EXTENDING HOGGAN'S TAXONOMY OF TRANSFORMATIVE LEARNING OUTCOMES TO PSYCHOTHERAPY SUPERVISOR DEVELOPMENT

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Abstract

Hoggan's taxonomy of transformative learning outcomes, while applied to the psychotherapy supervisee, has yet to be applied to the psychotherapy supervisor; we subsequently provide that application. The beginning supervisor development period, often identified as the most difficult and potentially problematic, involves struggles to define a supervisor identity, settle into the role of being a 'real supervisor', and come to accept the reality of being a supervisor who can 'truly supervise'. Those struggles, a transformative learning process, further involve developing a supervisor vision --- or elaborated mental map of oneself as supervisor --- where the shift from supervisor *becoming* to *being* is rendered reality. We examine transformative learning theory as a framework for enhancing understanding about the beginning period of supervisor development, taking up the following question: What transformative learning outcomes occur for the beginning supervisor in the process of developing a supervisor identity?

Key words: transformative learning; supervisor identity; development; learning outcomes; supervision

1. INTRODUCTION: BEING AND BECOMING A SUPERVISOR

"I *am* a supervisor." Being and becoming a supervisor involves holding that very "I *am*…" conviction in mind, coming to deeply believe in, deeply feel, and practically enact it during the supervision situation [1, 2, 3]. But novice

supervisors understandably often lack such a solid conviction, greatly struggle to define a rudimentary sense of supervisor identity, and wrestle with that most basic of questions: "Who am I as a supervisor?" [4, 5, 6]. Becoming able to definitively answer that question is regarded as sine qua non for the instigation of any successful supervisor development process [1, 7]. As with developing a sense of therapist/supervisee identity, we also contend that developing a sense of supervisor identity is, at its core, a transformative learning process that can best be understood via a transformative learning lens. However, transformative learning theory [8, 9, 10] has not been applied to apprehending the supervisor development process. We subsequently extrapolate and extend our earlier supervisee/ transformative learning proposals [11, 12, 13] to supervisor development.

Our extrapolated and extended foundational contentions are these: (a) supervisor identity development is a transformative learning process, which (akin to therapist/supervisee development [11, 12, 13]) involves tensions of disruption and construction, disorientation and development, and reflection and reorganization; and (b) transformative learning theory provides a fruitful educational perspective by which the transformative nature of supervisor identity development can be understood. Supervisor identity refers to that fundamental constellation of *self-as-supervisor beliefs and convictions* that (a) define one's own views about supervisory approach, philosophy, values, style, and effectiveness of practice and (b) provides direction for one's supervisory conceptualization and conduct [cf. 12]. We use Hoggan's [14] definition of transformative learning going forward: "processes that result in significant and irreversible changes in the way a person experiences, conceptualizes and interacts with the world" (p. 71). That definition gives weight to a host of developmentally transformative possibilities that can occur (e.g., perspectival, identity transformations, epistemological, ontological; [14, 15]. We wish to specifically consider those processes that result in significant and irreversible changes in the way a beginning supervisor experiences, conceptualizes, and interacts with the 'supervision world' (after Hoggan; [14, 15]).

2. USING TRANSFORMATIVE LEARNING THEORY AS AN INTERPRETIVE FRAMEWORK

Transformative learning theory, first emerging in the late 1970s [16, 17]), has been widely lauded and that continues to be the case, with such descriptors as the following being applied: "seminal" and "robust" [18, p. 49], "definitive framework" [19, p. 120], "detailed theoretical foundation" [14, p. 57], "great staying power" [20, p. 816], the new andragogy [21], "most researched theory" and "most drawn upon adult education theory" [22, p. 666]. This ever-evolving, increasingly international theory [23] began with a first wave focus on

cognition/rationality, having advanced to now include a second wave focus on emotions, unconscious processes, and imagination [24, 25]. Transformative learning theory "will, undoubtedly, continue to influence adult learning praxis across many disciplines" ([19, p. 120]; Kitchenham's words ring truer than ever 16 years later [eg. 26, 27, 28, 29].

We contend that transformative learning theory --- a valuable interpretive framework for understanding therapist/supervisee development [11, 12, 13] --- is also a valuable interpretive framework for understanding supervisor development. Just as the range of potential learning outcomes in transformative learning is wide, far-reaching, and deeply affecting [14, 15, 18]), and just as transformative learning theory foremost engages the learner's person and personhood to stimulate learning [30, 31], the supervisor development process accordingly is wide, far-reaching, deeply affecting, and engages the person and personhood of the supervisor learner --- whereby the 'making' of a supervisor ideally transpires [1, 3].

3. SUPERVISOR DEVELOPMENT: THE VIEW SO FAR

3.1. SUPERVISOR DEVELOPMENT PERSPECTIVES

Supervisor development perspectives began to emerge in earnest in the late'70s and early '80s [7]. The supervisor becoming process has come to be viewed as a developmental journey, ongoing in nature, involving stages or cycles of growth where myriad personal/professional areas are affected, supervisors become open to change and evolve accordingly [3, 5, 32]. The different models of supervisor development share a similar trajectory: (a) the beginning supervisor begins from a position of vulnerability, where the predominating factors are little or no supervision training and experience, supervision knowledge, supervision skills, and sense of supervisor identity; and (b) through supervision training (where available), supervision of supervision (where available), supervision experience, supervision self-reflection and struggle, and peer support and discussion, the supervisor development process progressively unfolds, positive changes increasingly accrue, supervisor skills and sense of supervisor identity take more solid form, and the beginner eventually evolves into being a supervisor [1, 5, 7, 33].

3.2. THE BEGINNING SUPERVISOR
AND DEVELOPMENTAL CRISIS

The earliest portion of supervisor development has understandably long been identified as being the most difficult and potentially problematic [7, 34, 35, 36]. Lacking supervision skills, a supervisor mental map, and navigational details

by which to understand the supervision situation [37], beginning supervisors can experience a 'learning regression' or 'de-skilling' (eg. feeling confused, overwhelmed, lack confidence; [7, 38, 39] and wonder "Do I have what it takes to become a supervisor? Am I truly cut out for this type of work?". Ambiguity, anxiety, and demoralization converge to create a time of crisis and opportunity [5, 6], where developing a sense of supervisor self or supervisor identity becomes an ever-present press. And for those supervisors who are supervising supervisor trainees, their patience, sensitivity, understanding, and support --- while forever important across the entire supervisor trainee development spectrum --- are seemingly *sine qua non* during this earliest growth period [36].

3.3. THE BEGINNING SUPERVISOR AS SEEN THROUGH A TRANSFORMATIVE LEARNING LENS

Although the beginning supervisor's identity struggle, crisis and developmental opportunity shares much in common with transformative learning theory, we have no specific applications of transformative learning to the supervisor development process. We provide such application. In doing so, we have heavily drawn on and directly extrapolated from our earlier therapist/supervisee development proposals [11, 12, 13] to the process of supervisor development. Although we well recognize that the therapist becoming and supervisor becoming processes/experiences are different in endpoint, we contend that --- because they share sufficient similarities in unfolding developmental process, developmental issues with which the learners must grapple and resolve, and roles and functions enacted by the therapist's supervisor and supervisor trainee's supervisor --- such an extrapolation is defensible, even needed, at least as a first step in advancing thinking in this area.

4. THE BEGINNING SUPERVISOR EVOLVING AND TRANSFORMATIVE LEARNING OUTCOMES

The specific question that we examine is: What transformative learning outcomes occur for the beginning supervisor in the process of supervisor identity development? Hoggan's [14, 15] typology of transformative learning outcomes is used to answer that question. As with the transformative learning process [18], the supervisor becoming process entails depth, breadth, and continuity and a core identity expansion [cf. 30, 31]. Hoggan's [14, 15] typology provides a fruitful structure by which to give voice to those supervisor development struggles and that identity expansion. We subsequently consider how the beginning supervisor experiences transformation with regard to six areas: Self, Worldview,

Epistemology, Ontology, Behavior, and Capacity [14, 15]. Table 1 provides a summary snapshot of those proposed shifts.

Table 1

Summary Snapshot of Transformative Learning Outcomes and Characteristic Supervisor Developmental Statements

Domain	Selected Domain Facets	Beginning: Characteristic Statements	Transforming: Characteristic Statements
Supervisor Self or Identity	Self-in-relation to supervisees and supervision world	"I have no idea what my role is as a supervisor!"	"I am a facilitator of my supervisee's development."
	Identity/view of self as supervisor	"I am here to fix my supervisees."	"I strive to serve as a meaningful collaborator with my supervisees."
Supervisor Worldview	Supervision assumptions, beliefs, values, and expectations	"I have no idea what supervision is about!"	"Supervision is a process of developmental facilitation."
	More complex view of supervision	"Supervision is a straightforward problem resolution process."	"Supervision is unique to each supervisee."
Supervisor Epistemology	More open and discriminating	"Supervision knowledge is fixed and finite."	Supervision knowledge is forever evolving."
	Using extra-rational ways of knowing in supervision	"This one theory is all I need!"	"One approach does not fit all."
Supervisor Ontology	Supervision affective experience	"I feel so ashamed of my supervision performance."	"I can learn from all my sessions, even those that don't seem so good."
	Supervisor attributes	"I am such a fake."	"Doing supervision brings me joy."
Supervisor Behavior	Supervisor actions reflecting new perspective	"Supervision is all about intervening. I have to do 'something' in supervision."	"Developing new supervision skills is a lifelong endeavor. I am getting there."
	New supervision skills	"I need a detailed plan to enact each supervision session."	"Need for session structure varies from supervisee to supervisee."
Supervisor Capacity	Supervisor cognitive development	"I am so confused with all these supervisee/client details."	"I really get how all those myriad different puzzle pieces fit together."
	Supervisor consciousness	"I have a hard time understanding this supervisee's therapeutic situation."	"I see so much more hope, promise, and possibility for my supervisees now."

Note. Table adapted from Watkins, C. E., Jr. (2022). On disruption and construction, reflection and reorganization in psychotherapist development: A taxonomy of transformative learning outcomes. *Journal of Transformative Education, 20*(4), 304-324, with permission of Sage Publications.

We propose that, using Poutiatine's [40] principles of transformation, transformative learning for the evolving supervisor entails the following: (a) agreement to change (the supervisor willingly engages); (b) irreversibility (change that cannot be undone); (c) being all affecting (eg. cognitively, affectively); (d) letting go of the control myth (surrendering to uncertainty); (e) experiencing risk, fear, and/or loss (giving up 'old' for new); (f) developing a broadening of perspective; and (g) movement toward increasing identity integrity. The assumptions that anchor these subsequent considerations --- again, extrapolated from our earlier proposals [11, 12, 13] --- are these: (a) becoming a supervisor, developing a supervisor identity, is also a process of construction through disruption or constructive disruption; (b) the beginning supervisor's own sense of person/personhood or identity is also challenged and disrupted so as to accommodate development of a new, evolving, expanding sense of supervisor identity; (c) supervisor training/supervision of supervision are also processes of personal disruption and disorientation, where beginning supervisors face the disorienting dilemma of 'to be' or 'not to be'; and (d) supervisor trainers/educators are also agents of transformation, their function being to serve as developmental facilitators, reflective instigators, and educational provocateurs to the supervisor trainees that they serve.

4.1. SELF

Specific areas of supervisor development potentially affected are: (a) self-in-relation to supervisees/the 'supervision' world; (b) identity/view of self as supervisor; (c) empowerment/responsibility in the supervisory role; (d) supervisor self-knowledge; (e) supervisor narrative; (f) meaning/purpose about supervision and as a supervisor; and (g) personality changes (after Hoggan; [14, 15]). These changes perhaps best reflect *supervisor self schema* development, where "learners experience a significant shift in their sense of [supervisor] self" [14, p. 66]) and a self-as-supervisor vision begins to take concrete form. As that process further unfolds, the supervisor evolves so as to think and feel that "I belong" in this role: A preponderating sense of "I am not…" becomes a preponderating sense of "I am…" [3, 4]. That evolving narrative includes (extrapolated from [13, 41]) developing a sense of: authenticity (to be authentic in supervision); reflectivity (using supervisor self-reflection/appraisal as a facilitative educational tool); power (using one's own supervisor power to empower supervisees); responsiveness (learning to responsively intervene); supervisory self (reflectively using one's self in session to advance supervision); and healing self (having conviction about one's own supervision contribution). Such transformations involve a journey through the lands of liminality [cf. 42, 43, 44], that in-between place, being neither here nor there, that transitional space of possibility [45], where potential transformation is stimulated through the fluidity, ambiguity, and uncertainty of the

moment [46, 47]. The developing supervisor struggles with and must pass through liminality on the way to defining a supervisor identity.

4.2. WORLDVIEW

Specific areas potentially affected are: (a) assumptions, beliefs, values, and expectations about supervision; (b) ways of interpreting the supervision experience; (c) more comprehensive or complex view about supervision; and (d) new awareness and understandings about supervision (after Hoggan; [14, 15]). These changes refer to "instances wherein [supervisor] learners experience a significant shift in their understanding of the [supervision] world and how it works" [15, p. 69]. A *world-of-supervision schema* evolves. Developing supervisors, by such means as supervision practice, their own supervision self-reflection, supervision of supervision, and peer supervision feedback/support, expand their supervision vision. Supervisor meaning perspective or frame of reference changes [cf. [8, 9, 10], a more comprehensive view about supervision emerges, and other Worldview defining areas (e.g., new ways of understanding; cf. [14, 15]) are impacted. The world of supervision is envisioned anew.

4.3 EPISTEMOLOGY

Specific areas potentially affected are: (a) becoming more discriminating in supervision/as supervisor; (b) utilizing extra-rational ways of knowing; (c) becoming more open (eg. in providing and receiving supervision); (d) shifts in ways of thinking about supervision; (e) becoming autonomous; and (f) developing more complex thinking about supervision and one's supervision role (after Hoggan; [14, 15]). Epistemological change involves the developing supervisor adopting a new and transformed way of knowing in day-to-day functioning (after Hoggan; [14, 15]), coming to think more completely and complexly about supervision. Developing supervisors understanding of supervision builds, their knowledge expands, pattern recognition heightens, and analytical examination deepens [cf. 48]; they become increasingly intellectually autonomous, open, and discriminating in thought and open to extra-rational ways of knowing. A shift in supervision knowledge perspective occurs.

4.4 ONTOLOGY

Specific areas potentially affected are: (a) affective experience of supervision/oneself as supervisor; (b) ways of being during supervision; and (c) supervisor attributes ([after Hoggan; 14, 15]). Ontological change involves the way in which the developing supervisor exists in the supervision world, way of being in the supervision situation [after Hoggan; 14, 15]. As with developing a

therapist identity, developing a supervisor identity can also be a highly charged affective process, involving an 'unsettling' of self, challenging of held assumptions, challenging of a held orienting framework so as to expand it, and being taken on an emotional rollercoaster without knowing the 'when' (does it end?) and 'where' (am I going?) [cf. 47]. The edge emotions, unpleasant feelings that arise at our comfort zone edges and challenge our meaning perspectives [49, 50], are granted space to be experienced as we step into and stay with the liminal discomfort. The developing supervisor can push ahead into discomfort (e.g., shame), retreat into safety, then return to push ahead yet again [47, 50, 51]. Excitement and fear intermingle: "I so want to be a supervisor but…" [cf. 47]. Though difficult, working in and through the edge emotions is crucial to developing supervisors being able to render their problematic assumptions (eg. "My job is to always provide solutions for my supervisees.") challengeable and changeable. Developing supervisors ideally expand their affective bandwidth, sense of affective being --- becoming better able to use their affective self-experience for supervision benefit. Affective restriction gives way to affective emancipation, and the world of supervision is affectively experienced anew.

4.5 BEHAVIOR

Specific areas potentially affected are: (a) actions consistent with new supervisor perspective; (b) social action; (c) professional practices; and (d) supervision skills ([after Hoggan; 14, 15]). Behavioral change refers to the concrete ways that supervision action, what supervisors do, is transformed. As supervisor educators, we hope that our supervisor trainees will increasingly develop their supervision skills, sense of professionalism, and sense of social justice in supervision. Supervisor training appears to contribute to perceived positive outcomes by supervisor trainees [6, 52]. As supervisor development progresses, a richer supervision behavioral repertoire emerges and expands.

4.6. CAPACITY

Specific areas potentially affected are: (a) supervisor cognitive development; (b) supervisor consciousness; and (c) supervisor spirituality ([after Hoggan; 14, 15]). Capacity refers to outcomes whereby developing supervisors experience "qualitative changes in their abilities that allow for greater complexity in the way they see, interpret and function in the [supervision] world" [15, p. 76]. What can be held in mind? As development further unfolds, the supervisor becomes better able to hold more in mind, better understand and use it to profitably advance supervision, and evolves a higher order of supervision consciousness (e.g., culturally humble) or spirituality.

4.7. SUMMARY

Hoggan's [14, 15] taxonomy of transformative learning outcomes, though derived from the adult education literature, provides a useful framework for thinking about transformative learning outcomes in supervisor development. These six affected areas -- Self, Worldview, Epistemology, Ontology, Behavior, and Capacity --- are additive in our view and can benefit supervisor development conceptualization, education, and empirical study.

5. THE CHAIN OF CHANGE IN SUPERVISOR BECOMING: CRUCIAL LINKS IN THE PROCESS

Across these six affected areas (e.g., Epistemology), what exactly contributes to supervisor developmental change? What are the critical ingredients that make transformation possible?

5.1 EXPOSURE, REFLECTION, AND REORGANIZATION: THE SUPERVISOR TRAINEE

We maintain that exposure, reflection, and reorganization, considered pivotal for client learning in psychotherapy [53, 54] and therapist/supervisee learning in psychotherapy supervision [55], are also pivotal in learning to be a supervisor. Exposure involves the beginning supervisor being repeatedly engaged in the experiential doing of supervision [cf. 56]. Such repeated exposure is disruptive, setting the stage for reflection, identity development and formation, and, ultimately, reorganization. Reflection, a challenging, emotionally charged process [49, 50, 57], is method and medium in the beginning supervisor's self-scrutiny and metamorphosis, that all-important intermediate link and critical change process that binds exposure and reorganization together. That reorganization process eventuates in supervisor identity solidification and consolidation. Exposure then would be the critical condition that sets the stage for beginning supervisor change, reflection the critical change process, and reorganization the critical change mechanism: Exposure→Reflection→ Reorganization [11].

5.2 RELATIONSHIP, REFLECTION, AND REORGANIZATION: THE SUPERVISOR OF SUPERVISOR TRAINEES

Supervisors of supervisor trainees serve several constructively disruptive roles: developmental facilitators, reflective instigators, and educational

provocateurs; they strive to establish a safe space and context for reflection, galvanize supervisor trainees' self-scrutiny, and amplify their insight via thought-provoking questions, discussion, and dialogue [36, 57, 58, 59]. The supervisor, akin to a master gardener [60], works to provide the rich soil and proper conditions (eg. ground, warmth, and light; [61]) that best befit each supervisor trainee's unique developmental struggle to become. The supervisors' ability to accompany, to *be with*, supervisees during their liminal experience would be developmental sine qua non [cf. 47]. We propose that, in alignment with the supervisor trainee's experience of Exposure→Reflection→Reorganization, the supervisor maps onto and stimulates that learning sequence through rendering operational the following: Relationship→Reflection→Reorganization [12, 62]. Through establishing a facilitative supervisor-supervisor trainee relationship, fostering supervisor trainee reflection, and working toward realized reorganization outcomes, the supervisor optimizes the supervisor trainee development process. Relationship then would be the critical condition that sets the stage for beginning supervisor trainee change, reflection the critical change process the supervisor deploys and employs, and reorganization the critical change mechanism that the supervisor strives to actuate and actualize.

6. OUR HOPE: USING THE TYPOLOGY OUTCOMES FOR ADDITIVE PERSPECTIVE

As Mälkki and Green [47] have stated, "…knowledge of the nature of edge emotions may make it easier to welcome the edge emotions and work through to the problematized assumptions. Similarly, when one's familiar sense of self feels estranged and the expected…preferred future appears to be lost, some knowledge of this liminal process may act as a cognitive map that may help one to navigate the seeming chaos with more courage. That is to say, at the moment when all that once was stable has melted and become fluid…, knowing the nature of the process…may in itself bring about some securing understanding" (p. 16). Thus, our hope is that this extrapolated presentation might be useful, instructive reading for beginning supervisor trainees, educating them about their own normative developmental process of supervisor becoming. We also hope that this transformative learning perspective --- emphasizing the liminal zone, edge emotions, letting go of the control myth, and the awareness-reflection-confrontation-action cycle --- might similarly be useful to supervisor educators as a reflective tool, adding further to how they think about the struggles of beginning supervisors, the evolving process of supervisor becoming, and their facilitation of that becoming process (ie. helping their supervisor trainees learn to think like a supervisor; [63]).

7. CONCLUSION

Our primary thesis has been: Beginning supervisor development is a transformative learning process best understood through a transformative learning lens. We have attempted to show how that is so, considering the host of possible transformative learning outcomes that emerge in the developing supervisor's struggle to become. May we as supervisors of supervisor trainees contribute to their development, their growth with regard to Self, Worldview, Epistemology, Ontology, Behavior, and Capacity. And may the evolving supervisor trainee come to have and to hold the internalized and ineradicable conviction that: "I *am* a supervisor".

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