Julija Pelc

Development of the Supervision of Supervisors

The supervision of supervision in the SUPER PSIHOLOG project was organized with the aim of providing effective support for supervisors of psychologists in their attainment of the goals set in the process of supervision. Supervisors who were in charge of training supervisors also attended the training for implementing the supervision processes. There were similarities in the approach, methods, and techniques in both trainings, as well as with regard to the importance of quality interpersonal relationships, competence development orientation, and the reflectivity of the supervisors-in-training and their supervisors, which can lead to recognizing and managing the processes which will offer sufficient opportunities for achieving quality feedback, learning and growth.

Supervision

Duckert and Kyte (2015a) describe supervision as a form of continual collaborative relationship between the supervisor and supervisee, which includes both facilitating and evaluative components, with the purpose of establishing and advancing the supervisee's professional competences in order for him/her to accomplish high quality professional practice, both scientifically supported and in compliance with the definition of good practice accepted by the profession.

The supervisor and supervisee enter a process which is, as a rule, an ongoing and long-term one. This can cause intense interpersonal interactions between them or among the members of the group, if the supervision is performed in a group. The relationship with a more knowledgeable professional in the supervision process

enables the supervisee to continually learn, experience in-depth professional reflectivity, engage in proper problem-solving and develop the competences needed for autonomous and high quality professional performance.

Duckert and Kyte (2015a) state that supervision has several roles:
- Supervision is essential for the integration of theory with the professional role and work experience.
- Supervision enables monitoring of service quality and serves to protect the public.
- Supervision has a gatekeeping function for the profession.

According to professionals, the main objectives of supervision are client protection and care for the supervisee and the supervision process (Gilbert & Evans, 2000, p. 2; Gogala Švarc, 2002, p. 66). This view is particularly important when the supervisor holds responsibility for the achievement of the quality standards of an organization or a set of educational processes. This can include the introduction of supervised practice for psychologists with the aim of preparing them for independent practice in a particular field of psychology. The role that supervision plays may change and develop during this process, depending on the purpose and aim of supervision. The introduction of a competence-based model of supervised practice is structured comprehensively, and so is the supervisory approach. The educational role of supervision includes the development of skills, understanding and the ability of a professional to recognize and manage relationship dynamics with the application of communication skills, choice of interventions, ability of conceptualization, and so on. The supportive role of supervision includes dealing with emotional experience and feelings, regulation of emotional expression and response, recognition of defence mechanisms and parallel processes in the supervised practice and workplace, and exploration and management of emerging distress. The qualitative role of supervision encompasses alerts with regard to ethical dilemmas, critical issues and the breaking of rules, or inadequacies which could harm service users. The evaluative/qualitative role ensures the monitoring of quality in people-related work, observes the quality of knowledge, and any inadequacies or specific vulnerabilities of the supervisee which could be caused by their life events, personal status, prevailing beliefs and value system and/or personal history.

While supervision is not a form of therapy, its effects can be from time to time therapeutic. Both the supervisor and supervisee enter the supervision process on the professional and personal levels. The supervisor is the one who possesses the competences which enable him/her to recognize when the supervisee should perform work in his/her personal area, and enter therapy in order to resolve any conflicts which are obstacles to the continuation of the supervisory relationship and process.

Which of the above-mentioned supervision roles is dominant in a particular period depends on several factors, such as the context and the aim of supervision, the phase of the supervision process, the quality of the supervisor–supervisee relationship,

the quality of relationships in the supervisory group, the level of professional and personal development of the supervisee and his/her specific needs for inclusion into individual and/or group supervision.

The Purpose of Supervision of Supervisors

Supervision is an important building block of the quality of the supervision process, from the point of view of the supportive, educational, and evaluative roles of supervision. The main purpose of supervision for supervisors is to offer support in supervisory groups for the achievement of high quality supervision and to develop values of responsible, professional, and highly ethical conduct in people-related work from the very beginning of a psychologist's career. The abilities of self-reflectivity, meta-perception, establishing critical distance, giving and receiving feedback, maintaining a sense of humour, recognizing personal qualities and points of growth are the foundations of every type of growth, including professional development.

The overall purpose of this part of the SUPER PSIHOLOG project was to follow through on the ideals set out above on all levels: in the relationships that exist with regard to supervisees, supervisors, supervisors of supervisors, training organizers, and others involved in the project. In this regard the project was unique, profession-based, and nourished with love, affection and an overall positive orientation.

Supervisory Groups of Supervisors-in-Training

As part of the SUPER PSIHOLOG project the supervisors were selected to lead six groups of supervisors-in-training, and this was done to ensure that high quality supervision would be implemented. The forming of groups depended on the participants. Whenever possible, it is desirable to have equality in groups regarding number and gender. However, the latter is almost impossible in feminized professions such as psychology.

The supervisors who participated in the project were employed in different fields of practice: health care, education, social welfare, human resources, work and organizations, sports, business, psychotherapy, and a few other services related to psychological assistance and counselling. It was decided to form the groups according to the professional fields of the psychologists' practice and to establish them with permanent membership (i.e., closed groups). The permanence of the groups was possible due to fixed duration of the project. A few psychologists who joined the groups after a slight delay were included in the group of supervisors in compliance with the principles of quality group leadership (such as pre-preparation of the group and supervisor for a new member, acceptance of the new member into the group, evaluation of all important agreements with an emphasis

on confidentiality, i.e. the use of a non-disclosure agreement). However, when the forming of homogeneous groups is not possible or recommended, the groups can be heterogeneous with regard to professional fields, and both approaches have benefits and disadvantages. It was observed that temporary heterogeneity of groups during the training of supervisors brought a valued freshness and enrichment of the experience, which was marked as positive and desired by participants. The original supervisory group of supervisors remained homogeneous and permanent. Occasionally, within the project educational workshops, the groups were mixed to perform a certain task, and this demanded greater adaptability, flexibility about addressing and managing changes, as well as recognition of one's own capacity for effective conduct in different groups of supervisors. Responsiveness, adaptability, assertiveness, and effectiveness in new situations are important competences for successful professional performance.

The groups of supervisors-in-training were led by supervisors with experience in a particular field of practice. One criteria of quality supervision is that it is led by a professional who is more experienced than the supervisee, although not necessarily older. Supervision practice has shown that for a successful supervision process it is not necessary that the supervisor comes from the same field of practice, as the aim of supervision is not education on specific procedures (such as techniques of a certain psychotherapeutic approach). This proved to be true in the case of the project examined in this book, where the duration was fixed and consequently the time available for the implementation of the supervision process was limited. The supervisor's knowledge of the field of practice and nature of the work in the initial phases of the supervision process contributed to the speed and quality of establishing the working atmosphere, case evaluation, and building of trust between the group members and the supervisor.

Contributions of the Supervision of Supervisors

For the vast majority of participating supervisors-in-training, supervision strengthened their sense of belonging to the group and identification with their professional choice to be psychologists, as well as with a more specific field of practice, and helped maintain their motivation and enthusiasm for the implementation of their responsibilities in the project. It was observed that for some participants the participation in supervisory groups had long-term effects, such as the establishment of a supportive network and its maintenance after the project had been concluded, and the forming of intervisory groups within the sections of the Slovenian Psychologists' Association related to a particular field of practice. In this manner links to other professional situations were created for the transfer of methods, techniques, and work performance according to the principles of a competence-based model. More importantly, one sustainable effect of supervision is that the education of professionals

can become more self-reflective, enabling the participants to better engage in critical thinking, be resourceful and research-oriented, ethical, responsible, and open to lifelong learning and continuing professional development, all features that go hand-in-hand with holistic personal growth. The aim of supervision is not only to change the personality of an individual, as stated in Kadushin and Harkness (2014, p. 145), but also to support him/her in his/her attempt to become a better worker. This is possible with the effective integration of knowledge, practical findings, experience, encouragement of skills development, resourcefulness and those other traits which are needed for the greater competence, professional effectiveness, and satisfaction of psychologists in the workplace.

The supervisors who participated in the project achieved the described qualities and performed their assigned tasks with the support provided by this project, which provided space for conversation, (self-)reflectivity, resolution of dilemmas and obstacles, brainstorming for new ideas and a safe environment for experimenting with innovations. Further, it empowered the participants with trust, so that they could be more courageous in transferring what they had learned into practice, to the great satisfaction of the early career psychologists who participated in the supervised practice.

A more detailed review of what supervision meant to the supervisors, and how important it was to the success of the project as a whole, was presented in the overall analyses of the final evaluations which the supervisors conducted during the final session in each supervisory group. These indicated that the supervisors felt they had gained the following benefits from taking part in this process:

- A better insight into the supervision process and the dynamics of the supervisory relationship.
- More opportunities for self-reflectivity and reflectivity.
- Better learning, acquisition of new knowledge, ideas, and experience for a more successful supervision.
- Feelings of support, safety, interpersonal connection, and trust, and a widening of their professional social networks.
- Greater awareness of the importance of structure, boundary maintenance and accuracy in the initial phases of mentoring and supervision.
- More opportunities to work on particular cases and current issues.
- The experience of trustful and quality relationships
- Better comprehension of the impact of dual roles on relationships.
- An understanding of the importance of quality and effective communication in problem solving.
- Obtaining different perspectives on the problem, and thus having more options for its resolution.
- A greater understanding of the importance of a sense of humour in this context.
- More opportunities to work on themselves and to lead the group process.

- Strengthening of self-esteem, and acknowledgement and strengthening of their identities as psychologists.
- Better skills and self-care for maintenance of their own mental health.

The Group of Supervisors of Supervisors

The group of supervisors of supervisors included six people. Based on their experience and knowledge, they had the efficacy and personality traits needed to lead supervisory groups of supervisors. Prior to the project, they participated in the training on the competence model, which is a prerequisite for the collaboration in supervised practice, because the early career psychologist training includes the development of those competences which are included in the competence model. The group was joined by a psychologist who did not lead her own supervisory group and was actively involved as a project partner. Her role was that of a coordinator of the group of supervisors, and thus she communicated with the project team and psychologists from Norway who were educators and meta-supervisors for the group of supervisors.

The group met several times over the course of the project for the various purposes (see also Table 9):
- Preparing for the implementation of two Module 2 sessions of supervisor training, and concurrent training for supervising supervisors-in-training; the preparation here was led by two psychologists from Norway and took place a day before and a day after the training sessions.
- Implementing a three-day professional meeting with Norwegian psychologists, in addition to the preparatory meetings.
- Intervisory treatments of supervision-related questions and ethical dilemmas.
- Teleconferences between the group and the Norwegian psychologists as a way of supporting and monitoring the supervisory groups.
- Preparing questionnaires for regular evaluations of supervisory meetings and a final evaluation of the entire supervised practice.
- Presenting the project in professional meetings (such as the interim and closing conferences of the project, and the Days of Psychologists organized by the Slovenian Psychologists' Association).
- Collaborating on professional meetings of supervisors with the aim of connecting various professionals from the field of supervision, and examining possibilities for further development of supervision in Slovenia and upgrading the education of supervisors, and establishing education in supervision of supervision with the aim of acquiring general and specific competences and the professional title *supervisor of supervisors*.
- Collaboration on professional consultation meetings on supervision with the representatives of different psychotherapeutic orientations and other professional domains who implement supervision programmes in Slovenia.

Core Tasks of the Supervisor of Supervisors

Duckert and Kyte (2015a) emphasize the following core tasks of a supervisor which are essential to ensure a high quality supervision process, and indirectly relate to the tasks of the supervisor in his/her relationship with the supervisee.

A foundation of any collaboration in this context is the establishment of an agreement which is based on clear expectations among the supervisor, supervisee and supervisory group members. In this way, the basis for co-creation of the working alliance in the supervisory group and in the supervisory relationship is formed. At the very beginning of the supervision process it is important to specify the supervision contents and methods, divide responsibilities, and clarify whether or not the supervision process includes elements of evaluation, in relation to what and in what manner. The supervisor must have definite specific and general knowledge (competences), be familiar with various supervision methods and techniques, use them subtly and adjust them to a situation and an individual or an entire group. The supervisor should be flexible enough to adjust the working alliance in the supervision process through reciprocal and regular evaluation. This can be achieved provided the supervisor cultivates self-reflection and masters approaches which stimulate and nourish conversations regarding expectations and (un)satisfied needs in the supervision process and/or relationship, and allow for not knowing, making mistakes, exploring novelties, and checking on the reality of his/her own professional practice and/or relationships in the group. Such an approach was applied in the supervision of supervisors and in the educational group of supervisors-in-training by Mona Duckert and Bjarte Kyte, the professionals on supervision and leaders of the training of supervisors in the Norwegian Psychological Association, who collaborated as coleaders in the entire programme of the training of supervisors as part of the SUPER PSIHOLOG project.

The supervisor is not only a gatekeeper to the profession and a person who can help ensure the well-being of clients, but also the first to be a role model to the supervisee with his/her responsible conduct and awareness of possible ethical dilemmas in supervision and the supervised practice. With role modelling the supervisor teaches the supervisee how to deal with ethical dilemmas in compliance with the principles of the psychological profession.

Abilities with regard to awareness and mindful presence, and the quality of professional insight into a situation, knowledge, and strategies for resolving problematic situations in supervision, will help the supervisor prevent or successfully cope with obstacles in interpersonal relationships. The supervision process involves the participants' lives as a whole, as not only do we enter as professionals, but also in a holistic way, with everything that defines, supports or hinders our life and professional performance. Supervision is thus about different experiences, personal contents, beliefs and value systems, parallel processes, the occurrence of transference and

counter-transference, and other mechanisms which are experienced in interpersonal relationships. Therefore, a "good enough" supervisor is not only one who cares for his/her own continuing professional development, but who develops himself/herself holistically, including in both personal and spiritual realms.

The knowledge, self-reflection and regular evaluation of one's own work, directly in the relationship with supervisees and in supervision of one's own supervision, i.e., meta-supervision, will enable timely and efficient self-regulation and implementation of the supervision process, and thus achievement of the set goals. A supervisory group is a live organism. In accord with the axiom of systems theory which states that a system is more than the sum of its entities, it is understandable that what is good can be augmented, while negative phenomena can also expand unexpectedly. A responsible supervisor will thus seek help for himself/herself in order to prevent the development of a negative relationship in supervision and when he/she feels that the supervisee is operating outside of acceptable professional or/and ethical frameworks. It is obvious that the supervisor must be able to define the psychologist's sources of power and points of growth, developmental tasks, and help the supervisee define them on his/her own. To achieve this, the supervisor should be able to give quality feedback, which has to be comprehensive, regular and expressed in a way that empowers the supervisee, shows respect for being willing to learn, and at the same time is real and supportive of that which is important for the supervisee to develop and upgrade in his/her work. In this way effective feedback, based on a good quality connection between the supervisor and supervisee, provides support for the supervisee to self-reflect, recognize progress, redefine expectations and goals if needed, and be realistic and motivated for learning. If the supervisor's approach has a foundation of high quality and open communication, and there are good relationships in the supervisory group, then this will provide support for the supervision process which can then be directed towards the continuous development and education of both individuals and the group as a whole.

The supervisor's performance in a group is a model that shows supervisees how to operate in professional practice. The process of learning in this context occurs "here and now," but it is not a uniform one. By allowing diversity and enabling the participants to seek and create their own choices and paths, the supervision space becomes a safe one within which the focal skills, strategies, and competences can be learned, to be later applied in everyday practice.

Provided the supervisor follows such recommendations, and his/her conduct is a model for the supervisory group, there is little likelihood that he/she will abuse the power gained by being an experienced professional and evaluator for his/her own personal benefit, or work to harm the supervisees.

Within the framework of the project the supervisors of supervisors were actively involved in the training of supervisors and in the individual supervisory groups. Due

to their constant presence and consideration of the grounding principles set out above, the supervisors-in-training developed a strong devotion towards the project and the project team, which contributed to the quality of the relationships that were formed, and the positive impacts of this were noted by the supervisors of supervisors during their performance in supervisory groups over the course of the project.

Table 9. *Synoptic outline of activities performed by supervisors of supervisors*

Activity	Goals
A one-day meeting with two psychologists from Norway, a day before the education of supervisors	Preparation for educational days and leading of supervisory groups. Learning of supervisory methods and techniques.
Participation in the training of supervisors	Educating and leading the groups in group work in compliance with the requirements by the leader of the training. Providing assistance in the training of supervision skills.
One-day meeting with two psychologists from Norway, a day after the education of supervisors	Analysis of education and leading of groups. Reflection on the learning process. Upgrading knowledge based on experiences.
Meta-supervision and education only for the group of supervisors of supervisors	Supervision of supervision. Support in leading the supervision processes. Reviewing the questions on supervision. Reviewing ethical dilemmas. Support in recognizing group processes, traps, and important points in the supervision process. Support in the implementation of supervision arrangements and in self-reflection. Assessment and evaluation of the supervision process and the performance of supervisors of supervisors.
Teleconference	Following up work in supervisory groups, consultations, reporting.
Intervention	Reciprocal support in leading supervision processes and constructing questionnaires for the evaluation of the supervision session and the entire supervision process.
Participation in professional meetings within the scope of the project	Support and active contribution of individual members of the group in the project presentations.

Process in Supervisory Group

Supervision can be implemented in different modalities. When at least three people collaborate in supervision, beside the supervisor, then this is group supervision (it can be joined by individuals from different work groups who can be connected through performing particular tasks – this is a work group; it can be the supervision

of a particular team – this is team supervision). Within the SUPER PSIHOLOG project there was supervision in groups which were linked by professional field. All group members were required to perform mutually-agreed tasks defined by the content and goals of the project.

The group members, in accord with the regular practice of group supervision, reflected on their work and professional problems. Experiential learning enhances the growth of professional competence (Kobolt, 2010), and thus in the supervisory groups the supervisors presented their materials, with these relating to their roles and tasks of supervision in the supervision process or to their own professional tasks. Dealing with the cases that arose in each group enabled the members to learn from each other, and supervisors encouraged the active inclusion of members into the groups. Towards the end of the process several participants decided to try to individually lead a case. The experiences gained from this supported earlier research (Kobolt, 2004) which shows that a person achieves more of their assigned goals when he/she is active in a supervision session. The level of activity a supervisee engages in depends, among other things, on the size of the group. A smaller group provides more opportunities for active exchange, while in a larger group a person can more easily withdraw, hide, and become more passive. The groups in the project examined in this book were of different sizes, and consisted of three to seven supervisees. There was thus enough time for active participation in all groups, with the largest group achieving this by prolonging the duration of each session. Time management is thus an important quality of a supervisor who should ensure that there is enough time for all the parts of a supervision session and for the participants to play an active role in them (harmonization of a group, case work, and final reflection). Moreover, in the group of supervisors of supervisors we also worked to manage the time carefully and responsibly, because in addition to studying the supervision materials we also engaged in learning professional contents, mastering skills, and making agreements with regard to our participation in the training workshops.

The term *process* itself points to the fact that supervision does not consist of individual one-time sessions, as in the case of consultations, but is implemented over a longer period. However, within supervision sessions the time can also be devoted to consultations. The term process thus signifies a continued, long-term and regular implementation of supervision sessions, where clearly defined aims have been agreed in advance between the individuals involved and the group as a whole. The main goals of the supervised practice of psychologists are to train the supervisors to successfully implement the supervision process, and to help the supervisees integrate theoretical knowledge and practical experiences with the aim of developing the professional competences required for independent practice. The experiences gained in this project proved that regular inclusion in a quality supervision process not only impacts the participants' professional development, but also affects them on a personal level.

Kobolt (2010) states that the supervision cycle in group supervision is based on the level of group development. The model presented by Tuckman (see also Kobolt, 2002) distinguishes the following phases: forming (group forming), storming (conflict level), norming (level of norm and rule establishment), and performing (level of effective performance/activity of the group). In addition, it is important to plan and systematically implement the phase of concluding the supervision process (final evaluation and farewell) in order to reach achieve efficiency and effectiveness of the supervision process, and help the participants become more aware of their own progress as well as that of the group, and be able to better recognize the dynamics of the relationships involved. At all the levels we adapted the topics and contents as needed. We carefully chose methods which stimulated the work climate and enhanced trust and safety building in the group (Bogataj, 2004). Although the supervision process was relatively short in the project, its quality was ensured by applying suitable interventions and choosing contents suitable for a particular phase of the group's development. In this regard the supervisory sessions were carried out with consideration of the guidelines presented by Duckert and Kyte (2015b), as we defined the steps and topics of the individual phases of the supervision process (some of which needed to be clearly agreed between the group members and the supervisor). For instance: initial agreements and establishment of the fundamental structure of the supervision process, division of responsibilities and respect for confidentiality, prevention of and coping with conflicts that can occur due to somebody's need to establish a certain position in the group.

The way in which critical situations in the supervision process are resolved, as well as the communication style adopted by the supervisor when working with the group and individuals, should be based on open communication, ability to appropriately self-disclose, and the skill of asking high-quality questions, as this can create conditions for greater reflection and consequently more opportunities for the participants to listen and feel that they are heard. The goal of process development in supervisory groups is, among other things, to first allow and later outgrow the phase of storming. The course of this growth follows a learning model showing how the supervisor can deal with similar difficulties in relationships with supervisees, or with the system within which the supervisor operates. The acquired competences, knowledge, reciprocal support, and the comprehensive model of the training of supervisors, as set out by Duckert and Kyte, enabled the supervisory group to navigate skilfully through the phases and avoid the various pitfalls that could occur along the way.

Birth of Supervisory Groups

Duckert and Kyte (2015a, b, c) believe supervision to be one of the most important steps in the development of professional knowledge of psychologists. Trust, safety, and a positive emotional attitude will help the supervisee "put down his/her glasses"

and look into his/her mistakes. In the authors' opinion, in a quality supervisory relationship the supervisor can offer the supervisee what he/she needs for development and growth, and learning in such an environment is faster and more effective than would otherwise be the case. The foundations for this are set in the first supervisory session and even earlier: with the supervisor's deliberation about his-/herself as the supervision facilitator, and his/her motives to become a supervisor, the supervision knowledge acquired, and with the supervisor's preparation for the first and further sessions. Duckert and Kyte recommend devoting a lot of time to the development of the working alliance, in both the group of supervisors of supervisors and the training of supervisors, to establish quality agreements with the supervisees.

Preparation Phase

The beginnings of supervision for supervisees and their supervisor start before the first session. In the preparation phase supervisees collect information about supervision and the supervisor. In the SUPER PSIHOLOG project the choice of supervisors was defined, and thus the supervisees could not choose their own supervisors or group members, although some expressed their preferences due to their professional areas or personal acquaintance with a supervisor. Supervision was thus not based on a voluntary choice, which otherwise is recommended.

Building rapport between supervisors and the group started within the framework of Module 1 of the training of supervisors, where the supervisors collaborated in a workshop, and discussed professional competences of psychologists in their professional domain. The supervisors considered this to be a positive experience which provided support at the outset of the supervision process, because the participants had already established working connections with each other, and then continued with specific agreements in the first session of the supervisory group.

Prior to the first session it is good for the supervisor to prepare very well and answer some questions (Bogataj, 2004), such as: whether or not the supervision that he/she implements is voluntary or obligatory; whether or not he/she knows the institution where the supervisees are employed and is familiar with the organization's rules; whether or not he/she has had a thorough conversation and agreement with the user of supervision; whether or not the working conditions, requirements, expectations have been clarified; and whether or not the responsibilities have been specified and divided. Another question worth considering prior to the beginning of the sessions is what the supervisor already knows about the group members and what his/her relationships with them are. Additionally, Duckert and Kyte (personal communication) emphasize the importance of the way on which supervisors start their relationships in the group or with individuals, what the conditions of collaboration are, what happens if these are not fulfilled, and what they will and will not tolerate. Thorough consideration is needed with regard to dyad relationships and

possible exclusive roles, other contraindications of leading the group or the presence of certain relations between the group members (such as superiors working with subordinates). Due to certain factors it could happen that after careful consideration the supervisor would not agree to implement the process, or would choose to direct his/her attention and self-reflection during the process to specific details in order to successfully prevent complications which could otherwise happen. It is important that such factors are evident and the related boundaries are respected. For instance, a supervisor of supervisors and the coordinator of the group of supervisors of supervisors, who with their organizations were also the project partners, consistently adhered to the rules of confidentiality outside the supervisory group. This is especially important in the context of the SUPER PSIHOLOG project, as Slovenia is a small country with a small population, and thus the supervisors and supervisors of supervisors are very likely to meet in other projects and work groups, and therefore consistent adherence to fundamental agreements on confidentiality and the ethics of participation is essential.

Considering everything that has been described above, there is no doubt that supervision of supervision has to be led by a person who has experienced supervision and gained the competences required for implementing it, who is aware of the responsibilities in this context, has his/her own supervision (meta-supervision or/and intervision, depending on experience), cares for his/her continuing professional and personal development, adheres to the moral and ethical standards of the profession, and has a broad professional network that can help in resolving ethical and other individual and systemic questions.

Guidance for the First Session Implementation

The supervisor comes to the first session with a clearly defined plan of topics and agreements which need to be articulated, and activities which need to be performed. For the supervision to be successful the supervisor cannot rely on coincidence and luck for the right activities to occur at the right time. Duckert and Kyte (2015b) argue that there are several first session goals:
- Developing the working alliance.
- Sharing and clarifying expectations.
- Discussing and negotiating.
- Developing and reaching agreement.

The following topics should be dealt with in the first session (Duckert & Kyte, 2015b):
- Expectations towards supervision, the supervisor, supervisees and the group members regarding the content, structure, method of work, and activities.
- Context and framework.
- Specified goals and contents of the supervised practice.
- Methods and techniques of work in supervision, and the format of supervision.

- Delegation of the responsibilities, rights, and duties of the supervisees.
- Prevention of difficulties and conflicts.
- Evaluation – benchmarking of the relational, content and procedural levels of supervision with regard to the set goals.
- Attestation (depending on the context of supervision).

In order for the supervisee to carefully deliberate on everything that has been agreed and to additionally discuss the questions that may arise during reflection, it is advisable to sign a collaboration agreement in the second session. It is also necessary to discuss the code of ethics of psychologists and work-related legislation during one of the sessions in the initial phase of the supervision process, so that the participants know where to find support for the system and information related to the regulation of supervision.

The discussion and negotiations that occur here should be such as to encourage the supervisees' reflective thinking. In order to avoid ambiguities and encourage understanding of what has been discussed, it is important that the supervisor is familiar with the contents of the negotiations and those of the related legal regulations and/or system protocols of the supervised practice. The supervisor strives to ask additional questions which can help everybody clarify ambiguities and create a clear picture of what is going on and what will happen next.

Undoubtedly, both the supervisor of supervisors and the supervisor are responsible for the process which they lead and for personal development, and for the well-being of the supervisee or client. They should thus respect the participants' confidentiality, as this is a building block for respecting the integrity of individuals, the group as a whole, and the supervision process itself.

When the supervisor and supervisee agree on confidentiality and clarify expectations which are affected by their attitudes, values, already accomplished skills and knowledge, previous experiences in supervision, possible anecdotes and stories heard from others, they also discuss the following topics:
- Safety (it is allowed to talk about one's own dilemmas, doubts, failures).
- Time, duration, location, and number of supervisory sessions, regularity of attendance, method of informing about absences, number of allowed absences, in what circumstances a supervisory session can be cancelled, etc.).
- Preparation for supervisory sessions and reports (the participants prepare the materials in advance, become familiar with what the material is, how to obtain video recordings, audio recordings, and so on).
- Process: implementation of supervision, structure of sessions, active participation of all participants, communication, and conflict resolution. The focus of such discussions is on relational variables and encouragement of self-awareness, self-reflection, giving feedback, and the importance of keeping records of experiences.
- Learning in supervision.

The supervisor encourages the supervisees to specify personal goals in supervision, define what they have already mastered and what they need to learn, and to acknowledge the professional skills and competences which they need to develop to effective implementing the supervision process. The supervisor needs to recognize and agree on what is important for the group as a whole. The supervisees' experience of agreeing, negotiating, reflecting and compromising can be transferred into the supervision relationship. Through the process of supervision, the supervisor evaluates the development and progress of the supervisee regarding the criteria of the competence-based model. In contrast, the supervisors of the supervisors did not have such a task, because the goals were different. However, they provided their insights and observations regarding the supervisees in regular reflections and upon the final evaluation of the supervision process. Through this approach and the co-creation of goals, the supervisors of supervisors encouraged the supervisors-in-training to engage in open, sincere, reflective dialogue and exchange of comprehensive feedback which could serve as a mirror for self-assessment.

Being Personal – to What Extent?

It has already been mentioned that the first session is intended for building rapport, and increasing the supervisor's insight into and recognition of the individuals' personal histories and how these could co-create his/her professional work and conduct and participation in the supervisory group. The first session thus provides building blocks for the quality of interpersonal relationships. With this intention in mind, Duckert and Kyte invited the supervisors of supervisors to introduce themselves: "We would like to get to know you. Could you please tell us your age, what your current duties in life are, children, partnership; tell us how you were raised, about your past experiences, what was happening at the age of eight, nine, and fourteen, fifteen, what you were doing at the time … what you like, what you do, what you are good at, the milestones and experiences which have changed you?"

These are very personal questions. A reader may also think: "Well, this is not therapy." "Well, not in the first session, these are topics for a time when you get to know the group better; most of all, supervision does not deal with such deeply personal things." "What about safety and confidentiality? They cannot be gained in one hour, this needs time."

In what has been written we can recognize that our experiences, beliefs, and values, and the professional, counselling, and therapeutic approaches in which we have been trained, define our attitudes towards the inclusion of personal contents, the questions we ask, and those we do not, the topics we talk about or that remain untouched in the supervisory group. In this way the supervisor consciously or unconsciously co-creates the process and defines forbidden areas or taboo topics.

The supervisors of supervisors introduced themselves in compliance with the guidelines, and so gained an experience of the benefits such a start brings. This approach

was thus applied in the first sessions of their own supervisory groups. The members of the supervisory groups accepted the invitation and introduced themselves in a very personal manner, more thoroughly than had been typical of their past experiences in the context of supervision. Speaking for myself, I have been leading supervision for many years, and never had the beginning been so personal and connective. This is supported by one of the responses of a supervisor involved in this project: "I have never talked about all this, not at all outside the personal circle of friends. This was the first time I really set a mirror for myself."

The guidelines for introducing oneself are not strict, and every supervisee is responsible for what and how much he/she discloses about himself/herself to others. What is more important is the supervisee's skill of responding to what an introduction can trigger. Individuals can experience more intense emotions than had been expected, or later experience feelings of shame and discomfort. Both the supervisors and supervisees noted that the introductions had brought a greater intensity and quality into their interpersonal rapport, contributing to a closer and more trusting and work atmosphere.

Learning in Supervision

The development of individuals is closely related to learning, which itself brings constant changes, as we repeatedly find ourselves at a point which presents a new challenge requiring further learning. Žorga (2006a) quotes Hay who says that "the model of development is a hyperbola of competency rising as a spiral with one main life cycle and many smaller ones which appear during the times of changes such as employment change, divorce, unemployment. How long a particular cycle lasts depends on numerous factors, including: change sensitivity, change-related consequences, and support received from the environment" (p. 83). On the path of maturity into professional autonomy, adulthood, independence, and/or maintenance of connections with professional novelties and the quality of professional development, it is important that a person participates in individual or organized continuing professional development and learning activities which, beside presenting theoretical knowledge, include processes of critical (self-)reflection, awareness, and integration of new experiences in the context of old and new knowledge. Such learning increases one's self-awareness, and we become more aware of how we operate, sense, feel, think, and respond in specific or/in random situations. Such knowledge and awareness are important for change to occur, but are not sufficient on their own for this to happen. An individual needs a motive and will to accomplish any changes that occur, to develop what is good and let go of weaknesses or transform them into a desired quality. Such learning encourages holistic changes on the professional and personal levels.

One of my past supervisees had been collaborating in supervision processes in the workplace for many years, where these processes gradually developed into a strong culture. She said that she was satisfied with the changes that had occurred in her

professional development, as reflected in her feelings of increased self-esteem, self-trust, and awareness of professional competency. This woman told me that she had also experienced changes in the personal sphere of her private life, and referred to these as unexpected "side effects of supervision," as she regularly applied the knowledge gained in the supervision process to her everyday life and relationships.

The supervision process led by a professional and competent person is a place for quality and intensive learning and development which is carried out experientially, in the "here and now," directly in the supervisory session and after it through practice, reflection, thinking, and coherence. Besides the joy of "collecting fruit" that can arise in this process, it can also be accompanied by greater challenges, feelings of power-lessness, inadequacy, shame, and other frustrations. In the case of group supervision, the learning process includes the supervisor and other members of the group.

Professionals often use the Kolb's cycle of experiential learning to present the learning process in supervision (Hawkins & Shohet, 2012; Štebe, 2004; Žorga, 2002b, 2006a), which illustrates the abovementioned steps of learning on different levels. Žorga (2006a, p. 103) states that the purpose of supervision is to attract the participants into the learning process where they are helped in integrating their conduct, thinking, and feelings into a comprehensive whole. The process of learning in supervision is carried out experientially; an individual's experience is an anchor of the handling of cases where the supervisee with his/her active participation accomplishes new and more comprehensive understanding of the situation, and his/her position in this. With a conversation on a topic which he/she presents as a supervisory problem, and with active exploration of skills in the supervisory group, the supervisee gains a new experience in which he/she, with the help of the group, views the focal issue from a distance and thus more objectively. Žorga (2006a) states that personal perception and experience of a particular event is often more important for an individual than objective factors.

Žorga (2002b) supports Kolb's statement that "only experience is insufficient for learning. He [Kolb] defines learning as a cyclical process where knowledge is acquired through the transformation of experiences" (p. 23). Hawkins and Shohet (2012, p. 14) state that learning is carried out on all four levels of the experiential cycle of learning, as well as outside the cycle, where, in my opinion, we can talk about comprehensive experience through the connection of knowledge derived at individual levels of Kolb's cycle.

Kolb (1984) argues that there are four phases of experiential learning (concrete experience, reflective observation, abstract conceptualization and active experimentation). He describes learning preferences with two dimensions: (i) active experimentation vs. reflective observation, and (ii) abstract conceptualization vs. concrete experience. By crossing the two dimensions he distinguishes four learning styles: (i) converging, where active experimentation prevails, oriented towards practical

utilization, affecting the environment, and theory construction; (ii) accommodating, where active experimentation, concrete experience and intuitive understanding of the situation prevail; (iii) diverging, where concrete experience prevails, in which an individual carefully observes and judges from different perspectives; and (iv) assimilating, with a focus on reflective observation and abstract conceptualization, theory models and inductive conclusions, systematic approach and connecting.

The supervision drew on the work experiences of supervisees, and in the case of the focal project from the experiences of supervisors in the supervision process, and from those experiences of their supervisors in implementing the supervision of supervisors. Žorga (2006a, p. 104) describes in detail how learning in supervision is carried out. A concrete experience can be a story where a supervisee accurately describes an event (supervisory material). Reflection on experience or bringing to awareness is a form of analysis and consideration of the factors influencing the experience, and the person's conduct in this. In abstract conceptualization the supervisee is searching for comparisons and connections between the reflected experience and his/her own past experiences or those of others, theoretical knowledge, attitudes, and so on. In this way, new knowledge is integrated into the existing cognitive structure and the structure is reshaped. The transfer of knowledge is accomplished with practical experimentation, planning of new patterns and strategies of conduct, and experimenting in practice.

Every learning process is unique and non-repeatable because we enter it personally, with past experiences, knowledge, and beliefs, value systems and own learning styles. There is thus no universal learning style which would suit everybody, nor are there such solutions or conducts which would be directly transferrable into new circumstances. It is characterized by the cognitive, perceptual and personality dimensions of individuals and the conditions for learning in which the supervisory group operates. It is useful and important that the supervisee is aware of the importance of numerous factors which ensure the quality of the implementation of supervision, learning, and professional and personal development.

The supervisor enters the process with his/her own learning style, which can be very different from the learning styles of others in the group. It is thus important that the supervisor recognizes how he/she operates and learns. This affects the way the supervisor leads the supervisory group and what communication, words, methods, and techniques he/she more frequently uses. The supervisor should become familiar with the learning styles of individual members, and this is possible if he/she starts addressing his/her own needs and characteristics and those of the individual members, including learning styles, early in the introductory phase of the supervision process. Some people like to learn directly from their experience, others prefer to hear a theoretical explanation on which they judge cases and experiences. Some people accept certain methods and techniques, others decline them. Some people like experiencing the new and facing the unknown, others prefer predictability and routine. Taking into

consideration the dominant sense, we distinguish visual, auditory, and kinaesthetic learning styles, and those which include smell and taste. The learning styles are often interwoven, combined, and it is good to recognize them in order to adapt teaching when needed and so increase efficiency. To this end, supervisors can ask supervisees the following fundamental questions (Hawkins & Shohet, 2012, pp. 13–14): "How do you learn the best? What is your best learning experience?"

Knowledgeable individuals will find the materials needed to evaluate their dominant learning style and strategies and then try to improve them (Ažman, 2009, 2012). The supervisor has an important role in collecting and checking information and forwarding it to the supervisees; however, the supervision process is not only a place for gathering ideas and information. Its main value is in the provision of opportunities for active comprehensive learning, in the experience of learning about learning, and at the meta-level, in thinking about learning.

None of the individual peculiarities with regards to learning style, as set out above, is right or wrong, there are just different paths where each individual has a need to be met, heard, and understood. The latter is easier to achieve if the group members are similar, in harmony with the supervisor's style, and in the "love" phase of the supervision process, where the members emphasize similarities and equality, not differences. It is important how the supervisor manages the richness of diversity; not necessarily how he/she manages the distinctions, but how he/she manages individuals and their relationships where this diversity is evident. This reminds me of the *gestalt* therapists and supervisors Robert and Rita Resnick (personal communication), who have a seminar with the title "A bird can love fish, but where will they live?" For a defined period of time supervision becomes a living space intended for both "a bird" and "fish." How will they live and survive? What is the role of the supervisor? What is the role of the group? How does an individual behave in such a learning environment and what emotions are triggered? Who does he/she make responsible for his/her feelings? What is he/she willing to invest time, effort, and emotions into? Does he/she have the courage and power needed to cope with any problems? How does he/she deal with conflicts? What is the supervisor's support? Can individuals find support in the environment, the group? How resistant are they to stress? What protective factors are at their disposal? What strategies for preventing and managing conflicting situations do the supervisor and members of the group have? Who is neutral, and why? What roles have been established in the group? What role does the supervisee play, what about the supervisor? Do they function in this way somewhere else? Is it possible that a parallel process with some other situation is taking place? How can we use it for the process of awareness and recognition of (our own) transference and counter-transference responses? Where and in what manner is anchored the group's power? And so on.

With listing all these reflective questions we come close to process-related contents. At the same time, we can understand that accepting diversity is a precondition for a successfully implemented supervision process and fruitful learning in it. Both the

process and learning evolve together, and remain inseparably connected. Learning is carried out through the supervision process and the comprehension of what is happening to an individual on a personal level, and what is happening at the level of the group. For some people the differences they experience present a source of freedom and relaxation, offering more joy in life based on the pleasure of learning; in other people they trigger a fear of attack and the threat of conflict. In the opinion of Resnick and Resnick (personal communication), all contacts and connections happen through diversity, and so differences are like "connecting tissue." Without them there are no boundaries and no connections, but only a process of attaching, with a lack of boundaries, identity, and self-connection.

The higher the feeling of safety and belonging to a group and the more the communication is in the form of a dialogue, the easier it will be for the group members and supervisor to meet on the boundaries of quality connections and maintain their independence. Dialogue is aided by a sense of ethical conduct towards a person, in which we are aware of his/her uniqueness and wholeness, where we are authentic and respectful, and allow diversity and the reality of others without seeking to change it by force (Buber, 1999; Kuhar, 2015). In the context of learning for an independent professional career, it is important to go one step further in cases when the supervisor feels that the practices of some supervisees are inappropriate or even wrong, and so work to find a respectful way to make changes to these by providing sincere, real and effective feedback. With such an attitude by the supervisor and group members, or the supervisor in relation to the supervisee, the participants will find it easier to feel the benefits of reciprocal learning and diversity with regard to lived experiences. According to the feedback received as part of this project from the supervisors of supervisors, supervisors, and supervisees, it can be concluded that the learning that occurred in the SUPER PSIHOLOG project happened in the described and expected directions.

In leading the groups the supervisors of supervisors followed the guidelines for establishing optimal conditions for learning. Learning was not only implemented for supervisors, but also the supervisors of supervisors, who thus learned more about the focal issues by engaging in the supervision process (see Štirn et al., in this book). Overall, supervision could enhance their psychological equilibrium, personal and professional power and health.

The supervisors regularly and enthusiastically participated in meta-supervisory groups, did home assignments, prepared for the work with Duckert and Kyte, and collaborated in other planned activities. This enabled a prompt transfer of the acquired knowledge into practice, while new experiences enhanced opportunities for self-reflective walks on the spiral of Kolb's cycle of experiential learning. In this way it was easier for the supervisors to cope with challenges. They overcame doubts with regard to their own competency, feelings of insecurity, obstacles to the duality of roles, obstacles in obtaining the recordings of supervisory sessions, and the so-called organizational difficulties in coordinating supervisory sessions (those related

to time, space, cancellation and absence of supervisors, motivation for examining the cases of actual supervision processes, diversity of expectations with regard to the implementation of supervision process, occasional difficulties in ensuring initial agreements while simultaneously desiring flexibility).

Supervisors of supervisors paved the supervision paths with the same principles of learning as the supervisors-in-training did, with careful (self-)assessment, reflection through the exchange of feedback related to areas of strength, qualities and weaknesses, points of growth, development of new strategies and competences in need of upgrading. The assessments by supervisors-in-training showed high satisfaction with regard to supervision. Supervisors of supervisors were more critical in their self-assessments compared to supervisors, although satisfied with how the processes was implemented and their own work and development. They did not forget that the supervisor of supervisors was a model for supervisors, and thus repeatedly on stage with every new session.

Methods and Techniques in Supervision

Duckert and Kyte (2015d, e, f) classify role-play, reflecting team, and analysis of video recordings among the most effective methods of experiential learning. They trained the supervisors to master these approaches, first by experiencing the principles on their own and then gradually performing them in live supervision. This was one of preparation techniques for the group work of supervisors that was used during the course of education. The supervisors-in-training and their supervisors found these approaches to be effective, not only with regard to collecting advice, but because they also required careful and systematic thinking about a problem, recognizing different perspectives on it, understanding who was experiencing a problem and what it was like for that person, what we could influence and what we could not, and how individuals' personal traits, beliefs, values, experiences contributed to the experiences they have. The supervisor can act as a model for teaching when he/she acts as a case presenter, or the supervisor can decide to invite other participants into discussions according to the principles of the reflecting team, as described in the chapter *Situation in the Field of Supervised Practice in Norway* by Duckert and Kyte in this book. A very important part of this process is self-reflection, reflection on others in the group, and final reflection upon the conclusion of the session, where a case presenter integrates his/her experience and can even make a plan for further actions. If there is enough time available, the supervisory group can be a safe space for experimenting, where the psychologists experience the first steps on their new paths.

For accurate recognition of a supervisor's skills with regard to treating a case in real time or by means of video or audio recordings (noting that the latter cannot present non-verbal responses), the Norwegian supervisors created two forms which include the following criteria:

- Verbal fluency.
- Interpersonal perception.
- Affect modulation and expression.
- Warmth and acceptance.
- Focus on the other.
- Structure (leading without dominating).
- Exploration.
- Dialogue competence (pacing and leading).
- Influencing towards good development.
- Creating positive engagement.

When observation is performed in a group, the observers can divide the areas of observation and people who observe them. In this way they engage in more accurate observation of individual skills or add other criteria to be observed. It is important that the supervisee names the problem and expectations which he/she wants to work on in the analysis of a particular case. If he/she cannot do this for various reasons, the supervisor can offer help. It is desired that the presenter/supervisee specifies the areas or specific expectations where he/she wants to receive feedback, such as quality of contact, ways of terminating it, his/her responses to the supervisor's interventions, guiding a case treatment, or other specific questions referring to the client, supervisor, process, work relationship, and so on.

Giving Feedback

Duckert and Kyte (2015e) and other authors (Gilbert & Evans, 2000; Kobolt, 2004) emphasize the importance of quality feedback for effective learning. In order for the supervisor to qualitatively support the supervisee's professional development, he/she must be able to monitor and evaluate the psychologist's work. This evaluation should be given in a kind, respectful, and supportive manner; information needs to be real, containing accurate descriptions of observations and criteria used, which should be known by the supervisee at the beginning of the supervision process. The scale of the supervisor's competences presents one of the formal ways in which feedback can be given. It is an instrument for observing and shaping the supervisor's opinion regarding the level of the competences acquired. (Attention can be paid to responses by clients towards the interventions, or to what and why we, as supervisors, like and what we do not like about the supervisee's principles, attitudes, and choices, etc.) When providing opinions it is important that the supervisor maintains a neutral attitude and is aware of any of his/her own issues which could influence the evaluation. Such an awareness is necessary in order to minimize subjectivity in providing feedback.

Providing quality feedback is, according to Gilbert and Evans (2000), an art and skill which can be acquired through practice. The supervisor can choose a less formal manner of providing feedback, such as ensuring regular discussion times regarding

the supervision process. The authors give four characteristics of effective feedback (Gilbert & Evans, 2000, p. 114), as follows:

- *Feedback is systematic, objective and accurate,* and built on measurable criteria which can be observed and identified as areas of growth and change.
- *Feedback is timely.* It is important that the supervisee receives the feedback as close to the event as possible, so that he/she can make a connection with his/her own process and experience before losing this. For this purpose video recordings are very welcome, as they enable the supervisee to refresh his/her memory and reconnect with the essence of the process being used at a particular time. For instance, he/she may be better able to understand why a particular intervention was chosen.
- *Feedback is clearly understood.* The language of providing feedback must be unambiguous so that it does not cause doubt. The supervisor can unintentionally find himself/herself, for reasons of protecting the supervisee's and his/her own emotions, in a position where he/she is not sincere, and the supervisee can thus obtain an unrealistic image of himself/herself. This can be avoided with the application of clear criteria which guide the supervisor in giving feedback, and the supervisee in carrying out self-assessments.
- *Feedback is reciprocal*. The feedback is best provided in a two-way interaction in which suggestions are made, and not as a prescription or the only possible solution, but as one of possible beneficial alternatives. A choice is then made by the supervisee.

Kobolt (2002) states the following guidelines for quality feedback which are also supposed to be followed by the group members:
- Give the feedback only once when the person is listening.
- Give the feedback in a concrete and accurate way.
- Express perceptions as perceptions.
- Express emotions as emotions.
- Do not focus only on the negative.
- Be willing to accept a response.
- Take into consideration the amount of information that another person can receive.
- Provide feedback only on the concrete behaviour.
- Be aware that the person will accept your feedback only if he/she wants to and is willing to exchange information with you. (p. 89)

In the project, the supervisors, supervisors of supervisors, and supervisees were trained to give feedback on different levels about different things with the aim of learning, (self-)reflecting, and co-creating the processes in which they participated. The desire to know and find out and the relationships which allowed sincere dialogue enabled regular, directed, clear, sincere, and goal-oriented feedback. With regard to the criterion of reciprocity, when this was met it strengthened the feeling that we could co-create the project process and lead supervisory sessions towards the actual needs of supervision.

Using Reflection and Self-Reflection to Achieve Professional Independence, Sources of Power, and Points of Growth

Reflection or reflecting through the planned introspection about what, how, and why we operate in a specific manner enables our learning to be planned, directed by will, thorough, more trustful, and systematic. The development of a professional worker – a psychologist, team, and a professional body – is closely connected to the abilities of individuals to look into their own mirrors and amplify their thoughts, emotions, behaviour, etc. Understanding of the shadow sides of our personality and strengthening of our willingness to achieve higher levels of professional competences offer opportunities for us to not always walk on same less efficient paths and fall into the same traps, but to creatively co-create new realities and to be aware that we are owners of our emotions, the activities we do, and decisions we make. Later in this chapter some questions will be presented that we can ask ourselves to aid in this process, with the questions used depending on the goals we reflect on or evaluate.

When we are emotionally too excited it is difficult to see reflections. Everyone, including psychologists, supervisors, and supervisees, needs to learn how to simmer down when too excited and use a mindful presence to look inside and decode the content and message of our feelings. When we encounter obstacles, challenges, and problems in our work, we too quickly focus on the outer world. From being oriented outward to becoming oriented inward we move from reflection to self-reflection. "Learning self-reflection means learning how to critically think about our own thinking (meta-cognition), i.e., to take a distance towards our own interpretations" (Rupnik Vec, 2006, p. 448).

With recognizing our own uniqueness, diversity of people, training of skills, strategies, knowledge, personal firmness, etc., we develop our professional identities. Not to know is our right, but to ask and learn is our responsibility. Self-reflection is a form of self-care and a protective factor which helps us recognize when we need help. With self-reflection we deepen our understanding of ourselves and gradually start operating from within our inner essence, with the help of core qualities such as accuracy, persistence, courage, and enthusiasm (Evelein & Korthagen, 2015). One of qualities of core reflection (see Table 10) and professional growth is in recognizing different aspects of our personalities, the frictions between them, and the ability to change problems into opportunities for growth. The goal of problem solving should be to make the supervisee feel more powerful and aware of having more choices in similar situations, where he/she can thus function more self-confidently, professionally, maturely, and responsibly. The process of achieving this goal requires several steps, and going through different personality layers, moving from "façades" and activities which are visible to the eye, to the essence of one's personality, where feelings of joy and purpose spring from (Pelc, 2013).

Table 10. *The onion model of core reflection (Evelein & Korthagen, 2015)*

Layers of change	Questions
1. Environment	What am I coping with? What am I influenced by?
2. Behaviour	How do I respond? What do I do?
3. Competences	What do I know? What am I competent at?
4. Beliefs	What do I believe in?
5. Identity	Who am I? How do I perceive my role?
6. Mission	What am I enthusiastic about? What is my passion? What inspires me?

Research shows that the period from an experience to reflection on it is important, as is having the time, will, and courage for transferring the findings of reflection into practice (Ažman & Gradišnik, 2013). Exaggerated self-criticism is not welcomed, in particular not in the context of perfectionism, as the psychologist can be caught in a trap of increased vulnerability, an exceeding need to prove himself/herself, and a lack of self-esteem, and thus on a path to exhaustion and burnout.

With the programme of supervision and parallel implementation of the supervision of supervisors, we prevented lengthy research without proper reflection and encouraged the utilization of the power which stems from own desires and ideals, and eliminates inefficient patterns of operation. We concentrated on several factors: it is important to share knowledge, teach approaches, and focus on relationships. We all have images about ourselves, but a "copy, paste" system does not work unless it accommodates to an individual's personal traits. It is not a coincidence that both supervisors and supervisors of supervisors must ask themselves: "Who am I – a teacher, counsellor, or therapist?" This is another important and welcome reflective question. It is recommended that the reflection which occurs at the beginning of the learning of new skills is structured enough (Hawkins & Shohet, 2012). Learning from books is valuable, but professional growth will be better achieved by experiencing inner power with full presence, mindfully, here and now, in a particular moment of direct (supervision) experience (Evelein & Korthagen, 2015).

Model questions for (self-)reflection (adapted from Kobolt, 2004):
- What happened? What was my response and conduct like?
- What was I thinking about and how did I feel?
- Was the situation easy or difficult for me?
- What was important for me in the situation?
- Can I see the reasons for what happened?
- What do I believe that others think, feel?
- What does this mean for me?
- What did I do well?
- What am I satisfied with, what is bothering me?
- What would I do in a different way?
- What would be the consequences now if I had behaved in a different way?

- What exactly would I keep? Why?
- What bothers me with regard to the situation?
- Have I done everything?
- What solutions are possible?
- Which solution will I utilize first? Why that one?
- Which solutions do I not want to utilize? Why?
- Describe the plan of taking measures, giving the initial five steps.
- What have I learnt from the described situation?
- How is it affecting me?

Model questions for evaluating the process of reciprocal reflection on dyad performance (Ažman & Gradišnik, 2013; Pelc, 2004, p. 253)
- How well did we define the goals?
- Have we realized them?
- Have our expectations come true? How?
- How well can we observe our mutual work and provide feedback?
- Did we engage in sincere and open communication and did we trust each other?
- Were we equally devoted to mutual teaching?
- Was reciprocal reflection carried out in accordance with the plan?
- To what extent and how did we respect fundamental principles?
- What did we learn while preparing and introducing reciprocal reflection?
- Will we adhere to confidentiality of the information?
- Will we carry out reciprocal reflection again next time?

For the purpose of reflection on and self-assessment of the supervisee's professional work in the supervision process, Zabukovec and Pelc (2009) formulated a list of questions referring to the following issues:
- Assessing the course, content, and methods of practice.
- Becoming aware of the learning process in practice.
- Communication during the practice.
- Integrating theoretical knowledge and practice.

Evaluation as a Method and Process in Supervision

The approach to reflection described above will contribute to a higher quality evaluation of the supervision process. In the course of supervision we conducted regular evaluations of the process. The questionnaire *Brief Regular Evaluation for Supervisors* (BRE-S) was constructed and completed by participants at the closure of each session. Additionally, supervisors could provide oral opinions, and final evaluations of the content, process, method of work, attitude, the acquired knowledge and so on. Immediately after each session and upon the conclusion of the process the supervisors of supervisors regularly conducted an evaluation of the process where they used the questionnaire *Brief Regular Evaluation for Supervisors of Supervisors* (BRE-SS). At

the end point of the supervision process the supervisors gathered responses from the group members and summarized them into a comprehensive report.

Evaluation was thus carried out on a regular basis, directly after each session and at the end of the supervision process. In processes longer than ours one of the supervisory sessions contains an interim evaluation which, according to Miloševič Arnold, Vodeb-Bonač, Erzar-Metelko and Možina (1999), is not a special phase of the supervision process but presents the conclusion of the introductory phase and transition into the middle one. Evaluation is of great importance as it contributes to higher awareness, process management, monitoring and controlling of the progress regarding the set goals, and possibilities of goal re-definition, quality assessment of relationships, feelings of safety and trust, awareness of unpleasant moments, behaviour and conflicts, and their regular resolution. Evaluation is thus a compass for directing the supervision process and learning.

In the final phase the questions are repeated, but the analysis process is never the same, as there is the second half of the process, new learning, new or old findings, new challenges and approaches to resolving them. There are also evaluations of the group process and relationship dynamics, and what individuals learned, from whom, what their contributions were, and how they co-created the reality. Equally important is the role of the supervisor, his/her attitude towards individuals and the group, what was disturbing, what was supportive, was anyone interrupted by something, and so on. It is important not to open new areas at this point, but to set aside the last sessions for concluding, resolving open issues among the group members, as well as between the group and supervisor, so that by the end the spiral of learning and relationships is closed.

Model questions for the final evaluation of the dyad implementation of the supervision process (Pelc, 2004, p. 253):
- What have you learned as a supervisor of your group?
- What have you learned about the rules, exceptions, and surprises in the supervisory work?
- Did you achieve the set goals in the course of supervision?
- Did the group enable you to learn and grow?
- What obstacles did you encounter in learning?
- Which method did you find to be most applicable?
- What are your weaknesses and strengths in dyad guidance?
- How did you feel in the group and in the dyad before the beginning of the process?
- What are your needs and expectations for the future?
- What do you need to do for your learning process to continue?
- What hinders the realization of your set goals?
- What would happen if you terminated the relationship? What do you expect from each other? Why did you decide to work in pairs?
- What is the situation now in comparison to the beginning?

- What has changed and why?
- How will you know that cooperation has been successful? What defines it as successful?
- What would you like to change about working in a dyad in the future?

For reflection and evaluation of the supervision process the supervisor and supervisee can use the *Procedure of reflection with the help of Socratic questions* (Tancig, 1994, pp. 95–96), and a list of questions (Žorga, 2006a, pp. 210–212) divided into four groups on the following issues: (i) an individual's learning and recognition of himself/herself and other members of the group; (ii) contributions by the supervisory group and its individual members, and development and learning of all participants; (iii) group dynamics and group rules, (iv) setting of new goals and planning their accomplishment.

Beside the techniques of reflective questions, role-play, reflecting team, and analysis of video or audio recordings, other creative approaches can also be applied, depending on the goals that have been set, such as: drawing trees/plants; use of thematic and therapeutic cards, images, concepts; use of postcards, small objects, Lego blocks, drawings, paintings, clay or a sand box; writing stories, poems, and letters; using metaphors, directed visualizations, music, and movement. It is important that the supervisor masters the use of various media, applies them with regard to the focal goals and in compliance with the needs of an individual or the group as a whole. The majority of the approaches mentioned here are described in detail by Lahad (2002).

Conclusion

The supervision of supervision proved to be a very important part of the project, which offered comprehensive support in the implementation of supervision and effective encouragement in the acquisition of the competences needed for independent work as s supervisor. Several elements of this process can be transferred to different levels (supervisor of supervisors/supervisor/supervisee), others are more focused on the experience, knowledge, recognition, and ability to conceptualize what is happening at different levels of learning and interpersonal relationships. Every psychological, therapeutic, and educational work which is human service related needs to be done by professionals who are aware of their own strengths and weaknesses. Nourishing a sense of professionalism, ethics, and personal spirit in the helping professions is thus of vital importance. I believe that the path towards more professional work depends not only on increasing one's professional knowledge and turning outward, but also on personal maturity and turning inward, towards one's inner being, inner self. Supervision and the ability of self-reflection help maintain realistic optimism, the right level of self-criticism, and a willingness to cope with challenges. They enable safe learning of the initial skills and knowledge, and further steps towards changes which lead to professional "adulthood" and independence.