTIONS** - What obstacles does the client have? What are the options to overcome them? **WAY FORWARD** - The options need to be converted into action steps, which will lead the client to the goal. There are variations to the model, the current description is just one way to use GROW.
Goal	• Helping to solve problems and set goals; • Practicing the GROW model; • Practicing effective goal setting and questioning.
Competencies	• Goal setting • Communication: effective questioning • Reality checking, reflecting • Mapping resources: knowledge, competencies, experiences • Finding new opportunities and solutions • Designing practical actions
Materials needed	GROW worksheets and pens
Time	120 min
Preparation	Make copies of the GROW worksheet
Instructions	1. **Theory.** The teacher introduces the GROW model, the theory of effective goal setting and effective questioning. The teacher hands out the GROW worksheets, which provide some sample questions and guidelines about the GROW model for the supervisor/coach, and together with participants they go through the model. 2. **GROW in practice (in pairs).** Participants form pairs and take turns to supervise each other with the help of the GROW model. The participant acting as a supervisor helps his/her partner (supervisee) choose a problem or goal he/she wants to focus on and work out an action plan for. The supervisor/coach may use the GROW worksheet for guidance if needed. 3. **Sharing in the big group.**
Description of the activities/steps	1. Theory (20 min) 2. GROW in practice (in pairs) (2 x 45 min) 3. Sharing in the big group (10 min)
Questions for reflection	• What are the advantages/disadvantages of the model? • How can the model be used in group supervision/coaching? • Which questions were most empowering and helpful for you?

GROW Worksheet

Some sample questions and guidelines for the supervisor/coach:

ESTABLISHING THE GOAL

What will you win when you achieve the goal?
What will you lose when you achieve the goal?
What will you lose when you don't achieve the goal? What else?
If you don't do it, who will?
If you don't do it now, then when?
What skills and knowledge will the goal help you develop in you?
How is the goal in accordance with your values?
How will the goal help you be the kind of person you wish to be (e.g. a very special person for you family members, colleagues, friends etc)?
Imagine that you have achieved your goal. What has changed in your life? Describe in detail what you see, how you feel, what new relationships you have, how your life quality has improved.
In what way is your goal specific/time-bound/measurable/challenging?
How would you express your goal in one sentence (so that it would be easier for you to remember it)?

Ask the supervisee/coachee to write down his/her goal.

EXAMINING THE REALITY AND RESOURCES

Ask the supervisee/coachee what resources he/she needs to achieve his/her goal and write them down (e.g. skills, knowledge, experience, other people, time, money, technical equipment, courage, perseverance etc)

Behind each resource, ask the supervisee/coachee to draw a scale from 1 to 10:

money 1--------10
time 1--------10
etc

Which resources and to what extent do you have available TODAY to achieve your goal?
1 - very little; 10 - very much

EXPLORING THE OBSTACLES AND OPTIONS

What are the 2 most critical resources that you are short of?
What one step can you take to increase these 2 critical resources?
What else can you do?
How have similar obstacles been overcome/problems solved in other fields/areas of life (education, recreation, sports, retail business etc)?

PLANNING THE WAY FORWARD

What are the next 3 steps you are planning to take?
What else do you need to do?
When are you going to take the steps?
What is one thing you can do today to get closer to your goal?
Who are you going the share the goal with?

Ask the supervisee/coachee to put the activities down and behind each activity add a date and the name of the person responsible for the activity.

13. The 4 Role Wheel

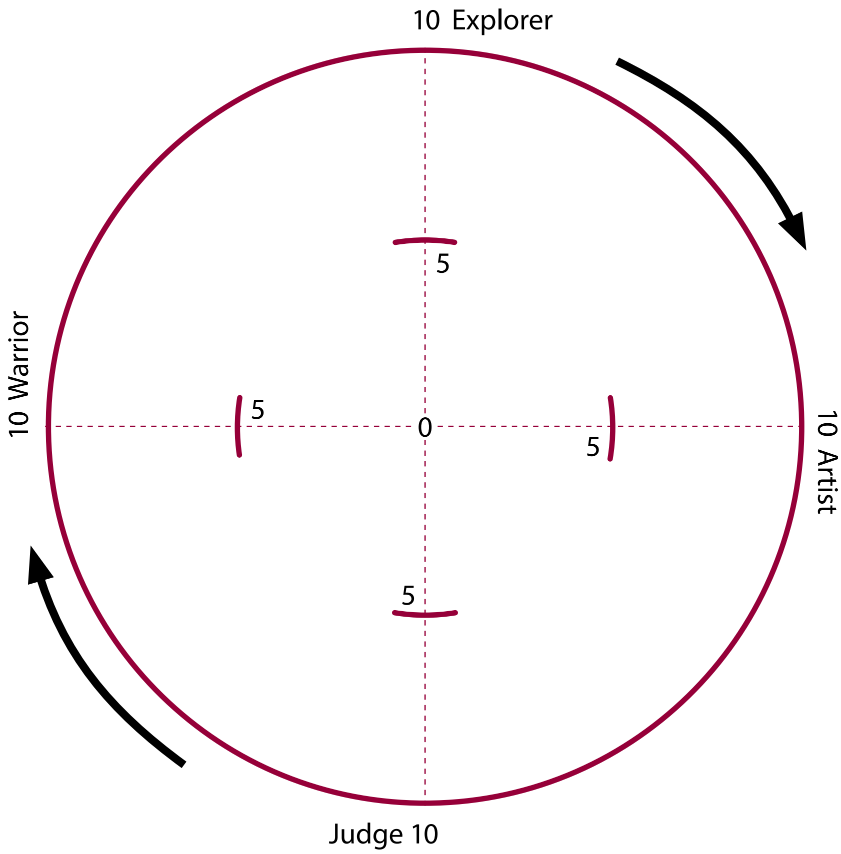
Kaidi Peets

Background/Theory	The tool has been developed on the basis of the roles described in 'A Kick in the Seat of the Pants: Using Your Explorer, Artist, Judge, and Warrior to be More Creative' by Roger von Oech. The tool helps to analyse how creative we are; what our challenges and strengths are with respect to creativity and implementation; how to be more creative and successful at implementing our ideas and turning our dreams to reality. According to Roger von Oech, creativity can be approached systematically by developing the following 4 roles inside of us: the Explorer, Artist, Judge and Warrior.
Goal	• Increasing self-awareness and practicing self-reflection; • Developing creativity and the skills needed for successful implementation of (new) ideas.
Competencies	• Self-awareness, self-reflection
Materials needed	Supervisor worksheets and pens
Time	90 min
Preparation	Make copies of the supervisor worksheet.
Instructions	1. **Overview of the roles**. The supervisor introduces the 4 roles by Roger von Oech: When it's time to seek out new information, we should adopt the mindset of an **Explorer**. The Explorer collects information, i.e. raw material for creativity, by getting off the beaten path, poking around in outside areas etc. The **Artist** takes the raw material from the Explorer, combines it in new ways. He plays with the material, by asking what-if questions, breaking the rules, looking at things backwards, adding something and taking something away etc. The **Judge** takes the Artist's ideas and determines if they're practical and if the timing is right. His job is to make a decision what to do with the ideas. He can reject the ideas, send them back to the Explorer or Artist for revision or send to the Warrior for execution. The **Warrior's** job is to implement the idea approved by the Judge. The Warrior's job is to overcome resistance, be courageous, eliminate excuses, and do what's necessary to reach the objective. 2. **Self-evaluation**. The supervisor hands out worksheets and each participant evaluates on a scale of 0-10 how much (s)he has the Explorer, Artist, Judge and Warrior in himself/herself, making a cross on the respective axis. 3. **Group work**. In groups of three, participants share: - which role(s) they are good at and what exactly they do that makes them successful in the role(s); - which roles they get trapped in and how (i.e. the challenges of each role for them); - recommendations to themselves regarding each role; - how they perceive other group members in the roles (i.e. feedback to each other about the roles). 4. **Sharing and reflection in the big group**

Description of the activities/steps	1. Overview of the roles (15 min) 2. Self-evaluation (5 min) 3. Group work (50 min) 4. Sharing and reflection in the big group (20 min)
Questions for reflection	• How can the 4 role wheel be used in individual and group supervision/coaching? • How much did others' perception of you differ from your own evaluation? • How do the roles influence group dynamics? • What are the traps of each role? • How can each role be developed?

THE 4 ROLE WHEEL

WORKSHEET



14. The Tree of Life

Evija Apine

Background/Theory	At the beginning of a group or team supervision process, it is important for a supervisor to get some information about group members' background and aspirations for future. In case of group supervision, it is necessary to help participants to get acquainted with each other, to create group cohesion. Life stories contain similarities, which help to feel unity, and differences, which can provoke interest and curiosity.
Goal	• Getting acquainted with the group of supervisees; • Fostering the development of group cohesion; • Raising awareness of the factors influencing current life situations and awareness of goals.
Competencies	• Developing trustful, safe and effective working relationships in a group • Mapping resources: knowledge, competencies, experiences
Materials needed	A3 drawing paper, markers, crayons
Time	**60 min:** 15 min individual work + 30 min sharing + 15 min reflection
Instructions	The supervisor invites participants to devote time for self-discovery and to draw a tree of life on a vertically laid sheet of paper, which is divided into 3 parts: the lowest part is a space for roots, the middle part for the trunk, and the upper part for leafage. • *'When drawing **roots**, think of your past and all meaningful influences – situations or persons that have shaped you as a person and professional.* • *When drawing a tree **trunk,** think of your present life situation, the main roles and responsibilities you have, your inner and outer resources.* • *When drawing **leafage,** think of your future situation and achievements - who you are; what you are like; what is your life situation like; what you have achieved.* *When you have finished drawing, put down some **keywords** as reminders of topics related to your past influences, present situation and wishes for future.'*
Description of the activities/steps	1. Participants draw a tree of life. 2. Participants write down keywords or draw some additional symbols. 3. Participants show their pictures and share their stories using keywords or symbols. 4. The supervisor facilitates group reflection.
Questions for reflection	• What similarities did you notice in the pictures and stories you have just heard? • What differences were interesting for you in the pictures and stories? • What were the main influencing factors in choosing a profession? • What are the resources of this group? • How can supervision help to move towards the future goals?

15. Mapping Sources of Stress

Evija Apine

Background/Theory	Theories of stress, systemic approach, theory of supervision in social work by Allan Brown and Iain Bourne in 'The Social Work Supervisor'. Supervisors often meet professionals who suffer from stress and burnout and can suffer from it themselves as well. Therefore, it is necessary to understand the sources of stress, their interrelatedness and impact on each other and the person to help a supervisee see his/her situation, acknowledge it and start looking for solutions.
Goal	• Developing the understanding of 4 categories of stressors; • Developing awareness of the interrelatedness of stressors and their impact on each other; • Exploring and becoming aware of the sources of stress in participants' lives.
Competencies	• Self-care, personal stress management • Communication: listening • Communication: effective questioning
Materials needed	A3 sheet of paper or many small paper cards or post-it notes (approx. 7 x 10 cm), markers or pens, a flip chart or board
Time	min. 130 min (more time can be given for work in pairs)
Preparation	(The supervisor – a perfectionist☺ - can prepare paper cards or post-it notes in 4 different colours to use each colour for one of the categories of stressors)
Instructions	The supervisor gives some introduction to the topic of stress and burnout, explaining that stressors can be divided into 4 categories (writes them down on the board): **1) Worker (personal)** Stressors emanating from the supervisee's personal life (separation, divorce, problems with children, illness, loss and bereavement, financial difficulties etc.) **2) Practice** Stressors emanating from the supervisee's practice, where they become a victim (e.g. a victim of physical assault by a client, subject to threats of violence, assault etc.) or others' experiences stir up strong feelings (e.g. disclosure of abuse, bereavement and loss, terminal illness, clients whose life mirrors that of the worker, heavy workload with difficult cases etc.) **3) Team** Stressors emanating from the supervisee's membership of a team (personal conflicts, harassment and bullying, scapegoating or other dysfunctional group processes, feeling isolated or undervalued, involvement in other colleagues' work stress) **4) Organisation** Stressors emanating from the supervisee's contract with their employer (reorganisations, competition for promotion, closure of units, threats of redundancies)

Instructions	The supervisor invites participants to think about different stressors in their life, to write each down on small cards (one stressor on each card) or to write them down on an A3 sheet of paper thinking about the inextricable links between them (which stressor is related or being a source for/or result of another stressor etc.). If the person uses cards, then he/she spreads them on the table or floor trying to make their interrelatedness visible or sticks post-it notes onto a bigger sheet of paper, again thinking about the inextricable links between them. The supervisor invites participants to form pairs and interview each other about their maps of stressors with the aim to understand better the stressors and their interrelatedness (it is possible that some new stressors will have to be added). Those who are in the role of an interviewer ask open-ended questions, clarifying questions etc. and pay attention to emotions reflecting them to the supervisee. Possible modification: the mapping of stressors is done as an interview with supervisors quite from the beginning and the supervisor helps to discover different sources of stress and their interrelatedness. Note: This method is the first step in work with stress and burnout issues. The next step would be to clarify which stressors are the most important ones and about which something can be done to reduce their impact. Various problem-solving techniques can be used.
Description of the activities/steps	1. The supervisor's introduction to the topic (10-15 min**)**. 2. Individual work of writing down and mapping stressors (15 min). 3. Participants form pairs. 4. A interviews B about his/her map of stressors (30 min). 5. B gives feedback to A about his/her listening and questioning skills (10 min). 6. B interviews A about his/her map of stressors (30 min). 7. A gives feedback to B about his/her listening and questioning skills (10 min). 8. The supervisor facilitates group reflection (20 min).
Questions for reflection	• What are your findings about links between different stressors? • Which group of stressors was prevailing? • What was different about mapping your stressors (individual work) and sharing them with others? • Which interviewer's action or behaviour was helpful to you when you were telling about your map of stressors?

16. Devils and Angels

Kaidi Peets

Background/Theory	This group supervision method is based on the Devils and Angels model from 'Coaching and mentoring Supervision: Theory and Practice' by Tatiana Bachkirova, Peter Jackson and David Clutterbuck, OUP, 2011
Goal	• Helping to solve problems and plan next steps; • Practicing a group supervision model.
Competencies	• Reality checking, reflecting • Finding new opportunities and solutions • Involving group members into casework
Time	90 min
Instructions	**1. Introduction of the model** The supervisor introduces the model. **2. Choosing the case** All participants who have a case introduce their case briefly, followed by voting. One participant takes the role of a facilitator. **3. Presenting the case and next step** The participant whose case gets most votes, presents his/her case and next step, including thoughts and feelings about his/her next step. **4. Questions and answers** The group then asks clarifying questions about the case. The case owner answers the questions. **5. Devil's advocate** Group members act as devil's advocates and state any concerns, doubts or niggles about the next step (e.g. *I'm uneasy about…..*/*I noticed that…..*). The case owner listens in silence and takes what he/she wants and leaves the rest. **6. Angel's advocate** The group then gives positive feedback about the next step (e.g. *I like your idea of the next step because…..*) **7. Next steps** The case owner responds and says what he/she now thinks and what additional ideas he/she has for his/her future action. **8. Sharing in the big group**
Description of the activities/steps	1. Introduction of the model (10 min) 2. Choosing the case (15 min) 3. Presenting the case and next step (10 min) 4. Questions and answers (10 min) 5. Devil's advocate (10 min) 6. Angel's advocate (10 min) 7. Next steps (10 min) 8. Sharing in the big group (15 min)
Questions for reflection	• When acting as a devil's and angel's advocate, how were you influenced by other group members' reflections? • Was it easier for you to act as a devil's or angel's advocate? • Why do you think it was so?

17. Learning from Success

Signe Vesso

Background/Theory	E. de Haan (2001) Leren met Collega's Assen. Van Gorcum. (Learning with colleagues); I. Dewulf (2004) Interview method 'Appreciative Inquiry'. Gent: Kessels & Smit By taking energy, power and chances into focus instead of impossibilities or problems, a group and worker will faster achieve a perspective around possibilities. This method comes from Appreciative Inquiry.
Goal	The purpose of this exercise is to help students of supervision learn through success stories.
Competencies	• Self-awareness, self-reflection • Deep listening • Effective questioning • Reality checking, reflecting • Mapping resources: knowledge, competencies, experiences • Working with success and positive experiences • Finding new opportunities and solutions • Involving group members into casework
Materials needed	Paper and pencils for making notes, flip chart paper
Time	60-90 minutes
Group size	5-10 people
Preparation	Draw the schema previously on the whiteboard.
Instructions and description of the activities/steps	**Step 1 Introduction to success experiences (15 minutes)** One participant speaks in detail about his/her success experience, i.e. a moment when his/her work went really well, an experience of making a big step in a short time or when he/she recognized he/he grew very fast. Other participants listen carefully and write down what they think have been the factors that made the success possible. **Step 2 Inventory of success factors and context factors (20 minutes)** On the flip chart, write in two columns: • Left column: initiatives, qualities, strengths and actions of the person whose success it is; • Right column: context factors and support of other people that contributed to the success. The person working with his/her success experience thinks together with the group, corrects and adds new things. **Step 3 Deepening (15 minutes)** A round of asking questions and good listening. Try to find 'insights' from the new information you got and from the inventory. The new, deeper, success factors will be written down on another flip chart. **Step 4 Evaluation (10 minutes)** The participants share what they learned from this.
Questions for reflection	• What did we learn from this? • How does this method influence the learning process? • How can you use this method in your supervision practice?

18. The Should Exercise

Signe Vesso

Background/Theory	The exercise is from Gestalt therapy. 'We all have internalized rules and messages that we carry around inside us. In Gestalt, these messages are known as introjections— something we swallowed whole and haven't 'chewed on' enough to see if it's truly our own desire/rule, or if we've just absorbed it from the outside world. Every time you hear **'I should'** in your head/voice, it's a sign that you might be dealing with an introjection — and thus it's an invitation for you to take a closer look.' Source: *Laura McGrath* http://readyforchange.ca/2011/09/01/exercises-self-awareness-part-2-should-exercise/
Goal	The purpose of the exercise is to help students of supervision raise awareness of themselves.
Competencies	• Self-awareness, self-reflection • Mindfulness: presence • Self-care, personal stress management • Reflection of emotions/feelings • Deep listening • Effective questioning • Reality checking, reflecting
Materials needed	Paper and pencils for making notes
Time	30-40 minutes
Group size	4-14 people
Instructions and description of the activities/steps	**Step one: 'I should'** Spend 10 minutes or so writing down all the 'I shoulds' or 'I shouldn'ts' that regularly come into your mind. For example: • I should pay off my debt. • I should have more money. • I should be on time. • I should do something for my sister. • I should get more done in less time. • I should have fun. • I should have passion. • I should be loving and accepting and spiritual. • I should organize my time better. • I should chill out. • I should practice the piano more. • I should get a real job. • I should make some friends. • I should meditate. • I should stop worrying.

Instructions and description of the activities/steps	**Step two: 'You should'** Please find a partner to share the next steps with. One statement at a time, ask someone you trust to read your list back to you, reading it as 'You should…'. So, your partner would say, 'You should pay off your debt.' After each statement your partner reads to you take a moment to: - notice any internal feelings or emotions that come up in you as you hear the statement; - notice whether it feels like your own voice, something you truly want to do, or whether it's someone else's voice (e.g. often someone has a 'should' statement that really belongs to a parent, and as soon as they hear someone somebody else say 'You should…' they recognize that this statement is their parent's voice, not their own inner guide). **Step three: Decide and Take Ownership** After each statement your partner reads to you decide if 'I will' or 'I won't' and then report the new statement back to him/her. For example: Your partner says, 'You should pay off your debt.' You say, 'I will pay off my debt.' (Or, 'I won't pay off my debt.') (Or, 'I will pay off my debt within five years.') (Or, 'I will not focus on paying off my debt until I finish school.') Whatever you choose — whether you will, or won't, or under which conditions — is fine. The key part is that instead of carrying around an unexamined 'I should', a statement weighing you down with judgment, **you are now carrying around a decision that you have made and owned yourself.**
Questions for reflection	• What did you learn from this? • How can you use this in your supervision practise? • How can you help your clients be more aware of their "shoulds"? • What helps to take responsibility?

19. Sociometry

Tiina Merkuljeva

Background/Theory	Rostampoor-Vajari, M. (2012). *'What Is Sociometry and How We Can Apply It in Our Life?'* Jacob Levy Moreno coined the term sociometry. Sociometry has tools for measuring, exploring and developing relationships. Using data from these tools, group members participate in group development by reflecting on and examining their own interpersonal and group behaviour. Sociometric explorations help group members be aware of the powerful factors and forces that affect them in their relationships with one another. Using interactive learning methods to explore what is happening in particular relationships, perceptions and misperceptions, group members realise that they are not alone and that they are part of a shared dynamic. Armed with this information, group members are stimulated to create new patterns of behaviour and interactions for themselves (Rostampoor-Vajari, 2012).
Competencies	• Mindfulness: presence • Self-awareness, self-reflection • Effective feedback • Reflection of emotions/feelings • Developing trustful, safe and effective working relationships • Reality checking, reflecting • Mapping resources: knowledge, competencies, experiences • Working with diversity: appreciating differences and understanding others
Goal	• Creating a supportive learning atmosphere in the group; • Moving the group from isolated persons to a collaborative group; • Integrating thinking, feeling and action into the teaching process; • Exploring intragroup relationships which support or hinder students' results; • Surfacing and sorting out issues of group conflict, trust and identity.
Materials needed	Enough room without furniture. All exercises will be carried out in active movement.
Time	90-120 minutes
Group size	Group size 6-12 people
Instructions and description of the activities/steps	**1. Setting the goal of sociometry** For example, the goal of sociometry is to create a supportive learning atmosphere in the group. **2. Select the criteria that are relevant to the group** The criteria depend on the purpose of using sociometry. The criteria can be chosen together with the students if they have some previous experience in sociometry. Instruction to the group: What conditions do you need for effective learning? Identify 3-4 criteria (individually or in small groups). The criteria stated by a group may be for example: curiosity, experiences, openness, feelings, connection, development,

Instructions and description of the activities/steps	support, everyone expressing his/her feelings and thoughts, sharing, giving space, asking and interest, not-so-long attention, involvement, constructiveness, non-judgmental communication. Choose the most important criteria with the students. For example: openness, sharing, giving space, support, curiosity, asking and interest, involvement, non-judgmental communication. **Cascade of tools** ***Tool 1. Scales (0 to 10)*** Instruction to the group: Imagine that we have on the floor a scale from 0 to 10 (mark on the floor 0 and 10). Find your place on the scale. • To what extent can you be open about your feelings and thoughts in this group? • To what extent do you have the opportunity to share? • To what extent do you have space in this group? • To what extent do you have support in this group? Ask students to explain their choice individually or in small groups. This process has a number of values, such as bringing the group together, letting people see how others have interpreted the question and making the process relational and interactive. ***Tool 2. Choices*** Instruction to the group: Choose one person who you would like to ask something or a person who you are interested in. Move to the person and ask your question. The task is carried out all together at the same time. In this exercise, it is important to pay attention to people who have not been selected, e.g. *If you could ask Tiina a question, what would you ask? Tiina, do you want to answer?* ***Tool 3. Scales (0 to 10)*** Instruction to the group: Mark on the floor a scale from 0 to 10. Find your place on the scale. • To what extent do you feel involvement in this group at the moment? • To what extent do you feel non-judgmental communication in this group? • To what extent do you feel support to grow as a supervisor?
Questions for reflection in the big group	• What did you find out about yourself in this group? • What did you find out about our group?

BUILDING A MAP

Please build a map of who has come from what place.
(Students can choose a suitable place in the room.)
Please share with someone beside you where you come from.

BIRTHDAY LINE

Please make a birthday line. Those who are the youngest, please go to the right side. Those who are the oldest, please go to the left side.
(Students choose suitable places in the line.)

CHOICES TO BECOME FAMILIAR

Please choose someone whom you knew before. Where did the two of you meet for the first time?
Please choose someone whom you didn't know before and share something about yourself.

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Advances in Asian Social Science (AASS) 570, Vol. 2, No. 4, 2012, ISSN 2167-6429,
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20. The Inside Story

Sigrid Melts

BACKGROUND /THEORY

Adapted from the Gestalt therapy empty chair technique, developed by Fritz Perls and Dale Schwarz and Anne Davidson. D.Schwarz and A. Davidson, '*Facilitative Coaching. A Toolkit for Expanding Your Repertoire and Achieving Lasting Results*.', 2009 Pfeiffer.

GOAL

- More consciously taking responsibility for unilaterally controlling behaviour;
- Identifying and recognizing how people contribute to their problems;
- Growing compassion for self and others;
- Recognizing unilateral control toward self as a precursor to seeing how we seek to unilaterally control others.

MATERIALS NEEDED

Two chairs

TIME

45-60 minutes

INSTRUCTIONS AND DESCRIPTION OF THE ACTIVITIES/STEPS

In this exercise the supervisee holds an imaginary conversation with two aspects of his/her identity: her unilaterally controlling self and her mutual learning self.

Step 1: Help the supervisee connect with and establish the voice of the unilateral part of himself/herself by identifying a situation when she was unilaterally controlling toward himself/herself.
'Recall a situation in which you behaved unilaterally toward yourself. For example, you expected an unreasonable level of performance from yourself or drove yourself to compete unnecessarily.'

- What are you aware of feeling?
- Take a notice of your bodily sensations.
- Notice where in your body the unilateral part of yourself resides or resonates.
- What sensations are you aware of?
- How do these sensations connect with your emotions?
- If you gave a voice to the unilateral part of yourself, what would it say?
- 'Let this part of you speak a sentence or two in the first person. For example, '*I am the unilaterally controlling part of Mary. I expect her to do more, regardless of all the demands she has piled upon her*"

Step 2: Help your supervisee connect with and establish the voice of the mutual learning part of herself by identifying a situation when she acted out of mutual learning toward herself.
'Recall a situation when you have behaved in a mutual learning manner toward yourself. For example, a time when you were compassionate toward yourself for a mistake you made or a time you encouraged yourself to be collaborative.
Describe the circumstance:

- What are you aware of feeling?
- Take a moment and pay attention to your bodily sensations.
- Notice where in your body the mutual learning part of yourself resides or resonates.
- What sensations are you aware of? Describe these sensations.
- How do these sensations connect with your emotions?
- If you gave a voice to the unilateral part of yourself, what would it say?

Let this self speak a sentence or two in the first person. For example, 'I am the mutual learning part of Mary. I negotiate and am reasonable with her instead of expecting her to do more, because I am aware of all the demands she has piled upon her.'

Step 3. As a supervisor ensure that the supervisee has established a relationship with and feels connected to both of these parts of his/her identity.

Determine whether he/she is ready to begin a dialogue with these two parts. If he/she is ready, proceed to step 4. If he/she is not ready, find out what he/she needs to deepen the relationship with these parts of himself/herself and return to steps 1 and 2.

Step 4: Ask the supervisee to act out a dialogue between the unilateral part and the mutual learning part of himself/herself. Use two chairs. Each chair is one of the two selves. As the supervisee acts out the dialogue, invite him/her to sit in the chair representing the voice of the self he/she is speaking from. As he/she constructs the dialogue, he/she will move back and forth between the chairs, speaking for each self.

Ask the supervisee to speak in the first person for each voice. As a supervisor, your role is to facilitate the dialogue by helping your supervisee access as much information as possible about these two parts. You may ask questions or encourage him/her to reflect and then continue if he/she gets stuck.

As an alternative, this same exercise can be done with the polarities of the creative and survival behaviours.

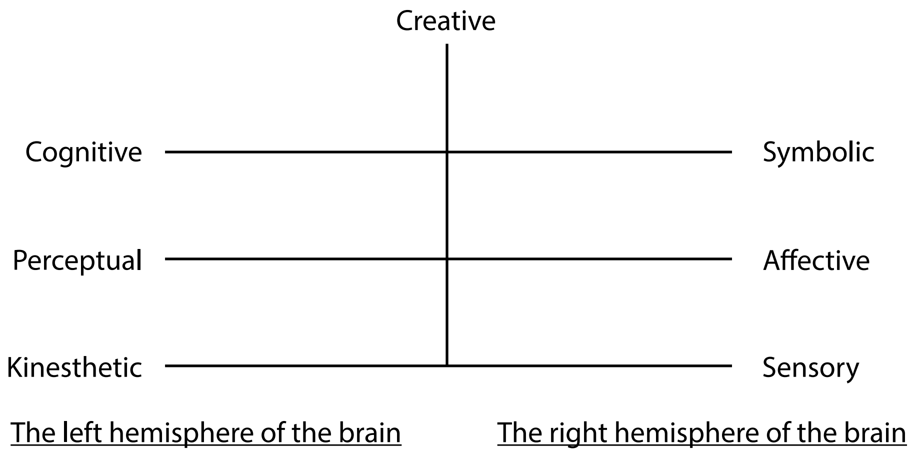
Reflection
- What did you think and how did you feel about doing this exercise?
- What did you do similarly to what you usually do?
- What did you do differently from what you usually do?
- How is this internal dialogue similar to conversations you have with individuals and groups?
- How is this internal dialogue different from to conversations you have with individuals and groups?
- Describe some of the values and beliefs that your unilateral control is based on.
- Describe some of the values and beliefs that your mutual learning is based on.
- What did you learn about your mutual learning self?
- What did you learn about your unilaterally controlling self?
- How does your unilateral controlling self contribute to the problems you have with your boss, colleagues …?
- How has your thinking and feeling shifted?
- What might you do differently in the future?

21. Model of the Expressive Therapies Continuum

Kristine Mārtinsone

Background/Theory

For more than 30 years Luisvilas University professor Vija Bergs Lusebrink in corporation with colleagues has developed The Expressive Therapies Continuum that is based on the newest psychology and neurosciences researches about information processing. This model includes description about the brain's different functions and structures that process visual, sensory and affective information (Kagin & Lusebrink, 1978; Lusebrink, 1986, 1990, 1991, 2004, 2008, 2010; Lusebrink, Mārtinsone, Dzilna-Šilova, 2012, Mārtinsone, Dzilna-Šilova, Lusebrink, Veide-Nedviga, 2013, Мартинсоне, Дзилна-Шилова, Лусебринк, 2013, Hinz, 2009). This is a theoretical concept that includes three levels and dimensions: kinesthetic/sensory, perceptual/affective and cognitive/symbolic (see picture Nr.1). Although the theory has been developed in the context of art therapy, it can be adapted for the supervision process to develop a person's reflection ability.



Picture No. 1 Schematic representation of the Expressive Therapies Continuum. (Lusebrink, 1990, 92; Hinz, 2009; 5)

This systemic and hierarchically organized model offers structure to assess different levels of information processing. Its three levels include different sensory, visual and affective information processing and leading types and levels starting from spontaneous physical or emotional reaction, to rational or symbolic expression of thoughts and feelings that shows growing abstraction in processing of information (Lusebrink, 2010; 168). Every level includes two dimensions that are bipolar and indicate opposite conceptions. Creative component (C) can be present at all three levels and can include syntheses of all levels (Lusebrink, 1990, 2010).

The kinesthetic/sensory level (K/S) represents simple motor expressions and corresponding visual manifestations of energy and sensory involvement. The kinesthetic dimension (K) of the K/S level is connected with an emphasis of kinesthetic action that appears as physical/motor activity. The K component appears to reflect the predominant involvement of the basal ganglia and the primary motor cortex of the brain.

The sensory (S) component of the K/S level is connected with attention to sensory research. The S component appears to reflect an emphasis of involvement of the primary somatosensory cortex. Paying more attention to kinesthetic activity decreases awareness of the sensory component of the expression, whereas emphasis on the sensory component decreases and slows down kinesthetic action because the focus is directed to the experience of sensations. The creative transition of the K/S level encompasses kinesthetic expression integrated with sensory awareness of the movement.

Background/Theory

Description of behaviour (What are you doing? What would you like to be doing? etc.) helps to be aware of this experience in the K dimension and the same about sensations (What do you sense?) in the S dimension.

The perceptual/affective level (P/A) is connected with perceptual and emotional aspects. Forms and their diversity are in focus in the perceptual (P) dimension. The perceptual component appears to reflect an emphasis on the processes of the ventral stream of information processing with its emphasis on differentiation and clarification of forms and shapes.

The affective (A) component is characterized by increased involvement of affect and its expression. The A component appears to primarily reflect the processing of emotions in the amygdala and its influence on the ventral visual stream. The creative transition area of this level encompasses good and/or differentiated gestalts.

The P dimension can be characterized *with answers to questions such as 'What is seen? What is this? What is that? etc.' The A pole is activated with answers to questions such as 'What do you feel?' etc.*

The cognitive/symbolic level (Co/Sy) is connected with mental images and reflection about them. The cognitive (Co) component emphasises cognitive actions. It is characterized by categorisation and problem solving. The Co component appears to involve the regulatory 'top-down' influences of the prefrontal cortex, especially the dorsolateral prefrontal cortex and possibly the anterior part of the cingulate cortex.

The symbolic (Sy) component is characterized by meaning of affective symbolic images and symbolic abstractions and intuitive integrative concept formation. The Sy component appears to primarily reflect the 'top-down' processes of the orbitofrontal cortex and possibly the posterior part of the cingulate cortex.

The creative transition area between the cognitive and symbolic poles encompasses intuitive problem solving, images of self-discovery, and spiritual insight.

Cognitive processes are activated by direction to analyse, synthesise etc. For example, questions 'How are the different aspects connected? What steps should be taken to solve this problem?' This leads to the Co dimension. In the Sy dimension, more abstract and universal symbols are used, therefore more time should be spent on understanding their symbolic and subjective meaning. A question such as 'What does it mean?' can be helpful.

The creative component is connected with persons' self-actualisation and awareness of creative experience. Different types of synthesis processes can occur: between subjective reality and objective reality, between individual experience in different levels. Creative experience can be present at every level.

A well-functioning person can be described with the ability to manage information at all levels and dimensions that gives unique input for the person's abilities to make reasonable decisions and make choices (Hinz, 2009, 13-14). However, quite often one level or dimension is dominating in information processing and problems with appearance in other levels or/and components can be observed.

Working with this model can help people produce changes in the processes of brain functioning and find new or other ways of information processing that would depend on brain plasticity (Pascual-Leone, 2006).

Important: If a problem is described, for example, at the kinesthetic level, there has to be a step-by-step direction to solution (for example, asking questions) to find a solution to the problem at higher levels (see picture No. 2)

Goal	• Developing the ability to engage in self-reflection; • Developing questioning skills.
Materials needed	A3 drawing paper, markers, crayons, A4 paper, pen, pencils
Time	90 min: 20 min individual work + 20 min sharing + 15 min lecture + 15 min sharing + 20 min reflection
Preparation	A possible modification of the method: A video/audio record that has been made in advance. The supervisee together with the supervisor watch/listen to this record after an introduction of the ETC theory. Then they analyse the ETC theory together.
Instructions and description of the activities/steps	Individually: • On the paper, write 3-5 topics that you have often discussed with your supervisor during your supervision sessions (3-5 min). • On the bottom of A3 paper, draw a line and divide it into line segments (every theme has its own line segment) (1 min). • On the top of every line segment, visually reproduce every theme mentioned (15 min). Divide participants into pairs (depending on the size of the group) (A - talk, B - listen)/or groups of 4 (A - talk, B - listen, C and D - observe): • A speaks about the topics that are on the paper using visual pictures (10 min), B writes everything down as precisely as possible. Afterwards the pair switches roles (10 min). The supervisor introduces the ETC model (15 min) and asks to continue working in pairs: • Reflecting on the notes previously taken to identify at which level and dimension the story was told most often (15 min). If one level/pole clearly dominates, the couple discusses how to enrich information processing in practice. Important! People often use one level and dimension more often than the others. It is possible that parallel processes will be observed – in connection with the specific level and dimension of information processing of supervisees' clients. • The discussion is followed by reflection in the bigger group, sharing experiences and making some conclusions (20 min). Additional: It is recommended that supervisees write a diary. They record their observations during a month and afterwards reflect on them in a group. The method can be modified for individual supervision.
Questions for reflection	• What words are most often used in every level and dimension the ETC? • To what extent do you use ETC levels and dimensions in your practise? • How to identify the ETC levels and dimensions used by supervisees? • How much do you (consciously or unconsciously) adjust to the ETC levels and dimensions used by supervisees? • How to extend the use of ETC levels and dimensions?

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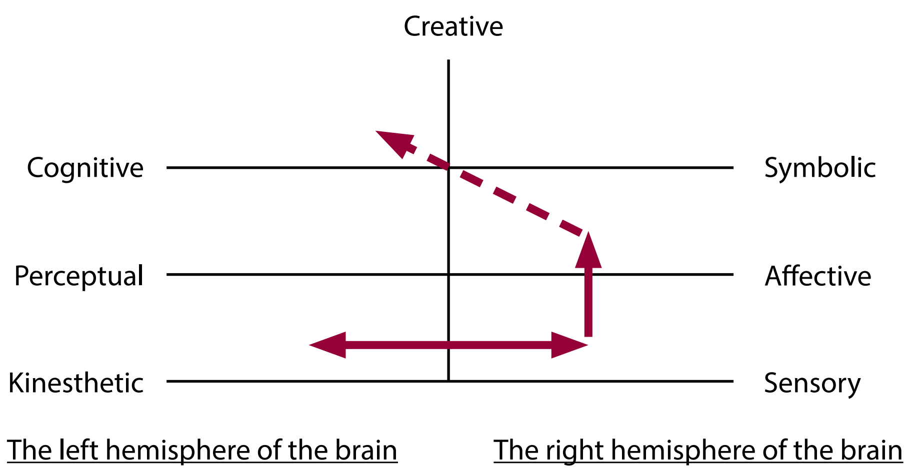
Picture No. 2 Visual example of the model



22. Map of the Inner World

Kristine Mārtinsone

Background/Theory	Narrative approach (Mārtinsone, Pipere, 2012), art therapy (Mārtinsone, 2010, 2011), fairy tale therapy (Зинкевич-Евстигнеева, 2003).
Goal	• Deepening the understanding of inner emotional experiences; • Clarifying communication and the way of behaviour with clients and society in general.
Materials needed	A3 drawing paper, markers, crayons, pencils
Time	90 min: 40 min individual work + 20 min sharing + 20 min reflection
Preparation	Can be modified for individual work, too.
Instructions and description of the activities/steps	1. Individually: • On a sheet of A3 paper, draw supervision as the contour of a country border. • Paint different areas in it – sees, oceans, islands, deserts, steppes, mountains, valleys etc. • Name these areas. For example, Passion Ocean, Wisdom River, Achievement Mountains, Braveness Gorge, Fear Wood, Happiness Meadow etc. • Name this country. • Imagine that you are a traveller, who has approached the borders of the country. Mark this place. • Then mark the areas on the map where the traveller wants to get most. • Draw a route from the place near the border to the place the traveller wants to get. • Describe the route. 2. In smaller groups describe and discuss the process and results of the work. 3. Reflect on it.
Questions for reflection	• Speak about you work. • What was the easiest and the hardest thing in the process? • What is the name of the area the traveller approached in this country? • Where does the traveller want to get to in this country? • Why was this route chosen? • Is it easy for travellers to get to this country? • Who protects the borders of this country? Etc.
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23. Reflection (skills of rapport building)

Evija Apine

Background/Theory	Communication theory, counselling. Each supervision process begins with the creation of working relationship and building of rapport.
Goal	• Developing skills for building rapport with a client; • Developing awareness of different aspects of nonverbal behaviour; • Raising awareness of one's own verbal and nonverbal behaviour as it is perceived by others.
Competencies	• Developing trustful, safe and effective working relationships (rapport building) • Self-awareness, self-reflection
Materials needed	Chairs, enough space in a room to work in pairs and not be disturbed by conversation in other pairs, flip-chart, markers
Time	90 min: 15 min work in one pair (5 min A speaks/ B mirrors + 2-3 min analysis in pairs, 5 min B speaks/ A mirrors + 2-3 min analysis in pairs) x 3 times with different partners + 30 min sharing in a group
Instructions	The supervisor gives some introduction on starting a supervisory relationship and building rapport. The supervisor invites participants to try to align with another person verbally and non-verbally. The supervisor explains the sequence of the task in pairs and writes it down on the flip chart: 1) Person A tells what he/she <u>did at work the previous day</u> sentence by sentence and person B acts as a mirror of A – after each sentence repeats it verbally and mimics the tone of voice, posture, gestures, facial expressions etc. (5 min) 2) Both reflect on the experience – what they have noticed, what was easy and what was difficult to mirror. (2-3 min) 3) Switch roles and repeat step 1 and step 2. The supervisor explains that the mirroring will be done 3 times (3 pairs) each time with a different person. The supervisor: • cautions that at first both persons can feel awkward during this exercise; • reminds that the 'mirror' does mirroring with respect towards another and is not pouring scorn on somebody or exaggerating; • mentions that very rarely it can happen that this exercise is too difficult for someone who in his/her past may have been ridiculed, in which case the person can stop the exercise. The supervisor will use the bell to indicate the beginning and end of each step. After the first pair has worked in both roles, people find a new person to work with. This time the topic for the conversation is <u>to speak about something sad (or distressing) that has happened to the person lately.</u> In the third round with a new partner again, the topic for conversation is <u>to tell the partner about a happy event.</u>

Description of the activities/steps	1. The supervisor's introduction to the topic about rapport. 2. People find a partner to work with in pairs. 3. Work in pairs as described before (topic: working day). 4. Participants change partners for work in pairs. 5. Work in pairs as described before (topic: sad event). 6. People find a partner for work in pairs. 7. Work in pairs as described before (topic: happy event). 8. The supervisor facilitates group reflection.
Questions for reflection	• What did you get to know or learn about your own verbal or nonverbal language? • What was the mirroring experience like? What was easy to depict and mirror back and what was not? • Which partner was easier to mirror and which not? • How did you feel during the exercise in different roles?

24. The Socratic Intervision Method Integrated with Role Reversal

Kaupo Saue

Background/Theory	1. The Socratic intervision method is based on the experience that through persistent questioning and research participants come to understand the principles, patterns and mechanisms of professional action. The structured, joint reflection during the intervision process can lead to a new, shared vision. 2. Role reversal from psychodrama. Role reversal is one of the techniques that demonstrates relationship conflicts deeply and explicitly. This technique is perhaps the single most important and effective technique in psychodrama. In psychodrama, the protagonist (the case owner) is invited to move out of his own position or role into the significant other's position and enact that role. Role reversal involves the changing of positions between the protagonist and his significant other, such as people in the workplace. The protagonist is invited to show the posture, the way of speaking, the behaviour, the emotion, the attitude, and any other information of his significant other. This technique helps the protagonist to understand the other and develop deeper empathy.
Goal	• Finding a new solution-based or better understanding of the other person - 'the problem'. Role reversal in the intervision process (stage 6) is helpful when the case owner's relationship with **the other** needs to be clarified and worked through at a deeper level, especially when the problem seems to be the case owner's lack of understanding and empathy towards the other.
Competencies developed	• Effective questioning • Finding new opportunities and solutions • Working with diversity: appreciating differences and understanding others • Designing practical actions • Involving group members into casework
Materials needed	Small sheets of papers, pencils
Time	75 min
Preparation	One person who knows the structure of the process is chosen to be the facilitator, leading the process, giving instructions, informing about the steps and keeping focus. The group sits in a circle.
Description of the activities/steps	1) Group members who have a case to work with write a short description of it. Time: 5 min 2) The facilitator reads the descriptions to the group, who then vote which case to work on. The case which gets most votes is chosen as the one to be worked on. Time: 5 min 3) The case owner is asked to describe the case and formulate a question. Others are just listening. Time : 5 min 4) Information collection. In order to get a better picture of the case, the group members write 1- 2 questions on small sheets of paper. Time : 3 min

Description of the activities/steps	5) The group members read their questions and the case owner answers them one by one. Time : 10 min 6) If the problem in the case is another person, the facilitator asks if the case owner is willing to look deeper into the relationship with the other. Getting agreement, the facilitator asks the case owner to switch into the role of the other. The facilitator and the group members conduct interviews to open up the other person´s perspective to the case. Time: 10 min 7) Deepening the understanding. Reflection. The group members discuss the case together. The case owner is just listening. Still no solution offers. Time: 10 min 8) The group members silently write 1-2 pieces of advice for the case owner what they would do and how they would move on. Time: 3 min 9) The group members read out their pieces of advice and hand the written notes over to the case owner. Time: 10 min 10) The case owner makes a summary, recognising valuable ideas and deciding how to move on. Time: 4 min 11) Group members summary of the content: What did I learn? Time: 7 min 12) The case owner's summary: What was helpful to me? What am I going to do? Time: 3 min
Reflection on task	The supervisor/teacher asks the group members to give feedback to the facilitator. • What were his/her strengths? • What supported the process? • What could he/she have done differently?

25. Coaching - the Card Method

for goal setting and action planning

Kaupo Saue

Background/Theory	The solution-focused approach is a goal-oriented collaborative approach to change that is conducted through direct observation of clients' responses to a series of precisely constructed questions. Based upon social constructionist thinking and Wittgensteinian philosophy, it focuses on what clients want to achieve. Identifying the client's goals, generating a detailed description of what life will be like when the goal is accomplished, the problem is either gone or coped with satisfactorily. The miracle question or 'the problem is gone' question is a method of questioning that a coach can utilize to invite the client to envision and describe in detail how the future will be different when the problem is no longer present. Psychodrama - positive future projection Place the client into that future of life as desired, interview him/her, and ask what he/she did to get there.
Goal	A tool for goal setting and problem solving
Competencies	• Effective questioning • Contracting • Goal setting • Finding new opportunities and solutions • Systemic thinking and interventions
Materials needed	Empty cards and markers, a table
Time	60 minutes
Preparation	Both the coach and coachee stand in front of an empty table. The standing position helps to get a deeper bodily experience, to achieve a creative state and provide energy for 'remembering'. The coach facilitates the process, providing materials, asking questions and developing a creative atmosphere.
Instructions and description of the activities/steps	1) Goal setting – What is the goal you want to reach? – Describe it vividly. – Verbalize it clearly in one sentence. – Write it down with a marker (for instance a red one) onto one card. 2) Make a timeline (you can use some tape) on the floor and put that card into the future. 3) Write a date with a (green) marker when your goal is achieved. 4) On the timeline, step into the future, go physically there. 5) Be there**, stay** at your goal. Experience it. Feel it. – What do you see, hear, smell …? – Who else shares your success? – How does it influence others? – What do others say? – Who is the first (most important) person to see you there? (The coachee writes down all the answers on separate cards and places around the goal. Surplus reality helps to create a certain altered state of consciousness for motivation and brainstorming.)

Instructions and description of the activities/steps	6) Tell me what you did, how you achieved your goal. You **remember** everything well, all the small and big steps. 7) Write down every action on one card. Use a different (blue) marker. (This process is most important and takes time. Co-create - help the person to remember.) 8) What **else?** God is in details. (In the end, you as a coach can share your own 'memories'.) Create as many detailed action cards as you find necessary. 9) Arrange the cards in a sequence on the timeline. First, second… action. 10) Take a look, see the whole picture. Step back a bit to perceive the big picture. (Often missing pieces fall into place and the coachee writes additional cards.) 11) Write dates with a (green) marker on each card. 12) Focus on the first step. Elaborate on it thoroughly. – How did you start? – What kind of support did you get? – Who supported you? 13) One more time go to the goal and experience it totally. 14) The coach and coachee make agreements about reporting, the support system, and the next meeting.
Questions for reflection	To the coachee: – Content: How are you satisfied with your results? – Process: What did your coach do what was helpful to you? To the coach: – What are your reflections about the process? – What were your success factors? – What could you have done differently? To the group: – Give feedback to the coach about his/her strengths and forward him/her your leading questions and actions. – What other questions could you have asked?

26. Group Video Supervision Using the 'Windows Method'

Ester Väljaots

BACKGROUND/THEORY:

- a method devised by Jan-Helge Larsen, Jørgen Nystrup, Ole Risør & Charlotte Hedberg, adapted for UK undergraduate use by Roger Neighbour;
- Larsen J-H, Risør O, Nystrup J, Hedberg C. Supervision af videooptagne samtaler. Månedsskr Prakt Lægegern 2010; 88: 601-10;
- Nystrup J, Larsen J-H, Risør O. Developing Communications Skills for the General Practice Consultation Process. SQU Med J 2010; 10/3: 318-25.

INTRODUCTION:

The 'windows method' was originally developed by a Scandinavian group led by the Danish medical educationists Jan-Helge Larsen, Jørgen Nystrup and Ole Risør, and has been extensively used as the preferred method of consultation teaching on their residential courses in Kalymnos, Greece. It provides a framework for a small group of primary care doctors to discuss and learn from video-recorded role-played consultations, particularly those which raise challenging emotional and cognitive issues for the doctor. The rigorous yet supportive nature of the windows method results in a safe, inquisitive and creative learning environment, which is potentially helpful to medical students and early postgraduate doctors as they are introduced to the concept of consulting skills in general practice. Below is a description of how it can be used by a small supervision group of students led by an experienced tutor. The term 'windows' refers to 10 stages every discussion goes through, each opening a different window on the case. Discussion can be documented on a 'process notes' proforma, both by each participant as an aide-mémoire and as a summary of the session (see final page).

GOAL:

Developing skills for:

- individual supervision and coaching
- verbal and nonverbal behaviour
- giving and receiving feedback

COMPETENCIES:

Personality - mindfulness-presence, self-awareness, self-reflection
Communication - listening, effective feedback, reflection on emotion
Process - goal setting etc., all steps of the individual supervision/coaching process

MATERIALS NEEDED:

Chairs, enough space, video camera and data/TV, papers, pens

TIME:

~2 hours per case

PREPARATION:

Students have videotaped cases with them (~10 min)

INSTRUCTION:

Method

Each teaching session follows the following structure:

A consultation/supervision/coaching session is role-played and video recorded, with one student acting as a doctor/ supervisor/coach. The 'patient' (supervisee) can be either a non-medical role-player or another student member of the group. (If the latter, the 'patient'/supervisee should preferably be a real patient/supervisee known to the student role-player.) The consultation should preferably not exceed 10 minutes in duration. The whole group, including 'doctor'/supervisor/coach and 'patient'/supervisee, then watches the recording of the consultation. Each group member completes a summary proforma as discussion proceeds; these can be given to the doctor/supervisor/coach at the end as a reminder of the group's collective thoughts and suggestions. Alternatively, or in addition, one group member can be designated 'scribe', with the role of summarising the group's comments in windows 2, 4, 6, 8 and 10 on a separate 'summary' proforma.

Discussion begins by the tutor inviting the doctor/supervisor/coach to suggest a 'learning contract', i.e. what he/she initially thinks it would be helpful to learn from the discussion. E.g. '*I need to learn the right way to manage hypertension*', or *'I'd like to learn how not to look incompetent.'*

The tutor then leads the group through discussion of the 10 'windows' in succession, keeping control of time and ensuring the group adheres to the usual ground rules, e.g. no destructive criticism, making I-statements, confidentiality. The 10 windows form five pairs; in each pair, a question is addressed first to the doctor/supervisor/coach and then to the remainder of the group.

The activities/steps are as follows:

Windows 1 & 2 – Initial emotions

Window 1: The tutor asks the doctor, *'What emotions has the patient/supervisee evoked in you?'*

The doctor/supervisor/coach may have mixed or even contradictory feelings. Viewing the video recording among the group will often prompt self-critical comments such *as 'I'm annoyed with myself for being so quick to interrupt the patient'*. The tutor should not at this stage invoke the Pendleton 'good things first' rule. Rather, performance-related feelings should be accepted as normal, and the doctor/supervisor/coach should be encouraged to articulate the feelings he/she experienced during the consultation, and those remaining at the end, e.g. *'I felt scared and anxious at first, then annoyed, and I am left feeling rather bewildered'*.

Inexperienced students may need help from the tutor to express feelings rather than stay in the safer territory of thoughts and analysis, e.g. *'I thought I was being manipulated, but I remembered I can always get a second opinion'*.

After discussion and clarification, the doctor/supervisor/coach writes down a few summary words in Window 1 on the proforma, e.g. *scared, anxious, bewildered*.

Window 2: The tutor asks the other group members to imagine themselves in the doctor's/supervisor's/coach's position and think, *'What emotions has the patient/supervisee evoked in <u>me</u>?'*

The tutor then goes round the group asking each member in turn to summarise their own emotional responses to the patient. E.g. *'I also felt resentful at being used, and now I feel angry'*. The tutor needs to make sure contributors do not offer explanations of their feelings, as these can become veiled criticisms of the doctor's/supervisor's/coach's own responses.

When all have spoken, the doctor/supervisor/coach will see the wide range of emotions felt by colleagues all watching the same consultation. Articulating the emotional response at an early stage in the process prevents unexpressed feelings from contaminating subsequent discussion. The tutor should endeavour to demonstrate that feelings, both positive and negative, are not to be explained, justified, criticised or altered – it is enough for them to be expressed and accepted. It is likely that this stage of the process will lead to the doctor/supervisor/coach feeling relieved and supported, and ready for the more cognitive stages that follow.

The scribe should capture and record words summarising responses from other group members on the summary proforma.

Windows 3 & 4 – Successes

Window 3: The tutor asks the doctor/supervisor/coach, *'What do you think went well or worked effectively in that consultation/supervision/coaching?'*

Starting here ensures that there is a positive entry on the doctor's/supervisor's/coach's balance sheet, to redress the usual emphasis on what was less successful. At the same time, the doctor/supervisor/coach gives both the tutor and colleagues an indication of whether he/she can identify his/her own strengths and, therefore, of whether colleagues may wish to point them out. Again, after discussion the doctor should make a brief summary in Window 3 on the proforma, e.g. *'I appeared friendly. I managed to persuade the patient not to take antibiotics.'*

Window 4: The tutor asks the other group members in turn, 'What do <u>you</u> think your colleague did well, and what worked effectively?'

(NB! It is probably best for the tutor to vary the order in which group rounds are conducted, so that the same student does not always go first.)

This round of supportive comment consolidates the doctor's/supervisor's/coach's effective behaviour and bolsters self-esteem, while also perhaps acknowledging skills the doctor/supervisor/coach may have overlooked or taken for granted. Colleagues' feedback should ideally spring from their perception of the patient's/supervisee's viewpoint, and be illustrated with concrete examples, e.g. *'When you leaned across and smiled, I would have known I was being taken seriously'*. If it can be done easily and quickly, the video recording can be replayed at relevant points to reinforce the observations. Building the doctor's/supervisor's/coach's self-confidence in this way allows him or her to acknowledge opportunities for improvement in the next window.

The scribe should summarise the group's observations on the summary proforma.

Windows 5 & 6 – Alternatives

Window 5: The tutor asks the doctor/supervisor/coach, '*Is there anything you wish you had done differently?'*

The focus of discussion now shifts to the creative imagining of alternatives. The doctor/supervisor/coach now has the opportunity to describe shortcomings, and possibly to propose other options. Having viewed the video recording as well as having conducted the consultation, the doctor/supervisor/coach can – indeed, should be encouraged to – review his performance from a safe vantage point, commenting on the consultation as if it were being conducted by a third party.

It may be that at this stage the doctor/supervisor/coach wishes to alter or add to the initial tentative learning contract.

Window 6: The tutor asks the other group members in turn, *'If <u>you</u> had been the doctor/supervisor/coach, on a good day, is there anything you think you might have done differently?'*

This is probably the most difficult window, needing careful leadership from the tutor to prevent negative comments from triggering defensiveness in the doctor/supervisor/coach. This can be best achieved by having the doctor/supervisor/coach listen to but not respond to the group's comments. By listening to what is said but not taking part in the discussion, the doctor/supervisor/coach free from the need to defend his performance. The tutor can assist by encouraging group members to try out, in a mini-role play, any suggestions they wish to make, if necessary using the 'patient'/supervisee. The group thus becomes a kind of 'skills laboratory', where the effect of different consultation tactics can be tried out. Asking what the students might have done on a <u>good</u> day encourages positive and creative suggestions. E.g.
Student: *When the patient/supervisee said she was depressed, I don't think I would have asked so many closed questions.*
Tutor: *If you were having a good day, what do you think you might have said?*
Student: *I would probably have asked an open question.*
Tutor: *Such as?*
Student: *Erm – maybe ask her to tell me what it's like to be depressed.*

Tutor: *Would you like to try that out with the patient/supervisee?*
Student (role-playing with 'patient'): *Could you tell me what it's like for you when you're depressed?*
Patient: *Well I just sit about the house, and I snap at the children, it's not fair on them ...*

Group members are encouraged to formulate concrete action proposals rather than advice. This makes it easier for the doctor/supervisor/coach, who is listening without responding, to hear a range of possible alternatives and consider which, if any, will be useful to him, without becoming caught in a game of *'Yes, but ...'*

At the tutor's discretion, the doctor/supervisor/coach might be given the chance to try out for himself in mini-role play some of the group's suggestions, to see how they feel and what their outcome is. If this is done, there should be no immediate pressure on the doctor/supervisor/coach to evaluate the idea; it is enough for him/her to 'try it and see what happens'.

The tutor needs to be alert as to whether suggestions are made in a genuine attempt to help the consulting doctor/supervisor/coach or for some more covert reason, such as showing off or expressing frustration. The group 'mood' needs to be kept positive and constructive.

The tutor allows this phase to continue until the impetus for suggestions is over, or there is a danger that the doctor/supervisor/coach might be overwhelmed with alternatives, or until time pressure dictates.

Windows 7 & 8 – Learning

Window 7 – The tutor asks the doctor/supervisor/coach, *'What do you think you might take away from this session?'*

The doctor/supervisor/coach formulates his 'take home' conclusions. These might be insights, practical suggestions or points for further thought. These can be mapped against the initial or revised learning contract. The tutor might also encourage the doctor/supervisor/coach to summarise what has been suggested in the previous window, making sure that positive comments have been heard and can be accepted.

Window 8 – The tutor asks the other group members in turn, *'What will you be taking away from this session?'*

This gives everyone the opportunity to identify some personal learning, and helps the doctor/supervisor/coach feel that his self-disclosure has been to everyone's advantage. The group members will almost certainly have learned something from the doctor/supervisor/coach, just as he has from them.

Windows 9 & 10 – Safety-netting and final emotions

Window 9: The tutor asks the doctor/supervisor/coach, *'How are you feeling now?'*

The group supervision ends as it began, with an enquiry about the members' emotional state, starting with the consulting doctor/supervisor/coach. If the discussion has been positive and creative it is highly likely that the doctor/supervisor/coach will be feeling 'better', i.e. supported, affirmed, satisfied and invigorated. In the unlikely event that this is not the case, the tutor may need to backtrack the process, or restore the doctor's/supervisor's/coach's equilibrium using her own counselling and pastoral skills in or outside the group.

Window 10: The tutor asks the group, *'How are you now feeling about the patient/supervisee and about the entire process?'*

Here again, it is highly unlikely that the end state will be anything other than positive. The tutor is checking to see that there is no pressing leftover emotional discomfort and that everyone is ready to terminate the session. Once this is done there should be no returning to the case during the session.

If a scribe has been compiling a summary proforma, it should be given to the doctor/supervisor/coach, and the others' proformas either kept by their owners or offered to the doctor/supervisor/coach.

Discussion

Group discussion of video-recorded consultations is a well-established method of teaching consulting skills. Particularly with undergraduate students, whose experience of general practice is limited, the use of role-players rather than real patients/supervisees has much to commend it. The presentation can be standardised; the nature and degree of challenge can be pre-determined; and the student's anxiety is reduced if the 'patient'/supervisee is not really at risk from a mishandled consultation. If the role-player is present for the discussion, the opportunity exists for alternative consulting strategies to be trialled.

There is always a tension between, on the one hand, 'going deep' in the analysis of the student's performance and, on the other hand, respecting the vulnerability of the student who, in order to learn, must anticipate a significant degree of self-disclosure. Relying too rigidly on Pendleton's rules (*Doctor*/supervisor/coach *before group, praise before criticism*) can result in a formulaic and superficial discussion that fails to generate the degree of insight necessary for effective learning. Under cover of the '*Everything before 'but' is bullshit*' version of Pendleton's rules, group members can, if so minded, disguise their aggression as pseudo-helpfulness. Other styles of group supervision in which the tutor unilaterally determines the focus of discussion risk a mismatch between the tutor's, the group's and the doctor's/supervisor's/coach's agendas.

The windows method largely overcomes these difficulties. Its fixed and easily grasped framework instils confidence in both tutor and students. The initial clarification of emotions is key, testifying to something central in the doctor-patient/supervisor/coach-supervisee and the doctor/supervisor/coach-group relationships. In Larsen et al.'s words, 'windows 1 and 2 hold the poison that should be detoxified by the supervision process, allowing alternative ways of action to emerge yet also letting empathy become concrete.' In window 6, the doctor's/supervisor's/coach's 'interested observer' stance allows him/her to consider and evaluate alternative behaviours without slipping into defensiveness. Successfully applied, the windows method can transform a video supervision session from a threat to a treat.

However, the method is not risk-free. Conflicts can arise within the group, indicating group needs that require the tutor's attention. Such conflicts will often be about someone who did not receive sufficient positive feedback, or who has offered too many 'good' ideas. Difficult situations may also arise if one or more group members function poorly, for instance because of language or personality difficulties. Such a person could easily become the 'patient' in the group, and would feel uncomfortable in that role without being able to put it into words. The tutor must constantly monitor group processes as well as content.

As the supervision culture develops, the tutor may wish to raise more general topics, suggested by but not confined to the specific case under consideration. For instance:

- Are there any points to be made about the differences between hospital-based and community-based medicine (non-governmental and governmental organisations)?
- Does the doctor-patient/supervisor/coach-supervisee relationship impact upon the process or outcome?
- What roles are being played out between the doctor/supervisor/coach and patient/supervisee?
- Are there issues of transference or counter-transference?
- Would the consultation model be useful?

Group Supervision Using the 'Windows Method' – Process Notes

Doctor's/supervisor's/coach's name ______________________________
What would I like my colleagues' help with?

Doctor/supervisor/coach	Colleagues
1. What emotions has the patient/supervisee evoked in me?	2. If I put myself in the doctor's/supervisor's/coach's situation, what emotions has the patient/supervisee evoked in me?
3. I think it went well when I …	4. I think it went well when the doctor/supervisor/coach …
5. What I wish I'd done differently is/are …	6. If it had been me on a good day, I might …
7. What I take away from this session is …	8. What I take away from this session is …
9. Now I'm feeling …	10. Now I'm feeling …

27. Stress Management Tool - Mapping Your Stress Points and Strengthening Your Support System

Triin Vana

Background/Theory	*Tony Morrison 'Staff Supervision in Social Care'* The ability of workers to provide appropriate support for their clients is directly related to the workers' own emotional well-being. If workers are unable to recognise and deal with their own stress and support system there is little chance that they will be able to do this for the others. We are able to deal realistically and effectively with stress if we know about it, and feel able to do it. The exercises can be used to reflect on what you can do both to reduce unwanted stresses and to increase sources of support and rewards. It is important to bear in mind that although we cannot control some sources of stress, reducing those stresses that we are able to control can diminish the effect of those we cannot change. A sense of self-control in some aspects of our lives can lead to a generalised sense of overall improvement in the quality of our life. 'Social workers play a charade with each other´s problems and stresses. There´s a sort of collusive arrangement not to talk about it' (Fineman, 1985)
Goal	• Identifying sources of stress and generating strategies to change what is changeable. You may not be able to change some stresses, but reducing other stresses will increase your sense of being in control, and reduce the effects of those stresses which you cannot control. • Identifying our support system and exploring ways in which we could make better use of it. Many workers do not make the best use of their support system because they find it hard to acknowledge their vulnerabilities and ask for help.
Competencies	• Self-awareness, self-reflection • Self-care, personal stress management • Mapping resources: knowledge, competencies, experiences
Materials needed	2 large sheets (A3) of paper for each person and a selection of felt-tip pens; enough space in a room to work in pairs and not be disturbed by conversation in other pairs
Time	Part 1 – 20 min Part 2 – 20 min
Instructions	This exercise can be done either individually or in a group setting. Part 1 and Part 2 of the tool can be done separately but it is suggested that you complete both parts, because stress reduction is as much to do with strengthening your support systems as reducing your stresses.

Description of the activities/steps	**Part 1 - Mapping your stress points** 1. Draw a circle representing you in the middle of the sheet. 2. Now draw a number of other circles or symbols around you, each describing an area of stress in your life including professional and personal factors. 3. Rate each stress on a 1 to 5 scale with 5 being extremely stressful. 4. Now rate each stress according to how possible it is to reduce or remove it. Use a 1-5 scale with 5 indicating that there is nothing you can do to control this stress. 5. What attitude or message about yourself do you carry that stops you from looking after yourself? Add this as an extra circle. 6. Focus on the stresses which have lower score and think of achievable strategies to reduce or remove those stresses. **Part 2 - Strengthening your support system** 1. Draw a circle representing you in the middle of the sheet. 2. Now draw a number of other circles or symbols around you, each describing a source of support in your life, either professional or personal. Include items such as music or attitudes such as 'it is ok to learn from my mistakes'. 3. Rate each support on a 1 to 5 scale with 5 being extremely supportive. 4. Now rate each support according to how possible it might be to increase the degree of support from that area. Use a 1 to 5 scale with 5 indicating that it is very likely that it could be more supportive if, for instance, you asked more specifically for the support you need, or spent more time doing a certain activity. 5. Generate an achievable strategy for increasing those sources of support. 6. Choose a colleague who to share your support map with.
Questions for reflection	• How was it to experience this tool? • How could this tool be used in supervision practice? • What did I discover about myself and my self-care as a supervisor? • Open discussion about self-care of supervisors. • Finally everyone can share in the big group his/her first step(s) to manage stress better or what he/she can do for better self care.

28. Multiple Case Owners

Kaupo Saue

Background/Theory	Role play from psychodrama. Psychodrama is an action method in which clients use spontaneous role-playing to investigate and gain insight into their lives. Role-playing means acting out an adopted role. An **auxiliary ego**, also known as simply an **auxiliary**, is the position taken by other participants in a role-playing exercise, in order to simulate particular situations for the protagonist/the case owner. As role-playing can include more than one protagonist, each may be operating in the role of an **auxiliary ego** to each other.
Goal	• Involving a group into casework; • Energizing, activating a group; • Facilitating experiential learning; • Bringing out group wisdom; • Deepening the understanding of a case; • Bringing out a rich diversity of solutions; • Developing material for deeper reflection; • Strengthening contacts between group members.
Competencies	• Deep listening • Effective questioning • Finding new opportunities and solutions • Designing practical actions • Involving group members into casework
Materials needed	A room large enough to have a private space for each 'individual supervision session'; optional - silent instrumental music to create a sound barrier between pairs; paper and pen for each pair to make notes
Time	90 minutes
Preparation	Selection of a case - 10 min; Introduction to the case, description of the necessary information; Questions to better understand the case - 15 min.
Instructions and description of the activities/steps	**Instructions to the group:** • Please form pairs. • Take chairs and find a private space. • Decide who takes the role of a case owner/'the supervisee' with the presented case and who is the supervisor. (The real case owner can be one of the supervisors). • Stick firmly to your roles during the process. **Main activity:** • Case owners go to supervision with the described case. • Action phase - supervision. Time - 30 min. The 'supervisee' can make notes. • Pairs come back to the circle and sit next to each other. **Reports about results from 'supervisees' in 2 parts:** • What I understood and what is my action plan – 15 min • Real case owner's reflections and summary - 5 min
Questions for reflection	Group reflection: • What did you understand and learn? – 15 min

29. How Attitudes to the Other Influence the Relationship between the Supervisor and the Supervisee

Mårten Kae Paulsen

THE PURPOSE

The purpose of the exercise is to explore how the supervisor's attitudes to the supervisee influence the communication between them.

THE OUTCOME

The outcome of the exercise is to be aware of how the supervisor's attitudes affect the other and their relationship to each other.

THEORY

The theoretical background is to be found in research on how the relationships among persons constrain their communication and cooperation. Examples of main contributors are Kenneth Gergen in 'Relational Being: Beyond Self and Community' and John Shotter in 'Social Construction on the Edge: 'Withness'-Thinking and Embodiment'.

COMPETENCIES

To know and be aware of how supervisors' conscious as well as unconscious attitudes to the supervisee influence the relationship between the two.

ORGANIZATION

The participants join together in groups of three with a supervisor, a supervisee and an observer. The participants agree on who takes each of the roles. For a moment the supervisee leaves the group. The supervisor and observer plan three role-plays. In the first role-play the supervisor attributes to the supervisee some positive trait and qualities of the person and his/her family background and social network. In the second role-play the supervisor attributes some negative traits and qualities to the supervisee. In the third role-play the supervisor communicates with the supervisee from a resourceful mental and emotional state, letting the supervisee represent her-/himself without any attribution from the supervisor.

After the three role-plays have been planned the supervisee is invited back to the group and role-play. The first role-play begins without any further instructions. Each lasts 3-5 minutes.

After the first role-play both the supervisee and supervisor tell how they experienced themselves and the other. The observer tells the group what he/she saw and heard with regard to patterns of communication between the supervisor and supervisee.

The exercise continues with the second role-play and an exchange of experiences, in the same way as the first role-play.

The first round of the exercise is finished with the third role-play and exchange of experiences. In the second round the participants switch roles. The new supervisee leaves the group for a moment. The new supervisor and observer plan the role-plays and invite the supervisor back to the group. The exercise continues as in the first round.

The exercise is finished after the third round. All the participants have had all the positions in the role-play. The group closes their work with a discussion of the relevance of their experiences with the role-play for their professional practice.