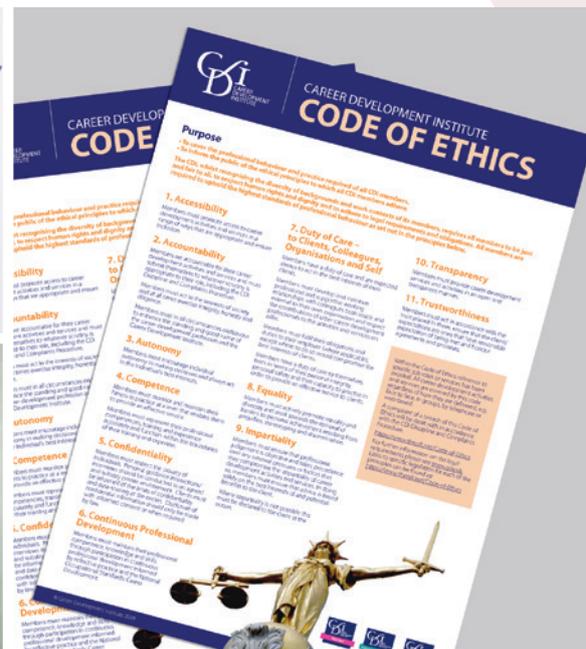


CDI Guidance on the Benefits and Delivery of Supervision in the Career Development Sector

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Introduction

As with other professions that support people to move forward with their lives, often called the 'helping' professions, supervision plays a critical role in one's personal development and sustaining good practice within ethical and organisational standards.

This guidance document outlines some of the basic features of a supervision session for a career development professional within any setting and we have clarified language to refer to internal supervision which is where it is supervision within an organisational setting (which may be a line manager or a peer) and external supervision where it refers to a third party who has been brought in to undertake this role. Independent career coaches and career development professionals may seek external supervision as part of their own professional requirements and continuous professional development.

This guidance is therefore suitable for those working in roles in:

- Career education and leadership in schools, colleges and Higher Education
- Career guidance and coaching in the private sector
- Career guidance and coaching in the public sector, including educational establishments
- Career guidance and coaching in the voluntary, community and charitable sectors
- Professional development including training, research and sector development.

We have drawn from existing coaching and mentoring supervision, but it is inevitable that much of the thinking here stems from traditional counselling and social care supervision.

This guidance covers the following areas:

- Key benefits of supervision
- Definitions of supervision
- Key activities involved in supervision
- Explanation of the two forms of supervision: Internal and External Supervision
- Reflective Practice in supervision
- Models of supervision
- Linking supervision to the CDI Code of Ethics
- Skills of the supervisor
- Skills of the supervisee
- What can help things go right
- What happens if things go wrong
- Case Studies
- Sources of Training
- Finding a supervisor
- Further Information
- References



Through discussion with members of the CDI Professional Standards Committee, we have clarified our overall ambition that career development supervision conversations should contain three main categories of Caring, Continuous Professional Development (CPD) and Compliance, but with flexibility to adapt to the needs of the supervisee.

This distinction keeps the conversation structured and separate from a more formal appraisal or line management supervision of a role. Supervision is that wide reaching, thematic conversation that can leap from the micro to the macro to gain understanding and affirm and challenge, when led by a competent supervisor. It is the safe, trusted place where we can identify how to do things differently, own up to our errors of judgement and deep dive into why we might repeat patterns of delivery or seem reluctant to move forward with new thinking.

Career development professionals are increasingly facing issues from clients that impact on career decisions such as job loss, grief, relationship breakdown, coming to terms with challenges and change etc. and the framework of a supervision relationship helps to understand and react to our changing context and build resilience in the supervisee. A supervisor, in this capacity, may be different to a line manager – although this task can often be given to a line manager to undertake. It is a relationship of trust and caring whilst maintaining ethical and statutory responsibilities that reflect professional practice.

Whether you are thinking of training to be a supervisor or thinking about asking for supervision in your role, this guidance works through the basics of setting up that structure and pointing to additional resources and support.

For clarity in relation to career development professional roles we have made a distinction between those who are employed and self-employed / independent – determining a difference between internally provided and externally provided supervision. We recognise that there will be a distinction between those working in different environments, with different ages, or for clients with particular needs. However, the definition of supervision remains consistent and is applicable across all contexts.

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Benefits of Effective Supervision

There are many benefits to supervision for both supervisees and supervisors across both pathways, internally provided and externally provided:

- An opportunity to explore the emotional impact of providing career development services
- Developing a greater awareness and understanding of the career development role
- Increasing capacity to reflect and link knowledge, practice and skills development – increasing confidence
- Facilitation of learning and professional development, helping individuals create a meaningful plan for their professional development
- Monitoring the overall health and emotional functioning of the career development professional
- Assisting the career development professional in resolving conflict
- Identifying future challenges and opportunities for the career development professional
- Creating a working alliance between supervisee and

supervisor that allows for on-going dialogue and development for the individual and organisation

Supervision offers a neutral and safe space in which to explore and develop practice. It can provide information, clarity, guidance, challenge, insight and validation of career development practice. It can be a powerful vehicle for deep learning and enhanced wellbeing. It is a key part of professional practice and has long term benefits to the individual, their organisation (if appropriate) and the client.

Supervision can provide an important and vital element of maintaining and enhancing the wellbeing and health of career development professionals. The supervision environment can provide the supervisor with an opportunity to understand the supervisee and their reactions to the pressure and case work of everyday practice and life. This sometimes cathartic conversation can help unpick triggers, pressure points, value clashes or ethical dilemmas facing the professional. The supervision process can create both an outlet for this and facilitate self-discovery that can help reduce these tensions and stress points. A professional engaging in an effective supervision conversation will potentially make better practice decisions and be more fulfilled and motivated in their work. Having ongoing conversations with a skilled supervisor can help build the understanding and tools to be able to cope and therefore become more resilient.

figure 1

Term	Source	Definition
Coaching	Coaching Defined - Association for Coaching Association for Coaching https://www.associationforcoaching.com/page/CoachingDefined	"A collaborative solution-focused, results-orientated and systematic process in which the coach facilitates the enhancement of work performance, life experience, self-directed learning and personal growth of the coachee."
Mentoring	https://davidclutterbuckpartnership.com/HR,mentoringandcoachingconsultant . Keynote Speaker LondonDavid Clutterbuck Partnership author, speaker & thinker David Clutterbuck	"Mentoring involves primarily listening with empathy, sharing experience (usually mutually), professional friendship, developing insight through reflection, being a sounding board, encouraging."
Line Manager	https://www.cipd.co.uk/knowledge/fundamentals/people/hr/line-managers-factsheet Role in Supporting the People Profession Factsheets CIPD	"Line managers have responsibility for directly managing individual employees or teams. In turn, they report to a higher-level manager on the performance of those employees or teams."

Definitions of supervision

We are familiar with clinical supervision, most commonly found in counselling and social care, which is focused on professional support and learning which enables individual practitioners to develop knowledge and competence and to assume responsibility for their own practice. In this sense, careers practitioners can view supervision as a mirror for emotional reactions and interpretations that are faced in career development practice.

Haynes, Cory and Moulton (2003) describe the "primary aim of supervision is to create a context in which the supervisee can acquire the experience needed to become an independent professional". Adding that supervision is "artful, but it is an emerging formal arrangement with specific expectations, roles, responsibilities and skills."

Jenny Bimrose, Warwick Institute for Employment Research notes on the National Guidance Research Forum that "career guidance does not take place in a vacuum. It is subject to changes, pressures, demands from funding bodies, the workplace and from client groups. Alongside these changes should be continued analysis of the underlying theoretical and ideological considerations of its practice".

Coaching and Mentoring Supervision

Coaching and mentoring bodies have, in recent years, developed supervision models and structures.

The EMCC (European Mentoring and Coaching Council) defines supervision as "the interaction that occurs when a mentor or coach brings their coaching or mentoring work experiences to a supervisor in order to be supported and to engage in reflective dialogue and collaborative learning for the development and benefit of the mentor or coach, their clients and their organisations". The EMCC website describes functions of supervision by Hawkins and Smith (2013)

- The developmental function (skills, understanding and capacities)
- The resourcing function (a supportive space for processing experiences of working with clients)

- The qualitative function (concerned with quality, work standards and ethical integrity)

This is a useful resource for career development professionals and for career coaches or career mentors.

At this point, it might be helpful to review some industry standard definitions of different types of support for career development professionals, recognising that some of these skills may well be used by a competent supervisor as part of their toolkit. (see figure 1)

The challenges of supervision within the function of line management

Effective line management in most organisations is a collection of tasks and responsibilities that ensure individual team members achieve key outcomes for their clients, themselves and the organisation. Line management functions may include objective setting / reviewing, support to individuals to develop their skills, knowledge and understanding, monitoring work outcomes and providing performance reviews.

Being a skilled line manager means carrying out the above functions from an approach and ethos of supporting, enabling and empowering the individual.

Supervision is a process of self-discovery, facilitated by a skilled supervisor, supporting, questioning, listening, helping the individual develop the skills, knowledge and practice confidence that creates better decision making. Supporting an individual's exploration of emotions, feelings and behaviours that drive those decisions and helping individuals manage their wellbeing and build resilience are also key outcomes to expect from supervision.

The underpinning ethos of enabling, supporting and empowering is a shared ethos across both effective supervision and effective line management.

Although supervision is a unique and different function from general line management, it could be argued that it's not the job title that is significant, it is how the process is carried out. A skilled line manager should be able to deploy many



skills, techniques and approaches using the shared ethos of enabling, empowering and supporting if they are asked to carry out both supervision and line manager duties.

The effective management of this overlap is identified in the research paper “The characteristics of effective clinical and peer supervision within the workplace: A rapid evidence review 2019” carried out by Dr Charlotte Rothwell, Dr Amelia Kehoe, Dr Sopha Farook and Prof Jan Illing – Newcastle University.

The research highlights that one of the 10 characteristics of effective clinical and peer supervision is being offered an opportunity to be supervised by several supervisors, or supervision provided by those who are trained to manage the overlapping responsibilities as both line manager and supervisor.

Key activities involved in supervision

The most important part of the mechanics of supervision is the agreement of the terms of the engagement between the supervisor and supervisee. This is usually conducted through a written contract which is agreed between both parties. Although this sounds quite formal, the contracting discussion should be an opportunity to clarify roles and responsibilities and to understand preferences about ways of working and how to deal with matters such as inability to attend appointments, contact in between sessions and what to do when something goes wrong in the supervision relationship. These are administrative details in the main, but a competent supervisor will make this an exploratory discussion, using it to get to know the supervisee and to build rapport and understanding.

Below is a list of the recommended headings for a written Supervision Contract:

- Explanation of the roles and responsibilities (we recommend that you agree a shared understanding of supervision)
- Names and contact details for supervisor and supervisee
- Supervision meeting arrangements
 - Frequency (every two months or every quarter, for example)
 - Length (recommended at least 1 hour, probably 1.5 hours)
 - Arrangements if unable to attend a session (with particular emphasis relating to paid external supervisors, where they may be a cancellation/rearrangement fee)
 - Type of meeting: face to face, online, telephone
 - If and how you will communicate between sessions
 - How quickly the supervisor will respond to contact from the supervisee between sessions (for example, email replies within 48 hours)
- Confidentiality
 - For internal supervision, agreement between parties as to whether matters can be discussed with other managers and where supervision records will be stored.
 - For external supervision, agreement that all matters will remain confidential. Supervisees may wish to add a section that explicitly states that supervisors will not use information gained in the supervision conversation to generate additional income, particularly at the expense of the supervisee.
 - The supervisee and supervisor to inform each other of anything within the conversation that should remain confidential.
 - This aspect should also include reference to those times when confidentiality cannot be maintained, for example with safeguarding issues or concerns for the supervisee or their clients including to whom they will refer any concerns.
- Record keeping arrangements: will the supervisee or supervisor take notes and how will they be distributed (important to think about the purpose of this record keeping). In most cases a simple action plan template indicating areas discussed under headings around achievements and improvements and then agreed actions, is a good starting point. The individual may wish to keep their own reflections or notes from the supervision too.
- How both will work within the CDI Code of Ethics.
- For external supervision, confirmation that the supervisor has appropriate experience, training, qualifications and Professional Indemnity insurance.
- Process in case of difficulties in the supervision relationship (which could be independent mediation through a third party such as ACAS, the Advisory, Conciliation and Arbitration Service <https://www.acas.org.uk/dispute-resolution> or CEDR, the Centre for Effective Dispute Resolution <https://www.cedr.com/commercial> Commercial Mediation).

Explanation of the two pathways – Internal and External Supervision

In the development of a supervision framework, it is important to recognise that career development professionals may be employed and deployed in different settings.

With this in mind it is useful to explore the different needs from supervision of different strands of the career development sector. One way of doing this is to consider these strands in the context of Internal supervision and External supervision.

Internal supervision

Internal supervision can be best described as supervision provided by an organisation to support and encourage its staff members to adopt a reflective, developmental and accountable approach to professional practice, practice decision making and organisational outcomes.

This form of internal supervision is very common within the career development sector and provides a supportive and progressive setting for supervisors and supervisees to reflect, explore and develop best practice. Many of the supervision models talked about in this guide are based around the internal supervision process. This internal function of supervision helps ensure that the practitioner's welfare, practice and client outcomes are acknowledged, understood and discussed as part of the approach to supervision. This is illustrated both in the technical models of supervision (Heron, Morrison and Kadushin) and in the CDI's 3 C's model.

We can add to our understanding of internal supervision by examining the cornerstones of its outcomes - what are we seeking supervision to help us achieve in the workplace? Some key themes have been considered within this Guidance to help clarify what we would want supervision to look like and how it would be seen by staff managers, HR staff and others.

If we consider internal supervision outcomes we can see a picture emerging as to what, and most importantly how, supervision could be carried out. These key outcomes are:

- Professional development
- Managing cases and workload
- Providing support and solutions
- Discovery for the individual and the organisation (for example, deepening of understanding or organisational themes)

This outcomes model allows supervisors to think about how the supervision process needs to be balanced across these factors to achieve the outcomes. If supervision feels more like managing cases and not about support or solutions, it changes the clear characteristics of the process and leads us to think that supervision is just management control. In contrast if supervision is just a place to 'offload' then it can be seen as just an opportunity for supervisees to moan. Good practice in internal supervision is the contribution of reflection leading to insight and/or action alongside appropriate accountability.

Benefits of internal supervision

Internal supervision as opposed to general line management of a career development professional, has some clear benefits:

- Builds a new and separate aspect to the management relationship
- Supervision could be also be undertaken peer to peer, which can provide an additional perspective and a separation between traditional line management function and supervision in the context we are exploring here
- The focus is on the development of the individual in the context of the client engagement, which can be the missing link in some line management or contract management approaches
- Where another manager or a colleague can become the supervisor, someone separate to the line manager, this can add an additional resource for the developmental aspect to supervision and build additional resilience in the supervisee



External supervision

External supervision can be best described as sharing much of the same reflective, developmental and practitioner accountabilities as internal supervision but with less focus on organisational or contract outcomes and often provided by a qualified and/or experienced supervisor external to any organisation and truly independent.

External supervision is sought by many professionals in the career development sector who are self-employed and understand the importance of having access to an external supervisor to help explore and develop their professional practice. The process can really help reflect on and continually improve guidance approaches for the benefit of clients and the welfare of independent career development professionals.

For many working in the private sector, often self-employed, having access to a quality supervision experience is essential for the maintenance of membership of professional bodies, the accreditation of qualifications and to support best practice.

Benefits of external supervision

- Reassurance around professional practice which can develop confidence
- A 'fresh' set of eyes around work-based issues and client interactions can help provide perspective and insight
- Encouragement and challenge that would normally come from a good management structure

Internal and External Supervision: Which pathway is best?

Whether you are looking for, or engaged in, internal supervision either provided by line management or non-line management or indeed looking for external supervision, both approaches are equally valid in achieving professional growth within a climate of support, welfare and accountability.

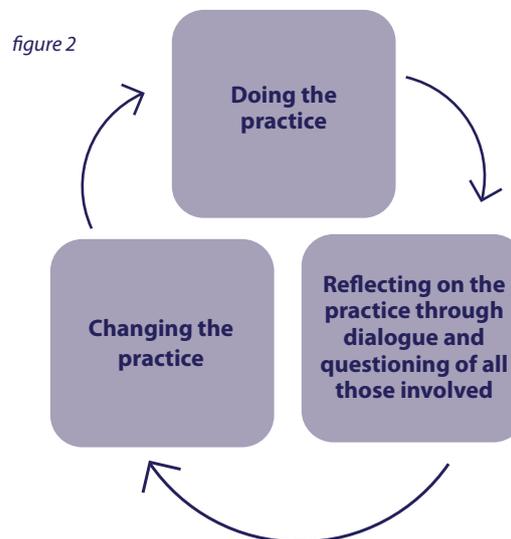
The shared purpose across both internal and external supervision should reflect the shared common outcome which is that supervision should drive the continuous improvement of practice for the benefit of the client. Keeping the client at the centre of the process allows supervision to be seen as a balance across many of the functions the supervision process will fulfil.

The central theme, no matter which approach you are using is to be clear about the purpose, structure, roles, recording and outcomes wanted from supervision. In identifying a shared outcome between internal and external supervision we can develop an approach to supervision that provides quality supervision experiences tailored to an organisational and self-employed context and professional requirements.

Reflective Practice in supervision

All those involved in career development understand the importance of reflective practice and may be familiar with the work of Schon (1983), Kolb (1984) and Gibbs (1988). When we think about reflective practice, we often think about the limited opportunities we have to truly find a place to think aloud, feel listened to, acknowledged, supported and challenged within our day to day work. Quality supervision can and should provide this productive working space to allow for the exploration and development of professional practice.

A vital part of the process of becoming a reflective practitioner is the adoption of a critical and informed stance towards practice (our own and that of other people). This can only partially come from learning procedures and achieving competencies relevant to practice. The best way to develop the skills of critical reflection on practice is by following the reflective cycle. (see figure 2)



The purpose of reflective practice

Reflective practice is where professionals revisit and review their own commitments, qualities and skills. It might involve thinking about and evaluating an individual piece of practice, work that a team has carried out together or even business strategies that an organisation has adopted. However, the reflective practitioner will focus largely on their own practice, considering its strengths and areas for development and will continually work on ways to improve it.

All professionals in the career development context need the capacity to reflect. Reflection helps us to:

- become effective lifelong learners
- understand the things we experience, both personally and professionally
- learn and improve.

It is a skill that can be developed, primarily through continuous practice. It is our capacity to think about things we have experienced, evaluate those experiences and learn from them. It has the potential to enhance learning as part of our professional practice development and encourage critical analysis of skills and knowledge (both our own and

other people's) in order to improve practice. Reflection is important because it can encourage us to consider common occurrences in everyday professional life and ask ourselves questions about them – for example:

- What were my reasons for doing that?
- What part of my professional role was I playing at the time?
- What tools and techniques am I using?
- What did that occurrence mean to me, to the client and to the other people involved?
- What evidence is there of the impact my work has on the client/organisation?
- Was there anything I could/should have done differently?
- What can I learn from that incident?

Processing, thinking about and answering such questions can help career development professionals to gain insight into their work and into the way that they work – it can help practitioners to learn about and improve their practice. Supervision can be the key to providing an opportunity for this to happen in a safe, supportive and developmental framework.

How does supervision help with reflective practice?

Effective supervision and effective reflection are a symbiotic partnership leading to the greater understanding of valuable and productive practice through the exploration of individual approaches, attitudes, values and motivators.

If an individual is going to use supervision productively, they will need to be prepared for, and open to, the idea of sharing an insight into their professional practice decision making and actions. This can lead to the sharing and understanding of effective and non-effective ways of working and therefore potentially feel threatening and exposing. The danger here is that we engage in cognitive dissonance and remove or reduce the “stuff” we see as less successful. If we do this and we avoid using it within the reflective process the potential learning is lost. Supervision can help reduce the chances of this by helping create the right climate for practice exploration. The key driver around supervision and reflection comes from the way in which we see the relationship. The working alliance between the supervisor and supervisee is the key to understanding how to engage and use a true cycle of reflection for supervisees and supervisors to use.

There has to be a culture within internal and external supervision that supports openness and not blame, learning from incidents not hiding from them and bringing honest, reflective practice to the supervision conversation.

Another framework that supervisors and supervisees might find useful to explore is the Brookfield's Lenses framework of reflective thinking which was developed by Stephen Brookfield in 1995.

This framework asks us to think about our practice using different lenses to look at the same piece of work. It is therefore a useful and detailed analytical process to use to think through events/ actions and situations. Brookfield Lenses asks practitioners to look at the world of their work from the 4 lenses of:



- Consider and critically reflect on own experiences from our own perspective / narrative and story
- Consider and critically reflect on how the client or service user see us and the experience
- Consider and critically reflect on how others / colleagues/ other professionals see us and the experience
- Consider and critically reflect from a research and theoretical perspective

It can help an individual gain insight and assessment of how a situation can look and feel differently using a multiple perspective account. It may encourage individuals to ask questions of key stakeholders, undertake further research and generally take a wider view of events, situations and outcomes.

Models of supervision

Introduction

There are many models of supervision, drawn from a range of disciplines. Several have been selected to illustrate different approaches and have a balance of the CDI's 3 C's model of Compliance, CPD and Caring.

In order to consider the most appropriate model to use within your supervision arrangements it will be important to have established the function and purpose of supervision for you or your organisation. In stating clearly the purpose of supervision you can then ensure that the supervisor uses a model/s that fit the stated organisational purpose of supervision.

The purpose of supervision from an organisational perspective

- Organisations might want to see supervision as a clinical case work driven activity, allowing supervisees and supervisors opportunities to deep dive into individual client work and of the supervisee to account for the decisions they have made in their day to day work.
- Organisations might want to view supervision as an opportunity to review the numbers of cases, targets, organisational requirements and processes such as record keeping.
- Some organisations will view the purpose of supervision as the professional development of the supervisee often through the practice of reflection.
- Organisations might also consider supervision to be a 'checking in' discussion on the welfare and well-being of the supervisee.

For the purpose of this guide we are going to take a balanced, multi-functional perspective to the purpose of supervision. That is to say that supervision is about accountability for individual work, supporting the supervisee to get better at what they do, providing the supervisee with space to reflect and off load in order to develop emotional resilience, ensuring that the supervisee is meeting organisational targets and requirements, following clear organisational policies and within the framework of a code of ethics.

Modes of supervision

Supervision is something that can take the form of many different types or modes. The diagram below (Connexions – Supervision, developing the reflective practitioner 2001) describes this so supervisors and supervisees can see how supervision can be used within the workplace. (see figure 3)

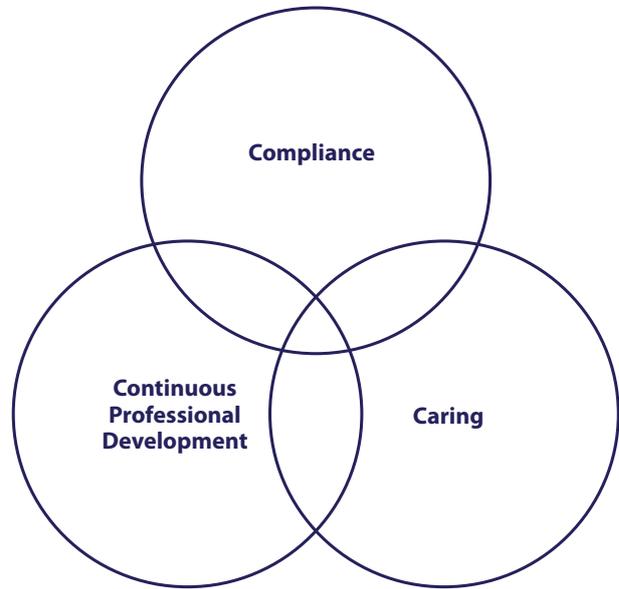
Modes of supervision (figure 3)

		Formal	
Planned		Supervision takes the form of planned meetings on an individual or group basis; with an agreed agenda and methods for reaching objectives. Such meetings can be arranged for a limited or indefinite period of time for general or specific purposes	Supervision takes the form of unplanned discussion and consultations on an individual or group basis where an agenda has to be agreed on the spot. Often when an event such as a crisis or problem has arisen. Space and time is created away from day to day delivery of the work
		Unplanned	
Informal		Agreements are reached between individuals to give help, advice, constructive criticism and other forms of feedback whilst working with clients or carrying out other service delivery tasks. These arrangements are negotiated in advance according to predetermined objectives and subject to monitoring and review	Supervision is given tacitly while individuals are working with clients or engaged in service delivery tasks. It may take the form of help, advice constructive criticism, support and praise. The content of this discussion or interaction may become the focus of formal content explicit supervision agreement. It first occurs as an unplanned activity because of needs and circumstances

Models of supervision

It is not the intention of this guide to recommend one particular model of supervision but to offer a range of models based on the balance of functions and purpose of supervision. A useful reminder of this balance is illustrated in the framework below developed by Claire Johnson of the CDI. (see figure 4)

CDI Model of Supervision © CDI, Claire Johnson. (figure 4)



This simple model provides a framework for the discussion between Supervisor and Supervisee and helps to give balance to the discussion. This is split into 3 main areas:

- Compliance
- Continuous Professional Development
- Caring

Examples in each of these areas are shown in figure 5

figure 5

	Compliance	CPD	Caring
Organisational perspective	Working to corporate and professional guidelines	Following a training plan developed through appraisal	Ensuring workload is appropriate
Personal	Understanding safeguarding requirements	A deeper understanding of their role Managing conflict	Wellbeing and mental health
Client focus	Adapting the needs of the contract to the needs of the client	Development that might be required to meet client needs	Understanding of pressures of challenging clients
Functions according to Proctor (1987) and Morrison (2005)	A managerial function	A developmental or formative function	A supportive or restorative function
Aspects according to Kadushin	Administrative	Educational	Supportive

Model of supervision: The Heron 6 Category Model

John Heron (1975) developed his 6 Category Model from the work of Blake and Mouton in the 1960's. It is intended to be both a supervision model and a useful model in the development of interactions and conversations, and asserts that all interventions work within the following categories:

- **Authoritative** – areas that are more prescriptive, seeking to direct the behaviour of the person you are working with;
- **Informative** – seeking to impart knowledge, information and meaning;
- **Confronting** – seeks to raise consciousness about a limiting attitude or behaviour of which the person is relatively unaware;

These interventions tend to be more hierarchical with the supervisor taking more responsibility for and on behalf of the supervisee, guiding behaviour and giving instruction, more authoritative.

- **Facilitative** – cathartic – seeks to enable disengagement of emotions, joy, love, fear, hate, sadness;
- **Catalytic** – seeks to elicit self-discovery, self-directed learning and problem solving;
- **Supportive** – seeks to confirm the worth of the person's qualities, attitudes and/or actions.

These latter three interventions are less hierarchical seeking to enable the supervisee to become more autonomous and take more responsibility for themselves, eliciting self-directed learning and affirming worth, more facilitative.

The skill of the supervisor is to be equally proficient in this wide range of interventions, to move flexibly from one category to another, aware of what interventions they are using, knowing when to lead and when to follow, and have creative balance between power over and power shared.

In a career development supervision context it is a useful framework for a supervisor to use to assess their style with the supervisee. It is important to note that the 'authoritative'

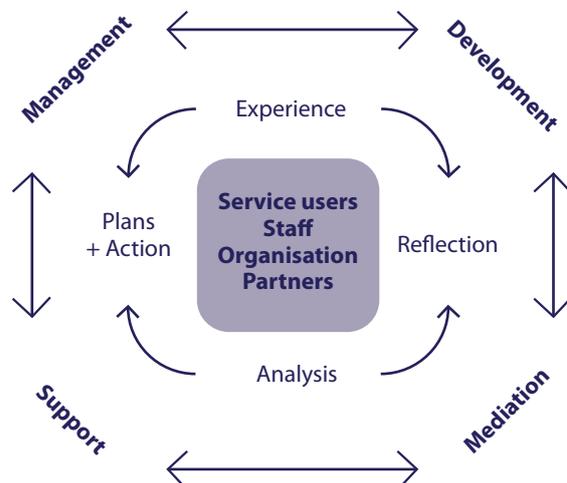
element of this model should only be used for matters pertaining to statutory or organisational requirements. The emphasis should be on the final three – facilitative, catalytic and supportive.

Models of supervision: Morrison 4x4x4 model

This model brings together the functions, stakeholders and the main processes involved in supervision. It integrates the four functions of supervision (Management, Development, Mediation and Support), with the reflective supervision cycle (Experience, Reflection, Analysis, Plans and Action) and focuses on the needs and priorities of the four stakeholders (Service users, Staff, Organisation and Partners). For professional development or problem solving to be fully effective, all four parts of the learning cycle need to be engaged.

This model sees the reflective cycle at the heart of the supervision practice. Bringing stakeholders to this process enables a wider conversation and moves away from a purely 'management' process. (see figure 6)

4x4 Morrison (2005) model (figure 6)



Below are some of the general aims within each function, to give additional understanding as to the breadth of how the model can be used by supervisors, as appropriate to internal or external supervision.

The aims of the **management** function are to ensure:

- organisational policies and procedures are understood and followed;
- the supervisee understands her/his role and responsibilities;
- the supervisee is clear as to the limits and use of his/her personal organisational and statutory authority;
- the purpose of the supervision is clear;
- the supervisee is given an appropriate workload;
- time-management expectations of the supervisee are clear and checked.

The aims of the development function are to assist with:

- an appreciation and assessment of the supervisee's theoretical base, skills, knowledge and individual contribution to the organisation;
- an assessment of the supervisee's training and development needs and how they can be met;
- access to professional consultation in areas outside the supervisor's knowledge/experience;
- the supervisee's ability to reflect on his/her work and interaction with users, colleagues and other agencies;
- regular and constructive feedback to the supervisee on all aspects of their performance;
- the supervisee's capacity for self-appraisal, and the ability to learn constructively from significant experiences or difficulties.

The aims of the **support** function are:

- to validate the supervisee both as a professional and as a person;
- to clarify the boundaries between support, counselling, consultation and to clarify the limits of confidentiality in supervision;
- to create a safe climate for the supervisee to look at her/his practice and its impact on him/her as a person;

- debrief the supervisee and give the supervisee permission to talk about feelings;
- to monitor the overall health and emotional functioning of the supervisee, especially with regard to the effects of stress;
- to help the supervisee reflect on difficulties in colleague relationships to assist the supervisee in resolving conflict.

The aims of the **mediation** function are to:

- negotiate and clarify the team's remit;
- allocate resources in the most efficient way;
- represent staff needs to higher management;
- consult and brief staff about organisational developments or information;
- mediate or advocate between supervisees, within the team, or other parts of the organisation or with outside agencies;
- deal sensitively, but clearly, with complaints about staff and assist and coach staff, where appropriate, through complaints policies and procedures.

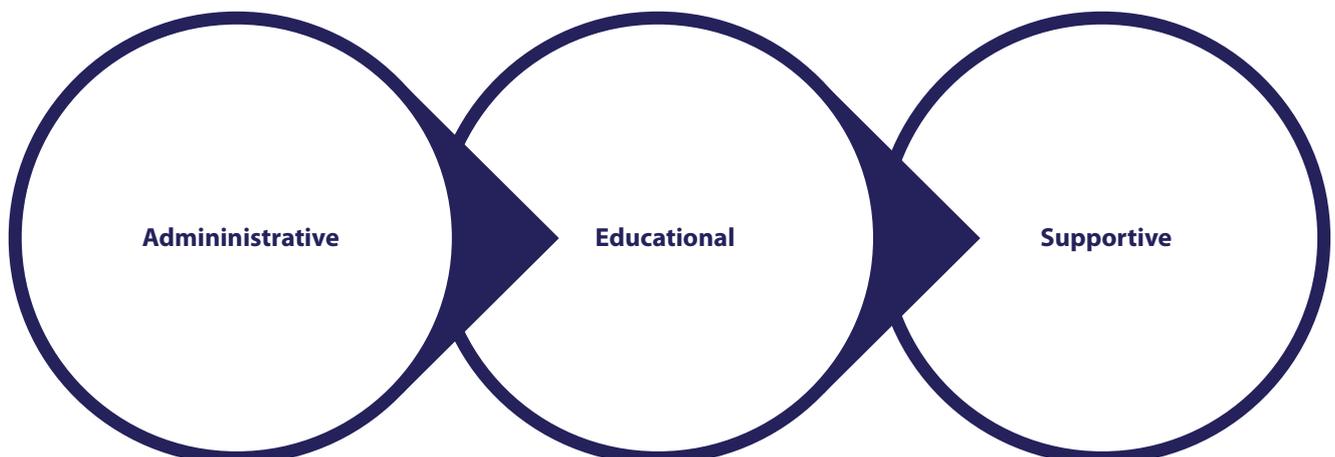
The model draws on Kolb's (1984) adult learning theory for experiential learning and it should be noted there is some degree of contemporary concern about the validity of learning styles theory because of a lack of validated research. As a mechanism to provide a wider view for the supervision and a checklist, particularly giving clarification for internal supervision, this model is helpful because of the anchor to reflective practice and securing feedback from others within the working environment.

Models of supervision: Kadushin model

The model (*see figure 7*) illustrates the 3 elements within the framework. The primary focus here is to provide on-going and a regular space for supervisees to reflect upon the detail of work and the process of gaining outcomes within their work.

Under the **administrative** heading the primary focus of this part of the supervision conversation is around compliance to organisational policies, legal framework, targets and organisational goals.

Kadushin (1976) model of supervision (figure 7)



Under the **educational** heading the primary focus of this part of the conversation is to explore and further develop the skills and knowledge of the supervisee within the work objectives they have to achieve.

Under the **supportive** heading the primary focus of this part of the conversation is to explore the supervisee's morale and feelings about their job. It can provide an opportunity to identify early signs of stress and burn out and for the supervisor and supervisee to work out how to manage any damaging impact of stress within the workplace.

This model should be used on the basis of the supervisor assisting the supervisee to move forward with their thinking, as you would in a career coaching or mentoring relationship. The role of the supervisor is not to take over the duties of the supervisee.

There are other supervision models and many other helpful tools that could be used by supervisors such as Hawkin's Seven Eyed Model of Supervision The Manifesto for Supervision, 2019 (ymaws.com) as well as coaching models such as GROW (GROW Model (businessballs.com)) and OSKAR (sfwork - OSKAR coaching) to management models such as the Six Thinking Hats of de Bono (Six Thinking Hats – De Bono Group) and Belbin's Team Roles (Belbin Team Roles | Belbin). One useful additional tool comes again from the world of social work and therapy known as a strengths-based approach. The SCIE (Social Care Institute for Excellence) has a simple introductory video Video: What is a strengths-based approach? | SCIE and there are additional links in the References section. This thinking is naturally at the core of all career development professionals, but it is worth reminding ourselves of this methodology in the context of supervision.

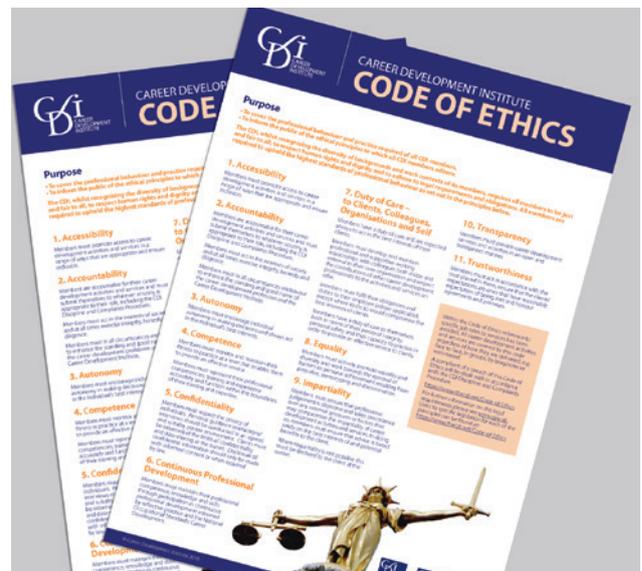
Linking supervision to the CDI Code of Ethics

Supervision is a critical part of the maintenance and development of our professional practice and to ensure we adhere to underpinning professional practice guidance. The CDI Code of Ethics provides such a framework of guidance including key ethical principles, behaviours and approaches to career development activities.

Career development professional supervision would and could add a layer of transparency to ethical considerations and provide opportunities to talk through questions and dilemmas of practice as well as informal validation of adherence to the Code.

It is clear that all eleven of the CDI Codes of Ethics principles are supported and enhanced for career guidance professionals and organisations if effective supervision is in place. Below is an illustration of the links between the Code and supervision.

- **Accessibility** – The supervision conversation may enable both individuals and employers to consider how accessible the service offer is to clients in relation to location, times, environment and local community boundaries that are sometimes not physical but historical and cultural
- **Accountability** – one of the purposes of supervision is to create an internal and external dialogue of accountability for service practice and outcomes
- **Autonomy** – Career development professionals are often managing conversations with clients that are dynamic



and not fixed or scripted. Decisions are often made in the moment and therefore a feeling of being able to make professional judgements and justify those judgements is critical in ensuring an effective client experience. Supervisors can promote and support the idea of autonomy as part of the growth and development of practitioners

- **Competence** – Supervision can help practitioners maintain and develop a level of practice competency that allows effective working practices to be maintained, managed and improved including boundaries and ethical practice
- **Confidentiality** – Supervision sessions should not just mirror the confidentiality framework for practice but encourage practitioners to bring to supervision any ethical dilemmas linked to confidentiality of client information. Supervision can also help with the re-enforcement of information sharing protocols that are in place for the exchange of information between organisations
- **Continuous Professional Development**- Supervision conversations can help practitioners link current development needs with suggested tools, approaches and activity to continue to improve practice
- **Duty of Care** – Supervision can help practitioners think through their relationships with clients, colleagues, and other key stakeholders to ensure that practice is safe and in line with legal and organisational policies and practice linked to duty of care. Supervision can also ensure organisations manage their duty of care responsibilities with their own workforce, ensuring the long term health and well-being of staff
- **Equality** – Supervision can help practitioners understand their own values, beliefs and attitudes both professionally and personally and the impact these might have on practice decision making and client interaction
- **Impartiality** – Practitioners may face challenges to their impartiality on a regular basis. The opportunity to talk with a supervisor around how to deal with these challenges is both critical and developmental. In some circumstances this may uncover some organisational challenges around impartiality that cannot be ignored
- **Transparency** – Supervision should be a transparent process modelling the transparency of practice of career development services and activities



- Trustworthiness- The supervisor/ supervisee relationship is often a reflection of what the supervisee / practitioner is trying to achieve with their clients. Effective supervision is a really useful suitable environment for this modelling to take place and to show how effective trust based relationships can lead to development and growth

It is our recommendation that the CDI's Code of Ethics is used as another conversational focus to help review and improve practice in the supervision conversation.

- Professional development
- Managing cases and workload
- Providing support and solutions
- Discovery for the individual and the organisation.

If we consider the range of skills required of the supervisor it is fairly easy to identify a whole list of skills that can be broadly described as effective communication skills.

Skills of the supervisor

When we talk about the skills needed to provide effective supervision it is important to recognise that the skills needed are only one part of the effective supervisor's toolkit. The supervisor's knowledge, attitudes, beliefs, values and behaviours are hugely important in providing fair, consistent and quality supervision.

Values based communication is used to establish a connection between supervisor and supervisee and to develop this into a productive change-based model of helping. There is a very simple model that can create the right environment for supervision to take place. The work of Carl Rogers has shown that there are three fundamental values involved in establishing effective developmental relationships leading to change. Unconditional positive regard, empathy and congruence are values much practised in career development. They depend on more than sensitivity. They are dependent on your ability to communicate effectively, spontaneously show respect, empathy and genuineness.

The aim of establishing a professional, open and honest relationship within your supervision is to allow the development of a working alliance between you and the supervisee. This is connected with the development of the right learning environment to establish and achieve the key cornerstone outcomes of supervision of:

Good communication skills

These include:

- Building rapport
- Active listening
- Prompting and exploration
- Empathetic responding and summarising
- Assessing the limits of competence and involvement
- Purpose stating
- Identifying the main message
- Enabling change
- Negotiating
- Problem solving
- Giving feedback

There are a number of additional interpersonal skills:

Reflecting hidden meanings

Language is often used in a way that disguises feelings. Making simple statements about what might be the true meaning behind words, gives an opportunity for the supervisee to reveal what they might really be feeling. It

also conveys a sense of having been understood even if they choose not to reveal further information. It is important to reflect meaning back to the supervisee to clarify thinking and move the conversation forward. A useful phrase to reflect meaning is, “you feel (describe the feeling you have heard) because (describe the context, facts or scenario that has been presented)”.

Summarising or reframing reflections

A summative reflection is a brief restatement of the main themes and feelings the speaker has expressed over a longer period of conversation. The supervisor should also be skilled at reframing, that is looking at the statements made by the supervisee and restating, from a different perspective or more constructively.

The use of the following phrases can help with skills of summarisation

- “One theme you keep coming back to seems to be...”
- “Let’s recap the ground we have covered so far...”
- “I’ve been thinking about what you’ve said and...”
- “I see something that may be a pattern and I’d like to check it out.”

Giving and receiving feedback

Giving and receiving feedback is one of the key skills of supervision. It is a significant tool used to ensure that information around performance is fed back appropriately, accurately and that the individual is in a place to receive that feedback. This includes good practice as well as practice that requires improvement. Constructive feedback should be objective, clear, focussed and non-judgemental. It should facilitate learning and provide guidance, support and challenge. It should provide the means for a person to progress and should be based on the achievements and deficits of the performance, not of the individual.

Skills of the supervisee

The role of the supervisee appears to be straightforward - to work with the supervisor in partnership to achieve effective outcomes from the supervision. This structured conversation with a supervisor is the opportunity for the supervisee to discuss a range of issues pertaining to their work, preferably through the lens of the client experience. However, in order to get the most from the experience, it is recommended to be as prepared as possible. Following good regular reflective practice, it is normal to have a range of matters to discuss. Sometimes these can have built up into general themes, but often it is only through the supervision discussion that any thematic issues can be identified fully. Preparation is as important for the supervisee as the supervisor. Having a moment to think about the forthcoming supervision discussion is essential and perhaps prioritising a few key areas that you would like to discuss.

We also have to look at the skills of the supervisee to enable them to engage with and take part in the supervision process. The working alliance is what makes supervision effective. The ability and willingness of both parties to go on the supervision journey together to explore the development of effective professional practice. This working alliance requires both parties to understand the purpose, function and models that will be used within the context of an organisational approach to supervision.

The working alliance is also cemented by the clarity of how supervision operates at a practical level such as scheduling time, location, agenda, record keeping etc. This is often called the working agreement or contract between the supervisor and the supervisee. This creates the clarity needed for open and transparent conversations. Both parties will need to understand this and use it to prepare for and structure the supervision session.

The most important requirement of the supervisee is to commit to and develop a reflective approach to their practice. Drawing on the work of Habermas and action research, MacNaughton (2003) states that critical reflection can provide professionals with some of the tools required to critique the “big ideas” that shape daily practice. MacNaughton suggests six questions that critically reflective professionals use to gain a deeper understanding of their practice and to bring about positive change:

1. How have I come to do things this way?
2. How have I come to understand things this way?
3. Who benefits from how I do and understand this?
4. Who is silenced in how I do and understand this?
5. How many other ways are there to do and understand this?
6. Which of those ways might lead to more equitable and fair ways of doing and understanding things?

Answers to these questions can form the basis of good preparation by the supervisee and the supervision process should unravel additional insights to support the development of professional practice.



figure 8

Getting the best from supervision	Why this is important
Prepare and reflect	<p>Supervision is a professional conversation and as with other important work-related interventions requires some preparatory thought. Appraisals, coaching sessions, mentoring and regular management meetings are more productive when you have the time and space to plan for them. Supervision is an opportunity to gain insight, clarification and support to develop your practice.</p> <p>It is equally important for supervisees to reflect after the meeting as to what you have taken from it, what you might do differently, what you will look out for in your future career conversations with clients. Equally, supervisors should reflect on what went well in the conversation and any subsequent thoughts around areas that were not discussed and why, as well as reviewing action points.</p>
Being open in your approach	Supervision works when the intention is constructive and helpful. There should be a healthy and genuine rapport between the supervisor and supervisee, built on trust.
Good contracting at the start	The detail and joint agreement of your supervision arrangement will be the building block for the conversations and the foundation for any issues that might arise. Spend time agreeing what you will do if things go wrong early in the supervision relationship.
Session feedback	Supervision requires two people and it is therefore important to have a mechanism for securing feedback on the session from both parties. This can be done at the end of the meeting or through a separate email or telephone call. It doesn't need to be complicated or time consuming, but checking in with each other about what worked well and what could have been improved is a good starting point. The 3 C's model of Compliance, Caring and CPD would be a useful starting point to record feedback ensuring a balanced session that wasn't focused on one area alone.
The CDI's 3 C's model	<p>Remembering the split of the discussion should fall into the three areas of:</p> <ul style="list-style-type: none"> • Compliance • Caring • CPD <p>as a good way of ensuring that you are covering the main areas where supervision can build resilience, develop learning and provide encouragement.</p>

What can help things go right?

We have identified 5 key areas that can help career development professional supervision go well, and are important for both the supervisor and supervisee to be aware of, see figure 8 above.

What happens if things go wrong?

Of course, sometimes things can go wrong, as they can do in any work relationship. Ensuring that your contracting arrangements are sound is a critical mitigating action. Two common issues that can manifest are around unhealthy dependency and compassion fatigue for both supervisor and supervisee.

As a supervisor it is important to take a reflective approach to supervision based on your on-going self-management and linked to your own CPD as a career development supervisor. Having the right skills and knowledge to provide effective supervision and recognising when you might have fallen short on these is a relatively straight forward consideration of your supervision capability. More difficult is when we

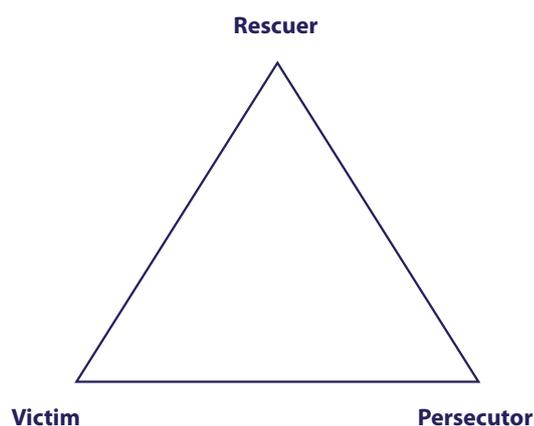
might have to examine and re-examine the behaviours and beliefs that underpin your supervision approaches.

Attempting to 'rescue' a member of staff: An unhealthy dependency

It is important for a supervisor to be constantly aware and reflect on any indications that they may be developing a relationship with the member of staff which is less about working in partnership and more about 'rescuing'. This type of dependency will have negative consequences. If boundaries and roles are not maintained effectively and the supervisor attempts to rescue instead of enabling, they may become either a victim or a persecutor of the supervisee.

The Drama Triangle is a psychological and social model of human interaction in transactional analysis (TA) first described by Stephen Karpman (1968), which has become widely used in psychology and psychotherapy. The model suggests three habitual psychological roles which occur when a supervisor is intent on 'rescuing' someone they intend to help.

The Drama Triangle



If a supervisor is intent on rescuing, one or both of the following scenarios is likely to develop. In each one, supervisor and supervisee are forced into either the persecutor or victim roles:

- The rescuer may put pressure on a staff member to be helped, but they fail to engage, so the rescuer becomes angry, then starts to persecute the staff member, who becomes a victim
- The rescuer promises to rescue the staff member but fails, so the staff member becomes angry with the rescuer and starts to persecute the rescuer, who then becomes a victim.

Career development professional training, especially through the lens of a Rogerian approach, supports practitioners to enable clients to make choices and take action. However, within that role, our helpfulness can easily be perceived as an attribute of a 'rescuer' and in many ways this can be compelling. It is important to guard against the drama triangle and use techniques to avoid becoming a 'rescuer'.

Compassion Fatigue

We all like to think we are empathetic, understanding and can show compassion within our supervision activity. It is important to recognise when and why our compassion is beginning to wear thin. This could be due to our own situation, or external circumstances and might be an indication that we feel less compassionate to one person's situation than another. As the supervisor you hold a lot of power which in turn could create inequality in treatment and oppressive supervision practice.

Who is supervising you as the supervisor is a critical question, allowing you to explore talking through your supervision activity to elicit clarity on your own situation. This will help hold supervision to a clear set of standards to ensure its credibility as a fair, consistent, empowering and developmental process.

There are some interesting emotions for supervisors to explore when establishing or re-establishing a supervision relationship.

These include:

- Feelings ranging from fear and apprehension to excitement and hope
- Self-consciousness
- Previous experiences of supervision (good or bad) and how they may impact on your current practice
- Reluctance to engage
- Constantly offloading personal emotions and experiences

A supervisor will need to:

- Recognise that the supervisee may be dependent on the relationship at this point
- Provide a safe learning environment
- Encourage the supervisee to share what they are thinking, feeling, share values and their opinions
- Model reflective practice
- Clarify relationships with others and other systems
- Establish how the supervision will be evaluated
- Contract for how you are going to work to help understand and manage expectations and set ground rules

The contract between supervisor and supervisee is the place where you identify what will happen if either party is not satisfied with the arrangements or nature of the supervision conversation. Mediation can be a route to a satisfactory conclusion, either through a recognised third party such as ACAS or CEDR, for example, but most supervision disputes can be resolved by mutual agreement to re-start or end the supervision engagement. This is harder to undertake when your supervisor is your line manager (internal supervision) than when this has been procured externally. Once again, clear initial contracting will provide a route to securing a satisfactory outcome.



Case Studies

Internal supervision

Rani leads a small team delivering a National Careers Service contract in a regional area. She has three advisers who work for her and she reports directly to her Chief Executive. The contract is target driven and she has fortnightly meetings with the team to review those targets. In addition, she works through the company's annual appraisal with a six monthly meeting to assess how the team are working towards their training and development objectives.

When Covid-19 stalled the client interaction and face to face delivery she realised that additional support was needed and set up supervision with each team member. This was undertaken via Zoom or on the telephone and became a monthly 'overview' conversation concentrating on practice and any emerging themes regarding delivery and getting an understanding of the team member's morale and stress in extraordinary circumstances.

The monthly supervision led to a greater understanding of the needs of the team which she was able to report back to her own manager and led to a change in working circumstances for one team member. It also enabled the identification of some additional support needed around mental health resilience which was rolled out to the whole team using remote learning packages.

Conversations were not always easy, given the wider context of the pandemic and the introduction of supervision at this time. However, setting the supervision contract with the team was the most important aspect to keeping the discussions focussed. Rani has now introduced group supervision sessions which have the objective of anonymously reviewing themes that arise from clients, where all advisers can share issues and best practice.

Rani is a qualified careers adviser, with counselling qualifications and experience and has worked as a supervisor in that capacity. She feels that the distinction between supervision and target meetings is a better way of line managing the team to meet their needs and, more importantly, those of the clients.

External supervision

Mike is a director of a limited company providing career coaching to unemployed managers and directors and those who are looking to move jobs. He has been the sole director of the business for seven years and does not employ any staff, working with a freelance secretary and joining forces with other independent professionals when work exceeds his own capacity.

He was successful in securing a regular fixed term contract with a university programme supporting unemployed managers to assist them to get back into work. The clients had one to one coaching with Mike and were also enrolled on a university qualification within their Business and Management School. It was during this contract that the idea of requiring supervision arose. He noticed that some of the clients who had been registered on the scheme were experiencing difficulties and he was keen to have a sounding board to understand how to support them further. Although there were other options such as talking to the university team or securing a coach or mentor, the idea of supervision was most appealing. He wanted to invest in his own development, with someone experienced in careers coaching and who understood the concept of supervision from a counselling or social care perspective. He felt that these skills would enable him to have a real focus on the client in the discussions rather than the emphasis on his own business.

From a recommendation Mike contacted Sandra who was experienced in counselling supervision and who had worked previously in careers education. Mike thought through his requirements for the supervision from a document that Sandra had sent, which was based on a reflective log of a couple of weeks and asked him to outline some of his concerns and aspirations for the supervision. Prior to the first meeting, Sandra offered a free chemistry session – a telephone chat between them to see how they might work together, where Sandra went through her qualifications and experience. This successful conversation led to monthly supervision over six months, the period of the remainder of the university contract.

Mike felt that he had gained enormously from this intervention. He identified that having someone independently ask him about his approaches to clients, constructively challenge him on some of his thinking and expertly ensure he was compliant with the contract requirements as well as 'checking in' with his own wellbeing, ensured that he excelled in his delivery.

Sources of Training

CDI

<https://www.thecdi.net/Skills-training-events>

Association for Coaching:

<https://www.associationforcoaching.com/page/CSADetails>
Coaching Supervisor Accreditation - Association for Coaching

EMCC:

<https://www.emccglobal.org/accreditation/esia/> About the EMCC Global Supervision Individual Accreditation (ESIA) – EMCC Global

Association of Coaching Supervisors: <https://www.associationofcoachingsupervisors.com/supervisors/what-is-supervision> What is Supervision? - The Association of Coaching Supervisors

ILM: <https://www.i-l-m.com/learning-and-development/management/coaching-and-mentoring/8582-level-7-coaching-supervision> Level 7 Coaching Supervision (i-l-m.com)

The British Psychological Society: <https://www.bps.org.uk/our-members/professional-development/find-cpd/supervision> Find CPD: Supervision skills | BPS

BACP: <https://www.bacp.co.uk/membership/supervision/> Supervision (bacp.co.uk)

Finding a supervisor

Career development professional supervision training is not as advanced as other 'helping' career development sectors.

Introductory modules are being developed by the CDI and will be announced during 2021. However, we recommend that when you are looking for a supervisor, you consider the following aspects:

- Experience: is the supervisor an experienced careers professional, and at what level? Is their experience similar to your own?
- Supervision experience: can the prospective supervisor demonstrate that they have undertaken relevant supervision and do they have testimonials or past clients that you could approach?
- Qualifications: are you looking for someone who has an equivalent supervision qualification?
- CPD: do they have a commitment to their own continuous professional development?
- Process: do they have the appropriate processes in place for planning, record keeping and contracting?
- Insurance: are the relevant professional indemnity policies in place?
- CDI membership: are they a member of the CDI or equivalent organisation?
- Ethical viewpoint: do they work to a Code of Ethics (preferably the CDI Code of Ethics)?
- Supervision: do they have regular supervision themselves?

The web is a useful resource to identify potential supervisors but as this is a new area they can be hard to find. Recommendation is always the best introduction.



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