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Research Into the Relationship Experience in Supervision and Its Influence on the Psychoanalytical Identity Formation of Candidate Trainees

Waltraud Nagell, M.D., Lucia Steinmetzer, M.A., Ute Fissabre, and Jan Spilski

This study investigates the interactive relationship dynamics between supervisor and supervisee as a prerequisite for “Learning from Experience” (Bion, 1962) as an emotional experience. Using a complementary questionnaire developed by the researchers and modeled on the Zentrales Beziehungskonflikt-Thema (ZBK; Central Relationship Conflict Theme) steps, a total of 205 participants—including 78 supervision dyads—were surveyed. In the process, fits and discrepancies between supervisors and supervisees, beginner and advanced supervision dyads, as well as between study participants from the fields of adult and child analysis became evident. In addition, it was possible to distinguish diverse styles of wishes (about supervision) of the supervisees, differing styles of supervision of the supervisors and the resultant differing styles of reaction of supervisees to the interventions of supervisors. Most important, those supervision experiences that not only impart knowledge and analytical competence (Tuckett, 2007), but also integrate relationship competence in their work model led to the significantly highest values of identity development (of the supervisee) and satisfaction (of both parties). We discuss the results and come to the conclusion that a multifocally

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based concept of supervision should be geared toward professional and relationship competence, which includes patient-centered work, as well as the work of experiencing the supervision dyad.

In spring 2007, a supra-regional working group on the topic «supervision in psychoanalytic training» was formed by candidates of the *Deutschen Psychoanalytischen Gesellschaft* – (DGP; German Psychoanalytical Society) and the Vereinigung Analytischer Kinder- und Jugendlichen-Psychotherapeuten (VAKJP; Association of Analytic Child and Adolescent Psychotherapists in Germany). It arose from the need to track one’s own experiences during supervision: What are the conditions under which, at that point still in the situation of analytical training, we can open ourselves cognitively and emotionally to new ideas and experiences and when and why does fail to happen? When do we feel criticism to be appropriate and constructive and under which circumstances does it lead to being offended and to inner withdrawal? How do we deal with doubts, fractures and failure—and how do our instructors? And how can *psychoanalytical identity* develop during supervision?

A self-reflective process was started that helped us to order and interpret our experiences and integrate them into our analytical development. This created a space for thought and experience that Bohleber (1992), with allusion to Winnicott, called “intermediary space” (p. 354). The combination of personal experience and behavior with theoretical concepts became a formative influence of analytical work on the way to our professional identity. During the process, each of the researchers was able to develop or deepen his or her own concept of supervision and professional identity. We found the diversity and difference to be very fruitful. This led to our asking new questions, which we wanted to investigate in a scientific study.

UNDERLYING CONCEPTUALIZATIONS

Learning Process and Identity Formation

The need to grow and learn is inherent in human nature like a driving force of life; for it to develop, it needs the facilitating environment (Winnicott, 1965). Enmeshed in a net of supportive relationships with important primary objects or their later substitutes, the child is able to allow new experiences on the basis of sufficient emotional security, rejecting in the process the old or expanding it through the new, thus gradually acquiring itself in experiencing the world and its own essential being. Learning in psychoanalysis, according to Bion (1962), is also “Learning from Experience:” It occurs within the framework of emotional experience in the relationship with a counterpart. To learn it needs the influence of, and the communication with, another. Searching, impartial to results learning in psychoanalytical training—and in supervision as the place where the trainee analyst should learn psychoanalytic thinking, understanding, and action, find his own working style and develop his own psychoanalytical identity—goes far beyond the acquisition of knowledge and cognitive understanding: It affects the entire personality of the learner (of the patient, of the supervisee, as well as of the supervisor) and leaves identification facilitating tracks (see Kahl-Popp, 2009). Along with Keupp (2008), we believe that a subject develops their self-conception but their identity construction needs the approval of others and social validation. The “ego” recognizes and forms itself in view of another who is a “living co-creator of our

consciousness” (Sampson, 1993, p. 109, cited in Keupp, 2008, p. 98). We wanted to know how these connections develop in the supervisory relationship.

During the intersubjective paradigm shift in psychoanalysis, not only the understanding of the therapeutic relationship has changed but also that of the teaching–learning union: It leads away from the traditional subject–object relationship in which the participants are related complementarily to each other and toward subject–subject dyads that influence each other. Understanding then becomes a cocreation of both, and is tied to the respective prevailing context of togetherness. In this jointly created intersubjective field, “*the present relationship advances to the central element as a meeting creating significance*” (Bohleber, 2010, p. 14).

In the training situation, in which a *more knowledgeable* encounters a *less knowledgeable*, mutuality is more or less created, but not symmetry (Aron, 1996, cited in Bohleber, 2010, p. 21). The relationship is also power related, especially when the learning process is connected with an external feedback evaluation reporting system for candidate evaluation (see the following).

Inseparable from learning and the acquisition of knowledge is the work with and on “non-knowledge”. “Mistakes, wrong-doings or errors, as far as one person becomes aware of them themselves or is made aware of them by others [are] a means of reducing non-knowledge. Non-knowledge is necessary for every form of learning process because it produces protective knowledge” (Oser and Spychiger, 2005, p. 39). The recognition of what is erroneous—if integrated and not merely crossed off—prevents future repetition of the same thing. This is not possible without the accompanying effects of anxiety, self-shame, and guilt, if the negative experience is to be built into the existing network of knowledge. Oser deplores the hostility toward mistakes and the “didactic of mistake avoidance,” instead of usefully learning from them: “You can’t do without what is wrong if you want to correctly recognize what is right” (Oser and Spychiger, 2005, p. 13). Learning unavoidably takes place conflictively and as a dialogic process in a permanent state of tension between right and wrong, in which the fractures and failures are necessary developmental steps that are principally affirmative and respectful, demanding and supportive but should in no way be accompanied by shame. Thus, an important question in the research project was how conflicts and fractures are dealt with in supervision, whether they are used to facilitate development or are avoided.

Identity is no longer considered to be a completed construction, but rather a provisional overall draft of partial fragments. Identity formation remains an unfinished psychic task, which never rests and is pervaded with intrapsychic and interpersonal conflicts and fractures. On the basis of Erikson’s (1959) fundamental work on identity, Bohleber formulated identity formation as psychic work at “interfaces,” above all that “between social expectations of the individual and his psychic uniqueness” (1992, p. 336). The analyst in training will, therefore, interweave in his draft of analytical thought and action his personality related distinctions, as well as social-institutional requirements of the analytic community.

Keupp (2008) speaks of “identity work” (p. 9): the provisional draft of one’s self has to be permanently altered by dismantling and reconstructing. Identity aims not at harmony and coherency, but at “the creation of a conflict oriented state of tension” (p. 197), that sets identity creating learning process in progress (Schneider, 2009). The acknowledgement of one’s own cracks and fractures then makes the learning analyst into a vulnerable analyst (Pflichthofer, 2007). We understand this struggle, which encompasses success and failure equally, as the moving force of processes of alteration and as indispensable for analytic learning. Oser and Spychiger (2005) speak of “failure and scar identity” that stamps one’s own feeling, thinking and acting. However, a learning climate conducive of encouraging the rethinking of “error avoidance” that stimulates

open, active utilization, “welcoming errors”, is required during supervision. “Dealing with one’s own deficiencies” could then be understood (and assessed) as an individual competence of the (trainee) analyst as well as a mark of quality of the Institution.

In the course of the “inter-subjective turnaround” (Altmeyer and Thoma, 2006, p. 8; also cf. Orange, Stolorow, and Atwood, 2006; Orange, Atwood, and Stolorow, 2001), identity formation was moved strongly into the inter-personal space. Bohleber, however, conceived it as a psychological process which takes place in intra-psyche as well as in an intrapsychic interspace in a me–you experience (Orange et al., 2001). In the conception of our study, we follow these considerations and understand analytic identity as flexible movements between different positions, which hold together the contradictions of the complete structure of the analyst (Zwiebel, 2007). So supervision as an identity building workshop, would have to take into account diverse and complementary foci.

The Supervisory Relationship as a Model

Ogden sees in the supervisory relationship an “indispensable medium, through which psychoanalytical knowledge is passed on from one generation of analysts to the next” (2006, p. 197). In this connection, working with the interplay between supervision and analytic relationship is a basic element: “The two processes stand in animated tension to each other and re-contextualize and alter each other constantly. The analytic relationship and the supervision relationship make up two facets of one single whole of conscious and unconscious, internal and external object relationships that encompass the supervisor, the supervisee and the patient” (Ogden, 2006, p. 201). We believe that the bifocal method of working brings with it an increase in understanding of the unconscious dynamics: Bi- or multifocality in supervision works on what becomes significant in the context of the prevailing here and now: Trying to understand it switches between working on the analytic and on the supervisory stage as well as between focusing on the material of the patient (patient-centred pole) and the working method of the supervisee (analyst-centred pole). To enable thinking and speaking openly about every feeling and fantasy, Ogden demands “analytical supervision the same freedoms and protective measures as [for] the analytical relationship” (p. 202): security, goodwill, respect, and discretion. This means creating the same intimacy of a nonreporting system as in training analysis; that is, confidentiality about what occurs in supervision and the progress of the supervisee toward external institute committees. It is, of course, impossible to do without validation and critical feedback within supervision—this could then take place even more freely and more comprehensively. In the German analytical landscape there is, to our knowledge, only one training institute that also practises a nonreporting system for supervision. In our study, amongst others, the supervision processes and results will be compared in respect to identity and satisfaction with the group of supervisions under reporting conditions.

For generations, critics have deplored the institutional conditions of analytical training that instead of “a strong ego . . . establishes a strong superego” (Balint, 1948, p. 31; cf. Cremerius 1987, 1996; Kernberg, 1996). If identity work is understood as the interaction of intra- and interpsychic dynamics, then the supervisory learning process also has to be about the transforming integration into one’s own self of that which is acquired in the framework of a relationship. Identity develops from the conversion of identification into disassociation and differentiation (Gilliard and Huber, 1992), which unerringly leads to conflicts. It is the reciprocal feelings of supervisor and supervisee with their anxieties about being criticized and criticizing that can

disrupt creative development in equal measures. As well as real influences such as those of evaluation of trainee candidates, shrinking back from sources of conflict and critical exchanges can effectively block the process. If the anxieties become too great, they are avoided by the adoption of someone else's wishes and apparent agreement in harmonious companionship. Our study investigates the question of how supervisee and supervisor deal with their own wishes for and their anxiety about change and how this affects their cooperation.

CENTRAL QUESTIONS ASKED BY THE STUDY

In the past years, an intensified scientific discussion on the topic of supervision during psychoanalytic training has been evident (Cabaniss, 2001). This concerns itself with questions as to which criteria can be used to assess the psychoanalytic competence of the candidate (Tuckett, 2007), as well as the endeavor to improve and validate the supervisory competence of the instructor (Szecsödy 2003, 2007, 2008).

Our research project asks questions about the conditions of emotional learning in the supervision relationship; based on the assumption that “analytical competence originates from the interconnection of knowledge with experience that is made in a subjectively significant experiential process” (Will, 2006, p. 161) our questions are aimed at the interactive supervision dynamic as the prerequisite that initiates expansive learning (Kahl-Popp, 2007, 2011) and allows it to develop—or can also block it. Expansive learning is understood by Kahl-Popp as active “self-acquisition” of personal hypotheses and subjective perspectives in which the “personal, relational and conceptual competences of the trainee candidates” (Kahl-Popp, 2007, p. 50) lead to an innate concept of treatment which fits with the therapist's personality. Indispensable is continual evaluation and feedback of what is said during supervision and how it comes over to the counterpart.

How does one learn in supervision during psychoanalytic training? What fantasies do both have during and about the joint process? Which mutual expectations, transference, and countertransference propensities are related to the supervision (Von Blarer, 1994)? How does one communicate about it?

With a comprehensive, explorative constructed questionnaire, we investigated the following questions:

- How, and in which areas of supervision, do the evaluations of supervisor and supervisee differ?
- Are there different needs and experiences of supervisees at the beginning (supervisee^A) and at an advanced stage (supervisee^F) of their training?
- Are there any differences in the supervision relationships during training as an adult analyst (EPT) and as an analytical child and adolescent psychotherapist (AKJP)?
- Can any gender-specific differences during supervision be established?
- How satisfied are supervisees with the supervision at the beginning and at an advanced stage of training? And how satisfied are they with their supervisors respectively (supervisor^A and supervisor^F)?
- Does supervision influence the creation of the psychoanalytical identity of the supervisee? And if so, what form does it take?

- How do supervisor and supervisee (at the start and at an advanced stage of the training of the supervisee) evaluate the development of the analytical identity of the supervisee?
- Is it possible to establish different styles of supervision—and how do these correlate with satisfaction and identity determination?
- Are supervisees whose supervision takes place under the conditions of the nonreporting-system more satisfied or personally more open in their supervisory work?

METHODOLOGY

Recruiting of Participants

During a survey period from October 2008 until January 2011 an anonymized, descriptive survey was carried out as a cross-section study at German psychoanalytical institutes (DPG, DPV, DGPT, and VAKJP) by means of a single written questionnaire of supervisors and supervisees. After the supervision, dyads had jointly decided to participate in the study, the questioning was carried out separately and anonymized; the questionnaires from supervisee and supervisor could be identified as dyads by means of their coding. Other than fulfilment of the group criteria and supervisor status, there was no further preselection.

To identify the possibly changing wishes and needs, two dyad groups were formed:

- Supervisee at the beginning of analytical therapy accreditation (SVD^A) and the respective supervisor (SV^A);
- Supervisee at advanced stage of analytical therapy accreditation (SVD^F) and the respective supervisor (SV^F).

From 28 institutes¹ of German psychoanalytical professional associations (22 EPT and 6 VAKJP institutes) usable questionnaires from a total of 205 participants went into the analysis (Table 1): 140 test persons came from the field of EPT and 64 from the field of AKJP (in the case of one person, there was no report of this variable). The median age was just under 51 years.

TABLE 1
Description of the Randomization Participants of the Study $N = 205$, Including 78 Couples
(Supervisee and Supervisor)

	<i>Male</i>	<i>Female</i>	<i>Age Range</i>	<i>AKJP</i>	<i>EPT</i>	<i>Total</i>
SVD ^A	7	36	28–58	12	31	43
SV ^A	9	33	51–72	15	26	42
SVD ^B	12	48	29–52	18	42	60
SV ^B	19	41	46–75	19	41	60
Total	47	158	28–75, Median = 50,97	64	140	$N = 205$

Note. Participant institutes, $N = 28$. EPT, $N = 22$. AKJP, $N = 6$. DPG, $N = 11$. VAKJP, $N = 6$. Free institutes, $N = 5$. Jung, $N = 3$. Adler, $N = 2$. DPV, $N = 1$. SVD^A = supervisee and supervisor (SV^A) at the beginning of analytical therapy accreditation; SVD^B = supervisee and supervisor (SV^B) at an advanced stage of analytical therapy accreditation.

¹The professional associations represented were DPG ($n = 11$), VAKJP ($n = 6$), Free Institutes ($n = 5$), Jungian Institute ($n = 3$), Adlerian Institutes ($n = 2$), and DPV ($n = 1$).

TABLE 2
Period of the Supervised Treatment

	<i>Period</i>	<i>Percent (%)</i>
1–40	50	24,4
40–80	38	18,5
80–120	36	17,6
120–160	33	16,1
160–240	25	12,2
240–300	8	3,9
>300	10	4,9
Total	200	97,6

Note. Five persons without usable values.

TABLE 3
Period of the Supervision

	<i>Period</i>	<i>Percent (%)</i>
1–30	113	55,1
30–50	53	25,9
50–60	11	5,4
60–80	14	6,8
>80	7	3,4
Total	198	96,6

Note. Seven persons without usable values.

There were three times as many women as men. The group sizes were almost identical for the beginner and advanced dyads: 43 supervisees (SVD^A) at the beginning and 42 supervisors at the beginning (SV^A) as well as 60 advanced supervisees (SVD^B) with 60 supervisors (SV^B). The supervised analyses took place between 1–80 hr (ca. 43%), between 80–160 hr (37%), and longer (20%; Table 2). The length of supervision was in ca. 55% of cases 1–30 hr, in 26% 30–50 hr and in 16% longer (Table 3).

Supervisees and supervisors responded 78 times as a complete dyad (33 beginner and 45 advanced dyads). Despite the previous mutual agreement to participate in the study 49 test persons answered without their corresponding partner (EPT = 19%, AKJP = 34%).

Structure of Questionnaire

To determine as precisely as possible the occurrences during supervision and the forces that influence them, the intrapsychical experience of the subject (supervisee) and his incorporation into social networks (interpsychical, institutional, social influences) were investigated in complementarily (self and second party evaluation) structured questionnaires for supervisor and supervisee. We examined in six complexes:

- The partnering of the supervisory dyad (with the criteria during the choice of supervisor/supervisee)
- The influences of social and institutional framework on supervisory work

- The work during supervision, in particular setting, modes of case description, and the mutually created work style
- Dealing with pitfalls and crises in the supervisory relationship
- The overall satisfaction of all involved in the process of supervisory work (evaluated by supervisee and supervisor)
- The episodes of relationship experienced as helpful or inhibiting.

The work during supervision comprises the core of the survey:² Using a method modelled on the ZBKT (Dahlberger and Kächele, 1994; Daser, 1997; Luborsky, 1977; Staats, 2004), we surveyed over a five-step ordinal scale (from *not* to *very*) in three consecutive working steps:

- The wishes/demands of the supervisee toward the supervisor (WS = wishes of subject)→
- Experiencing the reaction of supervisors (RO = reaction of object) as well as→
- The subsequent dealing of the supervisee with the reactions/interventions of the supervisor (RS = reaction of subject to the RO).

These working steps were surveyed³ complementarily with the supervisor. WS thus encompasses the wishes expressed by the supervisee and their second-party evaluation by the supervisor. RO encompasses the working method experienced by the supervisor as well as its second party evaluation by the supervisee; and RS finally encompasses the self-experienced manner of reaction of the supervisee and its second party evaluation by the supervisor. The self and the second party evaluations were then compared with each other.

With regard to content, the mutually created work style is researched in the following categories:

- Knowledge and analytical technique
- Occupation with intra-psychical experience of the patient as well as of the supervisee
- The discussion/identification with the supervisor
- The intersubjective relationship interactions between patient and trainee analyst (supervisee) and between supervisor and supervisee

The items used were developed by the research group itself and are oriented to Strukturele Analyse sozialen Verhaltens (SASB; Structural analysis of social behavior): Benjamin 1974, 1983; Tress and Henry, 1990; Tress, 1993; Tress and Junkert, 2002), as well as to the Cabaniss (2001) and Tuckett criteria (2005).

Operationalization and Statistical Methods

All quantitative analyses were conducted with the help of the IBM SPSS statistics software and AMOS 19. To compare means between the groups (EPT vs. AKJP, supervisees [SVD] vs. supervisors [SV]; SVD^A vs. SVD^F; SV^A vs. SV^F; early vs. advanced supervision dyads [P^A, P^F]) analyses of variance (ANOVA), post-hoc tests (for example, Scheffé, Games-Howell) and *t*-tests were used. All data were corrected for multiple comparisons using a Bonferroni correction.

²To exceed the scope of this article, the description of the examination is restricted in the following almost entirely to this core and its analysis. We refer you to subsequent publications.

³Example of complementary questions: SVD (WS): "How do you perceive your own experience during supervision?" SV (WS): "How do you assess the experience of your supervisee during supervision?"

For parts WS, RO, and RS (ZBKT) of the questionnaire, explorative factor analyses (principal axis analyses) were conducted in a first step to aggregate single items to factors that describe a common phenomenon (allocation of the items, see the appendix). The thus-defined factors were finally tested for goodness of fit with the empirical data by means of confirmatory factor analysis.

For the WS, five factors emerged from the information from supervisees and supervisors (Table 4 and appendix):

- Receiving advice and being held
- Understanding transference and counter-transference occurrences
- Acquiring knowledge and analytical techniques
- Learning from the personal working methods of the supervisor
- Understanding the significance of one's own personality traits

For the RO, that is, for the working style of the supervisor, nine factors could be found (information from supervisors and supervisees; Table 4 and appendix):

- Being a role model
- Holding and containing
- Transference and counter-transference occurrences

TABLE 4
Factors of the Three Latent Constructs *Wish of Subject*, *Reaction of Object*, and *Reaction of Subject* (ZBKT Movement), as Well as the Two Endpoint Factors *Identity* and *Satisfaction*

No.	Factor	Abb.	Latent Construct
1.	Receiving advice and being supported/held	WS 1	Wish of subject (Supervisee, WS)
2.	Understanding transference and counter-transference occurrences	WS 2	
3.	Understanding significance of one's own personality traits	WS 3	
4.	Acquiring knowledge and analytical techniques	WS 4	
5.	Learning from the personal working methods of the supervisor	WS 5	
6.	Transference and counter-transference occurrences	RO 1	Reaction of Object (Supervisor, RO)
7.	Holding and containing	RO 2	
8.	Negative capability	RO 3	
9.	Permitting autonomy, displaying interest and pleasure	RO 4	
10.	Understanding, caring and encouraging	RO 5	
11.	Supervising and controlling	RO 6	
12.	Insecure, withdrawing, offending	RO 7	
13.	Authentic self-development in an open and animated relationship	RS 1	Reaction of subject to reaction object (Supervisee, RS)
14.	Development towards a »depressive position« (Klein)	RS 2	
15.	Inner withdrawal, adaptation and subordination	RS 3	
16.	Isolation, avoidance, defense	RS 4	
17.	Identity	Id	Endpoints
18.	Satisfaction	Zf	

Note. ZBKT = Zentrales Beziehungskonflikt-Thema (Central Relationship Conflict Theme). Operationalization: *Wish of subject* through five factors (WS1-5), *reaction of object* seven factors (RO 1-7), and *reaction of subject* four factors (RS 1-4).

- Transferring knowledge and analytical techniques
- Negative capability (Bion)
- Permitting autonomy, displaying interest and pleasure
- Monitoring and controlling
- Understanding, caring and encouraging
- Insecure, withdrawing, offending

Whereas the first five describe in substance the working style of the supervisor, the final four clarify how the supervisor is experienced in his general social interactions or experiences himself. They mirror, along general lines, the interaction forms frequently and reliably investigated in the SASB (cf. Tress and Junkert, 2002).

For the RS to the working style of the supervisor, four factors emerged (information from supervisors and supervisees; Table 4 and appendix):

- Authentic self-development in an open and animated relationship
- Development towards a depressive position (Klein)
- Inner withdrawal, adaptation and subordination
- Isolation, avoidance and defence

Here also, parallels to the axes of SASB are recognizable.

Due to the significant correlation between the factors, as well as the theoretical assumptions shown by the exploratory factor analyses, it was further tested whether these factors of the 1st order could be aggregated to factors of the 2nd order. To avoid complications, the 2nd-order factors will, in the following, be referred to as *constructs*. They mirror, exactly, the three theoretically assumed ZBKT steps (WS, RO, RS). To better interpret the results from the three steps of the central relationship conflict theme (ZBKT) in their impact on the supervisee, the two factors *identity* and *satisfaction* were further set up as dependent variables.

For the factor *identity*, items corresponding to an analytical attitude were selected from 35 items in the questionnaire section RS by means of independent expert rating (Table 5). In comparison to the explorative factor analysis for the part RS, where some of the selected items demonstrated a high common loading, 10 items could be aggregated to the construct *identity* (Table 5).

The factor *satisfaction* (Table 6) was aggregated from five ordinal-scaled (from *not* to *very*) questionnaire blocks on the satisfaction with the supervisory work of the supervisor and the supervisee (in self and second-party evaluation), as well as the evaluation by the supervisor and supervisee of the benefits for the patient.

To analyze and visualize the relationships between the three ZBKT steps, structural equation modeling was used (path analysis via AMOS). We tested different competing models and decided on a final model with the best goodness of fit to the empirical data ($\chi^2/df = 1.79$; CFI = .95; RMSEA = .06). Indices were calculated for the dimensions *identity* and *satisfaction* and included as manifest variables into the structural equations. Two models were set up to describe the relationships for the SV and SVD groups separately (model for supervisee, Figure 1; model for supervisor, Figure 2). These models served as a basis for multigroup analyses to test whether the relationships between the ZBKT steps and satisfaction, as well as between the ZBKT steps and identity, differ between the groups.

Another important concern of the study was to determine possible styles of interaction and to examine whether there are persons who resemble each other in their manner of answering. To do

TABLE 5
Operationalization Factor *Identity* Through 10 Variables in Total (Id1–10)

<i>Variables for Identity</i>	<i>Abb.</i>
Tolerance of nonknowledge	Id 1
New learning	Id 2
Exploration of thought and fantasy areas	Id 3
Open and accepting	Id 4
Authentic	Id 5
Self-critical	Id 6
Secure enough to talk about embarrassing subjects	Id 7
Later productive use of intervention	Id 8
Better able to stand up to friction	Id 9
Better able to stand up to limitations	Id 10

TABLE 6
Operationalization Factor *Satisfaction* Through 5 Variables in Total (Zf1-5)

<i>Factors for Satisfaction</i>	<i>Abb.</i>
Satisfaction in general	Zf 1
Supervisee profits from supervision	Zf 2
Evaluation thereof from partner	Zf 3
Patient profits from supervision	Zf 4
Evaluation thereof from partner	Zf 5

this, multigroup analyses for factors of the 1st order were calculated for each of the three ZBKT steps (WS, RO, RS), which resulted in four styles of wishes of supervisees, four working styles of supervisors, and four reaction styles of the supervisees.

RESULTS OF QUANTITATIVE ANALYSIS

To not go beyond the scope of this article, the group differences (SVD vs. SV; SVD^A vs. SVD^F; SV^A vs. SV^F; EPT vs. AKJP) that were collected along the ZBKT steps (WS, RO, RS), as well as the interrelations with *satisfaction* and *identity* (structural equation model) will be developed and described in detail elsewhere: Here, only the results are discussed. In the focus of this article are the different styles of wishes, work, and reaction that were derived from the data gathered, as well as their influence on satisfaction and identity formation of the supervisee.

Summary of the Group Differences With Regard to Individual Wishes (WS), Ways of Working (RO) and Reactions (RS) [Factors]

The mean average differences of the participating groups for the given factors demonstrate significant group differences (alpha error corrected $p < 0.05$). They can be summarized as follows:

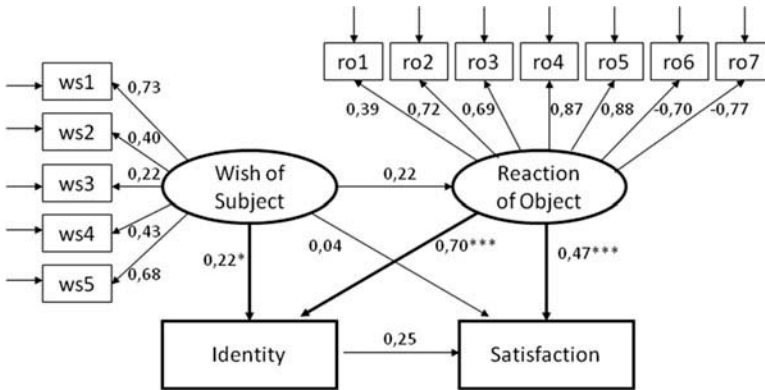


FIGURE 1 Model: relationships between the ZBKT steps, satisfaction and identity (Supervisee, n = 102). Operationalization: »Wish of Subject« (ws 1-5) and »Reaction of Object« (ro 1-7).
 * $p < 0.05$, ** $p > 0.01$, *** $p > 0.001$; goodness of fit to the empirical data: $\chi^2 / df = 1.76$; $CFI = 0.919$; $RMSEA = 0.087$.

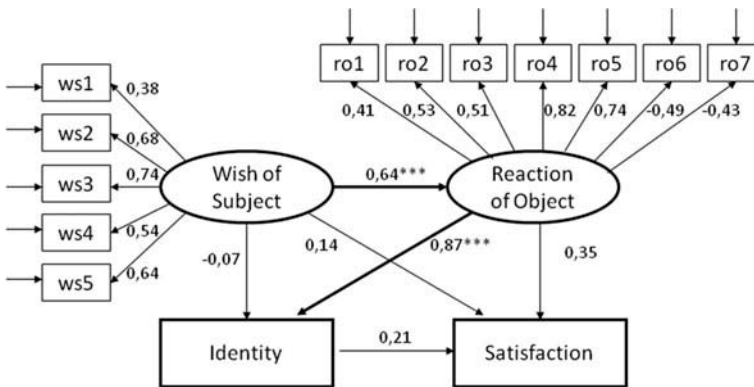


FIGURE 2 Model: relationships between the ZBKT steps, satisfaction and identity (Supervisor, n = 102). Operationalization: »Wish of Subject« (ws 1-5) and »Reaction of Subject« (ro 1-7).
 * $p < 0.05$, ** $p > 0.01$, *** $p > 0.001$; goodness of fit to the empirical data: $\chi^2 / df = 1.54$; $CFI = 0.927$; $RMSEA = 0.073$.

- Supervisees have greater wishes during supervision than the supervisors suppose. They would like more:
 - Receiving advice (in particular advice on therapy techniques and interpretation) and being held
 - Understanding the significance of one’s own personality traits
 - Acquiring knowledge and analytical techniques
 - Learning from the personal working methods of the supervisor.

t-test, $p < 0.05$

- The comparison between supervisee^A and supervisor^A with supervisee^F and supervisor^F came out consistently in favor of the advanced dyads: As the results show, the supervisors^F in comparison with the supervisors^A hold their supervisees with conflicting feelings better, approach them more openly, more cooperatively, and more appreciatively; show more support, more empathy, and encouragement; and show themselves to be less defensive, depreciative, and open to offence. In contrast, the supervisees^F are better able to open themselves to new learning experiences, to enjoy their work, to explore new thought and fantasy spaces, and to feel themselves to be benevolently accompanied and authentic. They have fewer anxieties about frustration or demands being made on them, feel themselves to be securely held, and are openly accepting and grateful. For these reasons, they probably have to protect themselves less by means of evasion or inner withdrawal.
- Significant differences between the analytical child and adolescent psychotherapy (AKJP) and adult analysis (EPT) groups became clear: In the AKJP group, supervisors who are more open and allow more freedom (“permitting autonomy, displaying interest and pleasure”), more supportive and sympathetic (“understanding, caring, encouraging”), and less defensive and criticizing (“insecure, withdrawing, offending”) go with AKJP supervisees who experience themselves as more authentic and animated, more grateful and more openly accepting (“development towards a depressive position”); they feel less anxious and frustrated, they have to adapt themselves less and react less often with isolation and evasion (“inner withdrawal, adaptation, subordination”).
- Supervisors are repeatedly more critical in their evaluations than supervisees: The mean average differences show that supervisors overall (A+F) experience themselves as more insecure, withdrawing, and offending than the supervisees evaluate them: They are more dissatisfied in the beginner groups and less convinced in the advanced group that their supervisees profit from the work. In contrast, the supervisees (A+F) experience their supervisors as more understanding, caring and encouraging and themselves as less “inner withdrawing, adapting, and subordinating” and more strongly in a “development towards a depressive position” than supervisors do in the second party evaluation.

Summary of the Group Differences in the Course of Relationship Experience (Structural Equation Model of the ZBKT Steps)

- In the structural equation model, in the group of supervisees (Figure 1), the wishes of the supervisees ($\beta = 0.22, p > 0.05$) are not a significant predictor of their own experience of the supervisors’ working methods. Supervisees’ wishes are obviously disappointed as the correlation between their own wishes and the reality experienced is slight. On the other hand, in the case of the supervisors (Figure 2), the assumed wishes of their supervisees are a significant predictor of their own working methods ($\beta = 0.64, p < 0.001$). Supervisors presumably suppose that what is offered to trainees is what these wish from supervision.
- The factors that the RO most strongly determines (β between 0.74 and 0.88) are in both groups—supervisees and supervisors—the same: “permitting autonomy, displaying interest” (RO4) and “understanding, caring, encouraging” (RO 5).

To our amazement, the factor *transference and counter-transference occurrences* weighted the least among all of the participants on the construct RO. Looking at the individual items of this

factor, it becomes clear that here we are dealing, in four of five items, with questions about the relationship between supervisor and supervisee. It can be presumed that the supervisors assume that the trainees want to concern themselves *lege artis* with transference and counter-transference occurrences (WS), but this plays a less important role for the supervisees. Both are, however, agreed that the relationship between supervisor and supervisee is, in reality, little illuminated during supervisory work (RO).

- *Identity* (see Table 1) is less defined by “tolerance of non-knowledge” and “[being] self critical” for the trainees ($\beta = 0.26$ and 0.29) than for the supervisors ($\beta = 0.26$ and 0.29). In comparison, these variables have a higher significance for the training instructors. In both groups, the items *new learning* ($\beta = 0.79$ and 0.80 respectively) and *exploration of thought and fantasy areas* ($\beta = 0.77$ and 0.79 respectively) are central to the description of what constitutes identity for the participants.
- *Supervision* leads overall to higher satisfaction, to a slightly greater extent in supervisees than supervisors (mean value SVD = 4.25, mean value SV = 3.90; *t*-test $p < 0.05$). Everyone assumes that the supervisees, as well as the patients, profit. The benefit to the patient is the main concern of the supervisor.
- *Satisfaction* (see Table 6) in addition to the creation of an analytical identity is not built on the initial wishes (WS) of supervisees. In contrast, the supervisory work (RO) had a strong influence on identity ($\beta = 0.70$, $p < 0.001$), as well as on satisfaction ($\beta = 0.47$, $p < 0.001$).

Summary of the Group Differences With Respect to the Style of Wishes, Work, and Reaction (Cluster Analyses)

By using cluster analysis on the individual ZBKT steps, persons who resembled each other in their answer behavior could be assigned to different styles of wishes, work, and reaction.

Four Styles of WS

From the higher-ranking factors of 1st-order (WS 1-5, Table 1; Figure 3) it is possible to derive expertise-oriented (“receiving advice and being held,” “acquiring knowledge and competence”) as well as relationship-competence oriented expectations (“understanding significance of one’s own personality,” “negative capability,” “understanding transference and counter-transference occurrences”). Four styles of wishes (total $n = 191$) could be differentiated; taken into account are the real wishes of supervisees as well as their self-evaluation and the supervisors’ assumptions of the wishes of supervisees as a second party evaluation.

Style 1: *Restrained style of wish.* Most persons could be assigned to this cluster ($N = 89$; 9 dyads⁴: $3 \times P^A$, $6 \times P^F$). In comparison, the limited, restrained style can be described by means of below-average interest in every factor (expert and relationship competence; *z*-value: -0.391 to -0.602). There is below-average interest in every area, compared to the other styles. In particular, personality and relationship oriented aspects are avoided. Supervisors make up the lion’s share with $2/3$ (60%)—taken into account in the results here are mainly their evaluations of

⁴The information of the supervisee, as well as his supervisor, were assignable to a common style; P^A = beginner dyad, P^F = advanced dyad.

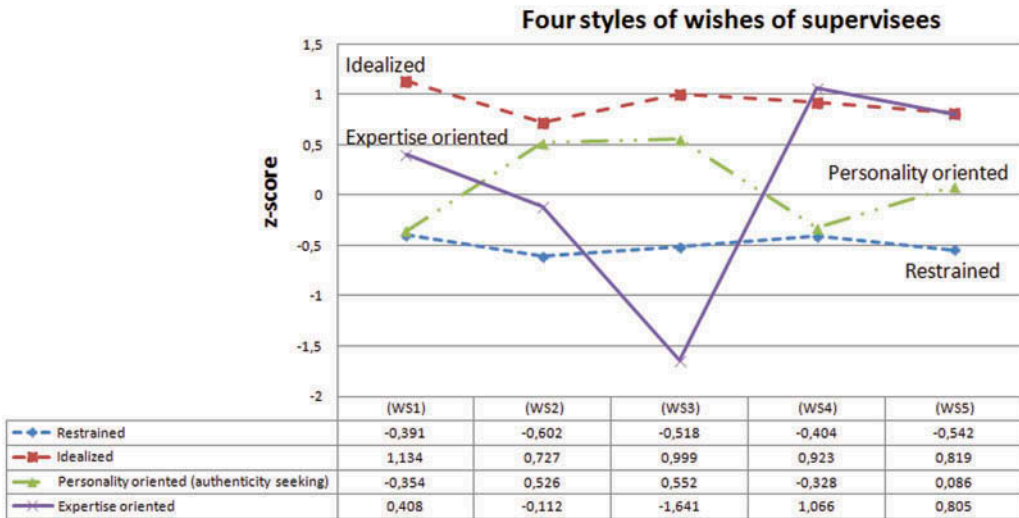


FIGURE 3 Four styles of wishes of supervisees.

candidate’s wishes. Advanced supervisees are represented twice as often as the beginners. With regard to the subgroups *analysis gender/AKJP-EPT field*, as well as *nonreporting—reporting system*, there were no significant differences.

This style of wish is possibly an expression of increasing loss of idealization and the arrival in supervisory reality. Also, experienced candidates (F) could be tempted as a result of increasing job-related pressures to get along by being defensive and not overdoing things. That the majority of supervisors assume the wishes of supervisees to be in the defensive area could indicate their own latent dissatisfaction.

Style 2: Idealized style of wish. This style of wish could be assigned to 41 persons, of whom 2/3 are supervisees (6 dyads: 3 × P^A, 3 × P^F). Beginners and advanced participants are represented equally strongly in this style. Thus, the real wishes of the supervisees are represented more strongly than the wishes perceived by the supervisors. Here women predominate, as is the case with the AKJP participants (19% to 25% EPT participants). The need to acquire all the qualities possible—expert, personality, and relationship competences (z-values 0.727 to 1.134)—are most pronounced in these dedicated supervisees.

One hypothesis could be that the comprehensiveness that marks this group reflects the expression of eager expectation from an idealized, fantasized experience of supervision, in which supervisees still hardly distinguish what their own main focus in their work could be.

Style 3: Personality oriented (authenticity seeking) style of wish. All together, 48 persons could be assigned to the personality oriented (authenticity seeking) style of wish (4 dyads^F). This is, therefore, the second most represented style. It appears primarily in advanced participants (N = 36) and is found more in supervisees (N = 30) than in supervisors (N = 18). Male participants are also more highly represented in percentages; participants from the AKJP section are proportionally underrepresented (AKJP: 20% to EPT: 37%).

The supervisees in this cluster have wishes that are most strongly directed toward personality and relationship aspects (“understanding significance of one’s own personality”: $z = 0.999$; “negative capability”: $z = 0.819$; “understanding transference and counter-transference occurrences”: $z = 0.727$). They appear to be most strongly interested in a self-reflective and mutually constructed, questing relationship experience. It could be conjectured that there is less anxiety about revealing one’s self and the supervisee can permit more conflict and introduce it into the work. The underrepresentation of the AKJP section may lie in their strong need for structure and conceptualization in their functions, which are oriented to interactive procedures. Men possibly behave in a more conflict-centered and resolute fashion; this would require a separate study under the aspect of gender questions with a comparison of the possibly differing working styles of men and women in the therapeutic situation.

Style 4: Expertise oriented (interested—eager to learn) style of wish. The lowest number of persons could be assigned to this style of wish ($N = 13$, 3 dyads: $1 \times P^A$, $2 \times P^F$), of which 77% are supervisees. Their wishes go, above all, in the direction of the objective acquisition of knowledge and expertise (“acquisition of competence and knowledge:” $z = 1.066$). They prefer traditional teaching methods within the framework of a subject–object relationship (cf. Sarnat, 1992), which deals with the passing on of (interpretation) advice and the acquisition of expertise. Personality-linked and relationship-oriented aspects are avoided (“understanding significance of one’s own personality traits:” $z = -1.614$; “understanding transference and counter-transference occurrences:” $z = -0.112$), and so as good as avoiding potential conflict situations. It is noticeable that participants whose supervision takes place under the protected conditions of the nonreporting system are represented as half as often as those whose supervision is subject to among others the evaluation of the candidate and in consequence his professional advancement. It is probable that underprotected supervision conditions the trainees also dare to wish more and reflect their own personality-linked traits in relation to their analytical work.

Four Working Styles of Supervisors (RO)

It was also possible to quantify four clusters in the second ZBKT step by means of cluster analysis. Because the evaluations of the supervisees and supervisors are related to the factors (RO 1-7, see Table 1) of the construct RO they are referred to as the working style during supervision. Again the self descriptions of the supervisors as well as the second party evaluation of their supervisees are taken into account (Figure 4).

Style 1: Defensive–controlling working style. The defensive–controlling working style appears particularly often in supervisors (69%). In all, 72 persons could be assigned to it (11 dyads: $6 \times P^A$, $5 \times P^F$). Men are more often represented than women, members of reporting systems more than those without second-party evaluation (nonreporting system). The most obvious differences exist in the field of training programs: 45% of EPT participants against 23% of AKJP participants. Here are found the lowest z-values of all four working styles in relation to *permitting autonomy* ($z = -0.820$), *caring, activities encouraging the supervisee* ($z = -0.797$) as well as *holding and containing* ($z = -0.718$), and work on *negative capability* ($z = -0.593$). With the factors for the characteristics *monitoring, controlling* ($z = 0.678$), as well as *insecure, withdrawing, offending* ($z = 0.761$), the picture changes and the values are highest.

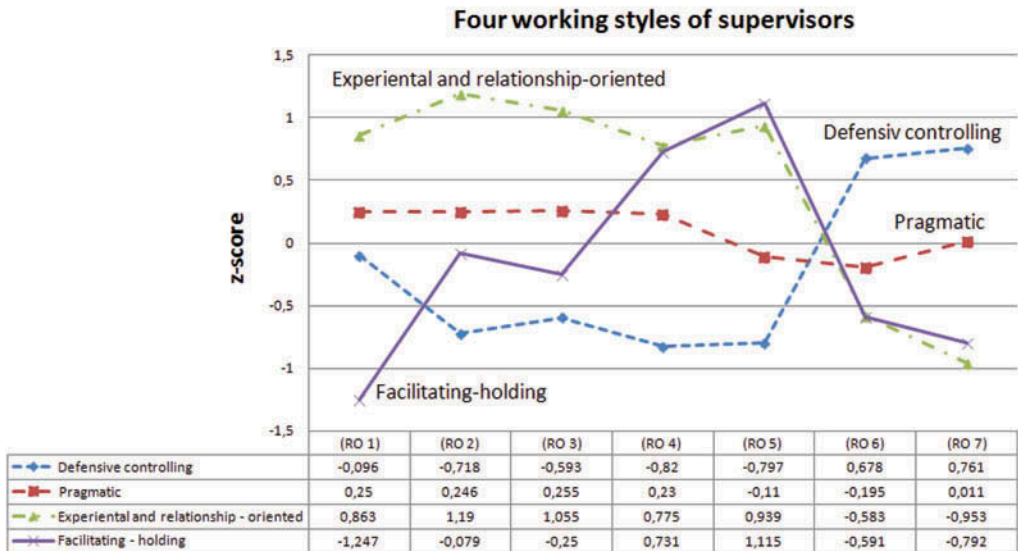


FIGURE 4 Four working styles of supervisors.

If the information of the supervisees is considered as a separate group, then their values in this working style are clearly lower than those of the supervisors: *permitting autonomy* ($z = -0.899$) and *caring, activities encouraging the supervisee* ($z = -0.797$), as well as *holding and containing* ($z = -1.065$) and *work on negative capability* ($z = -0.944$).

With regard to the endpoints *satisfaction* ($z = -0.98$) and *identity formation* ($z = -0.616$), there are considerably below-average values in this cluster. Thereby supervisors assess the benefit and the growth of identity even more slightly than their supervisees (*satisfaction*: SVD: $z = -0.027$ to SV: $z = -0.825$; *identity*: SVD: $z = -0,424$ vs. SV: $z = -0,701$).

Who experiences or uses this working style? As beginners and advanced participants are equally represented, beginners' difficulties cannot be the sole motive. It appears as if this supervision style is most strongly determined by the lack of a shared, enquiring working union. The supervisor experiences himself, or is experienced as, a person who monitors and controls the progress of the learner with expert competence, completely in the spirit of the original concept of *control analysis*. As a role model from whom the supervisee could experience the analyst's existence in practice or as a caring, holding teacher, he is not sufficiently available. The rigid fixation on a unifocal direction might explain why the work is experienced as not very satisfying and identity creating. It would be interesting to research which theoretical psychoanalytical conceptualizations and orientations are represented here.

Style 2: Pragmatic working style. The pragmatic working style occurs second most frequently. A total of 55 persons—38 supervisors (69.1%) and 17 supervisees (30.9%)—could be assigned to this style (5 dyads: $2 \times P^A$, $3 \times P^F$). Advanced participants are represented twice as often. Within the cluster, men (37.25% compared to women: 26.5%) and AJKP participants

(33.3% compared to EPT: 26.4%) were strongly represented. The participants of the nonreporting system are more strongly represented with 27% than in all other styles (to RS: 27.5%).

With the exception of comparatively high values for *monitoring*, *controlling* ($z = -0.195$) and *withdrawing*, *offending* aspects ($z = 0.011$) all other factors lie only slightly above the statistical average. On the other hand (cf. Style 1), the values of candidates (second-party evaluation) lie below those of their instructors (self-evaluation).

In this experienced-appearing group, working is presumably done more classically analytically abstinetly: Relatively without conflict and not very argumentative when working together, one makes efforts not to get too much involved in relationship dynamics: one looks at the different foci with the same distance. We asked ourselves if this might be due to the analytical ego ideal of a supervision carried out in abstinence. As in the whole study, the question particularly arises here as to whether the participants are documenting their real experiences of supervision, or are describing rather how they imagine it should be.

When considering the pragmatic working style, *satisfaction* ($z = -0.043$) and *identity* ($z = 0.071$) display merely average values, which means that both can be only averagely developed here. Supervisors ($z = 0.35$), who comprise the majority of this working style, assume a greater increase in *identity* than the supervisees ($z = -0.23$) evaluate. In the case of “*satisfaction*”, the opinions are however very alike (SV: $z = -0.11$ to SVD: $z = 0.11$), so that this working style does not contribute especially to particular satisfaction, but neither does it contribute to dissatisfaction.

Style 3: Experiential and relationship-oriented working style. The *experiential and relationship-oriented working style* is mainly experienced by supervisees (76.5%), whereas supervisors (23.5%) hardly believe using this style ($N = 34$; 3 dyads: $1 \times P^A$, $2 \times P^F$). Advanced participants are represented twice as often as beginners. Men are underrepresented; the subgroups AJKP–EPT participants, as well as the nonreporting system—reporting system participants, are approximately equally distributed. In the second-party evaluation, the supervisees give the instructors higher values than these give themselves—which possibly indicates the high satisfaction of those involved but also a possible strong idealization.

Characteristics of this working style are distinctly above average markedness in the factors *permitting autonomy* ($z = 0.775$), by the supervisees *caring/encouraging* ($z = 0.939$) and *containing* ($z = 1.190$) attitude of the instructors. Supervisors were described in self- and second-party evaluation to be least *monitoring and controlling* ($z = -0.583$) and *insecure, withdrawing, and offending* ($z = -0.953$). The personal orientations—*negative capability* ($z = 1.055$), *understanding transference and counter-transference* ($z = 0.863$)—in an interactive working climate based on mutuality are an outstanding instrument of reflexion. This kind of supervision pursues bipolar targets: on the one hand facilitating of the abilities to reflect one’s own personality in the effects on subsequent actions and interpretations and on the other hand experiencing and reflecting one’s self as part of an interactive field. The experience in and between the persons will be more openly and boldly used as a means of seeking mutual understanding.

Whereas men, in particular, increasingly wish a *personality-oriented, authenticity seeking* supervision style, the circumstances in the *experienced supervision work* are exactly reversed: They perhaps find it more difficult to face this unsettling aspect of reflexive work with reference to their own analytical activities and they seldom trust themselves to show their perceived wishes.

In the total population of this group, as also separated into SVD and SV participants, there are the highest values in particular for *identity* (SVD: $z = 0.677$ to SV: $z = 0.792$) but also for *satisfaction* (SVD: $z = 0.796$ to SV: $z = 0.591$).

Style 4: Facilitating–holding working style. This working style ($N = 29$) is displayed mainly by supervisees (90%, $N = 26$), in particular by the advanced participants. There are more women than men, and more AKJP participants (23%) than EPT participants (12%). Overall, the participants of the nonreporting systems named this style the least.

The *facilitating–holding working style* is characterized by high above-average values in the factors *permitting autonomy* ($z = 0.731$) and *caring, understanding, encouraging* ($z = 1.115$) that document the stable, supporting relationship experienced between the supervisee and the supervisor. The factor *holding and containing* ($z = -0.079$) stands for the same thing; however, there was only average markedness for this factor. The supervisors were also described in this working style as not very *monitoring and controlling* ($z = -0.591$) and *offending* ($z = -0.792$).

In contrast to the *experience- and relationship-oriented working style*, subjective, personality-linked characteristics have only very below average significance (for example, *understanding transference counter–transference occurrences*, $z = -1.247$; *negative capability*, $z = -0.250$). The quest for, and passing on of, objective insight and knowledge are central characteristics of this work; the role of the supervisor is more traditionally interpreted as that of an instructor and less as a personal counterpart in a subject–subject process. Conflictive and emotional involvements are not entered into, but one is securely held in a support-oriented—but possibly aggression-inhibited—work relationship.

AKJP participants have apparently more than others a holding, permissive counterpart in supervision—possibly a counterbalance to turbulent, personality-linked work with children—that helps them to strengthen the regulatory view from the “third position”.

Here the supervisees ($z = 0.679$) are above averagely satisfied, their instructors less so ($z = -0.080$). In contrast, supervisors assume a higher gain in identity ($z = 0.715$), which the supervisees rate only half as high ($z = 0.356$). With respect to identity growth, this working style lies in second place behind work that encompasses the subjects and their interactive conduct (style 3).

Four Styles of Supervisees’ Reaction (RS)

In the calculations of the four styles of supervisees’ reaction to the supervisors’ intervention the participants responded with their individual characteristics to the factors (RS 1–4, Table 1) of the third ZBKT step. The self-descriptions of supervisees and the second-party evaluations of their supervisors were evaluated (Figure 5).

Style 1: Phobic–avoidance style of reaction. In this style of reaction, the supervisees and supervisors are equally often represented. In total 24 persons (4 dyads^A) could be assigned to this smallest group, of which 2/3 were beginners. In comparison with the subgroups, only slight differences could be established: There were slightly more EPT participants than AKJP participants, slightly more women than men, and slightly more reporting systems than nonreporting systems.

Characteristic for the phobic–avoidance style of reaction is, in comparison to the other styles of reaction, that supervisees describe themselves or are described by their supervisors (second-party evaluation) most strongly as *subordinate*, *submissive*, *adaptive* ($z = 1.764$) and *defensive and compartmentalizing* ($z = 1.921$). Avoidant behavior seems to be characteristic for this style resulting in the closing, rather than the opening, of the inner areas of experience and perception.

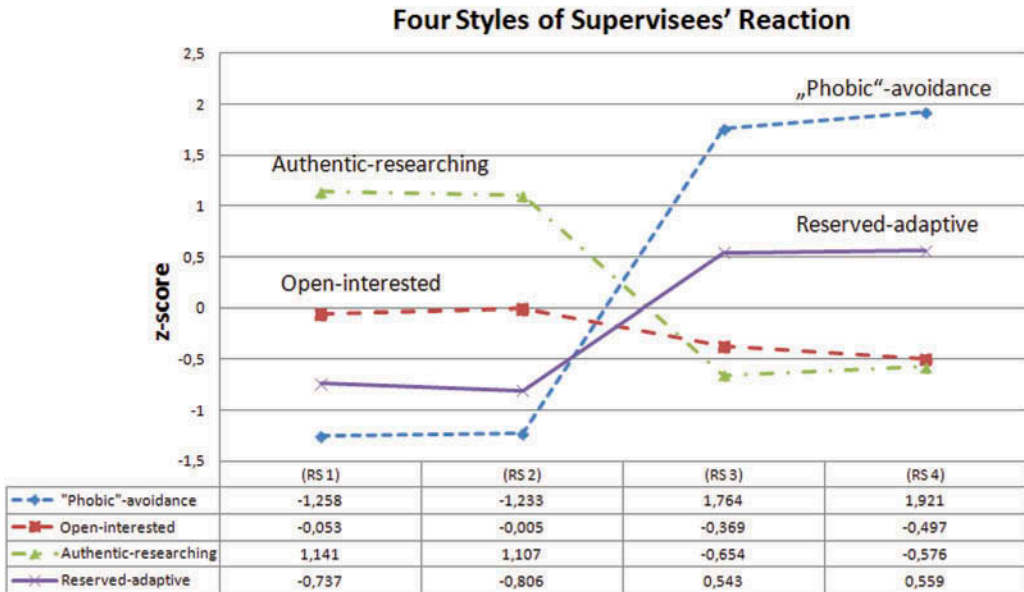


FIGURE 5 Four styles of supervisees' reaction.

The emphasis is on defence: Supervisees are anxious-passive, tend towards adaptiveness and submissiveness, and avoid showing themselves to be non-knowledgeable/doubting and with their own blind spots.

That still inexperienced trainee analysts react in a phobic and avoidant manner can be explained by their understandable insecurity; they are trying to avoid providing potential targets. This might also be caused by the lack of transparency with respect to the evaluation criteria of the supervisors.

Style 2: Open-interested style of reaction. Most participants could be assigned to the open-interested style of reaction ($N = 78$; 12 dyads: $8 \times P^A$, $4 \times P^F$). Of these, 44% were supervisees and 56% supervisors; additionally, 38.5% were beginners and 61.5% advanced participants. Here average markedness of the factors *showing oneself*, *developing autonomously* ($z = 0.053$) and *development toward a depressive position* ($z = -0.005$) are exhibited. They are open but restrainedly interested, not risking very much. On this moderate path, they evade anxiety-inducing turbulences that confuse their own coherence and so do not have to *submit and adapt* ($z = -0.369$) or *defend and compartmentalize* ($z = -0.497$) themselves so much.

Presumably, the advanced old hands create, in this way, distance that enables them to make use of the supervisor but at the same time to go their own way. Possibly routine and a friendly and harmonious supervision climate have somewhat steadied the restively questing research impulse and they travel emotionally safer waters.

Style 3: Authentic-researching style of reaction. This second largest group ($N = 60$; 9 dyads: $1 \times P^A$, $8 \times P^F$) is made up, above all, of supervisees (69% to SV: 31%) and advanced participants (72% to beginners: 28%).

In the *authentic–researching style of reaction* there were, in comparison to the other styles, the highest values for those factors which mirrored a questing, self-reflecting attitude and the disposition for authenticity, as well as for autonomy in interactive matters (showing oneself and developing autonomously, $z = 1.141$; opening oneself, questioning = $z = 1.107$). In contrast, the markedness of the factors *submissive/adaptive* ($z = -0.654$) and *compartmentalizing* ($z = -0.576$) reaction pattern is the smallest. Supervisees perceive themselves in this style of reaction to be much more searching and striving for authenticity than their supervisors attest them. These discrepancies between self and second-party evaluation (fit) leads to the assumption that communication about one's own and reciprocal experience during the work together obviously seldom occurs. They lie in the general trend of the study, that supervisees are more satisfied with the supervision than their instructors are.

Style 4: Reserved–adaptive style of reaction. A total of 42 subjects (7 dyads; $3 \times P^A$, $4 \times P^F$) who were mainly (2/3) supervisors and roughly equally made up of beginners (52%) and advanced participants (48%) could be assigned to the reserved–adaptive style of reaction.

Thus, the instructors with their second-party evaluation mainly characterize this reaction picture. According to them, the candidates are not very keen on showing themselves and developing themselves independently ($z = -0.737$); they are accorded little desire to opening themselves and questioning (development toward a depressive position, $z = -0.806$). Instead, they are described as being *adaptive/submissive* ($z = 0.543$) and *defensive/compartmentalizing* ($z = 0.559$). The tendency of the reserved and adaptive style of reaction resembles that of the phobic–avoidance style, but displays overall a milder progression.

Once again, the discrepancies between self and second-party evaluation are evident. We regard the inadequate fits as a sign that the evaluation of the supervision experience is particularly difficult when dealing with potentially conflictive aspects and the urge for harmony and good will prevents critical feedback.

DISCUSSION

The work on our research project brought home to us the enormous complexity and the challenges of the supervisory relationship with its different role demands. Similar to the analytic relationship, reciprocal transferences and counter-transferences are an inescapable part of this relationship. Great pedagogic, as well as analytical competence, is demanded of the supervisor and his function is that of creating space for thought (Szecsödy, 2007). To do this, it is important to reflect the processes from the *third position*. Increased research activities, in addition to further education and vocational training, point in this direction.

- Supervision leads, in general, to greater satisfaction, rather more strongly for the candidates (supervisees) than the supervisors. Everyone assumes that not only the candidates (supervisees) but also their patients profit. Satisfaction, as well as the creation of an analytical identity, is basically established on the influence of the supervisors in shared work (RO) and not on the supervisees' initial wishes (WS)—although the supervisors assessed them differently. Using cluster analysis in the ZBKT step RO (SV), it becomes clear how this work of supervisors and supervisees is experienced. Study participants have the highest values for satisfaction and identity in the *experience- and relationship-oriented working*

style, in which predominantly supervisees are found. Supervisors are to be found for the most part in *defensive–controlling* (to which the majority of study participants belonged, but which generated little satisfaction and identity) and pragmatic working styles. In second place with regard to satisfaction is the *facilitating–holding working style*, which, in its turn, is mainly experienced by supervisees.

Considering these results, we ask new questions: Is it possible that a large proportion of supervisors maintain a working style that is still very controlling but which satisfies themselves the least? Or are supervisors rather too critical of themselves? Does a further large proportion of supervisors see their own work as routinely, pragmatically and unemotionally successful while supervisees tend to idealize the supervisors' style? Or do supervisees give too little feedback to their supervisors as to how they have helped them in treating patients?

- There were also different principal points with respect to identity for supervisees and supervisors: for candidates (supervisees) identity is considerably less defined by *tolerating nonknowledge* and *capability of critical, questioning self-reflection* than for supervisors. Both groups, however, name items such as *new learning*, as well as *exploration of thought and fantasy spaces* as central aspects of identity.
- The differences between supervisees at the beginning and at an advanced stage of therapy accreditation and their supervisors indicate that the supervision relationship develops with time and becomes at an advanced stage freer of anxiety, more open and more fruitful. Even though the study is not a long-term one that can observe changes in the subjects, the depiction of such development by means of comparing beginners and advanced participants is, as a cross-section, quite conceivable.⁵ This supposition is affirmed by the evaluation of the factors *identity* and *satisfaction*, which show variously that advanced dyads are more satisfied with the supervision, evaluate more highly the profit for patient and supervisee as well as seeing a more pronounced analytical identity of the supervisee.
- Reflection in the supervisory relationship plays a rather subordinate role in the experienced supervision both for supervisees and their instructors.
- In the training section of AKJP, supervisors are perceived as *more permitting of autonomy*, *more displaying of interest and pleasure*, as well as *more understanding*, *more caring*, *more encouraging*, and supervisees are described as more authentic; more animated; more openly receptive; and less frustrated, anxious, and blocked than their colleagues in EPT training.

This result could be an expression of the usually faster action dialogue in child and adolescent psychotherapy and the “quite specific language” that requires child analysts to be spontaneous and holistic (physically, playing, painting, and language; Ferro, 2008, p. 185 f). This makes it appear difficult for the supervisee to hide himself and—due to the more diverse forms of intervention—requires greater supervisory tolerance towards the supervisee's dealings to counter the anxiety of not fulfilling a particular analytical ideal.

The interpretation of these results led to lively and controversial discussions within the research group. Depending on the personal working methods, different emphasis and weightings were applied. It is due to the long-standing, procedural group work that we have learned to

⁵Insofar as these differences are not the expression of a selection effect.

accept the plurality of our differing perspectives as an augmentation of reflexivity and the ability to bear dissimilarities. Thus, the following hypotheses are to be understood as starting points which require further elaboration and development.

POSSIBLE CONSEQUENCES FOR EXTENDED OBJECTIVES OF SUPERVISION

1. The sometimes inadequate *divided, shared reality*, in which little is divulged of one's own wishes, ideas, and requirements, and little is known of the other person, points to, at times, inadequate and insufficient communication and understanding about the shared supervisory work.

From this, we conclude that at the beginning of the supervisory work there should be joint understanding and agreement about what the form and content should be, as well as the specific working method of the supervisor. In the process, it is important to reflect the use of the different foci of supervisory activity. At this point, it should already be discernible how the dyad negotiates possibly conflictive and controversial conceptions and whether a creative supervisory alliance can emerge in the process or not.

We assume that not only personal, but also structural, phenomena, for example extraterritorial influences, affect the working union and the structure of the relationship during supervision. Exactly because these remain implicitly very effective and often explicitly unexpressed, they could produce archaic anxieties. Here are individual and group anxieties at work. What could be done by an institute—for example, in its dialogue and error culture—to minimize these anxieties?

2. In spite of the consciously expressed answers, which clearly highlighted the satisfaction and benefit during supervision, there is evidence of disturbed and interrupted dialogues (Bauriedl, 2001). Other than what had been intended—namely taking part in the study as a dyad—25 supervisees and 24 supervisors answered individually. The frequency of this phenomenon implies that it is not merely due, exclusively or principally, to personal reasons but to a relationship phenomenon: Presumably, it is difficult to openly express hard, diverging points of view and to accept and use the tension of the different quality of the counterpart in the relationship. Discontinued supervisions could then not be included in the study because it is evidently difficult and presumably hurtful to expose one's own failure and so make it possible to think about it.
3. These considerations lead to questions about how to deal with inadequacies and the existing error culture—the individual's, as well as the analytical community's, which coins the individual. "The right mistake, once missed, doesn't come around so easily" (Enzensberger, 1999, p. 37). Indisputably, a protected and trustworthy relationship between supervisee and supervisor is required if one wishes to confront one's own non-knowledge and doubts not only cognitively, but also affectively. "New learning" as well as "exploration of thought and fantasy areas" as generally recognized supervision tasks are one thing—questioning oneself in self-reflection as nonknowledgeable is quite another: here the own personality as a whole, its unmistakable uniqueness and the emotionally highly prized own analytical working methods are held up to consideration. Zwiebel (2012) saw in this the reason why it is exactly the experienced analysts who present

themselves with their clinical work so infrequently. He advocated a value- and authority-free inquiring and researching tenor of all those concerned, the requirement being the decipherment of the unconscious dynamics of each process focussed on.

Therefore an inner working model which dialectically picks up the interplay between success and failure and understands it as an essential requirement for processes of change and psychoanalytical learning appears to us to be reasonable. Mistakes and errors—which are mostly only identifiable as such in hindsight—are for this reason not to be avoided on principal, but should to be *used* as a source of understanding unconscious processes. “Dealing with one’s own inadequacies” would then be understood (and assessed) as the individual competence of the (trainee) analyst as well as an attribute of the institute. This altered perspective would also have consequences for what is evaluated and how during supervision.

4. With the help of the ZKBT approach, it was possible to distinguish four different working styles in supervision. If one tries to determine superordinate criteria for their differentiation, the concept of “multiple bifocalities” (Zwiebel, 2007, p. 46) is very helpful. Tuckett developed, in addition to the concept of psychoanalytical competences in the so called *working parties* of the European Psychoanalytical Federation, a model that investigates, above all, the implicit and explicit assumptions and the personal working model of the analyst, which unites his conscious as well as unconscious, private as well as public theories (Tuckett, Basile, and Birksted-Breen, 2008). Zwiebel has taken up this conception and integrated it into his theory of “double bifocality” (p. 46): Analyst/supervisee/supervisor need, above all, schooled abilities to switch flexibly to and from a perceiving and an observing position. It would be desirable if, in supervision, an interactive field was evolved in which—depending on the prevailing emotional urgency of here and now—both protagonists could flexibly move their attention back and forth between the inner and outer perspectives of themselves as subject, as well as of their counterpart (patient/supervisee/supervisor), and between work in the analytical as well as the supervisory encounter. The analytic art would be understood as the ability to change perspectives and the integrative competence of different perspectives. This could be an assessment criterion in training supervision.

In the different working styles of supervision (RO), this multifocal approach was displayed especially in the *experience- and relationship-oriented style* (Style 3). Here the participants experienced the greatest increase in identity combined with great satisfaction in the work.

With relation to the supervisory work during training, this would mean turning attention not only to the unconscious intra- and interpsychic dynamics of the patient in the analytical relationship but also—bifocally and equally—taking the person of the (trainee) analyst/supervisee as the object of the supervisory work: What type of analyst does he want to become and how can he remain it? How does he recognize his “inner working method” (Zwiebel, 2003, p. 1148) and learn to learn and use “official theories” and simultaneously integrate them in his own developing analytical identity and into his own private theories? How does he become able to discern beneficial and blocking aspects of his personality in their effect on the analytical process, and reflect them and how can he learn to deal with them self dependently?

Building on these thoughts, we finally to highlight two aspects that seem to us worth of receiving more attention in the conception of supervision.

Using Mirror Phenomena in the Parallel Process

It appears to us that the learning and development potential of supervisees during supervision is not being used to its full extent, as long as the reflexive movements in the supervision process are not also directed explicitly at the supervision relationship. If the mirror phenomena are understood as—now transferred to the stage of supervision—unconscious scenic reenactment of so far not understood conflicts then can be made accessible there for processing. If one succeeds in using them to work on sources rather than avoiding them as being inappropriate, the action dialogue offers the means of preparing the verbal dialogue at the end of which interpretations can be made and so facilitate understanding.

The Evaluation: Listen to How to Listen

What happens when the supervisor gives the supervisee a preliminary interpretation? Faimberg (2009), as well as Kahl-Popp (2007), emphasised the importance of the following element: How does the supervisee listen and what does he hear out of the supervisor's words? And how does the supervisor listen to what the candidate is relating? It is the result of the dialectic interaction between what the supervisee says to, or does not say to, the supervisor and what the supervisee or the supervisor respectively can hear on the basis of his own highly complex equation.

We have tried to trace these steps in questioning by using the ZBKT model and the complementary questioning of the respective counterpart: the evaluation of what is heard and the reaction to it are an important quality criterion for the openness to dialogue of both in the joint supervisory work. The comparison between the intention of what is said and the effect of what is heard could help to comprehend unconsciously operative dynamics and to lead to better understanding.

It was our concern to demonstrate what potential there is in supervisory work. It has long since left its existence in the shadow of training analysis and deserves through greater attention and specific vocational training to develop itself in its complete dimension.

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APPENDIX

F1 = »Wish of Supervisee«: 5 Factors, composed of the associated items.

Factor	Associated Items
1. "Receiving advice and being supported/held"	1) direct encouragement 2) feeling of being supported 3) explicit instructions 4) receiving suggestions of interpretation 5) receiving technical advice about treatment
2. "Understanding transference and counter-transference occurrences"	1) joint reflection on the inter-subjective dimension between me/him and the patient (transference and counter-transference relationship) 2) learning to bear ambivalent feelings and frictions in the relationship with the patient/in his relationship with the patient. 3) learning to bear ambivalent feelings and frictions in the relationship to the supervisor/in his relation to me as supervisor 4) losing ambivalent feelings and frictions in the relationship to the patient/in his relationship to the patient 5) losing ambivalent feelings and frictions in the relationship to supervisor/in his relationship to me as supervisor 6) through joint reflection on the patient-therapist interaction recognise and process my/his dealings with difficult transference and counter-transference phenomena 7) by means of joint reflection on the supervisor/supervisee interaction recognise and process my/his dealings with difficult ÜT-GGÜT-phenomena
3. "Acquiring knowledge and analytical techniques"	1) acquiring knowledge and/or analytical techniques 2) receiving appropriate literary references 3) receiving theoretical access to the conceptualization of analytical work
4. "Learning from the personal working methods of the supervisor"	1) see my supervisor in his own work (eg. in his own case presentations)/that I can show myself in my own work (in own case presentations) 2) recognize how my supervisor deals with difficult counter-transfer phenomena/learn myself how to deal with difficult counter-transfer 3) just learn from this supervisor how he personally works/see how I personally work 4) assistance in the development of my/his analytical attitude and skills
5. "Understanding significance of one's own personality traits"	1) achieve self-awareness through feedback from supervisor/my feedback 2) recognize one's own emotions (eg. libidinous and aggressive feelings, anxieties, self doubt) and one's own conflicting facets/aspects 3) address one's own emotions (eg. libidinous and aggressive feelings, anxieties, self doubt) and one's own conflicting facets/aspects in their significance for the/his work

F2: 9 Factors (5 + 4)**F2 = »Reaction Supervisor«: 9 (5 + 4) Factors, composed of the associated items**

Factor	Associated Items
1. "Being a role model"	1) sees himself/sees me as a role model and figure of identification. 2) sees himself/sees me as a teacher and imparter of knowledge 3) would like to pass on his working style to me/would like my working style passed on to him
2. "Holding and containing"	1) can recognize my/his "blind spots" and "failings" (18 a) 2) can create a space in which I/he can experience new emotions 3) protects and supports me/protect and support him in difficult emotions of counter-transference (holding und containing) 4) can disclose my/his own "blind spots" and "failings" (18 b)
3. "Transference and counter-transference occurrences"	1) to make himself/makes me available as a transfer figure 2) encourages me/encourage him to talk about own affects that arise in relation to the patient 3) encourages me/encourage him to talk about own affects that arise in relation to the supervisor/to me as supervisor 4) incorporates/incorporate the activity dialogue in the supervision between supervisor as supervisee/between me and the supervisees in the sense of a parallel process (for analytical treatment process) 5) includes/include the reflection of the supervisory relationship in the work
4. "Imparting of knowledge and analytical techniques"	1) is/am more interested in questions of technique 2) gives/give appropriate literary references 3) provides/provide theoretical access to conceptualization of analytical work 4) gives/give suggestions of interpretation 5) gives/give technical advice about treatment
5. "Negative capability" (Bion)	1) works/work preferentially inter-contextually ie. adapted to the individual needs of respective patients 2) can bear own self-doubts and non knowledge 3) communicates/communicate own affects such as self-doubt and non knowledge as part of the analytical work and supervisory teaching 4) can question himself and his opinions/me and my opinions 5) can recognize his/my "blind spots" and "failings" (17 a) 6) can disclose his/my own "blind spots" and "failings" (17 b)
6. "Permitting autonomy, displaying interest and pleasure"	1) open and flexible 2) authentic 3) collegial 4) self critical 5) personally involved 6) appreciative 7) awake and inquisitive 8) enjoyment of supervisory work
7. "Supervising and controlling"	1) manipulative 2) invasive 3) controlling 4) criticizes my/criticize his work 5) criticizes my/criticize his person 6) if anything armored 7) punitive

Factor	Associated Items
8. "Understanding, caring, strengthening"	1) holding, containing 2) helpful 3) encouraging 4) caring 5) sympathetic 6) constructively critical 7) empathic
9. "Insecure, withdrawing, aggressive"	1) passive 2) depreciatively critical 3) defensive 4) unsure, doubting 5) bored 6) wants confirmation/recognition 7) quickly annoyed 8) easily offended