**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
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| *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
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