

Leadership Coaching,  
Mentoring, Counselling  
or Supervision?

One Way Is Not Enough



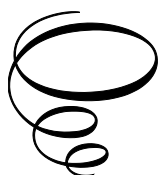
# Leadership Coaching, Mentoring, Counselling or Supervision?

## One Way Is Not Enough

By

Eileen Piggot-Irvine and Karene Biggs

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# CHAPTER 1

## INTRODUCTION

The leadership coaching, mentoring and supervision sphere is densely populated with books proposing different models and methodologies drawn from diverse fields. Each of these fields has its own language, and the authors are often strong proponents of their particular field to the exclusion of others. In work providing one-to-one support with multiple leaders, we have found some aspects of each of these fields to be useful. However, when the authors seem to be zealously advocating their approach as ‘the right way’ the potential value is substantially diminished.

In our experience, there is never one right way to support leaders in this type of activity. For example, no standardised set of reflective coaching questions has been sufficient to deal with the complexity of issues that varied leaders bring to our meetings: no single model has had enough flexibility to be responsive enough to meet our own or our client needs. For these reasons, we have struggled to find a suitable name for the approach that we have been adopting, and the title of this book reflects that struggle. ‘Leadership Coaching, Mentoring, Counselling or Supervision? One Way is Not Enough’ was the closest we could come to describing this struggle.

The purpose of this book is to share a much less rigid, contextually flexible way of thinking about one-to-one support for leaders. We have previously, often inaccurately, described what we do as supervision or coaching but we have always known it did not strongly conform to any of those roles and some clients have not hesitated to tell us this! The thinking and its practices do not fit under any of the popularised approaches. They do, however, have roots in an action research (AR) oriented philosophy to the extent that we have adopted the term Leadership Inquiry Support (LIS), and an attendant model, to describe what we are doing.

The introduction of LIS into our role in one-to-one support has not been something we have actively promoted, but it has created such a distinction in practice that many of our supervisor, mentor and coach colleagues, and

leadership clients, have urged us to write about what we think is distinctive about what we are doing. We hope this book will make that clear in a way which will be useful to those wishing to explore a more multi-faceted approach. We also hope that the elaboration of the approach will trigger debate and challenge with others who are expert supervisors, mentors and coaches. Such dialogue generates new learning.

Before outlining the content of this book, we offer a brief background to our professional journeys in both one-to-one leadership support and action research. We think this background is important as a preface to later sections of the book which show the way these two areas have collided in our practice.

*Eileen: I started my career in teaching biological sciences and was deeply immersed in scientific principles and research approaches. Like most teachers in Higher Education, I was shipped off to a course on how to teach adult learners using the principles of 'andragogy' rather than child centred learning or 'pedagogy' as it is frequently named. My fascination with the course was not with the content, but instead, on the way, the course facilitators were running the course and engaging us as learners! The latter has become a feature of my whole career; it seems because I am still absorbed in the unpacking process about how we best learn more than I am about content! That aside, this fascination led to my appointment as a director of a professional development centre that ran programs for teachers of adults. The role plunged me into the world of leadership and subsequently, the development of leaders. I increasingly became aware in this work that the role of a facilitator telling others what to do in their leadership was substantially ineffective. My increasing discomfort with the traditional 'instructor' ways of teaching leadership led me into the field of AR: a field which strongly proposes a more 'experiential' and 'autonomous' approach to growth, development and learning.*

*In AR, what attracted me was a push for practitioners to collect evidence around their practice so that they could improve. Self-directness, self-awareness, and self-responsibility are valued, but so is the importance of dialoguing with others to challenge and critique self-perceptions. In AR, both research (evidence gathering) and action (improvement) is critical. The appeal of AR was so great that I have spent almost twenty years promoting it, writing about it in multiple books and articles, and developing hundreds of people in its use. The principles I have outlined for AR, in fact, underpin almost every facet of my work and life, whether in teaching,*

*leading, developing systems and models, researching, evaluating, or consultancy work. Although I am now a professor of leadership, it is vital for me to have credibility and to keep my feet on the ground in my work. For this reason, I have deliberately retained a proportion of my work with one-to-one support for real leaders outside academia, and the approach adopted for this support is LIS.*

*I am not suggesting that the LIS based approach is a 'gold standard' or should replace supervision or coaching. What I am saying is that what we do is somewhat different and it works for us and has worked for many of the leaders I have as clients because I receive about twice as many requests for this work as I can handle.*

*Karene: I have moved through middle and senior leadership positions throughout New Zealand before becoming a Principal in a Secondary School. During this time, I became aware of the lack of training and support for middle and senior leaders. Subject experts usually gain leadership positions in education. Understanding the complex role of leadership, rather than merely becoming good managers is often left to chance, and individuals must develop these skills for themselves.*

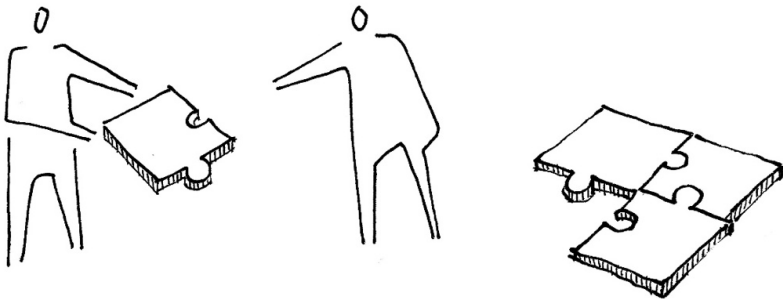
*I was introduced to AR during my Master's degree study. AR fitted well with my interest in looking at data and in evidence-based development. I was particularly interested in finding out from non-leadership staff what their experience was and how that matched with their success or otherwise. AR completely changed my way of working with staff and leaders. The AR approach provides a robust framework for leadership inquiry, as it grounds all inquiry in action and reflection rather than the ad hoc approach many leaders take presently.*

*In my work with leaders, I have previously provided time and the opportunity to connect and work collaboratively. With experience as a senior leader, I have become aware that this was not sufficient and that I needed to look for ways to provide 1:1 support for leadership inquiry and support and I believe LIS provides this. In the often-lonely position of a leader, the support that LIS provides in developing leaders has a ripple effect throughout the organisation as lessons learned filter to all levels of the organisation.*

This book outlines the LIS approach.

In Chapter 2 we begin by exploring concepts associated with the most common, generic modalities of the one-to-one external support usually offered to organisations, i.e. supervision, coaching, mentoring and counselling, as understood and practised, where possible, within the leadership context. Following the outline of modalities, we then background previous models which have been particularly associated with supervision: models that have influenced our thinking about the LIS model introduced in this book.

Chapter 3 focuses on the LIS model, exploring its distinctiveness and application in practice. It outlines how our increasing experience of overlaps between the modalities led to a conclusion that crisp distinctions can be over-prescriptive and simplistic. As an example, supervision could gain much from the more goal focused and questioning oriented coaching approach, and coaching could be enhanced by the stronger expert or informed input from mentoring, plus sometimes the broader professional and personal orientation (often with more in-depth use of counselling skills) that supervision offers. In varying contexts, it could be possible to incorporate all four modalities within one session with leaders. Further, the employment of a stronger developmental approach to supporting sustained improvement with leaders is needed. Such thinking has led us to develop this new LIS model, which is more responsive, inclusive of different modalities, and developmentally oriented. The LIS model, its AR underpinnings, functions and application are discussed in Chapter 3.



LIS offers a piece to enhance other modalities

Chapter 4 focuses on how to create authentic collaboration in LIS. We consider that establishing such collaboration is critical to the implementation of the model. The notions of recognising and overcoming defensive routines

are discussed first, followed by an extensive elaboration of how to establish non-defensive, productive, trust engendering collaboration. Case study conversations are employed to illustrate the skills required for such collaboration.

In Chapter 5, we discuss keeping safe as an LIS facilitator, the leader supported, and their organisation. Just knowing the principles and process, and a model is insufficient for becoming an expert and safe LIS facilitator. The complexity of the role, its conflict potential, and the politics of the organisations it is conducted within, all contribute to contention. Because of the ever-present risk of contention in such fraught circumstances, it is vital that both the LIS facilitator, the leader, and their organisation have clarity and safety around boundaries, roles, and practice. This chapter covers issues such as how to establish transparency via contracting, and how to meet ethical standards. Cultural considerations taken into account in LIS are also discussed. The chapter concludes with the elaboration of maintaining safe practice via the use of meta-support for LIS facilitators themselves.

Chapter 6 covers the differences and overlaps between sectors that employ the LIS type of support engaged in. The chapter begins with a brief discussion of different contexts as a notion, followed by an outline of the varied sectors. We then consider the sectors that we have experienced have the lowest and the highest employment of this support type activity – looking in particular at the education sector (lowest) and the corporate sector (highest). We emphasise that this is based upon our own experience and accept that these perceptions may be contested.

Evaluation of LIS, and potentially other similar one-to-one modalities, is the focus in Chapter 7. Of all of the material in this book, we consider evaluation to be the least explored in other publications. Evaluation is designed to ensure that we are maintaining the standards and integrity (outlined in a code of conduct) alongside ‘measuring’ how well we meet the standards of effectiveness in practice. The meaning of evaluation is explored alongside discussion of how important this is for assuring the safety both for ourselves and the leaders with whom we work. Purposes, definitions and process are discussed as well as an elaboration of the process issues. Process issues include deciding who will conduct evaluations, establishing an evaluation framework (that includes categories, criteria, data sources and tools), determining the data collection tools for evidence gathering, and reporting and making recommendations from evaluations.

Broader approaches to evaluating one-to-one support type activity are also examined.

Overall, we have deliberately adopted a semi-academic style in exploring theory and the conceptual underpinnings in this book. The style underscores our commitment to showing evidence to verify the ideas we present. Just as importantly, we have tried to put that theory into a practice context to demonstrate application of the theory. Therefore, if your interest is first and foremost to get a feel for how LIS works and how it could be applied to your work situation, we suggest that you skim the contextualising sections and focus on the tables and case studies. Each of the anecdotes has been carefully selected to illustrate principles and theory.

The writing of this book is strengthened with the input of several contributors to some of the chapters. We have acknowledged each in specific chapters but comment here about their contribution. All are experienced supervisors, mentors or coaches and have considerable reputations in their fields. We will always be grateful for the openness they showed because they do differ in several areas of their approach. Fundamentally however, regardless of the varied approaches they adopt compared to our own, they all work with the same principles of integrity about supporting leaders and their ethics promoted are of the highest level in this book.



# CHAPTER 2

## GENERIC MODALITIES AND MODELS

**In this chapter, you will learn:**

- √ **Modalities of supervision, coaching, mentoring and counselling**
- √ **Models defined**
- √ **Generic models of supervision**
- √ **Merging models relevant to LIS**

### **Introduction**

The complex nature of the modalities of one-to-one support has invariably led to not only a different definition but also varied models that link to such definition. This chapter begins with an overview of the modalities of supervision, coaching, mentoring and counselling. A definition follows of what a model is, as well as what models do and do not provide. Next, generic models associated with supervision are shown alongside their various stages, features and application. We consider that it is essential for a LIS facilitator to know about such models so that they have a rich repertoire of material to draw upon in the adopting and adapting process. The chapter ends with a discussion of how merging models are relevant to LIS itself.

### **Modalities of supervision, coaching, mentoring and counselling**

External (rather than from someone internal to the organisation) supervision, coaching, mentoring and counselling as modalities all had something to offer to the development of the LIS model and are therefore worthy of summary comparison. Each modality (summarised in Table 1, and loosely adapted from Inskipp & Proctor, 2001) has shared elements of listening skills, active reflection, clarifying and questioning. Coaching has a stronger focus on goal clarification and questioning, while mentoring is often associated with content expert knowledge. Supervision, mentoring and coaching all usually have a work or a career focus, and all have

overlaps. For example, as Johnson, Skinner, and Kaslow (2014) have noted that: “effective clinical supervision naturally incorporates many elements of mentoring” (p.1073). Coaching can also sometimes have a personal focus, and counselling substantially has this focus but frequently at a more emotional level. The premise of a functioning adult with aspirations to learn and develop underpins all modalities. Although referring to supervision, relevant to all modalities is the following comment from Beddoe (2017) that: “it is a practice that is expected to model effective relationship building, the sensitive giving and receiving of feedback and the careful management of power and difference” (p.88).

**Table 1: Focus areas for different modalities – supervision, coaching, mentoring and counselling**

Supervision	Agenda	Process	Role of Helper	Goal of the ‘learner’
<ul style="list-style-type: none"> <li>- General goals contracted between supervisor and supervisee on long term basis as well as sessional goals for focus of particular session</li> <li>- Focus is the service provided by the supervisee to clients/staff/organisation/community</li> <li>- Promotion of learning about role, including some personal growth content</li> <li>- Endpoint may be undetermined</li> </ul>	<ul style="list-style-type: none"> <li>- Uses counselling micro skills</li> <li>- Demonstrates awareness of psychodynamic processes</li> <li>- Works with a person who has a people-intensive role</li> <li>- Low power differential supports mutuality and collegiality</li> <li>- Relationship usually contracted for and reviewed from time to time</li> <li>- All information is confidential unless otherwise agreed</li> </ul>	<ul style="list-style-type: none"> <li>- Facilitates reflection on practice</li> <li>- Challenges practice</li> <li>- Develops practice that is aligned to professional standards</li> <li>- Supports the supervisee to cope with the demands and stresses of role</li> <li>- Instructs supervisee as relevant to specific issues brought to session</li> <li>- Support through supervisee’s developmental stages</li> </ul>	<ul style="list-style-type: none"> <li>- Reflect on practice experience with another person and learn from this</li> <li>- Develop skills, gain new insights</li> <li>- Receive guidance and support to deal with role complexity</li> <li>- To have a safe, supportive, and learning environment to express anxieties and disclose their ‘not knowing’ about their work with another experienced professional</li> </ul>	

## Coaching

<ul style="list-style-type: none"> <li>- Inventing a future based on coachee's own possibilities</li> <li>- Setting goals and forward action</li> <li>- Aim for improved performance and productivity</li> <li>- Focus is the realm of accomplishment</li> </ul>	<ul style="list-style-type: none"> <li>- Defined stages of coaching: goal/reality/explore options/and way forward</li> <li>- Question and answer process</li> <li>- Focus on coachee finding own solutions</li> <li>- Endpoint of coaching is usually predetermined</li> <li>- Explores values, vision and standards</li> <li>- Acknowledges historical issues, but does not explore them in depth</li> <li>- All information is confidential unless otherwise agreed</li> </ul>	<ul style="list-style-type: none"> <li>- Skilful use of questions to identify goals, reduce barriers, select strategies and support action</li> <li>- Encourages coachee to stretch and provides support if coachee falters or gets out of their depth</li> <li>- Reduces/ reframes barriers to maintain forward momentum</li> <li>- Gives suggestions, advice, requests and challenges freely</li> <li>- Reflects pro-active behaviours and moving the coachee forward out of their feelings and into action</li> </ul>	<ul style="list-style-type: none"> <li>- Personal and professional performance</li> <li>- To achieve success</li> <li>- Clarification and achievement of personal or professional goals</li> <li>- Gain support in overcoming barriers to success</li> </ul>
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**Mentoring**

<ul style="list-style-type: none"> <li>- Chosen by mentor and 'mentee' and influenced by an 'external' such as a workplace or educational setting</li> <li>- Inventing a future based on expertise and wisdom of mentor</li> <li>- Career focus</li> <li>- Endpoint may be undetermined</li> </ul>	<ul style="list-style-type: none"> <li>- Advice-giving and support for mentee in their work</li> <li>- Mentors have power and often can influence promotion</li> <li>- High power differential, mentor has higher level achievements</li> <li>- Solves problems, sets goals and creates an action plan</li> <li>- All is confidential unless otherwise agreed</li> <li>- Facilitate the development of professional skills and competence</li> </ul>	<ul style="list-style-type: none"> <li>- Has professional expertise</li> <li>- Is a role model</li> <li>- Has a broad knowledge of power, organisational culture, structure, policies etc</li> <li>- Instils professional/organisational standards and norms</li> <li>- Indirectly influences mentee's promotability</li> </ul>	<p>Career development and advancement</p> <p>Receiving support in dealing with challenges and learning from a more experienced/knowledgeable colleague</p>
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<ul style="list-style-type: none"> <li>- Focus on resolution of old wounds and issues</li> </ul>	<ul style="list-style-type: none"> <li>- Problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>- Listens and reflects</li> </ul>	<ul style="list-style-type: none"> <li>- Personal progress in dealing with issues</li> </ul>
<ul style="list-style-type: none"> <li>- Deals with vague or specific dysfunction</li> </ul>	<ul style="list-style-type: none"> <li>- Crisis management</li> </ul>	<ul style="list-style-type: none"> <li>- Investigates and clarifies values</li> </ul>	<ul style="list-style-type: none"> <li>- To resolve old wounds and be more emotionally healthy</li> </ul>
<ul style="list-style-type: none"> <li>- Focuses on past related feelings</li> </ul>	<ul style="list-style-type: none"> <li>- Healing of past wounds</li> <li>- High power differential, therapists less self-disclosing</li> </ul>	<ul style="list-style-type: none"> <li>- Assists client to recognise the potential destructiveness of their actions and feeling</li> </ul>	<ul style="list-style-type: none"> <li>- An expectation of a therapeutic relationship</li> </ul>
<ul style="list-style-type: none"> <li>- Goal is to achieve level of wellbeing and effective personal functioning</li> </ul>	<ul style="list-style-type: none"> <li>- Client centred</li> </ul>	<ul style="list-style-type: none"> <li>- Recognises strengths and weaknesses</li> </ul>	
	<ul style="list-style-type: none"> <li>- All information is confidential unless otherwise agreed</li> </ul>	<ul style="list-style-type: none"> <li>- Explores resistance and negative transference</li> </ul>	
		<ul style="list-style-type: none"> <li>- Rarely gives advice</li> </ul>	

The following sections of this chapter begin with a definition of what a model is as well as what models do and do not provide. Next, generic models often associated with supervision particularly are shown alongside their various stages, features and application. Although supervision is focused explicitly upon, mostly because it is those models which have most significantly influenced the development of the LIS model discussed in this book, skills linked to coaching, mentoring and counselling are consciously drawn upon also in the LIS model.

### **Models defined**

The complex nature of supervision for one-to-one support and its application to an increasing range of disciplines has led to the development of a range of models to describe and delineate various stages and features. Before considering such models of relevance to the leadership context, it is essential to clarify what a model is.

Proctor (2000) offered that models are essential for “ordering complex data and experience” (p.12). We would extend that to include that they also provide a guide to practice to enable us to clarify both how and why we conduct our practice. Models are useful as a loose structure, especially for those who are in the early stage of their role, as they consciously use them as maps to negotiate a way through the issues brought by the leader. However, as the support person develops in experience, they are likely to move out of conscious or tight adherence to this ‘map’ or model and will skilfully integrate it with the other knowledge, experience, resources and competencies they bring to their role.



Tight adherence to a map or model reduces with experience

### **Generic models of supervision**

Models of supervision abound, and classifications of models are also numerous and varied. Ely, Boyce, Nelson, Zaccaro, Hernandez-Broome and Whyman (2010) summarised the process generally "... consists of three to seven phases and may include various assessment techniques and instruments" (p.587).

Glamcevski (2007) suggested that early supervision models "...mirrored theories of counselling" (p.106) and, as such, were "counselling-bound" (p.106) and quite insular. As a result of this development from counselling roots, it is unsurprising the names of the models such as 'supervision in relative-emotive therapy' were based on counselling theories and in Glamcevski's view they provided few directions for practice. In subsequent years the realisation that counselling and supervision have several significant points of difference (as shown earlier in this chapter) has seen these models replaced with what the latter author described as 'cross-theoretical models'.



Despite the cross-theoretical shift, Kilminster and Jolly (2000) argued that most models "... tend to be narrative and philosophical with little or no empirical base ... support an instrumental rather than a questioning approach" (p. 829). By instrumental, the authors are referring to a technical rather than an inquiring approach. Tudor (2002) questioned whether there is ONE model of supervision but instead considers there is a range of models. He classified models of supervision under the headings of:

- Functions
- Tasks
- Differing theoretical approaches
- Development
- Roles
- Supervisory relationship
- Process and dynamics
- Organisation of supervision
- Context of supervision
- Systems of supervision

(Adapted from Tudor, 2002, p.39).

Most of these categories fall under a slightly more abbreviated classification from Van Ooijen (2003) and it is this classification we have chosen as a framework for discussion of supervision models because it is relatively simple, albeit with limitations. Van Ooijen (2003) classified models into the four following categories:

1. Models of reflection;
2. Psychological type models;
3. Developmental models; and
4. Focus-based supervision specific models.

In the first category, Van Ooijen included methods and tools to assist the process of reflection. We do not consider that these, grouped as 'models of reflection', are models as such. Instead, we view reflection as one of the fundamental processes occurring within a model, and we discuss reflection specifically later under the LIS model.

Psychological type models fall into several categories, according to Van Ooijen, primarily derived from the characteristics of the supervisor and their preferred way of working. In commenting on these models, we will refer to various counselling theories. Many supervisors and coaches often consciously

work using a favoured specific theoretical (and aligned strategy) approach or “approach-specific” (Van Ooijen, 2003, p.19) model. The specific theory could fall anywhere along the continuum of counselling theories from the relatively structured and tightly focused Cognitive Behavioural Therapy (CBT) theory through to a less directive, long-term, psychodynamic theory such as narrative therapy. This therapy is a form of psychotherapy using narrative where the focus is on the stories of people’s lives from which the meaning of their life might be derived. Van Ooijen noted that it is common for novice supervisors to replicate the ‘same theory’ approach to supervision in which they have trained. For example, a supervisor trained in CBT is likely to use this theory in supervision.

Tudor (2002) outlined a transactional analysis (TA) model for supervision, which fits into the ‘approach-specific’ category. Tudor suggested that TA organising framework which has dynamic, interconnecting, elements of practice (task, process, operations), theory (contracts and TA scripts) and philosophy (principles of TA, method and motivation), with the practitioner/supervisee at the centre of these elements. In this model, the language (slogans), attitude, philosophy and methods (including establishing equal power relationships, whether bilateral or multilateral) of TA are employed.

The T.A.P.E.S (C) model (Clarkson, 1992) for supervision is another which fits under the psychological type model categorisation because it is closely aligned to the TA field. The acronym is expanded as:

- T = Theory, provision of theory alternatives if information is lacking
- A = Assessment, how to think about the situation
- P = Parallel process, finding out what is going on in the situation
- E = Ethics, exploring what should happen in the situation
- S = Strategies, intervention techniques guiding what to do about the situation
- C = Context, the overview of what is going on between the supervisor and supervisee.

The T.A.P.E.S (C) model might help a supervisor identify or categorise, or ‘band’, the key issues to work on in a supervision session. ‘Banding’ is then useful as a sorting tool, helping prioritise areas to be worked on in the session. The banding provides a useful tool for guiding the session, but the order of use of the bands does not necessarily need to follow the order of the acronym. Instead, they can be employed in any order or over several

sessions. This is demonstrated in the following example of the way a leadership supervisor used the T.A.P.E.S(C) model in one session only. It also shows how the ‘bands’ might be employed over several sessions.

*Scenario: Mary is a team leader who is having problems accepting the feedback provided by some members of her staff in a recent external audit of the organisation. She brings the issue to her supervision session where she spends about 10 minutes talking about how stressful it has been to receive the feedback, how angry she is with some staff for being so negative, how difficult it is to be in her role and the impact of the role overload on her ability to lead well.*

*After hearing all this from Mary, her leadership supervisor, Joe, starts exploring the issues from the ‘P’ (**parallel process**) band. Joe uses extensive probing, paraphrasing and open-ended questioning to explore whether Mary had ever had previous experience of receiving feedback from other people in different situations, and how she had responded to that. Mary's response to this line of enquiry revealed she had a pattern of defensiveness in response to feedback in a range of situations. In short, Mary had much difficulty accepting criticism.*

*With this awareness, Joe gently took Mary through a deeper examination or **assessment** (‘A’ band) of the exact nature of her defensive response. In doing so, Joe helped Mary to identify what triggered her defensiveness and how it could be problematic for both her learning and relationships with staff, what she could do about it, and what could be some goals to improve in this area.*

*Joe then explained an alternative theory of non-defensive response called **productive reasoning**, which encouraged Mary to investigate further information on the topic. This was the **Theory, ‘T’**, band that intentionally integrated new learning but not in a directive way. By using this process Joe sought to shift ownership for the learning to Mary but he provided overall guidance in doing so.*

*By the time Joe got to this point in the session, he had noticed that Mary was quite thoughtful and reflective. He felt Mary had a lot to deal with and thought she might need some time to notice her defensive reactions and consider some of the alternative approaches he had suggested. Joe decided not to go on to explore specific **Strategies for Intervention, ‘S’**, at this stage. Instead, he thought he would wait until Mary had a chance to integrate more of the learning she had gained, so he suggested they*

*check in on this issue again in their next session. At that time, Joe planned to negotiate some specific goals for Mary in order to widen her repertoire of non-defensive strategies.*

We did not find evidence of extensive use of the T.A.P.E.S model, although McKenna, Thom, Howard and Williams (2008) indicate that the model may be less utilised due to the high cost of training in the T.A.P.E.S model.

*Developmental type models* of supervision have a learning or ‘educative’ intent. Van Ooijen (2003) and multiple other authors have shown that not only do supervisors shift in their application of models with experience (from novice through to expert as mentioned earlier), but also it is essential for the supervisor to match the developmental approach they employ to the level of experience of the supervisee. Hawkins and Shohet (2000) for example, stated that new supervisees tend to focus on the provision of content, what they did with their staff, as well as their anxiety about their performance. Later in the supervision process, this shifts to a stronger focus on the more sophisticated levels of critically evaluating what they did. This material requires sensitivity by the supervisor in knowing how to quickly ascertain the level of experience and then matching the level of supervision to that. In other words, the supervisor should be able to tailor the development effectively. For the supervisor to over or under-estimate the level of experience could result in the supervisee feeling shame (over-estimating), embarrassment (under or over-estimating), a sense of being patronised (under-estimating), boredom (under-estimating) or other responses.

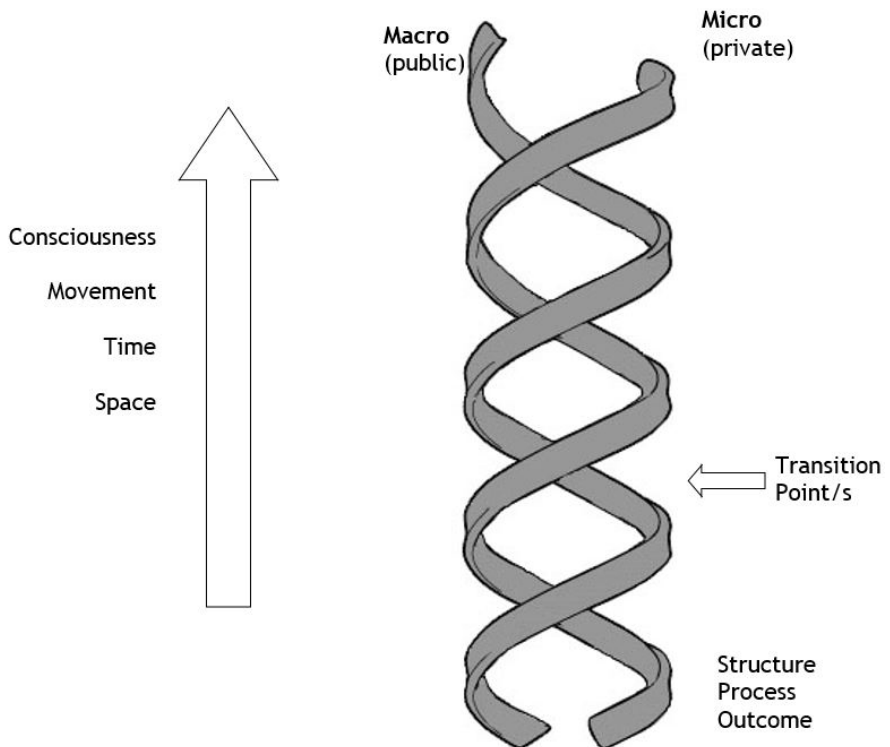
*Focus-based type models* of supervision can also be sub-classified as:

- the whole process of supervision - seeking to understand what supervision is about;
- the tasks and functions of supervision - seeking to understand what supervision is for;
- the process of supervision - seeking to understand how to ‘do’ supervision; and
- the structure and process of supervision - combining the last two categories.

*Whole process supervision models* cover all aspects of implementing supervision from the ‘structure’ (for example, the more technical, establishment stage of setting up a contract) through to the ‘process’

(approaches/theories/strategies/micro skills used in the session) through to how to evaluate the ‘outcome’ of supervision. Van Ooijen’s (2003) Double Helix Model fits into this category. Figure 1 shows that each element of supervision has both a micro (private, internal world of the supervisee) and macro (public world – organisation, professional environment of the supervisee) helical strand. The strands regularly curl together (at transition points which show ‘cross-over’) and separate in an upward movement showing interaction and interdependence between the individual and the organisation. Each strand also has the three components of structure, process and outcome. The model also shows four concepts (space, time, movement, consciousness) that intercept with the helices to “indicate ongoing growth and development” (Van Ooijen, 2003, p.25).

Figure 1: Van Ooijen’s ‘Double Helix Model’ (2003)



*Task and function models* of supervision usually describe the three functions of supervision as described in the earlier modalities section of this chapter. Proctor’s ‘Supervisory Alliance Model’ (2000) nominated the three functions and designated associated tasks for supervision as shown in Table 2 (adapted to show the relevance to the leadership context). There are also overlaps in function with those in Carroll’s (1996) ‘Seven Tasks Model’.

**Table 2: Functions and Tasks of Supervision shown in the Supervisory Alliance Model (adapted from Van Ooijen, 2003)**

Function	Tasks
Restorative/supportive	To counsel To consult (to ensure the leader has sufficient motivation and satisfaction)
Formative/educative	To set up a learning relationship To teach (to ensure the leader has the required attitude, skills and knowledge for the role)
Normative/managerial (administrative)	To monitor administrative aspects (to ensure the leader has appropriate implementation of policy, procedures) To monitor professional ethical issues To evaluate

Kadushin (2002) noted that the supportive function is associated with emotional needs: the formative and normative functions serve instrumental needs and all three overlap. Given that we have discussed ‘functions’ of supervision earlier in Chapter 2, we refer you back to that section for detail.

*Process models of supervision* seek to understand how we ‘do’ supervision. Hawkins and Shohet’s (2000) ‘Double Matrix’ model (which is elaborated further in the ‘Seven-Eyed’ model) shown in Figure 2 falls into this category. This model has two matrices – a therapy matrix (in leadership supervision this is the focus on the supervisee and their interactions with