**Phases of learning for new supervisors – Davys & Beddoe (2010)**

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| **Phase** | **Preoccupations of supervisors** | **Supervisory behaviours** |
| *Becoming a supervisor* | * Ambivalence about taking responsibility * Focus on role rather than process * Hoping to impress and be in control * Fear of supervisee’s critical gaze * Focus on relationship building * Focus on own competence   *‘Will they like me?’* | * Uncertainty about readiness * Focus on facts and premature problem solving * Avoidance of *or* overreliance on authority * Limited range of interventions but enthusiastic about learning * Focus on own world view and style |
| *Making connections* | * Less emphasis on maintaining control * Anxiety about supervisee competence * Recognition of cultural differences * Adoption of the supervisory approach with best fit for their own theoretical orientation and practice style * Deepening skills in supervision process   *‘Do the respect me and am I helpful?’* | * Increasingly consistent handling of power and authority * Greater range of interventions and willingness to experiment * Active curiosity about different world views |
| *Integrating theory and style, promoting change* | * Critical reflection on own practice * Learning to trust judgement and practice wisdom * Conscious monitoring of cultural maps of self, supervisee and clients * Finding courage to work with difference * Seeking deeper learning   *‘Are they practising ethically and are they learning?’* | * Use of relationship to intervene and explore clinical issues * Awareness and comfort with own limits * Authority used appropriately within ethical domain * Greater ability to contain and interpret supervisee distress * Utilisation of ‘helicopter’ skills to use process effectively |