

Ability to conduct supervision in group formats*

An ability to induct supervisees to group supervision

An ability to help supervisees prepare for group supervision by identifying issues which enhance their capacity to be effective participants, such as:
expectations regarding attendance
considering in-group behaviours that tend to facilitate or to hinder the group's work, and the identification of group 'norms' for appropriate behaviour
the need to identify what they would like to gain from the group (e.g. considering in advance of a presentation what issues they would like feedback on)
the need to prepare and present clinical material in a manner that enables their colleagues to engage with it
how best to give feedback in a manner which is direct but also supportive
An ability to model behaviour in the group which enhances the efficacy of the group (e.g. giving feedback which is direct but also respectful and supportive, and which displays appropriate empathy)

An ability to act as a group leader

An ability to take an active, assertive but non-authoritarian leadership role
An ability to listen to, and act on, feedback about group functioning from group members

An ability to structure sessions

An ability to clarify, and agree with group members, the way in which the group will function by identifying the mode of supervision most appropriate to the supervision task and to group membership – e.g.:
supervision of each member of the group in turn, with group members acting as an 'audience' (supervision <i>in</i> a group)
supervision of each member of the group in turn, with group members encouraged to act as active participants (supervision <i>with</i> a group)
supervision which encourages all group members to act as supervisors, with the group leader facilitating this process (supervision <i>by</i> the group)
An ability to ensure that there is a clear and transparent arrangement for allocating time to each supervisee
An ability to identify and agree a consistent procedure for case presentations (e.g. who presents, how cases are chosen, length and format of presentation etc)

* When peer supervision is carried out in a group, group members can occupy the roles of supervisor and supervisee in turn. This means that although the competences in this section apply to this type of supervision, they would need some adaptation.

An ability to manage group process

An ability to support and monitor the engagement of supervisees with one another (e.g. by ensuring that supervisees have the opportunity to get to know and trust one another)
An ability to ensure that supervisees feel supported for the work they are undertaking
An ability to identify (and act on) problematic interpersonal issues, especially any tensions within the group (e.g. by addressing conflict or inappropriate competitiveness)
An ability to address any problematic aspects of group process which reflect issues of difference and/or power (e.g. in relation to different levels of experience, or in relation to cultural issues)