LOOSENING THE LEASH: EXPLORING EXPERIENCES OF BECOMING AN APPLIED SPORT AND EXERCISE SCIENTIST

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A thesis submitted to the University of Huddersfield in partial fulfilment of the requirements for the degree of Doctor of Philosophy

The University of Huddersfield

September 2015

Abstract

This research explored the lived experience of becoming an Applied Sport and Exercise Scientist. To become an accredited independent practitioner within the British Association of Sport and Exercise Science neophyte practitioners are required to undertake supervised experience. A review of contemporary literature revealed a paucity of research exploring the training and development of applied practitioners within sport and exercise science. Consequently, educational learning theory provided a vehicle from which to understand and critique related literature and provide context to analytical interpretations.

Van Manen's (1990) hermeneutic phenomenological approach to human science guided the research process. This provided a middle ground between description and interpretation from which to explore participant experience. Semi-structured interviews were conducted with fifteen supervisees and nine supervisors to elucidate the lived experience of becoming an Applied Sport and Exercise Scientist. Digitally recorded data were transcribed verbatim and analysed via phenomenological thematic analysis. Template analysis was drawn upon to support the analytical process and assist in organisation of themes. To gain an in-depth understanding of participant experience the hermeneutic circle provided a means of remaining cognisant of fore-conceptions, whilst allowing original findings to emerge.

A number of themes were identified from which two essential themes were derived from the essential structure of the experience; 'Being and learning relationships are predicated upon the emotion derived from interpersonal relationships' and 'Mutual participation enables movement towards independence'. Establishing trust and an emotional bond provided meaning within the supervisory dyad. Active participation from both supervisee and supervisor enabled reciprocity and supervisee development.

This research raises awareness for supervisees, supervisors and supervisory processes regarding the importance of interpersonal relationships within the training and development of applied practitioners. Future research is suggested to focus upon both supervisees' and supervisors' longitudinal experiences and their recommendation for the introduction of formal peer mentoring post accreditation.

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Acknowledgements

Firstly I would like to thank the participants who happily gave up their precious time to make this thesis possible. They demonstrated a real willingness to share their transitional and supervisory experiences. I am indebted.

Undertaking a part-time PhD has been more challenging than I ever imagined. Establishing a consistent approach alongside work and life has proved an interesting puzzle to solve. Without the support of family and friends this would not have been possible. To everyone who has supported me throughout this research I sincerely thank you all!

Special thanks go to …

Dr Alison Rodriguez

Over the entirety of my thesis you have provided constant support and guidance. I remain in awe of your methodological knowledge and will be forever grateful that you became my director of studies. You gave me the confidence to persevere and realise my potential. You were there to the bitter end and I will never forget that.

Dr Chris Sellars

It is difficult to express my gratitude for all you have done for me during my time in academia. I can safely say that without your mentorship I would not be where I am today. I am eternally grateful.

Dr Jane Tobbell

In the word of Jerry McGuire 'you are my ambassador of quan' when it comes to supervision. I gained a great deal of confidence from our supervisory discussions and regularly derived amusement from your feedback.

My Parents

You have always given me the opportunity to succeed in life and at every turn remain proud when I give my best. For that I am eternally grateful.

My family and friends

I would like to thank my family and friends for their unfaltering support during this journey. Special thanks go to P and D … I will now have time for golf.

Sara

You have been my rock. I could not have got here without you! You are the most generous and caring person I have ever met and I am most definitely the lucky one. Now let's see about that wish jar and our happily ever after!

Academic Biography

Disseminated Findings:

Oral Presentations

- Hooton, A. (2015). *Exploring Self-Efficacy for Neophyte Practitioners: The Importance of the Supervisory Relationship*. Accepted to the University of Derby 'Department of Life Sciences Research Conference' 2015, Keynote Presentation.

- Hooton, A. (2014). *Paving the way for effective supervision: The importance of the supervisory relationship*. Accepted to the University of Derby 'New Horizons Conference' 2014, Keynote Presentation.

- Hooton, A., Huntley, E., Sellars, C., & Knowles, Z. (2013). *Developing the next generation of sport & exercise scientists*. Accepted to the 'British Association of Sport and Exercise Sciences (BASES) Annual Conference' 2013, Symposium.

- Hooton, A., & Sellars, C. (2012). *Becoming an applied sport scientist: The role of shared reflection in experiential learning*. Oral presentation at the International Convention on Science, Education and Medicine in Sport (ICSEMIS). Funded by the University of Huddersfield Psychology Division.

Poster Presentations

- Hooton, A. (2009). *Becoming an applied sport and exercise psychologist: A phenomenological study of supervised experience*. Poster presented at the University of Huddersfield Research Festival 2009.

Chapter 1 – Introduction

When I began this research in October 2007 I was in the process of enrolling on BASES (British Association of Sport and Exercise Science) Supervised Experience (SE), in order to become an accredited sport and exercise scientist (psychology discipline). Therefore my motivation in completing this study is directed towards sport and exercise psychology, but due to evolving policy (addressed in section 1.3 Relevant Policy) this study considers a wider spectrum of practitioners that provide sport psychology interventions but are labelled scientists[1]. As will be discussed in section 1.3 (Relevant Policy), the landscape of sport and exercise psychology within the UK has changed dramatically over the past eight years. However, starting out as a neophyte practitioner I was intrigued as to how I would develop over the three years of supervised experience. It was my fascination with the applied[2] world that stimulated the aims of this research:

1. To elucidate the lived experience of becoming an Applied Sport and Exercise Scientist.
2. To develop an in-depth understanding of key aspects of supervised experience.
3. To explore learning theories in relation to participants' lived experiences and consider implications for the development of applied practitioners.

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[1] Supervisees and supervisors might use any derivative of sport and exercise scientist/psychologist, due to confusion associated with policy (especially at the time of data collection (2009-2012)).

[2] The term 'applied' is regularly used throughout this thesis and it is therefore important to ascertain its meaning within this context. I viewed the term 'applied' as that which is pertaining to practical application. As suggested by Cox (2002), 'applied sport psychology' evolved as a means of differentiating between the application of scientific principles as opposed to the investigation and exploration of such principles.

1.1 My interest in the phenomena

Over the past 7 years there have been numerous occasions where I have been asked 'What is your PhD on'? In the beginning I would answer with a great deal of enthusiasm as to how my research would help to shape the future development of applied practitioners within the field of sport and exercise science. As the years rolled on and the same question was asked over and over I did not always answer with the same vigour, sometimes questioning (internally) whether my research would have the impact I desired. This was until I attended a talk by Katherine Grainger at the BASES Student Conference in April 2014. Katherine delivered an inspiring talk recounting her experiences of discovering rowing at University, achieving three silver medals at separate Olympic Games, before realising her dream at her fourth Olympics and attaining an Olympic gold, aged 36. During her journey Katherine recounted how sport and exercise scientists had played a crucial role in her success. In recognising how practitioners had contributed, Katherine outlined a number of key facets that a good practitioner/scientist (in her eyes) should possess. Whilst practitioner knowledge was mentioned, it was by no means a key feature, as competence of accredited/registered practitioners is to be expected. For Katherine, trust was outlined as the number one factor, without establishing trust between athlete and practitioner the athlete will not be prepared to adopt new methods of training/competing. In terms of establishing trust, Katherine outlined multiple components which included building rapport, effective communication, enthusiasm, confidence and empathy, amongst others (bearing resemblance to applied literature e.g. Fraser-Thomas et al., 2003; Tod, Marchant & Andersen, 2007). As I listened to this talk I reflected on my research and once again derived an enormous amount of enthusiasm from it. The reason I had set out on this journey in the first place was due to my passion for applied work. I want my research to transcend the training and development of sport and exercise scientists,

so that supervised experience routes provide effective transition towards accreditation. Achieving this transition requires an educational programme that is focussed on much more than skill acquisition. As my learned supervisor said to me, 'Education is meant to be transformative, whereas training is skill acquisition'. Whilst there are a number of supervisory programmes that do an excellent job in facilitating such transition, I wholeheartedly believe that there is room for improvement within this relatively young profession.

Upon exploring relevant research within sport and exercise science, it became apparent that there was very little literature (qualitative and/or quantitative) pertaining to the training and development of applied practitioners. However, there appeared to be a growing demand for exploration into this phenomenon. Cropley, Miles, Hanton & Niven (2007) suggested that literature within sport and exercise science had only recently begun to explore the necessity of effective practice in applied settings. Furthermore, Cropley, et al. (2007) and Anderson, Knowles and Gilbourne (2004) argued that the current state of applied sport and exercise psychology was at an age of accountability. In response to the demand for applied research exploring the development of applied practitioners, Tod, Marchant and Andersen (2007) examined learning experiences in relation to service delivery and suggested that 'evaluating sport psychology training programmes might help to contribute to students developing effective practitioner competencies' (p. 317). I saw great value in exploring the experiences of those undertaking applied training programmes. As a consequence I decided to focus attention towards my field of interest, sport and exercise psychology, and explore the training and development of neophyte practitioners undertaking BASES Supervised Experience (SE).

1.2 History of BASES

Over the last 50 years sport and exercise psychology has begun to establish itself within both academic and applied settings (Williams & Straub, 2006). In the mid-1980s a steady rise of interest and attention within countries where sport and exercise psychology was becoming more prevalent led to the introduction of a number of associations and organisations. The evolution of applied practice has seen the introduction of numerous organisations worldwide (European Federation of Sport Psychology (FEPSAC), Asian South Pacific Association of Sport Psychology (ASPASP), International Society of Sport Psychology (ISSP), International Association of Applied Psychology (IAAP) Division 12, North American Society for the Psychology of Sport and Physical Activity (NASPSPA). In 1985 both the Association for the Advancement of Applied Sport Psychology (AAASP – now AASP Association for Applied Sport Psychology) and Division 47 (Sport and Exercise Psychology) of the American Psychological Association (APA) were founded (Simons & Anderson, 1995). Slightly preceding these, and the focus of this study, the British Association of Sport and Exercise Science (BASES), (formerly the British Association of Sport Science (BASS)), was founded in 1984. BASS was originally founded in order to enhance knowledge transfer within and between the various disciplines of sport science. The formation of BASS came about due to the dissolution of established discipline specific organisations (namely the Biomechanics Study Group (SBSG), the British Society of Sports Psychology (BSSP) and the Society of Sports Sciences (SSS)) (BASES, 2010). The main aims of this new organisation was to encourage interdisciplinary activity and to provide a more unified and powerful voice for sport science within the UK (BASES, 2010).

Over the past 30 years BASES has evolved in order to maintain traction alongside developments within sport and exercise. Notably BASS was modified to BASES (in

1993) in order to account for the growing influence of physical activity within the UK. With public health still high on the agenda, the focus upon the role that exercise and physical activity play within society has continued to grow since its organisational inception (BASES, 2010). Another significant change within the organisation was the development of the Interdisciplinary Section (from the Open Section in 1996). This integrative approach to sport science now forms a central theme within BASES SE, ensuring that discipline specific practitioners have a strong appreciation of the associate disciplines within sport and exercise science. Another development to note was the restructuring of the organisation in 2005, which saw the disbandment of a section-based focus (psychology, physiology, biomechanics and interdisciplinary), towards three Divisions with Special Interest Groups (SIGs). The three Divisions were Sport and Performance, Physical Activity for Health, and Education and Professional Developments. Interestingly, it was mooted at the time that the section-based approach to SE would be modified to fall in-line with the revised Divisions and SIGs (once fully established) (BASES, 2010). However, this process is yet to change and supervised experience is still organised according to discipline specific orientation (despite its move to a more interdisciplinary focus in 2009, as discussed in section 1.2.1 Supervised Experience and Supervision).

In order to ensure professional standards across organisations the introduction of accreditation (BASES – UK based) and certification processes (AASP – international organisation) became mandatory (within each organisation) as a means of establishing a level of practitioner competence. In the first instance respected professionals were mapped across to BASES accreditation based upon their career profiles. This led to forethought regarding the professionalism associated with attaining accreditation and its message to the sport and exercise community. Consequently BASES introduced supervised experience as a pathway to attaining accreditation. Therefore in order to try and achieve a baseline of

practitioner competence within applied settings, novice practitioners are highly recommended to undergo SE (during which time they are referred to as a Probationary Sport and Exercise Scientist). Supervised experience, within any field, is in place to facilitate transition towards competent practitioners. This period of development provides trainees with exposure to, and opportunities within, an applied environment (BASES, 2015). Supervised experience is therefore suggested as a key stepping stone in establishing a career as a sport and exercise scientist.

1.2.1 Supervised Experience and Supervision

Supervised experience runs for a period of 2-6 years and requires supervision from a BASES accredited practitioner and registered supervisor (Yule, 2011). This process is a post-graduate period of supervision that may run concurrently with, or following, a period of post-graduate study. Supervised experience is posited as a crucial aspect of a practitioner's development (Knowles, Gilbourne, Tomlinson, & Anderson, 2007). SE is in place to prevent graduate students from developing as applied practitioners through trial and error (Fraser-Thomas et al., 2003), which could potentially lead to numerous errors, harming both their career and the reputation of sport and exercise science (Van Raalte & Andersen, 2000). The most recent iteration of BASES SE was introduced in 2009[3], whereby each discipline specific route (e.g. psychology, physiology and biomechanics) experienced an increased emphasis towards an interdisciplinary approach to Sport and Exercise Science. Furthermore, BASES introduced four compulsory workshops (Entry Workshop; Reflective Practice; Ethics and Confidentiality; Understanding your Client) (Yule, Wright, Jobson & Dabinett, 2012). This change also allowed

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[3] Please note that 10 supervisees within this research were registered on the pre 2009 BASES SE route and 5 supervisees were registered on the post 2009 BASES SE route (detailed in Table 5.2.1a).

supervisees the opportunity to complete SE in a minimum of two years (as opposed to three pre 2009).

During supervised experience supervisees are required to document experiences and knowledge enhancement via an SE portfolio for each year of their study, which is in place to address the requisite competencies outlined by BASES. The portfolios are assessed by BASES reviewers, who are responsible for approving competency attainment for SE, following which supervisees are able to apply for accreditation with BASES.

Interestingly, despite providing a link for information on supervisors and reviewers on the BASES Supervised Experience webpage, there is no specific mention regarding the role/input of a supervisor. To my knowledge, there have been changes over time regarding the requirements of becoming a supervisor. Initially, supervisors were just required to be an accredited member in order to supervise. BASES then stipulated all supervisors must be accredited for a minimum of three years before supervising (in order to ascertain requisite experience as an accredited professional). Currently, BASES have added an additional requirement in that all supervisors must also attend a one day BASES Combined Supervisor Reviewer workshop (in addition to holding three year's accreditation).

In terms of commencing supervised experience, supervisees must actively find and chose a supervisor who is willing to take the role. It is important to note in the context of this research that supervisors are not allocated, but negotiated by the supervisee and supervisor. Most commonly supervisors are involved in academia (and applied practice), whereby supervisees commence SE alongside or following postgraduate study. Therefore, supervisees might already have an existing academic relationship with their supervisor. If not involved in academia, supervisors may well be full-time applied practitioners. It is therefore commonplace that

supervision is a secondary role that might be factored within, or in addition to, a supervisor's workload. This is potentially due to the minimal (or non-existent) charges for supervision on SE. The BASES (2015) website details that supervision fees are to be arranged between supervisor and supervisee. Supervisors may offer services for free and more commonly there is a minimal charge (£500 - £1500) per annum.

1.3 Relevant Policy

As outlined previously the political landscape of sport and exercise science (psychology) has changed dramatically over the last seven years and there is a need to explore this transformation, due to its impact upon this research, in particular on the perspectives and identities of the research participants.

In September 2008 the British Psychological Society (BPS) introduced an alternative route towards a 'gold standard' for sport and exercise psychology (Eubank, Niven & Cain, 2009). The Division of Sport and Exercise Psychology (DSEP – formed in 2004) introduced a training route which culminated in members attaining the title of Chartered Sport and Exercise Psychologist. The training route within the BPS was outlined as follows:

1. Awarded a Society-accredited undergraduate degree.
2. A Society-accredited Masters in Sport and Exercise Psychology or the Society's Stage 1 Qualification.
3. The Society's own Stage 2 Qualification in Sport and Exercise Psychology or a Society-accredited Stage 2 Qualification in Sport and Exercise Psychology.
4. Apply for Registration as a Chartered Sport and Exercise Psychologist.

Stage 1 of training was in place to ensure trainees have the requisite underpinning knowledge of relevant literature and research skills/understanding (akin to a generic MSc in Sport and Exercise Psychology), which then enabled progression to Stage 2, whereby trainees undertake a period of supervised experience under the guidance of a chartered/registered supervisor. Within Stage 2 the focus comprises of both practice and research dimensions (Eubank & Cain, 2009). Stage 2 bears resemblance to BASES supervised experience, in that supervisees are required to demonstrate an attained level of competence according to defined occupational standards. However, for BPS Chartership there are nuances within the requirements for applied practice and the focus upon level 8[4] research provides an additional criterion that is not required for BASES accreditation. Stage 2 comprises of 460 days experience supported by competent supervision, to be completed over a period of two to four years, for full-time and part-time respectively. The four key areas of competence for the Stage 2 Qualification in Sport and Exercise Psychology (QSEP) are '… (i) ethics; (ii) professional practice, (iii) research and evaluation; and (iv) communication' (Eubank & Cain, 2009, p. 42). Upon inception of Stage 2, the BPS ran a series of workshops to facilitate the understanding of training requirements for both supervisors and trainees involved with or undertaking the process. These workshops, which have been modified during the development of QSEP, are now complemented with a growing abundance of literature available within the journal '*Sport and Exercise Psychology Review'* (Eubank, 2013[a]; Eubank, 2013[b]; Eubank, 2013[c]; Eubank & Hudson, 2013; Lafferty & Eubank, 2013; Mawn, 2012; Slater, 2012).

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[4] Level 8 research (within the UK) refers to work that is equivalent to PhD standard.

Completion of stage 2 requires three submissions (originally four) throughout the process, culminating in an Oral Assessment Interview (OAI) in order to evidence attainment of the required Standards of Proficiency (SOPs) set by the HCPC (Health and Care Professions Council) (Eubank & Cain, 2012).

With the introduction Stage 1 and 2 there was recognition from the BPS that a number of prospective candidates for the DSEP would be arriving from various academic/applied backgrounds. Consequently the DSEP outlined 4 possible routes/channels available for attaining full membership. These routes accounted for GBC (Graduate Basis for Chartership (formerly Registration)) vs. no GBC, applied experience, accredited vs. non-accredited MSc's, as well as the Society's Stage 1 qualification. However these channels were not open indefinitely and 3 of the 4 routes to Chartership were closed by September, 2011 (Eubank, Niven & Cain, 2009). It should be noted that BASES accreditation was viewed as having the potential to provide acquired prior learning/competence within three of the four key areas outlined above, with the only omission being 'Research and Evaluation' (as discussed).

In July 2009, shortly after the introduction of the QSEP, the UK landscape regulating 'Sport and Exercise Psychology' encountered another twist in the tale. The HCPC (formally HPC) became the sole regulatory body for practitioner psychologists, responsible for setting and maintaining standards of psychologist practitioners. At this time the HCPC approved all BPS routes to Chartered Psychologist, as a means of attaining Registration within the HCPC. Following a period of Grandparenting (allowing for a variety of cases to be presented), which closed in 2012, the QSEP remains the sole route to attaining Registration with the HCPC. Therefore, to work as an applied 'Sport and Exercise Psychologist', (or derivative thereof), practitioners

are now required to register with the HCPC, and subsequently renew their registration on a biannual basis.

Due to the dramatic change of landscape within the field of sport and exercise psychology I had a decision to make. One option would have been to include supervisees and supervisors undergoing BPS Stage 2 within this research. However, as outlined above, although both training routes bear similarities to each other, there are also distinct differences. Therefore, whilst this would have been of interest to me, it would've meant exploring two separate phenomena. If this were the case it could have been argued that this research could have also integrated clinical psychology participants, or even physiology and biomechanics practitioners undertaking BASES SE. As a consequence, I made a pragmatic decision to focus on participants involved within the psychology route of BASES SE, in an aim to minimise the contextual influence of varied training routes and differing disciplines. This is not to pigeonhole the impact of this research solely towards BASES. Whilst it is accepted that some experiences recounted within the thesis pertain to specific processes involved within BASES SE, the fundamental essence of this research is on exploring the experience of 'becoming' and transition, as facilitated within learning relationships. It is therefore adjudged that such experiences will have practical implications across supervisory and educational fields.

1.4 Structure of the Thesis

In order for the reader to derive meaning and context from the thesis, the research was guided by van Manen's (1990) hermeneutic phenomenological approach to human science. This methodology is utilised to explicate the lifeworld of supervisees undertaking supervised experience. Although often used to inform research within

nursing, psychology and other human sciences, van Manen (1990) considers this hermeneutic method of inquiry to possess sensitivity to lived experience within pedagogy. Therefore the educational focus of this research, (although situated within andragogy[5]), aligns with van Manen's approach to human science. In keeping with the aims of this methodology, it is the intention of this research to elucidate the practical implications for effective andragogy (van Manen, 1990).

Although the underlying philosophy, methodology and methods will be discussed extensively within chapters four and five, the chosen research methodology should be apparent throughout the thesis. Each chapter aims to illuminate not only an understanding of the participants' experiences, but also meaning for the reader. As van Manen (1990) states 'The aim of phenomenology is to transform lived experience into a textual expression of its essence' (p. 36). The reader is therefore invited to engage with the text in a reflexive manner, so that they may derive personal meaning in relation to their own experiences. It is commonplace that the phenomenological researcher utilises 'I' and 'we' as a means of enhancing engagement with the text (van Manen, 1990). This evocative writing style encourages the reader to derive meaning from the text in relation to personal experience. It is with this in mind I aim to espouse the following sentiment; 'The more committed we are to a seriously qualitative (and thus less technical) form of inquiry, the more we should resist the temptation to surrender to a view of method that hollows out our understandings and cuts us off from the deeper sources of meaning' (van Manen, 1990, pp. 713-714).

To elucidate the experience of 'Becoming an Applied Sport an Exercise Scientist' this research explores experiences of SE via fifteen supervisee and nine supervisor

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[5] Please note that pedagogy (commonly referred to as the education of children) and andragogy (commonly referred to as the education of adults) are used interchangeably throughout this thesis. Whilst there is some debate within the literature as to the 'correct' use of these terms, this research does not have the capacity to address said debate.

interviews. This provides insight regarding the thoughts and perceptions of those living/experiencing the supervised experience process. Van Manen's hermeneutic phenomenology provides the means from which to explore such experiences to the fullest, to reveal the essence of this phenomenon. In order to invite the reader to immerse into these experiences, the participants' voice will play a crucial role in explicating meaning. Further to this it is important to consider what van Manen (1990) terms 'the intelligibility of the experience' (p.165), which considers how commonplace and familiar the experiences under exploration are. It may be easier to reflect upon and verbalise common experiences, such as watching a movie. Whereas reflecting upon and articulating more unique experiences, such as diving from a ten metre platform, might pose more of a vernacular challenge due to the limited people who have claim to such experience. Examples within this research will sometimes be contextualized to aid the understanding of readers who have not experienced BASES SE.

Chapter two provides a theoretical backdrop for supervisory education. Vygotsky's Zone of Proximal Development (1978), Wenger's Communities of Practice theory (1998) and Bronfenbrenner's Ecological theory (1979) provide a synthesised consideration of theory to explore the learning and development of supervisees/learners transitioning towards independence.

Chapter three explores relevant literature, which, due to the dearth of research in relation to sport and exercise science, considers experiences of supervisory processes within related (helping) fields (e.g. nursing, clinical psychology, counselling and coaching). A critical review examines the theoretical basis, or lack thereof, for supervisory processes pertaining to applied practice. This chapter provides further rationale to support the necessity of the study and enables understanding of related literature for later comparison with participant experience.

The chapter concludes with a reflective summary, exploring possible assumptions that have been formed as a result of completing the literature review.

Chapter four addresses the appropriateness of van Manen's hermeneutic phenomenology in illuminating meaning for 'Becoming an Applied Sport and Exercise Scientist'. From an epistemological viewpoint, this chapter details the historical progression of phenomenology towards an interpretative methodology, whilst acknowledging the middle ground (between description and interpretation) provided by van Manen's (1990) approach (used to guide this research). Further to this the chapter details how this philosophical stance enables appreciation for the intricacies and emotions that encapsulate lived experience.

Chapter five details the research design and methods used within the study. This outlines participant sampling, ethical considerations, data collection method, (in the form of semi-structured interviews), and van Manen's (1990) phenomenological approach to data analysis. In order to help organise the findings I also drew upon King's (2012) Template Analysis.

Chapter six details and explores 15 supervisee interviews, discussing experiences of those undertaking the supervised experience process. Supervisee quotes are utilised as a means of illuminating experiences of neophyte practitioners. Chapter seven explores and discusses themes derived from nine supervisor interviews. Due to the aims of the study, the supervisor interviews provided a mixture of lived experience and opinion. However, the focus upon personal and illustrative examples within the interviews still allowed for phenomenological exploration. The final sections of chapter six and seven provide a discussion of findings in relation to prior research and theory.

Chapter eight provides a summary of the main findings and discusses essential themes in relation to reviewed literature. Essential themes are further explored in regard to the unique contributions of this research. There is a strong emphasis on the practical implications of this research for enhancing supervisory processes and consequently practitioner development. Limitations of the research and possible future directions are also addressed.

1.5 Research Reflexivity

Although researcher reflexivity is addressed in a methodological sense in Chapter 5, it is necessary to justify its prevalence throughout the thesis. Van Manen (1990) suggests that a reflective awareness of one's own experience is suggested to help a researcher orient oneself towards the phenomenon under exploration. Reflective insights will be integrated where appropriate throughout the thesis for multiple reasons. In the first instance regular reflections have helped raise my awareness regarding any assumptions formed regarding the phenomenon, as a result of prior experience undertaking SE, or as a consequence of progressing through the stages of phenomenological research. Furthermore, there is potential that recounting personal experience might resonate with the reader, enhancing evocative experiences. A good narrative is purported to provide the opportunity to live through certain experiences and gain deeper insight into a particular phenomenon (van Manen, 1990). Accordingly, I hope that my personal reflections engage the reader beyond textual understanding and encourage meaningful consideration.

Chapter 2 – Theorizing Supervisory Education

In this chapter I will outline the theoretical framework for this research, which I will later draw upon in order to explore previous educational literature (Chapter 3) and discuss in relation to study findings (Chapters 6, 7 & 8). In seeking to elucidate the phenomenon of becoming an Applied Sport and Exercise Scientist it became clear to me that I needed to engage with educational perspectives that explored both the participatory and relational nature of learning and development. In an attempt to appreciate the theorisation of the experience of applied supervisory education I generated a number of questions:

1. Is applied supervision underpinned by educational theory?
2. What guides interaction within a supervisory dyad?
3. How can transition to applied learning be facilitated?
4. How does the varied nature of applied practice impact learning and supervision?

In order to address the questions detailed above, I began exploring applied supervisory literature (within sport, counselling, nursing and clinical psychology). Although a number of papers made reference to models of supervision (explored further in Chapter 3), I did not find any reference to educational theory underpinning applied supervisory processes. This is not to suggest that applied supervisory processes are atheoretical, rather I could not find any work that made explicit reference to underpinning theory within the literature. Somewhat shocked I sought out literature pertaining to academic supervision/transition, which provided a platform from which to address the remaining questions.

If we are to fully understand the experiences of supervisee development and supervisor involvement within supervisory processes, there is a necessity to draw

upon requisite learning theories in order to inform this research. Firstly, as teachers/supervisors, these are the premises we work from. Secondly, a thorough understanding of relevant learning theory will provide a platform from which to critically evaluate current literature regarding supervision for applied practice. Thirdly, it provides a phenomenological lens from which to explore participant experience within this research, so that we might derive a better understanding for developing Applied Sport and Exercise Scientists.

The remaining sections of Chapter 2 will therefore describe and explore educational theories that provide insight into the questions detailed above. Throughout the following critique I debate their relevance, identify syntheses between theories discussed and explore their potential relevance to SE.

2.1 Vygotsky's Sociocultural Theory of Learning

Vygotsky's sociocultural perspective views learning as a social process that is primarily facilitated via interaction with others. Such interactions are then processed via intrapsychological mechanisms (whereby social interactions are individualised and internalised) that enable cognitive development. It is therefore the willingness to participate within relevant social processes/interactions that will facilitate learning and development. Central to participation within social processes is the notion of relationships. This aligns to contemporary research within sport and exercise psychology which suggests that relationship building is a key facet in developing and indeed practising as a sport and exercise psychologist (Chandler, Eubank, Nesti & Cable, 2014). Vygotsky states that 'all the higher functions originate as actual relationships between individuals' (Vygotsky, 1978, p.57). Within supervised experience the prime interrelationship driving the process is situated between the

supervisee and supervisor. Therefore in order to elucidate the role of the supervisory relationship in generating a higher level of cognitive functioning I turn to Vygotsky's concept of the Zone of Proximal Development (ZPD). The focus on this aspect of Vygotsky's work is driven by the desire to understand underlying mechanisms of learning and development for an individual.

The Zone of Proximal Development (Figure 2.1 below) positions the learner with a more experienced[6] other in order to facilitate development. It is proposed that the current performance capabilities of the learner can be enhanced via assistance of a more experienced partner. Primarily this developmental model was positioned towards a child's development. However, research has evidenced its relevance across educational settings (Rogoff, 2003; Shabani, Khatib & Ebadi, 2010), as it provides theoretical insight into the developmental processes of an individual learner. As a theory that provides a mechanism for understanding learning, there is no reason why it should have any less relevance for adults. Indeed the following section provides insight into how the learning relationship is pivotal in enabling progression through the ZPD, giving specific consideration to the developmental aims of SE. With this in mind, Vygotsky's Zone of Proximal Development might actually be of more relevance to dyadic learning, as opposed to classroom based learning, due to the importance placed on an effective interpersonal relationship.

2.1.1 The Zone of Proximal Development

Much of Western education seems focussed upon measuring individual performance, following a process of education within which a teacher transmits information to students in order to promote skill acquisition. Interestingly, Harland

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[6] I have used the notion of more experienced rather than more capable. Although a supervisor will have more experience than there supervisee, it does not mean they are the more capable. Therefore I felt the term 'more experienced' was appropriate for adult based supervision.

(2003) explored the use of Vygotsky's sociocultural theory, in particular ZPD, as a means of enhancing problem-based learning. He suggested that student knowledge and development was not limited by discipline specific knowledge, but the lack of awareness regarding soft/applied skills, such as communication and collaboration. This serves to reinforce that education is primarily focussed upon knowledge transmission and in some ways fails to develop necessary life skills. From a Vygotskian perspective traditional methods of skill acquisition measure actual development and fail to recognise the zone of proximal development. To elucidate this concept Vygotsky refers to maturation as a means of emphasising the limited nature of developmental measures. For example, supervisees are required to complete numerous reflections upon applied work during SE. The outcome of a reflection will provide an insight into what that individual is currently capable of independently, their matured functions. However, this fails to recognise the zone of proximal development, which explores what that supervisee would be capable of given the assistance of a more experienced other. For example a supervisor might enable deeper reflection and consequent understanding for the supervisee by asking a number of probing questions (based upon descriptive detail). This therefore defines those functions that are yet to mature, but are available for maturation given the appropriate environment (and assistance) with which to learn. Vygotsky (1978) states 'the actual developmental level characterises mental development retrospectively, whilst the zone of proximal development characterises mental development prospectively' (pp.86-87)'. Therefore in order to access the maximal potential of students/supervisees it is important that educators/supervisors do not just view education as knowledge transfer (based upon 'current level'), but as a process of accessing learners' potential.

This leads on to the interaction between learning and development. Vygotsky (1978) gave prominence to the importance of social interaction and argued that learning can precede and indeed enhance development. This therefore provides contrast to other developmental theorists such as Piaget and Binet who proposed that development was a product of biological growth and interacting within the environment (Harris & Butterworth, 2002). For Vygotsky, learning should be positioned and facilitated to promote development (beyond its current position). To emphasise this point I shall first consider a child taking a basic IQ test in order to elucidate meaning for the reader, before providing a context-specific example within SE. An IQ test is designed to reveal the mental age of the child, for example a child of 10 may achieve a result that places them on acceptable/average level for a 12 year old child. As a consequence the teacher may see fit to set the child tasks/challenges that are recommended for children aged 12. However, the IQ test has revealed that the child is already performing independently at a 12 year old level. This supports what Vygotsky termed as 'concreteness', providing challenges at a level to which the child is already performing. Whilst reinforcing the child's ability at that level, the concrete approach does not target the child's potential, in fact it encourages a lag in development. By targeting the zone of proximal development, educators are able to engage the learner in tasks which are currently beyond their actual development level, but within their capacity when assisted by a more experienced other. In this instance, tasks/challenges could be set that reflect the average IQ of a 13 year old, which would promote learning above the child's current level. In context-specific terms a supervisee on SE has to accrue a certain number of hours delivering groups workshops. A supervisee might feel comfortable delivering a workshop to a group of golfers if they are experienced within golf (e.g. familiar with relevant terminology and the environment). To simply repeat said workshop with different groups of golfers would only serve to reinforce Vygotsky's

'concreteness' principle. Therefore if a supervisor wished to engage the supervisee in a developmental task they may set them the challenge of delivering a workshop to a football team. This might create a level of anxiety for the supervisee that positions the workshop (for the individual) outside of their current capabilities. Subsequently, the supervisor could facilitate the development of workshop delivery to footballers via the process of legitimate peripheral participation (discussed later within the chapter). Therefore, Vygotsky would argue that in order to facilitate maximum development, learning should actually precede development. Development is therefore enabled through the process of internalising learning (discussed below) from participatory experiences, subsequently permitting independent performance of the advanced tasks/challenges.

At this point it is important to consider the emergent nature of maturing functions. If we accept the premise that learning is a result of social interaction, then learning relationships are positioned as an important component in establishing the zone of proximal development. To justify this stance, we can consider the same learner working with two different supervisors. It is the person-centred qualitative nature of these relationships that can distinguish whether effective learning occurs. Therefore the relationship between learner and the more experienced other is imperative in negotiating passage to higher intrapsychological functions. For Hoogsteder, Maier and Elbers (1998), a lack of mutuality (positive reciprocal interaction) within a learning relationship would prevent successful passage through the ZPD. This is not to suggest that people cannot learn and develop without a positive learning relationship, or a relationship at all for that matter. However it does suggest that learning may not be facilitated to the same level. Therefore, it is postulated that the learning relationship is responsible for establishing the ZPD. You could dispute this stance by stating that the zone of proximal development is still available for the

learner, despite not being fully accessed within the learning relationship. However, that is the very point, successful passage through ZPD and access to higher intrapsychological functions are only available through the investment of both parties. This point also serves to negate an argument for the ZPD to be solely established by the more able other. The learner must be able to draw meaning from advice and guidance given by the more experienced other in order to process the information and invest within the learning relationship. Therefore, the learner will access prior knowledge as a means of distilling new information. Without this input from the learner, the more experienced other could pitch their advice at a level beyond the zone of proximal development. This emphasises the need for mutuality within the learning relationship, in order for positive two-way communication to aid understanding of supervisee level. As Levykh (2008) states 'the ZPD is a complex, creative collaboration among all of the participants with each other and through the environment' (p. 91). The environment supports the impact of proximal and distal processes upon emergence of ZPD (to be discussed later). In order to elucidate various stages of development, Figure 2.1 (below) provides a visual representation of Vygotsky's zone of proximal development and beyond (Tharpe & Gallimore 1998). In keeping with phenomenological thought the researcher does not view this model as denoting linear progression for supervisees/learners. Nor is it viewed as wholly generalisable. Each supervisee/learner (or supervisory dyad) will negotiate progression towards and through the ZPD in a unique manner, and the very nature of 'negotiation' suggests that movement for the learner could be backwards and forwards. It does however provide a theoretical framework from which to consider enabling supervisee development.
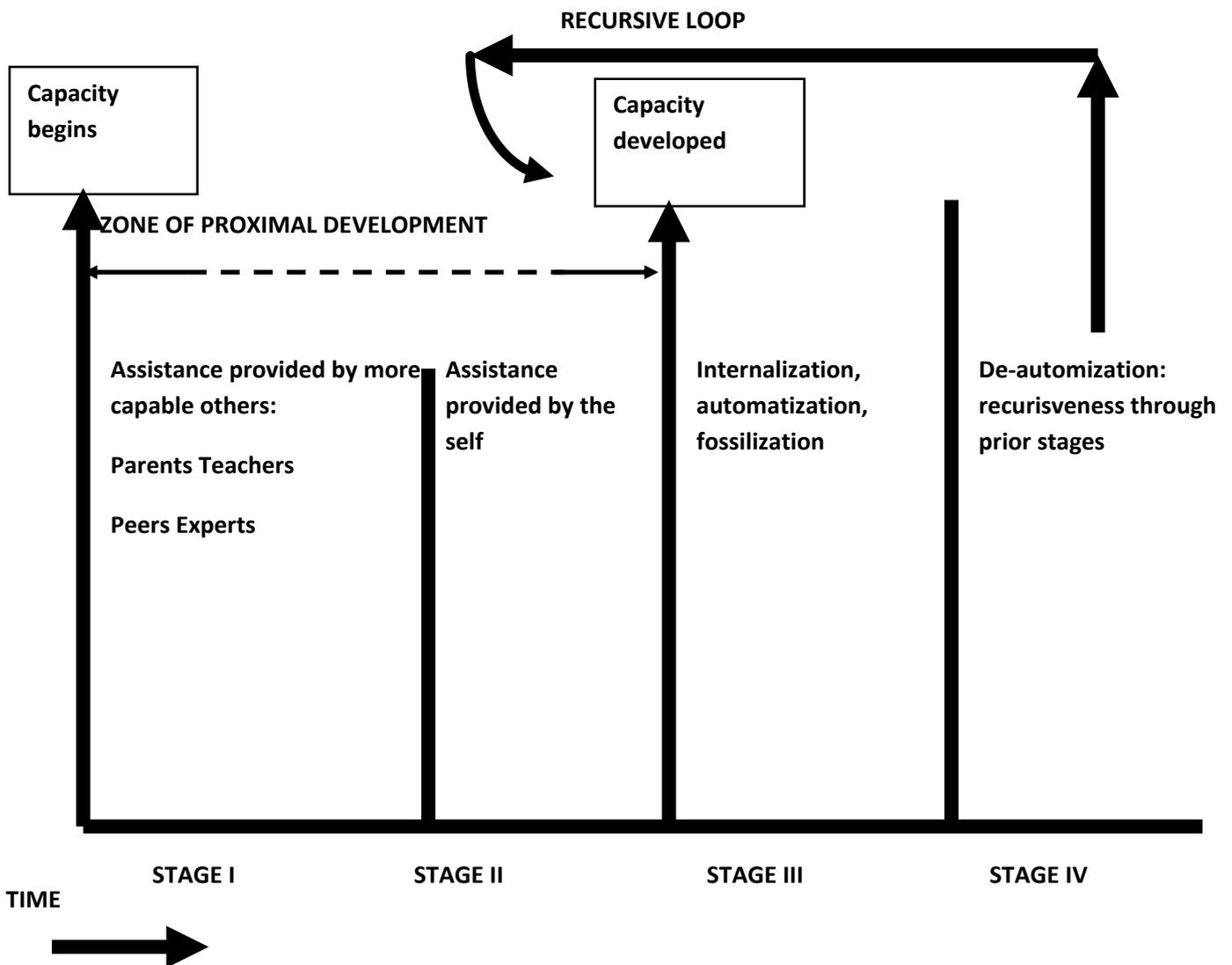
Figure 2.1: Progression through zone of proximal dev & beyond (Tharpe & Gallimore 1998)

As evidenced above, the main premise of ZPD suggests that learning and development are viewed as a process of negotiation whereby a more experienced other will provide assistance to someone less experienced in order to facilitate learning. Here we can see the relevance of the theory in relation to BASES SE, whereby the supervisory dyad is positioned centrally within the learning process. It is then the responsibility of the supervisory dyad to negotiate the competence of the supervisee and subsequently facilitate development towards

independence/competence. It is therefore important to consider supervised experience from a Vygotskian viewpoint and decipher the role each party must play in enabling transition towards independence via ZPD.

2.1.2 Progression through the Zone of Proximal Development

In stage one of ZPD, assistance is provided by a more experienced other. As outlined above, it is not a matter of assigning tasks and challenges that the learner can already complete. Whilst this may be beneficial in consolidating efficacy, this would only serve to ascertain their current level in terms of competence/ability. In order to promote development it is important to set challenges that require input and assistance from the more experienced other. This accesses a currently unoccupied space for the learner, which is situated between their current capabilities and their potential. Through assistance of a teacher/supervisor (with requisite competence) they are supported in accessing a higher level of proficiency and confidence, which will (in-time) advance their own solitary capabilities. This premise has received support within sport and exercise psychology and counselling literature, highlighting that beginner practitioners often rely on guidance from their supervisors with regard to consultancy (Owton, Bond & Tod, 2014). Therefore in accessing an individual's ZPD, one would assume that the learner must establish a level of trust in their supervisor in order to address the vulnerability they may feel in tackling new/challenging tasks. This relates to the notion of trust recounted from Katherine Grainger's talk; without requisite level of trust, athletes/learners will not be prepared to adopt new methods/techniques.

If we consider BASES supervised experience, the supervisory dyad may deem it necessary for a supervisee to observe an applied workshop (or numerous workshops) in order to develop an appreciation of the processes and nuances

involved in delivering said workshop/s. This might precede a period of shared delivery in which the supervisee undertakes partial delivery of a workshop in partnership with the more experienced supervisor. This example helps to support the theoretical link between ZPD and legitimate peripheral participation as proposed by Lave and Wenger (1991), which is discussed in more detail later in this chapter. It should be noted that learning and development of this nature does not happen instantaneously. It is a process that requires numerous opportunities for exposure (depending on previous experience) in order to build experiential confidence and knowledge. The notion of repeating learning activities aligns well with Bronfenbrenner's position on the importance of revisiting experiences in order to enable development, again emphasising the compatibility of theories underpinning this research.

It is important to note at this point, that observation on the part of the learner should not just result in basic 'imitation', a concept central to Vygotskian thought (Vygotsky, 1997). For Vygotsky imitation is not just the mindless regurgitation of another's actions, as Vygotsky (1978) states learning does not follow a strict path 'the way a shadow follows the object that casts it' (p.91). The learner has a level of predefined knowledge and understanding to draw from. Therefore imitation is in place to enable learners to engage in an action/activity that might otherwise be outside their current skill set. This allows development within a supportive environment, within which the learner should carve out their own individual approach, as an adaptation of observed behaviours and previous experience/knowledge.

Engaging in shared delivery workshops allows the supervisory dyad to utilise planning and reflective discussion in order to highlight aspects of consideration for the supervisee. This process is known as scaffolding (Wood, Bruner & Ross 1976) or guided participation (Rogoff 1990), whereby the more experienced other is

tasked with recruiting and maintaining the learner's interest and either demonstrating or discussing effective methods of conducting the task in hand (Tobbell & O'Donnell, 2013a). It is important to note that scaffolding does not mean simplification of a task for the learner. Instead the supervisor/teacher will provide more assistance to enable sufficient completion of the task. In order to facilitate learning, the more experienced other will gradually reduce their level of support increasing the responsibility (and enhancing the ability) of the leaner. Therefore, learning of this nature is not an instant knowledge transfer which automatically up-skills the learner. During initial exposure (for the learner) to a new task/situation, the teacher/supervisor might provide instruction (and/or prompts to relevant cues) on what is most appropriate. In subsequent experiences, instruction might not be necessary, rather a reminder to reflect on previous experience might be appropriate, or simply some positive words to elevate the learner's confidence (Tharpe & Gallimore, 1998). The crucial factor is that the role of the supervisor lessens in parallel with the increasing abilities/competence of the learner. As Harland (2010) outlined, it is important that scaffolding reflects learning and development. In order for the learner to become more proficient the level of support from the more experienced other must recede with regard to certain aspects. However, the 'scaffold' should be rebuilt to facilitate the next stage of development (Shabani, Khatib & Ebadi, 2010). It is vital that mutuality within the supervisory relationship enables the more experienced other to understand the learner's current level in order to provide/negotiate the necessary assistance, which in turn further enables the learner to work with their supervisor/teacher (Bozhovich, 2009). Too much assistance could restrict development towards independence due to over reliance. Too little assistance may lead to the learner becoming disillusioned with the task due to a lack of progress with regards understanding and development. It could be argued that with too little assistance a confident learner may look outside the

supervisory dyad, perhaps seeking other sources of support (e.g. peer support). This research is not suggesting that development is solely reliant on a dyadic relationship. Such a premise would be naïve in discounting an individual's intrinsic motivation towards learning and development. However, due to the dyadic nature of SE, it is an important challenge of this research to elucidate how learning and development can be facilitated in a dyadic relationship. It is therefore suggested that pitching assistance at the right level is fundamental to progression within the ZPD (Roosevelt, 2008). This serves to reinforce the importance of the supervisory relationship, as increased knowledge and awareness regarding the learner will surely assist in providing appropriate support. Furthermore, a strong supervisory alliance (within which each participant is active and responsive) enables learner confidence in voicing their desire for more or less support and potentially highlights where such support might be directed. This highlights the qualitative nature of the process in that the level of support should be negotiated based upon the relevant shortcomings of the learner and teacher.

Daniels (2002), suggests that scaffolding is a process whereby a more experienced other would create and impose the scaffold for the learner. This suggests that it is the role of the supervisor (more experienced other) to maintain the learner's attention and enthusiasm (Roosevelt, 2008). In contrast with this (and more akin to the view of this research) Lave and Wenger (1991) suggest ZPD requires a collaborative approach to learning within which both parties need to engage in creating and utilising the learning scaffold. Further to this Hoogsteder, Maier and Elbers (1998) criticised the unidirectional focus of scaffolding, recognising that both parties must invest in, and contribute towards, the zone of proximal development in order for effective learning to materialise. As the metaphor 'scaffolding' has received some criticism within the literature, it is necessary to clarify its position within this

research. In essence the supervisee and supervisor are working together in order to achieve the same goal of advancing the supervisee's learning/competence. Consequently, learning is not merely a case of instruction from a more experienced other, disseminating relevant knowledge; the learner (in this case the supervisee) has to be equally invested within, and contribute towards, the process (and arguably the supervisory relationship) for effective development to occur. It is the learner's active participation in the process that requires the more experienced other to revise support levels accordingly. It will be interesting to explore this concept within supervisory relationship for BASES SE, as (for most, if not all supervisees) a large proportion of their participation takes place outside of the supervisory dyad, reiterating that learning and development is not solely dependent upon a dyadic relationship. Aside from observation or dual delivery it is predominantly through reflective writings and discussion that the supervisor gains insight towards the supervisee's experiences. This emphasises the importance of an open environment within the supervisory dyad, as well as enhancing the expressive reflective skills of the supervisee. Therefore, (in many cases), supervisors must gauge the level of scaffolding/support afforded to supervisees based primarily upon secondary information.

In recognising the importance of negotiating the learning relationship, supervisors must gauge the support required for a supervisee. While the term scaffolding might introduce the notion of rigidity of structure, Rogoff (1990) suggests that Wood, Bruner and Ross (1976) use it flexibly depending on a learner's activity (or in this case, the supervisee's activity/ability). It is important to highlight that this is a dynamic process that requires consideration as the learner moves through the zone of proximal development. As suggested by Tobbell and O'Donnell (2013[a]), the purpose of a learning relationship is to advance the learner through the zone of

proximal development, and it is that distinction that differentiates it from other interpersonal relationships. However, in order to establish an effective learning relationship a vital pre-requisite is that of a positive interpersonal relationship (Tobbell & O'Donnell, 2013a). Therefore it is reasonable to assume that the relationship between supervisor and supervisee is imperative in facilitating the learning process on SE. This falls in line with counselling literature regarding supervision, which states 'the supervision relationship is probably the single most important factor for the effectiveness of supervision, more important than the supervisory methods used' (Kilminster & Jolly, 2000, p. 835). Emphasising the importance of the learning relationship Jones, Rua and Carter (1998) found that learning dyads (for neophyte teachers) predominantly facilitated development, but there was evidence to suggest that dyadic interaction does not guarantee positive movement in relation to learning. One dyad within their study struggled to forge an effective working relationship and consequently did not reflect the same development, or positivity for the process, as other participants within the study. Although this study did focus upon participatory appropriation (peer support – Rogoff, 1990) it highlights the crucial and facilitative role that an effective relationship appears to play within dyadic learning. This also reflects literature within applied sport psychology stressing the pivotal role of the practitioner-client relationship in effective support (Fraser-Thomas et al., 2003). Such relationships require a mutual investment to establish an effective learning environment. Potentially there are many impinging factors that will challenge a learning relationship, which will be considered within discussion of proximal and distal processes associated with Bronfenbrenner's bioecological theory (section 2.3).

It is commonplace to denote a power imbalance within learning relationships. Whilst it is postulated that the power differential between BASES supervisor and

supervisee is presumably not as great as between teacher and child, there is still a need for awareness and recognition. A cognitive apprenticeship is akin to the supervisory process (and ZPD) being explored within this research, whereby a more experienced other works with a learner to enhance their transition towards independence/competence (Rogoff, 1990). It could be easy for the person in power to assume control over a bi-directional relationship, which may not provide enough space for the learner to develop and perhaps render the relationship unidirectional. The learner must perceive that they are afforded the requisite space to ask questions and voice insecurities. Further to this, the perception of said space must appear as non-threatening to the learner in order to promote honest and open discussion and reduce the potential for impression management, which (although generally unexplored within the literature) has been identified as a conflicting barrier for supervisees seeking supervisor support (Woodcock, Richards & Mugford, 2008). Therefore the ability of the supervisor to ascertain the necessary level of support is vital in producing an effective space for learning and progression within ZPD. As Vygotsky says '…learning which is oriented toward developmental levels that have already been reached is ineffective from the viewpoint of the child's overall development' (Vygotsky, 1978, p89).

It is worth recognising at this point that learning, according to Vygotsky, does not solely rely on assistance of a more experienced other. Vygotsky (1978) also highlights the benefits of learning in collaboration with peers (where the power dynamic may be very different), again supporting the interactional nature of learning. The provision of peer learning within SE is not a mandatory feature of the process and it will be interesting to explore how supervisees engage in such interaction and whether supervisors view it as an important developmental tool. Peer support in SE could be viewed as an effective method of stimulating learning

among supervisees, as it potentially negates the power differential that may be perceived within the early stages of a supervisory relationship, providing an alternative platform for emotional support and confidence building. Thus, in-line with Vygotskian thinking, a reduction in impression management might stimulate discussion for the learner that enables assimilation of their experiences and progression towards internalisation of relevant processes. Jones, Rua and Carter (1998) in exploring the professional development of science teachers found that 'knowledge was mediated through peers, tools, instructors, readings, and teachers' students' (p. 962). They surmised that it is the complex interactions with and between these various contexts that serve to mediate learning and development. This provides further support for the involvement of peers in mediating learning and reinforces the importance of considering Bronfenbrenner's bio-ecological theory when exploring practitioner experience, due to the contextual impact upon learning and development.

In addition to support from a more experienced other Vygotsky referred to signs and tools as mediators of learning and development. Signs relate to ideas and beliefs and could therefore be encapsulated within the developing professional philosophy of neophyte practitioners. Tools, on the other hand, represent the means by which learning and development are facilitated. These can be depicted internally via memory cues that provide access to previous experience/knowledge. Further to this, external tools can also be used to facilitate learning. For example a neophyte practitioner might use Gibb's (1988) reflective cycle as a means of facilitating reflective learning. As Berliner (2004) suggests, exposure to multiple experiences will only be of benefit to those who reflect upon and learn from experience.

In stage two of ZPD assistance is provided by the self, as opposed to that of a more experienced other. It should be noted at this point that movement from stage one to

stage two is not necessarily as distinct as Figure 2.1 might imply with a definitive line separating the two stages. Internalisation of complex processes might require further input from the more experienced other in terms of scaffolding the learner's performance. This may result in a period whereby the learner moves between the first two stages on a regular basis before attaining the necessary intrapsychological capacity (requisite understanding and self-efficacy) to regularly perform under their own instruction. A suitable example to characterise stage 2 is the task of learning to drive. Following initial tuition from an instructor (in stage one of ZPD) it is commonplace for neophyte learner drivers to vocally (or internally) talk themselves through the processes of changing gear. Such a process may initially appear (and feel) segmented and robotic in its execution. However repeated exposure to the learning environment, in line with Bronfenbrenner's viewpoint on the importance of repeated activity, allows more fluidity to thought processes and progression towards internalisation in executing a gear change, at which stage the process is no longer segmented. As a neophyte practitioner in applied sport and exercise science, progression through stage two presents a challenging time for supervisees. There is not really sufficient time or space within a consultancy or workshop environment to talk oneself through the various processes required to facilitate such sessions. For example conscious thought towards employing active listening skills within a one-to-one consultancy has the potential to detract attention away from client talk. Therefore it is no surprise that evidence within the literature recounts issues associated with internal dialogue distracting neophyte practitioners and stunting performance (Fraser-Thomas et al., 2003). This therefore reinforces the necessity for legitimate peripheral participation to precede full participation within certain applied settings in order to assist progression through stage 2 within a supportive environment. Within such settings, repeated exposure would enable a growing confidence to support the transition towards internalisation in stage three.

In stage three processes become automated, and as a result demand less cognitive attention. With regards to the consultancy example (detailed above), this allows for a more predominant outward focus on what the athlete is saying, rather than concern associated with self-performance. In sporting terms, we can take the example of a golfer learning how to play a draw shot. Initially the golfer would heed instruction from a professional with regards technical aspects of the swing (stage 1). Then the golfer would recount such instruction in order to internalise the process, 'stance, club head, swing path etc.' (stage 2). However, once automatised (in stage 3) such laboured instruction would only serve to produce a disjointed swing. In consultancy terms, at stage three, discussion and decision making appear as more intuitive to the practitioner. Therefore, specific thought to certain aspects of consultancy may detract from a 'natural' approach, which may feel recessive to the practitioner and appear as uncomfortable to the client. It is important to reiterate that these stages (in practical terms) are viewed as a bi-directional continuum, rather than distinct stages.

Successful completion of supervised experience is determined by supervisees evidencing sufficient competence to practice independently as judged by BASES reviewers and the supervisee's supervisor/s (as outlined within the introduction). Consequently the supervisory space[7] must provide sufficient opportunity for development to stage three of ZPD. It is therefore important to consider how such processes become internalised to enable such a transition. Vygotsky (1978) suggests that internalisation occurs via a series of processes that allows 'internal reconstruction of external operation' (p. 56). The first stage denotes recognition that an external activity is recognised as having internal meaning and a capacity for internal control. Second to this, cultural development occurs as a result of social

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[7] The 'supervisory space' is a descriptor which aims to capture all interactions of the supervisory dyad. This is therefore not solely the physical space in which they operate, but considers all forms of interaction (e.g. email).

processes, whereby an interpersonal process is converted to intrapersonal one. Herein social interactions provide interpsychological insight, which is deciphered and processed internally to form intrapsychological knowledge. This again emphasises the importance of the supervisory/learning relationship in enabling interaction on a social level, which denotes a crucial part of the learning process. This is supported by Vygotsky (1978) who states that 'all higher functions originate as actual relations between human individuals' (p. 57). Thirdly, this process of internalisation cannot be viewed as an instantaneous transfer of knowledge. In keeping with transitional learning this is a gradual process whereby repeated exposure to external activities is required for effective development and internalisation to occur (reinforcing that the stages of the ZPD are not distinct). Again, the notion of repeated activity draws parallels with Bronfenbrenner's bioecological theory (1979). Importantly, Vygotsky (1978) highlights that for many functions there may not be a definitive move to complete internalisation. Certain functions may always require the input of external signs, denoting their final stage of development. For example, an applied consultancy will always be dependent upon the client's input, even if you are seeing that client for the hundredth time.

From my own personal development on BASES SE I retrospectively recognise the process of internalisation occurred with regards to reflective practice. Having completed an undergraduate degree in Psychology and Biology I was quite definitive and matter of fact in my initial applied reflections, rarely exploring beyond the realms of basic description. Only through participating in numerous reflective discussions with my supervisor did I develop an appreciation for introspection and the many idiosyncrasies involved within effective self-reflection. Despite developing an appreciation for reflective practice, internalisation of such processes required repeated activity with regard numerous written reflections and reflective discussions

to enable development. Whilst I question whether reflective practice is a function I will ever fully internalise, I recall completing a reflection towards the end of my final year of SE, accompanied by a feeling of ease and satisfaction I had not previously experienced. This denoted progression along the continuum towards internalisation, whereby interpersonal learning from external activities resulted in higher cognitive functioning as a consequence of developed intrapsychological knowledge.

Vygotsky also proposes a fourth stage whereby de-automisation may occur. This is where the learner would regress to an earlier stage of the learning process. Although not an inevitable feature of ZPD, such regression may occur due to a change in environment, such as entering a new community of practice for example. Due to the diverse nature of applied sport and exercise psychology it is commonplace (part of the SE criteria) for supervisees to ascertain applied experience with a number of different teams and individual clients during the process (across a range of different sports). This therefore means exposure to a number of differing communities/cultures. Whilst this does not guarantee a regression to stage two of ZPD, it is understandable that a supervisee who has grown comfortable working in tennis may experience feelings of discomfort when first exposed to working with a rugby team. Such feelings may lead to a reduction in confidence and consequently a refocusing of thoughts towards internal processes, as highlighted in stage two. Progression back to stage two of the process might require a period of exposure to the new environment, in-line with Bronfenbrenner's repeated activity, in order to enhance confidence and return to a more automated/intuitive approach.

It will be interesting to consider whether participants within this study explore experiences that place them firmly within stage three of the ZPD. The examples given above, (learning to change gear and learning to hit a draw shot in golf),

represent closed skills that have distinct subsections and a definite beginning and end. Many of the processes that fall within SE, such as consultancy, vary from experience to experience, even with the same individual client. Therefore whilst there might be an increase in confidence and a shift in focus regarding thought processes, it might be that full automation is unachievable within such open forums. Applied practice will often present non-standard problems due to the diverse nature of teams and individuals that practitioners work with (Bozhovich, 2009). As a consequence attaining automation in applied practice is probably not a possibility (and the absence of conscious thought would not be a desirable goal for effective practice). It could therefore be argued that therein lays the distinction between the closed skill of a golf shot (where repetition is desirable) and the diverse skills associated with applied practice. However, practitioners are able to attain a level to independence/competence that allows them to practice individually.

An exploration through the stages of ZPD has highlighted some important aspects to consider within this research. Firstly the supervisory relationship lies at the centre of supervisee progression through the ZPD. According to Vygotsky, there is a necessity for an effective supervisory space to facilitate learning and progression from stage one to stage two. Therefore, the onus is on the supervisory dyad to negotiate the current level of the supervisee and adjudge support accordingly. As such the learning relationship is not uni-directional and the supervisee must actively engage/participate within the appropriate spaces. Therefore, whether it is within the supervisory dyad or engaging in applied practice, participation in social spaces (on the part of the supervisee) appears to be a key facet in learning and development on SE. To illuminate the role of participation I draw upon Wenger's Communities of Practice (1998).

2.2 Communities of Practice

Wenger (1998) posits that learning is a necessity of our being as much as water or oxygen. We as humans are inherently social beings who acquire vast amounts of knowledge via social learning. It is suggested as somewhat strange therefore that the majority of learning institutions within western civilisation rely upon transfer of knowledge via a skill acquisition model (Graven & Lermen, 2003). Education is focussed upon fostering individualised learning resulting in a sole venture whereby children engage in 'one on one combat' (p. 3) with a variety of coursework, tests and exams (Wenger, 1998). However, as discussed above in relation to Vygotsky's ZPD, effective learning and development cannot occur unless the learner participates within the learning environment. The emphasis here is on participation within the social world, hence the analytical focus on the individual learner is removed (Graven & Lermen, 2003). According to Communities of Practice (CoP) literature, learning can be explained as participation within social spaces. This perspective has been championed within recent sport and exercise psychology literature, recounting developmental value from participating within a variety of social spaces (e.g. client contact, personal therapy and supervision groups) (Tod & Bond, 2010; Owton, Bond & Tod, 2014). Consequently, learning is positioned as experience, rather than transfer of knowledge via skill acquisition (Lave & Wenger, 1991). In line with this Wenger (1998) proposes a social learning theory based upon four premises:

1. We are social beings. Far from being trivially true, this fact is a central aspect of learning.
2. Knowledge is a matter of competence with respect to valued enterprises – such as singing in tune, discovering

scientific facts, fixing machines, writing poetry, being convivial, growing up as a boy or a girl and so forth.

3. Knowing is a matter of participating in the pursuit of such enterprises, that is, of active engagement in the world.

4. Meaning – our ability to experience the world and our engagement within it is meaningful – is ultimately what learning is to produce.

(p. 4)

2.2.1 What Constitutes a Community of Practice?

Wenger (1998) suggests that 'over time, collective learning results in practices that reflect both the pursuit of our enterprises and the attendant social relations. These practices are thus the property of a kind of community created over time by the sustained pursuit of a shared enterprise. It makes sense, therefore, to call these kinds of communities '*communities of practice*'' (p.45). There are three dimensions that Wenger (1998) suggests capture a community of practice:

1. mutual engagement

2. a joint enterprise

3. a shared repertoire

(p.73)

From this it can be assumed that a community is established by the mutual engagement of individuals within it. A community of practice is then organised based upon the shared goals (or joint enterprise) that are outlined and sought after by that community. In pursuit of this joint enterprise meaning is negotiated via a shared repertoire that enables engagement within said community. It is therefore

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reasonable to suggest that an individual undertaking BASES SE will be a member of a number of different communities of practice. During my own period of training on supervised experience I worked as a lecturer within a psychology department, which shared a joint enterprise of educating students. Further to this I was a member of a research centre, which despite comprising some of the same members from the psychology department, represented a separate community of practice based upon a different focus and shared repertoire within the group. Communities of practice theory suggests that competence and performance will be fostered through exposure and interaction to numerous communities (multi-membership). Therefore learning is viewed as participation within multiple social settings (Wenger, 1998). An important point to emphasise here is that a community of practice is not defined by proximity. If we consider the above examples, the psychology department and research centre could be viewed as 'more established' communities due to the fact that members are within close proximity. In comparison, supervisees and supervisors within the BASES SE community are spread all over the UK in a very disparate manner. However, proximity is not a defining characteristic of a CoP, rather it is the commitment of members working towards a shared goal that indicates the presence of a CoP (Wenger, 1998).

Wenger and Synder (2000) suggest that CoPs are informal groups that organise their own points of focus. However, it is also suggested that they require cultivation and attention. This raises the question of whether BASES SE can actually be classed as a community of practice. At first glance, I would suggest not, due to the fact that it is not an informal group, but a formalised educational training route. However, at this point it is important to identify that CoP theory has been regularly used within educational literature to elucidate learner experience and identify methods of adaptive and maladaptive practice. For example Tobbell and O'Donnell (2013b) explored CoP in relation to transition to postgraduate study. A specific HE

course, such as this, is arguably more formalised than BASES SE, however it does have more community potential, due to the proximity of its participants, but as outlined above proximity is not what defines a CoP (Wenger, 1998). Therefore it is proposed that the criterion for 'informal groups' is no longer fit for purpose in defining CoPs, rather communities of practice are a group of people bound together (formally or informally) by a common passion/enterprise (Wenger & Snyder, 2000). Their purpose is to share best practice and create new initiatives for problem solving. In relation to this criterion, although BASES SE is not informal, there are certain parallels to be drawn. Consequently, I think much can be learnt from using CoP theory as an analytical tool within this research. The challenge will be to identify the potential for CoP theory to enhance SE provision.

Graven and Lermen (2003) argue that the focus within CoP (and legitimate peripheral participation, discussed in section 2.2.2) is upon apprenticeships, whereby learning occurs via informal mechanisms. As a result they suggest that Lave and Wenger fail to address learning in relation to teaching, which in many circumstances results in didactic interaction between teacher and learner. They summarise their position by stating 'It is likely that much of the learning of readers of this journal occurred through such forms of teaching' (p.189). Whilst this is a reasonable question to pose, I would like to suggest a counter argument. Firstly, it is reasonable to accept that learning can be effectively facilitated via instructive mechanisms. However, this does not mean that learning is as effective as it could be. Lave and Wenger (1991) show that despite formal learning, learning and development is influenced by numerous informal interactions. As Wenger (1998) suggests, participation is the key to effective learning, which can be of a formal and/or informal nature. Therefore, even in didactic forms of teaching there is a need for participation in order to facilitate effective learning. Without a willingness to

participate, or a willingness to engage participation on the part of the supervisor/teacher or institution, learners will not sufficiently engage in order to develop. This also reflects learning in isolation. Reading a journal requires engagement on behalf of the reader to enable learning. This falls in line with Vygotsky's ZPD whereby active participation on behalf of the learner is imperative for development. Wegner (1998) does not suggest that all forms of learning and development are spawned via tacit knowledge, rather the proposition is that learners must participate in order to negotiate meaning and enable development.

2.2.2 Participation and the Negotiation of Meaning

A central tenet of Communities of Practice theory is the notion of participation. It is suggested that learning is fostered through participation within a community that promotes a sense of self/identity. Therefore it is important to consider the components that constitute participation in relation to learning:

1. *Meaning:* a way of talking about our (changing) ability – individually and collectively – to experience our life and the world as meaningful.

2. *Practice:* a way of talking about the shared historical and social resources, frameworks, and perspectives that can sustain mutual engagement in action.

3. *Community:* a way of talking about the social configurations in which our enterprises are defined as worth pursuing and our participation is recognisable as competence.

4. *Identity:* a way of talking about how learning changes who we are and creates personal histories of becoming in the context of our communities.

(p. 5)

If we accept therefore that participation is key to learning and formation of identity, it is important to consider how 'full participation' within a community is enabled. Lave and Wenger (1991) suggest that this is achieved via a period of legitimate peripheral participation (LPP). This allows newcomers exposure to certain practices within a CoP that upon initial membership they may not have the requisite competencies to perform individually. This reinforces the link that was made between LPP and progression through the ZPD. There is a need to enable progression towards full participation on an individual basis. Wenger (1998) suggests that this can be achieved via two components of LPP, *peripherality* and *legitimacy*. Peripherality provides an insight into what full participation requires, providing exposure to actual practice. This can be achieved via a number of different methods, for example, a supervisee could gain insight into delivery of an applied workshop via observation of an accredited practitioner. Contemporary literature within sport and exercise psychology (exploring postgraduate students' experiences of practice and training) offers support towards neophyte practitioners observing supervisors in order to raise awareness of the consultancy environment and enhance confidence towards full participation (Owton, Bond & Tod, 2014). However, Stoszkowski and Collins (2014) offer a warning in relation to CoPs (and observation) in that when exposed to the influences of others, be that in a supervisory capacity or peer relations, individuals who do not have a strong identity may unquestioningly integrate learned practice even if harmful or ineffective (Stephenson & Jowett, 2009). To avoid such naive behaviour Stoszkowski and

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Collins (2014) refer to the importance of having a well-developed professional philosophy. In such instances, neophyte practitioners are suggested as less likely to adopt unquestioned follower behaviours. With regards to BASES SE this must also be considered in relation to the impact that supervisors have upon shaping their supervisees' philosophical approach and applied practice. Grecic and Collins (2013) argue that if neophyte coaches had a good understanding of their epistemological foundations they would be better positioned to reflect upon their knowledge sources. Whilst I agree that practitioners should not just be blindly lead by unquestioned experience, there is a danger of implying that identity (with regards professional philosophy) needs to be reasonably fixed before entering a CoP, in order to have the awareness to avoid adopting maladaptive behaviours. This would be contradictory to Wenger's CoP in that identity is a fluid phenomenon that will be shaped and refined via experiential learning. However, it seems Grecic and Collins (2013) are suggesting that personal awareness (rather than a fixed identity) of one's professional philosophy is required before 'blindly' entering a CoP, which they suggest could be achieved via more formal education routes addressing the notion of professional philosophy. This would therefore enable a better critical reflection of interaction with peers and significant others. This reiterates the importance of reflective practice in working towards and establishing a professional identity (Larrivee, 2008).

It is reasonable to accept that observation offers a useful starting point, however there is a need for engagement in practice if a supervisee is to effectively progress to becoming an automated/independent full member of the community. This might be achieved via progress to partial participation, whereby the supervisee is still under close supervision during workshop delivery. This again resonates with the ZPD in that development requires active participation on behalf of the learner.

Secondly, supervisees must be afforded enough legitimacy in order to progress to fully competent members, capable of full participation. As outlined previously, BASES SE is in place to establish competence prior to applying for BASES accreditation. Supervised experience provides access to the sport and exercise science community by allowing for a period of development (under supervision), whereby newer members are afforded enough legitimacy to view their current shortcomings (as a competent practitioner) as opportunities for learning and development and consequently progression towards full participation. LPP permits newcomers to learn and construct an identity, as they are exposed to practices within the new CoP, but they do not have the same responsibilities as 'old timers' (Williams, 2010). Consequently they are afforded the appropriate legitimacy. Therefore LPP requires input from both the established community and newcomers within which practice and meaning will emerge from a process of negotiation.

Negotiation of meaning is established via an inherent relationship between participation and reification termed the duality of meaning (Wenger, 1998). Wenger (1998) suggests that participation '… is both personal and social. It is a complex process that combines doing, talking, thinking, feeling, and belonging. It involves our whole person, including our bodies, minds, emotions, and social relations' (p. 56). Participation requires active involvement within a community that allows us to construe and convey meaning via mutual understanding/recognition. Despite the social emphasis that Wenger places on participation, such action does not have to be in the presence of others. For example, if we consider a supervisee writing a solitary reflection recounting experiences of a workshop delivered that day, the meaning they derive from said reflection is somewhat social. This is because the reflection is constituted from social experiences within which meaning is subsequently derived. Therefore our actions and way of being are informed by

historical and social influences of our past. As discussed in chapter 4, Heidegger would suggest that such fore conceptions are part of our unavoidable foundation. Consequently a supervisee's reflection will always be founded upon social interactions/experiences.

In order to fully explore meaning making the notion of reification must be considered in addition to participation. Wenger (1998) quotes Webster's definition of reification: 'To treat (an abstraction) as substantially existing, or as a concrete material object' (p. 58). Etymologically, the term reification means 'making into a thing' (Wenger, 1998, p. 58). Therefore reification provides the means by which to project ourselves into the world via objects and processes. Ideas and theories are reified in the form of models that help to guide certain practices during negotiation of meaning. For example, when reflecting on an applied experience a supervisee might draw upon Gibb's Cyclical Model of Reflection (1988). The guidance provided by this reflective tool allows the supervisee to negotiate meaning from participating in an applied experience. Further to this, the process of reflection allows participation to be reified so that supervisees might invite others into their experience (e.g. supervisor or assessor) as they project their negotiation of meaning. As Wenger (1998) states 'in participation we recognise ourselves in each other, in reification we project ourselves onto the world' (p.58). Therefore reification refers to both process and product and the two are inextricably linked.

Negotiation of meaning is therefore derived as a combination of participation and reification. To focus solely on participation would neglect structure and processes that are in place to inform participation. Therefore development is aided by an understanding of the interplay between participation and reification. For example, in applied settings supervisees/practitioners will participate in various activities that require ethical considerations. Such considerations are informed by reified ethical

guidelines, such as the BASES Code of Conduct (2009). This therefore provides a guide/procedure to follow which informs the negotiation of meaning between participation and reification. The level to which each facet contributes will depend upon requirements for meaning making within any given experience.

It is therefore reasonable to assume that all experiences require a negotiation of meaning. No matter how often we are exposed to a given situation/experience, there will always be an element of variability associated with human interaction that causes us to re-evaluate our perspective. This therefore reinforces the fact that learning and development cannot be positioned towards a skill acquisition model. It is not sufficient within Applied Sport and Exercise Science (as within many, if not all, helping professions) just to understand appropriate theory and research. Such knowledge will provide the foundations to guide participation, but a negotiation of meaning will always be needed to interpret and evaluate experiences, and subsequently re-evaluate our approach and/or identity. If we take the example of writing a reflection, the process will always be guided by principles associated with reflective practice. However, the experiences we reflect on will never be a mirror image of what has been before. There may be similarities associated with experiences, especially if they involve the same participants, but there will always be nuances that require a negotiation of meaning. These interpretations upon experiences are fuelled by both historical and contextual influences within experience. Wenger (1998) states 'by living in the world we do not just make meanings up independently of the world, but neither does the world simply impose meanings on us' (pp. 53-54). From this perspective living and learning is a constant process of negotiating meaning across dynamic experiences. This reinforces the goal of independence, as opposed to automation, as the final stage of Vygotsky's ZPD.

2.2.3 Refining Identity

Wenger (1998) also discusses the notion of patterns in relation to negotiation of meaning. As we become proficient and/or practised at certain tasks/challenges there is an element of routine and autonomy associated with experience. At this point people may perceive learning as complete. However, Wenger (1998) postulates that it is production of these patterns anew that requires the negotiation of experience to ascertain meaning and progress learning. Therefore it could be argued that nothing is ever fully routinised, as each experience bares distinctions associated with our interpretation of that experience. This serves to support the critique of Vygotsky's ZPD as to whether full automation is actually achievable with regards social learning. Consequently, negotiation of meaning denotes our engagement with the world as a dynamic process, which is always active and never complete (Wenger, 1998). Therefore whilst practitioner identity may become more refined via experiential learning and reflection, proximal and distal relations/processes (explicated in section 2.3) will always position identity as dynamic and ongoing.

Wenger (1998) argues that 'there is a profound connection between identity and practice' (p.149). Identity is therefore formed via a layering of experiences (involving participation and reification) from which we negotiate meaning. With regards to learning and development it considers where we have come from and where we are going. As suggested by the evolving nature of professional philosophy within applied sport and exercise psychology (Poczwardowski, Sherman & Ravizza., 2004; Friesen & Orlick, 2010), identity within communities of practice theory is not viewed as a static entity. Williams (2010) suggested that identity forms from a combination of personal philosophies and professional practice. As a result identity is considered

as implicit in the learning experience and will continue to evolve and develop throughout a career. Due to the emphasis on identity arising and developing from negotiation of meaning, this process will always be fluid and ongoing due to the constant requirement of negotiating meaning from experience. Consequently, identity is represented as ascertaining meaning from experience, based upon our current trajectory. In-line with this Wenger (1998) proposes that:

1. Identity is fundamentally temporal

2. The work of identity is ongoing

3. Because it is constructed in social contexts, the temporality of identity is more complex than a linear notion of time

4. Identities are defined with respect to the interaction of multiple convergent and divergent trajectories.

(p. 154)

According to Wenger (1998) 'trajectory' should not be seen as a term that implies an end point, or even a fixed path. In his eyes trajectory is used to imply direction and momentum, which is constantly influenced by our past, present and future. It is proposed that numerous experiences involving differing trajectories contribute towards shaping a professional identity that despite refinement will never reach a finish point (Wenger, 1998). Wenger outlines a number of different trajectories that, in relation to CoP, contribute to identity. The following three were identified as relevant to this study:

- Inbound trajectories - This represents newcomers joining the CoP, whose identity is based upon ambition to become a full participant.

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This trajectory will be pertinent to supervisees whose participation is at a peripheral level.

- Insider trajectories – Even when established as a full participant identity will always have a trajectory based on ongoing practice and experience within a CoP. This trajectory bears resemblance for both BASES supervisees and supervisors. Supervisees who are fully participating within SE, e.g. regularly leading their own workshops and consultations, may have progressed from 'inbound' to 'insider', but their identity remains malleable due to their relatively neophyte status. One would presume that supervisors would display an insider trajectory regarding their identity as an accredited practitioner within applied sport and exercise science (depending on how they view their status within the CoP). Their identity will not be fixed, due to on-going experiences as a supervisor and practitioner, although it is reasonable to assume a more stabilised identity based upon their increased experience as a practitioner.

- Outbound trajectories – In this instance identity is based on a trajectory that is focussed upon leaving a CoP. This may be relevant for supervisees who are nearing/contemplating completion of SE and applying for accreditation as a BASES accredited practitioner. Furthermore an outbound trajectory may also apply to supervisors for whom applied practice becomes a less significant part of their career over time. Consequently it could be argued that there are two distinct communities of practice involved within this research, that of BASES supervised experience and that of BASES accredited members.

This view of identity as trajectories supports the notion that identity is an ever-changing concept that may be refined, but never finished. Identity will always be shaped by negotiating meaning from experiences, based upon what has gone previously and what is to come. However, if we consider the distinctions and nuances associated with varying social situations (across and within communities of practice) there is a necessity for identity to have a level of malleability if individuals are to adapt and function effectively within a variety of social settings. For example, as an applied practitioner, having experience of working within a rugby club will help to shape a practitioner's approach and identity. However, this should not mean that a practitioner's approach would be subsequently fixed and definitive if they were to begin work within a different rugby club, as there will be numerous nuances, in the form of proximal and distal processes, which characterise this new/different club. Therefore, whilst there is scope to draw upon previous experiences to inform practice within new settings, there is a need for vigilance and adaptability regarding such nuances. Consequently, no two experiences will ever map identically to each other, meaning our identity will always be influenced by new experiences.

In terms of using previous experiences to inform actions across various contexts, Rogoff (2003) refers to *appropriate generalisation*. Via appropriate generalisation individuals are able to draw upon certain strategies/techniques/approaches that appear applicable across different settings. Due to the neophyte nature of supervisees undertaking BASES SE, appropriate generalisation might not feel like a very natural process (certainly towards the start of SE). Again, here you could argue the importance of the supervisory alliance, as an understanding of a supervisee's previous experience, on behalf of the supervisor, might help the supervisor raise a supervisee's awareness with regard the potential for appropriate generalisation. It is

therefore suggested that as a practitioner becomes more experienced they will become more able to adjudge suitable opportunities for appropriate generalisation.

Further to this, an understanding of a new community, in terms of their practices and goals will facilitate the ability to recognise relevance of previous experiences. Once again, establishing effective relationships within a new setting will help to mediate the new community/setting in comparison with previous experiences (Rogoff, 2003). If this is the case, then there must be an importance for a CoP to ensure opportunities for establishing effective social relations in order to enable transition of those on inbound trajectories.

It is therefore important to look outside the epicentre of supervised experience, not only to other opportunities for social relations, but also to the proximal and distal processes that serve to influence experience, learning and transition. Stoszkowski and Collins (2014) recognise what they refer to as the 'social milieu', whereby they outline that from a constructivist perspective, ('the meaning-making activity of the individual mind' (Crotty, 2003, p. 127)), there are numerous factors impinging on learning and development for an individual. Amongst other aspects they consider significant others and the ever-changing environment, which can be impacted by multiple stakeholders. This falls in line with Bronfenbrenner's perspective on the impact of proximal and distal processes. It has been suggested within coaching literature that such processes can both facilitate and inhibit learning and development (Jones et al., 2003). In considering CoP literature the focus is very much upon participation and subsequently that which can be deduced from participation with regards negotiation of meaning. Linehan and McCarthy (2001) state that CoP 'pays insufficient attention to the complex and often messy relations between individuals and between individuals and communities, which contribute to shaping the very social practices in which learning is situated in these models' (p.

129). Williams (2010) suggested that for newcomers who are career changers, there can be a difficulty to adapt to the new CoP based upon a resistance to new practices and a new identity in favour of their old identity. This resistance has been found to affect integration into the new community and also the formation of relationships within the community (James, 1997). Wenger (1998) suggested that brokering across CoPs was very challenging for learners, especially if they felt that it was a backwards step in their professional identity (which helps explain difficulties associated with transition out of areas of life e.g. retirement). This can be seen in career changers who may consider themselves experts within their old field, but a newcomer within the new CoP. Conversely, one possible benefit for career changers is the ability to use previous professional experience (brokering / appropriate generalisation) as a means of informing observation, which consequently assists learning and development as a peripheral participant. Williams (2010) quotes a student teacher who used to work in HR:

> 'The fact that I have worked in workplaces and I know about workplace change, I know about politics … it's in every workplace, and it's in the staffroom too. And [it] was interesting to watch subgroups of people and hierarchies working, and so maybe if I was straight out of school I wouldn't be noticing those things'
>
> (p. 645).

Wenger (1998) termed this ability to bring experience from one CoP to another as brokering. If done effectively, this technique can open up new possibilities for meaning. Accordingly, whether it is to warn against potential resistance, or encourage the prospect of brokering, it appears of importance that newcomers recognise what experience they bring to a new CoP, and that supervisors seek to

access a learner's uniqueness in terms of experience (Mayotte, 2003). Therefore, in order to formulate a well-rounded understanding regarding learning and development for neophyte practitioners, there is a need to look outside the immediacy of participation and consider the numerous proximal and distal processes that impact upon transition.

2.3 Bronfrenbrenner's Bioecological Theory

From a socio-cultural perspective a full understanding of transition must explore the impact of both relationships and context. In order to conceptualise transition towards competence it is important to have a good understanding of how relationships impact transition, especially mentoring/supervisory relationships. Ecological systems theory positions supervisory interactions as a bi-directional relationship that is impacted by both proximal and distal processes. In considering the experience of undergoing SE there are numerous factors (e.g. applied experiences, client relations, reflective practice etc.) outside that of the supervisory relationship that will impact upon perceived negotiation through the process (Duerden and Witt, 2010). Eubank, Nesti and Cruickshank (2014) suggest that professional training within sport and exercise psychology requires supervisees to engage in numerous experiences, across a range of contexts, working with a variety of clients. Furthermore, Owton, Bond and Tod (2014) have expressed the need to further explore the development of neophyte practitioners across various contexts, organisations and cultures. In order to theorise the various proximal and distal systems that impact the development of identity and transition throughout the BASES SE process I draw upon Bronfenbrenner's bioecological theory (1979). Although originally proposed as a model of human development the bioecological model has been increasingly employed within research on educational transition

(Durden & Witt, 2010; Sanagavarapu, 2010; Seung Lam & Pollard, 2006; Tissington, 2008; Tobbell, 2003, Tobbell & O'Donnell, 2013[a]; Tobbell & O'Donnell, 2013[b]). As evidenced below it serves to provide a multi-layered insight of experience regarding the various nuances and complexities surrounding the process of transition.

The bioecological model (Figure 2.2) places an individual at the centre of numerous interactive systems, which will impact their perception of progression throughout the process. For example, in relation to BASES SE, it is important to consider political and organisational influences that impact upon a supervisee's experience of the process. As indicated above, Bronfenbrenner (1999) identifies development in the form of proximal and distal processes. Firstly, proximal processes denote 'reciprocal interaction between an active, evolving biopsychological human organism and the persons, objects and symbols in its immediate external environment' (Bronfenbrenner, 1999, p.5). From the perspective of a supervisee on SE this may involve a variety of interactions within their immediate environment, including meetings with their supervisor, applied work with a variety of clients, interactions with other peers undergoing SE, amongst other proximal processes. Participation within such processes/interactions will help to form a supervisee's identity as an applied practitioner (and serve to fuel their transition towards independence). With regards to ecological theory it should be recognised that the participant is active and helps to construct their contextual environment. At this point it is important to consider what denotes requisite participation in order for effective learning and development to occur. For Bronfenbrenner interaction must occur on a regular basis over an extended period of time. In order to promote self-efficacy in supervisees, supervisors (where appropriate) should positively acknowledge supervisee progress/attainment (Hawkins & Weis, 1985). One of the key aspects for effective

relationships outlined here is the need for frequent sustained contact. This will be interesting to consider in relation to BASES SE, and highlights the importance of numerous factors in establishing an effective supervisory dyad, such as the potential influences of geography and place of employment with regard supervisor access. It is therefore conceivable that supervisees will have very different experiences depending upon the setup of their supervisory dyad.

Given the importance of proximal processes in shaping development it is important to recognise Bronfenbrenner's (1999) second proposal, distal processes. Here the focus lies upon more remote processes, such as historical and political influences that impinge upon our perception and attitude towards participation within proximal processes. In support of distal processes Vuorikoski (2001) argued that 'Both society as a whole and educational institutions shape the identities of student teachers, but also these students themselves with their various backgrounds and life histories are subjects in the construction of what kinds of persons and teachers they will become' (p. 1). Therefore within this research it is important to consider BASES from an organisational perspective and explore the impact of recent turbulence surrounding the policy of sport and exercise psychology. As outlined below, the chronosystem acknowledges the impact of time upon relevant proximal and distal processes. All supervisees and supervisors within this study will have been impacted in some way by internal changes, with regards the reformatting of the BASES SE process, and external changes with the introduction of the HCPC regulating the pathway to becoming a registered Sport and Exercise Psychologist. Therefore even if a supervisee's sole goal was achieving BASES accreditation, external policy has impacted the potential outcome of this, by removing the possibility of using the title 'Sport and Exercise Psychologist' (without seeking additional qualifications). Consequently, although you could argue that the 'goal

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posts' haven't moved for those on BASES SE, it would be fair to say that resultant impact of scoring has changed. It is distal processes such as this, with which a supervisee will not directly interact, that serve to impact the formation of identity for supervisees negotiating this period of transition. Therefore in order to build a full picture of the processes involved in the lived experience of supervisees undertaking BASES SE it is essential to consider both proximal and distal processes. Sole focus upon the immediacy of proximal processes would only provide partial insight into such experience (Tissington, 2008).

For a greater understanding of how ecological theory provides context to this research it is important to delineate Bronfenbrenner's interacting systems. As evidenced in Figure 2.2 (below) the individual (child/supervisee) is positioned at the centre of a series of nested systems.
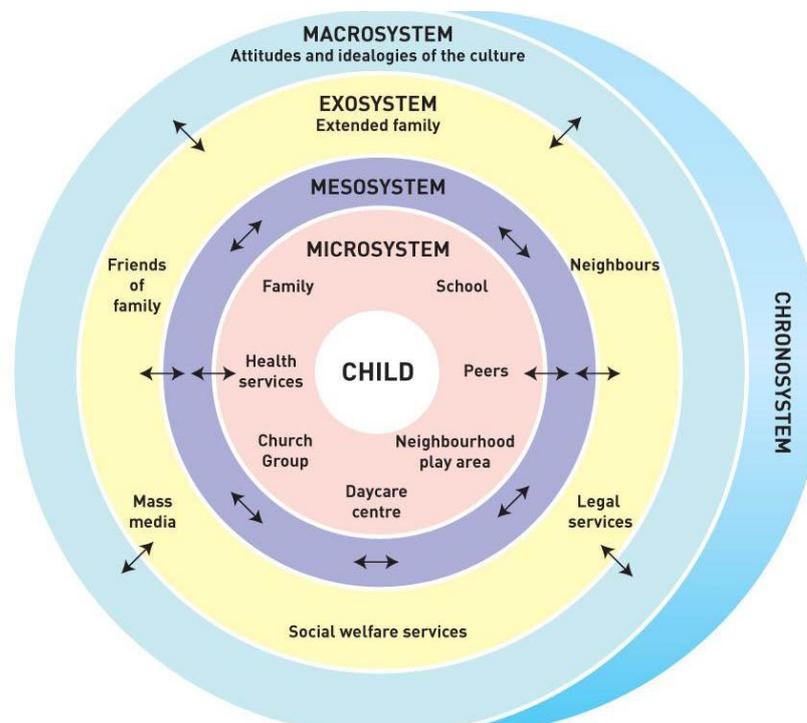
(Greene et al., 2008; adapted from Bronfenbrenner, 1979 and Gabarino, 1982)

Figure 2.2 Bronfenbrenner's Bioecological Model of Development – Nested Systems

- The Microsystem represents the immediate environment, which recognises face to face interactions and activities that serve to construct the immediate experience for the individual. As briefly noted above for a supervisee on SE this system captures interactions with supervisor/s, peers, clients and the various applied spaces experienced during SE.

- The Mesosystem, as explained by Tobbell & O'Donnell (2013[b]) is represented by the pattern of connection between microsystems. In relation to BASES SE interactions of microsystems might be facilitated in a different manner for supervisees depending upon their working role. For example, interaction within, and access to, certain microsystems might be better facilitated for a supervisee who is working in academia compared to one who is working in an administration role outside of academia. This notion is supported by Tobbell, O'Donnell & Zammit (2008) whose research identified differences in familiarity of practice and engagement of postgraduate students who had attained a teaching role within a University, compared to those who were working in restaurants to fund their study. In relation to Mesosystems, Bronfenbrenner (1979) proposed that transition between settings/contexts can be aided by the presence of a trusted individual. Therefore as supervisees are exposed to distinctly new experiences within SE, involvement of their supervisor (within positive supervisory dyads) should aid transition. This highlights the potential for legitimate peripheral participation across different contexts/settings (Duerden and Witt, 2010).

- The Exosystem can be viewed as numerous microsystems within which the individual does not directly participate, but nevertheless they have an indirect impact upon individual experience. Due to the focus within this research of participants undertaking BASES SE within the discipline of sport

and exercise psychology, The British Psychological Society (BPS) can be viewed as contributing to the exosystem, which may impact upon the supervisee's experience of development. For example, it may alter their view of the microsystems to which they are exposed, which reinforces the interactive nature of these nested systems.

- The Macrosystem represents the history, laws and culture of a given society. The way people function within any profession will be impacted upon by contextual constraints. Singh and Richards (2006) suggested that, for teachers, behaviour and actions within the classroom will, to some extent, be impacted by the macrosystem. Therefore in this instance we might consider the government's influence on BASES SE. For example, how the government has shaped the political landscape of sport and exercise psychology by regulating use of the term 'Sport and Exercise Psychologist' via the Health and Care Professions Council (HCPC), and outlining the BPS as the only route to attaining this title. It is reasonable to postulate that such changes contributed to the development of the most recent BASES SE provision (in 2009), which marked a shift from discipline specific supervised experience to one which is more focused upon an interdisciplinary sport science approach. This represents another layer of the ecological model that has an indirect impact upon individual experience.

- Another important tenet of Bronfenbrenner's Ecological Theory is the Chronosystem, which denotes the dimension of time and how the interactions of discussed systems influence periods of transition. For example, whilst participants within this research will have more than likely negotiated the transition to supervisee within postgraduate study, it does not follow that the interaction of systems will remain the same for negotiating transition to supervisee within BASES SE. Numerous aspects may have

changed, including the supervisor, place of work, governing body etc. The chronosystem can also be considered in relation to the developing person. For example, a number of participants within this research have progressed directly through education (school – undergraduate – postgraduate) to becoming a supervisee, whereas others have had a period of employment before commencing upon SE. Bronfenbrenner (1999) suggests that this difference in cultural transition will consequently effect their development on BASES SE. As a consequence there is a need to be mindful of the supervisee's background (e.g. career changers (discussed above)) when exploring experience. According to Seung and Pollard (2006) adjustment and adaptation are important aspects of transition. For supervisees on BASES SE this could be the adjustment from predominantly theory based learning in more formal educations settings (i.e. a postgraduate course in sport science) to an increased focus on application and situational learning.

Bronfenbrenner indicates that proximal processes within these systems are the most important contributors to development. It is engagement with such processes that allow for development to take place. Therefore it could be argued that participation (in relation to CoP) is required in order for sufficient development. For example, just because a supervisee reads relevant journal articles and speaks to their supervisor about the processes of conducting an effective workshop, it does not mean they have the necessary competencies to execute said workshop. According to ecological theory, skill acquisition alone is not enough to produce effective development and transition. This therefore brings us back to the importance of participation. Only through exposure in delivering (participation in the delivery of) multiple workshops can a supervisee begin to examine their strengths and weaknesses within such a process and, maybe via self-reflection or supervisory

reflection, have sufficient understanding to develop their approach to such processes. The immediacy of such exposure can be tempered with the opportunity for legitimate peripheral participation (in the form of observation and partial participation), which should serve to facilitate the process of effective transition towards full participation. This falls in line with Bronfenbrenner (1999), who postulates that development should be enabled through sufficient frequency of exposure to such activities, but importantly, that those activities increase in complexity. Such increase in complexity can therefore be enabled via supervisory interaction within the zone of proximal development.

Bronfenbrenner (2005) does however indicate a note of caution with regard the focus upon proximal and distal processes. There is a danger that focus upon such processes might detract from the key tenet of what constitutes development within ecological theory, the experiences of the individual. It is the experiential world of the individual that lies at the centre of development, hence depicting the individual at the centre of these processes within Figure 2.2. Although proximal and distal processes will impinge on the experiences of the individual, hence their relevance within this research, it is the individual's lived experience that lies central within the study's phenomenological focus. This falls in line with the developments that Bronfenbrenner made to the original model, adding the components of person and time, whereby the developing individual is positioned at the centre of the constituent parts. Therefore personal experience can be viewed as a key component within the ecological model. Subsequently, this calls for a focus upon four facets within this research, the individual experience, which will be heavily influenced by proximal processes active within the immediate environment, as well as the cultural, historical and political influence of distal processes, all of which will vary over time.

2.4 Chapter Summary

Many researchers have studied learning through the lens of sociocultural theory (Anderson, 2002; Tobbell & O'Donnell, 2013[b]). It is widely accepted within the literature that people learn in situated practice through social interaction with other members of their professional community. This thesis will draw upon the three sociocultural theories outlined within this chapter (Wenger's Communities of Practice, 1998, Vygotsky's Zone of Proximal Development, 1978 and Bronfenbrenner's Ecological Theory, 1999). As evidenced above, there are a number of studies within the literature that have utilised these theories to explore the learning process. We can adopt these findings to some extent, however, the nature and meaning of learning is not well understood (as it shifts over context) and as such this area requires phenomenological exploration. Furthermore, although such theories have been utilised within educational research, exploring learning and development, there is very little evidence of their presence within supervisory literature, and paucity with regards the process of becoming an applied sport and exercise scientist. The following chapter will therefore use these sociocultural theories to illuminate approaches, methods and techniques discussed within the literature that are adjudged to impact upon the supervisory process.

Chapter 3 – Review of Literature

This research has been informed by a hermeneutic phenomenological approach. As such, this chapter has been guided by the functions required of a literature review within hermeneutic phenomenology (van Manen 1990; 2001). Firstly, there was a need to establish a necessity for the research. Whilst this particular tenet is predominantly addressed towards the beginning of the chapter (within section 3.1), I assert that the remainder of the literature review serves to support this requirement. Secondly, there was a need to delineate what is currently known about the phenomenon, addressed via a detailed review of contemporary literature pertaining to supervisory education. This therefore allowed for comparison to participant experience within analytical discussion (evident in Chapters 6, 7 & 8). Finally, it is suggested that a review of the literature should help ratify the research design. This aspect was frequently considered and subsequently integrated throughout the review of literature and indeed the entire thesis.

3.1 Establishing a Necessity for the Research

In order to establish a level of pedagogic competence a traditional cognitive behavioural perspective would examine relevant policies and structural rules. van Manen (1990) suggests that within phenomenology there is a 'tactful thoughtfulness' (p. 156), which provides a deeper (situational) insight regarding experience, which enhances pedagogic competence. It is important to be mindful that the formation and application of such competence is very complex, influenced by numerous imposing facets. It is the unique nature of human science that brings into question the rational decision maker in pedagogy. Educators are often more reactive to the situation relying on tacit knowledge formed via retrospective experience. It is this

'praxis' ('Thoughtful action: action full of thought and thought full of action' (van Manen, 1990, p. 159)) that is somewhat constrained by the bureaucratic limitations of education. This raises the concern that a lot of education is guided by the pragmatic and efficient, rather than the good and effective. So in terms of competence, is it a case of being able to satisfy pragmatic criteria, or is it a case of cultivating the best possible practitioners/learners? I fear that it is currently the former.   However, if supervisors/teachers are to educate within a pedagogic relationship there is a need to ensure that competence of the supervisee/learner makes praxis possible. Additionally pedagogic competence manifests itself within theorizing, therefore this research will demonstrate a level of theoretical competence (most prominent in Chapter 3) in order to illuminate the experiences of pedagogic situations.

It is reasonable to suggest that a good knowledge of pedagogic theory does not (necessarily) denote a good educator. Therefore effective pedagogy does not reside within theory. Even in its application a theory might be used to inform curricula, but it does not mean that this will translate to effective teaching and learning. Literature suggests that learning and development is predicated upon the learning relationship (Tobbell & O'Donnell, 2013[b]). Therefore it is important to recognise the individual nature of pedagogic endeavour. Consequently, theory can only provide a guide for curricula and individuals, but it is the individual that is required to utilise this information within the realms of a positive learning alliance. However, this is not a simple case of application of theory. If that were the case, neophyte practitioners/teachers would simply need to understand theory, observe behaviour and copy it accordingly. Pedagogy in its true sense is therefore not an observable behaviour. In spite of this, much of today's pedagogic endeavour is judged via quantitative standards. For example Universities are monitored for student satisfaction (NSS), progression, retention, and many other short-term measures. It

must be questioned as to whether such a data driven stance actually pushes teachers/lecturers/supervisors away from real pedagogy. Therefore from a post-modern perspective we can say that pedagogy cannot be scripted or routinized, to reduce it to set processes is naïve. However, research suggests it is about the quality of relationship, as adjudged by the educator and learner (Kilminster & Jolly, 2000). There are certain behaviours that threaten relationships; the nuance is that the nature of the relationship and the behaviours that enhance them reflect individual experience and need. Indeed, we can learn from experiences, which subsequently inform our understanding for real pedagogic moments.

It would be naïve to think that from this research I could re-write a perfect protocol for supervised experience (and as discussed above, this is not possible). It is not the aim of this research to resolve the conundrum of practitioner education and to think research could provide all the answers is unfeasible. This research aims to uncover more about the phenomenon, so that we may better understand how to facilitate learning and development. A review of contemporary literature provides a platform from which to explore supervisory education.

3.2 Review of Literature

In order to conduct a comprehensive literature review and identify relevant literature I applied key search terms within electronic databases. PsychINFO and Summon were utilised to explore results from search terms including; 'supervision', 'supervisory relationship', 'supervisory alliance' etc. Boolean operators were used (where possible) as a means of narrowing search engine results and identifying appropriate journals. In addition to this generic literature search, I was able to maintain a handle upon contemporary literature throughout my PhD by setting up a

'Zetoc Alert', which signals the release of a new journal articles (pertaining to your search terms) via email. This has allowed my knowledge of relevant literature to evolve and remain contemporary throughout the process.

Due to the dearth of literature within sport and exercise science the following review will utilise research from relevant helping and health professions (e.g. counselling psychology, clinical psychology, educational psychology, social work and coach education). This is in-keeping with contemporary literature within sport and exercise psychology, which supports drawing upon research from other helping professions as a means of further understanding practitioner development (McEwan & Tod, 2015; Tod, Anderson & Marchant, 2009, 2011; Owton, Bond & Tod, 2014). Not only does this assist in broadening the scope of research relating to supervision, it also serves to reinforce the lack of attention and relative shortcomings regarding progression made within the field of sport and exercise science. However, it is important to remain cognisant that the process and the nature of the process is different between these various health professions. For example, a supervisor in counselling practice is not positioned as a teacher to a novice, they act as a reflective partner. In BASES, the supervisor has a more defined teacher role (especially towards the beginning of SE), they are the more expert other. Kilminster and Jolly (2000) conducted the first interdisciplinary review of literature from a medical education perspective. At this point in time there were relatively few studies that explored supervision within the medical profession. They therefore drew insight from related professions due to their relevance from an educational perspective. Nursing, social work, teaching, psychology and counselling were adjudged as appropriate and relevant healthcare professions. Further to this, Kilminster and Jolly (2000) suggest that most discussion of theoretical models and approaches to supervision are situated within 'counselling, psychotherapy, social work and nursing'

(p.829). This serves to reinforce the use of relevant helping professions in providing a literary backdrop for this thesis.

3.2.1 Introducing Supervisory Education

Supervisory Relationships

The supervisory space is in place to allow sufficient legitimacy for neophyte practitioners to learn within a safe and supporting environment. Davys (2007) suggests that over the past fifteen years there has been a noticeable growth in attention paid to supervision. This increase in relevant literature denotes progress made within helping professions as to their willingness to reflect and learn from experience (Bond & Holland, 1998; Carroll & Gilbert, 2004; McMahon, 2002; Proctor 2001; Scaife, 2001). Within sport and exercise psychology Owton, Bond and Tod (2014) have expressed the need for more research exploring the development of early career practitioners allowing for further comparisons with counselling development theory.

Within counselling and clinical psychology supervision remains a career long process that is in place to encourage professional development, whilst also safeguarding the profession. Despite this life-long conceptualisation of supervision a number of professionals refer to their formative years as having a major impact upon their practice and formation of a professional identity (Rønnestad & Skovholt, 2003; Skovholt & Jennings, 2004). Therefore a professional's developmental years play a crucial role in shaping their career as an applied practitioner. With this in mind supervision research has oriented itself to consider aspects that constitute effective supervision. Numerous researchers echo the necessity for a positive supervisory alliance in establishing the foundations for good supervision (Bernard &

Goodyear, 2013; Ladany, 2004; Kilminster & Jolly, 2000). A positive supervisory relationship allows for a supportive yet challenging environment within which the supervisee should prosper and develop (Chen & Bernstein, 2000; James et al., 2004). As a consequence the supervisory relationship and structure of supervision will impact upon a supervisee's investment in the process, contributing to their evolving professional identity (Worthen & McNeill, 1996). Therefore, in line with the preceding conceptual chapter (Chapter 2) the following literature review will focus upon learning relationships and identity, in an attempt to elucidate two key components within supervisory transition.

Learning and development of supervisees takes place within the interpersonal context of supervision (Bernard & Goodyear, 2013). Consequently there is a lot of support within literature suggesting that a strong supervisory relationship, within which the supervisee feels accepted and supported, provide the foundations for a positive and successful supervisory process (Barnett, Cornish, Goodyear & Lichtenberg, 2007; Falender & Shafranske, 2007). In contrast, a relationship containing conflict and negative interpretations associated with the supervisory space has been found to reduce supervisee confidence, discourage creativity, and encourage a greater level of impression management (Karpenko & Gidycz, 2012; Nelson & Friedlander, 2001). As a result, supervisees are less willing to discuss matters of importance and may even choose to hide clinical mistakes. Where there is a level of nondisclosure on behalf of the supervisee, supervisors cannot hope to identify key areas of growth (Bernard & Goodyear, 2013). Literature within sport and exercise psychology has suggested that supervisees may perceive a heightened anxiety regarding their development, simply because they are seeking approval from their supervisor (who is often held in high regard) (Tod, Eubank & Anderson, 2014; in Cremades & Tashman, 2014). This therefore reinforces the need for a

strong supervisory relationship, which promotes an open an honest supervisory space.

In their interdisciplinary review Kilminster and Jolly (2000) conclude by suggesting that the supervisory relationship is the overarching factor impinging upon effective supervision, even more important than the approach/style adopted by the supervisor. With regard to establishing an effective working alliance it is recommended that the supervisee is warranted some involvement in organising the set-up of their supervision, so as to feel part ownership of the process and to encourage both adherence and a prosperous relationship. The foundations of the working alliance provide a platform for open and honest feedback regarding the supervisee's strengths and areas for development. Such feedback is suggested as a crucial factor within professional development.

Supervisor Training

Supervision plays a major role within professional development of applied practitioners and within counselling literature is considered second only to direct contact with clients in terms of experiential learning (Orlinsky, Botermans & Rønnestad, 2001). Becoming a skilled supervisor should not therefore be a simple matter of accumulating experience and progressing in to a supervisory role. Bernard and Goodyear (2013) suggest that the danger of accumulative experience qualifying supervisors results in supervisory methods being dictated by a supervisor's approach to working with clients. Consequently, instead of basing supervision upon sound theoretical and empirical evidence, supervisors will rely on their applied professional philosophy to inform their approach and methods. In the main this is probably down to an insufficient emphasis on supervisor training within various

organisations, which could result from a lack of understanding regarding the nature of the supervisory relationship, given the paucity of research in this area.

Supervisees gain their clinical/applied experience undertaking supervisory programmes. Although supervisory education is a two-way relationship, there is a responsibility upon organisations running such programmes to ensure that supervisees receive high quality supervision in order to prepare them to operate as independent practitioners (Karpencko & Gidycz, 2012). Research suggests that supervisors should therefore receive training on how to build an effective working alliance, provide constructive feedback, develop supervisee competencies, and effectively evaluate supervisee progress (Stoltenberg, McNeill & Delworth, 1998). However, Karpencko and Gidycz (2012) suggest that supervisory training should not just be a one off qualification, becoming an effective supervisor is something that requires ongoing professional development. Therefore further training opportunities should be provided by organisations as a means of promoting professional development. Recent developments (in 2013) by the Psychology Board of Australia (PBA) have heightened the requirements for supervisor training within sport and exercise psychology (in Australia). The PBA is governed by the Australian Health Practitioner Regulation Agency (AHPRA), which was established in 2009 in order to regulate health services within Australia. Consequently, supervisor training involves assessment of supervisory knowledge following a period of self-study and supervisory readings, a minimum of 14 hours workshop participation, and follow-up assessments of competency (e.g. mentor observation) (Tod, Eubank & Anderson, 2014; in Cremades & Tashman, 2014). Further to this there are recommendations within the field of supervision for supervisor mentors (specifically for early-career supervisors) (Karpencko & Gidycz, 2012). This then provides an opportunity for supervisors to discuss their worries and concerns with a fellow professional. For example, they may wish to discuss how best to approach the delivery of negative

feedback. The opportunity to discuss such issues with peer mentors might reduce the potential for supervisors to avoid such feedback in favour of maintaining the supervisory alliance.

Recommendations within the literature also outline the importance of addressing conflict resolution within supervisory training (Bernard & Goodyear, 2013). Conflict may arise due to a number of reasons, such as supervisee inability to process challenging feedback, or due to the incompatibility of professional philosophy within the supervisory dyad. Moreover, a poor interpersonal relationship could negate the formation of a learning relationship Therefore supervisors should be trained accordingly to deal with challenging situations. However, supervisors must have an appreciation that some conflicts cannot be effectively resolved and therefore must understand the process to follow in such circumstances. In this instance supervisory programmes should provide sufficient support for both supervisor and supervisee in order to ascertain the most positive outcome (Karpencko & Gidycz, 2012).

3.2.2 Approaches to Supervision

The approach or style adopted by a supervisor underpins the supervisory process and will undoubtedly influence the formation and quality of the supervisory relationship. Previous literature has identified that supervisors use a variety of styles/approaches within supervisory processes (Stoltenberg & McNeill, 1997). Ladany, Walker, and Melincoff (2001) explored supervisors' perceptions of their supervisory style and its impact upon the supervision process. They surmised supervisory style is the approach adopted by a supervisor in combination with their distinctive professional identity. Supervisor approach was adjudged in accordance with 3 distinct styles as proposed by Friedlander and Ward (1984). An attractive

style, an interpersonally sensitive style and a task-oriented style were considered, which respectively reflected Bernard's (1997) supervisory styles of consultant, counsellor and teacher roles. Ladany et al. (2001) utilised 137 supervisors within their study administering 4 questionnaires, 1) Supervisory Styles Inventory (SSI – Friedlander & Ward, 1984), 2) Working Alliance Inventory – Supervisor Version (WAI-S – Barker, 1991), 3) Supervisor Self-Disclosure Inventory (SSDI – Ladany & Lehrman-Waterman, 1999), and 4) A Demographic Questionnaire. Whilst the use of such measures can provide a broad overview of supervisory styles and their relationship to supervisor disclosure, there is a need to go beyond this data to explore beyond the surface of a supervisory relationship/process. The study found that the more attractive the supervisors perceived themselves to be, the stronger they would rate the perceived emotional bond with the supervisee. Also supervisors that saw themselves as more interpersonally sensitive and/or more task oriented, the more likely they were to perceive agreement on tasks with supervisees. Both supervisors who perceived themselves as more attractive and those who viewed themselves as interpersonally sensitive were positively related to their own perceptions of self-disclosure. However task-oriented supervisors demonstrated no significant relationship to their perception regarding frequency of self-disclosure. From this we are able to deduce that supervisors' views of their supervisory style will impact upon their perceptions of supervisory alliance and also task agreement. For example, those supervisors who viewed themselves as more friendly and supportive also rated the supervisory alliance as more trusting. However, it is feasible that supervisors might tweak their answers in order to appear, or even perceive themselves, as favourable. A further limitation of the study is that causal relationships cannot be inferred. It could be the supervisory style that influences the emotional bond, but it could also be the relationship and bond that have an impact upon the supervisor's style. However, it is clear that the supervisory style influences

the opinion of the supervisory alliance for the supervisor. It is noteworthy that this research only drew upon the perspective of the supervisor and therefore fails to recognise supervisee perspective on supervisory style and the relational impact.

Ladany, Walker and Melincoff (2001) suggest that supervisors might wish to adopt a flexible approach to supervision, as various styles are suggested to impact upon the learning relationship in different ways. For example, a directive style might be required initially in order to educate the supervisee; however such a style might not help to form an emotional bond and therefore heighten the potential for impression management on behalf of the supervisee. Therefore an attractive style might be required to build an emotional bond and establish trust within the relationship. It seems as though the ability to be flexible as a supervisor might be necessary in order to enable a strong supervisory alliance whilst providing the necessary support and guidance. This is supported by Stoltenberg and McNeill (1997) who suggest that supervisors might vary their supervisory style based upon trainee level/experience. For example, a teacher role might be more suited to neophyte trainees who require a little more direction, whereas the consultant role may be suited to the more experienced trainee (lessening the power differential within the relationship). Here there is clear evidence of a developmental approach to supervisory style, however Bernard (1997) suggests that supervisors must be capable and prepared to adopt any supervisory style as required. Kilminster and Jolly (2000) also provide support for the notion that supervisory approaches should aim to match the supervisee's level of development, again suggesting that a teacher-student approach might be more beneficial to the neophyte supervisee. In-line with this, Fowler and Chevannes (1998) cautions an over-reliance on reflective practice within supervisory approaches, due to the prevalence of beginners requiring direction within early stages of the supervisory process. For example, a common issue faced by supervisees is a tendency towards hyper-reflection,

whereby a reflective focus is directed inwardly eliciting any negative thoughts associated with consultation/therapy (Nassif, Schulenberg, Hutzell & Rogina, 2010). In this instance Hutzell and Jerkins (1995) would encourage Dereflection, which promotes a focus on aspects that went well allowing a more positive and balanced view of applied practice.

Supervisory approaches such as the Integrated Developmental Model (IDM; Stoltenberg et al., 1998) encourage supervisors to provide developmentally appropriate feedback. This therefore aligns with Vygotsky's ZPD in that support of a more experienced other is reduced/adapted in-line with learner development. This relates to the concept of scaffolding, however as discussed previously this should not be viewed as purely dissemination of knowledge from supervisor to supervisee. It is imperative that the supervisee is active in the process (in a two-way learning dynamic) as this will lead to a greater understanding of supervisee level and appropriate support required for development. Therefore as the supervisee progresses towards autonomy and independence the supervisor should look to alter their support accordingly (Stoltenberg et al., 1998). Consequently it is important that supervisors maintain an awareness of their supervisee's development, not only to ensure effective evaluation, but also to ensure that they provide the appropriate support (Karpenko & Gidycz, 2012).

Nassif et al. (2010) outline a number of supervisory approaches within clinical psychology that offer an opportunity to focus supervisory processes and facilitate the learning and development of supervisees: "Aten et al.'s Transtheoretical Model (2008), Bernard and Goodyear's Discrimination Model (1997), Falender and Shafranske's Competency Based Supervision (2004), Gonsalves et al.'s Objectives Based Approach (2002), Ladany et al.'s Interpersonal Approach (2005), Nelson et al.'s Integrated Approach (2000), Rudolfa et al.'s Cube Model (2005) and

Stoltenberg et al.'s Integrated Developmental Model (1998)" (pp. 21-22). Within clinical supervision, when appropriate supervisory training occurs, there will generally be a focus upon one of the above models (Ladany, 2005). However, there is very little clarity as to the comparative effectiveness of said models[8] (Nassif et al., 2010).

Supervisors may have many functions within a supervisory relationship; educator, mentor, and evaluator (Bernard & Goodyear, 2013; Ladany, 2005; Pearson, 2006). This serves to reinforce the complexity of the supervisory relationship, which is impacted by numerous proximal and distal processes (Nassif et al., 2010). Supervisors must adjudge how to support supervisees within a very dynamic process. Within the mentoring approach the supervisor adopts a warm and empathetic approach in order to create a supportive and open relationship. From these foundations the supervisor will encourage personal and professional growth of the supervisee with regards their career development (Johnson, 2007). From an evaluative approach the supervisor identifies areas for improvement regarding the supervisee and then attempts to facilitate development targeting acknowledged areas (Nassif et al., 2010). Within this process the supervisor encourages reflective practice as a means of identifying areas for improvement and monitoring progress. Nassif et al. (2010) state that as an educator 'the teaching role entails lecturing, shaping, or even modelling correct therapeutic behaviours, knowledge, and skills' (p. 23). They suggest that this can be enabled by understanding the supervisee's zone of proximal development and providing appropriate support via a 'laddering' (scaffolding) system, to enable the supervisee to progress beyond their individual ability. However, as previously discussed, it is important not to consider the process of scaffolding as a one-way process from supervisor to supervisee within a learning

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[8] It is beyond the scope of this thesis to complete a comparative analysis of supervisory models, but this could be considered for future research.

relationship (as is implied by Nassif et al. 2010). Furthermore, a learner's ZPD doesn't automatically exist; it emerges as a result of the learning relationship. In support of this, Nassif et al. (2010) do go on to suggest that collaboration and mutual involvement provide the most appropriate conditions for an effective supervisory relationship. However, connotations associated with a 'teacher' approach to supervision may imply authority. This potential power differential might then lead to issues such as impression management on behalf of the supervisee. More than this it denudes the learner of power and positions them in a particular way, learning is done to them rather than with them, which is fundamental to the participatory approach.

Gazzola and Theriault (2007) suggest that supervisees prefer a flexible approach to supervision in which they feel valued and respected, which, for example, is deemed to be in slight contradiction to a highly structured developmental model of supervision being utilised to reduce anxiety and provide direction. They propose, in line with Bradley and Kottler (2001) that a level of mutual respect is required for a supervisee to feel comfortable within the supervisory relationship. This might be difficult to attain when the power differential depicted by supervisory models sometimes implies a teacher-student relationship. This therefore details challenges associated with creating an effective supervisory space. It is suggested that there needs to be a balance between support and challenge to encourage development, but challenge can only effectively occur within supervisory dyads that have a good relationship (Bernard & Goodyear, 2013).

3.2.3 Dyadic Learning

Initiating the Dyadic Relationship

In order to provide stable footing for an effective learning relationship both supervisors and supervisees are recommended to prepare for initiating the supervisory alliance. Inskipp (1999) proposed that prospective supervisees should attend supervision training to ensure clarity of what to expect. This notion is supported by Davys (2002) who found that supervisees who had attended supervision training were more likely to rate their supervision as good or excellent, due to their understanding and active involvement within the process. However, this seems a little strange, as it could be argued that such understanding (regarding expectations) should be part of the relationship formation. To remove such negotiations might hinder the growth of a supervisory relationship. In order to create a strong supervisory alliance Karpencko and Gidycz (2012) outline at the outset that supervisors should discuss the interpersonal nature of the supervisory dyad. This is an opportunity for supervisors to impress that the supervisory alliance provides a safe space within which supervisees should feel comfortable to discuss their anxiety and concerns associated with applied work. It is suggested that this provides the foundations for a strong supervisory alliance, which is adjudged as a necessity for challenge on behalf of the supervisor and for the supervisee to be open to such challenge (Ladaney et al., 2005). Following this supervisors are recommended to regularly consult with their supervisees as to their perceived quality of the supervisory space to ensure that they are comfortable with the supervisory approach.

Negotiation of a supervision contract provides the opportunity to establish trust within a supervisory relationship at an early stage (Davys, 2007). In order to contribute effectively to this process supervisees should ensure awareness of their

organisation's recommendations for a supervisory dyad and any supervision guidance/procedures from their discipline's professional or regulatory body, helping raise awareness of the supervisory process prior to supervision. Such distal influences could play a big part in shaping a supervisees' journey (Davys, 2007). Following initial negotiations, the supervisory dyad will build the supervision relationship. This alliance has been suggested within the literature as the main factor impacting positive or negative experiences of supervision (McMahon, 2002; Scaife, 2001). Due to the predominantly dyadic nature of supervision there is the potential for ambivalence within the process. However, it would be odd if there weren't ambivalence; it is the nature of ambivalence which is most interesting. Davys (2007) proposes it is best to acknowledge potential for this at the beginning of the supervisory relationship, which should either prevent issues from arising or help to mediate problems that do arise.

Supervisory Alliance

Once the supervisory relationship has been established there is a need to maintain a strong working alliance throughout the process in order to preserve positive conditions for supervisee development. Relevant literature provides insight into methods and techniques that have been found to enable or inhibit the supervisory alliance.

Gazzola and Theriault (2007) explored the perspectives of ten graduate supervisees undertaking counsellor training. One note of caution regarding this research is that most supervisees were former students of the first author and therefore might have considered their answers in relation to this dynamic. However, it is important to note that the first author did not supervise any of the participants. The study explored

how supervisory processes and interactions have the potential to have a broadening or narrowing effect upon supervisees (Fredrickson, 2001). Broadening is related to a positive experience/interpretation on the part of the supervisee that will result in creative and adaptive ways of thinking. Broadening experiences should allow a supervisee more flexibility in reacting to dynamic circumstances associated with applied practice. Conversely, narrowing experiences impact individuals by reducing their capacity/willingness to approach challenges in a flexible and creative manner. Rathunde (2000) presents a note of caution regarding the concepts of broadening and narrowing. For example, in relation to an ethically sensitive matter it might be beneficial to adopt a narrowing process approach as a means of effectively supporting a supervisee and client. This notion was supported by a number of supervisees who occasionally preferred direction from their supervisor and a reduction in the number of options available to them, which they felt could lead to confusion and doubt. This use of methods that promote broadening and narrowing might therefore depend on both the task/situation and the stage of the supervisee's learning. For example, assuming emergence of a ZPD, if a supervisee is positioned in stage one of Vygotsky's ZPD they may prefer more clarity and direction from their supervisor. However, a more experienced supervisee, in stage two of ZPD might be more comfortable in finding their own solution, (or requiring less support/direction), and so the level of support will potentially decrease as the supervisee develops (Stoltenberg, 2005). This identifies the importance of supervisors having a good understanding regarding the developmental stage of their supervisee.

Gazzola and Theriault (2007) identified a number of supervisor actions that lead to supervisees recounting broadening experiences within their supervisory alliance. These actions tended to orientate themselves around relational aspects of the supervisory dyad. For example, supervisees reported positive broadening experiences in relation to feeling validated and empowered by their supervisor,

perceiving enhanced confidence from feeling that their opinion is valued. This also lead to some supervisees viewing the supervisory dynamic as more of a peer relationship, as opposed to teacher and learner, superior and neophyte. This represents the interpretation of the power differential present within the relationship, which will be further explored later in the chapter (p. 96). Nuances of the supervisory space featured heavily with supervisees reporting a satisfaction and appreciation associated with a nurturing environment:

> 'I felt relief, respected, held, I know that's not a feeling word but I felt cared for. I thought I was cared for. . . . I felt very present. . . . I was more engaged. . . . I wasn't shut down anymore. . . . [I]t was an experiential shift for me . . . the whole experience of feeling a transformation if you will.' (Gazzola & Theriault, 2007, p. 198)

Constructive feedback was viewed as a very beneficial facet to encourage perceptions of broadening within supervisees. The combination of constructive feedback and a nurturing environment allows for supervisors to challenge their supervisees within the zone of proximal development, which will contribute to their feeling of empowerment and confidence (Gazzola & Theriault, 2007). On the other hand supervisees identified areas of concern regarding narrowing experiences associated within the relational dynamic of their supervisory alliance. Such issues mainly centred on respect and sensitivity, with supervisees perceiving that their opinion was not of consequence within the supervisory alliance, or feeling as though concerns that they had regarding applied practice were belittled by their supervisor. Lack of quality feedback was also identified as a key factor that contributed to a sense of narrowing for supervisees. Some supervisees reported that their feedback was too theoretical in nature and lacked an applied empathy. This potentially relates back to the notion of knowledge-based practice vs. practice-based knowledge.

There is a danger within applied programmes that educators are focussing too heavily on the theoretical underpinning of applied work, and may fail to acknowledge the important role that practice based learning can play within experiential learning. In addition to this pertinent issue, supervisees also highlighted issues with regards to ambiguous feedback and negatively oriented feedback.

Hirons and Velleman (1993) found that joint problem solving was rated highly as a helpful supervisory method in strengthening a supervisory alliance. Joint problem solving aligns nicely with Vygotsky's ZPD whereby the supervisor will provide sufficient guidance in order to enable progress for the supervisee. The critical factor here is to determine the level of support required to assist a supervisee's development without overstepping the level of guidance required. Once this level of support is positioned, Kilminster and Jolly (2000) suggest that clear feedback (in terms of areas for development) is an essential component of an effective supervisory alliance.

Weak supervisory relationships are viewed as those which are unable to establish an effective bond and nurturing environment, fail to establish clear and mutually set goals and fall short in providing effective feedback in relation to supervisee objectives (Karpenko & Gidycz, 2012). Within such weak relationships supervisors may neglect supervisee goals, provide inadequate feedback, and avoid or mishandle supervisory issues (Gray, Ladany, Walker & Ancis, 2001; Nelson & Friedlander, 2001). As a consequence weak supervisory relationships can seriously inhibit the supervision process. For example, supervisees might be unwilling to share their concerns and fears due to a lack of trust within the relationship. This therefore makes it very difficult to endorse their supervisee as competent to practice, based on the fact that they will not have a good grasp on the supervisee's actual abilities and frailties. Whilst total openness might never be fully achievable, it

is proposed that the foundations of a strong supervisory relationship will enhance the chances of an open an honest environment and a better understanding of supervisee ability/competence (Karpenko & Gidycz, 2012). Consequently, in order to establish and maintain such environments there is a need to ensure that supervisors are trained in (and understand) the importance of the supervisory alliance, promoting supervisee development and providing considered and constructive feedback (Barnett et al., 2007). Karpenko and Gidycz (2012) therefore suggest an interactional model in which supervisors create appropriate conditions for supervisee development by forming a strong working alliance that maintains a good blend between support and constructive feedback. This again seems to place more emphasis on the supervisor establishing 'appropriate conditions', which somewhat lessens the relational negotiation of the supervision alliance.

There is a note of caution for supervisors regarding the potential for the supervisory alliance to cloud their judgement with regards supervisee evaluation (Gonsalvez & Freestone, 2007). For instance, fear of tarnishing the supervisory relationship might lead supervisors to avoid provision of challenging, but constructive, feedback. Gonsalvez and Freestone (2007) reported that 47% (of 130 supervisors) suggested that they gave more favourable ratings of their supervisee due to fear of weakening the alliance. Avoidance regarding honest and constructive feedback/evaluation would only serve to maintain the relationship to the detriment of supervisee development. Therefore the supervisor would fall short of providing the necessary supervisory conditions for growth. In an attempt to discourage biased feedback research has shown that superviees are wary of purely positive feedback and actually value balanced constructive feedback to aid their development (Gross, 2005). On the other hand, the supervisor might harbour negative feelings towards the supervisee, which might lead to an unfavourable evaluation or overly focussing upon their weak points. This may cause supervisors to negatively assess their

supervisee/s, or compensate for their adverse feelings by providing positive feedback. In light of this (and lenient evaluations based upon a positive alliance) Karpencko and Gidycz (2012) would recommend a focus upon the behavioural characteristics of supervisee work to allow for balanced feedback. This therefore creates an interesting dynamic for supervisors. It is imperative that they remain vigilant to the possibility of inaccurate evaluations and support of supervisees based upon the conditions of the supervisory relationship. The importance of supervisor vigilance regarding this matter is highlighted by Lehrman-Waterman and Ladany (2001) who found a significant relationship between the supervisory relationship and supervisee appraisal. As a result it is important to remember that learning and development lie at the forefront of supervisory programmes and this should remain the key focus. Supervisor training should therefore target both the supervisory alliance and supervisor evaluation as imperative aspects of an effective supervisory dyad. This then encourages supervisors to maintain vigilance with regards the alliance and supervisee development (Karpencko & Gidycz, 2012).

In terms of providing constructive feedback, supervisors also need to consider the regularity of such interactions. For example, it is not deemed sufficient within the literature to provide sporadic feedback, or simply address feedback towards the end of the supervisory process (or at specific assessment/evaluation points) (Karpenco & Gidycz, 2012). Feedback should be a regular and prominent feature of the supervisory space, allowing supervisees to address any issues and improve throughout the process, providing optimal conditions for development (Bernard & Goodyear, 2013). A balance of positive and negative feedback, which is specific (providing clarity for the supervisee), is recommended as a means of increasing receptivity of negative feedback (Gross, 2005). This therefore is an important aspect of supervision that should feature within supervisor training.

The literature therefore outlines a number of methods and techniques that impact upon the supervisory relationship and indeed supervisee development. The supervisory space/environment, supervisor support, the relational dynamic and feedback have all been highlighted as crucial factors that can both enhance and inhibit the supervisory alliance. In considering the impact of these nuances regarding the supervisory dyad it is important to further consider the role of supervisor and supervisee in establishing and maintaining an effective alliance.

3.2.4 Active participation

Muse-Burke, Ladany, Deck and Bradley (2001) suggest that the supervisory relationship is a crucial component of the supervisory process and the supervisor style will facilitate the effectiveness of the relationship. This seems to put the onus of generating an effective supervisory relationship on the supervisor. However, as was discussed in chapter 2, for an effective learning relationship to be formed, both parties must invest and be active within the relationship. It therefore seems reasonable to suggest that this is also the case when forming an effective supervisory alliance. However, Gazzola and Theriault (2007) proposed that supervisors have more power within a supervisory relationship and it is therefore their responsibility to establish a safe and nurturing environment. In support of this Nelson, Barnes, Evans, and Triggiano (2008) propose that supervisors need to engage in effective self-reflection in order to maintain perspective and understanding of the supervisory relationship. They suggest that due to the power differential involved within the relationship it is the supervisor's responsibility to preserve and enhance the supervisory alliance. Whilst it is an acceptable premise that supervisors possess more power due to their status within the supervisory dyad and discipline area, this suggestion should be accepted with caution. In much of the

literature reviewed it seems as though this notion is presented as an inevitability of a supervisory dyad, but I would suggest that this does not have to be the case. As evidenced numerous times, it is vital that the supervisee is active and invested within the supervisory relationship in order for effective learning and development to occur. In support of this Gazzola and Theriault (2007) suggest that supervisees experience broadening when they feel comfortable and accepted when contributing to supervisory discussion. As a result, it seems as though heavily relying on the supervisor to establish the supervisory space might be somewhat misplaced, and mutual involvement may actually prove more beneficial. Within educational research Magano (2011) explored the identity of female teachers who were undertaking a postgraduate programme. Evidence suggests that the perceived power differential had a negative impact upon supervisee self-worth, which was viewed as inhibiting the formation of a supportive learning relationship, and, as a consequence, the development of effective learning identities that would allow for establishing their academic trajectories. This concept is supported by Bordin (1983) who emphasised the importance of collaboration in establishing an effective supervisory alliance. Collaboration was broken down into three elements; mutual agreement of goals, mutual agreement on tasks (to achieve the goals) and an emotional bond.

Holloway (1995) suggests that both supervisors and trainees bring their own unique experiences and expectations to counselling supervision. Consequently both have an important role in growing the supervisory alliance. Whilst the importance of an active supervisee is acknowledged, Holloway suggests that supervisors play a more important role as they bring more experience to the relationship. This falls in-line with Clarkson and Aviram (1995) who found that supervisors perceived their role as a teacher within the supervisory dyad, which may therefore suggest their dominance within the learning relationship. However (as highlighted above), this stance is not widespread within the literature. Research by Davys (2002) suggested that in order

to promote good supervision, supervisees should prepare for supervision, ensure a positive and productive attitude, complete tasks to time, be willing to accept and provide feedback (at times challenging authority). In order to prepare effectively for supervision Davys (2007) suggests that supervisees should adhere to the following seven steps to ensure their active involvement and move towards an effective supervisory relationship:

1. Become knowledgeable about supervision
2. Prepare yourself for the supervision relationship
3. Identify what you want from a supervisor
4. Negotiate a supervision contract or working alliance
5. Prepare for supervision
6. Participate in supervision
7. Know what you want from each supervision session

(p. 27)

This again serves to reinforce the active nature of the supervisee within the supervisory dyad. A passive learner role will most likely lead to an unsatisfactory relationship and stuttered professional development. Very much in-line with Vygotsky's ZPD, Davys (2007) suggests that 'Supervision is not about being given the answers; it is about being helped to find our own solutions to our own problems' (p. 37). This therefore contradicts the notion that supervision may sometimes be viewed as a teacher-student relationship. This viewpoint is echoed by Min (2012) suggesting it is vital that supervisees are fully active within the supervisory dyad in order to establish a strong supervisory bond and create an effective learning relationship.

Min (2012) explored the importance of the supervisory relationship within the counselling practicum. The focus of the study was to capture the rich experiences of supervisees as they participated within a period of transition. Ten supervisees

provided an insight into their experiences of supervision. Of particular note, with regards to active participation of both supervisee and supervisor, one participant reported his dissatisfaction with the supervision he'd received:

> 'Jamil said, 'I'm not satisfied with his supervision. He did not observe a whole session. How could he get an idea of my skills when he watches only a bit of the whole process?' He adds, 'I also found out that he did a different thing with another friend. He observed the whole process of her session. I feel unhappy with his different treatment of us. Another thing is, he discussed many things with my friend, especially the skills and techniques, but he did not do that with me. I'm not satisfied with him.' Being aware of the different treatment by the supervisor became another setback in his experience.' (Min, 2012, p. 174)

Jamil's dissatisfaction with his supervisor illustrates the lack cooperation, collaboration and mutuality within their relationship. This supports the view that both parties need to be invested in establishing an effective learning relationship. The perceived lack of investment on behalf of the supervisor emphasises the importance of trust within the supervisory relationship (Kaiser, 1997). Supervision is a two-way process and the relationship is the crux factor in enabling an effective process (Davys, 2007). Furthermore an effective supervisory relationship should look to enable the supervisee, not leave them feeling powerless within the relationship. In this instance there is evidence to suggest that supervisors should not just assume involvement on their own terms. There is a necessity to engage within each supervisory relationship in order to ascertain trust and establish an emotional bond. Within sport and exercise psychology, Tod (2014; in McCarthy & Jones, 2014) provides evidence regarding the importance of an emotional bond, describing his

PhD supervisor as a father figure. He recounted how a strong emotional bond allowed challenge to be directed towards both supervisee and supervisor in order to enhance development. This serves to reinforce the mutual involvement of both parties within the working alliance (Bernard & Goodyear, 2013).

Gazzola and Theriault (2007) identified that assertiveness was viewed as a key trait for supervisees to encourage broadening experiences. This was related to their confidence and ability to speak up within the supervisory space when they were uncertain, or disagreed with something. Further to this was their willingness to receive and learn from feedback. The desire to gain constructive feedback will probably only be present when a supervisee feels a certain level of comfort and confidence within the relationship. Such confidence will also promote the discussion of both positive and negative feedback from applied practice, some of which might be otherwise avoided. Their analysis seems to align with an earlier counselling study conducted by Rønnestad & Skovholt (2003), by depicting the supervisory space as a very fragile entity, in that neophyte supervisees recount a number of vulnerabilities that have the potential to impact their professional development. Therefore positive feedback is viewed as a crucial factor in mediating their attitude and development. Further to this, positive perceptions of the supervisory alliance encouraged supervisees to seek constructive feedback and pursue development (Gazzola & Theriault, 2007).

3.2.5 Understanding the Proximal Relationship

Power Differential

Kaiser (1997) and Bernard and Goodyear (2013) suggest that there is a power imbalance within the supervisory relationship, whereby a more senior member of

the profession assists development of a neophyte practitioner. However the supervisee is not powerless, as they are able to withhold important information from discussion. This might be an issue of impression management that is more likely to occur within a new or weak supervisory alliance (Woodcock et al., 2008; Min, 2012). Therefore the supervisee would not wish to divulge information, for fear of being judged or appearing inadequate. In order to establish an open and honest environment Hilton et al. (1995) suggest that perceived supervisor support is a vital element of establishing a safe space within the supervisory alliance, as it encourages the trainee to feel comfortable in discussing their vulnerabilities, which consequently promotes feelings of security and confidence. Therefore establishing an effective alliance has been evidenced as playing a crucial role in enabling skill and identity development of supervisees (Worthen & McNeill, 1996; Min, 2012). Hilton et al. (1995) suggest that perceived trust within the relationship is a key confidence builder for supervisees. This is consistent with other studies exploring counselling supervision in that the supervisory relationship, in particular the perceived emotional bond, is directly related to trainee satisfaction with their supervisory experience (Ladany, Ellis & Friedlander, 1999; Sterner, 2009). Despite recognition within the literature that a less didactic approach promotes formation and maintenance of the supervisory alliance, Clarkson and Aviram (2001) found that supervisors perceived their role as a teacher within the supervisory dyad, which may increase the perceived power differential within the relationship.

Karpencko and Gidycz (2012) suggest that due to the power differential within the supervisory relationship it is the supervisor's responsibility to initiate any discussions with regards quality/challenges/conflict within the alliance. This is once again contestable, as there is a need for the relationship to enable both parties to feel comfortable. Therefore, the quality of the relationship should empower either supervisor or supervisee to address issues of concern. Davys (2007) suggest that

without an understanding of supervision and the supervisory relationship neophyte trainees will not have a good understanding of what supervision should entail. This might contribute to issues of uncertainty and impression management within the supervisory dyad. Consequently, supervisees might not be willing to raise any perceived issues within supervision.

It is clear that the emotional bond within the supervisory relationship is a critical aspect of supervisee satisfaction (Ladany et al., 1999). Learning and being are essentially emotional and the supervisory relationship plays an important part in mediating the struggles associated with supervisee development/transition. Min (2012) posits that supervisee experience might have an impact upon the supervisory relationship. For example, a supervisee that already has experience of independence within a previous career might feel more comfortable in seeking answers and support from their supervisor in comparison to a supervisee who has progressed straight from the educational system. This therefore provides another dynamic to consider upon forming a supervisory alliance.

Research evidences that the power differential has the potential to inhibit aspects of the supervisory relationship and as a consequence the learning and development of the supervisee. As evidenced below some literature puts the emphasis on the supervisor to lead the supervisory process and it various practises. However the following section aims to illuminate that there is a clear need to ensure active participation of the supervisee as a means of reducing impression management and enhancing developmental opportunities.

Role Conflict/Ambiguity

Role conflict is a potential issue within the supervisory relationship, which may be more prominent when supervisees are uncertain regarding the roles and tasks they are required to fulfil (Min, 2012). This suggests that the supervisory relationship must therefore guard against role ambiguity by ensuring that all parties are clear on goals and tasks. However, I would argue that a supervisory dyad is essentially dynamic; as a consequence role ambiguity is inevitable and must be accepted and negotiated constantly. The importance of role clarity is supported by Ellis and Ladany's (1997) review of supervision research which surmised that a lack of goal clarity, supervisory rapport and/or a strong emotional bond were all associated with role ambiguity and/or conflict. If supervision is found to be lacking in such areas, supervisees often report anxiety and dissatisfaction associated with their supervisory alliance and supervision process. Ladany and Friedlander (1995) suggest that even with a strong emotional bond (within the supervisory alliance) counsellor trainees experience role conflict when tasks and goals are unclear. Research has found that in some cases supervisees will seek solace from their peers when challenges present themselves within the supervisory relationship (Nelson & Freidlander, 2001; Min, 2012). This potentially highlights the importance of peer relations within supervisory programmes in order to enable a community of practice, as opposed to segmented learning dyads.

Within nursing literature, Ritter, Norman, Rentoul and Bodley (1996) propose the necessity of a learning contract in creating a formal and organised structure towards supervision. Such a contract should aim to clarify meeting regularity, assessment and evaluation, goal setting process etc. Furthermore the content of supervisory meetings should be outlined as a means of initiating the foundations of a supervisory relationship. It is presumed that such clarity regarding key processes for

supervision will promote less ambiguity for both supervisee and supervisor. Furthermore, a contract of this nature might actually assist supervisees and supervisors in broaching challenging conversations regarding the supervisory space. Nevertheless, such a contract should not limit the dynamic fluidity of a learning relationship.

Nassif et al. (2010) suggest that congruence of values and perspectives between supervisor and supervisee might play an important role in enabling an effective working alliance. A lack of similarity may impact goal alignment and other aspects required for an effective supervisory relationship. Nassif et al. (2010) propose that understanding supervisees' perspectives and values is an important part of being able to create an effective supervisory relationship and appropriately address any barriers towards the learning relationship. Interestingly, Gazzola and Therialut (2007) also identified that the inflexible nature of supervisors contributed to experiences of narrowing for supervisees, more specifically their lack of openness in considering other theoretical approaches to that of their own. A number of participants reported the feeling of being coerced into a professional philosophy that matched that of their supervisor:

> 'I just didn't conceptualize it the same way that [s]he did … [S]he would put everything in compartments and I would look at it more holistically … I just couldn't do it with clients … My supervisor had a need to have power over people … [S]he wanted me to go to her for advice and direction and she wanted to be a role model and mentor … [S]he was imposing on me … [I]t was like the "mini me" syndrome.' (p. 195)

Importantly, supervisees recognised that this narrowing of identity was not always the result of the supervisor. Some supervisees reported a level of non-assertiveness

in that they were reluctant to voice their own opinion for fear of supervisor disagreement or disapproval. Gazzola and Theriault (2007) suggest that at times this was due to the perceived power differential within the supervisory dynamic. In some instances this led to supervisees discounting their professional identity in order to adopt that of their supervisor. Conversely, where supervisees perceived that their supervisors were open and flexible in discussing cases from varying theoretical perspectives, they reported this as a positive supervisor quality, broadening both their knowledge and their experience. This emphasises that the emotions of both supervisee and supervisor construct the relationship, meaning you can't understand one without the other.

Whilst narrowing was viewed as having potential benefits with regards limiting doubt and confusion in a neophyte supervisee, there is evidence of where narrowing is viewed as having a negative impact. For instance, Gazzola and Theriault (2007) identified that when supervisees felt almost forced into adopting their supervisor's professional philosophy, there were negative associations with narrowing. Potentially aligning with such restrictive supervision, supervisees also identified an impersonal approach (on behalf of the supervisor) as having negative connotations and reducing their enthusiasm towards supervision and the supervisory relationship. Gazzola and Theriault (2007) labelled this as the 'cookie-cutter' approach whereby one approach/style of supervision was viewed as suitable for all. This 'one size fits all' approach has also been highlighted as poor practice by Karpencko & Gidycz (2012) who suggest that supervisors should regularly reflect on the strengths and weaknesses of their approach to ensure that they are cognisant regarding the individual needs of their supervisee/s. They propose that a singular approach for all will often not provide optimal conditions for supervisee development. Lastly, supervisors who failed to contextualise constructive/critical feedback discouraged their supervisees to actively seek further guidance/feedback. Whether such

examples led to role conflict or not is of little importance, but the fact that they were perceived by supervisees as narrowing and restrictive towards their development provides important considerations for supervisors, supervisees and relevant supervisory programmes.

Within psychotherapy Hipp and Munson (1995) found that client's (of supervisees) self-rated their improvement significantly higher when the supervisory alliance was congruent with regards to professional philosophy. This indicates that a unified approach, within the supervisory alliance, might impact the end result of client satisfaction. Further to this, a divergent philosophical approach between supervisee and supervisor may have a negative impact upon the supervisory alliance adversely impacting end user satisfaction. It might therefore be advised that a supervisee finds a supervisor who adopts a similar approach; however this may prove a challenge due to supervisees' neophyte status upon commencing supervision. It is unlikely for them to have a firm identity and approach to applied practice without requisite experience. As suggested by Tobbell and O'Donnell (2013[b]) participation is responsible for shaping identity. Therefore, one would expect that participation within supervisory practice is required to taper a supervisee's focus with regards professional philosophy. A recommendation may then be that supervisees are advised to find a supervisor that has a flexible or eclectic approach to professional philosophy, and therefore able and willing to adapt accordingly.

3.3 Chapter Summary

The importance of the supervisory relationship was evident throughout the review of literature. Trust and emotion were recounted as key facets within the formation and maintenance of a positive supervisory alliance. Supervisees also outlined the

benefits of peer interaction, especially in the absence of a positive supervisory relationship.

It was notable that supervisors were positioned to the foreground within a number of studies reviewed and as a result there is an implicit assumption that that is where the power lies. However, it has been shown that developmentally parents follow their child's development (Rogoff, 2003). This implies that supervisors may position their support based upon supervisee development (possibly derived from supervisory discussion). Nevertheless feedback was discussed in a very unidirectional manner, which appears to emphasise the power imbalance and downplay the potential for two-way discussion (exchange) of feedback. Furthermore, there was evidence of supervisors recounting their own didactic approach to supervision. It must be questioned as to whether this assumed power imbalance is a function of wider societal meanings about teaching and learning. This potentially highlights the short-sighted nature regarding generic perceptions of supervision. Chapter 2 explicated the necessity for both parties to invest and be active within the supervisory relationship.

Chapter 4 – Philosophical Underpinning

This chapter provides a succinct discussion of the underpinning philosophy of phenomenology, narrowing towards hermeneutic phenomenology. Therefore, detailing the underpinning context for the chosen research methodology. This chapter will give a brief historical overview regarding the work of the founding fathers of phenomenology and highlight phenomenological concepts that hold resonance for the nature of the phenomena under review.

4.1 Phenomenology

Historically, phenomenology was a reaction to positivist philosophy and empirical methods that encapsulated researchers' attempts to find unquestionable truths (Polkinghorne, 1983). Qualitative research has seen increasing interest (especially within the last 30 years), which has resulted in more questions as to the limitations associated with prediction and specific measurement in psychological research. This has led to the growing popularity of exploring description, meaning and experience through a variety of qualitative methods (Denzin & Lincoln, 2000).

Phenomenology is fundamentally the study of lived experience (van Manen, 1997). Edmund Husserl is considered by many to be the father of phenomenology, (Laverty, 2003), whose foundations in mathematics moved gradually from objectivity towards subjectivity (but by no means all the way) with his philosophy of phenomenology. Laverty (2003) reported that 'Husserl (1952/1980) criticised psychology as a science that had gone wrong by attempting to apply methods of natural sciences to human issues. He charged that these pursuits ignored the fact that psychology deals with living subjects who are not simply reacting automatically to external stimuli, but rather are responding to their own perception of what these

stimuli mean.' (p. 4). His study of 'life world' (lived experience) was to explore the elements of experience that in many instances are taken for granted and as a consequence uncover new or forgotten meanings. This would lead to a process that Husserl believed could establish the true meaning of experience/s. In order to achieve such endeavours Husserl believed that there were a number of processes that were crucial to adhere to. Firstly, intentionality (further explored p. 107) was used in order to direct the focus towards an object (or objects) of study. Husserl purported that as a result of directed focus, one could come 'face to face with the ultimate structures of consciousness' (Laverty, 2003, p. 3). These structures, termed by Husserl as essences (further discussed in section 4.2.2), allowed the identification of unique experiences/objects. Husserl famously stated that we should 'go back to things themselves' (Smith, Flowers & Larkin, 2009). This statement referred to the concept that obstacles such as prior knowledge could cloud our experiences. Husserl strongly postulated that in order to identify the essences of an object/experience it is necessary to 'bracket' preconceptions in order to provide clarity on perceptions of the area being explored (Langdridge, 2007). 'Bracketing' or époche, involves a series of reductions in order to protect the exploration of a phenomenon from presuppositions of the researcher/s (Smith et al., 2009).

Martin Heidegger (1889 – 1976) followed Husserl as the next German philosopher to embrace and expand the roots of phenomenology. As a student of Husserl, Heidegger was educated in the concepts and processes associated with intentionality and bracketing (Laverty, 2003), but as his career progressed he rejected the aforementioned theories on the basis that they are (in his eyes) unachievable. Heidegger's critique towards Husserl suggested that to seek knowledge outside of interpretation, via 'bracketing' and discover the essence of experience, was unrealistic. Smith et al. (2009, p.16-17) assert that 'Heidegger is more concerned with the ontological question of existence itself...', which therefore

requires examination of life experiences that individuals regard as meaningful. While Husserl focussed on the underlying truth/essence of experience, Heidegger was concerned with the notion of 'Dasein' which has been 'translated as 'the mode of being human' or 'the situated meaning of a human in the world'' (Laverty, 2003, p. 7). Heidegger did not see his philosophical stance as a move away from phenomenology, but as a more representative philosophy of phenomenology. He posited that lived experience required thorough exploration using an interpretive position (Hopkins, 2004) and as a result hermeneutic phenomenology was espoused. Hermeneutic phenomenology aims to explore human experience and provide a sense of understanding to elements of experience that may be taken for granted. In this sense, Heidegger 'viewed humans as being primarily concerned creatures with an emphasis on their fate in an alien world' (Annells, 1996; Jones, 1975; cited in Laverty, 2003, p. 7). Heidegger viewed the way we are in the world as a formation of our previous lived experience. Therefore our actions and way of being are informed by historical and social influences of our past. This pre-understanding of experience is not something that we can set aside, as it is something that contributes to our 'Dasein'. It is therefore a link between a human and the world, which cannot be broken and in some way will always influence future actions/events and consequently experiences (Koch, 1995). This is why I have placed emphasis on researcher reflexivity throughout the current research process. It was not a case of avoiding my prior experiences in order to form a non-biased interpretation of participant experience, rather prior assumptions were brought to the forefront of consciousness, so that I maintained an awareness of their impact throughout the research process.

In line with this, Heidegger suggests that we are unable to break free from all preconceptions and perceptions in order to examine an object/experience from a truly objective viewpoint, as prior experience and subjective opinion are part of our

unavoidable foundation (Smith, 2007). In Heidegger's (1927/1962) work, *Being and Time*, he discusses the necessity of interpretation and here highlights a major difference to Husserlian phenomenology. Heidegger suggests that an interpretation is never without fore-conception. It is a natural element of interpretation that the analyst will draw upon past experiences and pre-conceptions in order to aid interpretation. In Heidegger's opinion this fore-conception cannot be avoided, but it must be accounted for. In order to attend fully to fore-conception it is important that the analyst applies a cyclical process between themselves and the text. Furthermore, an analyst must remember that they have no knowledge of specifics in the text, which may induce additional fore-conceptions that have not been considered (Smith et al., 2009). This opinion in echoed by Gadamer who posited that a person who is trying to understand a text is always projecting (Smith, 2007). Therefore it is important for researchers to address fore-conceptions before analysis, whilst remaining aware that the analysis itself may evoke further personal opinion that requires exploration via reflexivity. Therefore the rigidity of *bracketing* is refuted by Heidegger, and instead cyclical reflection provides an interpretive approach to analysis that resonates with hermeneutic phenomenology (discussed in procedural detail in Chapter 5). This cyclical approach (depicted below in figure 4.1) is achieved via the hermeneutic circle whereby researchers explore parts of the experience, then consider the whole of the experience and move around the circle constantly renegotiating the parts and the whole until sensible meaning (for the moment) is obtained (Kvale, 1996).
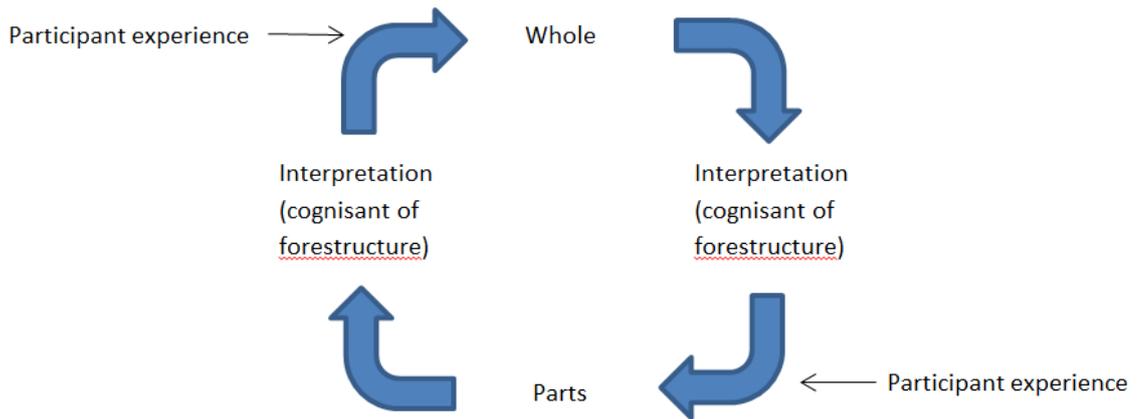
Figure 4.1 Illustration depicting the hermeneutic circle (adapted from Crotty, 2003)

4.1.1 Intentionality

Intentionality in phenomenological terms is concerned with consciousness. Husserl suggested that whenever we are conscious it is inevitable that our focus of consciousness will be positioned towards something. The philosophy of Descartes (seventeenth century) suggested that we are aware of ourselves, our inner thoughts and feelings ('ghost in the machine' (Ryle, 1949, as cited in Langdridge, 2007)), which as a result places limited focus on the self, rather than the things that created such thoughts and feelings. Philosophers would suggest this consciousness of nothing is an 'egocentric predicament', due to the solely inward focus. However, if we are to understand the world and the experiences of others the gaze of our lens must be turned outwards onto the world. It is this move in philosophy that encapsulates phenomenology in terms of examining and interpreting people's consciousness and their relationship with the world, essentially exploring their experiences. Therefore the focus is not on what is going on inside people's head's, but on their experiences with the world (including relationships with people) and what their attention is focussed toward. Thus consciousness is opening up oneself towards interpretation of an experience (Kockelmans, 1993). This enables the

consideration of possibilities in relation to a certain phenomenon. This encapsulates Heidegger's view of intentionality in that it is not interior consciousness, but a way of Being or 'Dasein', a means of projecting out from oneself. In order to provide a platform for projecting understanding of experience Heidegger proposed the use of Hermeneutics.

4.1.2 Hermeneutics

Hermeneutics, since the seventeenth century, has been historically used as the science of biblical interpretation (Crotty, 2003). Within the social sciences hermeneutics has become a popular method by which 'to interpret' or 'to understand' situations, event, experiences and meanings as constructed by language. Traced back to the ancient Greeks an essential part of hermeneutics is the consideration of relating the part to the whole and the whole to the part, which (as depicted in Figure 4.1) constitutes the main elements of the hermeneutic circle. In order to gather an in-depth understanding of supervised experience (the whole) it is necessary to explore the particular (experiences of supervisees and supervisors), otherwise this research would merely scratch the surface of this educational phenomenon. Conversely, if I were to stray towards the other end of the spectrum and become solely embroiled with the unique and particular, nothing could be gleaned in terms of the whole and possible applied implications. As such, it was necessary to move dialectically between the part and whole in order to forge an understanding of experience, culture and community (Crotty, 2003). Hermeneutics assumes a link between the text and the reader, which will allow for engagement with the text and for interpretation to emerge. These texts, of experiences for example, allow meaning to be interpreted and understood in relation to a person or community. It is suggested that skilled hermeneutic enquiry might lead to

understanding of meaning and assumptions within a text, beyond that of the even the author/narrator themselves (Crotty, 2003).

Heidegger

Crotty (2003) states, 'For Heidegger, hermeneutics is the revelatory aspect of 'phenomenological seeing' whereby existential structures and then Being itself come into view.' (p. 96). This is in keeping with Heidegger's view that philosophy is ontology, the study of being. Phenomenology is viewed by Heidegger as the only method by which to unlock and explore ontology, which as a result suggests ontology is phenomenology (Crotty, 2003), 'Only as phenomenology is ontology possible.' (Heidegger, 1962, p. 60). It is therefore hermeneutics that provide insight into our presumptions and suppositions, delving into language of experience and uncovering insight beyond our previous 'forestructure' (as termed by Heidegger). For Heidegger it is much more than simple interpretation, hermeneutics is a method of uncovering Being. Nevertheless, modern day social science research, despite citing Heidegger, might instead adopt a less complicated goal for exploring lived experience. For example, this research project aimed to explore the meaning of pedagogic experience, so that we might derive a greater understanding of supervision and development of neophyte practitioners. This was, I would suggest, an ambitious goal, but not to the level of establishing 'Dasein'.

Gadamer

Gadamer draws upon the work and ideas of Heidegger, (his teacher), but does so with adaptation of his own unique concept of hermeneutics. Hermeneutics is proposed as a 'fusion of horizons' (Gadamer, 1985, p. 577), which suggests the

coming together of two components. It is suggested that the interaction between the past and the present provide the basis for our understanding and comprehension of experience. Therefore insight into experience via hermeneutic interpretation, according to Gadamer, depends upon past and present comprehension of the experience/language/text. As a result it is expected that researchers will not only utilise, but profit from, an unavoidable prejudice towards analysis. Gadamer suggests that the fusion of horizons encapsulates 'the form in which this unity (of meaning) actualises itself, which does not allow the researcher to speak of an original meaning of the work without acknowledging that, in understanding it, the interpreter's own meaning enters in as well'' (1985, p. 576). This again emphasises the importance of researcher reflexivity throughout the research process. Here reinforcing the point that hermeneutic phenomenology does not approach analysis objectively, but embraces preconception as a means of illuminating analysis.

The hermeneutic circle provides a process for which forestructure (Heidegger) and prejudice (Gadamer) can be explored in relation to the novel/present material. It is this interaction that enables the dialectical understanding of the part and whole to be elucidated. Therefore the hermeneutic circle comprises of our fore-conceptions allowing for understanding, which consequently provides a basis from which to explore and analyse an interpretative account (Crotty, 2003). Developing an understanding of individual accounts/experiences allows us to derive meaning from the particular, so that we might delve deeper into a phenomenon and expose its essence.

4.1.3 Essences

Husserl believed that it was possible to understand the underlying structure (essence) of an experience via rigorous analysis of an individual's experience. Moving from the individual to the universal was termed eidetic intuition. This denotes a move from description of an individual experience to description of a universal phenomenon. There is contention within phenomenology with regard to essences based upon individual experiences, and many researchers have attempted the process using multiple descriptions, hence numerous perspectives. The focus of essences should not be confused with introspection (an insider's perspective); rather it is an attempt to understand the varying elements that form an experience. Husserl believed that rigorous examination of an experience via époche or bracketing and imaginative variation (manipulating different forms of the experience to foster different experiences and obtain different views from participants) provided an ideal method for establishing the 'essence' of experience.

Following the diversion in philosophy of Heidegger a number of phenomenological perspectives (e.g. IPA, hermeneutic phenomenology and narrative) are less likely to try and establish the essence of an experience. Rather than adopting maximum variation sampling, with an aim of gathering numerous and varying demographic perspectives, such phenomenological positions are more likely to adopt purposive sampling with minimal demographic variation. These perspectives aim to explore the individual's/participant's interpretation of the experience (and consequently the researcher's interpretation of the participant's interpretation (double hermeneutic)), rather than depicting the essence of the experience itself. This encapsulates ideographic studies, whereby the researcher is unlikely to make generalisations beyond the sample in question. The aim is to uncover detailed descriptions of a small number of people who share the same experience.

4.1.4 My Approach – Hermeneutic Phenomenology

Within phenomenology there are a number of methodological variations and innovations evident within the literature. This does not mean that individuals are free to govern human science research as they wish. Rather, there is a freedom to this approach that allows for individual nuances and innovations to appear, upon an established research methodology. Van Manen (1990) presented a hermeneutic phenomenological approach to researching human science grounded in the concept of pedagogical lived experience. This methodology was espoused due to worries regarding the lack of methodological concern for pedagogical research within Europe.

Hermeneutic phenomenology pursues the study of the personal in an attempt to provide insight towards the 'logos of other, the whole' … 'Its particular appeal is that it tries to understand the phenomena of education by maintaining a view of pedagogy as an expression of the whole, and a view of experiential situation as the topos of real pedagogic acting' (van Manen, 1990, p. 7). An educator engaging in such research is therefore practicing a pedagogic human science.

Van Manen's (1990) approach provides a middle ground between descriptive and interpretive phenomenology and considers essences by deriving an essential structure of meaning relatable to the phenomena and research data. In considering the 'essence' the aim is to provide insight into an experience so that its impact and spirit can be revealed and understood (van Manen, 1990). Phenomenology in this sense is not just a process of recounting experiences; it is a searching for the essential meaning and structure of those experiences, which takes us beyond description. To achieve this, I do not bracket out my perceptions, I instead

acknowledge that the derived findings and noted essential structure of the phenomenon is also a result of my interpretation of the text. The adequacy of my description and interpretation is credited by the transparency of my writing, analysis and conclusions and the extent to which they allow the reader to appreciate or even 'step into' the supervisory experience as lived.

Chapter 5 – Method

This chapter explores Max van Manen's approach to hermeneutic phenomenology and details its applicability for this research. Whilst this section of thesis is used to provide a thorough insight into hermeneutic phenomenology, the entire thesis has been framed by this approach and it should therefore resonate throughout the whole.

5.1 Hermeneutic Phenomenological Method

As van Manen (1990) states 'Educational research is notoriously eclectic' (p. 135). This therefore opens up educational research to a variety of research approaches. Ethnography is a popular method of approaching educational research, which might combine a series of observations, interviews and cultural analysis (of policies, procedures etc.). Whilst this is perfectly appropriate method of inquiry, it was not deemed suitable for this research, aimed at explicating the lifeworld of those undergoing SE and the meaning of becoming a Sport and Exercise Scientist. Therefore hermeneutic phenomenological method (detailed below) provided an ideal vehicle for exploring participant experience, whilst maintaining a reflective awareness (further explored in section 5.4 Researcher Reflexivity, P. 135). This allowed focus on the essence of pedagogical experience throughout the study.

Van Manen (1990) suggests that human science research should be viewed as a dynamic interplay between six research activities:

1. Turning to a phenomenon which seriously interests us and commits us to the world;

2. Investigating experience as we live it rather than as we conceptualise it;

3. Reflecting on the essential themes which characterize the phenomenon;

4. Describing the phenomenon through the art of writing and rewriting;

5. Maintaining a strong and oriented relation to the phenomenon; and

6. Balancing the research context by considering the parts and the whole.

(pp. 30-31)

The above methods acted as a guide during the research process and were not attended to in a prescriptive order. Rather they were seen as complementary elements for consideration and examination throughout the process. I have remained cognisant of these methods throughout the research process and although it is not a necessity to explicitly convey their integration to the reader, please refer to Table 5.1 for an explanation of each facet and how they have permeated this research.

Table 5.1 Explicating Research Activities within Hermeneutic Phenomenology

Research Activity	Conceptual Understanding	Evidence within Thesis
1. Turning to a phenomenon which seriously interests us and commits us to the world	'To think is to confine yourself to a single thought that one day stands still like a star in the world's sky' (Heidegger, 1971, p. 4). This denotes an unwavering commitment to the thoughtfulness involved within phenomenological inquiry. It is a person's pledge to explore the essence of an experience. Whilst no definitive conclusion will be	This is evident within Chapter 1 – Introduction, within which I have devolved my interest and commitment towards the phenomenon of supervised experience. What is the experience of a developing practitioner? What is the experience of a supervisor in aiding development of a neophyte practitioner? What are the key facets of experiencing

Research Activity	Conceptual Understanding	Evidence within Thesis
	attained from an individual's interpretation, the possibility of a richer understanding of the phenomenon provides impetus.	practitioner development? These questions ignited my interest in the phenomena.
2. Investigating experience as we live it rather than as we conceptualise it	The challenge is to uncover the essence of original experience. Turning 'to the things themselves' Husserl (1911/80, p116, as cited in van Manen, 1990, pp. 31-32).	This was achieved via l interviews with supervisees and supervisors experiencing the supervised experience process. Only through accessing their lived experiences are we able to approach the essence of the phenomenon under exploration.
3. Reflecting on the essential themes which characterize the phenomenon	'About any experience … the experience of time, space, things, the body, others, we can reflectively ask what is it that constitutes the nature of lived experience?' (van Manen, 1990, p. 32).	This therefore reflects the influence of lifeworld existentials. As discussed below, (section 5.1.1) spatiality (lived space), corporality (lived body), temporality (lived time), and relationality (lived human relation) will pervade all experiences. These concepts were therefore heavily reflected upon throughout analysis and are evident within Chapter 6 – Supervisee Interviews and Chapter 7 – Supervisor Interviews.
4. Describing the phenomenon through the art of writing and rewriting	Language is used in a manner in which people might derive meaning and insight from experience. 'So phenomenology is the application of logos (language and thoughtfulness) to a phenomenon (an aspect of lived experience), to what shows itself precisely as it shows itself.' (van Manen, 1990, p. 33).	Phenomenological writing is an art, which I have found a challenge to develop over the course of this thesis. Therefore the notion of writing and re-writing is one with which I am familiar. I have endeavoured throughout analysis and discussion (in Chapters 6-8) to interweave participant experience and anecdotes with my guided interpretation, so that

Research Activity	Conceptual Understanding	Evidence within Thesis
		the reader might derive a deeper level of insight towards the lived experience of this phenomenon.
5. Maintaining a strong and oriented relation to the phenomenon	There is a danger that the researcher might stray from the fundamental question. This could lead to self-indulgence within the research and writing context and might even encourage a move towards preconceived ideas. Therefore there is a need to remain committed towards the research orientation.	Researcher reflexivity has played an important role within this research process. Insight regarding its relevance and application can be found within Chapter 1 – Introduction and within a 'Researcher Reflexivity' section towards the end of this chapter (p. 133). However, reflective comments and experiences have been interspersed throughout this thesis to both evidence and ensure that I remained cognisant of my personal stance throughout.
6. Balancing the research context by considering the parts and the whole.	It is easy to get lost in the nuances of experience and lose orientation towards the phenomenon. Therefore the researcher should constantly reflect on how the parts contribute towards the whole and vice versa. In line with this a sole focus on the whole would not allow for rich depth in conveying the intricacies of experience.	Understanding the hermeneutic research process is key to maintaining an effective balance. The aims of the study consider the whole, a broad view on the phenomenon. Within the Chapter 6 (Supervisee Interviews) and 7 (Supervisor Interviews) I have been able to capture the parts by exploring lower level themes and allowing the participant's voices to be heard. In analytical discussion within Chapters 6, 7 and 8 I have considered findings in relation to the aims, in relation to the whole.

5.1.1 Explicating Meaning

Phenomenological research aims to explore the complex relations and situations involved within lived experience. The interpretations of such complexities are represented via themes (structures of meaning), which aim to delineate the lifeworld. Van Manen (1990) suggests four lifeworld existentials to guide the research process, which are considered of relevance for human experience; 1) lived space (spatiality), 2) lived body (corporeality), 3) lived time (temporality), 4) lived human relation (relationality or communality). These existentials are proposed as a means of aiding reflection within analysis.

Spatiality – It is suggested that the space in which we are present will impact upon how we feel and potentially how we act. For example, when in a crowded city one might feel claustrophobic and mithered, or depending on perspective, could feel vibrant and excited. Much like an individual alone in the countryside might feel vulnerable and exposed, one could also experience feelings of freedom and empowerment. The specific impact of space is not a certainty, offering itself to qualitative research. Therefore the researcher should acknowledge that lived space will influence experience. In relation to this study we might consider a supervisee who is situated working at a University (within a sport and exercise science community) vs. a supervisee who is working in an unrelated profession whilst completing their supervised experience. Furthermore, the supervisory space may be of relevance. Is it open, accessible and supportive, or rarely accessed due to a perceived lack of support? Therefore space will be an important aspect to reflect upon.

Corporality – We are always bodily within interaction and upon meeting someone familiar or strange, individuals will use their body (possibly not of conscious thought) to convey certain messages. In experiencing someone's gaze the impact is

perceived. For example, if experiencing a critical gaze whilst dancing, an individual might become more self-conscious and awkward. Conversely perceiving an admiring gaze might lead to feelings of confidence and freedom of movement. Again, lived body provides a dimension to consider within reflection.

Temporaility – As opposed to the time on a clock face temporality refers to subjective time that can be experienced differently and is encapsulated by past, present and future. We may consider being stuck in time for example or moving forward slowly. This may involve remembering an event happening in slow motion, or worrying about the speed of supervisory training. Experiences are shaped by our knowledge of the past; critical incidents that have helped to shape how we act in the present. Yet this does not mean that we will continue to act the same moving forwards, as the present (and indeed thoughts about the future) will always shape and mould our temporal landscape. Supervised experience, much like any other educational course, is predicated upon a development over time. It will therefore be of resonance to explore the impact of temporal aspect upon participants.

Relationality – Relations will always impact on personal experience. How we relate to one person may be different from how we relate to another and also have influence upon identity/identities, signifying the fluidity of such. As a result, we can morph and identify with different communities of practice. Relations are very powerful in the sense that they allow us to project ourselves to another (or others) via corporeal and conversational means. Furthermore they provide a vehicle for shared reflection upon experience, which can help us to derive understanding. This therefore emphasises the importance of the supervisory relationship within SE. How supervisees act within their supervisory relationality will impact upon their supervisory experience. Van Manen (1990) explains how a child requires experience of support, trust and confidence from a parent in making their transition

toward independence, without which transition may be difficult. This may bear resemblance to relational qualities required within a supervisory space to move supervisees towards independence.

Van Manen (1990) suggests that the four existentials are always present within experience and as a consequence they denote life world (our lived world). With regard to research analysis it is possible to separate the four existentials to examine experience via different lenses.

5.2 Research Design

5.2.1 Access to Participants and Sampling

Participant recruitment proved to be a difficult endeavour. Due to the idiographic nature of the study, purposive sampling was initially used to recruit supervisees as participants for the study. Phenomenological studies commonly utilise a purposive sample to ensure that the research question will be of significance to the participants (Smith et al., 2009). Participants were identified and contacted by email via BASES and subsequently myself (appendix 1). All participants received a participant information sheet and completed an informed consent form (appendix 2). Supervisee inclusion criteria included individuals that were undertaking supervised experience and had been registered on the process for a minimum of six months. Due to only recruiting a small number of participants, snowball sampling proved very beneficial in recruiting additional supervisee participants. Furthermore, BASES SE supervisors were also recruited via snowball sampling for participation in the study. Supervisors were recruited on the basis that they were engaged in supervision and had been for a minimum of one year.

Table 5.2.1a Participant characteristics – supervisee interviews

Participant	Participant Name *	Age	BASES SE Route	Year of Study
A1	Lindsey	47	S & E Psych Pre 2009 route	2
A2	Jane	25	S & E Psych Pre 2009 route	2
A3	Sarah	27	S & E Psych Pre 2009 route	3
A4	Allan	28	S & E Psych Pre 2009 route	2
A5	Scott	27	S Psych Pre 2009 route	3
A6	Stuart	28	S & E Psych Pre 2009 route	3
A7	Andrew	28	S Psych Pre 2009 route	3
A8	Lee	24	S Psych Post 2009 route	3
A9	Julie	26	S & E Psych Post 2009 route	1
A10	Claire	24	S Psych Post 2009 route	1
A11	Rachel	26	S Psych Post 2009 route	2
A12	Gemma	27	S Psych Pre 2009 route	3
A13	Chloe	33	S & E Psych Post 2009 route	2 (of 2)
A14	Dan	27	S & E Psych Pre 2009 route	3
A15	Helen	31	S & E Psych Pre 2009 route	3

*The given names are pseudonyms.

Table 5.2.1b Participant characteristics – supervisor interviews

Participant	Participant Name *	Age	Years as a Supervisor
B1	James	41	10
B2	Steve	44	13
B3	Will	32	4
B4	Jack	37	3
B5	Bill	58	24 **
B6	Chris	44	13
B7	Jess	50	10
B8	Josh	31	4
B9	Rebecca	37	7

*The given names are pseudonyms.

**Supervised neophyte practitioners within BASES prior to the existence of SE.

5.2.2 Phenomenological Interviews

Interviews within social science research can serve very varied purposes: 'In hermeneutic phenomenological human science the interview serves very specific purposes: (1) it may be used as a means for exploring and gathering experiential narrative material that may serve as a resource for developing a richer and deeper understanding of a human phenomenon, and (2) the interview may be used as a vehicle to develop a conversational relation with a partner (interviewee) about the meaning of an experience' (van Manen, 1990, p. 66). Whichever approach, it is imperative that the interview retains focus on the research question for which the interview is required. It is important to ensure that the research question guides the choice of methods, as opposed to the converse.

Phenomenology aims to capture insight into lived experiences that bring us closer to (and help to explain) the world within which we interact. In exploring a person's lived experience it is always a retrospective insight on events, which highlights that true introspection is impossible. In trying to reflect or explain while experiencing one would instantly change the dynamics of the experience. 'Phenomenology asks for the very nature of a phenomenon, for that which makes it a some-'thing' what it is- and without which it could not be what it is' (Husserl, 1982; Merleau-Ponty, 1962; cited in van Manen, 1990, p. 10)). Within such pedagogical phenomenological research the inquiry is based on how something is experienced, not how it is learnt. Such research is used to explicate the existential meanings of human life (their lifeworld).

Within this research semi-structured interviews were used in order to explore BASES supervisees' (appendix 3) and supervisors' (appendix 4) experiences of BASES SE. Semi-structured interviews are the most common type of interview used within phenomenology, as they provide an ideal balance between consistency and flexibility (Langdridge, 2007). The interviews provided an interpretive insight into the experiences of SE. This was achieved through developing a good rapport with the interviewee and the effectiveness of the interview guides (appendices 3 & 4). Research questions were designed to be broad and open in order to allow the participant to articulate a full and exploratory answer, and so as not to direct the answer with leading questions. In exploring experience it was helpful to focus on a specific event, relationship or consultation. If the participant started to generalise I tried to direct the focus back to the specific e.g. can you provide an example of that? Discussion with my supervisors and piloting provided feedback for developing the semi-structured interviews.

5.2.3 Data Analysis

Analysis was viewed as a process of hermeneutic phenomenological refection. 'The purpose of phenomenological reflection is to grasp the essential meaning of something' (van Manen, 1990, p. 77). Deriving the meaning or essence of a phenomenon is not a simple task. The meaning of a phenomenon is never a single entity, it is a multifaceted, comprising of numerous varying elements. This is what makes phenomenological reflection such a challenge. Although we all partake within reflection on a daily basis, extending that natural reflection to delineating the essence of a phenomenon is an altogether different challenge. This supports my cognisance of Bronfenbrenner's Bioecological Theory (1979) in recognising the multifaceted nature of educational research.

In an aim of delineating the essence of supervised experience I drew upon a themed approach. Themes are widely used within human science research. A theme is an umbrella term which provides an overarching representation of analytical coding. Themes are predominantly derived due to frequency of appearance/discussion within the text, or due to apparent importance/relevance to understanding the phenomenon (van Manen, 1990). Thematic analysis in this sense is therefore not a rigid process, but it should allow the researcher to explore the essence of experience and uncover meaning in relation to the phenomenon under exploration. Consequently themes enable structure for presentation/ordering purposes when writing up human science research. Within phenomenology these are experiential structures that denote the meaning of experience (Willis, 2004).

In order to ascertain themes presented in chapters six and seven I undertook the following analytical process, which was not bound by chronology. Firstly, all interviews were transcribed verbatim in a timely manner following completion of each interview. I undertook the process of familiarising myself with the interview

texts by reading and re-reading each text prior to analysis. In order to ensure the necessary ideographic commitment to the analysis I approached each case in its own terms. It is accepted that my 'fore-structures' will have changed as analysis of interviews progressed. Therefore a reflexive awareness was maintained throughout the analysis. This meant acknowledging how my perspective was moulded during analysis and remaining open to new areas of interest/relevance.

In order to progress from the descriptive experience of a participant towards interpreting the essence of the phenomenon I initially noted and highlighted areas of interest towards the research aims, ensuring inclusivity was maintained at this early stage. Subsequently initial notes were transformed into interpretive concise phrases that captured the essence of what the respondent was trying to convey. Upon completion of interpretive coding subordinate themes were clustered to assist formation of overarching themes. The inclusion of identifiers for each code ensured that I was able to relocate the themes within the text. This ensures that the researcher can remain familiar with the original text. As clustering of the themes emerged it was important to return to the text (iterative analysis) to ensure that themes reflected the primary text. Some themes were dropped at this stage of the analysis as they did not fit with the structure or were lacking richness of supporting data.

In maintaining an ideographic commitment to the data I repeated the analytical process detailed above for each participant. Once complete, I explored convergences and divergences between the analyses. After all transcripts were analysed I established two tables of superordinate themes (one representing supervisee experience (Table 6.1) and the other supervisor experience (Table 7.1)). This was the last part of the interpretative process and required careful thought and attention. It was not necessarily the most prevalent themes within the data that were

represented, but rather those with the richest data for explicating the essence of experience in relation to research question and aims.

An essential theme denotes an aspect of the phenomenon that when taken away would remove an essence of the phenomenon. In other words, the phenomenon would not be what it is without this key aspect. Van Manen (1990) likens this to parenting, by outlining that 'having a mothering or fathering relation to children' (p. 107) is an essential theme of being a parent. To remove it and still be a parent seems impossible. This process of deduction is known as the free imaginative variation, whereby themes are adjudged as essential to the phenomenon, as opposed to incidental. To engage with free imaginative variation we are required to ask the following question: 'Is this phenomenon still the same if we imaginatively change or delete this theme from the phenomenon?' (van Manen, 1990, p. 107). Understanding essential themes allows the researcher to structure their narrative in explicating the phenomenon.

In order to arrive at the essential themes (further detailed in section 8.1.1) within this research, I moved between the parts and the whole of the phenomenon, as I entered and re-entered the hermeneutic circle (Figure 4.1, p. 107; Crotty, 2003). This allowed me to remain cognisant of the constituent parts, whilst interpretively forming the essential themes. In order to represent the essential themes I drew upon a personal anecdotal narrative to convey my understanding and interpretation and hopefully engage an empathetic understanding from the reader.

Template Analysis

Template analysis (King, 2012) is an analytic tool to adopt alongside varied methodologies. Aiding the organisation of data, I used template analysis as a

means of hierarchically informing thematic findings. This method of analysis bridges the gap between content analysis (Weber, 1985) and grounded theory (Galser & Strauss, 1967). Content analysis is predominantly a quantitative form of analysis that has pre-defined themes/codes to which data is assigned during the analysis phase. This process does not traditionally allow for the generation of new themes. Conversely, grounded theory approaches research data with no prior assumptions regarding themes/codes. Template analysis provides a flexible middle ground, allowing for consideration of some prior coding that can be manipulated, evolved, added to and/or reduced as data analysis unfolds.

One of the great benefits of template analysis is the flexibility it allows in that it can be tailored to meet research demands (King, 2012). Therefore whilst I did not produce any definitive codes prior to analysis, throughout the analytical phase of this research I remained cognisant of pedagogic theory (discussed in Chapter two) and the four lifeworld existentials (explicated in section 5.1.1) as proposed by van Manen (1990). The analysis of interview data was therefore deductive in terms of maintaining a cognisance to discussed learning theory and inductive in allowing additional findings to emerge from the data. It could be argued that this approach is in defiance of true phenomenology. van Manen (1990) asserts that 'the methodology of phenomenology is such that it posits an approach toward research that aims at being presuppositionless; in other words, this is a methodology that tries to ward off any tendency toward constructing a pre-determined set of fixed procedures, techniques and concepts that would rule-govern the research project.' (p. 29). However, he goes on to suggest that there is a growing body of knowledge in phenomenology that does provide insight and guidance towards method. Such guidance should not be used as a constraint, but to assist in exploration and insight of lived experience. This therefore justifies the use of van Manen's (1990) four lifeworld existentials, which acted as a guide for analysis.

It is important to clarify at this stage that the methods of analysis outlined above (thematic and existential) were used in a collaborative manner with template analysis. In actual fact van Manen (1990) details a number of approaches by which to orient human science research. These suggestions are not based upon a set criteria that determine a fixed position based upon the research question. Rather, the researcher needs to be mindful of the research question and aims and consider the most appropriate approach, or combination thereof, in order to best represent the phenomenon. These approaches to textually organising human science research enable phenomenological researchers to move beyond the descriptive and encourage narrative exploration of that which is commonly ineffable. Thus hermeneutic phenomenology aims to uncover a deep understanding of this educational phenomenon.

With regard to textual organisation, the final approach I utilised within this research was an analytical approach. There is a danger within human science research that participant quotes are presented in a list like fashion in order to ensure that the participants' voice is sufficiently represented. van Manen (1990) recommends that writing needs to move beyond the participant voice towards the interpretive narrative in order to truly represent the insightful nature of human science research. Consequently I maintained a reflective awareness of how the part complimented the whole and vice versa throughout the writing process. In order to approach writing in an analytical manner, I utilised relevant anecdotes from data collected in order to illuminate identified themes. This could also have taken the form of a reconstructed narrative, but I adjudged participant quotes to most appropriately illustrate relevant themes. This approach can therefore illuminate the basic assumptions associated with common human science research and take exploration of a phenomena to the next level.

Identification of superordinate themes helped to guide following analysis chapters. Participant anecdotes are used throughout in order to illuminate experiences and ensure the essence of experience is represented by the participant.

Hermeneutic Phenomenological Writing

The writing of phenomenological text within research is imperative in delineating the research question. Within this study the aim was to explicate supervised experience. It is only by listening to (and hearing) the experiences of supervisees and supervisors involved within the process that we can begin to fathom and communicate their lifeworld.

Phenomenological writing is in place to provoke thought on behalf of the reader. It is not merely a case of communicating all that was found within the research. There was a need to focus upon quality of information in relation to research aims. Van Manen (1990) suggests that silence on the researcher's behalf might be necessary when others can deliver experience in a more pertinent manner. Therefore drawing upon participant quotes provided an avenue for explicating experience in an appropriate (and potentially more expressive) manner. Furthermore, van Manen (1990) argues that various types of discourse might provide more suitable means of communicating context (than others) e.g. the notion of 'love' may be better construed by a poem, as opposed to human science discourse. Therefore if one method of discourse is more appropriate in conveying the truth of an experience, then it should not be overlooked. Whilst poetry was not chosen as an appropriate method of dissemination for this research, there are lessons to be learnt for human science discourse in relation to the reflective nature of poetry and its means of

delivering an evocative message regarding human experience. Such values were explored and permeated the writing of this thesis.

An anecdote is a form of narrative that allows further expression of a topic/experience. This provides further insight, clarity and understanding about an experience. We regularly communicate anecdotally in order to provide meaning and context for the listener/reader, which potentially resonates with their own experience. With this the reader can form a relation to the text that may aid comprehension towards a discourse that might otherwise have been lost. Therefore anecdotes can be utilised in assisting people to grasp the essence of an experience/theme. Phenomenological writing does not seek to theorize away from reality. The aim is to uncover the meaning in everyday experience, so that we might better understand the essence of that experience. Much as phenomenology attempts to consider the part and the whole, the particular and the universal, anecdotes provide an insight into the particular that may help to explicate the whole. This therefore denotes an epistemological argument for the use of anecdotes within phenomenological writing (van Manen, 1990).

Throughout the analysis chapters I have provided a variety of participant anecdotes/examples in order to provide an insight toward the essential meaning of a phenomenon. One narrative anecdote only serves to provide an example of the phenomenon under exploration. Therefore in order to access the true meaning of that phenomenon the analysis will need to draw upon a variety of examples. The more powerful the narratives included, the more transparency is enabled for the reader, allowing them to access the evocative and emotive essence of a phenomenon.

The goal of hermeneutic phenomenological research is to project lived experience as reflectively understandable for the reader. Van Manen (1990) suggests that

researchers should not be bound by the limits of traditional scientific research. The very nature of writing is a cognitive act that requires us to mindfully reflect and subsequently act by writing. If we are bound by the ties of traditional research, we may lose the transparency of writing that allows us to see beyond the surface of an experience. Barthes (1986) suggests that constant appraisal of methodological rigour can limit and even prevent the action of writing research. Hermeneutic phenomenology therefore provided a freedom for writing the following analytical chapters. I therefore viewed this as an opportunity to best convey the evocative experiences of participants.

Phenomenological writing is an art that requires careful thought, reflection and re-cognising throughout the process. It is not simply a scientific write-up that provides a definitive truth. Whilst there are procedures to follow within phenomenological writing (and indeed research), there are no strict rules as to order or priority. The process should lie with the researcher (as artist) and it is their responsibility to build a narrative that invites the reader into an experience, into a phenomenon. There should be layers to the write-up that explore experiential truths, whilst also allowing enough ambiguity for the reader to experience their own reflective truth in relation to the phenomenon. Consequently the researcher may visit and revisit text in order to consider the parts in relation to the whole and provide depth within their writing. Therefore the author will paint their own version of the text, in order to best convey their interpretation to the reader.

Much as you will be impacted by reading this work, (or that is my hope), the process of writing this thesis has altered my perspective regarding supervision and the supervisory space. Writing about experience enables individuals to engage with the phenomenon and as a consequence view that phenomenon in a different light. Undertaking the process of this research means that I will never view supervisory

processes in the same way again. As a consequence, my actions (praxis) as a supervisor (as a University academic or for BASES etc.) will always be influenced by this experience of writing and my reformed understanding of the lifeworld.

5.3 Ethical Considerations

Ethical approval for the study was obtained from the University of Huddersfield's School Research Ethics Panel (SREP). Prior to conducting research interviews PhD supervisors were made aware of the time and place of all interviews. Data collected was only accessed by the researcher and supervisors (protected by use of pseudonyms) involved in the study. All physical information and data regarding the participants was stored in a secure container, to which only I, (as the primary researcher), had access (Luders, 2004). Additionally the room (containing the secure container) was locked when unoccupied. Following the PhD process data will be stored as outlined above for future research/publications. Subsequent to this data will be destroyed responsibly (shredded). Additionally once transcribed, recorded data from interviews was deleted immediately. Participants' identity has been protected by the use of pseudonyms within this thesis and any research dissemination (presentations/publications etc.). Furthermore, every effort has been made to disguise information that could lead to them being identified.

There are a number of ethical considerations that are imperative within pedagogical research:

1. Due to the experiential nature of phenomenological research, those who take part, (i.e. researcher and supervisory team), might have been impacted and influenced by their involvement. Research of this nature can evoke a multitude of emotions, which potentially (and maybe even unavoidably)

alters an individual's perspective towards a phenomenon. With this in mind, the research team (supervisors and I) considered and discussed emotional impact as the process unfolded.

2. Secondly, there is a need to consider the impact upon associated organisations. For example, within this research, current practices within BASES SE might be challenged, bringing into question the current standing of SE. This does not mean that BASES will be attacked in an unconstructive manner. Such research is in place to enhance practice and experience. However, such concerns meant it was imperative to gain approval of BASES (Appendix 5) prior to conducting this research. Additionally, I consulted with the supervisory team (throughout the process) as a means of maintaining consideration regarding this matter. Therefore, judgement regarding this matter was not left solely to the primary researcher.

3. It was important to be mindful of the impact that the interviews used within this research might have upon the participants. Interviews require a self-exploration to generate reflective insights, which could have elicited a heightened self-awareness. It was important to have a strategy for providing support for participants even though the risk of psychological harm was very low. Although not required, in the event of participants becoming distressed the researcher would have offered to contact appropriate psychological support (University counselling services). Additionally the participants were aware of their right to withdraw themselves and their data from the project at any time (prior to study completion) without giving a reason and without jeopardy.

4. Finally, I remained cognisant regarding the impact that conducting this research had upon me. As discussed, reflective practice has been integrated

throughout to maintain an internal gaze upon how this research could have influenced my thoughts, assumptions and awareness regarding the phenomenon.

(adapted from van Manen, 1990, pp. 162-163)

5.4 Researcher Reflexivity

'A lived experience does not confront me as something perceived or represented; it is not given to me, but the reality of lived experience the there-for-me because I have a reflexive awareness of it, because I possess it immediately as belonging to me in some sense. Only in thought does it become objective.' (Dilthey, 1985, p. 233)

Phenomenological writing aims to recreate the essence of a lived experience so that the reader can explore meaningful insight in line with their own lived experience. Dilthey (1985) stated 'Just as our body needs to breathe, our soul requires the fulfilment and expansion of its existence in the reverberations of emotional life' (p. 59). Phenomenological writing aims to recreate contact with the essence of the experience, as it immediately happened.

The danger of too little familiarity with the phenomenon is that we do not know enough to explore it. Whilst the danger of too much familiarity is that our pre-suppositions precede and cloud our inquiry so that we fail to see beyond current knowledge. Therefore we must explore our knowledge and pre-understanding of the phenomenon, not to banish it altogether, but to be aware of its presence and even question its reliance and truthfulness.

Before asking others to engage in recounting lived experiences it was prudent to attempt my own descriptions in order to obtain a fuller understanding of my presuppositions. It was also important to recognise that people's descriptions of lived experience will most likely include interpretation and explanation upon an experience, therefore deviating from the actual experience itself. One example to characterise my lived experience in andragogy is the feeling I get at the beginning of every new academic year. I am more conscious and aware (than usual) of the number of students that are looking at me. I feel my heart beat faster, I have a heightened awareness of how my voice sounds and what I'm doing with my hands. However, this feeling of awkwardness only lasts briefly while I regain familiarity within a lecture/discussion and once again everything feels much more natural. Only by reflecting later do I apprehend the nuances of this temporal structure. As Gadamer and Bernasconi (1986) suggest 'when we interpret the meaning of something we actually interpret an interpretation' (p. 68). Therefore interpretation within phenomenology is mediating between their interpretation of experience and my interpretation of their interpretation. Phenomenology aims to elucidate lived experience, which may be hidden within the participant's explanation. It aims to resonate with aspects of the lifeworld. Therefore good phenomenological writing would resonate with the reader as a previous or potential experience. Phenomenology 'is validated by lived experience and validates lived experience. This is sometimes called the 'validating circle of inquiry'' (van Manen, 1990, p27).

Chapter 6: The Supervisee Interviews

6.1 Chapter Overview

The following chapter seeks to represent the lived experience of supervisees undergoing the BASES SE process. A total of 15 (A1 – A15) supervisees completed a semi-structured interview (averaging 1hr in length) exploring their experience of the process (see Table 5.1a – Method). The table below (6.1a) summarises themes found across interviews in relation to supervisees' lived experiences. Ordering of themes was selected to aid the flow of the narrative, not represent theme importance. Discussion of themes in relation to relevant literature is included in the Discussion section (6.7) towards the end of this chapter. This decision was made in order to maintain focus upon elucidating supervisee experience as a phenomenological narrative.

Table 6.1 Summarised supervisee interview coding template

Thematic Area	Lower Level Themes
The supervisory alliance	Supporting the journey • Support • Advice • Dependence Temporality of the relationship • Evolving relationship • Power imbalance Moving towards independence • Recognising competence • Moving towards a peer relationship • Perceived trust • Shared reflection
Experiencing applied spaces	Evolving practice • Adopting an interactive approach • Learning in structured spaces Relational impact on applied experience • Barriers • Perceived progression related to

Thematic Area	Lower Level Themes
	positive feedback Recognising value • Applied Exposure • Varying applied spaces • Thinking on your feet Quandaries of a neophyte • Learning to say no • Fears of charging
Moving towards the professional being	Examining the self • Adopting an internal gaze • Looking outwards • Reflective challenges • Penetrating inner beliefs Transition of the self • Breaking free from traditional education • Developing an eclectic awareness • Importance of the client • Evolving as a practitioner and person • Narrowing but never stationary Believing in the self when entering the 'lion's den' • Early applied fears • Craving positive feedback/relations • Considering process impact • Pursuing accreditation • Fluctuating belief • Becoming a 'real person'
In search of critical friends	Lacking a learning community • Going it alone • Sporadic peer interaction • Group supervisory spaces Benefitting from likeminded individuals • Learning experiences • Embodying a safe space • A developmental community
Moving the goalposts: The road to nowhere?	Lacking awareness • Defining choices • Apathy due to public perception Revising ambitions and opinions • Importance of regulating services • Loss of value Feeling hung out to dry • Let down and disillusioned • Losing identity

6.2 The Supervisory Alliance

Supervisees invariably emphasised the perceived importance of the supervisory relationship. The relationship was viewed as a facilitator in developing and reviewing competencies (required for the completion of BASES SE). It is this relationship that helps establish a seemingly essential rapport.

> I think the other thing erm was kind of like how close the relationship with the supervisor becomes. I mean I was kind of expecting that I would see my supervisor once in a blue moon, once every I don't know, every couple of months if I was lucky, but there was times when I was seeing my supervisor three or four times a week just because different things were happening and there was a lot going on, there was different clients for example, or I'd made a mess of three or four sessions in a row, things like that. I think, I don't think I was expecting just how close the relationship became as well. (Lee)

In many cases, such as this, supervisees were surprised at the strength of relationship they had formed with their supervisor. This potentially reflects differences to previous learning relationships, whereby the dynamic is more collaborative as opposed to a traditional teacher-student relationship. The strength of this bond was perceived as a necessity by numerous supervisees. As will be explored, the strength of this alliance gave supervisees confidence to access their supervisors throughout the process, to support their perceived needs, and consequently the belief in their ability to progress towards independence as a practitioner. It appears from this as though the relationship itself is driven by the needs of the supervisee, suggesting a very student-centred educational practice.

Whilst this captures the initial forming of the supervisory relationship, the complexity and evolution of the educational relationship will become evident throughout the analyses (Chapters 6 and 7).

6.2.1 Supporting the Journey

The need to access supervisor knowledge and advice was a common theme within the supervisory alliance. In the main, supervisees were keen to praise the support they received from their supervisor. The notion of having an experienced individual to guide their journey was viewed as a primary attraction within the supervised experience process.

> I might be using her advice to prepare for a group of workshops, or in reflection on some, a needs analysis that I've done. Erm, lots of just sort of discussions about what I was doing and where would I go from there. And she would maybe, if she felt like I needed to consider a little bit more she would tell me. (Sarah)

> Erm, so you know she's very supportive certainly with what I do, I think we kind of get on quite well. (Allan)

The feeling of support (which, as evidenced below, evolves throughout the process) appears to be a critical feature within the relationship. Although the majority of supervisees reported very positive experiences of supervisor support (with regard to meeting supervisee expectations), there were infrequent examples which explored disappointment with the support that had been received. One example highlighted the limited support received in generating applied experiences (observational or supervisee lead) and advice on competency write-ups.

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… I'd be able to observe him at least two occasions during each year of my supervised experience, none of which have come through. Erm that he would, he would assist me in gaining entry to working with some other sports and help me develop a client base, which hasn't happened. Erm that we would, that he would put the effort into help me with the competencies … (Chloe)

These rare grievances serve to uphold the value that supervisees place on supervisor support and advice, especially in regard to meeting supervisee expectations. Advice and reflective discussion with supervisors primarily focussed on applied work. Not surprisingly within an applied process it is this area of supervised experience that appears to generate the most tension and reward for supervisees. When in the fledgling stages of the process supervisees, in general, discussed how they would involve and discuss every nuance of an applied workshop/consultation with their supervisor.

'Erm and he is like a mentor or basically, erm and I go to him about anything I'm struggling with, what I'm planning to do, erm and I'm planning to run a workshop or I'm planning to run a review session, or I'm planning, anything that I'm planning to do, I'll go to him first and run it past him, especially if it's something I haven't necessarily done before.' (Stuart)

'Yep erm, massive role, like you wouldn't be able to do it without them and I, you know, obviously it's a very individual experience. Err but I think they've helped me engage in a lot of reflection and sometimes they help you to see the wood

from the trees. … Erm, so they, yeah they help you to kind of

to do this process of reflection. He has also given me loads

of opportunities with client stuff. So I think really every step of

the way kind of, my supervisor is there.' (Jane)

This clearly illustrated a thirst for supervisor knowledge and advice, as well as highlighting a lack of supervisee self-efficacy towards the beginning of SE. With regard to developing applied knowledge and confidence supervisees evidently viewed the supervisory relationship as an optimal learning space. In depicting an optimal learning space, we can draw upon Jane's summation of 'a very individual experience'. Therefore the educational focus on the supervisee as a unique individual appears to be well received with regard to supervisee expectations.

Within SE numerous supervisees recognised the knowledge base they derived from indicative and additional readings completed throughout the process, in relation to the varying aspects of applied work; building rapport, ethical guidelines, negotiating roles and responsibilities, case studies etc. However, there was a consistent message that applied discussions/reflections with their supervisor far outweighed textbook learning.

'Yeah, err definitely the advice on the applied field and being

able to discuss with someone, erm where I am, what kind of

things I'm having troubles with.' (Sarah)

The above has clearly illustrated the perceived benefits (on behalf of the supervisee) associated with supervisor support within the supervisory relationship. Within the early stages of learning, support/assistance is required by the more experienced other. However, as supervisees progress, such support should not be required towards the latter stages of development, when assistance is provided by

the self before attaining autonomy and independence. As supervisees explored their progress through the process they reflected on how the supervisory relationship had evolved over time breeding confidence within self-recognised development (evidenced throughout the following section).

6.2.2 Temporality of the relationship

Relationships are inherently temporal allowing for changes/developments to occur. In line with this, supervisees reported numerous similarities in how they perceived the evolving nature of their supervisory relationship. It is evident from the following quotes that many of the supervisees felt as though an initial experience of more directive supervision was beneficial to meet their initial needs, fears and concerns associated with applied work:

'Erm and you know being, he was much more involved in like the first year, like, 'what are you doing with them? Run it through me first'. Like all that kind of stuff. Not controlling, well some people might class it as controlling but I actually liked that, cause I think that's the whole point of supervised experience. You kind of are on a little leash and the leash gets loosened as you go on, because obviously you know, as a supervisor they have a duty of care to ensure that what we're producing is good work, so they're going to have and probably want a little bit of control.' (Jane)

I think in the first year a lot of the time it's kind of mollycoddled, erm by your supervisor, 'right this is what you're going to do, this is how you go about it'. Whereas I

think now I've got to the stage where it's er very much, I'm delivering the sessions, I make the sessions, I say what goes on in the sessions, my supervisor only really comes into it afterwards when we're discussing 'right this is what we've done, this is why we've done it, and this is the good things, the bad things, all working and stuff'. And I think there definitely has been a change in emphasis that way, erm with me becoming much more independent with what I'm actually doing. And I think it's definitely a good thing because throughout my career I'm going to work with athletes and I don't want to be working with athletes and then have to be going to my supervisor for my whole career. Erm I want to be at this stage where I'm able to do everything myself and if something goes wrong hold my hands up and say 'it went wrong', erm and know how to correct it the next time. (Lee)

We can see from Jane's quote that initially there is the desire for more direction, before 'loosening the leash'. Interestingly Lee outlines the desire to progress to full independence, distancing himself from supervisory support. As the analysis progresses there is evidence that many maintain the desire for peer/mentor support.

Erm but basically to me you become almost level and use each other you know and nurture each other, and I think that's so important because I think the moment we think we have completely achieved the practitioner we want to be, it's kind of all downhill from there. (Julie p. 19)

The above excerpts illustrate the perceived changes within the supervisory relationship from the supervisees' perspective. It is therefore interesting to consider

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this relationship further and within that which aspects denote progression for the supervisees.

There were examples of initial nerves within the supervisory relationship relating to professional identity and confidence. Understandably when entering a relationship consisting of a more experienced other, some supervisees considered the nature of their actions and how much of themselves they were willing to divulge in the relationship, for example:

> Erm, yeah definitely has changed. I think the start erm you go in thinking that, I don't want, I want this person to think I'm good, you want to impress them. But now it's more where I want my supervisor to pick out what I'm doing wrong. Because at the start if I heard there was something wrong, I was like oh God this is the end of the world, but now like you're constantly wanting them to find something wrong, cos it's something you need to work on. Erm so it's definitely evolved in that my supervisor knows me better and I know my supervisor better, so I know what to expect in the meetings and also he knows me and what to challenge me on. And knows that I do, I'm not used to maybe scientific write up as much now, or he could challenge me on that, so yeah it probably has changed. (Julie)

This excerpt illustrates that for some there is a period of transition within the relationship whereby supervisees feel comfortable revealing more of their true self within the relationship. It could also be a realisation that criticism is constructive, not personal or reflective of ability, but to help them grow and develop. I would suggest that at this point there seems to be more of a focus on progressing towards

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independence than overshadowing concerns of impression management. This illustrates the vulnerability of the learning relationship. Where the relationship is perceived as insufficient, the supervisee may be less willing to disclose and discuss such aspects.

6.2.3 Moving towards independence

In reflecting on the process supervisees made multiple references to the impact of confidence both within the process (explored later within this chapter) and within the supervisory relationship. As the supervisees became more confident in their own competence they noted a reduction in reliance on supervisor support.

> No I think it has evolved to a certain extent. I'm a lot more autonomous, whereas before I ring him up for everything, erm and he would offer me advice. I think now I've learnt, I've learned how to deal with certain situations myself, I've actually, yeah like I say more autonomous and that. (Scott)

This excerpt clearly illustrates progression through learning towards autonomy. In light of this transition the desire to be challenged by their supervisor is more evident with increased supervisee confidence and perceived autonomy, intimating again that when feelings of vulnerability recede challenge can happen. This is in stark contrast from the beginning of the supervisory relationship when, as evidenced above, many supervisees were more concerned with concealing their frailties. This may also indicate supervisees initially misunderstand the purpose of SE and the role of the supervisor.

In explaining their transition towards competence and independence numerous supervisees, who positively reported their evolving supervisory relationship,

recounted how their supervisor had adopted a more democratic approach, illustrated by the following examples:

> Erm but, you know, I think we've probably got more, not more of an equal relationship, just slightly less supervisor – supervisee, it's kind of like this now. You know what I mean, we're at sort of this angle [diagonal] as opposed to this angle [vertical]. (Lindsey)

> …I think I've come to a point where I've developed a way of working that is quite effective. Erm err, really mostly through my supervisor. Erm and I feel like we're friends now so I'm sure that we will still continue to, you know get ideas back and forth one another and discuss our erm practice, how we're working and things like that, and that will only enhance my work. (Sarah)

It seems from this that supervisees recognise a change in the relational balance with their supervisor. This is not to say that they perceive a swing in power, but they feel as though they are moving towards a more equal relationship, within which they feel a sense of belonging and understanding. As can be drawn out from the excerpts above, in a number of cases, they begin to see their supervisor as more of a peer. The recognition of this relational shift provides the supervisees with an increased confidence fuelling a positive outlook on their personal development.

According to the supervisees, confidence from the supervisory relationship plays a large role in assisting the transition towards independence. Numerous supervisees discussed how they derived self-belief from perceived confidence and trust regarding their autonomy on the part of the supervisor.

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I think over time gradually the relationship, well not become weaker by any stretch of the imagination, I think it's become more erm I've become more sort of independent, so I'm not needed to go and see them perhaps as much erm during the process, which I think has definitely erm made the relationship, when I have gone and seen them it's been a bit more kind of relaxed about things, and my supervisor's not been worrying about me as much as well, just because I have become more independent with that. I think there's definitely that sort of element to it, it's become much more laid back and relaxed, I know more what I'm doing, but also my supervisor appreciates I know more what I'm doing if that makes sense? (Lee)

Lee alludes to a morphing of his independence underpinned by a perceieved confidence derived from the supervisory relationship. For many, increased confidence with their ability came from reflective discussions they recounted with their supervisors. Advice and development regarding reflective practice was strongly linked with developing confidence and moving towards independence, as evidenced below:

So he's always hammering that into me, 'any experience that you have reflect on it and think and how you can you use that knowledge'. And I probably, without really thinking about it explicitly, implicitly I think that has helped me to cope with things better. (Scott)

Yeah, err definitely the advice on the applied field and being able to discuss with someone, erm where I am, what kind of

things I'm having troubles with. If I'm nervous about something I think [supervisor] definitely helped with the sort of reflections side of things. So I was doing a lot of my sort of reflection with her, erm and that made it a lot easier, and now I'm sort of better able to reflect on myself. So her advice and help in reflection is probably what I've got out of it the most. (Sarah)

…I think if you're relatively good at reviewing your own performance in what you're doing and whether it's working and how you can make it more efficient and more effective. I think even if you took supervisors completely out of it erm then that's the most important part of the process. Erm but then given who my supervisors are and the relationship I have with them, they massively enhance that experience for me, because when we review things they, the advice they give me, the recommendations, the way we, the way they analyse things and work out different ways I can improve. Erm for me I think that's an exceptional part of, of my training… (Stuart)

Soctt's quote suggests that supervisees build their own applied knowledge library through the process of reflective practice. Interestingly, reflection appeared to underpin the approach taken within his supervisory relationship, due to the repeated emphasis. As a consequence, the identity of the learner shifted to reflection without much conscious action, meaning change happened within the relationship.

It seems apparent that reflective practice plays a dominant role within the supervisory relationship. Supervisees saw such time as a reflective opportunity to

consider aspects of applied work with their supervisor. A strong supervisory relationship provided a safe space within which the supervisees felt comfortable sharing and discussing such reflections. It appears as though the supervisory alliance evolves the supervisory space in order to cater for the developmental needs of the supervisee. Supervisory understanding regarding areas of focus are enabled by a strong learning relationship. As evidenced above some supervisees saw this aspect as not only a key part of the supervisory relationship, but also a key part of the SE process.

6.3 Experiencing Applied Spaces

For many supervisees experiencing a variety of applied spaces[9] was reflected upon as a key component in their development, recognising the variety of contexts a sport and exercise scientist works within. All supervisees recounted their emotions in relation to the impact that working within applied settings had had upon their development. The chance to work as a practitioner within sport and exercise, build relations with clients and related professionals, was reported as the main reason that supervisees had pursued BASES SE. During the interviews there were numerous reflections pertaining to the satisfaction derived from applied work.

> But I've found that's the most fun bit, the working with them
> and sitting down and understanding them. That is, that's why
> I do SE, because you come out of a good session and you're
> like, 'I did some sport psychology today', like this. And you're
> like yeah that was good and it was fun, and it was enjoyable,

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[9] Applied spaces in this context refers to the variety of delivery experiences a supervisee accumulates during SE. This may consist of (but is not limited to) individual consultations, group workshops, group presentations.

and erm yeah so I think I really enjoy doing the actual

working with the groups and individuals. (Jane)

Erm I love it … Yep it the best part of the job, erm especially

teams because you feel like you're part of the team, and

you're immersed in the environment, erm it's brilliant. That's

not to say that I haven't had howlers over the course of

however many years. Erm there are times when I've messed

up massively and you do feel really shit about yourself for a

bit but erm… (Stuart)

Here we can see that applied learning enables neophyte practitioners to explore concrete experience versus abstract understanding. Participation is therefore a key part of the process in advancing their identity as a practitioner. As evidenced in the excerpts above supervisees experience an identity shift when they engage in the same acts as accredited practitioners.

6.3.1 Evolving Practice

Applied spaces were generally divided into two sections by supervisees. They made reference to the differences between on-to-one consultation and applied workshops with groups/teams. Within individual consultations building rapport was viewed as a key facilitator of success. Whilst rapport was also deemed important within group settings, supervisees highlighted that in line with their development they realised the value of creating interactive, practical and applicable workshops.

Very different, so it was a much more upbeat session. You

know, keeping them very active, keeping them very engaged,

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you know, giving them practical things to do. Moving them around a little bit, yeah much better. (Lindsey)

Erm just better ways of sort of working with a big group, maybe splitting them into small groups and all that sort of thing, to work together and then reporting back, making them more interactive rather than a lecture. (Gemma)

Erm I mean I thrive on erm delivering workshops in terms of like bringing alive what I know, erm in a very practical and erm, well I try and use as many different medias as possible, so I've had a number of really good sessions that I've thought 'you know what, this is adding value'. (Dan)

The quote from Lindsey intimates that experience breeds innovation. Therefore in terms of supervisee transition towards independence, progression to innovative practice represents an important step. A practical approach to workshops was in stark contrast to a number of neophyte supervisee experiences in which they were more concerned with transmitting key information and demonstrating their knowledge. This lecture style approach to applied workshops was reflected on by many as an inappropriate method of encouraging team/group engagement. It appeared that within early stages of development neophyte practitioners focus their gaze more towards the self, in an attempt to demonstrate knowledge (both to others and the self).

Workshops with children also mirrored the same developmental pattern. Lindsey reflected on her lack of enthusiasm towards a previous educational workshop, which resulted in a considered but dramatic change in how such workshops were facilitated, evidencing again that experience breeds innovation:

> You know, we did all sort of creative stuff to do like a board for them thinking about how they're going to prepare themselves for their race, and they loved it. And I'd have never of thought of that before … you know, more kinaesthetic stuff, so they can kind of understand it. Because then you're not, you're not having to talk at them, you know, you can put things on stickies and they can move them around and you can pull them off and you know it's kind of more interactive to kind of help them to get round what concepts are. (Lindsey)

Another area of reflection regarding applied experiences was the BASES workshops that supervisees had attended on the SE process. They considered attendance at these workshops an opportunity to access professional applied training, whereby they could receive advice from and pose questions to experienced practitioners. Supervisees had had mixed experiences from the various workshops they had attended. Workshops that were reported as rewarding and beneficial provided practical insight and were considered relevant to progression. Conversely those that had had negative experiences of workshops reported the opposite. They experienced feelings of rehashing previously covered material and a lack of applied focus.

> Well those workshops that you have to do for the BASES supervised experience, I've actually found really useful because they give you practical examples of what needs to be done, so that's been a real useful thing from my point of view of doing the BASES, and helping me develop my competencies, is putting those things into practice. (Scott)

Erm part of me feels as though a lot of the stuff that you do in the workshops is, if you've done a Masters degree which BASES kind of stipulates you do, I think a lot of that is already there. Erm part of me feels as though that just with both of these workshops that we are just covering old ground. (Lee)

…I like the idea of there's core workshops you need to attend, erm but I think they could be done in a better way, and more applied. (Julie)

These excerpts raise an important point regarding the supervisees' goals of learning. They are undertaking SE because they want to be a professional who works with people and enacts change, so experience is influenced by the eventual goals. This therefore raises an important point for BASES curricular. From a supervisee's perspective, workshops need to facilitate enactment; not doing so could negatively impact their transition.

6.3.2 Relational Impact on Applied Experience

The relational aspects of applied practice, (exploring the dynamic between supervisee and their clients), contribute towards perceptions of the applied environment. Supervisees valued the relational dynamics as positively or negatively impacting their experience. As a result, building rapport was acknowledged as essential in order to establish a positive working alliance.

He's not going to tell me something that's life changing, you know I haven't got that level of you know rapport with him there, he just doesn't trust me, and I can understand, cos he

> sees me once every two or three months or something, you
> know why would he? So I think it's erm, I think you have to
> be immersed in a team. (Allan)

> … a lot of the time the first kind of couple of times you go in,
> a lot of the time now I've kind of realised it's not really about
> what you deliver, it's more about getting to know them as
> people. Erm they don't know me from Adam, so it's like well,
> the need to sort of start to get to know me first… (Lee)

The second excerpt from Lee suggests that interpersonal relationships precede learning relationships. Consequently, building rapport with a client becomes an imperative step in initiating applied consultancy. The acknowledged importance of building rapport was evidenced in how supervisees reported their positive and negative experiences. They viewed there to be two main issues that prevented effective relations from being established. One was relating to the amount of time they had had with the team/athlete/coach in order to establish positive working relations prior to delivery. The other was considered as poor organisation, whereby certain members of a team/group were not fully aware, or not fully on-board with the inclusion/introduction of the supervisee into the team/group set-up.

> Yeah, I mean I've had loads. There have been, I've had
> plenty of mainly workshop type events, and when you're
> thrown into things, I say yes way too quickly, and I get thrown
> into something when I don't actually know what I'm doing.
> This particular one, I ran a workshop where the person who
> asked me to do it was like the manager in charge and it was,
> we talked about what I was going to do, and it all made
> sense and then what I didn't realise was that the coach, I had

an idea that the coach was going to be there, but I didn't, I'd

never met the coach, I never had any interaction with him.

He clearly, very early on in this workshop, did not like where

it was going and he became more and more frustrated the

longer it went on to the point where he eventually sort of

snapped, and it was horrendous experience. (Stuart)

In cases such as this, supervisees reflected on how damaging these negative experiences were to their confidence. As discussed previously, entering applied practice lead to an identity shift for supervisees. As with any newly formed identity there can be a degree of fragility which may exacerbate negative experiences. Therefore a lot of reflective discussions were conducted with supervisors to consider the experience and decide a plan of action moving forward, evidencing assistance provided by the more experienced other. Some supervisees did recount how resolution of such a negative experience was, on reflection, one of their prouder moments throughout the process. Again this was linked to the importance of supervisor input within such situations.

It is important to recognise that the reports of positive applied experiences far exceeded the negative ones. Positive accounts of applied practice were often linked with perceived progression as a practitioner, which was often considered in line with an evolving professional philosophy (explored more thoroughly later in this chapter).

…when I was working with the athletes one-on-one out on

the golf course. I think that was definitely giving it real

context, so doing it with drives, we were doing imagery, erm

iron shots we were doing imagery, er and self-talk and just

trying to give everything sort of a real context, to open their

pre-shot routine to all that kind of stuff. That was one of the,

the feedback I got from the players themselves was really sort of supportive of the way I'd done it, which I think was a positive experience for me. (Lee)

Erm team sport I like, but I've literally just changed my style of delivery the last few months with the sports. Erm instead of directly going into teams, which I was doing, I'm now doing things in their training sessions like say in their recovery time. Doing little cognitive training tasks to get them thinking when they're fatigued, erm rather than workshop-based all the time. (Julie)

Likewise going and working on the shop-floor, in terms of being involved and out on the field erm were kind of the penny drops in terms of what's been done maybe away from the competitive environment, training environment, within workshops or one to ones in that respect. They really kind of got across what we've been working on and it's actually having an impact, so many of those. (Dan)

The above quotes evidence the complexity and diversity of applied practice within sport and exercise science. A variety of different experiences within different contexts challenge existing processes for supervisees, allowing for progression. Within SE we can see that learning becomes distributed over the supervisor, clients, peers (evidenced in section 6.5) and relevant literature. Therefore the learning environment enlarges to allow more situations for identity shift.

6.3.3 Recognising Value

Whether they were perceived as positive or negative, one consensus that came through from all supervisees was the learning and development experienced from applied practice. Applied exposure was considered essential in allowing supervisees to move from a position of knowledge to a position of enactment.

> Err yeah I've, it's been very rewarding, that's probably where I've learnt more about sport psychology than any course that I've done. The thing is is that when you do your err degrees you touch on a few issues, some of the most contemporary type issues. Working with athletes, first and foremost on an individual basis, I've come across things which I never ever thought a sport psychologist would come across. Erm, you know real clinical type issues, and whilst at times it probably makes you feel a little bit uncomfortable and you think bloody hell how do I deal with this, how do I deal with this situation. It opened my eyes up to what psychology is, as opposed to this neatly packaged thing that you get whilst you go through the education system yourself. (Scott)

> The main elements for me was the actual practical applied stuff. So massive bulk of it was erm my one to ones and workshops, working with athletes. (Gemma)

> Erm I think erm we do a lot around erm personality preferences, so whilst I maybe started out being quite theory, educational, lecturing, that approach cos that's what I knew, erm I quickly knew that wasn't the way forward in terms of

getting the engagement I wanted. So the way that's evolved

by using practical examples, so video clips, er even clips

from movies or erm TV sporting events, but also personal

footage of players, teams, erm things that they can relate to,

erm to bring that alive essentially. Erm and then also to do

practical sessions there and then in the session to others,

presenting an idea or maybe just having an experience and

then exploring that, erm bringing alive there to then be able

to make the transference into erm training, practice or

competition, through that progressive approach. (Dan)

As evidenced above by Scott, BASES SE provides a vehicle to bring knowledge alive for supervisees. This was further facilitated by exposure to novel applied spaces. However, there was concern shown by some supervisees that their skills and confidence were limited within certain sport/exercise arenas within which they had received most exposure. Others who had received plenty of applied experience within various settings perceived this variety as having a beneficial effect on development as an applied practitioner.

Erm I think it's expanded my erm knowledge base in terms of

understanding more about environments, more about

cultures in that respect. So I erm it's more and more from a

team dynamic and leadership perspective, erm whereas

before I was probably more individual performance

psychology focused. Erm but I think that's just part of the job,

every session you have you learnt something new, erm the

challenges you have are the experiences that mean you

want to upskill in another area, so that's kind of part of it really. (Dan)

I think the thing in the main is just applied work, actually getting out there and doing the work is one of the, well that is the main element, it's actually going and working with clients is the main element. Getting to know different sort of bodies you're working within, erm building up a kind of er rapport with, I suppose is probably a good word. (Lee)

Exposure to applied settings was viewed as experience that was not possible to generate via textbooks or supervisory discussions. It may be that as supervisees develop they reject the notion of these facets as discrete and consider them as a more integrative, adaptive whole. However, supervisees viewed applied interactional experiences as unique to their development. One aspect that a number of supervisees alluded to was the development of their intuitive abilities. To be able to react to questions/situations and 'think on your feet' was viewed as a key skill within applied settings.

…I suppose the biggest thing for me is thinking on your feet in a one-on-one session. So if like, yeah you can plan a session and then if something comes along and you're like, 'oh crap I didn't plan for that', you got to that instant has got to come from somewhere. And I definitely feel like over the last few months I've been getting better at that, and I feel I've progressed in that. (Rachel)

Erm in terms of confidence erm hugely in terms of more confident in delivery, more confident in what I know erm

having experienced it. Erm and also the flexibility that that

brings, so being able to adapt and apply a lot of what I

probably learn traditionally through a textbook… (Dan)

There was recognition that this is an entity of development that is bespoke to applied experience and is therefore only enhanced though participation. However, such development will only happen if supervisees have the requisite knowledge to reflect upon and consider. This aspect can therefore be supported by supervisory discussion.

6.3.4 Quandaries of a Neophyte

In addition to the workshops there were other elements that impinged on supervisees' applied experiences during the process. Supervisees experienced professional quandaries, whereby they took on certain roles reluctantly in order to accumulate the necessary applied hours to meet the required SE competencies. For example, supervisees were often called upon by clients to run last minute sessions with teams/clients to 'save the ship from sinking', which the supervisees believed would have little or no effect. Secondly, agreeing to all possible applied work, be it last minute or not, was considered to have a big impact of supervisees' work life balance. This was an element which was already stretched for most in that SE was completed alongside a full-time job or full-time study.

And like learning to say no was probably something that I've

come across. Like you know if you work within a, oh can you

work with this athlete even though they're not really in the

squad you're meant to be working with, and you're kind of

like oh I want to because I need to do more hours and I want

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> you to think a lot of me, but then you just have the make a
>
> balance of you. (Rachel)

However, there was recognition (by supervisees) that this was not necessarily a bad thing for supervisee development. Feeling uncomfortable and 'stepping in' is part of the professional role and enacting this contributed towards an identity shift.

Another dilemma associated with applied work as a neophyte practitioner was whether to charge for services provided. In one sense supervisees believed that they were providing a professional service and therefore deserved some recompense. However some saw SE as an extended internship and did not want payment for their service until fully qualified. Whatever their position there were certain fears associated with charging for applied services and the pressure and expectations that came with it.

> And they're sat there thinking, 'I just had a 45 minute session
>
> and I don't feel like we did anything'. I might feel like we've
>
> done loads, I understand them better and, but they're
>
> suddenly thinking, 'alright, I've just paid for that'. Like that
>
> makes me feel more scared, so, and it's just not the reason
>
> that I do it for. (Jane)

This opens up an interesting topic regarding the role that payment plays within professional identity. It appears that for some that this may underpin their self-worth as a professional.

Despite the challenges associated with applied experiences within the supervisory process, supervisees viewed their exposure to applied spaces as imperative to their developmental journey. The above sub-theme acknowledges the complexity and diversity of working in applied practice.

6.4 Moving Towards the Professional Being

All of the supervisees reported elements of personal transition during supervised experience. Their reflections upon the process highlighted numerous experiences that they perceived as contributors toward the evolution of their professional identity. Consideration of relevant aspects illuminates those experiences from a supervisee perspective.

6.4.1 Examining the Self

Supervisees made regular comment regarding the need to examine the self throughout the process. Very few supervisees alluded to seeking guidance from reflective models in order to inform their reflective practice. Many reported that they used reflection as an evaluative tool to explore experiences and some were very open in explaining that their reflection was not influenced by a reflective structure from the literature. In saying this, although supervisees may not refer directly to the use of reflective models, they will have studied them either at University, or during BASES SE, meaning this knowledge will form the basis of their reflective practice. This might suggest that reflection is not rooted in models, but in practice itself. Additionally, there was occasional reference to the benefit of using a reflective model to inform the structure and process involved in developing reflection.

> Erm, well obviously now you've got these models of
> reflection, so I've always got a model of what I could follow,
> but no I, well I think yeah. It always ends with what would I
> do next time? So there's always an end goal, I wouldn't just

cut my reflection off, but structured in the way, do I write it down? (Jane)

Yeah, very structured. Erm it's very much based on Gibb's model. Erm it has been adapted, it's err, I think it's Zoe Knowles' stuff, erm her model of reflective practice, and that's the one that I tend to go through … And I think that that's been beneficial, because to start off with I didn't really know what I was reflecting on. You know, if I was told how did that session go? I might have said 'yeah it went good'. And that would be the level of it, whereas having sort of pointers and getting me to really get my thoughts down has been quite useful in teasing out good information. (Scott)

Consideration was especially given to reflecting upon applied practice. Applied experiences were viewed by many as situations that created the most anxiety amongst supervisees. Reflective practice was considered an important role in exploring and evaluating applied experiences. This allowed supervisees to evaluate their own performance, assess practitioner-client relations, consider client engagement, evaluate session impact and plan for future contact. For many this reflective insight developed confidence within their practice.

Erm and I think because BASES makes you reflect on those things, erm you then make action points of how to do it better, or continue doing as well as you can. I think you really notice when, erm like an interpersonal relationship changes, or something seems easier. I noted a clear shift in kind of my feelings before I was going to go into like an intake interview… (Jane)

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So usually after we'd finished a session we'd drive home and we'd do the reflection together and then we'd do it on our own, and then we'd meet up later and reflect again and stuff and that was a really good exercise. Erm, like we just thought we'd do that just to see what happened you know, and it came out like really interesting, like the fact that in our immediate ones, we were really like emotional and like 'Oh my God, that was such a crap session, they weren't listening to us' and like, you know like how you are. And then the 48hrs ones are really good reflections because they usually informed a lot of our next workshops and what things that we didn't want to do, things that we did want to do, so we learnt, we did learn a lot from the reflections. (Rachel)

The second quote evidences that some supervisees took great benefit from engaging in peer reflection. A number of supervisees detailed that they had found limited access to peer support within which to engage. Those that did gain access to peer reflection viewed it as very beneficial in evaluating their applied experiences and more readily reported their commitment to staged reflection (as evidenced in Rachel's quote). Furthermore, those supervisees also made a link between peer reflection and their own reflective development. It could be that the perception of reduced vulnerability within peer settings further encouraged supervisees to lay bare their experiential reflections.

Reflection upon applied experience was viewed as one of the key aspects within the process. Supervisees were not fully aware of, or committed to, reflective practice upon commencement of supervised experience. Although there is potential for variance in the models and/or practices adopted, a number of supervisees made

reference to their refreshed view towards reflective practice and the impact it can have on understanding the multiple lived spaces within which a supervisee frequents.

> So I think erm it's made me much more appreciative of the reflective process and how much more important it is at, not just developing you as a practitioner, but also as a person as well and how people are missing out if they don't use it. (Jane)

> It helps me think about more about what I did during the session and what was good and what was bad. It kind of helped me learn from my experiences rather than just thinking oh that was a good experience, I should do that again sometime, but it makes you really think about what exactly I did that made it good and what didn't make it so good. (Claire)

> Definitely, yeah I never put sort of much sort of belief in reflective practice before, but erm actually having done it, it's hugely beneficial. (Gemma)

These excerpts encapsulate the power of what supervisees experienced within reflective practice. They learned the benefits of incorporating reflective practice in order to develop themselves. This results in identity shifts towards being a reflective practitioner, demonstrating the interactive nature of the self in learning and teaching.

Numerous supervisees reflected on how their view and use of reflective practice had evolved during the process. A number of supervisees highlighted the awkward nature of an internal gaze upon one's beliefs and practice. Therefore, whilst

reflective practice isn't always enjoyable or pleasant, learning still takes place. It is interesting that despite this initial awkwardness the majority of supervisees specifically referred to the development of their reflective abilities and consequently their appreciation for the process.

> … I think that doing the BASES supervised experience has erm ingrained things in me that I will keep that maybe I hadn't have developed had I not gone the supervised experience. For example, the reflection that we talked about earlier, and definitely that is something that is important, you have to do, you know you just need to do it and it's an enjoyable process as well. (Lee)

> Err it might not be as detailed as the, you know getting stuff down on paper, but it's just become a, it's becoming a more natural thing to do, a habitual thing to do. (Scott)

> …certainly since I started the process I've always been made aware of, erm and I feel like I've been fairly knowledgeable about the reflective process and the value that it brings. But having seen it done in a sport, and done really rigourously, so we planned things rigourously, do them and then review them rigourously, so when we start the planning process, I've definitely, that's definitely something I've learnt, or I'm much more aware of now than I was when I started SE. (Stuart)

This again highlights the importance of active participation in both applied practice and reflective practice. Only through this do practices (applied and reflective)

become ingrained and habitual. Consequently, it appears as though the evolution of practitioner identity is facilitated via reflective practice.

Although supervisees recounted numerous benefits associated with reflective practice they experienced certain obstacles throughout the process. The main aspect that was reported to impact on effective and thorough reflection was time. All supervisees were completing supervised experience alongside employment or further study. As a consequence many of them reported time constraints as a barrier which occasionally impacted on their reflective commitment.

> Ummm it's funny cause I should and I am trying to, but because I am quite a deep reflector there's not always time to write it down as much. (Jane)

> My honest answer to that is that I find again arduous and boring at times, but I do appreciate the benefits of. (Scott)

> …and it just seemed wifflywaffly to me, and so I actually had a go at it. Err and even then I still struggled with it because it was time-consuming… (Scott)

> So erm so it means I keep at it, but I do find it useful, it's just hard to find the time a lot to do it. (Claire)

These quotes raise an important notion that thinking and learning requires space. The structures of one's life become part of the transition process and require reflection and examination in understanding transition.

The only other issue that supervisees recounted with regards to reflective practice was its appropriateness to a variety of experiences. Multiple references were made to applied experience whereby reflection appeared difficult due to the mundane

nature of the experiences themselves. Some supervisees only found reflective practice to be applicable in scenarios where they perceived a critical incident had occurred. Only then were they able to invest themselves in the process of reflective practice (essentially problem based learning).

> Erm I don't like, I don't have a problem like sitting down and doing it and like reflecting. It's just getting the time and getting the, like sometimes it's just like oh I cannot be bothered, and especially if nothing major happens in the session and you've got nothing to reflect on, I don't see the value of doing it then. I think it should be just like almost critical incidents. (Rachel)

This perspective potentially relates to a supervisee's stage of development; when action becomes internalised there is no conscious drive to evaluate it. However, It could be argued that it is those experienced as 'mundane' that need reflecting upon, otherwise we repeat the same, possibly inappropriate, behaviours.

Some supervisees talked about the personal impact of reflective practice with real passion. A number of supervisees explored how reflection had helped to inform their identity as a practitioner. They explained that the consideration of experiential situations initiated thought towards how they wanted to shape their practice moving forward. In some cases, (as evidenced in the initial quote below), self-reflection penetrated deeper towards the inner beliefs of the individuals shaping there identity as a person as well as a practitioner.

> So yeah, my reflection's much deeper, it's not so superficial now, it actually goes into my belief systems, which I think is why people don't reflect as much, because it can be scary

and it can bring up things that maybe you don't want it to
bring up. And err, so yeah, I think that that's something, it's
kind of just, you know I just reflect deeper now on things like
that. (Jane)

…and it was only through reflection that I realised that was
what it actually was, it was because I'd changed my delivery
style based upon the client. (Lee)

Erm definitely for me the main bit of it is how much I've
developed as a practitioner and I think that a lot of it, it is
down to your own work really and how much you want to grin
and bear reflection after reflection after reflection, erm and
going through kind of looking at your own work. But I think
the process of BASES does encourage you to do that. (Julie)

These excerpts again reiterate how supervisees internalise reflective practice as part
of their Being. Julie's quote suggests that active participation and repeated activity
are required in order for reflective practice to become ingrained within practitioner
identity.

6.4.2 Transition of the Self

Throughout the process of SE supervisees became increasingly aware of how they
were personally impacted upon by the numerous spaces they experienced and the
numerous relations they established and developed. Maybe unsurprisingly, many

supervisees were amazed at how much they changed as a person and a practitioner as a result of the process.

A number of supervisees felt as though their knowledge of working philosophy was fairly limited upon commencing SE. It was suggested that their educational background had provided a very one-dimensional insight into applied practice. Supervisees were initially comfortable with the familiar, explaining how, in the main, they had only delved into the cognitive-behavioural perspective within their educational background.

> No, in the past it would have been, I would have been very CBT focused because that was where the majority of my training was. (Stuart)

> I suppose the only thing that like, has a factor, you know might like compact that is the fact that we are just taught through textbooks, and all in textbooks are just, here's an imagery intervention, or here's a whatever, and you're just like well you always refer, I always refer back to textbooks to try and get some sort of insight into what might be going on. Maybe that's not always the best thing to do … but I think BASES definitely tries to do that as well. Especially with all the forms you've got to fill in and stuff, I feel like they push you into a kind of, a route-way of doing all the cognitive stuff… (Rachel)

As can be seen from Rachel's excerpt, she felt that BASES maintained an educational trajectory towards a cognitive-behavioural approach. This was not an opinion that came through from numerous supervisees. There was however general

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recognition for the enhanced knowledge supervisees gained regarding the various approaches available as an applied practitioner.

> …yeah I think it's helped me broaden my approach to how I work with an athlete, so where as I might have started with a very cognitive approach, you know, I've gone oooh actually I quite like this existential stuff or you know … whatever, you know, you see, you can work in a more broad way with athletes I recruit. (Lindsey)

This demonstrates that supervisees developed their ability to reflect on their knowledge, apply it and understand it. Part of transition is moving into the unfamiliar and shifting in response to this. Where this doesn't happen, physical transition (to the new environment) occurs but not psychological transition. Therefore reflective practice is crucial in enabling psychological transition.

Increased awareness within the realms of professional philosophy was viewed as very beneficial in enhancing applied practice. However, it is important to recognise that some supervisees viewed this period of personal and professional development as a time of uncertainty, a time of choices without a textbook to provide the right answer.

> I would say that primarily, well it's a cognitive approach fundamentally, cognitive approach. But I don't know, I think I'm undecided about the extent to which I'm sort of a humanistic approach as well really. I don't know erm, that's the bit I don't know about. I'm toying with that because I think sometimes, some work I've done I think in a way the humanist approach, its better with some categories of

individuals. Whereas others, you know some people you work with, or I've worked with, they don't really give two monkeys about, you know all the self-actualisation, you know they don't care about any of that. You know they're just, they're very single-minded, driven, and you simply there for a performance reason. I think others, other individuals or more, they are more about that, they need that holistic erm person centred approach, they need to feel part of the process, you know all those sorts of extra bits. So I don't know, I don't know where I sit really, I think I'm more of humanistic type of person … So I don't know, I don't know, but certainly a cognitive approach, because we all know it's the safe one isn't it, so. (Allan)

I think you're better served being able to, to do more, a more eclectic range of skills, but I do, my concern is I don't think I've necessarily sorted that at any given time I think you have to have a rationale for which approach you're going to take, erm and I think at the minute I'm probably a little bit hit and miss, I don't necessarily really have a really good rationale for why I'm going to do CBT with this person, or why I'm going to erm explore relationship issues with this person. Erm and it happens more sort of intuitively, and I think it's pretty important to have a rationale for which approach you're going to take. (Stuart)

Both Allan and Stuart allude to the complex nature of applied practice and the need to consider the unique and individual within clients. Supervisees who appeared

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more comfortable with their professional philosophy also alluded to temporal development during the process. It was a common theme that supervisees perceived a shift in their philosophy towards a more eclectic approach. This, for many, was due to the increased knowledge base they had attained regarding various theoretical perspectives and the recognition for the varied nature of client requirements. As a result supervisees seemed to apply the most appropriate approach to the applied situation.

> Before I think I was much more of a behaviourist, verging on cognitive-behaviourist, but I'm becoming much more holistic as I go. I'm still a cognitive-behaviourist, but I'm much more a holistic one and so yeah I might be a little bit Freudian in that I am interested in the person and where they've come from. So think I'm eclectic, I'm a little bit of both, oh of all of them. But it has definitely developed because I think in the fact that you just don't really think about what your philosophy is until I did my MSc and until I was asked to do it on SE, you don't realise you have a philosophy. (Jane)

> Erm I think erm I'm very person-centred in my approach, erm and I think that's been developed through the programme in which I work. Whilst we're working with elite athletes, they are people first in terms of erm they're not being full-time professionals, erm so that shades how I go about erm the work I deliver, but also the wider erm lens that I guess I work with. Erm in terms of intervention and changing behaviour I'd be quite cognitively driven erm in that respect, so erm CBT interventions definitely would be a preferred choice, but I'm

very much aware of it being an individual differences erm approach and what works for one may not for another, so it's kind of being open to as many different approaches and theories, skills, strategies, whatever it may be that'll be determined by the individual. (Dan)

These excerpts evidence supervisees moving towards becoming independent practitioners, by taking a position and evidencing the self within that position. It was clear that for many supervisees the focus upon the whole person as opposed to just 'the athlete' seemed to resonate as a contributing factor towards adopting a more eclectic and client focussed approach to applied work. Supervisees referred to the impact that exposure to counselling literature had had on them. Many had already experienced and completed a short counselling course in order to meet certain competencies within the SE programme. This enhanced knowledge, in addition to applied experience, lead to a shift in their practitioner identity. This again highlights the importance of multiple contexts in enabling transformation.

So I would definitely say that my philosophy is from the humanistic side of looking at the person and trying to help them as a person first and foremost on their mental health er before anything further as in them as an athlete as well. (Lee)

Erm I went in with pretty much a textbook on my first year, like this is the problem we've got, this is what I'm going to give you to fix it. I never actually listened that well, erm didn't really take much of a holistic approach even to what was sort of going on outside of sport and all that. Because for quite a few, you know they just had broken up with their girlfriend or

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one had a problem with her coach which I didn't really understand till about six or seven sessions in. So it's, and then just learning from that that you actually got to just find as much information about that person as possible in the beginning and then it will all be so much easier. Erm so yeah that's really the biggest thing that's changed. (Gemma)

In reference to Gemma's quote we see how when we are vulnerable we maintain a focus on the self and protecting the self. Seemingly, part of the unique transition in BASES SE is to understand the athlete as a whole person and the implications this has for the practitioner's role and focus. However, this takes confidence which is built through the learning relationship and active participation in multiple contexts.

Supervisees also made reference to the impact that their supervisor had upon the evolution of their professional philosophy. As explored earlier the supervisory relationship was viewed as a key aspect of supervisee development. It was within this relational space that supervisees recognised guided reflection and questioning as a means of broadening their understanding regarding their role and identity within applied settings.

I wouldn't want to put words into his mouth, but I think that that is also as a result of the relationship with the supervisor. Erm those two terms that he used there, cognitive-behavioural therapy, that was always what was sort of drummed into me as part of the education. Erm and now because we do this reflective practice, he always talks about 'look at the athlete from a more holistic point of view, don't go in there just trying do mental skills type stuff, just open up to

the athlete or let the athlete open up to you. Just be an ear

for them to talk to if you like'. (Scott)

When explaining the transitional experience of working philosophy supervisees provided numerous examples of how they believed the change had impacted upon their applied work. They were evidently more conscious of themselves and how they approached the consultancy space. This realisation actually resulted in a reduced focus on the inner self in applied situations, whereby supervisees were concerned with demonstrating all the knowledge they had learnt within education, or obsessing over the next question rather than listening to the client/s. Rather they were more outward focussed, directing their attention towards and exploring the needs of the client/s. This therefore, reflected their move towards a person-centred approach.

> Erm, I think a lot more, I was going to say laid-back but that's
>
> not the word, not the term I'm looking for. I'm a lot more
>
> receptive, I probably play a bit more of a passive role. I don't
>
> go in there, whereas before I felt that I had to impart all this
>
> knowledge on the athlete and really educate them, and I'm
>
> sure that they were just glazing over at times, especially
>
> when I was doing group education type sessions. I'd give
>
> them so much knowledge and like trying to educate them,
>
> that they just weren't really interested in, and I've realised
>
> that I believe now that I can almost sit back a little bit and
>
> absorb the information that they provide me. (Scott)

> You know the athlete couldn't have been any less bothered
>
> and I was thinking right I really need sort of think about the
>
> way that I approach these things. And going in with that more
>
> sort of open approach, viewing the athlete from a more

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holistic point of view, erm I do feel that I've probably

developed better relationships with the athletes that I work

with. (Scott)

As alluded to previously, this outward focussed consciousness could be a consequence of feeling less vulnerable and more confident, allowing supervisees to think and be okay with not being perfect. This takes real confidence, as evidenced by Scott who developed a more passive and facilitative role within consultancy.

It was noticeable that supervisees constantly referred to 'I' when exploring their development as a practitioner. Many explained how the impact of the supervisory process was not just on the 'I' as a practitioner, but also the 'I' as a person. A number of supervisees conveyed how the transitional process had changed their life. It is also interesting to consider that within the last of the three quotes below the supervisee denotes an inseparable link between her core values as a person and her working philosophy as a practitioner.

Well I wouldn't be anywhere near to it if I wasn't on SE

because my life has changed so drastically… (Jane)

Oh massively, I literally couldn't have done it without it, like

the experiences I've had, I think I've had nearly every up and

down in the three years possible. Erm not that I'd go into

every situation prepared, I definitely wouldn't be, but just erm

like I said building my confidence, shaping how I approach

people in different ways and groups, it's just massively

massively impacted me as a person and as a practitioner. I

just wouldn't have been able to do it without it. (Gemma)

> … so I take probably a different approach in each and I'd
> never label on to go oh yeah that's a humanistic approach or,
> I think what I've done as I have developed as a psychologist
> is kind of take the, not the bits I like, but the bits that kind of
> fit and are congruent with who I am. (Lindsey)

These excerpts again highlight the transformational learning occurring throughout SE. A number of supervisees acknowledged the on-going nature of the evolving self. Most were of the opinion that whilst SE had gone some way towards clarifying their focus, one's professional identity would never be a static entity. I use clarifying over narrowing, as for many the increased knowledge regarding the philosophical underpinnings of applied work, (underpinned by experiencing multiple contexts), broadened their scope of possible identity. It was this increased knowledge that allowed a narrowing towards preferred approaches.

> Erm, it's constantly changing now like, and I think it'll
> constantly change for the next however many years, I'm
> going to be working. Erm because I don't think you ever stop
> changing your kind of, how you deliver, even just little bits.
> (Julie)

Julie again evidences the fluid nature of professional philosophy, which is moulded by experiencing a variety of different clients within a variety of different contexts. Therefore, whilst the self evolves during SE, it would be difficult to argue that this transition is ever complete.

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6.4.3 Believing in the Self When Entering the 'Lions' Den'

> I felt like I was kind of better equipped to go into the lions'
> den, whereas I think I went into the lions' den without my
> armour on. (Linsdey)

A consistent theme throughout the interviews was the notion that confidence played a major role within the transitional experiences of the supervisees. Regular reference was made to the impact that confidence, or lack of, had on a number of facets within the process. Supervisees were keen to convey the emotional challenges of supervised experience and how developing personal belief enabled them to positively progress towards an accredited practitioner.

Applied experiences were considered one of the major components of the SE process. A number of supervisees provided insight into how their confidence fluctuated according to their judgement of the experience. For many, initial contact with clients early on in the SE process generated high anxiety and trepidation.

> It's more scary at one point, cause you think ok now this is
> you on your own, if you mess up, this is kind of a proof of
> what you're capable of, or not capable of. And also, you
> don't maybe want to let your supervisor down. (Jane)

> So it kind of, it relies on a lot of other factors I think, but I
> think if you can be confident in your abilities then you can
> override anxious feelings, your worrying thoughts and kind of
> really, yeah able to kind of still function and not be a
> bumbling mess (Jane)

We can see from the quotes above that anxiety has the potential to really interfere with learning, by directing one's thoughts inwards (as discussed previously).

Supervisees recounted numerous experiences that help them cope with initial nerves and progress towards confidence. Some supervisees explained how textbooks and research articles helped them to explore the applied world within a safe space. It was suggested that this allowed them to further consider their impact within the applied world and ensure they were prepared for applied sessions/contact. This reinforces an earlier point regarding the use of literature in combination with experience, whereby supervisees begin to view these facets as an integrative whole. Although applied experience was recounted as the crux point for learning, deriving assistance from relevant literature was perceived to be of great benefit to supervisees when initially exposed to applied consultancy (supporting the notion of assistance provided by the other). Some supervisees experienced a sense of empathetic understanding within the limited applied research that explores neophyte practitioners' experiences regarding early consultations/workshops.

> Erm, definitely very daunting to start with and very nerve wracking [laughs]. I think erm and it's nice that some of the readings that both [supervisor] and BASES recommended are readings from people in the same position. They are very few and far between, I'm sure there's maybe a couple of articles and maybe book chapter written by people who are embarking on the whole experience. Erm so it's nice to know that they felt the same, very nervous, you know nervous to meet a client for the first time in the first stages. (Sarah)

As I alluded to previously, when exploring the development of working philosophy, some supervisees found confidence when they were able to alter their gaze in an applied sense. They experienced a change of focus during the SE process whereby they were able to be more attentive to the client's/clients' needs and less inwardly

focussed either on their own nerves, or concerned with demonstrating their knowledge. This progression within applied thinking was experienced as synonymous with increased confidence.

> It started off just getting through a session to be honest, erm not really knowing what I was doing, but I think I jumped into sessions being very focused and not relaxed. Like I was just thinking oh I need to give you something, so that you come back and that you're happy. And was just questioning the athlete too much, and I was jumping in with interventions, and kind of really trying to problem-solve very quickly, rather than just listening. (Julie)

> Erm I'm just hugely more confident now, especially with one to ones. Erm I, in the beginning I was very sort of thinking in my head the next questions to ask and all that sort of thing rather than actually listening to what the person was saying, and then freaking out when there was a silence and I'd be like 'uh', do you know what I mean? (Gemma)

The above excerpts appear to be consultancy specific transitions in that confidence allows supervisees to interact in applied settings, as opposed to dictate. Supervisees also discussed a relational aspect to enhancing confidence. In-line with applied work they highlighted a beneficial impact associated with positive feedback from a client. This highlights the distributed nature of transformational learning; the learning relationship is not just situated between supervisor and supervisee. Supervisees deduced positive feedback as a reassurance that they were progressing as a practitioner.

Erm I think the best thing in the world is when they ring you up … they might go 'I really struggled yesterday, can we go over what we talked about?' or 'I had an awesome day-to-day, it was exactly how we talked about it' or 'it was what we were talking about but it was slightly different'. When they start engaging with the process, I think that's, I get massive amount of erm sort of pride out of that. (Stuart)

I got a call yesterday saying that first round was for you, she won it like. And I was like, the fact they even think of you at that level is unbelievable, erm working with them. And it's just the feedback from the athletes, that overwhelms me to be honest, erm because it is all them doing the work and I keep constantly telling them that, but the fact that they think you're a bit to do with that, erm and they want come back and see you, erm and they feel that you support them, to me has been so so rewarding, it really has. (Julie)

You can see from the above quotes the amount of pride supervisees derived from such positive feedback. Such examples of transformational feedback clearly enhance feelings of professionalism for supervisees. The experience of positive feedback enhancing confidence was not only linked to the athlete/sportsperson, supervisees also reported beneficial feedback from coaches and parents. This therefore evidences a much wider distributed network (microsystem) within which supervises operate. Such complements were viewed as, if not more, important as those coming from the athlete/sportsperson. A number of supervisees reported the pressure they experienced when conversing with, or being observed by, coaches and parents. In many cases it was the coaches and parents who were the

gatekeepers to the applied world, which emphasises their impact upon elevation of supervisee confidence.

> …and that kind of reaffirmation of what I was saying was really really good for me because this was the head of the Academy there, and if it had been any other coach I think it would have been nice, but because he was a stage higher and he was an authority, he was well essentially my boss at the time, it definitely, that's one of the most positive experiences I've had. Erm and I think just having, well just having that kind of support again just from somebody different from the supervisor, it was really, really crucial.
>
> (Lee)

This emphasises the broad network of relationships that impact upon a supervisee's confidence and development within SE. Despite compliments having a positive impact on confidence, there were also examples of how applied experiences and interactions could also be the source of reducing practitioner confidence. Although sparingly reported it was noticeable that such negatively interpreted events were associated with relational issues.

> Err it really demoralised me at the time, and the athlete that I was working with, somebody that I'd built up a really good working relationship with. Erm and I think she had a lot of trust in me and I had a lot of trust in her. And it almost broke that relationship apart completely. Erm and I resented that coach, I remember being very, very angry at the time. Erm and almost cut my own nose off I think, is what I ended up doing. Erm because it was just frustrating. It's hard enough I

think being a sport psychologist with the traditional views on

sport psychology, to then when you're actually doing, or feel

that you're doing a good job, then it to almost be thrown back

in your face for want of a better word. (Scott)

Supervisees viewed exposure to applied spaces as a key aspect in developing confidence. There was a consistent message that you could read and revise indicative texts as much as possible, but nothing was the same as experiencing applied interaction. The chance to gain first-hand practitioner experience, although anxiety provoking to begin with, was viewed as an excellent opportunity to reflect and develop.

…the main part of it I believe is actually exposure to

performance environments, exposure to athletes, exposure

to coaches, in general exposure to sport. Erm and that's the

most crucial part of it, in my view is the more you do of it, the

better you get at it, the more comfortable you are in the

environment and the more you learn… (Stuart)

Therefore, whilst this analysis has acknowledged the value supervisees derive from integrating literature and experience, we can again see that experience/participation within applied settings was viewed as a crucial part of transition within BASES SE.

Supervisees made a link between their confidence in applied settings and the ability to intuitively react to the varied demands of applied work. As evidenced from the excerpts below, supervisees recognised the importance of being flexible and having the ability to adapt to their client's needs.

Erm I think the more you do, the more erm, reflection does

definitely help in terms of staged reflection, but I think

exposure really, I am I think to be engaged in applied work as much as possible over the last two years specifically. Just know more about what you're doing, more confident about how you do it, and as I said being more flexible and adaptable to the situation, which erm breeds confidence in itself. So I don't know if I've said that to well, but I think the more you do in the different environments, the different programmes, interacting with different people, you learn something from that, have to become less of threat if that makes sense? (Julie)

Again, from Julie's quote, we can see the importance that repeated exposure to a variety of contexts and relationships plays in enhancing a supervisee's confidence and psychological progression.

Supervisees also took solace in the fact that they were progressing through supervised experience. For many, this was seen as an organised process that was designed to enhance their skills as a practitioner. Therefore progressing (psychologically and temporally) through the varied demands of the process was viewed as progression towards the end goal, which in turn enhanced belief in their ability to provide a good legitimate service within the applied world of sport science.

…but know myself that if I was to deliver some sport psychology to someone that I wouldn't be some kind of fraudster. That actually I've gone through a process that I can justify, that I can rationalise, explain to people. You know, I've got evidence of what I've done, so almost it makes me feel more competent in the fact that I know I've gone through this, so that I know when I deliver, hopefully it's to a

high standard. So yeah that's kind of the expectations to get out of it. (Lindsey)

…well I guess yeah you can say it's a way of measuring that you're actually good enough to do this. You have gone through this process, you have been picked to death with a fine tooth comb. Erm you know, you have been tested in all these different ways and you are fit to do this, so I think you know, it will give more confidence. (Lindsey)

These excerpts evidence that it not solely relational aspects that contribute to a supervisees confidence, but the legitimacy of the process that also impacts upon personal transformation. However, once again there were some supervisees that had experiences which countered others' faith in the process. Reviewer feedback was an aspect within which a few supervises experienced disappointment regarding the level of detail received. This was felt to be insufficient in relation to the amount of effort, time and money they were committing to the process. Furthermore, it was occasionally commented upon that the limited feedback provided also lacked a personal focus.

Erm and you just kind of want to get more feedback that is actually going to help you, and I think the process is maybe a bit stretched with their lack of reviewers maybe, and they don't have time, and I understand that. Erm I think the process is a little bit rigid as well, erm in that you're set to, you have to do certain things, but everybody is a bit different and every situation and job is a little bit different. Erm I know they can't individualise it, but I think there needs to be something taken in there. (Julie)

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From a learner's perspective, the personal investment in the process requires a payoff. That is what supervisees experienced in working with clients and that's what they wanted as part of their process.

A key element to the process is the focus on competency attainment. Supervisees discussed how they regularly reflect upon competency requirements. Progression within the competency process was experienced as enhancing self-belief.

> So I think, it's not a power thing, but you need to go in and be able to demonstrate that you are confident in your abilities and that you're competent , and I think being competent relates to confidence, so yeah that's kind of, it is a really important one for me. (Jane)

Supervisees made regular reference to the goal of supervised experience, working towards their accreditation. Accreditation was seen as a milestone which classified them as competent practitioners. Therefore some reflective comments explored the insecurities associated with being a probationary sport an exercise scientist.

> Erm and it'll just mean that I'll be able to do what I enjoy without worrying, 'Oh god, these people, I wonder if they know I'm only on SE and I'm not a real sport scientist yet', and all that kind of stuff. (Jane)

This demonstrates the vulnerability with supervisees on SE, whereby full transition is adjudged by attaining BASES accreditation. Therefore accreditation was viewed by many as a defining moment in their applied careers. Knowing that in gaining accreditation all practitioners would have the solid foundations of supervised experience was viewed very positively, but also the approval to call themselves an accredited practitioner was seen as a great source of confidence.

But by being BASES accredited I think you can put yourself out there, and have a bit more confidence in yourself to say yeah, this is what I do, I've gone through the process, I've got these competencies, erm and hopefully should be able to offer you a better service than somebody who just walks in off the street. (Scott)

Oh I think it's been massive. Er I think, certainly for applying for jobs or applying for erm general, I'm trying to think of the word, erm credibility, I'd say that's a good one. Er within the sport and exercise scientist field I think there's definitely, this helps contribute towards that, because if, if I, if I don't become accredited I think it's very, very difficult for people to erm to understand how good you actually are at the job. (Lee)

As evidenced from the numerous excerpts above confidence was experienced as a crucial mediating factor for supervisees throughout the process. Feelings of increased confidence were viewed as facilitative towards enhancing skills within applied spaces. However, not all experiences were associated with enhancing confidence. Therefore while all supervisees conveyed a general increase in confidence, a number expressed the recognition that this was an evolving and fluctuating aspect of the transitional process. This provides an important point regarding transition in general. Progression is not just a straight path, it may jerk backwards and forwards entwined with emotional evaluation. One supervisee provided an insightful reflection on their experience of evolving confidence that encapsulates a number of the key aspects explored above.

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Err I remember the first time that I worked with an athlete, it was a really daunting experience, I hadn't gone through the SE process. So you know, you come out of university with your undergrad and postgraduate and you think you're it, you think you've got the tools to go on and do this stuff. And I sat in on that first session and I was a mumbling wreck, I couldn't get my words out, erm you know I was focusing, the poor clients must have been thinking what the hell's this idiot doing? Because, I wasn't actually really focusing on them, it was all about me. I was focusing so much on what I was doing and whether I could get the next question properly, and whether I was coming across as anxious and all those types of things … Whereas I think the 16 months I've been on the SE process, I feel a lot more comfortable going into the environment with an athlete and being able to, I think, well I like to hope, focusing on the athlete, actually hearing what they're saying, as opposed to dealing with my own thoughts and feelings. I think I'm in a better position to deal with their thoughts and feelings and what's going on in their sport. (Scott)

Scott's excerpt identifies a BASES SE / consultancy specific transition whereby supervisees recognise that they are not wholly cognisant of the client, due to their inner gaze. This therefore feeds into the general evolution of practitioner identity and confidence.

When reflecting on supervised experience and considering accreditation as a sport and exercise scientist, supervisees explored a link to their identity. It was viewed by many that confidence through the process had helped to shape them as a person.

> I guess if you'd met me three years ago you might be thinking what are you doing, this is not for you, but erm yeah so just the fact that I can actually do it like it is a big thing. Erm and especially the standing up in front of people and talking to people thing, that was always a big deal. So you know just sort of self-belief I guess that I can actually do it. (Gemma)

> So I think it'll just yeah, make me feel err more confident in my abilities and erm, I know this sounds really sad but makes me feel like a real person, cause at the moment since I've been at school I've always been studying for something. I've always been a student of something and I am still a student of SE. I think by the time I finish SE I feel like a real person. (Jane)

Gemma's quote evidences the initial uncertainty that supervisees face when entering BASES SE. As supervisees perceive that they do not have the requisite competencies to perform individually, exposure to new practices needs to be facilitated accordingly. Furthermore Jane's excerpt is interesting in that finishing SE and gaining accreditation will lead to her feeing like a 'real person'. As explored above accreditation was seen as a rite of passage that impacts supervisees as a practitioner. For some however, accreditation has much more meaning and contributes towards the person as a whole (encapsulating the goal of transformational education).

6.5 In Search of Critical Friends

For many of the supervisees, peer interaction was discussed as one of the key aspects of supervised experience. A small number were exposed to group supervision whereby one supervisor would oversee a number of supervisees undergoing the process. In this case many of the supervisory meetings would be on a group basis. For most however, supervised experience was a predominantly solitary journey that involved one-to-one meetings within the supervisory space and very little interaction with other supervisees. The following section explores the relational experiences, or lack of such experiences, for supervisees undergoing SE and the experiential impact of these distributed contexts.

6.5.1 Lacking a learning community

Supervisees were generally very grateful of peer interaction opportunities. However a number of supervisees found such opportunities to be a rarity. As is evidenced below, transition from previous educational experience whereby interaction and community was always available and encouraged, to one of a predominantly solitary nature can feel quite awkward.

> So I might meet you for example when you would have dealt
> with, dealt with issues that [my supervisor's] never heard of.
> Err and if I can meet you at the workshop and we can
> discuss these things through, all of a sudden your, from you
> go from your undergrad and postgraduate to just being one
> individual. (Scott)

> Erm I really enjoyed it, cos also it was a good opportunity to meet other people, exchange a few contacts and stuff. Erm probably didn't get a massive amount of information out of it that I didn't already know. Err it was just nice to kind of think right okay this is the start point, we're on this journey together. Then, since then I don't really feel that, I feel we've just been left to our own devices. (Rachel)

From these excerpts there is a need to consider the importance of emotion in transformational learning. Supervisees generally emphasised that it was nice to feel part of a collective.

As highlighted, supervisees on the new SE route made regular reference to the benefits of the compulsory and optional workshops that were available. It is important to note that certain workshops were available to supervisees on the old SE route, but were not plentiful or as structured within the process. These workshops, in general, were seen as an opportunity to meet people experiencing a similar phenomenon and share in a community discussion, for example:

> Erm I found actually something in the, something useful in the workshops was meeting people going through it as well. Erm and it can of gives you confidence in what you're doing, because you're so used to been around people like and your supervisor who's so experienced and it, erm and you're a little bit isolated. So whenever your meeting people going through it and they're saying similar things, or you've even may be done things that they haven't done and they've done things that you haven't done, it's good to share those experiences, from that perspective. (Julie)

I use 'in general' above as a caveat that this aspect was not appealing for every person I interviewed. One supervisee (who had already completed her PhD) was adamant that they had entered the process craving a more individualised experience and were keen to avoid peer interaction. However, it is interesting to note that despite such reticence towards peer integration, a fruitful peer relationship had developed.

> I remember sitting when I went to my first you know introductory to supervised experience, I sat in a room with a bunch of people that I didn't know, erm one of whom I have developed the best relationship with, we did a conference together, she's going through SE just you know along with me and it's definitely someone who I chat away to on a regular basis, and I sat in that room and I was like I'm going to end up with the same accreditation as these Muppets. (Chloe)

Chloe's quote intimates that despite initially possessing disparaging views of her peers, entering a learning community (on an inbound trajectory) perhaps requires contact with others in that community.

In addition to BASES workshops and conferences the only other experiences discussed within the interviews in regard to establishing peer relations were down to the development of group supervisory spaces. Some supervisees explain how their supervisor was responsible for a number of people progressing through supervised experience and therefore facilitated group meetings. These meetings offered the opportunity for supervisees to discuss and reflect on experiences and consider other potential aspects pertinent to SE.

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So we have group supervisee meetings and we have like a topic that we want to discuss, so a couple of weeks ago we did brief contact interventions and how we can make ourselves effective in 5 minutes. Err cause lots of us are very, cause we come from an academic background, it's very much like no, I've got to like discuss the kind of underpinnings first before I start an intervention with them and actually, you know. So it was really interesting, it's really nice to have a group of supervisees together, so he kind of stimulates that. (Jane)

Erm, you know key thing around my development is not just the reflective practice … but we will do a shared supervision, which over the last six months has been absolutely huge … I value that some of the tasks that I needed to do to up skill in terms of knowledge, but there was more to be gained from the interactions and the actual delivery and sharing experiences than that in that respect, which I encourage everybody to be able to do to kind of get a support network of er colleagues so you can share practice. (Dan)

We can see from the quotes the generic desire demonstrated by supervisees to participate within a learning community. Despite this, there is no stipulation within BASES SE regarding peer interaction/learning. Therefore, interestingly, some supervisees might not be deriving the same benefits as others from a learning community, which raises the question of whether they see BASES SE as a community of practice.

6.5.2 Benefitting from likeminded individuals

Supervisees regularly recounted the benefits of peer interaction. The chance to interact with other supervisees from within what was described as a very disjointed community was viewed very positively. Such relations provided the opportunity to share commonalities of experience and glean lessons from others' experiences.

> The more times you get like-minded people in the same room and they talk about stuff, the more you learn, so I find those erm very erm very helpful, very beneficial. I don't think that erm, I haven't proactively gone and found them, I've been lucky that they've sort of fallen into my lap little bit, but that's not to say that they're not very important. (Stuart)

> They're really good, it's good to learn from the others, in what they would do in certain situations, erm what they've done in the past … It means I can learn from their experiences as well as my own, so I don't have to go through everything myself in order to learn something, and I can learn from them too. (Claire)

Here, again we can see the emotional impact of transition and the comfort derived from having others who are experiencing the same phenomenon. The benefit of peer interactions can be seen as multifaceted. Supervisees highlighted that the support network provided by peers gave a different dimension to support on the process. A number of supervisees highlighted that they were more willing to discuss their fears and concerns with peers (once again emphasising the need to protect the self), as they perceived less impression management than when conversing with their supervisor. Additionally, for some the nature of a peer relationship embodied a

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safe space. Supervisees could discuss matters that they would not want to raise with their supervisor, such as concerns with their supervisor.

> It's all very well and good talking about it with your supervisor who's been you know qualified for 30 odd years. Erm but speaking to somebody who's actually going through it at the same time and talking about your, you know your worries about things and stuff, erm it definitely helps. (Gemma)

> And I think the other thing with erm, with being able to discuss things with supervisees is you can moan about supervisors if something has maybe annoyed you about the supervisor, maybe I don't know, you haven't seen them for three weeks or something like that, you're able to discuss that and there's support from supervisees. (Lee)

Once again these excerpts evidence supervisee's desire to interact within a learning community and have meaningful discussions with others who are on similar learning trajectories. Beyond this, supervisees saw peers as an excellent learning resource within the process. The ability and opportunity to integrate within a developmental community was experienced as enhancing confidence.

> …and gives me confidence in my SE, meeting other people. Erm and see how they're doing, but also learning from other people as well, erm and hearing what they get up to and different ideas. Erm and having a bit of a network of people… (Julie)

> So I don't know if I've said that to well, but I think the more you do in the different environments, the different

programmes, interacting with different people, you learn

something from that, have to become less of threat if that

makes sense? (Dan)

Dan once again highlights the benefits of various proximal relations spanning across a variety of contexts as a mechanism of enhancing supervisee confidence. Supervisees viewed these interrelations as an opening to learn from one another. Opportunities presented themselves to mentor and be mentored, to observe applied workshops/consultations and where appropriate provide/receive pertinent and less pressured critique.

But I've definitely benefitted from being with [supervisee] and

learning a lot from her, cos she's further along the line it was

really good to get like a bit of her tips and information and

stuff, and if I've got a problem I sometimes ask her you know

those kind of questions, so I definitely think it's important to

do it. (Rachel)

Yes, especially with [supervisee] because erm we, now and

again we would sort of lead a workshop and then sort of put

your, a little bit of content in, and then we'd swap and

someone else would lead, and then while we were watching

we'd make notes and then talk to each other afterwards

about what we think we did well and what do you think we

could have improved on and that sort of thing. Erm and as

much as she'd tell me what I needed to improve on, I came

away feeling quite confident that she'd noticed these things

as well that I was quite good at. Erm and I think she did as

well. Erm so definitely yeah, that was that was really good
confidence wise. (Gemma)

I think it's good to erm observe other people as well as much
as you can. Erm cos I learnt an awful lot from that, so yeah I
do. (Gemma)

Gemma's first excerpt evidences again that when feelings of vulnerability recede
within a learning relationship, challenge can happen and will most probably be
received as constructive. Furthermore it is like that constructive criticism will be
desired by the supervisee. Secondly, Gemma identifies the benefits of observation,
which can assist in bridging the gap towards full participation for neophyte
practitioners. Therefore the suggested benefits of fostering community relations are
evident from the recounted experiences. Supervisees are predominantly united in
that the solitary set-up of supervised experience can prove to be a lonely and
inadequate learning space. The following examples provide a quite sufficient
summary to this section in that supervisees not only recognise the benefits of peer
interaction but would like to see it more readily available.

Erm and it was something that I like said to BASES, I said
'Oh it would be nice to have like little groups, SE groups, in
like regional SE groups'. Like there's gotta be more than me
and [supervisee 1 and 2] doing SE in Cardiff, but I don't know
anybody else in the area that's doing it, but there must be in
UWIC. There must be more, but we don't know each other,
so we're not going to seek each other out and talk about SE.
(Rachel)

And like in the core workshop I've generally felt like that, I was like ah great we're all in this SE experience together, and you know like I exchanged some numbers and like I'm still kind of in contact with a few of them, but then after that it's like right ok you go and do the other workshops and you're completely alone. So it would be nice to develop some sort of community like if like the regional thing, if they did do that just so you had a bit more support system around you, erm that'd be quite nice. (Rachel)

…I think that it would be more useful to have people who are going through the process, like having a forum for it or you know meeting up every so often and discussing different cases. I think that would be useful as well, cos really those workshops I'd just go to get my certificate and say I've been and done it, you know, and hopefully if I learned something great, but I don't really expect any more. (Julie)

Whilst it is accepted that independent learning is required in order to reach a level of independence, it is interesting that such learning is inextricably embedded within the social. This provides support for active participation within a learning community. It seems as though the disjointed nature of an SE community does not currently satisfy the interactional needs/desires of neophyte practitioners undertaking BASES SE.

6.6 Moving the Goalposts: The Road to Nowhere?

In reflecting on their experiences of the process supervisees were unsettled by the movement within policy surrounding sport and exercise psychology. They commented on the confusing and fluctuating aspects of policy involving BASES (British Association of Sport and Exercise Science), BPS (British Psychological Society) and HCPC (Health and Care Professions Council). This generated a level of uncertainty within supervisees as to the value of the supervisory process and the impact of policy changes upon their future[10].

6.6.1 Lacking Awareness

Supervisees regularly referred to a lack of prior knowledge with regards to policy within sport and exercise science and sport and exercise psychology. This lack of knowledge was multifaceted. Firstly, a number of supervisees discussed that they had no knowledge what it took to become a sport and exercise scientist/psychologist up until their undergraduate degree and even then there was a lack of clarity regarding the appropriate career path.

> I think I've always known, even when I was doing my undergrad and I wanted to do, you know I had this idea I wanted to be a sport psychologist, even though I didn't actually know what it took to be a sport psychologist. (Rachel)

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[10] Given data were collected some time ago (2009-2012), this point may be less germane now. However, to my knowledge (from working at a HE institution) there is still a lot of uncertainty for neophyte practitioners and students approaching the end of undergraduate study regarding their options and the rules and regulations associated with policy.

I think so, I think it's just making it much more difficult for younger people who are going to Uni to decide what they should be doing, cause it's kind of hard to decide what you want to do at that age anyway. (Claire)

As can be seen from the last excerpt, the shifting sands of policy may be causing uncertainty when pursuing a career in sport and exercise science/psychology. Secondly, there were a few supervisees actually on the supervised experience process who still seemed to lack knowledge regarding policy change and the relevant implications on their future.

I think it's very very confusing, I don't really understand if I'm being brutally honest. Erm and I definitely think it lessens the value of this process. Erm unfortunately I have no control over that, so I'm still going to complete this process but I think the future is problematic for BASES supervised experience moving forwards. (Stuart)

Furthermore supervisees reported a lack of knowledge on behalf of the general public. As a result, some experienced a sense of apathy towards the changes in policy. Current and prospective clients appeared unaware of the situation; therefore there was potentially no need to get a grasp on developments and restrictions.

My experience, and this is one thing actually where the whole BPS, BASES etc etc, HPC thing that you know, my experience, people don't know and they don't care. Erm I'm not, that's not an argument for not doing these things at all, because obviously you need a framework and regulations what have you. (Allan)

It is interesting to consider the impact of this perception upon supervisees. If supervisees perceive the consumer as not understanding and not caring, it could impact upon their view of the profession and in turn the view of their own professional identity.

6.6.2 Revising Ambitions and Opinions

Despite suggesting a lack of consumer knowledge, as evidenced by the above excerpt, supervisees considered the move towards greater regulation within the field of sport and exercise psychology as a positive step. This lends support to the above point regarding the perceived shift towards professionalisation of the area. However, in line with this, they were of the opinion policy changes would lead to the BASES supervised experience process being seen as a lesser qualification in comparison to the BPS route. As a result a number of supervisees acknowledged that they might have to undergo more training in pursuing their careers. Despite such reservations, they considered more thorough regulation as important progress within an evolving profession.

> You know in some ways I think it's great because BASES is the only way I would have got to get this experience, but in some ways having certainly psychology outside of the BPS I think is the wrong thing to do, because I think BPS and HPC actually gives them legitimacy to being professionally qualified in what we do. (Lindsey)

> I think there are, as with anything there will be negatives with that. Erm, I do, as much as erm [pause], a pain it's going to be, the going down that BPS route and the HPC and all that

sort of stuff, I do think it can only be a good thing for the

discipline. (Scott)

These quotes support the enthusiasm towards an increased professionalism of the area. The view that the BPS route was seen as a more beneficial route to working within sport and exercise psychology was reinforced by peers and mentors of some supervisees.

… and about you know talking to other sport and exercise

psychologists around me, like what they're saying and stuff,

they're like yeah no BPS is the way to go. You should have

gone BPS, you should have done a psychology undergrad

degree, I'm like yeah if I'd known that like what 5 years ago

whatever it was. So erm I don't know, I don't feel like I'm

really getting mass amounts from it. (Rachel)

In exploring this issue one supervisee considered that the pre 2009 BASES SE route might be more beneficial than the post 2009 route in that it contained more of a focus on psychology as a discipline.

So it's the experience that I've got to date and that's been

really really erm really really important I think cos what the

old SE programme advocates is obviously a lot more

psychology driven, whereas the new SE maybe more sport

and exercise science driven. (Dan)

This therefore indicates a potential perception that as BASES moved further towards an interdisciplinary focus for SE, the identity of sport and exercise psychology was further removed from the process. This could therefore further impact the

professional identity of those wishing to pursue a career within the discipline of psychology.

6.6.3 Feeling Hung Out to Dry

Supervisees regularly conveyed their anxiety in association with the evolving policy. They were clear in that they felt let down by BASES with regards to the amount of information they had had regarding policy throughout the process.

> Erm I don't know if there was enough information, you know they give at the beginning, to be like right okay you can just call yourself a sport and exercise scientist. (Rachel)

> I think that there needs to be a lot more clarity of what needs to be done to become a sport psychologist, cos like I say I didn't have a clue, and at times I feel as if I'm just stumbling along, and hopefully one day I'll get there type of thing. (Scott)

> I've even sort of sat at the talk last year, at the BASES conference, and it still went over my head, just nothing seemed resolved. Erm I mean the only thing I was thinking to myself was bloody hell, I've been doing this BASES accreditation stuff and shortly it's not really going to mean anything. (Scott)

These excerpts are important for two reasons. Firstly (BASES specific) is that transition is made more difficult if you don't know what you're going to be at the end.

Secondly, in general, it shows how wider systems beyond personal control, can construct transition experience, also impacting on professional identity.

This left a number of supervisees disillusioned and disheartened by the prospect of further study subsequent to BASES SE in order to attain their goal of becoming an applied sport and exercise psychologist. Supervisees were astounded that they would reach the point of accreditation and confront new barriers to applied practice.

> … erm I will have to pursue the BPS route, which is really erm disappointing to the extent that it's going to be another three years erm to go through. (Dan)

> It's just mean I think. My God, how much do you have to do? How many people do you have to pay to call yourself a sport psychologist? I think it's ridiculous. (Gemma)

> I just can't believe that it's got to that point where like you know eight years of studying plus the two years of SE and I've still got more to do. That's the really disheartening thing. (Rachel)

These excerpts illustrate how supervisees would be unable to exit supervised experience with the outbound trajectories they had desired upon commencing SE. In line with this, supervisees explored the impact that policy change had had on their identity. They experienced a sense of loss, as though something they had been working towards had been taken away from them. This matter was met with a certain degree of disdain by most supervisees.

> And I suppose part of it at the moment is that I'm always struggling to know what to call myself, cause I can't call

myself a sport psychologist anymore. What do you call yourself? (Lindsey)

So I do get it, but now I'm going to be, you know on my business cards if I get any [supervisee name] – sport scientist. People are going to be like 'What's that? What does that mean?', 'well I'm going to talk to you about you know your mindset', 'well surely that means you're a psychologist', 'well yes I am', but I can't put it on my business card. (Dan)

It is evident that changes in policy have had a profound impact on numerous BASES supervisees. I have sympathy with regards to their 'loss of professional identity' having gone through a similar period of uncertainty with regards to my position in relation to new policy. As recognised by many supervisees, there are going to be a number of difficult decisions to be made in considering how they progress within the profession and in turn how they progress their professional identity.

6.7 Discussion

The thematic analysis has exposed a number of interesting findings, illustrating the lived experience of supervisees undertaking BASES supervised experience. The following discussion seeks to explore the meaning of these thematic findings, drawing on previous research and theory.

The thematic analysis revealed how the differing facets of SE contributed towards the development of supervisee identity, both professionally and personally. As I progressed through the analysis it became apparent that (for supervisees) an increased confidence pervaded numerous aspects of SE, and was reflected upon

favourably by supervisees in aiding their transformational experience. For example, increased confidence was evidenced within their role as a practitioner, their understanding and application of underpinning philosophy and social confidence displayed within social contexts (e.g. supervisory dyad, peer relations and applied clients).

6.7.1 Sources of Confidence[11]

Confidence within (and derived from) the supervisory relationship was depicted as a crucial tenet of development for supervisees. It became apparent that the relational facet of the supervisory dyad underpinned the development of confidence. Analysis highlighted a perceived level of vulnerability for supervisees within the early stages of the supervisory relationship. Literature affirms that in the presence of a weak and/or early learning relationship such vulnerability encourages a supervisee to impression manage within the supervisory space (Woodcock et al., 2008; Min, 2012). Interestingly, participants intimated that feelings of vulnerability recede in light of a developing interpersonal relationship, which is echoed in related research (Ladany, Ellis & Friedlander, 1999; Sterner, 2009). In particular, Hilton et al. (1995) identify trust within the supervisory relationship as a key facilitator of confidence. This therefore reiterates the findings of Tobbell & O'Donnell (2013b) with regard the premise that an effective interpersonal relationship provides the fundamental foundations for a positive learning relationship. Further to this, once comfortable within the relationship, supervisees reflected on their desire for challenge and constructive critique from their supervisor (Chen & Bernstein, 2000; James et al.,

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[11] I have identified confidence over self-efficacy, due to the varied nature of practice within applied sport and exercise science. It is not simply a case of building belief in certain situations, rather neophyte practitioners require an increase in their overarching confidence. It is the variety of experience, enhanced in complexity by numerous proximal and distal influences, that necessitates the focus upon confidence.

2004). This reflects the findings of Bernard & Goodyear (2013) who purported challenge can only effectively occur within supervisory dyads that have a good relationship. Moreover, a lack of cooperation, collaboration and mutuality has led to dissatisfaction within the supervisory relationship (Min, 2012). This supports the view that both parties need to be invested in establishing an effective learning relationship.

The relational interactions during SE that enhanced supervisee confidence were distributed across a variety of contexts and proximal relationships. In addition to the supervisory relationship, supervisees sought confidence from peers, clients, coaches and parents. These aspects, in combination with the supervisory relationship, therefore encapsulate proximal relations within a supervisee's microsystem. In general, peers are found to provide a positive outlet for supervisees, within which they are less stymied in discussing fears and concerns associated with applied practice. In line with this, research has found peer relations to provide solace away from the supervisory relationship (Nelson & Freidlander, 2001; Min, 2012). Social interaction with individuals who experience similar uncertainties is viewed as an excellent opportunity for sounding ideas and learning from others (Tod, Marchant & Andersen, 2007; Tod & Bond, 2010). Beyond feelings of support, supervisees view peer interaction as an excellent mechanism for learning. This perceived safe space was viewed as a forum within which to divulge honest reflections and discuss experience, which fed into positive reports associated with creating learning communities (Huntley & Kentzer, 2013). However, some supervisees did not appear to be afforded the same opportunity with regard peer interaction, raising the question as to whether BASES SE encapsulates a community of practice. Currently I would suggest that whilst there is evidence of collaborative learning (and participation in a range of contexts and/or separate communities of practice); a sustained community of practice for BASES SE is yet to

be formed. In relation to the 'safe space' outlined above, SE might be described as a set of people engaged in similar activity with similar goals. In regard to this Wenger (1998) presents a note of caution that the arduous nature of individual pursuit that can leave people unenthused towards learning. If neophyte practitioners are exposed to other supervisees on a regular basis then there is potential for our inherent social learning powers to thrive off interaction, empathy and a shared goal (Crafter & Maunder, 2012). This perspective aligns with Vygotsky (1978), who suggested that in addition to assistance from a more experienced other; benefits can be gained from collaborative learning with peers (where the power dynamic may be very different). A forum which reduces impression management for supervisees may well enable assimilation of experiences and progression towards independence.

Further to this, supervisees experienced impact upon their confidence from client interactions. Positive feedback from clients enabled supervisees to feel as though they were becoming a professional. The importance placed upon, and derived from client feedback affirms research within the counselling literature, suggesting that contact with clients is viewed as the most important aspect of applied experiential learning for supervisees, even outweighing that of the supervisory relationship (Orlinsky et al., 2001). It could be argued that the supervisory relationship and client contact might not be viewed in such a comparative manner, rather as complimentary to each other, within a more holistic approach to supervision.

Given the emphasis placed upon the importance of experiential learning it is interesting to consider how supervisees experienced applied settings. It appears commonplace that a supervisee's initial exposure to consultancy was flooded with anxiety. Therefore it was no surprise that supervisees recounted experiences of an awkward internal gaze, reflecting existing literature (Fraser-Thomas et al., 2003).

Although an understanding of applied research litereature and professional philosophy were reflected upon as having a positive impact, supervisees clearly derived most confidence from repeated participation within applied settings. All these facets contributed towards a shift in focus towards the client/s. Whilst it is acknowledged that repeated activity is viewed as an important mechanism for learning by both Vygotsky and Bronfenbrenner, no supervisees discussed how their transition to applied practice was initially mediated by observation or joint delivery. There could be potential benefits to be gleaned from such methods enabling legitimate peripheral participation (Lave and Wenger, 1991).

With regards to moving towards independence, supervisees experienced a clear shift in identity during supervised experience, which is defined in Communities of Practice as learning (Wenger, 1998). As discussed above, supervisees experienced a period of vulnerability during the initial stages of the supervisory relationship. Supervisees recounted how confidence within the relationship and confidence within their practitioner identity enhanced their active participation within the supervisory relationship. This therefore suggests movement from a more didactic approach, (arguably representing a more traditional Vygotskian view), to a more refined democratic approach, aligning with guided participation, as proposed by Rogoff (1990) (depicted below in Figure 6.1).
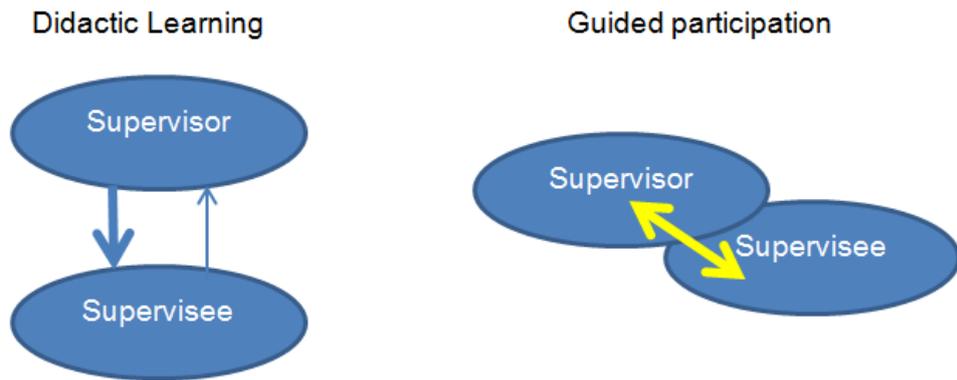
Figure 6.1 – Progression of learning dynamic within the supervisory relationship

Figure 6.1 portrays progression in the learning relationship as proposed by Lindsey (year 3 supervisee) and echoed by others. Whilst it is recognised that not all supervisory relationships will follow this pattern (maybe due to a pre-existing learning relationship), this diagram is representative of the themed analysis within this study. The size of arrow represents the communication channels within the relationship and the proximity of the oval shapes represents distance within the relationship (with regard impression management on behalf of the supervisee and directive supervision from the supervisor). It is important to recognise that as the learning relationship transforms towards guided participation there is an increase in supervisee communication, as they become a more active participant within their own development (Gazzola and Theriault, 2007). It may be that as they grow in confidence the perceived power of the supervisor diminishes, hence the relationship becomes more symmetrical. Again, I do not assume a definitive commonality here; different relationships progress in different ways, but there are underpinning general tendencies. For example, successful supervisors and supervisees have enabling relations, albeit these look different for varying dyads.

Reflective discussion within the supervisory space provided an effective means of advancing the supervisory relationship towards an apprenticeship model of guided

participation (Rogoff, 1990). Reflective practice of this manner was adjudged by supervisees as stimulating confidence in their practitioner identity, consequently encouraging active participation within the supervisory relationship. This bears close resemblance to my own experiences of reflective practice within supervised experience (as explored in Chapter 2, p. 43). Initially the fragility of the supervisee's practitioner identity is assisted by the supervisor as a means of protecting against hyper-reflection (Nassif et al., 2010), until the supervisee reaches a stage whereby they are able to assist themselves within reflective discussion, denoting progression towards independence. Supervisees also utilised collaborative peer reflection (as alluded to above) as a means of understanding experiences. Rogoff (1990) recognises how this intersubjectivity can be used as a means of exploring a shift in perspective. Supervisees clearly appreciated perspective gained from social reflection, when exploring the evolving self.

Supervisees experienced shifts in perspective during their time on SE. Predominantly these experiences were related to professional philosophy (Poczwardowski et al., 2004). As highlighted above, the move from education to enactment presented a steep learning curve for supervisees. As supervisees became more confident in applied spaces, adopting a client focussed gaze, they reflected upon an enhanced affiliation with a person-centred approach. This movement in approach was noted when exploring the development of professional philosophy of experienced practitioners (reflecting on their careers) (Friesen & Orlick, 2010). I would suggest that practitioners could be making this transition to a person-centred approach at an earlier stage in their career, due to an increase in the prevalence of literature advocating this philosophical stance.

Movement in professional philosophy was often associated with participating across a variety of different contexts. Novel experiences across multiple settings brought

knowledge alive for supervisees. As supervisees build their applied knowledge library there is recognition that no two experiences are the same within applied practice. Bozovich (2009) suggested applied practice will often present non-standard problems due to the diverse nature of teams and individuals. However, as supervisees build a knowledge library fuelled by both historical and contextual influences, they grow a confidence towards the complex and diverse. As Wenger (1998) suggested, living and learning is a constant process of negotiating meaning across dynamic experiences. This reinforces the goal for supervisees of independence as opposed to automation, as automation would not suffice across contexts (e.g. working with a rugby team and then a tennis player). In recognising progress towards independence for supervisees, one aspect that became salient within the analysis was the notion that experience breeds innovation. At this stage supervisees began to recognise themselves within their professional philosophy.

Reflective practice provided supervisees with a process to assimilate their experiences and refine their approach to applied practice. Interestingly, such reflections impacted individuals (and their underlying confidence) in a much more profound manner than simply refining practice. This supports the notion within the literature that there is a deep connection between identity and professional practice (Wenger, 1998; Williams, 2010). Supervisees explored how participating within various applied contexts had not only impacted their working philosophy, but also shaped their overarching identity (Tobbell & O'Donnell, 2013[b]). This provides credence to the notion within socio-cultural theory that true learning is transformative (Barnacle, 2005; Tobbell, O'Donnell & Zammit, 2010). As Wenger states 'Because learning transforms who we are and what we can do, it is an experience of identity, it is not just an accumulation of skills and information, but a process of becoming—to become a certain person or, conversely to avoid becoming a certain person' (Wenger, 1998, p. 215). Supervisees therefore derived confidence

from an enhanced congruence between their personal identity and professional philosophy (Friesen & Orlick, 2010). In tandem with this was the recognition that identity (personal and professional) will always remain fluid and ongoing in response to negotiating meaning from diverse experiences (Wenger, 1998).

It is clear that supervisees have had transitional experiences throughout their time on SE and experienced a fundamental shift in their identity. However, upon contemplating their outbound trajectory it became apparent that some supervisees experienced a lack of confidence in SE, based upon regulatory changes associated with the HCPC and BPS. This reiterates the complex nature of identity in regard to the impact distal processes, (here situated within the exosystem and macrosystem), can have upon a learner's trajectory. These regulatory changes were viewed as a roadblock for some supervisees when contemplating which diversion they planned to take. Consequently, supervisees reflected on how their identity felt marginalised as a result. In line with this Tobbell (2014) cautions that individuals who experience problematic transition trajectories may resist participation in an attempt to establish a more stabilised identity.

In summary, analysis and discussion has evidenced the important role confidence plays in facilitating (and inhibiting) the effectiveness of a supervisee's learning environment. For supervisees, confidence appears to facilitate and emanate from the varied and distributed contexts within SE, including; the supervisory relationship, applied consultancy, reflective practice, collaborative reflections, peer interaction, professional philosophy, identity (personally and professionally), and identity trajectory. Consequently, an understanding of how confidence interacts with these facets of practitioner development enables insight towards BASES specific and general educational transitions.

Chapter 7: The Supervisor Interviews

7.1 Chapter Overview

The following chapter seeks to represent the experiences of supervisors supporting supervisees on the BASES SE process. Furthermore, where appropriate, findings will be integrated with those from Chapter six ('The Supervisee Interviews') in order to provide a fuller picture of BASES SE and becoming an applied sport and exercise scientist. A total of 9 supervisors completed a semi-structured interview (averaging 1hr in length) exploring their experience of the process and their role (see Table 5.2.1b). Again, discussion in relation to relevant literature can be found towards the end of the chapter (in section 7.6).

The table below (7.1) summarises themes found across interviews with regard to supervisors' experiences of the BASES supervised experience process. Again, ordering of themes was selected to aid the flow of the narrative, not represent theme importance.

Table 7.1 Summarised supervisor interview coding template

Thematic Area	Lower Level Themes
Embodying the supervisor	Exploring the role • Meaning of multiple roles • Supporting development Supervisory Approach • Acting on experience • Maintaining mentors • Person-centred focus • Loosening the reins • Exploring philosophy
Facilitating change	Moving supervisees towards independence • Whole person Temporality of identity change • Facilitating change The supervisory alliance • Building trust • Temporality of the relationship

Thematic Area	Lower Level Themes
	Mutual benefits
Community learning	Safety in numbers • Peer Support Creating a learning community • Enhancing interaction • Learning from supervisees Continuing the journey • Maintaining relations
Experiencing applied spaces	Preparing for independence • Observation Developing understanding • Knowledge-based practice • Practice-based knowledge Building relations • Developing rapport Recognising value • Varying applied spaces • Building confidence Exploring Experience • Reflecting on meaning • Varying reflection

7.2 Embodying the Supervisor

The following section represents how the supervisors viewed themselves within BASES SE. They considered their role as a supervisor and the approach they adopted in guiding supervisees towards completion of SE.

7.2.1 Exploring the role

Supervisors recognised the multiple roles (which varied across supervisors) that they fulfilled within their professional lives. Although there was some variation with regards to weighting of the different roles, most supervisors had responsibilities within HE lecturing, research and applied practice (or at least two of those areas). In

every case BASES SE supervision was viewed as a minor role (with regard to time and importance, in comparison to others) and was undertaken in addition to their main professional duties. As highlighted in chapter 1 and later in this chapter, this may reflect the limited (or non-existent) financial gain available to supervisors. Therefore whether supervisors were positioned in higher education or applied consultancy, SE supervision was always viewed as a secondary role. Whilst supervisors highlighted how the aforementioned areas (lecturing, research and applied practice) complement each other, there was regularly a note of caution about the demands on time and the potential impact upon SE supervision.

> So erm the teaching, the research, the consultancy, the supervision, all feeds into and off each other, and er if it's dealt with effectively it can be erm really really effective. The downside is time you know to commit and do all these things, so if I can keep it going, the secondment personally myself, my normal job for a day a week, or two days a week, or whatever into an applied context then that would, you know I've got a really good situation at the moment which I intend to try to continue. Erm and then with supervision as being maybe part of that er in the future, you know sort of bring that into the higher education environment, er rather than having it as a, as a separate entity that I do in addition. Er I'd like to see the supervision as part of my, part of my workload really. (Steve)

> … but I think that's one of the issues that everybody has, is that everybody's busy doing a bit of everything and sometimes it's hard to, to keep switching between roles,

whereas what I try and do is I try and compartmentalise things up a little bit more, erm just to manage things effectively. But almost have a set of different caps, when I am meeting research students or SE candidates then I try and attend to obviously what they need, but I think that is a problem associated with the field really, that the field of applied practice isn't probably as professional as what we'd like within psychology. (Will)

The two excerpts above identify how some supervisors view SE as fitting in, or as complimentary, to their main working role/s, whereas others view it as a separate role to fulfil. This evidences the complex nature of working in sport and exercise science, given the numerous 'caps' many professionals wear. The final sentence of Will's quote outlines the challenge of allowing sufficient time for SE, given the number of other working roles that populate a supervisor's microsystem.

The reality of workload was discussed as potentially impacting upon the quality of services/provision that supervisors offered on BASES SE. Some of the more experienced supervisors outlined concerns that applied supervision on SE might be viewed as supplementary to research/PhD supervision.

… I was supervising and on the committee, I'd see people who are clearly just going to people through convenience, and they weren't getting a good supervision programme. They were PhD students and the supervisor was probably saying to them 'oh yeah do your BASES supervised experience under me as well', and then it was quite clear that they weren't getting any supervision at all, there were

irregular meetings, it seemed secondary to the PhD, or will

fit it in around. (Chris)

This is an interesting point to note, but none of the supervisors referred to themselves as approaching SE in this specific manner. However, as this analysis progresses supervisors do voice concerns regarding the priority status of SE. Furthermore, consideration is given to how BASES might manage such concerns/issues. These aspects can be considered part of the distal systems involved within phenomenon. Supervisor experience would be labelled as part of the exosystem and the policies which influence supervisee learning reside within the macrosystem.

The concern about SE as supplementary (voiced by some) was somewhat supported by the comments of other supervisors who clearly viewed their role as an applied supervisor to be somewhat arduous, and as a consequence of their primary working role.

Erm it's just a natural progression really, erm I obviously got

supervised, I got supervised when I was doing my PhD by

my PhD supervisor, erm and then sort of just saw it really as

part of the lecturing role because someone had done it for

me, so then when I was asked to do it for one of my students

I sort of felt a bit obliged to pay it back really …Erm honestly

it's a bit of a pain in the arse. I do it because I feel I should

do it, not because I enjoy doing it. (Jess)

Erm largely cos it was a natural progression of going through

the SE process myself, getting accredited, and getting a job

in a sport science department where some students want to

go through the BASES SE process, and if those are my

PhD. students I don't mind doing it for free, because I get

you know a lot back from it in terms of working with them for

their PhD., and you know papers that sort of stuff. So it's just

really a consequence of being in, of just of part of the job

really. (Josh)

The above excerpts convey a lack of intrinsic motivation towards BASES SE, which is a concerning contrast to how supervisees approached the process. This therefore brings into question whether both parties (supervisor and supervisee) are always actively participating within the supervisory space.

Despite examples of the potential issues associated with multiple professional roles, some supervisors did see value in the complementarity that varied roles can provide. For example, supervisors suggested that having a role in academia encouraged continued understanding of contemporary research.

So I'm more than happy in helping people to develop to get

to where they want to get to, and also I think that I'm in quite

a good position being, effectively have a my foot in both

camps, so I'm an academic, so I have a good understanding

of theory and the research, but I also do a lot of applied work

as well, so I think I can provide quite a good balance there.

(Jack)

In focusing on their provision within the SE process supervisors had a clear view of the role they played in supporting supervisees. Supervisors consistently viewed supervision as a multifaceted role. Supervisors considered the purpose of BASES

supervision as a means of producing competent practitioners that are able to act independently (in a safe manner) within the applied field.

> Erm yeah I think it is threefold really, er the first is to facilitate opportunities for them to practice in safe environment is, and then it's too preview and review that practice with them to ensure that erm 1) it is grounded in evidence and is best practice, and 2) that they learn, and 3) that they gain a broad range of experiences. (James)

> For me my role as a supervisor is to prepare a self-directed, self-adjusted professional. (Bill)

As a means of enabling progression towards independent practice, some supervisors viewed their role as a gatekeeper. This entailed providing supervisees with opportunities to engage with a variety of practice, so that they might benefit from participation across distributed contexts.

> So I think supervision is about trying to help people engage with the community as a whole, in ways that in other times the doors might be a bit more blocked, or they might find more difficult. (Chris)

Within their overarching views of supervision on the SE process, supervisors outlined a number of aspects that they would address during supervision. First and foremost an importance was placed on the negotiation of roles and responsibilities of both the supervisor and supervisee. This was viewed as an essential process in establishing the foundations of an effective supervisory relationship. It is interesting that this was viewed as an initiatory process, as opposed to a continual negotiation. Further to this, in order to assist with one of the main challenges for supervisees (as

identified by supervisors); supervisors also discussed their role in assisting with applied opportunities[12]. Whilst supervisors outlined this as an aspect with which they provided assistance, some supervisors were keen to highlight that ultimately this was not their responsibility. According to BASES this is not a responsibility of the supervisor, but it appears as though many still feel obliged to assist. Aside from these aspects, there were many other examples whereby supervisors outlined roles and duties associated with supervision on the SE process.

> Erm helping them make sense of the challenges and the problems that they face, er and that might be on a number of levels, it could be gaining entry to a sport or a squad and how to build rapport and relationships with coaches, other science and medicine practitioners. It could be unpacking presenting problems that athletes or players er present to them, erm understanding them, making sense of them. It could be planning intervention, it could be reviewing intervention and how it's working, er you know it's on a whole range of levels. (James)

> So looking at the practicalities of being an applied consultant, so looking at really mundane things like record-keeping, tax, insurance, negotiation skills, marketing your services, you know all the things that people who actually want to go out and work will actually do. One of the ways we've done that, the guys that I'm currently supervising have set themselves up as a company. (Jack)

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[12] Applied opportunities within SE refers to consultations, workshops, and presentations etc. with clients.

BASES does little to support the procurement of business skills (referred to by Jack), as this is not a defined competency within the process. This highlights that supervisors seems to have different ways of working (which probably reflects their own experience), without much pre-organised activity. In essence, the way it is portrayed by supervisors reflects more of a problem based learning approach, within which areas for development are addressed as they arise.

Overall there are key considerations for the transitional experience of supervisees. The meaning for the supervisors seems at odds with the meaning for the supervisees. For supervisors, SE may be viewed as a slight burden that impinges on time, whereas for supervisees it is viewed as a period of development and opportunity.

7.2.2 Supervisory Approach

In addition to the many roles that supervisors outlined within their supervisory role, they also gave consideration to their approach to supervision. Many supervisors outlined that their supervisory approach was not predominantly informed by learning or supervision theory/research. Furthermore it was highlighted that they had received very little training which focussed on supervisory approach. Supervisors suggested that training mainly focussed on the processes associated with achieving competency. The lack of a supervisory approach was somewhat contradictory, given that some supervisors had outlined that their supervision allied to their teaching roles and practices. It therefore makes sense that the majority of supervisors outlined that their approach to supervision was informed by their own experiences (lecturing, research supervision (e.g. PhD supervision), and own experiences as supervisee and supervisor).

Erm no particular learning theory at all other than aim, plan, do, review. Erm the erm, and then principles of essentially clean feedback, developmental and motivational feedback. But my approach to supervision is mainly moulded by my experiences of erm professional Olympic sport, and the environment and its demands. If I'm preparing people to work in that environment then I will try and prepare them in a way that will enable them to operate effectively in that environment. From a learning styles and psychological methods perspective then it's influenced by people who have supervised and mentored and supported me, and also my experiences of what has been effective in terms of interventions in a high performance environment. (James)

There is evidence here that James's approach is underpinned by theory, possibly subconsciously. In discussing preparation for working in specific environments, there is an understanding that behaviour happens (and is constructed) in context. Furthermore, James alludes to an apprenticeship model with regard to mentorship, and also the importance of reflective practice in informing effectiveness.

In addition to personal applied experiences influencing supervision, a number of supervisors discussed how their approach to supervision was heavily influenced by their own experiences as a supervisee.

I think it was invaluable, I mean I think I kind of learnt a lot from my supervisor anyway in terms of the way in which he supervised me, and I really liked the way in which he engaged in that process. Erm where it was kind of he kind of empowered me really, rather than being quite directive in the

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process, so I was able to pick up quite a bit and sort of adapt what he had done to fit in to the way in which that I thought I should be supervising, and obviously erm the way in which I perceive the needs of my client to be, er the candidate to be.
(Will)

Will's quote again intimates the presence of an apprenticeship model filtering through generations as supervisee becomes supervisor. Supervisors outlined that not only were they influenced by supervisee experiences, but many had maintained their supervisor as a mentor whilst making the transition from accredited practitioner to supervisor. In contrast to supervisory training (for BASES SE), the mentoring relationship (organic, rather than prescribed by BASES) was viewed as an excellent learning space whereby approaches to supervision could be explored and discussed, which was presumably an enriching experience for both parties within the relationship (due to the voluntary mutual involvement). The following supervisor clearly reaped the benefits of being mentored throughout his transition as a neophyte supervisor.

Erm but just having that base there to go and speak to him if I needed to, and er for him to check over things that we were doing together, and to check over some of the tasks that we were setting and doing together, it just meant that I had somebody to fall back on and to reflect with, so that I could ensure that I was developing quite quickly and that I was offering the candidate a really good service, well as good a service as I could possibly provide him with at that time. So I think it is invaluable, but how practical it is for everybody to have that sort of relationship with somebody else, I'm not

hundred percent sure, but you know realistically I think that
we should be looking as supervisors, particularly in the first
instances, to have that person there. (Will)

This therefore reinforces the desire of supervisees to benefit from guided participation upon commencing work as a supervisor (and where possible beyond). It is important to highlight that it was not only neophyte supervisors who gleaned the benefits of interaction and discussion with senior colleagues. For example, Chris discussed how he has utilised the interaction with a peer for personal development over a period of many years.

I have monthly peer supervision. Now that's not mandatory
for sport and exercise psychology, virtually every other
therapy or you know counselling psychology, or in
counselling, sorry clinical psychology, that's mandatory for
professional practice. Now what I still do is have peer
supervision is with somebody who I feel is of equal
professional expertise as me, but do exactly the same thing,
is to share what you do at work, who you're working with,
you know confidential setting, er difficulties you might be
having, clients, problematic clients, ways of working, and
that's been, made me a much much better practitioner. So
what I say to people when they finish supervision is 'don't let
it end here, find someone who you can work regularly with
because those things won't just go away, and you're working
for yourself and your clients better if you make regularly time
for that', and I think it's something our profession needs to

> move towards much more clearly. It's something I talk a lot
>
> about. (Chris)

A number of supervisors echoed this message that supervision should not finish at the end of supervised experience. There is a fear that neophyte practitioners will do the bare minimum to complete SE and attain accreditation without possessing the necessary skills to operate effectively as an independent applied practitioner. Consequently supervisors were keen to emphasise that mentoring should be mandatory post-accreditation.

> Erm so the biggest thing for the BASES system I think, and
> I'm hopefully talking to BASES about that, about this
> particular issue in SE, about a mentoring scheme post
> accreditation, erm so the biggest thing that worries me is
> that we've got people who will rush through the system, tick
> the boxes, get the hours, and er and not be adequately
> quality assured er as they go forward from there. So erm you
> know I think that's a, a very important aspect that we, er the
> professional body in my view encourages and provides
> mentoring so these people can continue their training
> beyond erm the new accredited status. (Steve)

This highlights a potential risk of conceptualising definitive transition upon attaining accreditation, given the perception that some supervisees might not be 'adequately quality assured'. A concept to be given further consideration within the discussion section of this chapter is the notion of mentorship as a continued process, rather that supervision for transition.

There was a consistent message across supervisors that they did not have a one styles fits all approach. This indicates more implicit theory underpinning practice, whereby an eclectic approach is adopted to meet individual needs. They therefore highlighted the importance of approaching each supervisory process by giving thorough consideration to the needs of the individual. Supervisors highlighted that a person-centred approach was necessary due to the varied experiences that supervisees may have upon commencing the SE process.

> I suppose my role kind of changes depending on the needs of the individual candidate. I think I kind of learnt that quite quickly, and obviously coming from background of sport, sports coaching, and my own professional applied sport psychology background, I think it's important to fulfil different roles depending on what the candidate needs. (Will)

> … I mean I don't necessarily just stick with one approach, because you know I try and recognise that everyone's different, but then I also try and, you know so you might take some sort of humanist things, but then at the same time there might be times where, like you do with a client, you might engage in some sort of more CBT things if you're doing, if you're trying to educate them about techniques and strategies, you know and that might be the same that you might actually do with your students. (Josh)

> Erm I think it's er, it's sort of mutated over time into something which is much more erm flexible and adaptable er to the individual er that's engaging with it. So er I think originally I had a, I had visions of a, of the series of things

that people had to do, and a, almost like a series of erm workshop related erm content which everybody needed to have. Er and I think I learnt relatively quickly that due to the varied backgrounds of people that were coming onto the SE programme that some of those things were er very inconsequential for them. Erm so a bit more flexible and adaptable approach I think over time. (Steve)

These quotes evidence the mix of approaches taken in order to adapt to the learning needs of the supervisee. For example, Josh evidences scaffolding in relation to educating supervisees regarding techniques and strategies as a means of assisting supervisees within applied settings. Further to this, Steve evidences intersubjectivity, with regard to communication establishing a shared understanding of what is required within the supervisory relationship. A person-centred adaptable approach seemed commonplace for the majority of supervisors. Despite many supervisors not highlighting any specific supervision/learning theory that influenced their supervision, all supervisors discussed how their supervision evolved during the supervisory process. There is a desire at the beginning of the process to maintain tight reins on supervisees to ensure safe and ethical practice. Additionally, whilst supervisors discussed a need to instil confidence in their supervisees, it was also transparent that they too required a confidence in their supervisee, in order to allow greater independence. However, as the supervisee evolves throughout the process, supervisors recognise that it is their role to assist movement towards independence by 'loosening the reins' and where appropriate instilling confidence and autonomy within their supervisees.

Er well it's, it's definitely changed from being more prescriptive, more educational, to more interactive, and even

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now I'm taking more of a back seat, so with our monthly meetings for example each of the guys that I supervise now effectively takes the lead on one of those sessions … So there's definitely been kind of a shift of er responsibility I think, which again I think is a good process that you know to start with I don't think any of the people that I'm supervising would have had the confidence to you know take on those roles. (Jack)

Yeah definitely, I mean typically at the start of a relationship you might be a bit more directive … So yeah, so as the student progresses, it's more and more led by them and much less by me. (Josh)

Here again, the quote from Josh outlines the use of a more directive approach towards the beginning of SE. It is important to highlight that supervisees are still active within this process, but greater assistance is provided by the more experienced other at this stage. Within this transitional approach to supervision, supervisors maintain a sharp focus on developing the supervisee's professional philosophy. It was highlighted by a number of supervisors that their own approach to applied sport psychology would influence how they addressed philosophy with a supervisee. However, the main emphasis was on ensuring that supervisees have an in-depth understanding of the underlying philosophy informing their applied practice.

Yeah good question, erm I think in part I'm trying to create a, practitioners who have a good understanding of what their approach is, and I try where possible not to be prescriptive but just to increase their awareness about the biases that they have, having come through the education system which

we know erm, most of us before we know it operate from cognitive-behavioural perspective just because that's pretty much how the whole discipline is set up. (Jack)

But I would be quite strong on er philosophy, er why are you working the way you're working with a particular client. I'd be quite strong on increasing skill sets, I would fight like bloody hell to stop them er being menu-driven or tool driven, so here's performance profiling, here is imagery, here is some of this. I find lots of people are purveyors of snake oil, 'oh you need some of this snake oil, you need some of that'.
(Bill)

However Jack did go on to question the role that professional philosophy plays for applied practitioners and the training of supervisees on the SE process. Due to the lack of formal training associated with philosophical approaches, in comparison with other helping professions, Jack questioned the emphasis placed upon this understanding within the process. This brings into question the background of those becoming practitioners and supervisors, and potentially the competence of practitioners within the field of sport and exercise science.

When you talk about philosophical approaches in sport psychology, it's pretty much lip service cos actually lots of who talk 'well yeah I'm a cognitive-behaviourist, or I like to do humanistic stuff'. I'm thinking well actually we don't have formal training in these areas, so it is a little ridiculous in that sense that, if you look at mainstream psychology like, a CBT practitioner is qualified as a CBT practitioner, and yet we say the word cognitive-behaviourist because of what we do, but

actually we don't, we kind of don't have that formal

therapeutic training in any of those areas. (Jack)

Not only did supervisors recognise their role in assisting the development of supervisee knowledge and understanding regarding professional philosophy, but there was evidence of reflection on their own philosophical stance. Some supervisors considered how their approach to supervising on professional philosophy had changed, as a result of their own applied philosophy evolving throughout their career.

Erm no, and I'd say over time my perspective on what it takes to be an effective psychologist in a high performance environment has changed. So when I first started out it would be based around simple mental skills and goal-setting, imagery, relaxation, erm self-talk etc. to understanding that actually we need to get deeper down and understand the underlying causes of erm disturbance or dysfunction and that's taken me from sport psychology interventions towards more of the mainstream, and linking with clinical practitioners, adolescent psychology etc. to get a much deeper understanding of the individual psychology and what might influence that within the environment. (James)

This supports the notion of a fluid identity, in that practitioner philosophy is never a static entity and will always morph according to contextual experience. With regard to identity, it is interesting to note that supervisors have referred to themselves and the process as sport and exercise psychologists / psychology respectively, despite BASES SE focussing upon (and training) sport and exercise scientists. Whilst many

supervisors within this study were BPS chartered and HCPC registered sport and exercise psychologists, this again highlights the messiness around policy (or at least the understanding of it).

7.3 Facilitating Change

7.3.1 Moving supervisees towards independence

Supervisors conveyed that they viewed their role as more than just providing supervisees with the necessary tools to achieve satisfactory competency. The SE process was not viewed just as a vehicle for skill acquisition; the majority of supervisors alluded to it as a form of education within which transition of identity should occur.

> Erm my role, erm, my role is that I see myself as a facilitating
>
> their professional development and the effectiveness of
>
> them as sport psychologists. So whether you use the term
>
> sport psychologists as educators, or as applied practitioners,
>
> or as researchers, I see it as erm development of a whole
>
> person. So I try and help them develop as a whole person
>
> and help them develop the skill set that each of those er
>
> different components require I guess. (Jess)

This therefore seemed somewhat at odds with evidence of reluctance towards supervision, in comparison to viewing BASES SE as an educational transition, presumably requiring investment on the supervisor's behalf. Despite Jess's emphasis towards a 'whole person' approach there was little evidence to support this notion. This therefore raises the question of whether a holistic approach was desirable rather than attainable (given the outlined constraints).

Supervisors were unanimous regarding the role that confidence played in supervisee progression. The importance of building and establishing confidence within supervisees was outlined as imperative to their development as a practitioner. Supervisors considered their role in establishing confidence and suggested that it was important to convey confidence in their own ability and (where appropriate) express confidence in the ability of the supervisee.

> It could just be helping them with their own confidence and self-efficacy that they have the skills and knowledge required to make an impact, or that it's okay to do nothing sometimes and feel like you're not making an impact. (James)

> Er I think it's huge because I think you have to instil confidence in them, and if you don't have confidence in yourself and in them I think that comes through. You've got to show that you've got confidence in your own knowledge so that they have confidence in you in terms of you guiding them, and then I think that confidence comes through and it instils into them, into their ability, and I think that you've got to give them confidence that there isn't, er this isn't a perfect science, and that they will make mistakes, you just have to try and recognise those mistakes as soon as possible, and try and steer away from them and try address them, not pretend they're not happening. (Jess)

These quotes therefore suggest a focus upon enhancing supervisee confidence, as opposed to a definitive holistic approach. Within this there are aspects that denoted progression and heightened confidence for supervises. For example, James discusses confidence associated with a less directive approach towards clients, in

that 'it's ok to do nothing sometimes'. Furthermore, Jess outlines the importance of having confidence to explore mistakes, which encourages the reduction of impression management.

7.3.2 Temporality of identity change

In addition to their role of developing supervisee competencies, supervisors were very aware of the identity change that occurred within supervisees during the process. Effective evolution towards independence was considered a necessity in addition to the regulatory competencies involved within the process. Furthermore, it was within this aspect that supervisors gleaned a real sense of satisfaction, with regards to witnessing the change and growth of supervisees.

> … and it's also good to see them grow as individuals, that I think, individuals that I think they're becoming more autonomous and not relying quite so much on me, either been told what to do, or been provided with the opportunities. They're starting to grow and do those things for themselves, so yeah I definitely think there's, there have been transitions there which are probably natural transitions anyway as part of the process I think. (Jack)

In recognising the importance of transition throughout the process supervisors considered how they could facilitate certain aspects in order to contribute to supervisee development.

> From me, I tried to say to them, erm I think there are a number of parallel strands running over, at the same time as

there is a switch from why don't you try this to in the end when they're going 'I think I should try that'. (Bill)

… and outlining to them that I'd expect to see changes in their thinking, in their questions, erm over that 2 to 3 year period. And I'd be pointing out to them those changes in terms of 'well look I remember a year ago, faced with this sort of presentation there would have been some degree of anxiety in you, and now what I see is somebody who's er you know happy to prepare something, and rather than needing very close guidance about what goes in the presentation, or the style of delivery, I see that now you're, you know you're much more confident to erm develop your own ideas'. (Chris)

Bill outlines assistance provided by a more experienced other, progressing to assistance provided by the self. Further to this, Chris recognises the developmental benefit of constructively challenging supervisees and acknowledging confidence of participating as an applied practitioner. Consequently there is recognition regarding the impact of the relationship between effective development and confidence. Therefore, supervisors outlined a focus towards raising supervisee self-awareness as a means of instigating self-recognition of development. Further to this, evidence of progress was used by supervisors as a means of enhancing self-belief in the autonomy of the supervisee.

I'd be pointing out to them those changes in terms of 'well look I remember a year ago, faced with this sort of presentation there would have been some degree of anxiety in you, and now what I see is somebody who's er you know

happy to prepare something, and rather than needing very close guidance about what goes in the presentation, or the style of delivery, I see that now you're, you know you're much more confident to erm develop your own ideas'. (Chris)

So there's definitely been kind of a shift of er responsibility I think, which again I think is a good process that you know to start with I don't think any of the people that I'm supervising would have had the confidence to you know take on those roles. Obviously through education, through doing more practice, through, they're just developing as practitioners. They now see themselves as practitioners rather than people who are starting the process in training, so they recognise that they all have particular expertise… (Jack)

Again there is recognition of supervisee progression towards autonomy as a practitioner. Additionally, supervisors perceive benefits from their supervisees transitioning towards independence. There is a recognition that the supervisee moves within the dynamics of the relationship, towards that of a peer. As a result elements of supervision are not as directive and there is consequently more discussion and debate within the supervisory space. Subsequently supervisors recognise benefits for their own professional development resulting from such dialogues. This evidences an implicit understanding of learning which reflects Vygotskian principles.

Erm and also just seeing them grow and develop, you know it is a very rewarding experience on a number of different levels, so erm yeah it is excellent, and they enable, actually

they enable me to learn and develop in a number of areas

that I wouldn't have time to do if it wasn't for their work. So I

you know gain in a number of different ways. (James)

This evidences the intersubjective nature of supervision on SE. Furthermore, it provides support for the benefits associated continuing mentorship approach to applied education within sport and exercise science, highlighting the potential benefits that could be ascertained from career long mentor-mentee relationship.

7.3.3 The Supervisory Alliance

In order to facilitate supervision all supervisors explored the importance of the supervisory relationship (despite no direct question regarding this – please see appendix 4). In many cases supervisors already had pre-existing relationships with their supervisees, usually via academia, which was viewed positively with regard a pre-existing rapport. The foundations of a solid supervisory relationship were considered imperative in establishing the trust and openness required for effective supervision. Due to this, in the absence of pre-existing relationships, Chris outlined the importance of establishing a 'good fit' prior to SE commencing.

So I've always talked to prospective supervisees on the

telephone, or I invite them to meet me at a meeting place

near my home where I can discuss their needs, they can

meet me and work out if there is a good fit, and a good fit in

terms of personality, in terms of expectations and needs,

and expectations or needs in terms of costs. (Chris)

Supervisors proposed that foundations of a good supervisory relationship need to be in place from the outset of supervision. It is suggested that this allowed the

supervisee to feel as though they are able to share any insecurities associated with the process, which aims to reduce impression management (a potential stumbling block identified within analysis of supervisee interviews). To this end some supervisors detailed very conscious efforts that had been made to establish an effective relationship from the beginning.

> First and foremost in my mind is that you develop an alliance with them, a close relationship with them. Now you're going to get some supervisees, the relationship isn't the same for everybody, but what you're trying to do is develop them that they've got a sense of respect, er a sense of trust in you. That they've, well they're able to come to you with any naive questions, any feelings, any uncertainties, that they would be able to share with you, which would at the end improve their practice. So there's one side of it, I believe my role as supervisor is to develop that relationship with any supervisee, the type of relationship that they need, and also I guess you're trying to use your experience to get a, use an instinct about what sort of support they might need. (Chris)

This therefore suggests that learning is facilitated as a consequence of a positive interpersonal relationship. This is not to say learning couldn't happen in its absence, but it would struggle to be as facilitative. It is considered that from these solid foundations of trust, the supervisory relationship evolves during the SE process. Numerous supervisors outlined how the strengthening of the relationship aids supervisory discussion. Further to this the relationship is also viewed as an instrument in facilitating effective transition towards practitioner independence.

I suppose it's become probably, I think it's kind of a natural process that it's become far more specific the things that we do, as opposed the beginning it was more general, and I think it also changes as you, the relationships that you have with the people that you supervise develop and you get to know each other more as people as opposed to the roles that you have, so you can, I think the, the degree of honesty and sharing increases just as those relationships develop …

So I definitely think that as those relationships have grown that the degree of honesty and the depth has increased as well and it's also good to see them grow as individuals, that I think, individuals that I think they're becoming more autonomous and not relying quite so much on me, either been told what to do, or been provided with the opportunities. They're starting to grow and do those things for themselves, so yeah I definitely think there's, there have been transitions in there which are probably natural transitions anyway as part of the process I think. (Jack)

This excerpt also supports the notion of supervisees progressing through stages of learning towards independence. Once more the supervisor indicates that it is the relationship that initiates and supports this development. In considering the supervisory relationship as a key facet of effective transition, some supervisors suggested that it may even be more important than the competency elements of the SE process itself, much a client-practitioner alliance might be considered as outweighing a mode of intervention. It was suggested that establishing an effective alliance and consequently an effective supervisory space, was the main aspect of developing and producing effective independent practitioners.

> … almost the BASES system being perceived as a second rate erm process for psychology, which I don't believe it is because I think that that's determined more by the supervisor and the supervisee than any process you put in place. (Steve)

Here we can see some supervisors adjudged that the supervisory relationship can transcend the systems within which it resides. It is important to highlight that a number of supervisors explored the reciprocal nature of the supervisory process. In the main it was viewed that supervision encouraged supervisors to maintain knowledge and understanding of contemporary applied research, which they perceived to heavily contribute to the progression of their own applied practice.

> Yeah I think er, one of the, one of the benefits of er, particularly if you select them well or that you know you screen them well, erm most of them are incredibly enthusiastic about learning and developing their skills, er which is quite often infectious, and er reinvigorates somebody like me, remind you of er certain elements that maybe you, sort of drift, drift out of your er consciousness quite a bit of the time. So you know I find that really really helpful for me. Erm I guess another huge thing for me is that it encourages me, and sometimes you know we all need encouragement, encouragement to keep on top of things and to continue to develop myself. (Steve)

> So I definitely learn and also I think sometimes it's easy to get a little complacent, when you're qualified and when you're practising, cos you're busy and you go on and you

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just kind of do the usual stuff, sometimes it takes someone

to ask a question and you think 'actually I can't answer that,

and I really should be able to answer that question', so

pushes you to get back to learning stuff, or reading stuff, or

understanding things, so I find they keep me on my toes as

well which has got to be a good thing. (Jack)

This therefore indicates that a learning relationship is reciprocal and emphasises the importance that both individuals are actively participating within the relationship. Again this highlights the intersubjective nature of learning in that both parties can share and derive meaning within the relationship.

7.4 Community Learning

7.4.1 Safety in Numbers

Supervisors discussed benefits of community learning for neophyte practitioners. The access to like-minded individuals was considered a key component of applied development both within and following supervised experience. Peer interactions were viewed as relations within which supervisees should feel less obliged to impression manage their fears and concerns associated with applied practice.

… you know having what would be perceived to be a less

judgemental, more supportive, share mutual experiences

group, is always good, and sort of you know you look at

experiences of athletes rehabilitating from long-term injury,

erm you know a peer-group that they can share experiences

which is important and significant. (James)

Erm so it takes a lot of the fear of the unknown out of it when

you've got shared experiences with others. (Steve)

The excerpts emphasise the benefits of participating within a learning community of practice. Consequently peer groups were viewed as an excellent resource for learning and development by supervisors. As a result many supervisors explored the benefits associated with peer supervision. Supervisors viewed such forums as a positive arena within which supervisees are able to share experiences and attain mutual benefits from peer critique.

Erm I think in, you know in other aspects, I think er, I think

that peer supervision is very useful, you know when I

supervise people, they supervise each other and we talk

about it … but they watch each other and all critique each

other yeah? (Bill)

I think there should be more supervision programmes where

there's much more sharing of information. So I don't know

the University might have six people and they might set up a

supervision programme where those six people meet every

fortnight and there's a schedule programme for them either

on reading, or they share applied work. (Chris)

Bill and Chris suggest that inter-peer supervision provides a differing perspective to that of the supervisory relationship. However, there remains a central theme of creating a positive space within which peers can share experience and constructively challenge each other.

7.4.2 Creating a learning community

In support of peer interaction supervisors also outlined the benefits associated with current initiatives within the BASES process (such as workshops) that promote supervisee gathering and interaction.

> I think the workshop programme is erm is really good. I think
> the notion of supervisees coming together in groups and
> having the opportunity to I think gain confidence from other
> supervisees who are in the same situation erm is excellent.
> (Jess)

This is somewhat in contrast to the experiences recounted by supervisees in Chapter 6. Whilst the concept of such workshops is a positive, it appears there needs to be a better understanding (on behalf of BASES) of facilitating a productive community. Additionally, despite the positive experience that workshops can provide in terms of peer interaction, some supervisors highlighted that supervised experience had the potential to be a very solitary experience.

> Yeah and you know, some people experience that it's very
> isolated and isolating, so you know I think that's why I've
> certainly put some time and effort into trying to develop that
> group and er keep that I mentioned going with that. (Steve)

Giving careful consideration towards the potential for a solitary experience, numerous supervisors outlined innovative methods used to create communities of practice, specifically for supervisees undergoing the SE process. Supervisors discussed the importance of interaction with individuals who are experiencing (or have experienced) the same phenomenon. Recounting personal experiences and exploring collaborative provision increases exposure to more applied experiences

whilst also providing differing perspectives to consider; aspects that may not be accessed within solitary supervision.

> One of the ways we've done that, the guys that I'm currently supervising have set themselves up as a company. There's four of them so they've set themselves up as, er I think it's … so obviously they're going through, as well as being supervised, they're going through the processes of setting up their own business and doing all of the business side of things as well, so that'll hopefully help with obviously the development of their knowledge base, there other skills. (Jack)

> … and we discuss around, sometimes using a case study type example, sometimes using a journal article or something which stimulates some discussion for the group. So the group sessions I lead, but I hope I have less of a role in them er than, than the actual supervisees. They hopefully take that on and er, and discuss it amongst themselves. I find that a very useful method … and er you know I'm certain that I learn quite a bit as well from those sessions, so it's a real sharing of information, and there are times where I feel like I need to erm I guess er make my views clear on a particular thing, but other times er it's good to hear other people's views on issues that are you know thorny ones for myself. (Steve)

Although there is evidence of creative learning communities, it is clear that this initiative was solely created by the supervisor, not the SE process. As highlighted

above, there is also recognition from supervisors that attendance and involvement within supervisee peer learning groups is of benefit to their own professional development. Due to the multiple roles associated with supervisors, many of whom have lecturing and research responsibilities in addition to applied work and supervision, such forums provide an excellent opportunity for them to discuss and reflect upon their own work, whilst gaining insight into various other projects presented by supervisees.

> Erm yeah I mean I try and learn as much from my candidates as they learn from me. They're out having a variety of experiences and we've kind of now got to in running erm at the same time, we engage in like a community of practice, so every so often we'll get together to discuss all of our, our own professional practice issues and what we've been up to, and we sort of engage in reflective conversation on that. And that relationship there is kind of mutual, kind of reciprocal, that I'm just one of the three sport psychologists who are meeting up. Erm obviously I'm facilitating, guide the meetings, but I share my experiences, they share their experiences and we kind of have a relationship that goes in like that. (Will)

> You know I try sort of, I would use my students as peer supervisors, I would be asking my students to look at my work and say 'well what do you think, I was going to come up with that sort of thing'. (Bill)

> So I think it's been massively useful in that sense that you know regularly every single month I sit down with some

other practitioners in my field and you know whether it's
something that's a bit more educational or something that's
you know supervision or just a chat, that it's just the
opportunity to, to do some CPD stuff and interact with other
practitioners. I find that massively useful, which obviously I
wouldn't have if I wasn't supervising, so I think that's, it's a
massive positive in relation to being a supervisor, which I
wouldn't have had if I wasn't engaged in this process. (Jack)

From these excerpts we can derive the notion that learning and teaching are an
exchange, whereby both parties are actively involved within a reciprocal learning
process. This reiterates the benefits gained by both supervisor and supevisee within
a positive learning relationship.

7.4.3 Continuing the journey

Supervisors echoed supervisees regarding the need for peer supervision and/or
mentoring post accreditation. For some supervisors this has led to the formation of
varying learning communities in an aim to attend to the needs of various individuals
at differing stages in their professional development.

Absolutely invaluable, well peer and also in more senior
mentorship, I think absolutely invaluable. Peers is brilliant
because you get lots of you know, and again there's lots of
people who are in a similar position to me, so we can
discuss things and that's brilliant. Erm but then the
mentorship from people who are a bit more senior, who've
been there and perhaps have come across those issues. It's

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the same sort of thing, the worries that supervisees have,

when you have a youngish supervisor, same sort of thing,

you just go and talk to someone who's got a bit more

experience. It's absolutely invaluable. (Josh)

Er so yeah those sessions tend to work pretty well and

we've just actually started a new group, erm which is like

CPD type erm group er because there were so many of us

who were erm sort of post accreditation. Er I see that as

more of mentoring type group erm where we're assisting

each other, erm cos I've got three new supervisees who

have come into that group and their needs are very different

from the needs of the others. (Steve)

This evidences the complexity of a learning community and the various levels at which mentorship may be required. Supervisors suggest that mentoring post accreditation allows multiple foci on continuing professional development including reaccreditation[13]). Not only can mentors continue to contribute with regard to applied consultancy, but they are able to prepare and assist transition for neophyte supervisors. A number of supervisors have highlighted that informal mentoring has proved invaluable with regards enhancing their abilities as a supervisor.

I think there's far too few people who er when once

accredited er will actually carry on to go and supervise. Er

and that's partly one of the reasons for my CPD group that

I've just started, is to encourage those who have and why I

invite them all to come to the supervised experience group

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[13] Reaccreditation is a process that BASES accredited practitioner must undertake every five years in order to maintain their accredited status. This is achieved by demonstrating active participation as a practitioner and accruing CPD points towards reaccreditation.

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> sessions, is to encourage those people to become supervisors. Erm and I'm totally devoted with a couple of people at the moment to sort of encourage them to get involved whilst they've got a safety net of somebody like me. Erm you know as a co-supervisor with them, which I think is a good training mechanism for supervisors. (Steve)

> So I felt as though I needed that, that support, just to make sure that I was doing my SE candidates a service really. (Will)

This reinforces the call for more formalised and implicit mentoring post-accreditation. Furthermore, as evidenced above, supervisors voiced a clear position regarding the positive impact that access to a learning community has upon supervisees throughout SE and the benefits of such learning spaces throughout the applied sport and exercise community.

7.5 Experiencing applied spaces

7.5.1 Preparing for independence

Throughout the supervisor interviews there was a notable focus on preparing supervisees to be independent practitioners. Therefore preparation for entering the applied field and guidance regarding development was viewed as a critical area of supervision. First and foremost supervisors were conscious of ensuring supervisees were adequately prepared before independently entering the applied field. For many this began with orchestrating observation opportunities for supervisees in order to facilitate transition towards independent practice.

So yeah, I should have said earlier actually, one of the things that I have as a er in terms of my models of how I supervise, is I trying get all the supervisees to try and think about it in terms of er a shift in balance over time between observing practice and delivering. So they observe quite a lot of the staff and deliver very little, and then over time obviously those two things become erm interchanged and they deliver much more and are observed rather than being the observer … Yeah that's a key process for me is that they observe before they deliver. So they have, they have very little experience when they are on undergraduate and postgraduate courses of actually erm seeing what applied practice looks like and reflecting and evaluating that. So erm I think to provide experiences where that tends to happen more, erm I'm always concerned that people have good experiences erm to draw upon for their own practice, and varied experiences, so I try and get them to go and see a range of practitioners rather than just er someone like myself. Erm if there was one way of doing it then we'd all be doing that so. (Steve)

Steve outlines a process of being eased towards independent practice, which subsequently progresses to full participation. This would therefore allow supervisees to experience a variety of contexts within observation. Whilst this approach was adopted by many, there was one supervisor (Bill) who added a note of caution with regards too much initial observation, suggesting it is essential that supervisees do not just become clones of their supervisor. Bill stressed the importance of supervisees having the opportunity to forge their own styles with regards applied

work. Furthermore, supervisors highlighted the lack of observation opportunities as another potential issue in facilitating incremental progression.

> Erm my own experience is finding client groups to work with, and the opportunities. So what these guys would love to do, and I get it, is they'd love to observe you know their supervisors working. Most of the time that's almost impossible I find, I can let them sit in on workshops, but I can't let them sit in on one to ones and that's what they would like to do, and that's what probably would benefit them, so that's a bit of an issue. Erm and then them getting the breadth of experiences that enables them to develop, I think is quite difficult, challenging for them to find those opportunities, cos they need practical experience and gaining practical experience is quite hard. (Jess)

This evidences the challenges that ethical considerations (e.g. confidentiality) pose towards an apprenticeship model within helping professions. It can be difficult to generate suitable observations due to the private nature of consultancy.

Further to this, Jess considered alternative methods for enhancing the transformation towards becoming an independent practitioner. As highlighted above, most supervisors have experience with supervisees who predominantly come directly from education, whereby direct applied experience is difficult to obtain.

> I would try and establish a resource that erm provided real-life experiences of people in consulting practice. A resource so that they could see what real life consulting looks like,

erm and those people who could you know, I'm not sure role

play necessarily works brilliantly, er you can of course do

role-play but I'm not sure if they're ideal. I would have

thought that what they need is a resource, they need to see

what it looks like, how it works, some of the tensions that

occur during a consulting process, particularly with one-to-

ones, but you could do workshop deliveries as well, you

could provide a fantastic resource, which as far as I'm aware

may exist and I may not realise it exists, but I'm not aware of

it existing. (Jess)

Again this alludes to the notion of supervisors creating opportunities (as with the learning communities – 7.4.2 Creating a learning community). Once again it is concerning that more assistance for facilitating this developmental opportunity within the process.

7.5.2 Developing Understanding

Another potential concern for supervisors was the academic background of their supervisees. There was a consensus that the majority of neophyte practitioners within BASES SE come from a sport science background, and potentially lack the underpinning psychological knowledge required to ensure their practice has sufficient theoretical grounding, within the discipline of psychology. Again, this suggests that supervisors viewed themselves as training sport and exercise psychologists (as opposed to scientists).

Erm and the other things that are key really understanding

how you, how you sort of engage in evidence based

practice, so that your sort of developing a plethora of

approaches to applied sport psychology that can be

evidence based, and so that you're accountable to your

client. Erm I think that's kind of important, so understanding

the theory to practice and, in really learning about the

knowledge that is embedded within your, your experiences.

(Will)

This is somewhat contradictory given the lack of awareness and/or articulation demonstrated by supervisors when considering the theory underpinning their supervisory approach.

In addition to the importance placed on a good theoretical grounding, supervisors were keen to encourage innovation and creativity within their supervisees. Supervisor experience as an applied practitioner had provided insight into the unique nature of applied practice. As a result supervisors placed emphasis on the importance of practice-based knowledge in addition to knowledge-based practice. Supervisors explained how they would encourage an increased awareness of intuition to inform applied practice as supervisees progressed through the SE process.

So I think, along with the way the process should develop

the skills, it definitely should develop the theoretical

underpinning, but I also think that shouldn't be at the

expense of innovation, because if, again with too many, it

sounds like I'm beating up academics and I'm one of them,

but quite often if you adopt a too theoretical approach you

kind of stifle creativity … I think we need to make sure that

we have that balance between, there's definitely, our

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practitioners have definitely got to have a good theoretical base, but also have the confidence to try things, and you know if they work to then try and understand how they work, but to kind of have that creativity. So it does need to be evidence-based practice, but it can't be evidence-based practice all the time otherwise you're not going to move forward. (Jack)

I'm not the best at theories or research, I know enough, I'm good enough, but I'm very good with people and the relationship skills I develop with people, not in a sense, you've still got to have content knowledge, but I would think that sometimes people, sport psychology can be too, it can be too sanitised about what research is, and sometimes theory and research can be not close enough to people's, the individual experiences of people. We can learn general principles, but you know you work with people, people are people and they change almost daily. (Chris)

Therefore, whilst supervisors emphasise the importance of theoretically informed applied practice, there is recognition of the numerous nuances that diversify and inform every applied space. Finally, the last excerpt reinforces the importance that the relationship plays within applied consultancy. Again it is the interpersonal relationship that embodies the mainstay of a learning relationship.

7.5.3 Building Relations

One of the key elements depicted by supervisors as laying the foundations for effective practice is the ability to build and establish positive working relationships. As with the supervisory alliance, the ability to establish trust and rapport with clients was viewed as imperative for effective consultation.

> So in really simple terms, without the trust in place first and foremost the coach and secondly the athlete, and thirdly the other science and medicine practitioners working around the athlete, you've got absolutely no hope of been effective. So first and foremost you've got to have good relationship building skills and know and understand what will and won't in that environment, and do at first what is possible and then build from there. Erm and I think that's something that young practitioners starting out are often er incredibly enthusiastic, but don't know and understand and appreciate the importance of understanding the context and working their way into that. (James)

Gaining a client's trust was viewed as critical in ensuring their investment and commitment to the process. Supervisors suggested that understanding the client's contexts (sport, support network (sporting and non-sporting) etc.) is important to the foundations of building trust.

7.5.4 Recognising the value of experience

Supervisors unanimously viewed experience as a key facilitator of progression towards independence. Most supervisors suggested that the development of an

applied understanding should be attained by experiencing (and reflecting on) a variety of applied spaces.

> Erm what the main factors that contribute to that learning and development? I think gaining a variety of experiences. I was never a big fan of this when I was, when I did it, I kind of questioned why do you need to gain X amount of hours with so many different types of clients, but in hindsight I think it's, it's kind of important to have different experiences, both within and outside your comfort zone. So working with sports you do know, working with sports you don't know, working with erm of the same gender, working with athletes with disabilities etc. Erm I think that variety of experiences exposes you to a range of different issues that will allow you to generate this bank of experiential knowledge if you like, to really help you to understand how you can actually practice in practice. (Will)

> And the final thing is I will always, I would always require a mix of clients. I would, the early client placements I tried to get them would be with people I thought they would learn with. (Bill)

This evidences the importance of learning in context. Access to numerous proximal relations within a supervisee's microsystem allows insight into a variety of applied spaces, which supervisors deemed as important for a number of reasons. Firstly, as outlined above, it ensured supervisees had experience of working within different settings, enabling development of relationship building skills with different clientele. Further to this, it was viewed as contributing towards the confidence of supervisees.

As highlighted within chapter 6 (The Supervisee Interviews), confidence was viewed as an imperative facilitator within applied practice. In line with this, supervisors also reiterated the role confidence plays in the development and transformation of supervisees.

> Yeah massively and I think ultimately they've got to, they've got to get, which is where the experience is really important that you've just got to get lots of experience because that's ultimately where your confidence is going to come from. I mean we know sources of confidence, you get confidence from like me as the mentor telling them 'good job', and then talking things 'what you've come up with there is a really good idea' and that'll help, but ultimately there's no substitute for getting out there and doing it, you know, knowing they can do it, knowing you can talk to people, know your interventions work, or knowing that you can recover from something not working and modify it. So all of that experience, so I think the opportunity to get a range of experiences is important, but also to have at least one thing that runs for quite a long period of time, so they can get a lot more depth in relation to the relationships that they build in that environment, but also the kind of challenges that they'll deal with. So yeah I think confidence, as it's when it comes to performance generally, that confidence in been able to perform is crucial. (Jack)

Again participation in a variety of contexts is viewed as a necessity towards improving practitioner confidence. Despite all recognising the importance of applied

experience, one supervisor did add a note of caution with regards relevance to high-performance sport. Therefore, whilst a wide variety of experiences was not outwardly criticised, it was suggested that experiences should be classed as 'fit for purpose', meaning that skills developed within certain experiences might not be fully transferable to an elite performance environment (for example).

> Erm and the most obvious challenging one is access to good populations to work with, er because you know a practitioner that's done their SE with erm you know I don't know the local under 17s football team, the University second 11 or first 11 hockey team, er a couple of track and field athletes that compete at county level, simply isn't prepared to work in a high performance environment. (James)

This emphasises supervisors' views regarding the impact that context specific learning can have on development. Experience must be 'fit for purpose'. Overall, supervisors are looking to introduce and enhance a number of facets that contribute to the supervisee's ability to work independently within applied spaces. These various attributes are summarised by James who outlines his overarching aims for supervisee development pertaining to applied practice.

> I want them I want them to be, have excellent deep and broad knowledge of psychology, I want them to have good intervention skills, and I want them to be capable of, I want them to have good interpersonal skills so they can build effective working relationships with the athletes and players, and staff they'll be working with. (James)

Once more emphasis is placed on the importance of relationship skills. Whilst BASES competencies promote the acquisition of counselling skills, there is a recognition here regarding the importance of relational skills across a variety of contexts.

7.5.5 Exploring Experience

There is a clear emphasis from supervisors on the importance of experiencing applied spaces. However, in addition to this, supervisors explored how supervisees can derive meaning from such experiences. Reflective practice is viewed as a key skill in ensuring that experiences are not just taken at face value. Rather it allows the supervisee to explore the nature of experience, consider its meaning beyond the descriptive, and provides opportunity to plan/develop for future experiences. Consequently supervisors outlined their role in facilitating effective reflection and assisting supervisee development.

> You know it's honest critical self-reflection, supported by somebody who can ask you good questions to stimulate that, and having a clear plan for your work. And if you do those things well you will learn and develop as a practitioner. (James)

> I think reflection's absolutely fundamental, I think it's absolutely vital. If you don't, in trying to make, trying to develop more self-aware sport psychologists I think it is a real key aspect of the SE process, erm and you know it's an ongoing process, but that's really key for me to try and

> increase that, and you know to get students reflecting on
>
> what they do as much as possible. (Josh)

This emphasis on the importance of reflective practice was considered in line with practice-based learning. As outlined previously, supervisors were keen to ensure thorough understanding and knowledge of theoretical principles and relevant research informing applied practice. However, of comparable importance was the necessity to develop practice-based knowledge in order to progress towards independence as an applied practitioner. Reflective practice was viewed as an ideal opportunity to challenge, reinforce and retain knowledge from experience.

> So I think the main part for me is helping them to understand
>
> how to apply those skills in practice and develop the sort of
>
> knowledge in action required to erm develop their own
>
> theories in use if you like. So it's alright reading a research
>
> paper on goal-setting, but it's about understanding how to
>
> apply that knowledge in the given context of the practice that
>
> you're working in. So the main aspects for me are gaining
>
> the experience and then learning from experience to make
>
> sure that erm you use the knowledge that is embedded
>
> within the experience to influence what you do the next time.
>
> (Will)

In facilitating such development some supervisors outlined the benefits of layered reflection in providing a more comprehensive insight into experience. This is an interesting concept in that time can influence reframing of experience. For example, initial reflection immediately following an applied consultation/workshop might be viewed very differently to a delayed reflection 24hrs after the experience. Considering both reflective aspects could provide more meaning to the experience.

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Further to this, varied forms of reflection were also suggested as beneficial in enhancing supervisees' ability to reflect. Supervisors outlined reflective discussions as one method whereby insightful questions were posed in order to challenge supervisee thinking and advance their considerations within reflective practice.

> Erm so that's essentially what we try and do, erm all the sort
>
> of applied tasks and the applied work that my candidates do,
>
> try make sure that we have erm regular reflective type
>
> conversations where we either draw upon the written
>
> reflections that the candidates engaged in, or whether we
>
> just have a reflective conversation based on work that they
>
> might have done previously that day. (Will)

In addition to promoting supervisory reflection, supervisors also outlined the profits associated with peer and group reflection. Firstly peer reflection is considered to provide a 'safe space' and limit the possibility of impression management, which supervisors outlined as a potential concern in facilitating effective reflection. Furthermore, the group approach allows for varied opinions, which was viewed as a positive in enhancing supervisee insight into meaning of an experience.

> Yeah I think reflection and er sharing experiences with
>
> others in a safe environment, erm so those group sessions I
>
> think are er for me fundamental to assisting people. Erm and
>
> I suspect, although you know this might be er overly modest
>
> I guess, but I suspect if I could gather people together in a
>
> room and walked out of, left them to it and came back two
>
> hours later, then there would probably be very little
>
> difference in their experience, they'd have got loads out of

> talking to each other, erm they don't need me for so [laughs].
>
> (Steve)

This excerpt reinforces the multiple social contexts that can be used to stimulate learning. In discussing the impact and importance of reflective learning within supervisee development, a number of supervisors outlined the influence of reflective practice in shaping their approach to supervision.

> So if there was sort of a model by which I base a lot of my work, it's a reflective practice model I suppose. (Steve)

> Sort of the adult learning, where I'm really keen on engaging er my er supervised experience candidates and my Ph.D. students in sort of experiential learning through reflective practice. Erm that sort of sits really well at the heart of supervised experience as well because many of the competencies you want to demonstrate evidence for er fit well into the er the use of reflection. (Will)

Supervisors placed a lot of emphasis on the importance of applied spaces and enhancing the ability of supervisees to be able to learn and develop from their experiences. Enhancing the ability to derive meaning from experience was viewed as imperative in moving supervisees towards an acceptable level of autonomy, within which they are able to independently engage in applied practice.

7.6 Discussion

The phenomenological thematic analysis has revealed a number of interesting findings, illustrating the lived experience of supervisors supporting supervisees undertaking BASES supervised experience. The following discussion seeks to explore the meaning of these thematic findings, drawing on previous research and theory.

Upon initial discussion of their role supervisors suggested that BASES SE supervision was a duty that they had to 'fit in' around their main professional roles, which bears resemblance to suggestions from previous literature (Westbury, 2006). This raises questions as to the experiences of supervisees undertaking the SE process. Previous research regarding the mentorship of beginner teachers suggests that the beginners' experience will suffer under the mentorship of a disengaged mentor (Normore & Loughry, 2006; Hellsten, Prytula, Ebanks & Lai, 2009). However, upon further exploration of their role supervisors revealed an enthusiasm for supervision as a whole. Furthermore, in discussing the benefits of supervision, all supervisors were positive about what they gleaned from the process. Supervisors highlighted the importance of ensuring the 'right fit' in terms of personality before forming a learning relationship. This notion gathers support from Hellsten et al. (2009) who asserted that learners were predominantly happy with their mentor when they perceived compatibility of personalities.

Upon first glance it was somewhat concerning that supervisors struggled to detail their pedagogic approach towards supervision. This may be due to the rarity of being asked a direct question to that end. However, despite the lack of explicit reference with regard supervisory approach, it became clear that implicitly supervisors were working within (or at least targeting) an apprenticeship model (Rogoff, 1990). Supervisors were unanimous regarding the importance of context

specific preparation. For many, attaining experience over a variety of different contexts was viewed as a crucial mechanism for enhancing practice-based knowledge. This perspective receives support within apprenticeship model research, asserting that exposure to various venues and practices, enables new strategies (Glazer & Hannafin, 2006). Somewhat complimentary to the concept of experience across contexts was the emphasis on repeated activity. Guided participation (within an apprenticeship model) stresses the importance of routine actions for reinforcing learning (Rogoff, 1990).

Supervisors also explored the reactive nature of supervised experience. Due to the diverse nature of applied practice unplanned activity often demanded a problem solving approach to supervision. This therefore engenders an intersubjective approach to addressing issues and challenges as they arise, requiring effective communication within the supervisory dyad in order to bridge the gap between supervisee understanding of a situation and that of the supervisor (Rogoff, 1990). This therefore aligns with Vygotsky's ZPD in that a more experienced other can enable higher levels, or alternative ways, of thinking in order to address/solve a problem. The danger here is that supervisees then become reliant on assistance, passively waiting for assistance, as opposed to actively engaging in the learning relationship (Glazer & Hannafin, 2006). It is therefore no surprise that supervisors outlined the importance of progressing supervisees towards independence.

Within the supervisory dyad supervisors aimed to empower supervisees throughout the process in order for them to progress to independence. Supervisors proposed observation as an ideal means of introducing neophyte practitioners to the applied environment. This would allow supervisees a period of legitimate peripheral participation in order to familiarise themselves with the environment. However, literature has raised concern regarding observation, in that exposure may lead to

basic imitation, as opposed to an independent professional philosophy (Stoszkowski & Collins, 2014). This would therefore support observation of multiple practitioners, allowing consideration towards (and reflection upon) a variety of approaches. Aside from observation, supervisors still emphasised the importance of legitimacy for supervisees within the early stages of SE. During this period of change, supervisors reflected upon the need to provide assistance in order to appease supervisee angst. As suggested by Roosevelt (2008), pitching assistance at the required level for the supervisee is fundamental to their development. As experience of the supervisee grew, supervisors outlined the importance of challenge as a mechanism of empowering independence (James et al., 2004). Constructive challenge within the supervisory dyad allowed for a transferring of responsibilities to the supervisees, whereby they are now tasked with finding solutions to problems/challenges (Rogoff, 1990). This therefore evidences progress to assistance provided by the self. Therefore challenge was viewed as an effective method to progress independence, but it is predicated upon confidence within the supervisory relationship.

Supervisors identified the supervisory relationship as a crucial facet of practitioner development. Initially supervisors valued the importance of forming a good interpersonal relationship in order to promote honesty within the dyad. This reinforces the notion of an interpersonal relationship providing the backbone for a successful learning relationship (Tobbell & O'Donnell, 2013[a]). An open and trusting environment protects against nondisclosure and impression management, which has been found to inhibit supervisors understanding of support/assistance required (Bernard & Goodyear, 2013). In line with this, a strong supervisory alliance has been found to encourage active involvement on behalf of the supervisee (Worthen & McNeill, 1996). An engaged (active) supervisee therefore provides the impetus to assist the self and move towards independence. In enabling independence supervisors adjudged that the supervisory relationship was more important than the

process within which supervisees were engaged. This viewpoint bears similarities to Kilminster and Jolly (2000) who suggested that the supervisory relationship might even be more important than supervisory methods, with regard to effective supervision. Although there are comparative differences between findings from this research and those of Kilminster and Jolly (2000), the main premise emanating from both is the belief that the supervisory relationship forms a crucial facet of supervisee development. Importantly, supervisors also identified reciprocity within the supervisory relationship, within which they gleaned developmental benefits. This also points towards a positive learning relationship, as literature suggests relationships containing a lack of mutuality will often struggle to access the learner's ZPD (Hoogsteder, Maier & Elbers, 1998). Furthermore, this provides support for figure 6.1 (within chapter 6) depicting progression of the learning dynamic within the supervisory relationship.

Supervisors also recounted the importance of accessing learning relationships outside the supervisory alliance. In line with Min (2012) access to peer communities was viewed an excellent avenue for discussing experiences and encouraging constructive challenge outside of the supervisory dyad. This also aligns with an apprenticeship model in that it suggests the importance of accessing resources outside the single expert and single novice dyad (Rogoff, 1990). Furthermore it reiterates the benefit of access to numerous proximal relations in order to facilitate learning. Literature suggests that having a wider network of shared communication, (outside that of the supervisory dyad), can help in shaping an individual's perspective, due to insight gained regarding differing approaches (Rogoff, 1990). Interaction of this nature might assist in the development of a supervisee's professional philosophy, therefore impacting how they approach applied spaces. However, as suggested in the literature, exposure to a variety of individuals and

contexts will only be of benefit to individuals who reflect upon their experiences (Berliner, 2004).

Supervisors outlined the importance of establishing a productive supervisory space, which promoted honest critical reflection on behalf of their supervisees. Literature indicates that supervisee perception of a non-threatening supervisory alliance will reduce the potential for impression management, eliciting honest reflective discussion (Karpenko & Gidycz, 2012; Woodcock et al., 2008). Supervisory reflection was therefore viewed as an excellent means of internalising practice-based knowledge. Supervisors also highlighted the potential for layered reflection to enhance a supervisee's understanding of an experience. Here we can consider temporality as proposed by van Manen (1990). This does not mean reflection will be solely governed by time (as in time on a clock face), but by the individual's biographical time. Consequently, immediate reflection, which is fuelled by emotion of the present, might well be judged differently when emotions are somewhat alleviated in the future, potentially allowing for a clearer picture to reflect upon. Therefore temporality allows for a multi-perspective view regarding experience, (even from a solitary individual), which might derive more experiential meaning for a supervisee's development. In a similar vein, varied forms of reflection (e.g. solitary, dyadic and group based reflective practice) were suggested as a means of providing alternative perspectives for consideration within reflective practice. Once again, consideration of varied standpoints might well allow a supervisee to derive more meaning from an experience, again enhancing their development and practice-based knowledge. The concept of varied reflection has received support within the literature, suggesting that solitary reflection can be fairly limited (Rhodius & Huntley, 2014). This therefore provides further support for the benefits of supervisees (and indeed supervisors) interacting within multiple social spaces. The emphasis that supervisors placed upon reflective practice suggested that this was

considered (for many) the main facet underpinning their approach to supervision. As supported by Poczwardowski et al. (2004) the importance of reflecting upon and learning from 'fit for purpose' experiences was identified as a primary driver in progressing towards independent practice.

Supervisors reflected upon how their approach to supervision morphed throughout the process in order to facilitate supervisee development towards independence. During the initial stages of supervision, supervisors clearly recognise the need to provide more assistance to supervisees via education, support etc. This perspective can be related to stage one of the Vygotsky's ZPD (1978), whereby supervisees are supported through challenges that currently exceed their individual capacity. As outlined previously, scaffolding does not mean a simplification of the task; rather a supervisor pitches assistance accordingly in order to facilitate the supervisee's ability to complete the task. This therefore reiterates the importance of the supervisory relationship, in order for the dyad to ascertain the level of support required to access the supervisee's ZPD (Harland, 2010). Furthermore, intersubjectivity encourages effective communication within the supervisory dyad enabling a shared understanding of support required (Rogoff, 1990). As supervisees progressed through supervised experience (and the ZPD), supervisors recounted how they encouraged supervisees to take more responsibility for assisting themselves. This falls in-line with Shabani et al. (2010) who suggested that the 'scaffold' should evolve to facilitate stage two of the ZPD, whereby assistance is provided by the self. At this stage supervisors were more likely to challenge supervisee thinking in order to promote independence in resolving experiences. Therefore supervisors viewed the progression towards independence as a fluid process of development, (as opposed to a definitive change), whereby transference of responsibilities is staged according to learner progress (Rogoff, 1990).

Throughout analysis and discussion it seems apparent that supervisors are working within an apprenticeship model (Rogoff, 1990) approach to supervision. As highlighted above, it was not necessarily a conscious decision of supervisors to operate within this approach; however it has been possible throughout the analysis to note clear comparisons, which somewhat eases concerns regarding the lack of theory underpinning supervision. Further to this, supervisors were also keen to emphasise the importance of maintaining a mentor post supervised experience and accreditation. The desire for peer mentoring post-independence has been echoed within contemporary literature (Eubank & Hudson, 2013). As outlined above, it may be remiss of us to view completion of supervised experience as a definitive transition to independence. By this, I do not mean that supervisees are not fit to practice independently. That transition can be viewed as definitive (subject to re-accreditation etc.). However, given that this research has explored numerous benefits associated with dyadic interaction/learning, it seems a disadvantage that the system allows qualified neophyte practitioners to enter the professional domain in a (potentially) solitary manner. Consequently, I would echo supervisors talk around the need for career long peer mentorship. Mentoring has been identified as differentiated from other learning models in regard to its particular emphasis on mutual learning (Salinitri, 2005). Whilst there is an element of reciprocity within an apprenticeship model there is more recognition of expert assisting novice (Rogoff, 1990). This therefore identifies the potential for an apprenticeship to mentorship approach to practitioner education, as opposed to a definitive apprenticeship to independent practitioner approach.

The following chapter will draw upon analysis and discussion from chapters six and seven in order to illuminate the essences of the lived experiences of supervisees and supervisors within this study.

Chapter 8: Discussion of Essential Meaning

The aims of this research were to elucidate the lived experience of becoming an Applied Sport and Exercise Scientist; to develop an in-depth understanding of key aspects of supervised experience; to explore learning theories in relation to participants' lived experiences and consider implications for the development of applied practitioners. To this end the research explored the lived experiences of both supervisees undertaking and supervisors supporting BASES SE.

This chapter provides a discussion of the essential findings, following which strengths and limitations of the research are addressed. Key research implications are outlined and consideration given to possible future policy, practice and research. The chapter then highlights the research contributions to knowledge, ending with a conclusion that provides an overarching summary to the thesis.

This chapter also seeks to build upon chapters six and seven which explored thematic findings in relation to previous literature. Whilst these chapters provided insight into the lived experiences of both supervisees and supervisors, hermeneutic phenomenology seeks to reveal a deeper understanding of the phenomena. Drawing on rich descriptions of those that have experienced the phenomena, the aim of this chapter is to illuminate the essential meaning of the phenomenon (van Manen, 1990).

The intention of this study was to explicate the meaning of Being and supervising a neophyte sport and exercise scientist. Phenomenology utilises other people's experience and reflections upon experiences in an attempt to better understand a phenomenon. Hermeneutic phenomenological research is not interested in merely the subjective experiences of an individual, but how those experiences orient

towards (and inform) the research question/s regarding the phenomenon (van Manen, 1990): in this case, what it means to be a supervisor or supervisee.

8.1 The Essential Themes

For van Manen (1990) an essential theme is based upon the understanding that without it the phenomenon would not be what it is. Explicating the essence of a phenomenon does not have to be uncovering a mysterious entity or unearthing the ultimate core of the phenomenon (Willis, 2004). Rather, uncovering essence can be providing a good description of lived experience/s that evokes meaning for the reader in a previously unconsidered light (van Manen, 1990). Chapman (1994) suggests that deep meaning of a phenomenon can be procured in a similar fashion to peeling an onion. Multiple layers of lived experience are explored and examined in order to elucidate a fuller understanding. This represents returning to the text (and experience) as a whole. van Manen (1990) suggests that this approach to analysing experience can be represented as a phrase/statement, which aims to capture the fundamental experience of the text. In doing this, I considered a synthesis of my key findings and arrived at the following thematic statement:

> The lifeworld of supervised experience negotiates Being via learning relationships that are predicated upon the emotion derived from interpersonal relationships, within which mutual participation enables movement towards independence and becoming.

This therefore represents two essential themes that have been extrapolated from analysis of supervisee and supervisor interviews:

1. Being and learning relationships are predicated upon the emotion derived from interpersonal relationships

2. Mutual participation enables movement towards independence

It is important to note that in presenting the thematic statement above, I am fully aware that this is my interpretation of the data and given the gaze and interpretation of others I accept that there might be alternative ways of holistically representing participant experience. Indeed, I am also cognisant of the fact that a single thematic statement is not sufficient to encapsulate the mystery, detail and nuances in order to fully represent the phenomenon under exploration (van Manen, 1990). Therefore it is understood that the essentials themes (and thematic statement) do not definitively encapsulate this phenomenon, but provide a means by which I can explicate participant experience (as a whole), in order to convey my interpretation of the phenomenon.

The following subsections (8.1.1 – 8.1.3) outline the process by which I derived the essential statement and subsequently explore each essence in an attempt to elucidate further meaning of the participant's lifeworlds. Following this, I draw upon a personal anecdotal narrative (8.1.4) in order to illuminate my interpretation of the essential themes.

8.1.1 Developing Essential Themes

In developing the essential themes I undertook a rigorous approach to analysis, which comprised of moving between the parts and the whole of the phenomenon, as I entered and re-entered the hermeneutic circle (Crotty, 2003). After the process of reading and re-reading the individual transcripts I adopted a 'selective and highlighting approach' as proposed by van Manen (1990, p. 94). This enabled me to

identify key aspects from each individual interview to ensure all participants' voices were represented. Upon grouping the 'parts' I was able to generate interpretive themes whilst maintaining cognisance towards the descriptive experience of supervisees and supervisors' lifeworlds. Highlighted participant quotes were then used to illuminate phenomenological thematic analysis in chapters six and seven in order to maintain a balance between my interpretive stance and participant experience. As recognised within the hermeneutic circle, prejudice and forestructure unavoidably influence interpretation; therefore the inclusion of participant quotes upheld a reflexive awareness of participant experience.

As I progressed through the analysis key themes and participant quotes kept reverberating within my head space, suggesting that there was more depth to the analysis. In searching for this essence I am not trying to provide a definitive truth. Individual differences and context provide reasoning that such concrete essences are not accessible. However, I have tried to represent the essence of the participants' experience of the phenomenon (van Manen, 1990). This has resulted in the generation of two essential themes, which are viewed as inextricably linked in facilitating the road to independence. In describing and exploring the meaning behind these essential themes I am to provide a deeper insight into the phenomenon.

8.1.2 Being and learning relationships are predicated upon the emotion of interpersonal relationships

We are inherently social beings that move through life negotiating numerous interpersonal relationships. As was evident within chapter six, supervisees are exposed to a variety of interpersonal relationships (proximal relations), including

supervisor/s, clients, peers, coaches, parents etc. Without participating within these inter-relations (over a variety of contexts) the process of SE (and becoming a sport and exercise scientist) would not exist. Further to this, Being a supervisee and embodying that position is not possible without a supervisor and vice versa. This therefore fulfils the criteria for essence as proposed by van Manen (1990) regarding essential themes.

The theme denotes that both Being and learning relationships are underpinned by interpersonal relationships. In Heideggerian terms Being represents ontology, the study of existence (Crotty, 2003). I have purposefully included the notion of Being within this theme, as supervisees reflected upon the impact of experiences during SE as penetrating their very self, far beyond that of professional philosophy. For example, Gemma (supervisee) explored how SE had impacted far beyond competency development: *'building my confidence, shaping how I approach people in different ways and groups, it's just massively massively impacted me as a person and as a practitioner. I just wouldn't have been able to do it without it'*. At the epicentre of these contributory experiences to Being stood reflections upon interpersonal relationships. Experiential reflections with supervisors and peers, and upon client interactions, challenged the status quo of Being for supervisees. This therefore asserts that the inherently social nature of lived experience impacts upon Being.

Another pivotal aspect of this essential theme is the focus upon the emotion of interpersonal relationships. Removing the focus upon emotion from this theme would lessen the complexity, but not reflect the essence of the phenomenon. There was an undercurrent to discussion of interpersonal relationships that suggested they relied upon emotive foundations. Powerful feelings of trust and honesty appeared to reside within participants' exploration of the various learning relationships. For example,

James (supervisor) explored the role of trust within learning relationships with clients: '*So in really simple terms, without the trust in place first and foremost the coach and secondly the athlete, and thirdly the other science and medicine practitioners working around the athlete, you've got absolutely no hope of been effective*'. Furthermore, trust was outlined as the pivotal factor for consultancy by Katherine Grainger, as outlined towards the beginning of Chapter one (p. 11). This is also consistent with literature surrounding the supervisory relationship, which asserts that trust is the forerunner for a successful learning relationship (Davys, 2007).

At this point it would be reasonable to suggest that maybe the essence should focus upon trust, as opposed to emotion. However, I selected emotion due to its heterogeneous qualities. Whilst trust might play a significant role in underpinning an interpersonal relationship, there was reference to numerous other facets which denoted emotional involvement. Participants made regular reference to the importance of rapport and support in establishing effective relations. Furthermore, anxiety was explored in relation to the negative impact it could have within learning relationships, which has been found to restrict communication (Woodcock, 2008; Min, 2012). This therefore highlights the possible positive and negative connotations of emotion underpinning an interpersonal relationship. Furthermore, it evidences how spatiality can be impacted by the relational dynamic. In this example, a supervisory space may be viewed as threatening where anxiety is high.

In considering lifeworld existentials we are able to draw further parallels to van Manen (1990), who suggested that support, trust and confidence are of primary importance within a parent-child dyad. Without such facets in place, movement towards independence would be considered difficult. This bears very close resemblance to the findings of this research. In addition to trust and support, it appeared that the relational impact upon confidence held an emotional resonance

for supervisees (and supervisors) in facilitating their progression towards independence.

8.1.3 Mutual participation enables movement towards independence

Mutual participation indicates the dyadic nature of the learning relationship. This serves to emphasise that learning and development is not a one-way process of scaffolding information from the more experienced to the less experienced. Rather supervisee and supervisor are able to negotiate the level to support required to assist in accessing the supervisee's zone of proximal development.

It seems apparent that mutual participation is enabled by supervisory relationality. As van Manen (1990) asserts, lived relation influences how we approach interpersonal space. It therefore influences our corporeal and communicative behaviour within such metaphorical spaces. This provides support for the notion that building trust and rapport within the relationship will encourage effective communication, allowing for an aligned understanding when ascertaining and negotiating levels of support. Both supervisors and supervisees reflected upon the mutual benefits of engaging within the supervisory relationship. For example, Will (supervisor) recounted: *'Erm yeah I mean I try and learn as much from my candidates as they learn from me … And that relationship there is kind of mutual, kind of reciprocal, that I'm just one of the three sport psychologists who are meeting up. Erm obviously I'm facilitating, guide the meetings, but I share my experiences, they share their experiences and we kind of have a relationship that goes in like that'*. This enhanced mutuality allows for a shared understanding in which effective goals can be set to stretch and challenge the supervisee's ZPD (Karpenko & Gidycz, 2012).

Therefore the supervisory relationship should move as a result of a shared understanding. Jane (supervisee) encapsulated this movement throughout the process: *'Erm and you know being, he was much more involved in like the first year, like, 'what are you doing with them? Run it through me first'. Like all that kind of stuff. Not controlling, well some people might class it as controlling but I actually liked that, cause I think that's the whole point of supervised experience. You kind of are on a little leash and the leash gets loosened as you go on …'.* This therefore indicates temporality within mutual participation. As suggested by van Manen (1990) lived time is not objectively represented, as it is on a clock face, but is viewed as a subjective entity. Consequently, movement towards independence might be experienced as speeding up in light of a successful consultancy, or confidence derived from a supervisory discussion. Conversely, movement towards independence could be perceived as slowing in the face of anxiety, or negative feedback from a supervisor. Therefore the leash may well be loosened during the supervisory relationship, but not in a linear or definitive manner.

Temporality supports the view of transition as a fluid process. This is why I have depicted the essential theme as mutual participation enabling movement towards independence. As we image movement, we are able to view objects as moving forwards or backwards. Therefore transition to independence is portrayed as a constant negotiation, as opposed to a definitive movement. In order to facilitate the required mutual participation to enable movement we return full circle to the other essential theme and the importance of the interpersonal relationship. A level of mutual respect is required within the learning relationship in order for the learner to feel comfortable and confident to progress (Gazzola & Theriault, 2007; Bradley & Kottler, 2001). This it seems is the basis for all successful learning relationships.

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8.1.4 Portraying the Essence of the Phenomenon via the Arts

I wrangled with myself for how best to represent the essence of the phenomenon in order to enable a deeper resonance of understanding. I wanted to further illuminate the meaning of the phenomenon and evoke an emotional understanding towards the essential themes. van Manen (1990) asserts that there is value to be gleaned from the power of anecdotal narratives which aim;

1. *to compel*: a story recruits our willing attention;
2. *to lead us to reflect*: a story tends to invite us to a reflective search for significance;
3. *to involve us personally*: one tend to search actively for the story teller's meaning via one's own;
4. *to transform*: we may be touched, shaken, moved by story; it teaches us;
5. *to measure one's interpretive sense*: ones response to a story is a measure of one's deepened ability to make interpretive sense.

van Manen (1990, p. 121)

Therefore the following reflective storyboard aims to metaphorically represent the emotional bond within a learning relationship and the mutual participation required for moving supervisees towards independence.

I have vivid memories of Christmas day, aged five or six. I came downstairs with my parents, barely containing the nervous excitement … has he been? The empty glass of milk and mince pie crumbs suggested I was in luck! As I burst into the living room I locked eyes on a huge object partially covered in wrapping paper and the remainder draped in a towel. All other items (including the overly tinselled tree) faded into the background, as this awkwardly shaped present rose to prominence. A quick glance to my Dad confirmed that I was able to tear straight in. I danced my way between the currently inconsequential minefield of presents, paused for a second in an attempt to confirm my suspicions (upon closer inspection), and got

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stuck in. Within seconds (mainly due to the ease of removing a towel) I stood firmly gripping my first ever bike. It was a bright yellow Raleigh with reflectors on the spokes (an essential add on). This was the day I was going to learn to ride a bike!

For me learning to ride a bike was a rite of passage into the next stage of childhood. I'd be able to go on bike rides with my cousins and friends, enjoy days out with my parents on the trail, and most importantly, embark on more Twix fuelled adventures with my Dad. This for me was a big deal. Our house was situated on a steep hill, which was more suited to skiing than learning to ride a bike. We therefore headed to the park at the bottom of town in order to begin this Christmas day challenge.

Learning to ride a bike is (to my experience) not a solo venture; it must begin with someone you trust. For me, this was my Dad. As must be the case for many six year olds, I viewed my Dad as a superhero. If there was anyone capable of guiding me to success it was him. It began with a slightly long-winded explanation of the technique to riding a bike; where to place your feet on the pedals, how to push off, how to steer etc. After managing to conceal my impatience we were ready to begin, both invested in the process that followed. I had received assurance from my Dad that he would maintain a hold on my seat, in order to prevent any falls. What followed was a series of mini attempts to cycle whilst I echoed the same question over and over, 'have you still got me'?

I received repeated reassurance from my Dad that he would continue to provide assistance whilst I established confidence in my cycling proficiency. Interestingly, from his perspective, this probably also eased his nerves regarding the process, as falling too soon might have raised a persistent anxiety towards 'getting back on the horse'. In an ideal world (from my perspective), Dad would have possessed the speed and stamina to remain true to his word. However, this would have only restricted progress to independence, as I would have been ever reliant on his assistance. Learning is often a little messier than we would wish. Simple transitions from one stage to the next are rarely accessible. Instead moving forwards in learning is often a blurred line, which we move back and forth across, as we negotiate a new or revised understanding. In order to progress and learn there came a point where he had to let go.

(Kensav.com, 1999)

Upon release I experienced initial feelings of panic, which resulted in my first solo venture ending swiftly. However, assistance had not been withdrawn entirely as I was caught during my first major wobble. Although I only made a few peddle rotations before support arrived, I had briefly experienced the exhilaration of 'going

solo'. As a consequence my desire for support had shifted. I now sought assistance with take-off, following which I requested release in order to pursue the excitement of independence. As this negotiation progressed I managed to travel greater distances, whilst also progressing to self-propulsion. Therefore, whilst I had not shed the need for assistance, it was slowly withdrawn to account for progress made. We reached a point whereby I no longer wanted my Dad to run beside me. The scales had tipped towards the desire for independence.

(D'Aniello, 2014)

I remember this as a significant moment for my Dad and I, the encouragement and pride he portrayed filled me with the confidence and belief that I was ready to make this transition. Importantly, once again, this was not a transition of definitive terms. One of my most vivid memories was my tendency to lean to the left, which resulted in following a path of ever decreasing circles until the bike could contort itself no more. In addition to this, I regularly possessed the elegance of a newly born deer, wobbling from side to side.

In order to resolve these two repeated issues I initially sought advice from my Dad, attempting to address the hints and corrections gleaned from our reflective discussions. Once more I experienced a shift in independence, as I began to solve my own challenges, following which I would gleefully explain my new found abilities. I would love to conclude that all this learning and development had occurred on that one Christmas morning, but that was not quite the case. A number of trips to the park enabled a confidence that I no longer needed the presence of assistance within that context; independence had arrived.

It was true, independence of sorts had arrived, but by no means did this denote the peak of my biking ability. The park was now viewed as a safe space, but upon

entering and negotiating a variety of contexts I would seek further guidance from my parents and peers. Interestingly, interacting with peers would push me to experiment with new techniques and overcome varied challenges. For example, the ability to cycle 'hands free' (without holding the handle bars) resulted from peer challenge. Consequently, cross-context independence required levels of challenge and assistance in order to progress.

After pretty much a fifteen year absence from cycling, I have recently purchased a new road bike in order to begin a new challenge of completing a triathlon. Whilst I no longer require the same introduction to biking as I did that Christmas morning, I am cognisant that I can still learn from others. I have certainly tapped into the knowledge of experienced peers for advice and will continue to do so. For me, learning and development is a constant and fluid process, within which a lack of forward movement may well result in regression or at least lost ground. Therefore, accessing opportunities for advice, discussion and challenge are imperative to continual development. Furthermore, the confidence derived from interpersonal relationships fuels a desire to move forwards. Therefore as I embark on the road towards a first triathlon, I will continue to access avenues of support, and on the eve of that first race, I'll look to my Dad for confidence, some reassurance from a familiar face.

The table below identifies key elements of my story mapped across to the participants' story. This is to illuminate meaning for the reader

Table 8.1 Mapping of reflective storyboard to participant experience

Reflective Storyboard	Participant Experience
'both invested in the process'	This reflected the active involvement of both supervisee and supervisor within a positive supervisory relationship.
'I had received assurance from my Dad that he would maintain a hold on my seat'	Supervisees revealed how much they craved and valued supervisor support (especially towards the beginning of SE). The 'holding of the seat' represents the notion of legitimate peripheral participation (Lave and Wenger, 1991).
'Learning is often a little messier than we would wish. Simple transitions from one stage to the next are rarely accessible. Instead moving forwards in learning is often a blurred line'	Supervisees did not experience a definitive shift to independence. Instead their experiences contributed to a move in that direction.
'assistance had not been withdrawn entirely as I was caught during my first major wobble'	Reflective discussions within positive supervisory alliances provided supervisees with a period of legitimacy as they entered the applied field.
'I requested release in order to pursue to the excitement of independence. As this negotiation progressed I managed to travel greater distances, whilst also progressing to self-propulsion'	Supervisees began to provide assistance to themselves, as they started to propose their own solutions to applied challenges, as opposed to relying on supervisor guidance.
'In order to resolve these two repeated issues I initially sought advice from my Dad'	Recounts of positive supervisory alliances suggested that supervisory discussion was maintained throughout learning and development.
'Once more I experienced a shift in independence, as I began to solve my own challenges, following which I would gleefully explain my new found abilities'	As supervisees moved towards independence they began to search for (and provide) their own solutions and reflective supervisory discussions focused more upon on the outcome of their experiences.
'independence of sorts had arrived, but by no means did this denote the peak of my biking ability'	Supervisors expressed the dynamic and fluid negotiation of identity as an accredited practitioner. Achieving independence does not signify the end of learning and development.

Reflective Storyboard	Participant Experience
'The park was now viewed as a safe space, but upon entering and negotiating a variety of contexts I would seek further guidance from my parents and peers'	An underpinning confidence is required to practice independently across the variety of contexts experienced with applied practice. Such confidence was derived by supervisees and supervisors within communities of practice.
'the ability to cycle 'hands free' (without holding the handle bars) resulted from peer challenge'	Supervisees found peer interaction and challenge as beneficial to their development.
I have certainly tapped into the knowledge of experienced peers for advice and will continue to do so	Both supervisees and supervisors expressed the desire for (and benefits of) peer mentoring post accreditation/independence.

8.2 Reflection on Methodology

Throughout this thesis I have identified how hermeneutic phenomenology has informed the research process. As suggested by van Manen (1990) this flexible form of inquiry did not provide rigid guidelines that fully dictated the shape of this research. Rather, hermeneutic phenomenological inquiry informed and guided the research process towards explicating the meaning of the phenomenon under exploration. The following section seeks to reflect on how this flexible methodology has underpinned the research process throughout.

Phenomenology can be classed as an action philosophy for pedagogy. In amongst the ever domineering bureaucracy of the educational sphere in which we operate, phenomenology allows for practitioners to understand and theorise about pedagogic practice. van Manen (1990) terms this as 'pedagogic thoughtfulness' (p. 154). The intimacy between knowledge and action can be heightened by exploring and delineating personal experience. It can be then assumed that research and theorizing based upon lived experience provides an intimate link to pedagogic

action. Hermeneutic phenomenology, as proposed by van Manen (1990), was chosen as an appropriate methodological approach for exploring lived experiences through a pedagogical lens. Whilst van Manen (1990) suggested that his methodological approach stretches across a number of social science disciplines, he situated the proposed methodology within a pedagogic focus. This therefore provided a comparable context by which to identify hermeneutic phenomenology as an appropriate methodology underpinning this research.

During data collection (whilst I was completing BASES SE) I faced difficult challenges in maintaining a neutral approach to the interviews. My intention was not to bracket out my prior knowledge of the experience, indeed this proved very valuable throughout the process (e.g. demonstrating empathy within interviews). However, I had to remain mindful of exploring participant experience and not directing conversation towards my own imposing thoughts and feelings regarding supervised experience. This restraint did not only manifest itself during interview construction and completion, but often raised its head during the analytical phase. As I moved between the parts and whole of analysis I had to maintain a reflexive awareness of how my own experiences could be manifesting themselves within themes generated. My cognisance regarding this dilemma was also raised by one of my PhD supervisors, who was also my BASES SE supervisor. On a couple of occasions they raised the question as to whether I was speculating beyond the power of the research data and incorporating my own experiences. I believe this added value in maintaining a reflexive awareness throughout and ensuring true representation of participant experience.

Chapter five (section 5.2.3) addressed the notion that pure phenomenology posits an approach toward research that aims at being presuppositionless. This therefore raised questions regarding the role that reviewed learning theory played within data

collection and analysis. However, van Manen's (1990) hermeneutic phenomenological approach provided a middle ground between description and interpretation. Therefore, analysis was not mapped according to prior knowledge, rather I remained cognisant of my own Being and learning theories (reviewed in Chapter 2) and how findings from this research collaborated (or not).

In sum, hermeneutic phenomenology provided a methodological rigour, whilst allowing sufficient flexibility to follow the research aims. This enabled a thorough research project to explore experience and explicate the meaning of becoming an Applied Sport and Exercise Scientist.

8.3 Strengths and Limitations

A number of strengths and limitations are identifiable within this research. These include exploring my position and experience as a researcher, the philosophical position adopted, methods utilised to gather data and the analytical findings.

As discussed within the previous section, I completed BASES SE during the early stages (first three years) of this research. This can be perceived on the one hand as a strength of this research and on the other hand a weakness. Literature suggests that phenomenological researchers should have expertise within their field of study in order to establish credibility (Roberts and Taylor, 1998). Whilst I was new to some of the theory and literature discussed within this research, I certainly had good knowledge of the BASES SE process and related policy. Therefore, I believe this added empathy to the interview process and assisted in uncovering layers of understanding during analysis. Conversely, there were times throughout the process where I found my own experiences and beliefs impinging on the process. Due to adopting a hermeneutic phenomenological approach, I was not attempting to

bracket out my thoughts, but certainly had to remain cognisant that they did not direct interviews and dominate my analysis. Therefore, whilst it could be suggested that I was 'too close' to the research topic, I would suggest that the strengths of my position outweighed the weaknesses.

Adopting a philosophical stance underpinned by hermeneutic phenomenology provided an ideal position between description and interpretation (van Manen, 1990). It was important, due to my experience of BASES SE, that the participants' voice remained explicit throughout the research process. Integration of interview excerpts throughout the analytical chapters (chapters 6 & 7) ensured that I remained true to participant experience, aiding the trustworthiness of this research (Sparkes, 2002). Integration of participant quotes allowed for my interpretive analysis to be intertwined within participant experience, ensuring a constant blend between description and interpretation.

Throughout the research process I faced challenges with participant recruitment (as outlined in section 5.2.1). I had aimed to complete face-to-face interviews (in person) with all my participants. However, quite understandably, due to various work commitments, time was of the essence for participants within this research. Therefore, I had to be flexible with my method of data collection in order to ensure I could react to participant availability. Although twelve of the twenty four interviews were conducted in person, I completed the remaining twelve over Skype. Where possible, webcams were used in an attempt to match an 'in person' interview. Whilst this method of data collection was not ideal (due to the odd communication breakdown caused by loss of signal), it allowed recruitment of sufficient participants in order to fully explore the phenomenon from both supervisee and supervisor perspective. However, the data received was comparable in depth and quality to face-to-face interviews and therefore I would advocate the use of Skype to

encourage the involvement of participants for future studies that face distance and time constraints.

The breadth of this research could also be identified as a limitation. A longitudinal focus, allowing for follow-up interviews with supervisees upon completion of BASES SE would have allowed insight towards their reflections upon the SE process. Furthermore, this would have allowed exploration of the transition from BASES SE (under supervision) to BASES accredited practitioner (unsupervised). However, there was reasonable breadth to this research, as it included participants at different stages of the process and supervisors with experience of supporting supervisees through the whole process.

On reflection, I would suggest that the limitations highlighted within this section mainly arose from adopting a pragmatic approach to participant recruitment and completion of this research. Such limitations have not detracted from the quality of research, but might serve to strengthen future projects (as discussed in section 8.5). Hermeneutic phenomenology provided a guiding light throughout the research process and shaped the analysis towards essential themes. I therefore leave it to the reader to judge its appropriacy/adequacy throughout this thesis.

8.4 Implications

In proposing a number of practical implications emanating from this research, I remain mindful that idiographic research (such as this) is utilised to explore the unique and specific. Indeed it was not an aim of this research to deduce a number of generalisable rules from which to guide applied supervision. The focus of this research was to uncover and explore experiences of becoming an Applied Sport and Exercise Scientist. This was achieved by illuminating key themes of supervised

experience for both supervisees and supervisors. However, the thematic findings of this research do have practical implications for those involved in BASES SE and indeed other applied and educational supervisory processes. Therefore, it would be remiss of me not to recognise how we might use findings from this research to inform supervision and supervisory processes.

The findings indicate that interpersonal relationships provide the bedrock for learning relationships. Supervisees recounted the emotional investment they placed upon the importance of a positive working relationship. Within this trust was depicted (by both supervisees and supervisors) as a crucial tenet in establishing the supervisory alliance. This bears resemblance to the emphasis Katherine Grainger (2014) placed on trust within a positive working alliance between practitioner and athlete. Consequently, it is recommended that training for supervisors (and indeed supervisees) should be about, in large part, the building and uses of relationships and relationship skills (with particular focus towards the supervisory relationship). This would therefore require more than a single training day (which is the current practice for BASES as outlined in Chapter 1).

This research has evidenced that a level of mutual respect is required for a supervisee to feel comfortable within the supervisory relationship. Therefore supervisors might wish to avoid a didactic approach to supervision, which places the supervisor in a position of power and the supervisee as the lesser other. As has been highlighted throughout, learning requires the active participation of both parties. For example, we might adopt the notion of supervisory discussion over the more traditional notion of supervisor feedback. In this example, terminology and action (enabled by 'supervisory discussion') would position the supervisory dyad on a more even footing in order to invite active participation from both supervisee and

supervisor. Conversely, supervisor feedback could position the supervisor as active and the supervisee as a bystander.

It is advocated from this research that supervisors adopt a dynamic approach to supervision. Firstly, this allows them to adapt to the individual they are supervising, in order to meet their relational needs. This is not merely a case of the supervisor adapting, but a negotiation between both parties to establish and maintain a positive supervisory alliance. Secondly, a flexible approach allows the supervisory dyad to negotiate the level of support required for the learner across a variety of contexts.

Consideration needs to be given to how neophyte supervisees are transitioned into applied practice. Findings from this research would suggest that there is varied practice in enabling this transition. With supervisees alluding to the notion of 'entering the lion's den' there is an understandable level of anxiety associated with applied consultations and workshops. Therefore, supervisors and supervisory processes are advised to explore legitimate peripheral participation (Lave and Wenger, 1991) as a means of enabling gradual transition to applied practice.

Organisations of supervisory processes (namely BASES) should promote and enable communities of practice (e.g. Regional SE Groups (as proposed by Rachel in Chapter 6)) for both neophyte and experienced professionals. It was evidenced within this research that there is a desire (on behalf of both supervisees and supervisors) to partake within applied learning communities. A forum which reduces impression management for supervisees may well enable assimilation of experiences and progression towards independence. Furthermore, supervisors detailed the benefits of interacting with allied professionals as a means of remaining current within their profession.

When exploring experiences both supervisees and supervisors may wish to consider varied forms of reflection, as a means of enhancing their insight into learning experiences. Individual, supervisory, peer and group reflections have been evidenced as providing diverse exploration and understanding experience. Furthermore, layered reflection (upon the same experience) has evidenced the dynamic and fluid nature of our temporal summations. Accessing such varied reflection may aid progress to independence.

Proximal and distal relations/processes will always position identity as dynamic and ongoing. Consequently, living and learning is a constant process of negotiating meaning. Both supervisors and supervisees, within this research, recognised the need for professional development throughout their careers. It is therefore postulated that organisations, (such as BASES), could encourage the maintenance of a peer mentor throughout an applied practitioner's career. Such provision would help to encourage maintenance and progression of standards for accredited practitioners, as well as enabling the transition from supervised experience to 'fully fledged' accredited and independent practitioner and beyond.

The discussed implications provide valuable insight into applied supervision for BASES, allied professions, supervisors and supervisees. Findings from this research also provoked more questions, which could be explored via future research.

8.5 Recommendations for Further Research

This research revealed a paucity of literature pertaining to the training and development of applied practitioners within sport and exercise science. Whilst there was value in accessing related research in order to provide a literary backdrop for

this thesis, there is a need for further research pertaining to sport and exercise science. Findings from this research have indicated the benefits of exploring the lived experience of both supervisees and supervisors within an applied supervisory process. In order to further explicate the phenomenon, future research may wish to consider the following:

- A longitudinal study spanning the length of SE would provide further insight into the transition of supervisees throughout the process. This might enable a better understanding regarding the development and maintenance of the supervisory relationship. Furthermore, it could explore the transitional experiences impacting supervisee identity throughout the process.

- This research highlighted the importance that supervisees place on the support and advice they receive from their supervisors. Consequently progression to independent practitioner was (for many) viewed as a daunting prospect. Therefore future research might wish to explore the experience of transitioning from a supervisee on SE to an accredited and independent practitioner.

- Findings from this research exposed the potential for peer mentoring for accredited practitioners (and indeed supervisors) within Sport and Exercise Science. I am aware that this is already a mandatory formalised requirement within some countries e.g. New Zealand. However, BASES do not stipulate any formal necessity to maintain peer mentoring/supervision post accreditation. Therefore, research could explore the experiences of practitioners who are engaged (and those that are not engaged) in informal peer mentoring. Furthermore, research could examine peer mentoring in both formal and informal settings.

- This research drew upon an understanding of social cultural learning theory to critique existing literature and provide context to analytical interpretations; however more research is needed regarding theory underpinning supervision. As applied academics, if we are to practice what we preach with regard to ensuring practice is underpinned by (and informs) theory, there is a need for further research to explore the application of theory within applied supervision.

8.6 Unique Contribution

This research has made a number of unique contributions to contemporary literature. The following section will highlight the 'uniqueness' of this research (and its findings), which I aim to disseminate to a wider audience, via submission to peer reviewed psychology, sport science and education journals, following submission of this thesis.

Few studies within sport and exercise science have conducted research involving both supervisors and supervisees. Further to this, I am unaware of any research within sport and exercise science (pertaining to supervisory processes and beyond) that has drawn upon hermeneutic phenomenology to guide the research process. Findings from this research have evidenced its value in exploring the lived experience of Applied Sport and Exercise Scientists. This evidences the unique focus of this research and I hope it will encourage others to adopt such methods within applied sport and exercise science.

It is worth noting that this research is the first supervisory literature (within sport and exercise science) to draw upon learning theory. As is outlined above, learning theory provided a vehicle from which to understand and critique contemporary

literature and provide context to analytical interpretations emanating from phenomenological analysis. This enabled the recognition that supervisors are (potentially unknowingly) drawing upon an apprenticeship model in their approach towards supervision. A greater understanding of learning theory may therefore assist in underpinning approaches to supervision and supervisory training.

Few studies within sport and exercise science have evidenced such value in the negotiation (including maintenance) of interpersonal relationships. Findings suggest that interpersonal relationships provide the bedrock for an effective learning/supervisory relationship. This therefore serves to support the notion within counselling literature that 'the supervision relationship is probably the single most important factor for the effectiveness of supervision' (Kilminster & Jolly, 2000, p. 835). It is hoped that organisations (such as BASES) derive meaning from this finding and revise their approach towards the supervision process accordingly.

This research has identified the importance of confidence in moving supervisees towards independence. I have identified confidence over self-efficacy, due to the varied nature of practice within applied sport and exercise science. It is not simply a case of building belief in certain situations, rather neophyte practitioners require an increase in their overarching confidence in order to practice independently. It is the variety of experience, enhanced in complexity by numerous proximal and distal influences, that necessitates the focus upon confidence. It is this underlying confidence that serves the move to independence.

8.6 Conclusion

This research has explored the lived experience of becoming an applied sport and exercise scientist. It has affirmed the use of hermeneutic phenomenology as an approach within pedagogic research. Research findings have highlighted the importance of the interpersonal relationship in establishing and maintaining a positive learning relationship. Furthermore, the supervisory relationship was found to be facilitated by the active participation of both supervisee and supervisor. These findings enabled the path to 'becoming'.

Analysis and discussion of findings generated a number of implications, which I hope will be of use for advancing applied supervision and supervisory processes (in particular that of BASES SE). Moreover, I sincerely hope that allied professionals (both supervisors and supervisees) will take value from this research and incorporate findings within their development, supervision and practice. I move forward from this research with an enhanced appreciation for interpersonal relationships, informing my transition to becoming a BASES supervisor.

Appendices

Appendix 1 – Email to Participants

Hi,

I hope you're having a good summer!

Thank you again for agreeing to take part in my PhD study 'Becoming an Applied Sport and Exercise Scientist: A Phenomenological of Supervised Experience.

I am interested in conducting the interview before mid September (either in person or via Skype). Therefore if you could send through possible dates and times of your availability between 15/08/11 – 16/09/11 that would be great and we can fix a date in the diary.

I have attached the information sheet for you to read. Additionally, I have attached the informed consent for, which would be great if you could sign and return, either by scanning in and emailing, or sending to address detailed below. If you have already completed and returned the consent form there is no need to do so again.

Kind regards,

Andy

Appendix 2 – Participant Information Sheet and Informed Consent Form

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UNIVERSITY OF HUDDERSFIELD

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<u>**Participant's (SE supervisees) Information Sheet**</u>

Participation

Participation in this study is on a voluntary basis. You are able to withdraw yourself and your data from the study at any time. Additionally if you wish to withdraw from the study, you are able to do so without giving a reason and without jeopardy. Participants will be required to provide written consent to take part in the study (but can withdraw from the study at any stage).

The Study

The proposed study will explore neophyte practitioners' lived experience of BASES supervised experience (SE). A semi-structured interview (approximate duration 45mins – 1hr) will be used to explore the participants experiences of SE.

In addition, based on both your own and your supervisor's consent, I aim to interview your supervisor to get a different insight towards the process. Interview duration will be approximately 1hr. Interview questions will explore the supervisor's views on the SE process.

Risk of Harm

The risk of psychological harm is very low, but all participants will be given a contact for psychological support.

Benefits

The reflective practice that will be required throughout the research period could be of great benefit to your completion of SE.

Confidentiality and Anonymity

Data collected will only be accessed by the researcher and supervisors (protected by use of pseudonyms) involved in the study. All information and data regarding the participants will be stored in a secure container, to which only the researcher will have access (Luders, 2004b). Additionally the room (containing the secure container) will be locked when unoccupied. Data will be destroyed responsibly (shredded) at the end of the PhD process. Any data not destroyed will be stored as outlined above for future research/publications. Additionally once transcribed, recorded data from interviews will be deleted immediately. Participants will be required to give consent for spoken words from interviews to be used. Your identity will be protected by the use of pseudonym in the research report (presentations/publications etc.) and every effort will be made to disguise information that could lead to you being identified.

Dissemination of Results

Findings will be made available to all participants. Other information about dissemination will be honest. For example student research will be in the library of The University of Huddersfield; may include report to employer, colleagues, conference presentation, and journal publication.

Contact Details

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UNIVERSITY OF HUDDERSFIELD

Becoming an Applied Sport and Exercise Scientist: A Phenomenological Study of Supervised

Experience

Andrew Hooton

Please indicate your acceptance of conditions by putting a tick in the corresponding boxes.

Study consent form

I have been fully informed of the nature and aims of this research and consent to taking part in it. □

I understand that I have the right to withdraw from the study at any time without giving any reason, and a right to withdraw my data if I wish. □

I give my permission for my interview to be tape recorded. □

I give permission for my anonymised words to be quoted in publications and presentations arising from this research. □

I understand that data will be kept in secure conditions at the University of Huddersfield. □

I understand that no person other than the researcher will have access to the data. □

I understand that my identity will be protected by the use of pseudonym in the research report and that every effort will be made to disguise information that could lead to my being identified □

Name of participant:

Signature:

Date:

Name of researcher:

Signature:

Date:

Two copies of this consent form should be completed: One copy to be retained by the participant and one copy to be retained by the researcher

Appendix 3 – Interview Guide for Supervisee Interviews

Interview Schedule

1. Please could you tell me how you came to start Supervised Experience (SE) in (Sport and Exercise) Psychology?
   - Prompt – What influenced your decision to commence SE?
   - Probe – Could you tell me about what you did before?

2. What did you expect from SE?
   - Prompt – What did you know about SE beforehand?
   - Prompt – What did you hope to get out of SE?
   - Prompt – Have there been any aspects of SE that you did not expect? If so, can you explain?

3. Can you explain the role of your supervisor during SE?
   - Prompt – In what ways has your supervisor supported your SE?
   - Prompt – How, (if at all), has this evolved during the process?

4. What do you consider to be the main elements of the SE process?
   - Prompt – That contribute to your development.
   - Prompt – On what has there been emphasis. Has this changed over time?
   - Can you expand on this?

5. How has SE developed you as a Trainee Sport (and Exercise) Scientist?
   - Prompt – Have you learnt anything new about yourself as a result of SE? Through reflective practice?
   - Prompt in what domains – Preferred method/philosophy of working? Preferred clients (team/individual? why?)? Your preferred learning style/s?

6. How have you found working with clients/teams during the SE process?
   - Prompt – Players, coaches, parents, other interdisciplinary colleagues?
   - Can you give examples of cases?
   - Prompt – In what ways do you offer support? / Have you offered support?
   - Probe – What are you trying to achieve when working with athletes? (e.g. Performance enhancement, personal growth?)

7. Have any of the experiences working with clients/teams changed your approach to applied Sport (and Exercise) Psychology?
   - How and in what ways? Can you give case examples to illustrate?

8. Could you tell me about any positive experiences you have had within SE?
   - Prompt – How have they impacted on self? Personally? Professionally?

9. Have you faced any challenging situations within SE?

- Prompt – Please could you describe some examples and in what way they were challenging? Would you now deal with these differently? As a result of SE?

10. How do you see SE contributing to your journey to becoming an accredited Sport (and Exercise) Scientist?
    - Follow up - In what ways, if any, do you think your applied work with differ when accredited (compared to probationary).
    - What is your evaluation of the SE process?

11. What does becoming an accredited Sport (and Exercise) Scientist mean to you? How has this impacted on your experiences/perceptions of the SE process?

12. How do you hope to use your sport (and exercise) science skills once accredited?
    - Prompt – Would you consider becoming a supervisor in Sport (and Exercise) Science?

13. How do you view the Sport and Exercise Psychology profession?
    - Prompt – In relation to other disciplines (same as/different from) e.g. physiology, counselling.

14. How do you think relevant others view the profession?
    - Prompt – Such as athletes, coaches, parents.

Appendix 4 – Interview Guide for Supervisor Interviews

Supervisor Interview Schedule

1. Biodata:
   - Age
   - Accreditation (Sport of sport and exercise psychology)
   - Number of years as a supervisor
   - Have you trained as a supervisor for the new BASES SE route in psychology?
   - What do you consider your main professional role?

2. Please could you tell me how you came to be a BASES SE supervisor?
   - Prompt – What influenced your decision to become a supervisor?
   - Probe – Could you tell me about what you did before?
     1. Prompt – What is your psychology background? Are you chartered?

3. How does supervision fit within your professional life?
   - Prompt – Do other areas of your profession influence or direct your supervision?
   - Prompt – What is your specialism? Does this influence your supervision?

4. Can you explain your role as a supervisor during SE?
   - Prompt – In what ways do you provide support?
   - Prompt – How, (if at all), does your support evolve during the process?

5. What influences your approach to supervision?
   - Prompt – Are your methods/techniques influenced by supervision/learning theory?
   - Prompt – Do you use or avoid certain methods? Can you give examples?

6. How (if at all) has your approach to supervision changed during your time as a supervisor?
   - Probe – What influenced this change?
   - Prompt – Have there been changes in guidance? What has been the impact of this on your approach?

7. What do you consider to be the main elements of the SE process?
   - Prompt – That contribute to the learning and development of supervisees.
   - Prompt – On what has there been emphasis. Has this changed over time?

8. What do you consider to be the main challenges for supervisees on BASES SE?
   - Prompt – Can you expand on this/these?

9. Are there any areas of SE that you would suggest require improvement/alteration?
   - Prompt – Can you expand on this/these?

10. Could you tell me about any positive experiences you have had as a supervisor within SE?
    - Probe – How have they impacted on your supervision?
    - Probe – How have they impacted on self? Personally? Professionally?
    - Prompt – Can you give an example?

11. Have you faced any challenging situations as a supervisor?
    - Prompt – Please could you describe some examples and in what way they were challenging?
    - Prompt – Did you feel equipped to deal with these situations? Could anything be put in place? Would you now deal with these differently?

12. What do you think are the current challenges faced by the BASES accreditation process in sport and exercise psychology?
    - Prompt – In relation to the BPS and HPC?
    - Probe – What is your opinion on the current policy and recent changes?

13. How do you view the Sport and Exercise Psychology profession?
    - Prompt – In relation to other disciplines (same as/different from) e.g. physiology, counselling.
    - Probe – Do you think the profession is sufficiently promoted? Whose responsibility?

14. How do you feel your applied professional role is viewed?
    - Prompt – Such as athletes, coaches, parents.

15. How do you hope your role develops in the profession?

16. Do you have any other comments?

Appendix 5 – Email confirmation from BASES approving study

Dear Andrew

I can confirm that BASES are happy for you to go ahead with study titled 'Becoming an Applied Sport and Exercise Psychologist: A Phenomenological Study of Supervised Experience'

I will contact the supervisee individuals on the SE programme direct and if any person is willing to help you they will then have the opportunity to contact direct with their details.

Kind regards Jane

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