

Three Windows: Artistry, Identity and Mastery in Coaching Supervision

David B Drake, PhD

Abstract

This paper offers three new perspectives on supervision that reflect the embodied practices of the guilds of old yet address the increased complexities of our postprofessional era. The suite of three frameworks in this paper bridge those worlds through a focus on mastery, and they provide an underlying architecture for the development of supervisors and their craft even as they allow for a variety of definitions and uses of supervision. The Artistry Window represents the gateways through which choices are made in supervising, the Identity Window represents the roles and functions provided in supervision, and the Mastery Window represents the domains of knowledge and evidence needed by supervisors. An overview of each framework is provided and examples are given to illustrate them in action. Particular attention is paid to the addition of the integrative element to the literature as a means to more fully incorporate coaching approaches in supervision and to increase its efficacy across the growing diversity of how and where it is practiced.

Introduction

Key elements of what we now know as supervision have been around for centuries as elders and communities guided people through rites of passage and the acquisition of essential skills. In doing so, apprentices spent time looking over the shoulders of master practitioners, presented their work for review and learned how to do it better (e.g., from craftsmen of the Renaissance to today's medical residents on rounds). As formal supervision emerged, largely in the US in the early 20th century, it added a managerial focus to the mix. Another major shift appears to be underway as supervisors grapple with expanded bodies of knowledge *and* compressed time frames, complicated social needs *and* institutions in flux, and increased needs for professional development *and* a widening range of identities and expectations.

This paper is based, in part, from observations and interviews gained while delivering workshops on coaching skills to supervisors in various countries, and it offers a view of contemporary supervision that reflects the embodied practices of the guilds of old and also addresses the increased complexities of our time. Three central themes emerged from my observations and conversations in these forums: (1) the wide spectrum of what constitutes 'supervision', e.g., from centered, discipline-centric, directive and authority-based

approaches to more decentered, multidisciplinary, narrative and coaching-based approaches; (2) the various forms of how supervision was done: from individual to group, private to public, managerial to consultative, and mentoring to intervision; and (3) the differentiation between more formal supervision in vertical systems like institutional hierarchies or professional accreditation systems and less formal supervision in horizontal systems like social networks and distributed communities.

However, regardless of how it was practiced, practitioners providing supervision described many of the same issues they were facing. Many of these issues can be seen as creative tensions between the forces at play in our postprofessional era (Drake, 2008) in which “the advent of evidence-based practice in medicine and psychology [meant that] the internal, localized knowledge as championed in the professional era made way for a greater emphasis on external, institutional knowledge” (p. 18) and the emergence of an *artisan* era in which practitioners are increasingly seen as “skilled in an applied art and master craftspeople who can adapt, as necessary, the mediums through which they deliver their work” (p. 16). The issues include: how to (1) ensure duty of care for supervisees in an era of diminishing institutional support, (2) properly induct novices into rapidly changing professions and knowledge sets, (3) provide continuous development for practitioners who often work across disciplines and networks, and (4) determine ethics and standards in light of multiple stakeholders and increasing interconnectedness.

In this light, it seems useful to move beyond the traditional frames for supervision as derived from its historical and linguistic roots in social work, e.g., the Latin words *super* (over) and *videre* (to watch, to see) and the subsequent definition of a supervisor as “an overseer, one who watches over the work of another with responsibility for its quality” (Kadushin & Harkness, 2002, pp. 18-19). The three frameworks presented here balance the hierarchical and managerial functions of supervision with more generative and integrative possibilities. They are designed to increase the ability of practitioners to work across a broadening range of personal, interpersonal, professional and institutional/organizational expectations as well as the ability of supervisees to make informed choices about and gain optimal value from the process. The frameworks are based in a definition of supervision as an informal or formal relationship in which professionals or professionals-in-the-making work with a more advanced peer to increase their awareness of themselves as a practitioner, their ability to astutely attend to what unfolds in their practice, their ability to adapt their knowledge to meet

their supervisee's needs, and their accountability to the profession and their communities.

Because supervision has developed along different, generally independent, lines there does not exist a shared definition or singular theory base for supervision (see Salonen, 2004). This can be seen in the fact that the term 'supervisor' may refer to someone inside or outside of an organization or institution, who may or may not have any authority or control over the supervisee, who may or may not be required for supervisees' ongoing progression, and who may belong to a number of related professional associations. Salonen (2004) goes on to summarize this well in saying, "Perhaps it is not essential to find a fully covering and exhaustive definition for supervision and it might be that it is not even possible to create one. The form and content of supervision depends on what kind of needs it is supposed to fill, what is tried to achieve with it, where it is applied, what kind of input the client is ready to make, what kind of a frame of reference and working method the supervisor has and along what paths the process proceeds" (p. 73). As such, the focus of this paper is on approaching supervision more holistically in terms of how practitioners develop themselves, define their roles and deliver their practices.

Supervisors can use these frameworks to better understand and adapt their stories about who they are, what is going on and what they do as a result. They can be applied within any paradigm of or approach to supervision because the domains of development remain the same even if the emphases differ depending on the audience and their needs. All three Windows are based in the proposition that Mastery = Artistry + Knowledge + Evidence ('MAKE') (Drake, 2011c) and, therefore, reflect the lived, dynamic and recursive processes of exemplary supervisors rather than an idealized, linear and static list of standard competencies to be checked off. They fill a gap in the literature on supervision by moving beyond the dyadic supervisory relationship to incorporate the integrative function (the upper right quadrant in each framework) to reflect the need of both parties to address contextual issues. Anecdotal evidence gleaned from programs on three continents in the past several years would suggest that seasoned coaches and supervisors are increasingly seeking to integrate) more of what they know and how they work (rather than acquire more)—and to help their clients do the same.

These frameworks are described as 'windows' because they provide a frame through which supervisors can view the ever-changing internal and external landscapes in sessions, reflect

on their needs for development, and explore what the supervisee would most benefit from at any given point. Supervisors can use the four gateways in the *Artistry Window* (figure 1) (Drake, 2011a) to increase their awareness of what is happening in and around them as they are supervising in order to more fully informed choices. Supervisors can use the functions in the *Identity Window* (figure 2) (Drake, 2011b) to assess and adapt the roles they play in supervision in order to better meet supervisees’ needs. Supervisors can use the *Mastery Window* third framework (figure 3) (Drake, 2011c) to develop new knowledge- and evidence-based resources in order to continue developing as a supervisor. The first window represents the art in supervising; the second window represents the craft of supervision, and the third window represents the science behind being a supervisor. Taken together, they provide a way for supervisors to increase their level of professional maturity and capability—and thereby improve their AIM as an artisan of their practice.

Figure	Window	Element	Focus
1	Artistry	Gateways	Results
2	Identity	Functions	Roles
3	Mastery	Domains	Resources

Table 1. *AIM: an overview of the Three Windows*

Each framework is based on the same two axes, the vertical representing (inter)personal competence (i.e., levels of consciousness) and the ability to foster growth in self and others and the horizontal representing levels of technical competence (i.e., levels of expertise) and the ability to manage complexity. The goal is to develop supervisors who can operate with increasing competence at higher levels along both axes as represented in the framework. The four quadrants in each of these frameworks mirror Smith’s (2005) four purposes for suggestion as “a space for the supervisee to explore their practice, to build theory, to attend to feelings and values, and to examine how they may act” (p. 12). Taking together, they enable supervisors to continuously adapt how they (1) relate to their clients (and themselves), (2) function in the process and (3) the use their knowledge and evidential resources.

The Windows provide an avenue to think in new ways about how to develop supervisors and provide supervision, and they offer a provocative invitation for supervisors to more fully undertake the same types of development journeys they ask of their supervisees. Doing so

can help supervisors to perform better and adapt to a market where the requirements of their commerce and their craft, their institutions and their experience, often clash. As such, the frameworks offer a holistic way for supervisors to concurrently grow themselves, their work and their professional communities. Let us turn now to the first of the three frameworks and its focus on how practitioners who supervise can enhance their awareness and their work as artists.

The Artistry Window: The four gateways in supervising

This framework was developed (Drake, 2011a) to teach coaches and supervisors how to be more aware of and effectively use their own somatic experience to discern what is occurring in sessions and how best to respond. Building on the system of chakras found in a number of eastern philosophical traditions, each gateway offers supervisors a different channel for accessing what they ‘know’ in order to be at their best more often. These gateways represent the literal and symbolic flow (or lack thereof) of energy in and out of the body. Since the body is a core source of evidence about what is happening as we engage with others, it makes sense to start here in conceptualizing how to develop supervisors and do supervision. In addition, the use of energy as a construct finds support in the neuroscience of self-regulation and the value of secure attachment in healthy functioning and decision-making (see Drake, 2009b). This framework can be used by both practitioners for self-development and as a guided process for supervisees to increase their capabilities in making more informed choices about how they work.

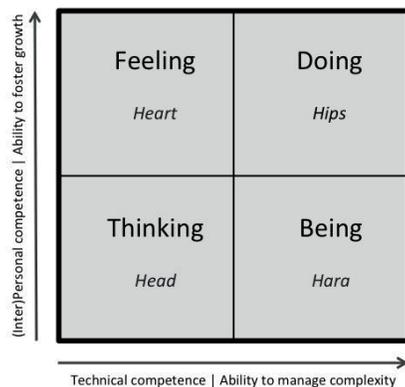


Figure 1. *The Artistry Window: The four gateways in supervising*

The framework is most commonly used by placing a hand on each of the four spots on the body while focused on a decision or issue at hand. What often transpires is an emerging

awareness of energy and/or information that is blocked either at one gateway or between gateways. For example, a supervisor can learn to relax his narrative grip (*head* gateway) in order to pay closer attention to his values (*heart* gateway) or to explore a fear that blocks the knowledge of what is most true to him (*hara* gateway) from manifesting in what he is doing (*hips* gateway). Supervisors can then move up and down these four gateways in the course of their sessions to assess what is happening for them in the conversation, where they want to head next, and how supervisees might use the process to do the same. The fine tuning of one's body as an instrument is the hallmark of any artisan and the doorway to developing mastery.

- The Thinking gateway (head) supports supervisors' ability to theorize about what is happening as they work. Novice supervisors will often start here as they try to put their new qualifications to use. In time though, they can use this gateway to quiet the cognitive overload and noise (e.g., notice when they are overanalyzing), see the situation more fully and be more present in sessions.
- The Feeling gateway (heart) supports supervisors' ability to humanize their work so they can more deeply connect with themselves and others. As supervisors gain more experience, they start to develop the capacity to observe themselves even as they are working. As such, they can use this gateway to align more fully with their values (e.g., notice when they are being inauthentic), be clear about what they want in the supervising relationship, and be more engaged in sessions.
- The Being gateway (hara) supports supervisors' ability to prioritize their work through accessing their ontological base to get at the crux of matters. As their confidence grows, supervisors start to trust their 'gut instincts' more often to guide them in the work. As such, they can use this gateway to improve their self-regulation (e.g., notice when they are becoming enmeshed with a supervisee), be more able to shift their energy or focus as needed, and be more grounded in sessions.
- The Doing gateway (hips) supports supervisors' ability to actualize their work in a fluid and effective manner. As supervisors master the essential elements of their craft they can work with supervisees more spontaneously and directly. As such, they can use this gateway to continuously adjust their stance or actions (e.g., notice when they need to switch from listening to probing, centering or decentering), take appropriate action, and be more genuinely powerful in sessions.

For example, in using this process a supervisor might notice that she is often unable to give voice to her concerns but instead talks abstractly about difficult issues with supervisees. As a result, she might choose to reconnect her *Feeling* (heart) with her *Thinking* (head) in order to become more aware of her full experience and what it is like for her in those moments. She might then check in with her *Being* (hara) to get clearer about what she really wants to say and what it would be like to say it clearly and powerfully. Lastly, she can access her *Doing* (hips) through practicing it out loud until she finds her authentic voice.

Working with their body enables supervisors to access broader and more complete ways of knowing within themselves and in their sessions to create more sustainable change with their supervisees. When supervisors work this way, it also opens up greater possibilities for supervisees to do the same. This is important because a supervisee is often not able to travel farther in sessions than his supervisor is willing to go. Like other body-based practices, the Artistry Window provides a simple yet useful way to open up more generative conversations and support the somatic anchoring of a new schema, voice, stance or movement in our bodies and our narratives (see Drake, 2009b). One of the benefits of starting from an embodied position as a supervisor is that it enables you to be more attuned and equipped to move between various roles in working with supervisees.

The Identity Window: The four functions of supervision

Vygotsky's (1978) notion of 'zones of proximal development' provides a useful way to look at supervision as a structured and reflective space in which professionals can develop. While the theory was developed through the study of children's development, the notion of 'zones' has relevance for adult development as well. The contention is that what a supervisee does in collaboration with the supervisor today they will be more able to do more independently and capably tomorrow (see Vygotsky, 1934/1987). In his view, the contours of a given collaboration are often defined by a contradiction between a person's current capabilities, their needs and desires, and the environment's demands and possibilities. How a supervisor engages with supervisees is influenced not only by her implicit and explicit formulations, but also by the role she takes up relative to the supervisee's stories about their contradictions.

In looking at roles—and the identities that inform them—it would be helpful to move beyond the supervisor-supervisee and supervisee-organization systems (Hawkins, 2006) to include

the supervisor-self and supervisor-profession systems as they too shape behaviors. The result is four systems that affect supervisory roles: the supervisor, the supervisee, the profession and the context. O'Dell (2010) writes about them in terms of (1) best interests, (2) growth and development, (3) sound and ethical practice, and (4) agency policies, state/federal laws. Kaiser (1996) writes about these in terms of (1) goals (competent service), (2) environment (supervisory relationship), (3) process (accountability), and (4) greater context (agency, funding sources, politics). The identity work that supervisors engage in as they move through their career and the roles they take in a given supervisory session are in large part the result of how they negotiate these four systems. They are making role choices partly based on their assessment of what would be most helpful in helping their supervisees do the same. Each of the functions is particularly relevant for addressing issues related to one of systems, and the prominent role descriptions from the supervision literature are outlined below.

Drake (1996)	Formative	Supportive	Normative	Integrative*
(Dawson, 1926)	Educational	Supportive	Administrative	
(Hawkins, 2006)	Developmental	Resourcing	Qualitative	
(Dawson, 1926)	Educational	Supportive	Managerial	
(Kadushin, 1976)	Developmental	Support	Normative	Mediation
(Morrison, 2001)	Interaction	Personological	Situational	Organizational
(Munson, 1993)	Formative	Restorative	Normative	
(Proctor, 1986)	Training	Facilitating	Evaluating	Consulting

Table 2. *Key models of supervision*

In developing the Identity Window, terms were chosen that seemed most well-suited for a postprofessional environment, were applicable in any mode of supervision, and incorporated the philosophy and practices of coaching. Three of the terms came from the existing literature (Inskipp & Proctor, 1993, 1995; Kadushin, 1976; Proctor, 1986); the fourth term was added by the author to address current expectations of supervisors. In addition, for each of the four functions, a primary outcome for supervisees in terms of their movement toward mastery has been proposed as an addition to the literature¹. The relative demand for each function in any given moment and across a supervisory relationship will depend on the unique constellation of capabilities, aims and demands on the people involved. Supervisors can use the framework

* indicates additions to the literature on the functions of supervision

to assess and adjust their approaches in order to better meet the developmental and situational needs of their supervisees.

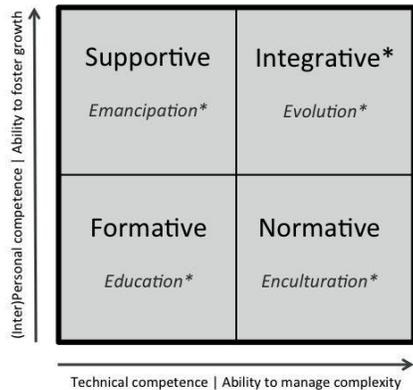


Figure 2. *Identity Window: The four functions of supervision*

The Four Functions

1. **Formative:** This term was chosen because it incorporates the practice-focused *educational* aspects of supervision (Kadushin, 1976) and the practitioner-focused *developmental* aspects of supervision (Hawkins, 2006; Morrison 2001). The term reflects the pivotal role that supervisors play, particularly at developmental thresholds for supervisees (like as a student teacher or a coaching graduate student), in helping supervisees to establish their identity as a practitioner and improve their ability to attend to and understand what is happening in the course of their work. The desired outcome is the advancement of supervisees' instrumental competence and education in becoming a capable practitioner. It is about fostering a growth mindset (Dweck, 2008) in supervisees, learning the base knowledge and skills of their profession, and increasing their capabilities for reflecting on their practice and growing as a result.
2. **Supportive:** This term was chosen with its more current meaning in mind as found in the solution-focused stance of *resourcing* (Hawkins), 2006) and *facilitating* (Williams, 2004), the need for the *personological* (Munson, 1993), and the *restorative* attention to issues of anxiety (Proctor, 1986). The term reflects the pivotal role supervisors play in helping supervisees to develop a greater awareness and understanding of themselves and how to connect with those whom they work. The desired outcome is the advancement of supervisees' relational competence and emancipation in terms of their differentiation and development as a person and a

practitioner. It is about advocating for the relationship between two humans in supervision (in itself and as a parallel process) and increasing their capabilities for self-awareness, self-regulation and self-care.

3. Normative: This term was chosen because it reflects the intentions for reciprocity behind *qualitative* (Hawkins, 2006) and *evaluating* (Williams, 2004) and the need for situational savvy (Munson, 1993). The term reflects the pivotal role supervisors play as stewards of a profession and advocates for the highest level of professional practice in service to clients and communities. Beyond an essential duty of care, this role is not so much to enforce the norms as it is to equip supervisees to act with respect and integrity in serving their clients and representing their profession. The desired outcome is the advancement of supervisees' adaptive competence and enculturation as they move further into their profession. It is about maturing their identity as a professional and the future of their profession, applying what they know to address increasingly sophisticated issues, and developing sufficient proficiency with standards and ethical guidelines to be able to self-govern.

4. Integrative: This term was chosen because it represents the often under-recognized value of embodiment and action as a central element in development and it is in many ways the culmination of the other three roles. The term reflects the pivotal role supervisors play in helping supervisees to take increasing accountability for themselves as professionals in terms of their decisions and actions. The desired outcome is the advancement of supervisees' systemic competence and evolution in being able to work more holistically and fluidly across a range of situations. This is an increasingly important function of supervision given the accelerating rate of change, increased demands on people at a number of levels and the significant diversification of work environments and professional expectations. This function seems particularly appreciated by more advanced supervisees to help them integrate what they know at a higher level (e.g., to continuously unlearn just as much as they learn, recalibrate their career and professional practice, re-weave the connection between their life and their work, and be more proactive in shaping their profession and the way they coach).

Each of these four functions draws heavily from one of the disciplines that have been central in the formation of the field of supervision. Teaching skills are helpful for the formative

function, counseling skills are helpful for the supportive function, mentoring skills are helpful for the normative function, and coaching skills are helpful for the integrative function. Masterful supervisors have developed strong skills in each area and have honed their ability to discern what may be most helpful for a given supervisee in a given moment. It is also true that supervisees often signal in a variety of ways what roles and what modalities of learning and development they would find most useful. Hence, understanding how a supervisor is functions is best seen as an interpersonally and socially constructed role they choose to take up in response to the stories in play.

Supervisors can use this framework to assess their strengths and areas for development and to adapt their role to best meet the needs of the person, the situation, and the intentions as they emerge in sessions. Supervisors bring a unique blend of strengths and experience to their work as well as unique development needs to increase their overall mastery, e.g., a professor who is quite familiar with the *normative* function in supervision may need to learn more about the *supportive* role in order to help the graduate student manage the stress of juggling school, family and work; the coach who is quite familiar with the *integrative* function may need to learn more about the *formative* role of supervision in order to address specific developmental needs in supervisees. Anecdotal evidence from the interviews suggests that many supervisors are being asked to incorporate more coaching—prominent in the right two quadrants—to address the need of supervisees to keep up in in fast-changing, often time-poor environments. A question I often ask as I move through supervisory conversation is, “What does this person need most from me right now?”

The Mastery Window: The four domains of knowledge for supervisors

The third window is a framework for mastery that supervisors can use to assess and develop their capabilities in delivering the answer to the proceeding question. It parallels other four quadrant frames for professional practice like (1) the four levels in the *Goals for Driver Education* matrix (cited in Passmore & Mortimer, 2011) basic vehicle control [foundational knowledge], driver characteristics [personal knowledge], skills in traffic situations [professional knowledge], and trip-related considerations [contextual knowledge]; and (2) Boyer’s (1990) delineation of four kinds of scholarship: teaching in support of shared foundational knowledge as a student of the craft, discovery in support of personal knowledge as a scholar-practitioner, practice in support of relevant professional knowledge, and integration in support of the contextual knowledge to understand larger patterns. It is also

based in my ongoing research on how to assist professionals to become masters of their craft.

I am using the word ‘knowledge’ here in the fullest sense of the word—reflecting a belief that there are many ways of knowing and many types of knowledge. Even if one starts with a sense of knowledge as “acquired information that can be activated in a timely fashion in order to generate an appropriate response” (Charness & Schultetus, 1999, p. 61) it is important to recognize the type of knowledge central to each of the four quadrants. The framework was designed to re-balance the epistemological bases for coaching and supervision by highlighting the two domains of knowledge (personal and contextual) that are often less privileged in commercial, professional and academic circles. Dexter, Dexter & Irving (2011) advocate for the value of approaches such as this one that draw from disciplines beyond the psychological to provide a more complete frame for the knowledge a supervisor needs and the issues they address. Similarly, evidence is seen as a dynamic process that “informs the decisions made in supervision, emerges from what is generated in the conversation, gleans meaning from the results and feeds back into the conversation and the broader evidentiary base” (Drake, 2011c, p. 163). Supervisors can use the Mastery Window (figure 3) to assess how they are currently working with knowledge and evidence and where they might need to learn and develop in order to better meet the needs of their supervisees.

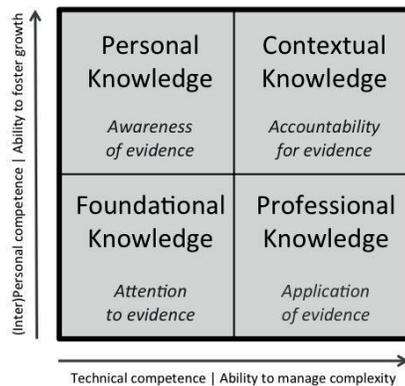


Figure 3. *The Mastery Window: The four domains for supervisors*

The Four Domains of Knowledge and Evidence

Foundational knowledge pertains to the principles of supervision and it addresses the question, “What do I believe?”. It concerns the theories, research and heuristics supervisors bring to their work in order to develop sound formulations, support stages of change and map what is going on in sessions and with supervisees. It enables them to separate the signal from

the noise as they learn what evidence to pay attention to in a given situation. Supervisors can use dialogical practice and institutional validation to support their development in this domain and their *formative* role with supervisees.

Personal knowledge pertains to the professional who is doing the supervising and it addresses the question, “Who am I?” at an individual, existential level and a relational, systemic level. It concerns the maturity and wisdom supervisors bring to their work in order to maintain their composure in stressful moments and flex their style to meet supervisees’ emergent needs. It enables them to notice what novices often miss by becoming more aware of the evidence that is present and relevant. Supervisors can use mindfulness practice and observational validation to support their development in this domain and their *supportive* role with supervisees.

Professional knowledge pertains to the practices that are used by supervisors and it addresses the question, “What do I do?”. It concerns the ethical practices and duty of care supervisors bring to their work in order to shape and uphold standards as well as transcend fads to advocate for what is authentic and truly works. It enables them to translate theory into effective action by adapting the best available evidence to meet the needs of a given situation. Supervisors can use reflective practice and peer validation to support their development in this domain and their *normative* role with supervisees.

Contextual knowledge pertains to the power that supervisors bring to their work *with* supervisees and it addresses the question, “Why do I do what I do?”. It concerns the cultural astuteness and maturity that supervisors bring to their work in order to take a systemic and sustainable approach, help supervisees to achieve their aims and more. It enables them to be accountable for their choices regarding evidence (and their impact) and to learn from their experience. Supervisors can use deliberate practice and stakeholder validation to support their development in this domain and their *integrative* role with supervisees.

The Mastery Window is based in a commitment to understand how and why great supervisors perform at higher levels and to use these findings to create better ways to assess supervisors and support their growth and performance. It has been used at a macro level as a resource in structuring training and graduate programs and at a micro level to enhance the ability of professionals to address particular issues in supervision. Supervisors can use the Mastery Window to recognize the strengths and limitations of their development in each

domain of knowledge (and its related evidence) and to plan how they will enhance their range and repertoire in order to work more effectively with their supervisees. This is important because multiple sources of knowledge and streams of evidence are increasingly necessary to be able to address the complexity of supervisees' needs; no one type of data can give supervisors a complete picture of what is going on or needs to be done (Drake, 2009b). It is the lens through which supervisors and supervisees can observe their conversations and ask themselves, "What knowledge and evidence can we bring to bear on this situation that will foster progress?"

For example, a supervisor could use the framework to work with a supervisee who felt stymied as a new member of a team to (1) notice her unwillingness to challenge certain colleagues on her team (personal knowledge); and, as a result, (2) use research from narrative psychology on self-authorship to enhance her sense of agency (foundational knowledge); (3) devise a series of interventions to raise her issues with her colleagues (professional knowledge); and (4) create the best conditions for her to be heard and addressed (contextual knowledge). In reflecting on his career, another supervisor could use the framework to (1) notice his anxieties with supervisees whom he perceives are in distress (personal knowledge) and, as a result, (2) use research from social psychology on self-efficacy to enhance his supervisees' sense of agency (foundational knowledge), (3) remain mindful of his limits and duty of care as he intervenes (professional knowledge) and (4) remember Watters' (Drake, 2009a) caution that his responses need to be based on a cultural understanding of what people are signaling by their distress (contextual knowledge) (Drake, 2011a).

The Mastery Window can also be used in helping a supervisor to notice when she may be over using one or more of the domains. For example, a supervisor realizes that she invests a lot of time in reading and attending courses (*foundational knowledge*) but is less able to consistently apply what she has learned into effective, timely practice (*professional knowledge*) or a supervisor gets feedback that he is quite astute in reading his supervisees' situations (*contextual knowledge*) but is often unable to hold his boundaries well in terms of his own needs (*personal knowledge*). Overall, the goal is to help supervisors to make effective decisions in the moment, reflect on their assumptions and actions, and develop vertically and horizontally over time by drawing on the four domains of knowledge and evidence.

Finally, it is important to note that practitioners may experience tensions between the activities represented in the lower halves (related to accommodation and conservation) of the frameworks and those represented in the upper halves (related to assimilation and adaptation). For example, professors who supervise graduates in education do so as a teacher and steward of classical narratives about the purpose of universities, schools, teachers and education itself *and* as a mentor and advocate for adaptive narratives so those who are entering the profession can thrive in the educational and cultural milieus in which they will be working. Charon (2010) made a similar observation in her pioneering work in narrative medicine: the development of mastery requires a practitioner to learn the science represented in the lower two quadrants (foundational and professional) to meet the needs for replicability and universality in attending to the field’s advancement and learn the art represented in the upper two quadrants (personal and contextual) to meet the needs for singularity and creativity in attending to individual supervisees.

Conclusion

The chart below summarizes the Three Windows as a way for supervisors, trainers of supervisors and associations of supervisors to assess the current state of practitioners and their practices and for supervisors to develop themselves as an instrument (artistry), how they work in relation to others (identity) and what they know (mastery) in order to serve their supervisees in the best way possible.

	ARTISTRY WINDOW		IDENTITY WINDOW		MASTERY WINDOW	
	Gateways: Figure 1		Functions: Figure 2		Domains: Figure 3	
	Releases (art)		Roles (craft)		Resources (science)	
LEVEL	Decisions in supervising	Access to energy	Function of supervision	Outcome for supervisees	Knowledge of supervisor	Application of evidence
Principles	Thinking	Head	Formative	Education	Foundational	Attention
Person	Feeling	Heart	Supportive	Emancipation	Personal	Awareness
Practices	Being	Hara	Normative	Enculturation	Professional	Adaptation
Power	Doing	Hips	Integrative	Evolution	Contextual	Accountability

Table 3. *The Three Windows for masterful supervision*

Thinking, often associated with our head, supports supervisors' adeptness with foundational knowledge and their formative work with supervisees. *Feeling*, often associated with the heart, supports supervisors' adeptness with personal knowledge and their supportive work with supervisees. *Being*, often associated with our hara or 'gut', supports supervisors' adeptness with professional knowledge and their normative work with supervisees. *Doing*, the final gateway, often associated with our hips (or sacrum), supports supervisors' adeptness with contextual knowledge and their integrative work with supervisees. This last gateway is critical in order for supervisees to ground their insights and plans in their narratives (and those of significant others in their environment) and their strategies for action. It is often tempting to go straight from *Thinking* to *Doing* in supervision—reflective of life in most organizations—but in doing so both supervisors and supervisees generally miss the critical contributions of *Feeling* (the heart) and *Being* (the hara), make more limited decisions, and achieve results that are less meaningful and/or sustainable.

The Three Windows can be used as a comprehensive approach to develop supervisors and the field of supervision as seen in the following examples:

- The supervisor who wants to improve her *formative* function can increase her *foundational* knowledge by teaching others so as to consolidate and clarify her thinking about the theoretical bases for her work (*head*).
- The supervisor who wants to improve his *supportive* function can increase his *personal* knowledge by working on his attachment patterns and related narratives (*heart*).
- The supervisor who wants to improve her *normative* function can increase her *professional* knowledge by mentoring other supervisors (*hara*) so as to clarify her core values and strengthen her ethical commitments.
- The supervisor who wants to improve his *integrative* function can increase his *contextual* knowledge by stepping up into a leadership role in his field (*hips*) so as to develop a broader understanding of the profession and its body of work and to help guide its evolution.

Taken together, these frameworks provide supervisors with a suite of tools they can use to: (1) identify where they are in their developmental journey and where to focus their time and energy in furthering their capabilities; (2) develop their wisdom and expertise in order to discern what is going on in supervisory sessions; (3) respond in more masterful ways to

advance the relationship and the supervisee's learning, development and performance; (4) and evolve the craft and field of supervision to keep up with the diversity and the demands of the time. It is hoped that looking through these Three Windows will help move supervision beyond oversight to include more generative functions that enable those who supervise to meet the needs of our times in developing wise and agile coaches. In doing so, the journey begins with supervisors themselves and their willingness to enrich their artistry, identity and mastery as a practitioner so they can authentically and powerfully do the same for those with whom they work.

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