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Chapter 4

Supervision in and for Organisations

Michael Carroll

Introduction

Over the past five years I have moved from working directly with individuals as a counsellor and supervisor to working more directly with organisations. It has not been an easy transition and has involved me in changing individual frameworks, mindsets and theories to organisational ones. I was trained as a counsellor and supervisor and thought and worked within individual dynamics and paradigms. Not that I ignored the context from which the individual emerged, but it was not the primary focus of my work and therefore my way of assessing, intervening with and helping was through an individual lens. Much of that has changed since I began working for, in and with organisations. This chapter will summarise some of my recent thinking on how counselling, and supervision in particular, can be of help to contemporary organisations, institutions and companies in both private and public spheres.

Like individuals, organisations need supervision, badly. In many ways our organisations (whether educational, medical, business or religious) are much more in need of help than individuals. Counsellors and supervisors need to get more involved in organisations: it is so much easier to work with individuals, so much more comforting and comfortable, so positive to watch as they grow and develop. But we need to help our organisations too: in many ways they are more neglected than individuals are. Counsellors and supervisors have a unique contribution to make to modern organisations for two reasons. First, our British counselling and supervision training and practice is the best and most rounded I know. Were I advising someone to do his or her counselling or supervision training, I would recommend Britain as the place in which to study. I don't want to qualify that with any 'buts' and clearly I have no scientific evidence on which to base the above. Of course, there are 'buts' and lacunae in our counselling and supervision training and practice: however, I want that statement to stand on its own. Our counselling

and supervision training and practice is the best there is. Second, our counsellors and supervisors are the best group of people, in my view, with their kitbag of philosophy, theory and strategies, to work within organisations today. I make no apology to clinical or occupational psychologists, or human resources or personnel: the best people to work with the people side of organisations today are counsellors and supervisors.

Management consultants, human resources and personnel practitioners and managers, all closely connected and involved with organisations, do not have the repertoire of skills, competencies, knowledge and experience of counsellors using supervision and variants of supervision. These supervision variants include sophisticated inventions such as executive coaching, mentoring, organisational development, outplacement and career counselling as well as team development and group work. Recently, I was asked to do a one-day training in 'group work' for consultants who were beginning to use groups in their learning methods. I suggested that training to work with groups demanded more than just a one-day training. Not at all, I was reminded, our consultants just need a few pointers and they will be fine. The expectation that a few simple learning strategies can qualify individuals to work in complex arenas is all too common in organisations.

Organisations desperately need people with the skills of counsellors and supervisors: there is no one else with this particular blend of knowledge and competencies. Organisations do not always know this or will let counsellors and supervisors close to them, but of all the professions I know counsellors/supervisors (those who have those range of skills) are the best to work with contemporary organisations.

A fact from research (Berridge, Cooper and Highley-Marchington 1997) and a criticism of counselling (Pilgrim 1997) is that while counselling may make an individual different it has little impact on organisations. Introducing counselling in organisations, of itself, will not affect organisational change or culture or thinking. Can counsellors and supervisors begin to think of how they might work with, within and alongside organisations in order that they may be more human places in which to work and more healthy places where employees can develop and grow? The problem is summarised by Briskin (1998) in a book called *The Stirring of Soul in the Workplace*.

To explore the challenge to the human soul in organisations is to build a bridge between the world of the personal, subjective and even unconscious elements of individual experience and the world of organisations that demand rationality, efficiency and personal sacrifice. (p.xii)

Getting close to organisations or their allowing supervisors into their sacred places is asking a lot.

Supervision and organisations

Seven reasons will be offered of how and why good supervisors could be of value in and to organisations today, summarised as follows:

1. To help organisations think through the theory behind what they do.
2. Questioning the myth that movement is always good.
3. Understanding the language of organisations.
4. Working with the emotional organisations (or the emotions within the organisation).
5. Remaining neutral (organisations as collusive places).
6. Focusing on what is good for the organisation.
7. Focusing on the individual within the organisation.

1. To help organisations think through the theory behind what they do

Theory rarely plays much of a part in the business of public and private organisations. Rarely do they ask what theory underlies a particular intervention or from what school does a consultant emerge, or what is the basis on which they should proceed or from what background a particular intervention comes. What works, or appears to work, is what matters. At a recent talk to HR Directors entitled 'Managing sensitive personnel issues in the workplace', a colleague upbraided me for not 'giving answers: that is what these people came for. You have given models and frameworks and theories but what they came here for are answers.' As if I, a total outsider to almost all their organisations, could provide ready-made, off-the-shelf, universal answers to complicated organisational issues. That is what is often expected: 'please give us the answers'.

Good supervisors know it is not about having the answers before the questions are asked. Consultants, managers and human resources, in some way that is not rational, still believe that answers are at the back of some book, or in some mind, somewhere. And, indeed, too many consultants emerge to meet the challenge and provide answers to questions asked, and indeed questions unasked. In doing so they make organisations dependent on them. As supervisor consultants we cannot take that route. Supervisors know how difficult it is to stay with organisations as they find their own way forward. So many organisations will demand that we take the expert role and tell them what to do, provide them with answers that work. There is a great thirst for answers: what is the latest fad, is it 360 degree feedback, outward bound leadership courses, experiential groups, total quality management? It is easy to get caught into that way of thinking: if it is the latest idea it must be good. Organisations, like individuals, have the answers within but never go there – they go for outsiders and outside. Getting organisations to stop

and reflect on what is happening to them is amazingly difficult. They don't want to: they want someone to give them the answer, the way forward. That's why they need supervisors who will stay with them as they struggle and work through and come up with their own answers. Certainly, supervisors can make suggestions and recommendations but primarily their job is to facilitate reflection on professional practice and review how values are held and implemented. Bond and Holland (1998) put it well: 'Clinical supervision provides a route to developing and maintaining emotionally healthier individuals in an emotionally healthier culture.' (p.13). Part of that process is to engage in what is called reflectiveness or 'manufactured uncertainty', creating the environment where we make ourselves uncertain as a way of learning. Doing that for our organisations provides a tremendous vehicle for growth and for autonomy.

2. Questioning the myth that the movement is always good

In organisations, there is a strange belief that as long as there is movement there is life. Something happening is better than nothing happening. Noer (1997) has a very graphic image of a modern organisation where clearly movement and action are not harnessed to what is good for the organisation:

First we decide we are going north and we get on a motorway and drive like hell – at a hundred miles an hour. Then we come to an intersection and we decide to head east and we barrel off in that direction, but that doesn't seem to get us anywhere so we turn around and speed back west, and finally we decide to go back to basics and head south again as fast as we can drive! All the while we are debating who should steer as we watch the petrol gauge moving towards empty. (p.11)

Our task, as supervisors, is to stop the movement in order to review where the organisation is going. Supervision is 'time out' from movement to see what the movement is all about; why have we chosen to go in this direction, is it congruent with our values, is it movement that will help us in the long term? Moore (1992) says that the job of the counsellor is to befriend what the client wants to throw away: 'to look with special attention and openness at what the individual rejects, and then to speak favourably for the rejected element' (p.16). Not bad advice for the supervisor in the organisation. Many organisations want to 'get rid of' without thinking through what they are rejecting or the value to the organisation of what they are throwing out. The whole process of downsizing (or rightsizing as it has been renamed) can result in more harm than good. The research on downsizing and survivor sickness syndrome (what happens to those left behind after downsizing) indicates that more attention should be paid to what is being let go or rejected (Noer 1993; Sahdev and Vinnicombe 1997).

Covey (1989) picks up the movement theme in his writings and produces an image of an organisation as a body moving through the jungle, workers hacking away at the undergrowth, middle managers preparing rotas, making sure their machetes are sharp, workers resting. Where, he asks, are the leaders? Up trees, shouting, 'right direction' or 'we're going the wrong way'. Our job as supervisors is to help get the leaders back up the trees so that the organisation is going, and seen to be going, in the right direction.

The anxiety of organisations forces them to seek guides and guideposts to ease the pain of the journey. Supervision holds anxiety long enough to learn its lessons. An old saying 'an organism in pain keeps moving' is one well known to supervisors. They know when individuals, or organisations stop, the pain comes through. They also know that in the pain is a message, a communication, that, if listened to, gives insight and ways forward. The supervisory task is to help stop the organisation so that it can get in touch with, not just its pain, but its spirit and values. Then we move, with them, to action. It is worth remembering the organisational conundrum concerning the five frogs that sat on a log: four decided to jump into the pond, so how many frogs are now on the log? Five, of course. Why? Because, in organisations, there is no connection between deciding to do something and doing it. As one manager said, 'in our company we don't have human beings, we have human doings'.

As supervisors, we help organisations stop and reflect on what Sell (1999) calls: 'ideas, concepts, opinions, attitudes, moods, thoughts, emotions, human relationships, co-operation, questions of overcoming conflicts, of motivation, loyalties' (p.5). These are not soft skills or soft facts in the working world: 'The most difficult facts in human systems are what simple minds tend to call soft issues.' (Guntern, quoted in Sell 1999, p.5.)

3. Understanding the language of organisations

The words in organisations are important: people can be very frightened if the language we use suggests or hints that they are in need of personal counselling. To talk about mentoring, executive coaching, personal and professional development, organisational efficiency and effectiveness or personal effectiveness is acceptable. It may sound trite but as counsellors and supervisors we know that language carries great weight. The very people who have been shamed and humiliated with language are the ones we are helping heal with new and different words. Preparing for some training with a bank that was making 200 people redundant I mentioned calling the programme 'Giving Bad News'. Personnel were horrified and asked if the title could be changed to 'Notifier Training' and if it could provide them with straightforward 'Steps on how to deal with the separation interview'. The language used is incredible: it is often a way of avoiding the harsh realities behind the words. A recent series of 'Why did the chicken cross

the road?' responses on the Internet put this well. The caricature from Anderson Consulting (with apologies) was:

Deregulation on the chicken's side of the road was threatening its dominant market position. The chicken was faced with significant challenges to create and develop the competencies required for the newly competitive market. Andersen Consulting, in a partnering relationship with the client, helped the chicken by rethinking its physical distribution strategy and implementing processes. Using the Poultry Integration Model (PIM) Andersen consultants helped the chicken use its skills, methodologies, knowledge capital and experiences to align the chicken's people, processes and technology in support of its overall strategy within a Program management framework. Andersen Consulting convened a diverse cross-spectrum of road analysts and best chickens along with Andersen consultants with deep skills in the transportation industry to engage in a two day itinerary of meetings in order to leverage their personal knowledge capital, both tacit and explicit, and to enable them to synergise with each other in order to achieve the implicit goals of delivering and successfully architecting and implementing an enterprise-wide value framework across the continuum of poultry cross-media processes.

Organisations are terrified of giving the wrong message so continually avoid harsh realities by re-naming experiences. Recently, the whole area of downsizing, re-engineering or rightsizing (the more recent term) has been over taken with 'decruting'. So rather than lay-offs, redundancies, sacking (all terribly negative) we decruit rather than recruit. Reading between the lines of organisational-speak is a skill. *The Guardian* (31 July 1999) had a translation of the real meaning of terms used in the City:

- exceptionally well qualified -- has made no major blunders yet
- active socially -- drinks a lot
- family is actively social -- partner drinks a lot too
- quick thinking -- offers plausible excuses
- exceptionally good judgement -- lucky
- has leadership qualities -- is tall or has a loud voice
- loyal -- can't get a job anywhere else
- work is first priority -- too ugly to get a date.

Language is very important and we can easily use communication as a way of avoiding communication. As supervisors, we understand the importance of words as destructive and as healing, as communication and as avoidance of communication, as facing reality or ignoring it. Can we help organisations find

the words that express where they are and where they want to go, to face the realities of what are happening and words that engender hope for the future?

4. Working with the emotional organisation (or the emotions within the organisation)

Within organisations, there is often a great fear of the emotional and of the language of feeling. If there is anything to be learnt from working within organisations it is that they are so frightened of the emotional side that they often collude to believe it does not exist. High level executives are thrown by simple emotions, and that is why they need us as supervisors. There is a tendency to consider everything as rational and if when they get the rational right all else will follow automatically. In training courses, in management, in dealing with people-issues in organisations, the difficulty is to get people thinking emotionally as well as rationally. Many problems within organisations that emerge from areas such as performance management, appraisal, feedback, personal effectiveness, stress management and so on are about working with the emotional side. Supervisors know about emotions and how important they are.

Organisations are wonderful places for privatising emotions. They do it excellently, and individuals join them in doing it. They re-locate feelings and re-name them. Hochschild (1983) coined the phrase 'emotional labour' to show how employees often sell their emotions as well as their 'physical labour' to organisations. Once done, the modern organisation relieves us of the responsibility of having to feel and re-invents our experience for us. It tells us we are responsible for feeling stressed, or depressed, or anxious, or worried or whatever. While laying no claims to supervision expertise, Clint Eastwood discovers this in one of his films and puts it crudely as: 'Don't piss down my back and tell me it's raining'.

It is often the shadow side of the organisation with which we work (Egan 1994). The shadow side of organisations is the arational, the irrational, the emotional and the imaginative. Not necessarily the bad or evil part but the other side: the uncontrolled side. When we ignore it in organisations it always comes back to haunt us: if we stay only with control and reason and sense and sensibility and seriousness and adult, the shadow side has its revenge. People forget who they are: they move into individualism, they become unconnected and work dies and the job becomes more important than life.

It's not that we are unaware of the other side: it's more that we fear it. As Briskin (1998) points out, we must face fears and monsters or they overcome us. When the organisation cannot accept its own shadow-side then it asks people to individualise it and punishes them without looking at the collective shadow and collective responsibility. We build in more repressive policies, bigger prisons. We become obsessed with what we have repressed, as Freud once said, and that obsession emerges in all sorts of ways: physical illnesses, incapacitating stress,

deep conflicts in factions in the organisation, unhealthy relationships, individualism, inappropriate sexual contacts. Working with organisations means working with the collective shadow side, not to get rid of it, but to integrate it and use it as a guide (Page 1999). Good supervisors know about integration.

Integrating emotions in organisations inevitably means turning to the subject of men. Most managers are men, most executives are men. Men are not doing well today in the relationship and intimacy journey, what is often referred to as 'the soft skills'. Jourard writes:

Men are difficult to love. If a man is reluctant to make himself known to another person, even to his spouse because it is not manly to be psychologically naked, then it follows that men will be difficult to love. That is, it will be difficult for a woman or another man to know the immediate present state of the man's self and his needs will thereby go unmet. Some men are so skilled at dissembling, at seeming, that even their wives will not know when they are lonely, bored, anxious, in pain, thwarted, hungering for affection etc. And the man, blocked by pride, dare not disclose his despair or need. The fear of intimacy has held men in terrible isolation and loneliness.

Men are desperately in need of help with relationships. Some statistics seem to indicate the difficulty men have with emotions and emotional life (from *Observer Magazine*, 20 June 1999):

- Men live on average six years less than women.
- Men routinely fail at close relationships (70 per cent of divorces are initiated by women)
- 90 per cent of convicted acts of violence are carried out by men.
- In school, 90 per cent of children with behaviour problems are boys.
- Men make up 95 per cent of inmates in gaols.
- The leading cause of death amongst men between 12 and 60 is self-inflicted death. In 1996 in Britain there were 6000 suicides (over 75 per cent by men). There has been a 71 per cent increase in suicide amongst young men in the past 10 years: they are now three times as likely to kill themselves as women are.
- Boys aged 10 to 15 are three times more likely to be involved in violent crime than girls, and 10 times as likely to be involved in drug offences.
- Men are more likely than women to commit drug offences.
- 50 per cent of men between 14 and 25 admit committing an offence.
- 51 per cent of girls attain five or more A-C grade levels at GCSE level compared to 41 per cent of boys.

- Men usually attack certain problems by using only one side of their brain, while women use both sides.
- Four times as many girls call Childline as boys but when they call, boys tend to report more severe problems.
- Men are three times more likely to be dependent on alcohol than women.
- Six million men drink more than the recommended weekly limit of 21 units compared with one million women who exceed their weekly limit of 14 units.
- In the past five years 21 per cent of men have been working longer hours, compared with 13 per cent of women.

Whether it can be argued that modern society is more 'emotionally disturbed' or not, it does seem that organisations need more help in emotional literacy.

5. Remaining neutral (organisations as collusive places)

Collusion and neutrality are twin themes in organisations. The most difficult of skills for supervisors is remaining neutral when there is pressure to take sides. The result is that many within organisations are either on the side of the individual against the organisation or on the side of the organisation against the individuals. Harvey (1988) has written eloquently on the issue of bystanders and collusion within the organisation pointing out that it is agreement that is often the problem. Organisations need more disagreement and less collusion to agree. He has two very powerful essays in his book called, 'Eichmann in the organization' and 'Organizations as phrog farms'. In the former he takes Eichmann as an example of what is common practice in many organisations -- losing our sense of ourselves and colluding with all sorts of inhumane and horrible practices, doing deals that suit no-one in the long run and eventually turning into phrogs (he uses this word instead of 'frogs'), the subject of the second chapter. He warns about it graphically:

There is a myth amongst phrogs that kissing another phrog turns that phrog into a prince. I think it should be noted that, in general, kissing a phrog only produces skin irritations. For those who decide to kiss anyway, I think that they should realise that in all the fog in the swamp, it is very difficult to determine which way a phrog is facing. (p.41)

The task facing counsellors and supervisors in organisations is to create the kinds of healthy relationships that don't end up as collusive, unhealthily competitive, or dependent so that the good of the organization can come to the top of the agenda. Remaining neutral, not bystanding or colluding, is a supervisor skill well worth

cultivating. Petruska Clarkson (1996) has outlined some of the characteristics of bystander behaviour:

- something seems wrong in a situation
- the person is aware of it
- they do not actively take responsibility for their part in maintaining the problem or preventing its resolution ...
- they claim they could not have acted otherwise
- it is based on minimising their capacity for autonomy, intimacy and potency in the world. (p.54)

She has also articulated some of the statements made by bystanders (Clarkson 1996):

it is none of my business

the situation is more complex than it seems

I do not have all the information/am not qualified to deal with this

I don't want to get burned again

I want to remain neutral

I'm only telling the truth as I see it

I'm just following orders

my contribution won't make much difference

they brought it on themselves

I don't want to rock the boat. (pp.56-58)

Supervisors help organisations take responsibility to look at how agreement and disagreement are handled, how conflict resolution and mediation take place and how to build the kinds of relationships that are adult.

6. Focusing on what is good for the organisation

Who really cares for the organisation? Who looks after its needs? The agenda of the organisation, that is, the needs of the organisation, are quite often neglected as the needs of the individuals within the organisation are met. It could well be the job of management to do that, just as it is the job of parents to look after the family. We know that sometimes parents are not able, or choose not, to look after their families: their own needs, their own compulsions, their own unrealistic perceptions sometimes take over and the family suffers. Individual needs may well be met but the organisation, as a whole, suffers.

It is often surprising how many people, especially those in the 'people' or helping side of the company, ally themselves with the individual against the organisation. Instead of using what they are good at with individual work with the organisation, counsellors do the opposite. As they turn from the individual to meet the organisation they change, they become someone else. They become critical, not of their clients, but of their organisation. They forget about empathy, relationship, the agenda of the client, going at the pace of the client, not giving answers that clients can come to themselves, not imposing their own values and:

- they see the faults, the gaps
- they go out to educate
- they fight the organisation
- they keep distance from it
- they don't relate to it
- they don't see the emotional sides of the system.

In other words they work through their agenda, not the agenda of the organisation and as Dorothy Rowe (1990) once remarked, 'the most dangerous people are always those who know what is best for others' (p.17).

As supervisors we try to help individuals do to the organisation what they do to their individual employees. We do not go with the answers, we do not go to educate, or fight, or change, or with our own agenda when we see individual clients. We go to be with, to help them reflect and find their answers and their way through. We go to accept, to understand, to be patient with, to pace, to relate to, to work with, to challenge, to touch the emotions. We follow their agenda, not our own. Why not the same with organisations, allowing their agendas to become foremost?

7. Focusing on the individual within the organisation

First, and it is by no means a novel idea, is that organisations get what they expect. Expect the minimum from employees and don't be surprised when that is what they give. 'Feedforward' is a term being used to indicate how we give feedback in anticipation of behaviour and then those to whom we gave the feedback conveniently live up to expectations. McGregor's (1960) work on Theory X and Theory Y (our understanding of human nature) despite being updated and restated by Pfeffer (1994) is still a long way from being believed. Both Pfeffer's books (*Competitive Advantage Through People*, 1994, and *The Human Equation*, 1998) argue solidly (as did McGregor) that people truly are the best resources and best assets in an organisation. Do organisations really, really believe that? Hardly. But we do as supervisors: our focus is on the person or the person within the

organisation. We believe in personhood and if the person is treated right they become what they can become.

Second, employees treat others as they have been treated. There is a cascade effect in how people deal with others and by and large, they do to others what has been done to them. Hampton-Turner (1994) does a masterly job in showing how the principle of caring for employees pays dividends. He concludes:

It was found in a major study of a US bank that the relationship between the bank's service staff and its customers was repeated in the relationship between supervisors and service staff and was repeated in the relationship between top management and supervisors. It is probable, though the research did not go that far, that the pattern was repeated again between the HQ of the bank and its branches. (p.15)

The bottom line for managers is: employees will treat the customer as you treat employees. This is parallel process – how well we know, as supervisors, how what happens in one system ends up in another; how what supervisors do to supervisees is often, in turn, done to clients and vice versa.

Third, we can no longer view the performance of employees as an isolated event that occurs because of their own internal abilities; it is connected to organisational culture, to motivation, to relationships at work and home. Much employee behaviour is a response to the situation in which employees find themselves; it is not bad-mindedness, poor attitudes, or the need for training. Organisations rarely think of human behaviour as connected to the organisation. 'Perhaps he or she is acting that way because of the way you are treating them' is a big statement for an organisation to hear. They still think in terms of, 'take them out, sort them out and sent them back repaired'.

Applying supervision to organisations

The European Association for Supervision has widened the concept of supervision from simply clinical work and comments that:

In this way supervision is making an important contribution to the development of quality in organisations and their services through: individual supervision, group supervision, team supervision, coaching. Supervision is contributing essentially to learning organisations and will lead into processes of team development and organisational development. (ANSE, undated).

While there are a number of ways in which supervisors can be involved in supervision/consultation within organisations, four of these are:

1. Individual supervision of people who work within organisations: work with managers, with directors, with HR and personnel. Desperate for

supervision: the principles of how to work as a supervisor in this context have been outlined elsewhere (Carroll 1999).

2. Supervising teams and groups within organisations (see Lammers 1999 and Proctor 2000, in press, for ideas in this area).
3. Supervising executive teams.
4. Supervising organisations themselves (Noer 1993).

Space does not permit looking in more detail at these four areas of supervision within organisations. However, there is a set of skills brought by supervisors to these areas within organisational settings:

- process skills: reflection in depth, going beneath the surface and helping organisations get in touch with their own processes
- healthy relationships: facilitating and modelling helpful and adult relationships within the organisation
- connections skills: helping organisations make connections within the organisation and outside it
- emotions: how to deal with the emotional side of the organisation
- pain: staying with, listening to and learning from the pain-communication at the various levels of the organisation
- agenda focus: how to work with the agenda of the organisation (Carroll 1998)
- facilitating change: supervising the organisation as it learns how to prepare for, introduce and sustain effective change.

My argument in this chapter is that supervisors are one of the few groups of professionals who have these sets of skills so desperately needed by organisations.

Conclusion

Changing our mindsets to work, as supervisors, within organisations involves a movement between two mentalities:

- from individual thinking to organisational thinking
- from individual assessment to assessment in a context
- from interpersonal relationships to systems relations
- from uni-role involvement to multi-role involvement
- from personal accountability to organisational accountability
- from non-evaluation to evaluation
- from single intervention to organisational intervention
- from personal change to organisational change.

Organisations are amazing places to work: they are full of idealism and despair, they desperately seek change and they hate change, they create health and support amazing regression, they ask for feedback and kill when they are told what they do not want to hear, they are filled with great co-operation and incredible collusion. They are never dull. And they need supervision – badly.

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Chapter 5

Integrative Supervision *Art and Science*

Julie Hewson

Introduction

This chapter has been a challenge for me, not least in endeavouring to put into a succinct way something that as a storyteller rather than a writer I could do better in dialogue. I have noticed that the language, sentence structure and phrasology is markedly different when I write from the scientific as opposed to the artistic side of the subject. In *being it*, I believe I integrate the two easily and seamlessly; in writing I still think I have some way to go to achieve that integration in the written word. So, as you read this chapter, bear with me in my attempts to find the language of both, and know that if we were together in a room, the dance between the two arenas in dialogue could be a delight.

Supervision is an art and a science, a relationship and a knowledge base, an encouraging and supportive process as well as a monitoring one. The art of supervision is the ability to create a safe space, a relationship where the re-creation of natural curiosity and observation can be validated and enhanced. Supervision is the development of trust and respect, and the willingness to meet in an encounter of mutuality and mentorship. It requires sensitivity to the potential emergence of shame, needing an eye and an expertise not only to the subject matter but also in how to enhance the learning environment. The artistry of supervision has at its service at least five potential relationships:

- the working alliance
- the I-Thou relationship
- the transference – countertransference relationship (with the client)
- the developmentally needed reparative relationship (in supervision this is likely to be educative)
- the transpersonal relationship (Clarkson 1995).