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Education of supervision and coaching, an interesting matter

■ **Agnes Turner & Reijer Jan van 't Hul**

After the ANSE board was elected during the General Assembly in Budapest in October 2018, we had to divide tasks into our portfolio. We took a whole day in January to do this and Agnes put her name immediately at this task but Reijer Jan didn't feel any challenge to write or to publish articles. Reijer Jan checked what tasks he really would like to do, but also posted his name to tasks with not so many names on it. And now one of his main tasks is the ANSE-journal. In this case it is the same as it is with education, you have to step out of your comfort zone, to learn something, and that is what Reijer Jan did and we decided to work for ANSE journal in a team and continue this successfully!

In the first place we want to thank Barbara Baumann for all the efforts that she made, starting the ANSE-journal from scratch and now there is a group of national editors, a nice-looking Journal and the goal to publish ANSE-journal twice a year. Also, the topics for the next four editions are set, so it was not that hard to take over this task until now. Barbara, you put the standards high and we will do what we can do to keep this Journal alive, thank you very much.

Within the last General Assembly of ANSE the topics quality and education were on the top of the list. Delegates and presidents for the member countries stated that these are all over Europe main issues within the national organization. The contains revising quality standards in educational programs for Supervision and Coaching but also learning about and implementing new and broader approaches of supervisory skills and competences in educational programs and lifelong learning settings such as intervision groups or conference.

Talking about conference, in line with the topic education the first conference on Teaching Supervision and Coaching took place in Frankfurt in November 2018. In this edition of the ANSE-journal you can find an article about reflection on the first ANSE conference about Teaching Supervision and Coaching written by Ineke Riezebos. It was an inspiring conference and we set the goal to organize a conference again in spring 2022.

The other articles are from Switzerland, The Netherlands, Ukraine, Hungary, Latvia, Estonia and this provides a nice map of how supervision and coaching is taught in Europe. We get a great overview on the differences and the similarities in the programs throughout Europe and the diversity is also visible in the different points of view, from supervision, coaching, intervision and meta-supervision. Great thanks go again to Gerian Dijkhuizen for writing the ANSE column – this time about the practices of lifelong learning.

Behalf of the ANSE board and all national editors we wish you a joyful and fruitful time reading the journal. ■

Agnes Turner & Reijer Jan van 't Hul

Life long learning ...the practice...

Or: how I learned from John…

■ **Gerian Dijkhuizen**

A student is coming to my office today to fix my computer. As a supervisor with my own practice I have to have a reliable learning assistant—my computer. I recently tried to send out some pictures and found that my 'learning assistant' was completely out of order! A friend recommended I become a member of 'Students At Your Home'; they provide a service to fix home computers. So, in a state of emergency, I phone them, pay a year's membership and after a wait of just a few days a young man, John, is parking his bike up against my fence and ringing my doorbell.

There he is: a boy with a friendly smile in a casual outfit. Because this is our first meeting and I am home alone, (there is a dog but she is too friendly) I offer him a cup of coffee at my kitchen table. I want to see who I now have in my house before we go into my office to solve my new-found computer problems.

When I ask him how long he's been doing this work, and if he likes what he is doing, I find that John isn't a particularly talkative person.

His face becomes quite red during my questions, not necessarily because of the hot coffee. Finally he asks: 'But what am I supposed to do here, madam?'

Slowly the coin drops in my head…..poor John….if only I had mentioned the word 'computer' just once…..in all my questions.

So: this was a learning moment for me……always be clear and concrete in your questions and don't let your fear or curiosity make you talk around things…..thanks to John, who after this embarrassing moment fixed my computer…..with a smile on his face….and also learned something I assume. ■

Gerian Dijkhuizen
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The quality of supervision and coaching depends on the quality of the education of supervisors and coaches. The ANSE stands for this quality and for the professionalization of supervision and coaching in Europe. The European labour market is changing due to political and economic circumstances and this influences also the occupational group and the corresponding educational institutes. Although many universities and institutions promote diversity and internationalisation, this would the first time that an international conference about the contents, competences and quality of the education of supervisors and coaches was organised. In short: reason enough for the ANSE to call for a cross border conference of trainers and educators of supervision and coaching.

An impression of the ANSE conference "Teaching Supervision and Coaching" *08-09.12.2018 in Frankfurt.*

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The conference took place in Frankfurt and was organised with the Deutsche Gesellschaft für Supervision und Coaching (DGSv). The main goals were:

- Reflecting on the quality of supervisory and coaching education.
- Creating a networking platform for providers, trainers and teaching supervisors;

exploring possibilities for cooperation etc.
- Discussing the further necessary and desirable actions and responsibilities of ANSE (as the European umbrella organization) to enhance the quality of supervision and coaching in Europe.

Present were representatives from various ANSE affiliated countries like Austria, Bosnia-Herzegovina, Croatia, Estonia, France, Germany, Hungary, Lithuania, Latvia, the Netherlands, Norway, Switzerland, and Ukraine.

The keynotes
Dr. Michaela Judy manager of the LEONARDO- ECVision project (a European system of comparability and validation of supervisory Competences 2012-2015) and keynote speaker opened the conference with "ECVision- relevant aspects for the education of supervisors & coaches".

Quality standards of advanced education/training of supervisors and coaches can no longer exclusively be set by national organizations. A common understanding and shared standards in Europe are needed. This will open up

new perspectives, create more possibilities for cooperation, the exchange of knowledge and experience and not to forget to practise diversity. For instance the use of one mandatory module for all students and mobility (exchange) of students and tutors.

The ECVision Glossary and Competence Matrix ought to be used as a tool for enhancing the quality of the professional supervisor/coach and their education. The presen-

tation in Vienna in 2015 made it explicit that the ECVision documents are "a work in progress" which need feedback and input from the working field.

Discussion questions that came up in de different workshop groups were for example:
- How do we choose our staff? What are we looking for (trainers, tutors, senior supervisors)?
- Creating Curricula. How do we encourage, teach the capacity to reflect?
- Creating Curricula: How do we ensure that student get organisational knowledge and understanding?
- How do we select our participants: criteria's & procedures?
- Which needs/requirements do we try to meet with our education?
- How do we deal with crises in order to enhance learn-

Figure 1. Next to this opening lecture the conference offered a unique opportunity to discuss the quality of education in combination with the results of the ECVision project (e.g., the competence matrix of supervision and coaching) and the DGSv paper: "Excellent consultation is based on excellent qualification" presented by Prof. Dr. Stefan Busse en Dr. Ronny Jahn.

ing? Participants, staff and organisation wise.
- How, when and what do we evaluate?
- How do we ensure our own organizational development?

Discussion and exchange.

Discussion and exchange between the participants shows that - in general - the contents of the educational programs are quite similar. The attention for specific competences and the required qualifying levels differ. Some courses focus mainly on the practise, some on theory or the social-political context and others on change management or organizational behaviour. In Austria for instance they have a mandatory five day organizational seminar for students, in which they work solution focused with a model businesscase, organisationproces and team. There is attention for corporate culture, contracting (e.g. triangle contracts), organizational politics (Neuberger, O. 1995. Mikropolitik. Der alltägliche Aufbau und Einsatz

Figure 2. The lectures generated an active discussion and involvement of the participants in order to find out what we have in common, in what we differ and how to use ECVision and our differences to improve the quality of our profession and practice.

von Macht in Organisationen), informal processes, etc. In another curriculum the students use their own work organisation in a twelve day course to work on change management, conflict management, leadership, e.g.; preferably to be implemented. Several education programs are based on the ECVision standards, others hardly or not at all

Exchange of information, the keynote speakers and the discussion groups brought up food for thought for everyone. The following issues will not only be subjects for the next conference but are in the meantime also a matter of continuing interest for professionals and tutors:
- How much freedom is their really, to choose the content of a curriculum within the academical system;
- In which way can the ANSE and the national organisations contribute implementing and developing the ECVision competences in both education as well as in the profession;
- How can we accomplish that the European and national standards add value by the development and quality enhancing of the profession of supervisors and coaches;
- There ought to be more attention for the professional use of English and linguistic consequences;
- Exploration of the possibility to develop one mandatory module for all students.

Conclusion

All in all a fruitful exchange of views, (net)working together to gain more insight in the current situation in Europa, to broaden our horizons, to learn from each other, with the ultimate goal to improve the quality of our profession and the corresponding education.
That said: a lack of time was evident; two days is too short to digest all the information and (what we do best) to reflect. ■

Training of supervisors

■ **Gerry Aerts MSc.**

Introduction

In this article some relevant themes for the training of supervisors are discussed. They concern some guiding basic rules and principles, which can improve the effectiveness of education for supervisors. An example of this is the basic rule for the trainer, to train supervision science in a way, that is in line with the required core qualifications of the supervisor-in-training (abbreviated to SIT in single or plural form). Next, the added value of focusing on experiential learning, a powerful learning environment, stimulating self-management and meta supervision is described. In conclusion, the importance of the professional association from an international perspective and the strong link with trainers is emphasized.

Methodology

An important starting point when training supervisors is the competence profile as described in a European Competence Framework of Supervision and Coaching in ECVision. Supervision and Coaching in Europe: Concepts and Competences (2015). The editors concern supervision and coaching in a way to develop a collective frame of comparability. This competency profile contains all aspects that describe the core qualities of a supervisor and coach that SIT have to acquire during their training process.

What a supervisor will address in a specific supervision situation, depends highly on the supervisee, his question and context. Within competency learning, the trainer of supervisors essentially is doing many of the same tasks that the SIT has to acquire in relation to his supervisees.

Such as guiding learning in an experiential way, steering on self-management, with an eye for context and processes. Always try to "see what is needed" and to have "the skill and the courage" (Zier, 1988) to address these aspects concrete and carefully in the training context. (As a translation of aspects of the concept of competence). The nature of the interaction with SIT is also determined by the methodology of supervision
to ensure that the trainer demonstrates what the SIT have to learn becomes: "practice what you preach".

Basic to every training vision are wishes e.g. to leave everyone in his or her value, to show understanding and respect for each other's ideas and orientation. Learning the profession is an important learning area in supervision for a supervisor, which is characterized, among other things, by learning about professional handling of the interaction of persons, professional tasks and organizations (ECVision Glossary, 2015). The interaction in supervision is as transparent as possible and not without obligation. During the training this form of interaction will also be experienced at many moments. This requires trainers to have a transparent attitude in the way they interact with each other. From here, a trainer will 'subtitle' many of his interventions and often 'submit' something instead of making a decision. occurrence of "communicative action", so that "the art can be copied". This invites STIs to an open and (self) critical climate in which opinions can be exchanged, investigated, possibly adjusted and adjusted again. In this way, growth of insight and understanding is possible to successfully supervise individuals
Development of a professional identity is for a supervisee an important learning area in supervision. This can (among other things) be characterized by learning about professionally dealing with interaction between person, work and organization. The interaction in supervision is as transparent as possible. During training this type of inter-

action can also be experienced in many moments. This requires a transparent trainers attitude in the way they interact with each other and with SIT. A trainer will "clarify" many of his interventions and often "submit" something instead of making a decision, i.e.: "Act communicatively" so that "the art of supervision can be copied".
This invites SIT to an open and (self) critical attitude, to create a climate in which opinions can be exchanged, researched, possibly adjusted and adjusted again. In this way growth of insight and deeper understanding is possible to successfully supervise individuals and groups.
Learning in supervision is an iterative process in which a supervisee develops self-awareness by using self-reflective skills. An integral vision focuses on learning and guiding personal development processes: learning with head, heart and hands.
Learning through experience is an important learning principle in supervision. At moments of knowledge transfer, the trainer provides substantive knowledge and expertise to the SIO. As much as possible will be linked up with the experience that SIT already have gained in practice. It is therefore preferred that SIT during their supervision training provide supervision in various settings.
This means that the SIT mainly learns by connecting experience and reflection to the supervision concepts offered in the training (Bolhuis, 2009; Siegers, 2002; Kessels in Rigter, 1989).
Acquisition of all aspects of the competence profile makes it possible that a SIT, aware of one's own professional identity (consciously) and from a professional conduct (systematic), can lead to ideas about what his or her supervisees can learn (learning hypotheses, in connection with purposeful learning) in an iterative process (process-based).
Supervision, as a counseling method, focuses on self-directed experiential learning ensuring that supervisees are capable to reflect on their own performance and to take

responsibility for what he / she discovers in a reflective way. And, like a supervisor methodically should intervene in the supervisee's learning process, the trainer should do the same, supporting the learning process of the SIT. Many SIT also make a huge step in personal development, which is regularly a welcome side effect of this type of training.

Creating a powerful learning environment
The concept of a powerful learning environment comes from Social Constructivism (Valcke, 2010. In this educational concept it is important to create a learning environment in which SIT are challenged to actively work together in a application-oriented way of learning. This requires a clear view of the functionality of the knowledge base and its application. The most important notion however, is that the SIT actively constructs his own knowledge. This means that we indicate what we observe in our own way and construct our own meaning based on new ideas or experiences. For learning new skills it is therefore important to pay attention to getting acquainted with the new subject matter. In this case: all aspects of supervision, processing these and personal anchoring.
In learning new skills we can distinguish two phases: the accommodation phase (introduction) and assimilation phase (familiarize with) (Piaget as quoted in Valcke, 2010). When the SIT is active, he or she learns the best. This requests alignment with (differences in) prior knowledge and interests. This means that trainers construct meaning and learning in the context of a concrete reality of practical supervision (Bolhuis, 2009; Simons, 2000). Acknowledgment of the learning environment is there for important. By addressing subjective and personal experiences behavior in the (learning) situation of SIT can be influenced. This requires self-awareness, knowledge and acceptance of oneself, to be able to work with what

"is" in the learning relationship. In this way STIs learn to anchor their personality in their professional identity as a supervisor.

Another important notion in this concept is that social interaction leads to significant learning. This requires as much as possible to work together in dialogue.
This means STIs gradually develop their own perspectives and understanding comes about step by step. This creates a learning environment in which development of intended competences is central (Simons, 2000a). Among other things, independent management and control of their own learning process by the SIT is important. The development of self-management: Self-directed learning emphasizes on learning from experience in concrete work situations rather than on traditional transfer of knowledge and skills.

Important in addition to self-management is providing control: applying structure in the subject matter and thus in the learning process. With the use of methodologies address the personal learning questions that a SIT has. This offers opportunities for insights, gained through experiential learning and self-management. To continuously use your own personal professional practice develops and deepens sustainable learning. To learn from experience is closest to in-depth learning: discovering the deeper meaning of things.

Facilitating self-directed learning is a difficult but at the same time fascinating paradox. Finding ways of adjusting the degree of external control to the degree of self-management of the SIT. In the end, the SIT is responsible for managing the own learning process. At the same time there is the professional task to ensure competence development of a SIT. Self-directed learning processes are never identical and always differentiate in time, pace

or theme. Development questions, for example, can be strongly age-related. A 30-year old SIT simply has other learning questions compared to the one that faces the last decade of his professional career. And often the ages of the supervisor group in-training vary in this age bracket. Learning questions can be highly dependent from how people relate to the past, present and future. The one SIT considers the past as a heavy load, while another would rather focus on the future. Some basic existential themes always play more or less a role in self-directed learning. E.g. recognition, fear, permission to exist or loneliness. It is therefore recommended that processes within the training programs are as much parallel with a regular supervision process. For example, that could mean that you have one lecturer teacher for the group, just like you have a permanent supervisor.

It is important to realize that the learning of skills must go further
then "knowing how it should be done". To make the learning of skills effective expired, it is actually necessary to use a strict instruction schedule. By being involved in small groups together with the subject material - the so-called cooperative learning based on collaboration - SIT are encouraged to actively participate. However, learning in supervision is an iterative process that requires an iterative approach when learning to become a supervisor. This means that during these lessons, concrete situations with as much as possible context authenticity should be imitated. Also the topics and assignments in the supervision training will run as much as possible in parallel with the reality that SIT encounter in their own practice. This is how e.g. contracting fits in the initial phase and evaluation techniques at the end. Thus SIT can focus in a safe "laboratory setting" mainly on learning from intrinsic motivation. Leading them step by step and use their own progressive insights into the next phase of their learning

process. By understanding how everyone's way of learning can differ, friction and
prejudices are being investigated. This offers opportunities to verbalize different experiences, knowledge, interests, actions and thinking. This allows interventions to be more custom made (Ruijters, Simons & Wallenaar, 2014).

In short, exploiting the diversity of SIT makes participatory and meaningful learning possible. This is a powerful tool to enhance the talents and develop the skills of all SIT. Creating a powerful learning environment leads to meaningful-oriented learning, provided that a lifelike context is shaped. The SIO participates and thus self-management becomes possible leading to a higher learning efficiency.

Implications for instructional design

As mentioned before supervision has an experiential methodology and therefore requires an experiential approach from the trainer. It leads itself to the model of experiential learning (Kolb, 1984). For example, to get started every lesson day begins from the same routine: a group conversation. Every SIT can experience what it's like to be transparent about what occupies you. The purpose of this is to learn to share the inner world with each other and be completely open. This is important for the SIT because he or she can actively experiment with self-disclosure in a safe learning environment, namely the lesson group. SIT can also compare their own opinions and assumptions with those of others. This stimulates connecting new knowledge to what they already know. From this experience the transfer is made to mental models and literature prepared by the SIT. Hereby it is especially recommended to search for additional sources from their own initial profession and field of work. The idea behind this is the SIT can opt for enrichment literature processed at their

own pace.
It will be clear that the trainer must be familiar with the objectives of the subject, as with prior knowledge, experience, motivation and the likes and dislikes of the SIT. Learning outcomes or performance indicators are set for every course describing what behavior of the SIT is expected about a specific subject. Starting from here first is sought for learning behavior that is most effective for SIT and examined which teaching behavior fits best (Aerts, 2002).

A role play or exercise to try out theorical notions is an important part of a powerful learning environment. SIT do this by alternating experience in the role of supervisor, supervisee and observer. Hereby the role of observer about a particular methodology component should be guided based on literature. The primary task is group safety to ensure that every SIT dares to show his or her role as a supervisor. For this, it is important, for example, to properly organize the classroom environment. Everyone must be able to see the role-players well. At the same time it is necessary to create distance, so the observers will not be invited to be part of it. In the follow-up discussion, safety to take position and to ask each other critical questions should be guaranteed.

Recurring elements are to exercise methodical skills and reflection on one's own personal development. To start with the own experiences awareness of behavior will be created. This must prevent the SIT from learning something in the wrong way, which results in proper acting in their own practice. The SIO then can be responsible for his own learning by choosing the proper professional behavior. Everyone has distinguishing personality characteristics which steers his own learning in a way that is familiar to him or her. That's why it stays important to link new knowledge to existing knowledge. This will

prevent the isolation of new knowledge in the memory where it will have little effect on a person's behavior. For trainers this does not mean that they will repeat theory again, because that would mean the accommodation phase (introduction) is renewed. By asking questions or giving examples in line with previous experiences, it can be checked whether the content is understood. This can provoke discussion or opinions which can be summarized. Thus forming the assimilation phase, or the processing of the subject matter. Of course SIT have to study the subject matter in advance.

Learning through experience is an important learning principle in supervision

Building the structure of the class days in the same way and continuing to start experiences in the group conversation, connects as much as possible with experiential learning in supervision. This allows the methodology to "ground" better and learns using their experiences. As a trainer you therefore need a transparent attitude in an open and (self) critical environment. You are role-modelling the way a supervisor should act in supervision, remember? "Practice what you preach"?

The surplus value of meta-supervision
Of course it is important how professional socialization takes place including training as prerequisite for professional competence. Characteristic however in this training is the interaction between theory and practice. The SIT

therefore also serves as an executive supervisor during training. In this way he can gain experiences in "real-life" setting under supervision. Meta or control-supervision is a form of supervision - by a meta or control-supervisor - about this learning practice. It shapes an active relationship between education and professional practice. This is in line with the opinion that learning in supervision is an iterative and cyclical process with an ongoing interaction between reflection and practice. The input of the SIT are experiences and related (complex) action issues.
In this way own cases or, in a group those of fellow SIT, are analyzed and discussed and used for their own development as a supervisor. The meta-supervisor can also to some extent "model" the art of supervising. Learning from copying this style can be a powerful learning resource. So SIT develop enthusiasm, because they understand how things can be applied in practice. Because of this method, the hierarchy is lacking in the organization of learning (Clark, 2008), since the required competences are developed on the basis of that professional practice. SIT themselves select their learning tools, depending on of their individual learning needs. The power of having yourself come up with interventions lies in the fact that SIT, as it were, in this way become obliged to test their own reflections against the meta- supervisor or each other. This is how they get it view of multiple interventions and their effects. Visual material helps to literally represent interventions of the SIT in his role as a supervisor. It is a challenge for the SIT to put himself in the here-and-now situation in a supervisor role. This however will create an experience which can trigger reflection in action. For the meta-supervisor, this is an opportunity to assess to what extent aspects of the competences of a supervisor have been acquired. Because also in meta-supervision part of the reflection on and accountability for the quality of supervisory interventions by the SIT become very clear.

The ultimate craftsmanship is determined by finding your own references. Important experiential knowledge that contributes to tailoring supervision to demand and context.

Registration with the national association of supervisors and coaches is an important certification and confirmation of the professionalism of the supervisor. It is therefore of great importance that supervisors keep each other informed about matters that are important to trainers, the national association and ANSE.

Conclusion
In this article I wanted to provide some clarity about instructional design for training of supervisors. Hockney, a very influential English artist, has become famous for spatiality in his paintings. He tried not to make just a single image, but painting the background just as sharp as the foreground. That is also what ANSE did by organizing the first European ANSE Network-Conference for providers of supervision training in 2018. This helps us trainers looking at the world of supervision and coaching from multiple-sided perspective. In this way we try to do justice as much as possible to the rich variety of different forms of counselling. This requires an open and healthy critical attitude to partners and developments. Professional supervision is in line with the supervision question that differs per situation. Supervision has its own specific characteristics. ANSE stands for a world of knowledge and experience to offer possibilities to lifelong personal and professional development. ■

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In LVSC, the Dutch Association of Supervisors and Coaches she recently (2017-10) withdrew as a Board member after six years.

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The dynamicx of the relationship and the realization of the task in supervision of supervision.
How do these relate to each other?

A tool for orientation[1]

■ **Louis van Kessel**

In training programs of professional supervisors who organize and conduct reflective supervision, supervision of supervision[2] is conceived as the corner stone of their education and it is defined as a prerequisite to obtain a registration as supervisor at the respec-tive na-tional association of supervisors.

The cooperation of sos-supervisor and supervisor[3] trainee(s)[4] in this activity is a complex one, as these participants experience themselves in practice. The cooperation serves a central purpose that functions as the central task that the cooperation partners stand for. Their collaboration is shaped in and through the realization of tasks that derives from that central task.

The text below clarifies the dynamics of the relationship, and its handling by sos-supervisor and supervisor trainee(s), in its interaction with the tasks to be realized. A clearer view of this provides sos-supervisors and supervisor trainees guidance for their collaboration. That benefits the goal achievement.

Section 2 describes how the relationship and the realization of the tasks interact. Section 3 delineates the functions that the relationship as cooperation has to accomplish the central task. Section 4 sketches the most critical moments in the development of the relationship as cooperation. How the relevant issues can be processed is outlined in detail in section 5. Then, section 6 lists the relationship needs supervisor trainees can have and that influence their relationship behavior in the supervision of supervision. The next section (7.) sketches the dynamics that characterize the starting phase in the supervision of supervision. The context for the processing of issues in the supervision of supervision is constituted by mutu-ally influencing thematic areas as the figure in section 8 shows. The article closes with points of attention to handle the relationship in the supervision of supervision (section 9).

Relationship and task realization in the supervision of supervision: an interaction

Supervision of supervision is a specific form of training supervision[5], with the aim: the development of the supervisor trainee into a sufficiently competent practicing supervisor, that in line with the competency profile for

[1]This article is an extensive elaboration of Van Kessel & Dinger (2016), and an update in the English language of Van Kessel 2017.
[2]a. 'Supervision of supervision', as the core part of an educational program to train for being a professional supervisor, is a special form of 'training supervision' (see note 5) because it focuses on training of aspiring su-pervisors in guiding them to learn to supervise in practice. The ANSE Glossary (Judy & Knopf, 2016, p. 154) calls it 'Meta-supervision', and offers as synonym 'supervision of supervision'. This last term is used by Emils-son & Johnsson (2007) as well as by the Centre for Supervision and Team Development (CSTD) in Bath (GB).
b. The term 'learning supervision' refers to the supervision learning practice that the supervisor in training carries out in parallel with the supervision over supervisi-on. (Cf. Van Kessel, 2001).
c. It happens that an already trained and registered supervisor takes 'supervision of supervision' again. In that case it is not a training supervision, because it is not about learning to supervise. The process also takes place under different conditions. This activity we would call 'consultative supervision of supervision'.
[3]We use the abbreviation 'sos-supervisor' to refer to the teaching supervisor who conducts the 'supervision of supervision'.
[4]The term 'supervisor trainee(s)' we use to refer to the supervisee who takes the 'supervision of supervision, and who carries out the 'learning supervision'. As abbreviation we use 'Sit', and not 'S-i-t' as Haber et all. (2009) do.
[5]'Training supervision' (a term introduced by Hawkins & Shohet, 2000, p. 53), traditionally called 'student su-pervision' (Ford & Jones,1987), is supervision in the context of either training of future professionals or fur-ther training of professionals.

the supervisor as has been established by the respective national professional supervisor association[6]. That is the central task for which the cooperating partners, the sos-supervisor and supervisor trainee(s), enter into their temporary cooperation with each other, and that functions as a 'learning alliance'[7].

To realize this central task, sos-supervisor and supervisor trainee must realize several tasks derived from it, such as: the organization of the supervision of supervision, establishment, and maintenance of the necessary and desired conditions to that, its thematic content and, of course, the method to be followed as the way of conducting it. The latter is given shape by the methodical action of sos-supervisor and supervisor trainee. The way of dealing with each other relationally, the relationship management, can be seen as part of the working method and therefore as one of the tasks to be realized.

Adequate realization of the aforementioned main task and derived tasks are for sos-supervisor and supervisor trainee(s), and in the case of group supervision of supervision also the fellow supervisor trainees, assignments for which they stand. From that perspective, we describe the tasks as 'assignments'. Distinguished by position and role, the sos-supervisor and supervisor(s) in training have each their responsibility for this.

Functions that the cooperative relationship fulfills in the supervision of supervision

The cooperative relationship in the supervision of supervision is an educational relationship, the sos-supervisor who by his guidance assists the supervisor trainee in

learning from experiences as to organizing and conducting supervision, and the supervisor trainee who allows himself to be assisted in this purposeful learning process. Therefore, this particular working relationship can be seen as framed by a 'working alliance' (Watkins & Shohet, 2000, p. 56) that fulfills two functions.

- Firstly, it acts as a condition for the guidance that the sos-supervisor offers the supervisor trainee to his/her learning development as a supervisor on the one hand and for the learning development of the supervisor trainee on the other. The relationship is the basis for this, and without the relationship, this function cannot be realized.
- Secondly, it acts as an object of learning. The relationship, how that takes shape and how the participants experience that, offers valuable material to learn from and as such part of the process of the acquisition of relational competencies for conducting supervision. That also applies if the relationship has temporary malfunctions. This learning that takes place through learning to (1) the model of the cooperative relationship, (2) the focus on the goal, and (3) the tasks derived from it, as well as (4) through discussing the relational interaction through meta-communication.

Significant moments in the development of the cooperation relationship

The following moments are significant in the development of the cooperation relationship because they are susceptible to interference. That because there is a tension between the agreement that is needed and desired as well as conflicts that can arise from differences in vision

and interest. Also, these can arise from a lack of or denial of appropriate information about what is implicated in taking supervision of supervision and what for that reason is necessary.

The sos-supervisor has the responsibility to provide clarity about the function of the super-vision of supervision as part of the quality assurance and development policy of the respect-ing national professional supervisor association. The sos-supervisor must defend this and also represent this in his actions. However, the supervisor trainee may have a personal in-terest in ignoring or challenging that.

- A crucial task in the <u>preparation phase</u> is how the sos-supervisor and the supervisor trainee deal with the requirements that the regarding national supervisor association imposes on the nature and extent of the learning practice of the supervisor trainee, that is, the 'learn-ing supervision' that the supervisor trainee must organize and carry through parallel to the supervision of the supervision. If the supervision of supervision is part of a training pro-gram, moreover how does the training staff deal with it, and also what information about the supervision of supervision does the training staff give to the supervisor trainees.
- In the <u>initial situation</u>, an essential task to take care about is how, during the contracting, do the sos-supervisor and the supervisor trainee(s) deal with the tasks for which the func-tion of the supervision of supervision poses the both of them. What clarification is needed? Do they reach agreement on this, and is that consistent with the requirements of the re-garding national supervisor association? Moreover, does the establishment of the structure of the relationship and its maintenance, in its format and content match this task?
For the record, it should be clear that it is not the

[6]Supervisor associations in Europe that have membership at ANSE (Association of national organisation for supervision in Europe) orient themselves at the supervisor profile established by this European umbrella or-ganisation (see Judy & Knopf, 2016).
[7]This term was introduced by Fleming & Benedek (1966) and used by Muslin & Val (1980), suggesting a band-ing together of supervisor and supervisee for the purpose of enabling the trainee to learn to be a therapist. (Bresolin, 1984, p. 3).
[8]The relationship management by the supervisor trainee in the implementation of his/her supervisory learning practice is also thematic content of the supervision of supervision. This can, as a parallel process, show simi-larities (isomorphism) or differences (contrast) with the relationship management by the supervisor trainee in the cooperation with the sos-supervisor and possible fellow supervisor trainees within the supervision of su-pervision. What this behavior relates to do is an important aspect of reflection in the supervision of supervi-sion.

relationship that directs the task, but the task that governs the nature and form of the relationship. In the case of group supervi-sion of supervision, the preceding also applies to the mutual interaction of the participating supervisor trainees.

- In the contracting the mutual establishment and acceptance of the contract as a coopera-tion agree-ment, whether or not supplemented by a financial section and termination clause, is of central concern.
- In the evaluation of the learning process and result, leading to a determination of the as-sessment, the focus is on whether the learning development and learning results of the su-pervisor trainee sufficiently meet the criteria, as well as the associated stan-dards, as those are set and intended by the respec-tive national supervisor association in registering her membership. Are desired and necessary aspects of future development and points of at-tention for functioning as a supervisor also clearly stated? Do the sos-supervisor and su-pervisor trainee, and in the case of group supervision also the fellow supervisor trainees, have sufficient agreement on this?
- In the evaluation of the cooperation to make the task of the supervision of supervision suc-cessful there is a looking back from the start to now: how has the cooperation relationship been experienced and what significance does it have for how the supervisor trainee wants to function as a supervisor?
- When saying goodbye, there is in the conversation the task of naming the end of a success-ful, less successful or unsuccessful cooperation, which was intended by all participants to make the supervision of supervision for the supervisor trainee successful. With the steps that did focus on final assessment and final evaluation, this farewell has already been started to terminate the relationship.

Processing of themes

The realization of the tasks assigned to the supervision of supervision forms assignments for sos-supervisor and supervisor trainee(s). The realization thereof on the one hand and the development of the appropriate relationship on the other form a polarity. That is part of the field, and the dynamics occurring therein, which figure 1. outlines.

The central question here is: How can the relationship (seen as a task too) be structured and conducted in such a way that it contributes to the realization of the central task, the purpose of the supervision of supervision?
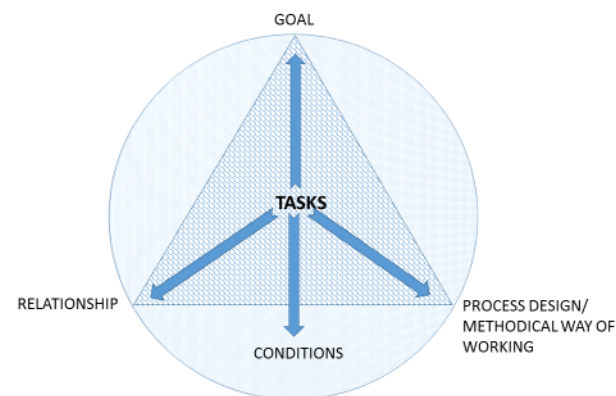

Figure 1. Task realisation in the supervision of supervision (Louis van Kessel, 2019)

Relationship behavior concerning the tasks that must be realized for successful supervision of supervision

The relationship behavior of the partners in the supervi-sion of supervision (sos-supervisor - supervisor trainee - fellow supervisor trainees) focuses on the following tasks that each can invoke relational conflicts.

- The realization of the objectives: the supervisor trai-nee's acquisition of the required supervisory learning

and interaction behavior, as an essential part of the competencies to be acquired, and thus the achieve-ment of sufficient suitability to work independently as a starting supervisor.
- The design and handling of the required conditions: contracting, approval of the learning practice carried out in parallel with the supervision of supervision, and the other conditions required and desired for the supervision of supervision.
- The handling of the process and method, inclusively the management of the thematic content, in such a way that it leads to a sufficient degree of the requi-red competencies.
- The assessment: determine whether the supervi-sor trainee has acquired the intended and required competencies, and thus demonstrates suitability for independently organizing and conducting supervision.

The creation of an agreement for the supervision of supervision (contract)

If things are gone well, then the respective supervisor association has established a frame-work for the carrying through of supervision of supervision, the conditions under which it should take place (e.g., criteria the learning supervision that the supervisor trainee has to organize and carry through, must meet), and criteria and standards for the assessment of the process and results. Within this framework, the sos-supervisor and supervisor trainee must realize the actual contracting for their cooperation. The agreement that results from that functions throug-hout the trajectory of the supervision of supervision as a guiding framework that requires constant attention and realization in the concrete cooperation.

The specific task that the supervision of supervision stands for has consequences for the relationship

The specific tasks that result from the task of the supervi-

sion of supervision, and the desired effort of the sos-supervisor and the respective supervisor trainee(s) to realize these, have consequences for how they should shape their relationship.

The starting point is: sos-supervisor and supervisor trainee(s) have different positions and roles, and responsibilities and tasks arising from these.

With their cooperation based on this differentiation, sos-supervisor and supervisor trainee(s) pursue the same goal, namely: the acquisition by the supervisor trainee of the competencies required for independently organizing and evaluating supervision. That goal has to be realized consistent with the professional profile and the competence profile that forms part of it, which the respective professional supervisor association has established.

What does this mean for the design of the relationship, for the desired interaction with each other, and the desired handling of the relationship by sos-supervisor and supervisor trainee(s)?
It is important to focus regularly on how the relationship behavior of the sos-supervisor and supervisor trainee - and in the case of group supervision of supervision also the mutual relationship behavior of the supervisor trainees - effectuates the realization of the tasks. Is it:
• Promoting the realization of the task?
• Restrictive to the realization of the task?
• Conflicting with the realization of the task?
• Destructive to the realization of the task?
• Otherwise?

An specifically, in concrete terms, in what way? What tasks do sos-supervisors and supervisor trainee(s) have to do with this? The points for attention below suggest a useful tool for that.

a. Tasks in handling the relationship
- The bring about of a cooperative relationship in which, on the one hand, the accompaniment by the sos-supervisor of the intended learning development of the supervisor trainee, and, on the other hand, the intended learning development of the supervisor trainee has their own and related attention.
- The task mentioned previously requires differentiated handling of everyone's position, role, and associated responsibilities. That, moreover, in a work-learning relationship that is intensive, takes place over an extended period, and is terminated over time conform agreements made in the contract.
- In the different phases of the supervision of supervision process - the start, the development, and the closure - the sos-supervisor must adjust in an appropriate way to the possibilities and limitations of the supervisor trainee.
- Sos-supervisor, as well as supervisor trainee(s), must keep in mind the realization of the intended and required competency goals, and the necessary conditions for this. If necessary, the sos-supervisor focuses the attention of the supervisor trainee on this. Should a supervisor trainee demonstrate that s/he does not meet the requirements associated with the respective phases of the supervision of supervision, then the sos-supervisor will discuss this. The discussion thereof may lead to the suspension or termination of the working relationship, if necessary.

b. Aspects of handling the relationship
- Mutually recognizing and accepting the differen-

ce in position, role, and responsibility of sos-supervisor and supervisor trainee.
- Based on the above, adequate handling of this: being able to be personal while maintaining the functional relationship.
- Whether or not to express one's state of mind and sensitivities.
- Meta-communication about how each of the participants handles the relationship, how this relates to the tasks and how this is experienced by them. That done in the context of the realization of the tasks set, the fulfillment of the necessary conditions and the given difference in role and responsibility.

**c. The aim of the observation of the relationship behavior is at improving it and learning from it
This observation concerns:**
- Are the tasks and conditions realized as intended and required?
- What about the capacity and skill of the supervisor trainee to handle the required and desired relationship in the supervision of supervision? (That is conceived as an aspect of competence development).
- Ditto: in the learning supervision, the supervision of the learning practice, that the supervisor trainee carries out?

d. The relationship behavior of the sos-supervisor and the supervisor trainee (in terms of attitude and way of handling)
What position(s) do the sos-supervisor and supervisor trainee take on the following polarities.
- Proximity versus distance, and what is in between.

- Similarity versus difference (In the individual sos-supervision: supervisor trainee - sos-supervisor; in the group sos-supervision: supervisor trainee - sos-supervisor - the fellow supervisor trainees).
- Identification (learning from the example; with the risk of unquestioning copying), versus dis-identification (learning by the alternative, and seeking one's autonomy; with the risk of insufficient professional socialization). An understanding and supportive attitude promotes identification.
- Adaptive, dependent or heteronomous behavior. Thus, behaving like a passive learner, in need of approval, e.g.: 'What do you think sos-supervisor, that I as a supervisor trainee could do at best in this situation?'. That behavior, versus independent, self-determining, autonomous and proactive behavior: 'I suppose I could do now this at best, because of (....)'.
- Empathy versus confrontation: clarity and boundaries also promote taking one's own position as well as self-determination.
- The tendency towards exclusivity and rivalry: 'I/we are lucky to have the best sos-supervisor / supervisor trainee.'
- Eulogize versus defense: 'My best / most difficult supervisor trainee / sos-supervisor I have had so far.'
- (Un)conscious (erotic) attractiveness versus (erotic) non-attractive. (Attractive people are considered more successful and competent as is explained by the 'halo effect'[9]).
- Views about what male and female behavior should be.

e. Needs - behavioral dispositions - way of relational interaction
- Sos-supervisor and supervisor trainee, each of them hopes to be successful in this supervision of supervision, and a need for recognition can drive their relational behavior. The social pressure of the training course group, the good name of and within the training institute/professional organization/colleagues, plays a role in this.

f. Unconscious and conscious phenomena that affect the relationship and relationship management
We can think of:
- Transfer versus counter transfer;
- Projection;
- Finding replacement acceptance or recognition;
- Need for respect or appreciation;
- Feelings of sympathy and antipathy;
- Reflections, isomorphism, parallel processes.

g. How the experience of, and the need for the relationship can express itself
The experience and perception of, and the need for the relationship can be expressed through:
- Feelings, for example, admiration or appreciation versus envy, annoyance or irritations.
- Nonverbal versus verbal behavior.

[9]This effect, named by Edward Thorndike (1920), refers to a type of immediate judgement by which the observer, based on an initial assessment of one particular aspect or trait of a person or something, attributes a positive or negative predisposition toward everything about the object.

Relationship needs of the supervisor trainee
Particular relationship needs of the supervisee trainee can influence his/her relational behavior in the supervision of supervision. They can have both a functional (conducive to goal achievement) and dysfunctional (non-conducive to goal achievement) effect. We can think of the following.
- Do I feel accepted and at ease in this supervision of supervision (group)? At what moments I do? At what moments not? What is that about?
- What (special) significance do I have for the sos-supervisor or to (one of) my fellow supervisor trainees?
- Can I identify with the sos-supervisor, my fellow supervisor trainees? On which axes? And, to what extent?
- Can I develop my individuality as a supervisor trainee sufficiently? On which aspects? And, to what extent?
- Can I agree with the purpose of the supervision of supervision, the requirements that are imposed on it and the course of events?
- Do I have sufficient sight on my personal and professional competencies, can I show them here sufficiently and do they come into their own right here, and are they sufficiently appreciated?
- On which topics or themes, and when, do I need more proximity or distance? Can I express that, and how will this be responded to?
- Can I manage my boundaries, where I find that necessary or would like to? What would I like to keep to myself?

Dynamics of the initial phase in the supervision of supervision
The initial phase of the supervision of supervision has a specific dynamic. The relationship building proceeds through working on the tasks that characterize the initial phase. It, there-fore, does not precede it as an 'introduction' in the sense of 'what do we want to know about each

other so that we can work together afterward.' The relationship building takes shape while working on the task, and is part of a process that proceeds until the end of the work relationship in the supervision of supervision.

The task orientation assumes that the following tasks are demonstrated and realized in a mutual coherence and interaction (as a dynamic interdependency) by sos-supervisor and supervisor trainee (s) - each in his/her position, role and responsibility - (see figure 2): orien-tation - giving direction - arranging - relationship building. We explain these terms starting now.

1. There needs to be an orientation
a. On the <u>learning supervision</u>, the supervisory practice the supervisor trainee is organiz-ing and conducting: what does it look like? What does this consist of? How is the su-pervisor trainee doing that? Which learning themes does the supervisor trainee en-counter in that?
b. On the <u>supervision of supervision</u>: How is it for the supervisor trainee to start with this supervision of supervision? Moreover, how it is to work on his work themes that stem from his supervision learning prac-tice?
c. To the <u>requirements</u> set by the respective national su-pervisor organization: Is the su-pervisor trainee familiar with the requirements that this organization sets on the su-pervision learning practice and the supervision of supervision? Does the supervisor trainee endorse these as essential conditions for the success of this supervision of su-pervision?
d. On the assessment criteria used for the learning process and results? Does the super-visor trainee endorse that they are being used?
e. Towards the partners in the cooperation of the super-vision of supervision: what is it like to work with these partners, this sos-supervisor and these fellow super-visor train-ees on the tasks as mentioned previously?

An orientation that took place through the experience of how the partners in their communication behavior dealt with the previ-ous topics (a. to d.).

2. There is a need for building up the relationship
The communicative way in which the sos-supervisor gives the orientation a shape with in-terest also creates a relationship between the sos-supervisor and the supervi-sor trainee, and in the case of group supervision of super-vision amongst the supervisor trainees themselves. It is a demonstration of how the sos-supervisor works, what kind of commu-nication in the supervision of supervision is desired, and also a realization of what super-vision of supervision is about, and how it is shaped methodically in the concrete acting.

3. There needs to be given a direction
With the orientation described under 1., guidance is also given to the direction of the su-pervision of supervision: it focuses on the 'work issues' arising from the supervi-sion learn-ing practice and helps the supervisor trainee to transform these into 'learning themes' in order to acquire the required supervisor competency. Moreover, it presents clearness on which object the learning deve-lopment to which the supervision of supervision aims at focuses, namely: the functioning of the supervisor trainee in his/her supervision learning practice, how the supervi-sor trainee organizes, conducts and evaluates this. Because of the orientation on what has been described sub 1. c. and d., and the recogni-tion thereof by the su-pervisor trainee, a contracting takes place too. That, also, applies to the approval, whether or not subject to adjust-ments, that the sos-supervisor gives to the supervision learning practice of the supervisor trainee (see sub 1 a.). The clarity that is given and achieved on these tasks, also makes clear the positions, roles, and responsibilities in the cooperative relationship, which can be regarded as gi-

ving direction. It is also a demonstration and realization of aspects that are important for con-tracting in supervision.
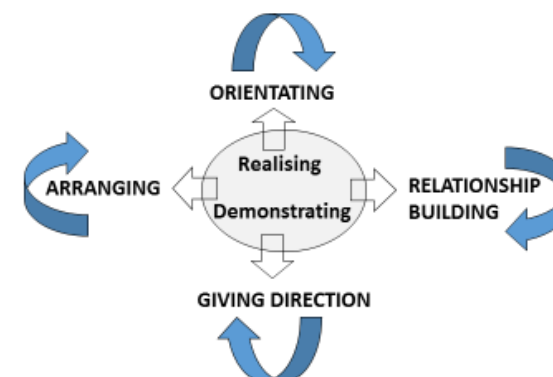

Figure 2. The dynamics of the beginningphase in supervision of supervision (Louis van Kessel, 2019)

4. There is a need for arranging
In order to follow up the first meeting, it is also necessary to arrange things, either in that first meeting or in a sub-sequent one. This includes: the input of learning material, its how and when; duration of meetings, and its place and time; how to deal with absence; confi-dentiality of what is described in the learning material and what takes place in the meet-ings; what is and is not reported in the case of a consultation or intervision of sos-supervisors amongst themselves. The professional code established by the respective pro-fessional supervisor organization forms the basis for this.

Supervision of supervision and the thematic areas that influence each other, as a context for its theme development
Many factors directly or indirectly influence the super-vision of supervision as figure 3 shows. As a result, the

context for its theme development is multiple. Having a view of that and consciousness of that makes it easier for the sos-supervisor to direct the theme development that is important for the desired learning development of the supervisor trainee and to balance the relationship.

Points for attention for the handling of the rela-tionship in the supervision of supervision

- Providing clarity about the relationship between sos-supervisor and supervisor trainee - and how this relates to the difference in position, role, and respon-sibilities arising from it - prevents misunderstandings and false expectations. That also reduces feelings of uncer-tainty and anxiety. It increases the creativity to devise and explore alternatives and allows the supervisor trainee to investigate what strengths and weaknesses are in his/her func-tioning as an aspiring supervisor, and what needs further development in him/her.

- How the sos-supervisor and supervisor trainee shape their relationship is reflected - symmetrically and complementarily - in the way the supervisor trainee deals with his/her supervisors in his supervision learning practice and vice versa.
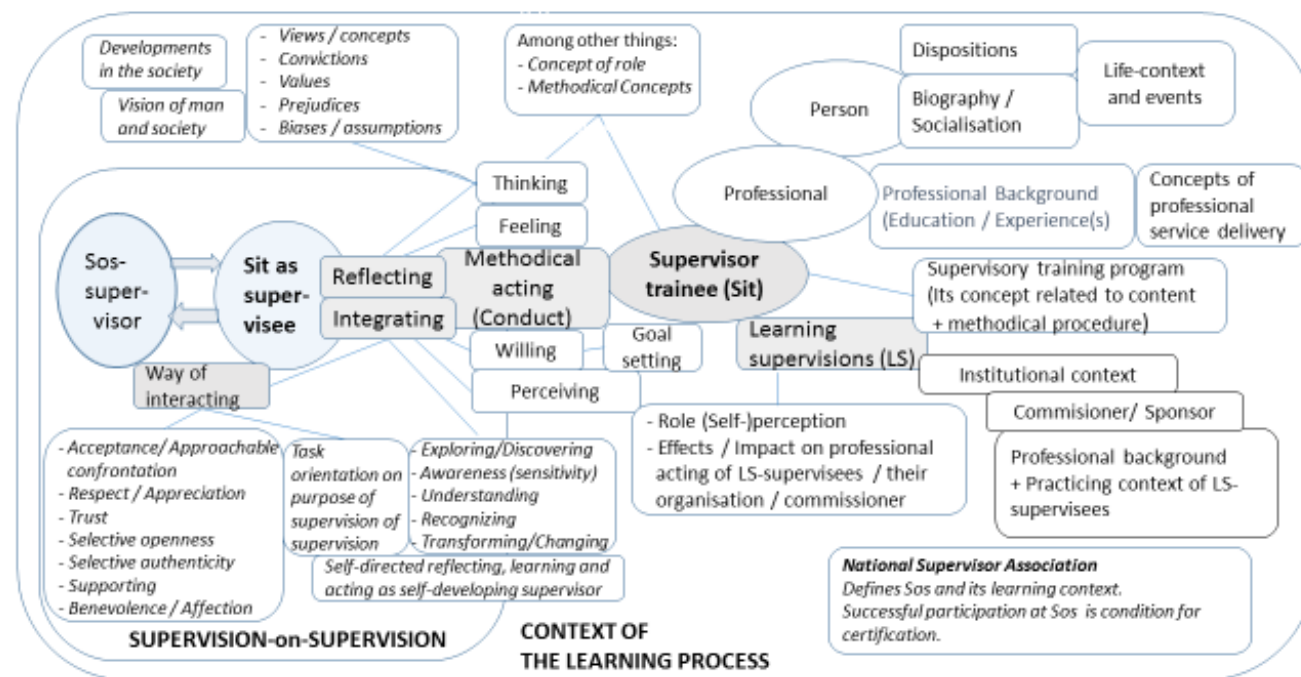
The initial phase of the supervision of supervision has a specific dynamic

- The sos-supervisor may tend to go into those aspects of a theme that are related to as-pects that also play a role for his/her inner being, especially in their polarity acceptance and non-acceptance.
- It is essential to use own feelings as hypothetical instruments. That applies to both the sos-supervisor and the supervisor trainee. However, something that is experienced in a certain way does not have to be correct or learning-promoting. A self-critical and se-lective approach is needed, which requires decisions about what to and what not to make known to others by self-disclosure. The principle of 'selective authen-ticity' ("Not everything has to be said, but what is said, should be genuine") (Cohn, 2002, p. 77) is an essential guide to that.
- It is crucial to observe non-verbal signals. If this does not happen, essential information will be lost.
- Investigating what experiences in situations and interactions evoke in the supervisor trainee's inner being, in perceptions and (re-)actions, and how these relate with current personal or professional situations or the personal biography, is an essential aspect of su-pervision of supervision. Only investigation of behavior at a pragmatic level, however necessary, is not sufficient. ■

Figure 3. Dynamics of relationship and interaction of interrelated thematic areas (Louis van Kessel, 2019)

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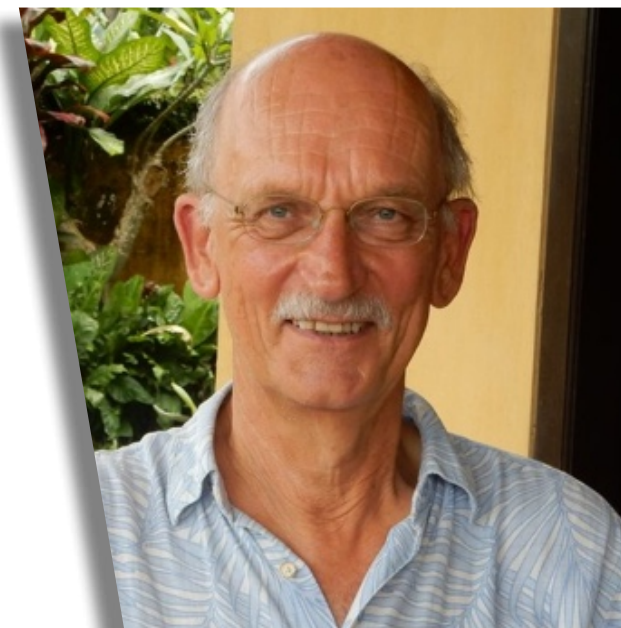
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Emotionally evaluating attitude of comsumers toward supervision service in Latvia

■ **Maija Zakrizevska-Belogrudova**[1]

Abstract
The study is conducted because supervision in Latvia tends to rapidly take its proper place among other professions recognized on national level and to become an inseparable part of professional activities, in particular in the areas focused on humans, for example: health care, art therapies, social, educational services and business environment. Given that the demand for supervisors continues to increase, the purpose of this study is identification of the popularity and treatment of supervision service by consumers for subsequent presentation of proposals to the administration of Business, Art and Technologies University RISEBA concerning popularization of supervision service and improvement of the Master Program "Management Psychology and Supervision". 111 respondents participated in the study, including respondents who have participated in supervision (n=47) and respondents who have never participated in supervision (n=64).
The study has led to a conclusion that the attitude of consumers toward supervision is generally positive. Most of the respondents have never been parties to supervision, yet a majority of the respondents would like to experience it. There are statistically significant differences between the attitudes toward supervision in the cognitive dimension.

Introduction
Supervision is developing rapidly in Latvia, and, every year, the Latvian Association of Supervisors certifies more supervisors who will work in various environments, also as educators, to facilitate development of science in supervision. Three Latvian institutions of higher education offer a Master's Degree programme for becoming a supervisor: The University of Business, Arts and Technology RISEBA, Riga Stradins University, Latvian Christian Academy. All study programmes comply with the standard applicable to the profession, however each of them is different in terms of the content, the degree awarded, and the annual tuition fee.

It should be noted that the Latvian Union of Supervisors (www.supervizija.lv) includes 57 certified supervisors, has published three books and numerous articles about supervision, and two doctoral dissertations related to supervision have been defended (Āboliņa 2012, Truskovska 2013). The only summarising collection of papers available in Latvian, titled "Supervīzija teorija un prakse" ("Supervision Theory and Practice"), has been published (Mārtinsone, 2016). This is because, in several professions nowadays, supervision has become a component of the professional practice and also education, whereas there is insufficient information about it in business. This is evidenced by the previously conducted study into the attitude of students and employers toward supervision already (Zakrizevska, 2016), which also explains the topicality of this study. The results of the study showed that, when hearing the words "supervision, supervisor", many employers have different emotionally evaluating attitudes, and, for many of them, these may associate with in-service training, monitoring, and mentoring. It should also be noted that many con-

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sumers, including company managers and personnel managers, are still not informed about the actual benefits supervision provides in a business environment.

Attitudes of consumers are widely being researched not only in social psychology, but also in business and marketing, e.g., Event Marketing and Attitude Changes (Nufer, 2016), Attitude of Latvian Consumers Toward Genetically Modified Organisms (Aleksejeva, 2016), Situational Influences on Consumers' Attitudes and Behaviour (Foxall, Yani-de-Soriano, 2005), Customers' Attitude Towards Plastic Money (Jain, 2016).

Attitude is a relatively stable, positively or negatively evaluating response which influences and motivates the behaviours associated with them (Olson, Maio, 2003), it may be targeted at a certain individual or event, at various

A reason for negative attitudes is frequently lack of informatio

things as well as at a abstract object, it helps the individual carry out an evaluation of an object or event, adapt to the environment and express their feelings or beliefs to others (Nevid, 2014). Attitude has an evaluating tendency, and it is this evaluating element which distinguishes attitude from belief (Davey G., 2006), which can be measured by contrast signs: good – bad, pleasant – unpleasant (Ajzen 2001). Attitude has three dimensions, they show in a wide spectrum the ways attitude may manifest in an individu-

al (Smith, 1947, Rosenberg, Hovland C.I., 1960, Ya Hui, Petty, 2013). The three dimensions (or components) of attitude are formed by cognitive (knowledge about an environment object), emotional (emotional evaluation of the object) and behavioural reactions to an object (purposeful action with regard to the object) (Chaiken S, Pomerantz E.M., Giner-Sorolla R. 1995). Thus, attitude is defined as views regarding the achievement of certain targets, including understanding them, evaluation and readiness to act (Schwarz, Bohner, 2001). Emotional attitude largely differs from, for instance, cognitive attitude, because it may often not be logical or based on facts. Behavioural reaction, in its turn, may vary depending on the actions of the surrounding people, because the individual may go with the majority and act the way they do despite their knowledge and emotions being in contrast to the behaviour. It may be assumed that attitude can also be caused by false knowledge about an object.

Considering that studies of attitude are popular and particularly widespread in business in science, this study into attitudes towards supervision may the attitudes of consumers towards supervision in all three dimensions (emotional, cognitive and behavioural), which might help to find out not only the emotionally evaluating attitudes, but also knowledge and readiness to use the service of supervision.

The aim of the study is to explore the attitudes of consumers towards supervision in order to give recommendations to the management of RISEBA University of Business, Arts and Technology to popularise the supervision service and improve the Master's Degree programme "Management Psychology and Supervision".
The research questions were the following: What is the emotionally evaluating attitude of consumers towards supervision? Are there statistically significant differences

in the attitudes towards supervision between consumers with experience in supervision and consumers with no experience in supervision?

A reason for negative attitudes is frequently lack of information, and it is therefore essential to study the attitudes of consumers and provide consumers with information through questioning of individual views and values. Communication and types of communication are essential, as they assure positive attitudes among the beneficiaries. Creation of new needs and expectations by justifying it with the benefits to be achieved, assuring an understanding that change of attitudes may change the current environment. Also, to change the attitudes of consumers, it is necessary to understand the individual influencing factors. Change of attitudes may be used to popularise supervision in the business environment, which is a determinant of the topicality of this study.

Methodology
All three dimensions of attitude towards supervision are compared in the study: emotional, cognitive and behavioural, the links between each of them. Thus, it is possible to find out the affective attitude towards supervision, what the knowledge of both research samples about supervision is, and what behaviours in association with supervision each of the research samples has, simultaneously finding out whether there are any differences between the results of both samples and what these differences are. The survey consisted of 23 statements which were evaluated on a Likert-type scale with four values. (Likert-type scales) 142 questionnaires were obtained in total, of which 111 questionnaires were suitable for data processing. 31 questionnaires were incompletely filled in and, therefore, were not included in the mathematical and statistical analysis. No supervisors or supervision students were involved in the study.

The survey was completed by the total of 47 respondents who had participated in supervision and 64 respondents who have never taken part in supervision. Most of the respondents were from social work (29%) and the state and local government sector (12%), which totals to 40 %. The next largest group with 21% is the business sector, 18% represent the sector of education, 8% represent project management, 4% represent psychology, and 18% represent other, unspecified areas. In terms of the length of service, the job experience of 62% of the respondents exceeds 6 years, and this is the majority of the respondents, the job experience of 22% of the respondents is up to 4 years, and, for 16% of the respondents, their job experience is between 4 and 6 years. In terms of the position, 68% of the respondents, which is the majority, do not have managerial positions, and 32% of the respondents have managerial positions.

The questionnaire of the survey was created on the webr-poolsurveys platform and sent out to the respondents as a link electronically. The respondents could complete the survey questionnaire in November and December, 2016. The data collected during the survey were analysed using Microsoft Excel and IBM SPSS 23.0 statistical data processing software.

Results

The data collected during the survey were analysed using quantitative statistical research methods as well as methods of mathematic statistics to calculate data credibility or the Cronbach's alpha coefficient, correspondence of the data to normal distribution and determine the central tendency indicators for the data as well as the statistically significant differences.

To verify the credibility of the designed questionnaire regarding supervision, the Cronbach's alpha (or the Consistency Coefficient) was calculated. It shows whether the statements are adequately and mutually consistent within each particular scale and within the entire survey (see Table 1).

The aggregate Cronbach's coefficient alpha for all the dimensions can berated as very good (see Table 1), which means that the results obtained during the survey are credible and can be used for further data analysis and interpretation.

To determine the central tendency indicators, the Kolmogorov-Smirnov Z criterion was calculated, thus determining the significance of these scales. It shows the correspondence to the normal distribution and also what the methods to be used for the further processing of the data should be. The results of the calculation lead to a conclusion that the significance is below 0.05 for the emotional dimension and behavioural dimension scales, which means that the values of these scales do not correspond to the normal distribution, whereas the significance value for the cognitive scale is 0.200, and it corresponds to the normal distribution.

The survey was completed by the total of 47 respondents who had participated in supervision and 64 respondents

Table 1. The Cronbach's alpha coefficient for the questionnaire regarding attitude towards supervision

Scale	Cronbach's alpha	Number of statements
Emotional dimension	0.707	6
Cognitive dimension	0.900	11
Behavioural dimension	0.716	6
All dimensions together	0.707	23

Source: Author

who have never taken part in supervision. Since, based on the result of the T-test, the significance for these samples is below 0.05, it is confirmed that there are statistically significant differences in the cognitive or knowledge dimension between the respondents who have participated and those who have not participated in supervision (see Table 2).

According to the Mann-Whitney U test, which was used to study the potential differences between the respondents in the above-mentioned groups (respondents who have participated in supervision and respondents who have not participated supervision), there are no statistically significant differences in the emotional and behavioural dimension (the significance is above 0.05) (see Table 3).

All respondents were asked the question: Do you have a positive attitude towards supervision? The majority of the respondents (79%) have a positive emotionally evaluating attitude towards supervision. Still, 21% of the respondents had a negative emotionally evaluating attitude towards supervision, which suggests certain negative experience in association with supervision (see Figure 1).

The obtained results suggest that attitudes towards supervision are more negative among those who have participated (28%) in supervision (see Figure 2). This might mean negative experience with regard to the supervision service.

The results of the survey show positive emotionally evaluating attitudes of consumers towards supervision and also that supervision is popular among consumers, as 71% of the respondents know what supervision is, 64% of the respondents know where to find information about supervision, and the majority of the respondents (73%) would be able to explain what supervision is if asked by a friend. 42% of the respondents have participated in supervision.

Table 2. Differences in attitudes towards supervision in the cognitive dimension: experience in supervision

| Cognitive dimension	Arithmetical mean	t	Significance
Have participated in the supervision	18.6170	-7.522	0.000
Have never taken part in supervision	26.6250	-7.399	0.000

Source: Author

Table 3. Differences in attitudes towards supervision in the emotional and behavioural dimension: experience in supervision

| Scale	U	Significance
Emotional dimension	1,475.50	0.864
Behavioural dimension	1,469.50	0.836

Source: Author

The results of the survey also show that the majority or 63.6% of the respondents claim that they understand the process of supervision; approximately one half or 49% of the respondents have no knowledge about how to organise a supervision session; 85.6% of the respondents are ready to attend a supervision session if necessary, but others would most likely not do it; almost one half or 47.7% of the respondents are not ready to pay for supervisor services as part of their job.

The obtained results show positive tendencies in the development of the supervision service. Although the service is becoming more popular, almost one half of the respondents are not willing to pay for it themselves. This means that consumers have not been made aware of the benefits supervision provides.
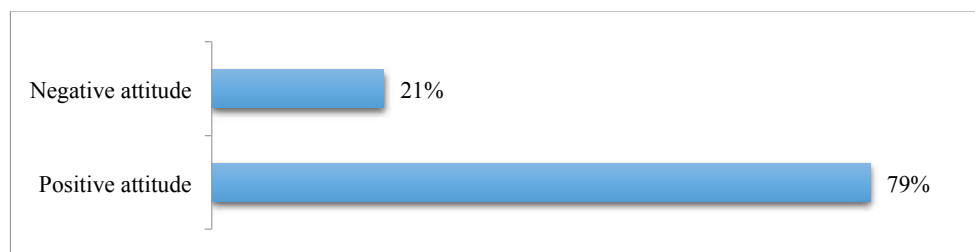
Source: Author

Figure 1. Emotionally evaluating attitude towards supervision
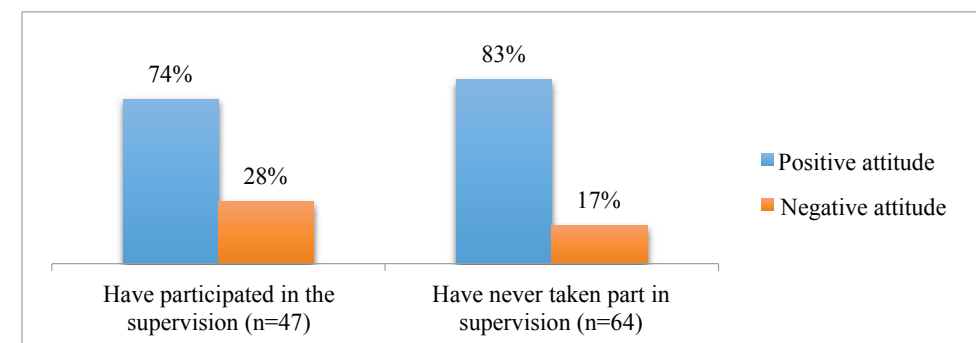
Source: Author

Figure 2. Emotionally evaluating attitude towards supervision in two samples

Conclusions and Recommendations

The conducted survey is significant for the development of supervision as a sector, and the obtained results show the attitudes of consumers in two samples.

Although the emotionally evaluating attitudes of consumers are generally positive, there is knowledge about supervision and readiness to use the supervision service, consumers are not ready to pay for it and do not know how to organise a supervision session in case it was necessary
.
There are statistically significant differences in the cognitive or knowledge dimension between the respondents who have participated in supervision and those who have not participated in supervision, and this suggests that those who have participated in supervision have knowledge about supervision.

When comparing the results of the two samples, i.e., the emotionally evaluating attitudes of the respondents who have participated in supervisions and the respondents who have not participated in supervisions, it can be concluded that those who have participated in supervisions (28%) have more negative attitudes, and this might be suggestive of negative experience with regard to the supervision service.

The obtained results and the conclusions drawn allow to give the following recommendations to the management of the Master's Degree programme "Management Psychology and Supervision" of RISEBA University of Business, Arts and Technology:

Attitudes are related to the experience with supervision one has had. It can be assumed that the consumers who have received the supervision service are not satisfied with it and, consequently, are avoiding or will be avoiding group and team supervisions. Therefore, it is essential to provide a quality supervision service by preparing highly qualified specialists – supervisors.

It is necessary to continue to promote the supervision service in mass media and social networks, laying particular emphasis on the benefits of supervision for employees and managers. For example, by giving interviews and preparing publications for various popular science magazines. ■

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Group supervision supporting music therapy student's study process

■ **Malle Luik, Ph, Tallinn University**

Abstract

Background

Numerous group supervisions have been conducted in the last decade in Department of Creative Arts Therapies of Tallinn University to support music therapy students' traineeship; so far no research has been made in Estonia on music therapy supervision.

Objective

The article describes the background of the research, some facts of the history of music therapy supervision, the basic approaches of music therapy supervision, the developmental levels and phases of the process of music therapy supervision, the supervision needs of the students and the role of supervisor. The research was made to determine supervision needs of 1st year students of Master's Degree and effective group supervision methods, describe study experience and expectations of the supervised and search for changes in work methods of supervisor for making supervision more effective.

Method.

The research was conducted in academic year 2016/2017 with 12 students; different supervision and music therapy techniques were applied in group supervision. At the end of the 1st and the 2nd term the students filled in written feedback questionnaires for describing the experience gained through supervision and their expectations.

Results

Qualitative analysis of the 1st year questionnaires implied students' higher needs for acquiring necessary skills for child therapy and communicating with parents, general performance as therapist and student. Music-based sculpture was considered the most effective work method. Important benefits of using music with verbal communication were discovered. Students acquired new knowledge, enforced performance skills and practiced new techniques. Groups of six were preferred for supervision; supervisor should demonstrate various supervision methods and techniques, possess good verbal and non-verbal tools in supporting and confronting situations. Questionnaire results enhanced professional skills of supervisor and group supervision study process for students.

Keywords

Music therapy group supervision, supervision needs and experiences of the music therapy students, effective methods and the role of the music in supervision.

In autumn of this year, 2019, the Department of Creative Arts Therapies of Tallinn University (hereinafter the „TU") will celebrate its 12th anniversary. In previous years a number of visual art therapists, music therapists and movement/dance therapists have earned Bachelor's and Master's Degree in this department. Based on the Master's Degree curriculum each arts therapies student earning the degree will do during the four terms special traineeship in addition to specialized and general subjects; the special traineeship enables to acquire work experience in working with target groups of different institutions. The students start their traineeship immediately in the beginning of the studies of the 1st term. The traineeship is done under the supervision of the tutor assigned by the traineeship team. The faculty members or supervisors of the respective arts therapies study fields conduct groupsupervisions during the 1st and 2nd year. Regular group supervisions of four academic hours held each month support the students in doing their traineeship.

The author of the article acquired the first experience in teaching and supervising the music therapy Master's Degree students of TU in the academic year 2016/ 2017. The course of the process gave arise to the need to search for further information on supervising the music therapy

students in the rest of the world. Summarizing the topics discussed during the group supervisions held in the academic year was considered necessary. The summaries reflect the students' need of field-specific knowledge/skills during traineeship and help to supplement the study process of specialty subjects. The supervisor was interested in the group supervision methods considered effective and interesting by the students, and also in the important

The personal work style was implemented for making the supervision process more effective

study experiences, including the differences detected in applying the verbal and music based group supervision techniques. The feedback received from the students served as information about the former activities and possible development areas of the supervisor; the personal work style was implemented for making the supervision process more effective.

The music therapy supervision is a rather new professional field, therefore the short overview of the development of the field is given.

Short overview of the development of music therapy supervision

Music therapy is defined as evidence-based form of therapy, in which the professional music therapist uses the music and musical activities systematically and purposefully in the therapeutic relationship with the individual or group, for maintaining or improving the physical, psychological and/or mental health of the person, or for preventing diseases

or disorders(https://term.eki.ee/termbase/view/4762067/#/concept/view/1283770995/).

The University of Michigan, USA, was the first educational institution in the world, which started to provide music therapy studies as higher education in 1944. The clinical practice became the most important part of the learning process, therefore the university was the first to implement the 6-month traineeship requirement in curriculum (Davis & Hadley, 2015). Very little information on supervision was provided in both, the named period, and also in the 1970s and 1980s. (Stige, 2001). It is known that before 1990s supervision formed one of the main parts of educating the music therapists in USA and Australia. The supervisor's role was assigned to senior therapists, as it was hoped that they could perform the role. Unfortunately this was not always the case, whereby the need for educated supervisors arose (Estrella, 2001). At the same period, mainly the psychotherapists and psychologists instructed the music therapy supervisors in UK. The results of questionnaires showed that experienced music therapists were preferred as supervisors, and this implied the strong need for music therapists as supervisors (Odell-Miller, 2009).

In 1990 the Association of Professional Music Therapists (APMT) of England revealed the definition of the music therapy supervision to the public: „Supervision is a process to enable music therapists to discover ways of improving their working practice through examination and exploration with the supervisor, of casework in a supportive way"(Odell-Miller, 2009, p. 6).

In 1990s the interest in music therapy supervision arose foremost in UK, Germany and USA. Later APMT (2008/2012) supplemented the music therapy supervision definition and outlined the clinical supervision guidelines. The first training for music therapy supervisors was organized in the Royal Swedish Academy of Music in 1998; the training was conducted by Ingrid Hammarlund (Stige, 2001).

After the World Congress of Music Therapy, held in

Washington in 1999, the spectacular presentations were published in the book Music Therapy Supervision (Forinash, 2001). This represents the International collection of music therapy models and approaches (Odell-Miller, 2009); in this article I use mainly references to the authors of the aforementioned book.

Main approaches and techniques of music therapy supervision

Nowadays the supervision is mainly implemented in the music therapy post-graduate training, foremost during the traineeship and clinical work performed after the studies, when preparing for certification or acquiring certificate of professional competence. Supervision is considered to be the bridge between theory and practice (Estrella, 2001). The main approaches of music therapy supervision are based on the philosophical standpoints of different psychotherapists. Thereby we have supervisors, who conduct, based on their therapeutic preparation, either psychodynamic, psychoanalytic, systems-centered, solution focused, humanistic or similar therapy oriented supervision. Integrative approach or combining different approaches into supervision is popular.

Lee and Khare (2001) emphasize the music-centered approach in music therapy supervision; this is not a separate supervision theory, but this may be discussed separately or in combination with other approaches. Music therapy techniques are transferred into other theoretical frameworks handling the aspects of music therapy process.

According to Frohne-Hagemann (2001) the professional music therapy supervision is a rather new discipline, and its development should be based on multiperspective view of supervision and integrating the general and specific music therapy supervision. Verbal and non-verbal techniques are used: this involves free verbal association, envisioning, sculpture technique, role plays and/or identifying the emo-

tional quality of individual's function with musical instrument as a symbol. Several psychotherapeutic techniques are added to the aforementioned. Different techniques are discussed from the aspects of different theories. According to Odell-Miller (2009) the music therapy supervision conducted in both, USA and Europe, uses mostly and mainly musical role play, which originates from the psychoanalytic music therapy of Mary Priestley (1994), conducted in the 1970s.

Models and levels of music therapy supervision process

Bruscia (2001, p. 286) distinguishes two important maturity levels of the supervision process: techniques and relationship development. And these combine the five sublevels.
1) *Techniques*. The first or the action-oriented level deals with how to react to patient's behavior. The aim is to help to develop the professional behavior of the supervised. The second or the learning-oriented level deals with questions what the therapist could plan differently, search for and find errors in therapist's work.
The student's needs are in focus, both in a specific context and in the specialized area in general. The student acquires knowledge, skills, and understanding for becoming more effective (e.g. practicing the music therapy techniques). The student learns to conduct the music therapy session and the supervisor learns to implement different supervision techniques efficiently.

2) *Relationship development*. The third or the client-oriented level deals with the reasons of the client's behavior. Which urges the individual to change or learn? The focus moves from the student's needs to the client's needs. And at that point the supervisor asks, what engages the student the most. In the fourth or the experience-oriented level, the supervisor helps the student to experience how (s)he perceives, thinks, feels, reacts „as the client behaves in a certain way". This means self-exploration at conscious and

anoetic level, and is related to definitions „here and now" and „what if". The uniqueness of the student-and-client and the student-and-supervisor relationship is discovered (e.g. how the student perceives his/her relations with the supervisor during the session).

In relationship development maturity level the attention is turned from the external aspects of the work to the internal aspects, to the client and client relationship. The same applies to student and supervisor.

Bruscia *(ibid)* implies also to the fifth, the countertransference-oriented level, for which the supervisor should be good at applying the psychodynamic approach.
Upon conducting supervision one can move from one level to another, depending on preparedness of the students. For fulfilling the student's needs it is important to distinguish the accurate level and maturity of the student. Parallel processes take place also in pairs student-client and student-supervisor, whereas the latter reflects the first *(ibid)*. The supervision models of different authors concentrate on different development phrases of supervision, where parallels to Bruscia's *(ibid)* levels can be noted. For example Thomas (2001) considers the student-centered level to be important, and thereby emphasizes the development phrases of students, i.e. how the students acquire observation skills, assisting skills and the skills of individual therapeutic work. The supervisor must be open to different and common needs of the students and to respectively support their development. Feiner (2001) concentrates on the development phases of the psychoanalytic relationship between the student and the supervisor, implying that the relationship constantly changes over time, depending also on the development of the supervisor. Farnan (2001) describes similar phrases, but not in the relationship between the supervisor and the person being supervised; he describes the phrases in the competency-based context, relying on

the competency-based music therapy training established by the *American Music Therapy Association* (AMTA). Shulman-Fagen (2001) introduces the development phrases of supervision in working with the student from the psychodynamic point of view: starting from building the „container" to the student becoming completely independent. According to him the work methods of the supervisor change in the course of the process, as the supervisor having been in charge, starts to share liability with the students. He also emphasizes the importance of fine arts in supervision: the fine arts can serve as the medium for meeting, inquiring, keeping, going through and solving the issues arising. While using the fine arts, the supervisors continue exposing the efficiency of the arts.

Expectations and needs of the students together with the role of supervisor

The expectations and needs of the students, and the role and tasks of the supervisor, depend on completing the aforementioned development phrases of supervision. According to different authors the students starting to act as music therapist in the new place of traineeship, feel insecure about their abilities, skills and identity. They constantly need to explain the role of music therapy and music therapist to their audience, as this is something rather rare and different from the roles of the other persons doing traineeship in the institution. It is advised to pay high attention to the needs of the students and to explain how supervision can be used in doing the traineeship. The students long for lots of affirmation and acknowledgement, but in reality the positive feedback is given rather rarely. While supporting, the supervisor can eliminate the anxiety of the students and be sensitive to the students' needs perceiving his/her own power. The supervisor's aim is to reduce the unrealistic expectations regarding his personality, so that he should not be forced to behave perfectly and give all-knowing answers to all questions (Kadushin, 1992; Feiner, 2001; Thomas, 2001).

The students have several hesitations and fears, and the same applies to the supervisor starting to work with the students: if and how the work will be appreciated, what is the reaction to mistakes etc. Performing as an all-knowing person is dangerous for the supervisor and the work methods should be continuously and critically assessed (Feiner, 2001, p. 101). Farnan (2001) suggests the supervisor shaping the personal work methods to ask: which are the study needs of the student, how can I fulfill the needs, what do they need and what should I teach?

Several roles have been given to the supervisor, among others it has been written that the supervisor performs three roles: teacher/educator, administrator and supporter (Kadushin, 1992). In addition the role of assessing the students' performance or „doorman" is performed (Stige, 2001); the role is associated with liability and is based on the quality of the supervision and the service provided to the clients. The liability towards the society is associated with quality control in the interest of the clients and the field of study. Supervisor is also a person having the power and whose mission is to empower the others. The challenge is to develop strategies enabling the empowerment and enforcement of the supervised (*ibid*).

Instead of being the expert, critic or over viewer, the supervisor is given the role of so called „not-knowing listener", of serving as an example that it is okay to be good enough and helping the students to find the answers themselves. The skill of drawing the line between therapy and supervision is considered important (Shulman-Fagen, 2001; Stige, 2001). Bruscia (2001, p. 282) uses the term „*apprentice*", which stands for the academic supervisor of the music therapy students in Temple University, and implies to the person working for acquiring the proficiency level. Apprentice's aim is to distinguish the liability and roles of academic and clinical supervisor; to understand the different levels and ap-

proaches of supervision; to be able to observe and analyze the clinical work in music therapy, to develop positive relationships with the supervised and with other supervisors; to self-host supervision meetings; to understand personal and professional resources and their influence on the supervised, his clinical work and the supervision process. During the period of performing the research, the author of the article drew parallels with the apprentice role defined by Bruscia, who after having recently completed the supervision training and based on the academic role, tried to consider (a) the supervision needs arising from the traineeship done by the student and supported the activities of the supervised; (b) the requirements established by the university for the curriculum, traineeship guidelines, aims, assessing and recognizing the study materials and the report. In performing the work the following common characteristic of apprentice and student were found: they both are instructed by supervisor on their learning process and they face challenges in their professional development. They both need similar support, write feedback to the supervisor, fill in the traineeship, supervision and covision report, and work according to given instructions. They both follow their supervisor as model, they hold regular meetings with their clients/students and work on developing their relationship with supervisor.

Summary
Music therapy supervision is a rather new professional field of study, which often integrates the approaches of different therapies and techniques. The supervisor has to know the levels and development phases of the supervision process, the needs and expectations of students arising from the levels and phases; at the same time the supervisor has to follow the requirements established in the university's curriculum and finally, the supervisor is liable to society regarding the quality of the service to be provided by the future therapists. Therefore the research concentrates on the students' feedback, which helps to discover new ideas

for making the study process more efficient and developing the professional skills of the supervisor.

Qualitative research on group supervision of the 1st year students of music therapy Master's Degree program

Purpose and research questions

The aim of the current research paper is to discover the supervision needs of music therapy students and effective group supervision methods; to describe the study experience of the supervised and their eventual expectations towards supervision; to find the necessary changes for making the personal work style of the supervisor more effective, enhancing thereby the efficiency of supervision. The following questions arose from the purpose of the research paper: which are the supervision needs of the 1st year students of music therapy Master's Degree program based on the 1st and 2nd term traineeship? Which is the study experience, efficiency and eventual expectations of the students regarding group supervision? How is the efficiency and differences of different group supervision methods (incl. verbal and music-based techniques) evaluated and perceived? Which changes are needed in the personal work style of the author of the paper, for enhancing the efficiency of supervision?

Method

Participants

The research was conducted as action research during the 1st and 2nd semester of the academic year 2016/2017 among 1st year students (n=12) of music therapy Master's Degree program; the students were divided into two groups with equal size (n=6). Both groups of students participated each month (total 12 times a year) in one group supervision with duration of 4 academic hours.

Instruments, procedure and methods of data processing.

13 different supervision and music therapy methods (incl. verbal and music-based techniques) were used in research paper processes, in the group supervisions of 1st and 2nd term. Written questionnaire was used for collecting data. At the end of both terms the students filled in semi-structured feedback questionnaire for describing their experience. Based on the results of the 1st term questionnaire changes were made in the 2nd term supervisions. At the end of the 2nd semester the third semi-structured questionnaire was used for determining the expectations regarding the form of supervision to be conducted after the studies.

Numerical data were used for creating sequence of effective methods. Average grade of supervision's usefulness was calculated on scale of 1-10 points (10 was the highest score). The results of the two terms were compared and based on the supervision experience of the first academic year generalizing summary was written. The students' most common expectations regarding the form of supervision to be conducted after completing the studies were determined.

Filling in the questionnaires was voluntary and anonymous for students. As according to the curriculum, the students had to include the supervision experience in the traineeship documentation, filling in the questionnaire was helpful for the students. The students were told that they would receive feedback on the results of the research conducted.

Results

Supervision needs of students

Analyzing the content of data showed that the supervision needs of 1st year music therapy students increased during the two first terms more than two times: in the 1st term 21 topics/questions were proposed for discussion in supervision, in the 2nd term the number was 49 (in total 70 per whole year). The group chose 33 of those (8 and 25) to be handled in practical work.

In the 1st term the students preferred the topics concerning child therapy. The topics were related to questions arising from specific target group, aim of therapy, problematic situations during session and finding suitable techniques. During the academic year the topics related to children were chosen two times more than the topics related to adults.

In the 2nd term the needs of students concerned their communication with parents and coping with oneself as therapist and student. For performing as successful therapist the students tried to find balance in themselves and worked with the topics like creativity, time management, health, limits, liabilities, concerns, insomnia, finding resources, self-confidence.

Study experience gained through supervision

Considering the sequence created based on the number on answers, these are divided into 3 categories:
1) Acquiring new knowledge/ideas and new understanding/viewpoint (17 answers)
"Supervision helps in discovering the new viewpoint in the process of trying to solve the problems."
"If the change is desired, one must start with oneself (...). Respect the client's resistance, keep the client's pace, do not impose the activities you have planned on the client."

2) Coping experience, incl. when communicating with parents (16 answers)
„Working on myself (e.g. self-imposition, self-reflection) – ability to implement the knowledge acquired in practice. I was confirmed that I need to trust my intuition, creativity and earlier experience gained and to implement them in my work (...), that I do not do anything wrong. "

3) Positive experience gained from practicing/trying new techniques (12 answers)

„Applying different techniques on each other in the group is valuable study experience – how to do something, what to avoid, do differently, observe".

„Thinking about specific supervision techniques, I first recall the timeline technique (solution-focused working method). It impressed me. Also, training on giving feedback was important (empty chair)".

In the 2nd term the students described their positive experience on the special effect of using music in supervision process.

„Music has enormous influence (..). I re-experienced that music is a very powerful medium in therapy. If the words can be illusive and deceiving or they can even be lie, music generally is truthful".

According to students' feedback they could use their 1st term study experience in both, personal life and therapy. Many acquired techniques and activities were already implemented or were planned to be implemented in traineeship. The study experience of the 2nd term encouraged the students to make specific decisions regarding coping with everyday issues, described how to make therapy more efficient and give precise feedback to client and/or parent.

„ I have received certain ideas on what should be done and by when (...). I try to write my thoughts down, I take notes."
„I need to listen to client's aim more carefully, to know what kind of support he needs."
„When giving feedback, it is important to emphasize the positive things and the development."

The efficiency of supervision

was evaluated in the scale from 1 to 10 points, whereby 10 was the highest score. The supervision meetings of the 2nd term were considered more useful (9.4 pts) than these of the 1st term (8.3 pts). The efficiency was more expressed upon handling the topics proposed by the students themselves and less upon topics proposed by groupmates. The new knowledge/ideas and techniques to be used in doing traineeship were considered most useful. Also, new thinking/viewpoints or developing new attitude and understanding was pointed out to be efficient. In the 2nd term the students were also thankful for support and encouragement and considered this useful. When working on the cases proposed by group members, engagement in discovering the essence of the problem and in searching for respective techniques and solutions were considered useful; the students also worked in parallel with their topic in the mind. Interesting experiences were gained through new work methods of supervision and role games, through which the group members were actively involved in discussing the topic, whereby they could experience different roles and discovered new knowledge and techniques.

Effective supervision methods

Based on the number of methods/techniques used, their efficiency was assessed respectively on scale from 1 to 6 pts in the first term and on scale from 1 to 7 in the 2nd term (Table 1).

The most effective methods/techniques experienced by students during the academic year, the score of which was above the average score (3.5 to 5.4 pts), were the following:

1) music-based sculpture
„Sculpture enabled me to directly feel the effect related to musical and non-musical context (body, movement, location in the room, musical expressions etc.). It was a very impressive experience for me personally."

2) Solution-focused approach (with and without music)
„This worked really well in the context of the current topic; it was crystal-clear that the solution-focused method worked, the chosen interventions (scale, using pictures and musical instruments, notes) supported using the method. Using the technique enabled to achieve noticeable results with the respective client."

Table 1. Sequence of group supervision methods' efficiency

1st TERM (from 1 to 6 pts)	X=3	2nd TERM (from 1 to 7 pts)	X=3.5
1. Applying expressive music therapy techniques (children)	3.8	1. Music-based sculpture	5.4
2. Music-based roleplay	3.5	2. Solution-focused approach (music- based& without music)	4.0
3. Sculpture (verbal)	2.7	3. Music-based spectrogram	3.9
4. Structured group covision	2.3	4. „Empty chair"	3.4
5. Visual description of the topic on paper	1.3	5. Receptive music therapy technique	3.3
6. Presenting traineeship report in the group	1.2	6. Roleplay (verbal)	2.8
		7. Presenting traineeship report in the group	2.0

„Thinking about specific supervision techniques, I first recall the timeline technique (solution-focused working method). It impressed me."

3) Music-based spectogram
"Spectogram on the floor and using the instruments was interesting, as it showed visually the client's relations and how they changed during the supervision. The changes occurred rather quickly. It was interesting to think about it and something fascinated me about it. Musical intervention enabled to better capture and understand the problem as a bystander."

4) Practicing expressive music therapy techniques
"Practicing the techniques in the group is extremely necessary. Acquired new thoughts, ideas, supplemented the skills as a therapist. We have so little time! At the moment we are thirsty for the practical experience, for increasing the students' self-confidence and self-concept."
5) Music-based roleplay (3.5 pts)
"Roleplay with music provided me with the most insight for understanding the client's world, their relations with surrounding persons, about what they need (could need) for moving on. Playing musical instruments together while applying the previously given roles was extremely impressive and triggered strong bodily sensations."

Presenting the traineeship experience in the group at the end of the term was considered the least efficient.

The importance of using music in supervision
was mentioned in students' descriptions, which stated the following.
- Music helps to express feelings more easily, which helps to understand the essence of the problem more easily (8 answers).
  „The musical instruments helped to reveal the feelings and the bystanders could understand the versatility of the problem."
- Music takes it to a new level, where the information is more precise, meaningful, and quickly accessible in bigger amount (5 answers).
  „The ability to use music in addition to verbal techniques/interventions takes it to a new level, where there is better access to information."
- Musical intervention „is different", it is more gentle and easier, less tiring and easier to remember than the verbal (4 answers).
  „Musical intervention enables to discover the essence more quickly and is less tiring for the participants (...), provides more information, and is somewhat more gentle, easier approach and it enables to achieve better result than when using the verbal one."

Students also stated that music supports the verbal work, by providing material for self-expression and reflecting (3 answers). Only five students commented on using verbal methods; they found that it enables to convey the content precisely, is clearer than the music and enables to gain the immediate experience. They also considered both, the musical and verbal intervention to be very effective and to supplement each other, as combining those enables to achieve the best result.

Cooperation with supervisor
The students tended to describe the personal characteristics of the supervisor first (e.g. understanding, good guide, skilled, trustworthy, intelligent), and thereafter the supervisor's behavior (e.g. the supervisor gave 100% attention, applied skillfully versatile supervision techniques leading to good ideas; supported the supervised). In both terms there were only some opinions regarding the quality of cooperation; mainly very good cooperation and support was mentioned.

Making group supervision more effective
Based on the results of the 1st term questionnaires the students expected the supervisor to make the necessary changes. The students wanted all the group members to have equal chance to work on their topic on each supervision meeting and the meetings to have balanced structure (incl. strict compliance with timetable). Conducting supervision in the evening was considered tiring.
The following activities and changes were implemented in the 2nd term. In the beginning of the term it was explained to the students that the meeting framework does not enable to thoroughly discuss the topics of each student; the supervisor aims at helping the students to find resources in their traineeship, and is not an expert providing the students with the final answers. The meetings had very strict structure regarding the content and time; the structure was agreed in cooperation with students and each student was given the chance to briefly summarize their traineeship experience. The students chose 2 to 3 topics from the shared experiences, and the supervisor discussed the chosen topics more thoroughly using different methods and techniques, incl. music. The supervisor strictly adhered to the set timetable and organizational issues were mainly solved via electronic communication. In the course of supervision process the supervisor gave assignments to all group members. Supervisions were not conducted late in the evening.
The feedback given by the students in the end of the 2nd term revealed that „everything was well" regarding the supervision, time management was better, important topics were thoroughly discussed. The necessary changes proposed concerned the students' behavior, e.g. more thorough preparation for discussing the topics in supervision and acquiring the knowledge to be implemented in traineeship. Students expressed their gratitude and said that the supervision was very supporting and useful.

"Thank you,(..)., for setting a good example, for providing good and useful study experience!"

" The supervision of the 2nd term was really powerful experience, it was interesting, intensive and educative! All the very best to you!"

Expectations for supervision to be conducted after the studies.

According to the results of the questionnaire free group supervision in a group of 6 persons and with average duration of 3 astronomical hours is preferred; the sequence of conducting the supervision depends on the real needs of the therapists, whereas providing coffee/tea is not considered important. Supervisor's gender is irrelevant (according to some students the supervisor of opposite gender could have effect) and supervisor's work style should be rather variable than monotonous, and should include both soft/supporting intervention and confronting, verbal and non-verbal (mainly musical) intervention in equal amounts.

Discussion

Making the supervisor's personal work style more efficient.

The results achieved reflect that the intensity of both, supervisor's and students' activities has increased during the academic year. Based on the number of topics proposed and discussed we can say that the efficiency of supervisor's work style increased significantly during the 2nd term – the number of the cases studied was three times higher than in the first half of the year. The number of answers given regarding cooperation with supervisor also increased more than two times. The students' scores on the effectiveness of group supervision increased across terms – this applies to both, discussing one's own and group member's case. In addition to acquiring new knowledge, understanding and techniques, the students enjoyed the most the encouragement and support when discussing the cases. We can

definitely say that this was due to the changes planned based on the questionnaire of the 1st term and implemented on the 2nd term. In addition the supervisor applied new methodologies in the 2nd term, encouraging all the group members to actively participate in the activities and play their role or part in discussing the cases.

The sequence of the effective supervision methods reflects the need for combining music with supervision methods more often. This can be done upon the sculpture-method, the solution-focused method, spectrogram and role play, which had the highest score.

"I always try to use music on supervision session. I think this has crucial importance in music therapy supervision. Music can have many functions on supervision process." (Amir, 2001, p. 209).

Based on Bruscia's (2001) supervision maturity levels we can say that during the first academic year both, the students and the supervisor worked mainly on the first or the *techniques' level*, what includes action and study-oriented approach: the students learned to conduct the music therapy session and the supervisor learned to use different supervision techniques effectively. On the second maturity level or upon relationship development, the students achieved the client-oriented level. The students tried to understand what urges the client to change and the supervisor asked what makes the students to think along and how to motivate the students to participate in processing the case. The experience-oriented or the fourth supervision level was tried to be investigated through questionnaire and perceiving the cooperation. The feedback received from the students reflected the significant development of cooperation, i.e. relationship during the 2nd term (students expressed gratitude for attendance, support and encouragement). The aforementioned level has to be further developed during the supervisions conducted during the 3rd and 4th term,

so that students would consciously pay attention to their feelings when communicating with the client, as this has a major effect on therapy quality.

As conclusion we could say that the supervisor has to further improve time management skills. *"Supervisor has to set up precise structure for supervision. Time frame and following the sequence set are important."* (Thomas, 2001, p. 136).

Conclusions for improving the study process

Based on the results of the students' feedback regarding supervision needs we can conclude that the 1st term curriculum of music therapy first year students should include more thorough and longer course named "Music therapy with children/youth in different applications". Communicating with parents needs to be taught and trained (principles of self-imposition and giving feedback). The questionnaire results also showed that students found training the music therapy techniques (especially the expressive techniques to be used when working with children) useful.

The number of topics concerned with coping with oneself as therapist and as student proposed and chosen during supervision was surprisingly high. Feiner (2001, p. 100) writes:

"Many students have implied that traineeship and relations with supervisor have not only concerned their professional development, but also their development and change as person. Their relations with supervisor changed their self-realization, how they perceive themselves and in their identity."

On the other hand this result reflects the students' need for personal therapy, and this should be continuously emphasized from the beginning of the 1st year and traineeship. The sequence of supervision methods gives rise to ques-

tions on organizing submitting traineeship reports (last in the order of methods in both terms), so that the students would consider it interesting and useful. One option would be asking the students' proposals. On the other hand the students gave positive feedback after they had two days for submitting the traineeship report, as they experienced less fatigue and concentration problems.

Naming the efficiency factors of group supervision implied that the students needing more personal encouragement and support could be recommended to participate actively in individual supervisions, where they could concentrate only on their case. This enables to experience the specialty of individual work and motivates to continue with it after studies.

Conclusion

The results of the research paper gave good overview of the group supervisions conducted with music therapy 1st year students: to discover their needs and experiences, expectations, preferred methods and techniques. Supervision process maturity levels and deficiencies were discovered, and the deficiencies can be eliminated via teaching the specific subjects and also in supervisor's personal work style. ∎

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The development of a supervisor training programme in Budapest

Past, Present and Future

■ **Éva Nemes**

What does supervision mean? What does it mean to be a supervisor, act as a supervisor? How does one become a supervisor? What does all this mean, and how does it work in Hungary today?

Any presentation of the present is inconceivable without touching on the past and the future – our past and our history are present in every moment, but it is also decisive where we are heading, what our future direction is. We are on the way.

At the same time, besides the dimensions of time, we are also embedded in a given system. While examining the development of supervision and the training of the supervisory profession we must also take into account changes in the micro and macro levels of the environment and the operating culture.

I am considering these issues now, as a practicing supervisor and as a lecturer and programme coordinator of the postgraduate course on supervision of the Károli Gáspár University of the Reformed Church in Hungary (KRE) in Budapest. Where did we start from, where are we now, and where do we go? What is the history of the 18-year-old KRE supervisor training programme, how are we doing now, and how do we see the future?

In this document I would like to present the milestones of the development of our supervisor training and its present state, with such facts supplemented by my own thoughts and questions. A detailed analysis of environmental and cultural effects and embeddedness is beyond the scope of this article, but I still would like to highlight some aspects.

Historical and social background

The history of supervision in Hungary goes back to the period between the two world wars. The Budapest School of Psychoanalysis started in the 1910s under the leadership of Sándor Ferenczi. The first form of supervision took root here, whose main purpose was to support the development and work of analysts. It is important to mention Mihály Bálint, who, as a physician and psychoanalyst trained by Ferenczi, drew attention to the therapeutic significance of the doctor-patient relationship. From the late 1920s onwards, he began to hold seminars about therapeutic relationships for practicing general practitioners. He fled the country before World War II, and worked in London at the Tavistock Clinic, where he developed the group-based form of supervision, today called the "Balint Method", to deepen the psychosomatic thinking of general practitioners (Harmat 1994).

These prosperous years were followed by years of darkness during and after World War II. In parallel with the rise of communism and the establishment of dictatorships, the institutional system of psychoanalysis was abolished and analysts were persecuted and some detained. Helping professions re-emerged in the 1960s as the socialist system became more tolerant, but their development was only boosted in the late 1980s (Bányai, Nemes, Wiesner 2015).

In the 1960s, a system of educational advisory institutes was established, where group-based case study discussions started in the 1970s for the psychologists and helping

professionals working therein. Here, based on the traditions of Bálint and psychoanalysis, a kind of supervision took place, although none of the participants defined these occasions as supervision. Since 1985, Family Support Centres that provide personal social services have appeared, and a civil organisation, the Mentor Association, has been set up to meet the supervisory needs of those who work at the former organisation (Wiesner 2011).

This is how we arrived at the end of the 1980s and the change of regime – the various forms of helping professions have since received new impetus and started to develop. We have since rediscovered the old analytical and Bálint traditions, various psychotherapeutic trends have been strengthened, and besides the methodological supervision that accompanies the development of psychotherapists, the supervision of social work arose following the Anglo-Saxon approach. New trends and forms of help have emerged, while everything has become freer, and the world has opened up.

How it all started… Years of change and transformation

In 1989-90, the change of regime brought about huge transformation and changes in the life of the country, the helping profession, and individuals.

Having grown up under the socialist system, my basic experience was a definite awareness of an unshakable belief that the communist system would never change. I cannot forget my shocking disbelief and fright when, as a final-year medical student, I saw images of street demonstrations of hundreds of thousands of people in Budapest in 1988. It became my determinative personal experience that changes that we could not have imagined took place within a few months without a drop of blood being spilled. Surprisingly, feelings of joy, liberation, and 'everything is possible' arose simultaneously with a state of uncertainty, fear, and a feeling that 'I don't know'. What's happening now? What's going to happen? After

many years of oppression, what does democracy mean? In these years of uncertain, liberated, radical change, and the flourishing of the helping professions the question 'Who can help a helper?' arose increasingly often. The need appeared to support the work of helpers, to prevent their burnout, and this opened the door to general supervision, or as we call it, the European model of supervision.

A little history again (Wiesner 2011)

From the complex processes of the emergence of supervision and supervision training in Hungary, I only highlight here events relevant to the development of our own training programme (KRE supervisor training).

A Hungarian teacher, Erzsébet Wiesner,[1] completed postgraduate supervisor training at the University of Kassel (*Gesamthochschule/Universität Kassel*) in Germany in 1993, and together with the coordinator of the training, Norbert Lippenmeier, started looking for contacts in Hungary to start supervisor training there. This process included, among others, encounters with Prof. Dr. Emőke Bagdy, Head of the Department of Psychology at the Kossuth Lajos University of Debrecen (KLTE), Iván Török, Head of the Welfare Center of Salgótarján, and the psychologist, supervisor György Sárvári, who had good relations with Dutch supervisors.

In November 1993, the Supervisio Hungarica Working Group was established with the participation of seven professionals. The main task of the working group was to prepare supervisor training, to elaborate a curriculum, and to prepare the education of the would-be trainers.

The next major date is April 1994. To introduce supervisor training in Hungary, Norbert Lippenmeier (*Universität Kassel*) from Germany, Louis van Kessel and Ynse Stapert

from the Netherlands (representatives of the supervisor training of Nijmegen College and the College of Amsterdam), and Prof. Dr. Emőke Bagdy and Iván Török from Hungary signed a cooperation agreement. After the formal agreement, the specialists of the Supervisio Hungarica Working Group were prepared for training tasks and completed their studies in 1996.

After a long period of preparatory work, consultation and organisation, in May 1997 the Minister of Culture and Public Education accredited the postgraduate supervisor training programme, the first course of which was launched in 1998 under the leadership of Prof. Dr. Emőke Bagdy at the Department of Psychology of the Haynal Imre University of Health Sciences (HIETE).

After splitting the instructor team, training continued on two locations in Budapest. In 1999, under the leadership of György Sárvári, organisational development-supervision training at the Department of Human Resources of the International Business School was launched. The postgraduate supervisor training was transferred from HIETE to the Department of Psychology at the Károli Gáspár University of the Reformed Church in Hungary (KRE) and started in 2001 under the leadership of Prof. Dr. Emőke Bagdy, and with Erzsébet Wiesner as professional manager.

And behind the scenes…

The history of KRE supervisor training is closely connected to the history of supervision in Hungary. As we look at past years, at the linear development of the story, the suspicion arises at some points that the task might indeed not have been so easy.

How does the historical time in which we live affect the development of a profession? How does the professional and social environment work?

During the 40 years of socialism no one could be absolu-

tely sure who their friends were and who their enemies. Mistrust became an almost mandatory and vital competence. The open expression of thought was dangerous, and traces of a culture of discussion did not appear very much in public, official speech. A sense of danger, caution, manipulative action, and a continuous search for the enemy were a part of everyday life.

We did not always know what to do with the advent of democracy brought about by regime change in the 90s. Elections started, and emotions were unleashed. The ideology of 'only one opinion can exist' was still in force. Families broke up because of their commitment to different parties. 'If you don't think the same as I do, you are my enemy, and I will not talk to my enemy.'

The basis for supervisory work is the creation of a climate of trust and open communication

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At the same time, there was the promise and possibility of a different way of thinking, of free choice, of free expression; and we had to taste and learn this. This social background imbued the professional and personal existence and functioning of individuals. The need to operate democratically helped to open the way to supervision, while people's mistrust and fear of open speech posed serious challenges to supervisors. It is no coincidence that in the 1990s the first Hungarian word that Louis van Kessel, a Dutch training supervisor, learned was "köntörfalazás" – 'circumlocution'.[2]

The basis for supervisory work is the creation of a climate of trust and open communication. It soon became clear that in this area of Europe the establishment of such an

operating climate would take more time than in German or Dutch supervisory practice. Thus, when the European supervision model in Hungary was introduced and the subjects of supervisor training were developed, these considerations had to be taken into account as well. It was not enough to simply adopt the Dutch and German supervision and training models, but to adapt them to local specificities and needs. This work has taken many years and continues to this day, providing the opportunity for continuous renewal and development.

What do we mean by supervision?

I consider it important to introduce what we mean by supervision. Our definition is in harmony with the supervision approach represented by ANSE[3].

In our interpretation, supervision is a regulated experiential learning and counselling process. It helps in the development of personal and professional competencies of professionals who work with human interaction and in the protection of the professional personality. Its main operating mechanism is reflection – self-reflection, and reflective learning. The mission of supervision on a personal level is the development of self-reflective competencies, organisational care at the organisational level, and professional care at the social level (Bagdy, Wiesner 2005).

The focus of supervision is the interaction between the individual, the professional task, and the organisation, and its primary aim is to care for the professional personality. By professional personality, we mean the part of the personality that includes the internal and external skills, competencies, responsiveness and attitudes, and behaviours necessary for practicing the profession.

In the supervisory relationship, the supervisor-supervised "counselling system" does not exist on its own, but

within a given "social system". Typical problems and dynamics of the social system can be mapped and reflected in the counselling system. The counselling system itself is a social system unit created by the relationship between the participants and their verbal and non-verbal communication. In this communication, the exchange and recognition of meaning takes place, and a change in operation can occur which can then generate change outside the counselling system.

The first 10 years of our supervisor training programme
The main task of the supervisor training programme that started in 2001 at the Psychological Training Center of Károli Gáspár University in Budapest was to develop the reflective and self-reflective competences of supervisor students and to develop their professional identity.
The form of the training is a postgraduate specialisation. Until 2009 we started training classes every two years, with 28-35 people per group.

Conditions of application
• At least a college or MA / MSc degree
• Minimum 5 years of work experience
• At least 60 hours of proven self-knowledge work, no longer than 5 years prior to commencement of course
• At least 40 hours' personal experience of group supervision which was led and documented by a supervisor recognized by the training institute

Main training details:
• Training time: four semesters over two years (total: 502 contact hours)
• Frequency of training: Friday to Saturday, every two weeks, all day
• Total number of credits: 120 (ECTS)
• Obtaining a diploma requires fulfilling the require-

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[2]Based on an oral statement by Erzsébet Wiesner
[3]Association of National Supervisor Organisations of Europe

ments of the subjects, preparing a final thesis, and defending the latter before an examination committee.

- The title of the diploma: supervisor

The theoretical and methodological structure of the training is integrative and eclectic, in line with its history. At the beginning, the most important theoretical foundations were a combination of German, Dutch and Hungarian training traditions. From the German (Kassel) training concept, we took Roger's humanistic psychological approach and systemic approach. From the Dutch perspective, David Kolb's Theory of Experiential Learning was most influential (Kolb 1984). From the Hungarian analytical and psychotherapeutic traditions, on a theoretical level the characteristics of inter- and intrapersonal dynamics and from a methodological point of view the incorporation of psychodramatic elements and the methodology of the Bálint-group are most noteworthy (Bálint 1990). Furthermore, it is worth mentioning the types of questions that Karl Tomm used in family therapy and Tom Andersen's work on reflecting teams which also influenced the theoretical and methodological structure of the training programme (Tomm 2001) (Andersen 1991).

The teaching methodology for the training uses the theory of experiential learning; accordingly, it is highly practice oriented. The theoretical material is processed using PBL (Problem-Based Learning). Students are involved in a lot of medium- and small group tasks and work. With the help of the exercises, they first mobilize their existing knowledge, share it, and create a new model together, which is then complemented with the existing theories. We also place great emphasis on developing supervisory competencies. From the first day of the training, the development of partial competencies starts through situational exercises which are continued every training day in the four semesters. From the second semester

on, students are required to do learner supervision first in individual and then in group settings. This work is accompanied by group learning supervision processes for three semesters, which is complemented by individual learning supervision for two semesters as well.

Nowadays…

I took over the professional management of training from Erzsébet Wiesner in 2010. Continuing the tradition, we have not changed the basic subject structure and the experience-based methodology of education, but, instead of biennially, we start training courses every year with smaller groups. We work with 12 lecturers who teach in pairs – there are always two lecturers present on training days.

We place great emphasis on the collaboration of lecturers. At the end of the academic year, in June, we regularly travel with the educational team for three days to the mountains or the waterfront. The main purpose of these "Teacher Days" is to discuss experiences, clarify questions, prepare for the next year, and to think about and introduce theoretical and methodological innovations. It is good to be together, to meet and to think together at a formal and informal level. We work as a creative workshop, and as a result of the work that is undertaken, the topics of the training are reshaped and renewed a bit each year. In recent years, we have supplemented earlier theoretical and practical foundations with knowledge about social psychology, group dynamics, and positive psychology and the latest findings about neuroscience and brain research that are relevant to supervision.

We are also beginning to develop the examination system. So far students have written many colloquium papers and a final thesis, whereby the main requirement has been to integrate and reflect on the theory and practice pertaining to a specific topic. We want to maintain

this format because it greatly contributes to the learning process and to the deepening of acquired knowledge, but to reduce the quantity. We have introduced several practical exams to provide students with regular feedback about their competence development.

Plans, directions – at 18, attaining full age…

Based on the glossary and competence profile (ECVision) of supervision and coaching, we have begun to think about developing a more conscious, methodologically more systematically thought-out system of developing supervisory competencies (Judy, M./Knopf, W. 2015). In supervisor training, the development of the reflective competence of supervisor students is our primary task, as the central element of supervision is reflection and one of its main tasks is the development of reflective competence. All this assumes that the supervisor, on the one hand, has a sufficient level of reflective competence, and, on the other, that they can transmit this to facilitate the reflective work of the supervised.

Based on the former we plan to start to reconsider competence development methodology in training with reflective competence as the focus, but we face a lot of uncertainty in this regard. The question arises, what do we mean by reflective competence? What are the elements of this competence package: how does it work? Which elements of the former do supervisors have to have? And, if we know all the above, what tools can be used to measure the different elements of reflective competence?

In order to answer these questions, we would like to open up our research and look for opportunities for cooperation and exchange of experience with supervisor training programmes that operate in other countries.

Finally…

Being a supervisor is not just a profession – it is also a

vocation, a mission. The characteristics of supervisory work – building up a climate of trust, open communication that is free of judgment or labelling, the promotion of perspective change, and a focus on development, reflection and self-reflection – can lead to a change in approach, in attitude, in mindset. We need to work on this at an individual, professional and social level. ■

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■ **Armin Schmucki**

"Integrative Counselling: Supervision, Coaching and Change Management"

The educational managers responsible for "Integrative Counselling: Supervision, Coaching and Change Management" are interested in ANSE's efforts to be a European platform for counsellors and educational institutes. This is why this education is based on the concept of EC-Vision.

An education in counselling must decide on a direction or a consulting approach. Most educations focus on one approach, for example systemic solution-oriented. In most cases, procedures from other consulting approaches are also taken into account.

The following text illustrates the extent to which an "integrative understanding of counselling" differs from this and what the underlying references are.

Understanding of counselling (Counselling philosophy)

The current social development can be described by the key-words globalisation, the growing importance of communication technologies, changes in work and company organisation, individualisation and changes in values. All these changes have an impact on organisations, teams and individual professional role holders. It is becoming increasingly important for individuals to orient themselves in this complex environment. For this, they need updated and expanded skills and knowledge. Organisations must remain responsive to the rapidly changing environment.

In this environment, those responsible for training in counselling see the following objectives:

At the individual level, it is a matter of supporting the client system in further developing the competence to creatively shape professional roles in the field of tension between requirements, external and individual expectations. At the organisational level, the focus is on supporting management in controlling the organisational change processes to be formed.

Professional counselling

Professional counselling is a working relationship. It has a clear beginning and an agreed end. Consultant system and client system are separated from each other (this applies in particular to internal consulting, which requires careful clarification of roles). The focus is on the client system.

- A consultation is carried out based on a negotiated consultation setting. As a rule, contracts are negotiated in which details of the client system (individual, team, group or organisational consulting), duration, goals, role of the consultant and finances are recorded.

In addition to the formal level, there is also a psychological contract signifying clarified mutual expectations and a trusting consulting relationship (cf. Grawe 2001).
- A counsellor has various competences, which he develops through education, experience, reflection and training. The basis for the competence profile of the training is the work of ECVision (2015).

Integrative counselling approach

The advantage of the integrative counselling approach is that, depending on the context and particular situation, different reference theories can be consulted and thus "targeted interventions can be planned" (Schreyögg, 2007, p. 92). In this way, a multi-perspective view and processing is ensured.

Petzold (2007) and Schreyögg (2010) have justified the integrative consulting approach with the intention of presenting "a consistent theory and method plural concept" (Schreyögg, p. 13). In order to avoid an eclectic selection procedure based on the "random principle", Petzold and Schreyögg demand a carefully reflected integration of various theories and methods into a knowledge structure, the "Tree of Science" (Petzold, p. 85).

Different theoretical and methodological approaches must be compatible with the basic assumptions of the human image and with epistemological positions of the counsellor. The compatibility check reveals whether and to what extent individual theoretical or methodological approaches can be used.
Because counselling is about "capturing the manifestations of human existence, human relationships and ... professional practice in as many ways as possible" (Schreyögg 2010, p. 70), phenomenological concepts have an important meaning in the integrative approach:
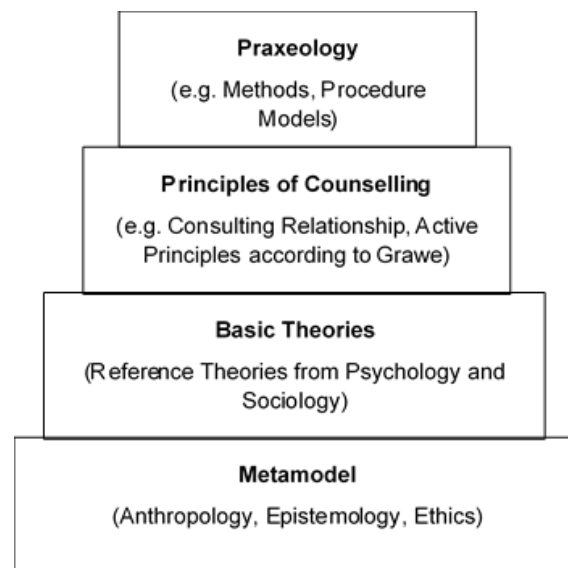

Figure 1: according to Fröhlich (2004)

phenomena should be perceived as impartially and comprehensively as possible, knowledge should be understood as an intersubjective process of interpretation and structuring. Knowledge is not merely a purely rationalistic understanding of situations or phenomena. The "non-objective" is just as important as the objective.
The integrative consulting approach clearly names anthropological and epistemological positions. The focus here is on existentialist and phenomenological models, the latter primarily in the form of Merleau-Ponty (Schreyögg 2010, p. 70 ff).

Consulting formats

Supervision

Supervision refers to the counselling/accompaniment of

individuals, groups and teams in their professional roles. Supervision is primarily about maintaining or expanding the clients' self-, social- and professional competencies. They receive support in shaping their roles, in particular with regard to professional and subject-specific requirements. "Supervision aims to accompany and optimise learning, change and development processes in individuals, groups and teams. It works on the level of perception, reflection and action" (bso 2013). The organisational context should always be included.
Originally, psychology was the reference science of supervision. Thus the focus in counselling was on the person and his or her development. Today, additional social-psychological and sociological concepts are used (cf. Schreyögg 2010).

Coaching

In the education "Integrative Counselling: Supervision, Coaching and Change Management", coaching is defined in accordance with the DBVC (Deutscher Bundesverband Coaching - German Federal Association for Coaching) as consulting for people with management functions. The focus is on areas of tension between person - role - organisation. "Coaching aims at the further development of individual or collective learning and performance processes with regard to primarily professional concerns. This can be preventive, developmental, orientational and/or problem-solving" (DBVC 2012).
The term 'coaching' was originally used in sport in England and the USA. Coaching was understood to mean comprehensive support, which encompassed much more than just the actual training. American companies began using coaching as a form of leadership in the mid-1960s (development-oriented leadership by superiors). A deeper professionalization towards professional consulting can be observed in Europe from the year 2000 onwards (see Rauen 2005).

From the outset, business and organisational reference sciences played an important role in coaching. For some time now, psychological concepts have also been increasingly used.

In contrast to supervision, coaching focuses on the person in his or her function and thus in the organisational context, although the distinction between supervision and coaching is rarely clear-cut.

Organizational consulting can support and accompany such change processes

Organisational consulting

In everyday language, organizational development is understood as a process of change in organizations. Organizational consulting can support and accompany such change processes. Historically, organizational development (OD) is a more or less defined intervention strategy that evolved from the group dynamics around Lewin. For Lewin, organizational development meant applied social science. The researchers themselves were part of the research (action research) and contributed to the OD with their "data feedback".

As a result of the constantly changing environment and the further development of systems theory, today people talk less about organisational development than about change management (cf. Krizanits 2013). "The aim of systemic consulting is to initiate and accompany long-term, sustainable learning and renewal processes in order to make systems more viable, successful and efficient. (Königswieser 2017, p. 20)

In order to be able to accompany organisations in their complex issues (and their contradictions), consultants must have a multi-perspective approach.
As already mentioned, the diagnostic tradition of organisational counselling goes back to group dynamics. Nowadays, systems theory and business administration are the most important reference sciences.

Competences

All advisory activities require the ability to develop strong professional relationships, the ability to orient yourself rapidly in complex situations and the ability to act systematically and appropriately at the same time.

There are differences between the different consulting formats (counselling of individuals, groups, teams and organizations), which sometimes require different knowledge, skills and dispositions.

These competences can only be developed in a longer process. This requires a discussion of theories of reference sciences (especially psychology and sociology), training, practical experience and their reflection. For this reason, the training is spirally structured. Central training contents are taken up several times, linked with different subject areas and increasingly deepened. Theory and practice are linked as closely as possible (cf. Erpenbeck 2017).

Principles of Education

The modular training is based on the following three principles:

Flexibility

Participants can choose between different degrees at the Certificate, Diploma and Continuing Education Master levels, depending on whether they are counselling individuals, groups and teams or organisations.

The personal and professional development of the participants is central. They are offered support in finding individually suitable learning paths.

Special focus on the connection between theory and practice

On the one hand, counselling requires a sharpened perception of the client. Empathy and interest in the narrated situation are the prerequisites for effective counselling. At the same time, a professional distance is needed in order to contribute to the understanding of the situation and the search for solutions with appropriate interventions. The professional distance is achieved by applying theoretical perspectives.

Such theoretical perspectives are imparted in training. These only acquire their value when they are successfully put into practice. Therefore, the lecturers must create suitable settings in order to practice theories and models in their practical application.

Integrative understanding of consulting

The education emphasizes the ability of the participants to find their way in the variety of worldviews and human images on offer. The integrative understanding of counselling is multi-perspectival: Only the inclusion of different individual, social and organisational perspectives enables a client system to comprehensively understand its own situation and to cope with its problems in a more sustainable way. ■

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result immediately became available to all involved in the process, the knowledge became jointly owned, professional identity had been formed and accumulated around them. As for me, intervision as an 'intercollegial' form of work has the same characteristics. Intervision becomes a necessary component of continuing education strategy, which helps both to get and to improve significantly one's professional skills.

What makes it so important?

First. Intervision groups bring equally skilled colleagues together. It creates some kind of unbiased space for free exchange of ideas and reflections, helps to work on the case, based on the actual knowledge of the group members. Everyone is in the role of a teacher and a student at the same time.

Second. The presence in the intervision group of colleagues practicing different approaches (systemic, psychodynamic, etc.) gives each participant the opportunity to look at the problem from a wider perspective, to diversify their repertoire of conceptualizations and decisions concerning cases.

Third. Group work on a specific case gives space and time for creating processes left behind general discussions. Everything underworked, unconscious, unseen is "here and now" in the group dynamic, particular in the paralleled processes. Existing on this level, intervision (being a kind of group supervision, having above mentioned phenomena as well) makes the resource, otherwise unfound and left a problem unresolved, accessible.

Intervision: learning by teaching

■ **Maryna Abramenko**

I discovered the benefits of a process of peer-to-peer learning when I was gaining a doctor degree being a student. One thing is when you spend time with anatomical atlas trying to memorize all the muscles on your own. And it's quite different when you do this together hearing others yelling out: "Look!", "Not there!", "There it is, I've found!", and you start seeing what others see. The advantages of "intercollegial focusing" back that time were undeniable: the

Fourth. Having different views on the same problem can polarize its perception so much that it will make any cooperation on finding ways out of it impossible. We can see it happening very often in the corporate environment. But it is during intervision when participants get evident experience of sometimes very contrary hypothesis integration into one collective product.

Fifth. Work in intervision groups, despite its participants,

Everyone is in the role of a teacher and a student at the same time

issues and processes, is an excellent mean for participants itself to train their so called "soft skills" – communicational skills, flexibility, adoptability, tolerance to something different, ability to work in uncertain conditions, ability to cooperate in a team etc. In a modern society with its cultural diversity, humanistic principles, professional ethics it improves the quality of communication significantly and influences the quality of team work. Unsuccessful communication can destroy any great product, at the same time, cooperation based on curiosity, respect and understanding can make miracles.

It also seems important to distinguish between educational (guided) intervisions and those intervisions which are a form of quality support within activities and development. In the first case, more attention is paid to the observance of the standard protocol of interference, to the structure of its flow, the fixation of the role of the moderator. All this stabilizes the process and provides

its educational value. In the second case, the number one goal is to be consciously aware of one's experience as a supervisor or a coach within a group of professionals, and to receive feedback from colleagues, to get impetus for studying new professional skills. Therefore, the course of such intervision is more flexible, and some issues can remain unanswered, inspiring on its further independent reflection.

Finally, it's worth mentioning that work in intervision groups is a powerful tool for improving one's level of proficiency due to the chance to see and analyze own professional actions, noticing fails and understanding their reasons, as well as getting stimulus for personal and professional growth. ■

Maryna Abramenko
Psychiatrist, psychotherapist, coach, supervisor, member of Ukranian Assosiation of Supervision and Coaching

My biography:
I am a psychiatrist, psychotherapist, working in this field since 1994. I started to work as a psychiatrist in the inpatient hospital department, later on top management positions in institutes of health care of Ukraine. Since 2003 I work as private licensed MD. In psychotherapy I prefer to apply psychodynamic approach within context of analytical psychology and psychoanalysis. Later I started to be interested in coaching and other forms of work with psychic processes in social and professional context. I worked with organizations in the fields of teambuilding, communications productivity growth, stress release and conflict overcoming, changes support, leadership skills etc. My further education is in supervision system, I'm taking part in educational project for supervisors and group psychotherapists of Lviv Psychoanalytical Institute, as well as in the educational program of ANSE in Ukraine "Supervision and coaching in the context of organization". I am a member of Ukrainian for Supervision and Coaching (USSC), Ukrainian Society of Psychotherapists (USP). I live in Kyiv. **Homepage psycho-therapy.com.ua**

Team teaching:

surplus and more work...

■ **Gerda Blom & Gerian Dijkhuizen**

Friday morning 10.30: time for theory input about Systemic Work. One of the two colleagues sits on the last chair of the half circle in which all the group members are sitting—that is thé spot when the other colleague teaches. The teaching one just asked who in the group might be familiar with Systemic Work. Some fingers rise. She starts her input, supported by sheets of information. The colleague seated in the half circle looks at the faces around her and sees that the theory doesn't 'land'. Because the students in this room don't speak Dutch she hisses the codeword: fisheyes! It is a codeword.
Teaching colleague understands the hint and starts posing questions to the group. There is some reaction, examples are given, the theory comes alive in these examples that

group members give. There is a vivid exchange between the group, the teachers and the group members themselves. Then the teacher finally can continue with the theory.

Teaching together—co-teaching. How do you do that? In 2003 we were thrown into the deep by coincidental circumstances. .

Teaching together. In a different language. In German. That was our task in Basel. At an educational program for supervisors.

What an experience!
Over the course of many years each of us has develo-

ped her own 'specialties''.
We divided the themes and topics about supervision: knowledge, skills, style of teaching and experience. By doing so we had nice balance in who would stand in front of the students to take a teaching turn.
The exercises and role-plays we did altogether. For some exercises we joined or demonstrated together in front of the group. Role-plays were performed in front of the whole group assisted by one of us as director/moderator. We sometimes divided the group into two groups—each group supported by their own teacher.

A realization not foreseen, over the years, was our own way of learning (we taught twelve years abroad in both Switzerland and Germany). Mostly, we learned through contact with our students. We did learn a lot about the importance of language and asked feedback frequently

because learning was mostly not in the mother tongue of the students. They spoke Swiss-German (at least in Basel) and we had an agreement to teach in 'high German'. But, as said, especially via the interaction with the group we learned a lot.

Learning by developing social learning skills always happens in combination with social interaction. In the course of our first group (18 adults) several questions were raised:

• How do we work together as teachers?
• How to get in contact with the experiences of our students?
• How to acknowledge the students?
• Where are the differences in culture between us and the students? How to handle these differences so that it is enriching for everyone
• Where in the program can we use the diversity that the students, and we as
• teachers, represent?

Everyone is in the role of a teacher and a student at the same time

Often, the experiences came first. Afterward, we'd read the literature and discuss the concepts of our teaching program. Finally, we experimented with other content, exercises, etc., based on what we learned in progressing this work of teaching.

Working this way, we discovered that we connected our way of teaching with 'observational learning' as Bolhuis

(2009) writes in her book (unfortunately, not translated) Leren en Veranderen (Learning and Change).

Observational learning, according to Sanneke Bolhuis: imitate actions that are shown by another person and by that you learn how things work.

In our situation this was the case on many levels:

• We saw each other teaching
• We read each others lesson preparations
• We heard the German language the other teacher used for the specific parts of her lessons
• We introduced exercises and role-play in turn
• We guided reflection moments and after-talks, in-turn
• We observed the 'habits' of our students and joined them
• We observed the way students were dealing with role-play and exercises

Bolhuis says that observational learning is a social learning competence which stands for: daring, wanting, and being able to undertake activities.

Other social learning competences important to us, were:

• Providing feedback to the teaching colleague in a way she can learn from it
• Interpreting students' questions and answering them so that space is left for
• further questions
• Empathizing with students, estimating from which considerations or interests
• they act in certain situations
• Listening to students, posing open questions—trying to understand opinions even
• when not in agreement
• Working together, doing things together, looking for and guarding common goals,
• valuing the opinion of others, dividing the work,

trusting one another, keeping
• appointments, sharing responsibility

Working together

Saturday afternoon: 14.30 hr. The program has two more topics to go before the day is over. There is still one theory input and one role-play to be made. The group members look sleepy….right after lunch. Tired of one and a half day of intense work and the theme we are about to discuss is 'heavy'. The energy is gone…. A question is raised to the 'observing' teacher: is role-play a good idea now and if not, should we be looking for an alternative action? Both teachers hope to close these seminar days positively and with energy. What to do?

Just before our tea break (15.00 hr) the 'not teaching' teacher says to the group: I get the impression you are tired. Am I right? Is there still energy left for this last part?'

There is some unclear murmur. The other teacher says: 'the two of us will just take a moment to discuss what to do next'. And that's what we do. We estimate the situation, move around in the group, look at the total program and choose an individual and group exercise with materials that are already available (so they don't have to be made up: a case). We skip the role-play. After the tea break we announce this to the group and connect our decision with the way you can change a program in times of fatigue. The dynamic is changing right away and the afternoon ends light.

The value of teaching together shows in having several, and similar, frames of reference. In our case, one of our studies was group psychotherapy—we lead a group therapy for years together (personality disorders, late

adolescents in youth psychiatry) and have many years of experience in joining multidisciplinary teams. But that doesn't make us the same teachers.

We both teach in the Netherlands (adult education) at very different institutes, teaching in our own way, with our own skills. These different ways of teaching came together and enhanced our program in Basel, Switzerland.
We both have a flexible attitude, a non-offensive way of giving feedback, using humor and relativity skills.
We could accept each other's corrections and feedback because of long years of working together in a trustful collegial partnership.

Does it go wrong sometimes?
Yes, there are moments that 'fisheyes' doesn't work—that it is not heard by the teaching one or that she doesn't agree to the signals picked up by her colleague at that moment.

The commitment is that the one teaching is 'in charge' and makes decisions.
As well as the lessons being taught, the group also learns that teachers have different opinions, don't know all the answers and that discussion is possible if they don't agree. It's also a question of good modelling.

Conclusion

Team teaching is a luxury. In what other circumstance:
- can a teacher get direct feedback about her teaching from a colleague?
- could team-teaching be implemented?
- can a teacher focus on the topics within her knowledge and experience and leave other less known topics for another teacher?
- can teachers discuss the group afterwards and make conclusions about the group process?
- can teachers have 'fun' about failures of themselves or each other?

Do we recommend team teaching? Yes, we do. As I described in this article, it definitely added a benefit to our session. One thing to be aware of: choices must be made in advance regarding which learning materials will be provided; it appears, in our session, that this was our greatest pitfall. Our group was often overwhelmed thus choices must be made in advance to not overload the group with knowledge.
After all, the whole is more than the sum of its parts. ∎

Literature: S.Bolhuis, Leren en veranderen, Coutinho 2009

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Supervisor in Europe

The state of the art

Barbara Gogala is a Slovenian supervisor, a talented ceramicist *https://www.facebook.com/bpikag/*, and a former member of the ANSE board. *https://www.linkedin.com/in/barbara-gogala-1b6a6821/*.

The second edition of this series in the ANSE journal. Supervision and coaching is more and more a question of crossing borders. Many supervisors have built up a strong contact with colleagues through intervision-groups or the Summer Universities. It seems interesting to know what they think of supervising/coaching in a changing Europe.

The exchange of knowledge, the efforts ANSE makes to connect supervisors and coaches, is meaningful in our profession. So let's hear how supervisors work, think and are educated in the different countries 'under the umbrella' of ANSE. In other words: what do they consider as important for our developing profession?

The idea is to pose the same questions to different supervisors/coaches in the EU. This second time we posed the questions to Barbara Gogola.

The interview was conducted by Gerian Dijkhuizen, (senior-)supervisor/teacher of supervisors, LVSC, The Netherlands

How long have you been working as a supervisor/coach?
19 years

What was/is meaningful to you in your education as a supervisor/coach?
Learning to reflect and to support other people to do so; meta-cognitive skills, enabling me to choose questions and interventions within supervision; awareness of the process within the group = listening to my physical reactions and interpreting them.

What is your theoretical frame of reference from which you work as a supervisor/coach?
The model is called Developmental Educative Model. It is based on the Dutch supervision school, group dynamics and the humanistic psychology. My work is also influenced by Transactional Analysis, which I studied before taking the supervision course.

If you are familiar with the ECVision glossary and matrix: how does it influence or enhance your work as a supervisor/coach?
I was part of the ECVision project team. It gave me the opportunity to re-evaluate my skills and put more focus on organizational and systemic counselling skills.

Can you mention three criteria of which you believe an EU-supervisor/coach should comply?
First: Metacognitive skills and self-awareness;
Second: Knowing and using communication skills. By this I mean interventions as questioning, interpreting, active listening, and paraphrasing as well as powerful questioning (coaching);
Third: Understanding systems and systemic thinking.

How would you like to see supervision/coaching to develop in Europe?
Connecting professionals from European countries, providing quality and ethical standards, or even better, a European licence for the supervisor/coach. Promoting the business through new media. ■