**Appendix B**

|  |  |
| --- | --- |
| **States: held by the subject of state** | **Actions: pursued by subject of doing** |
|  | Culmulative actions become processes (eg. transformation) and categories of processes (eg. techniques). |
|  |  |
| trust | facing fear |
| love | transformation, self-transformation |
| courage | metamorphosis |
| being aware | being aware |
| listening | listening |
| respect | showing respect |
| openness | being open to difference |
| compassion | expressing compassion |
| being non-judgemental | demonstrating a non-judgemental attitude |
| connected | demonstrating and teaching high levels of personal connection |
| the presence of the practitioner | self-expression |
| emotionally aware | demonstrating affective sensitivity |
| involved | demonstrating appropriate involvement |
| separated | demonstrating appropriate separation |
| autonomous | teaching and demonstrating autonomy |
| reflective | reflecting |
|  | articulating |
| **The states above have been** | examining unconscious processes |
| **‘mapped’ to actions that** | facilitating personal growth |
| **approximately correspond.** | facilitating professional growth |
|  | promoting learning and creativity |
|  | letting go |
|  | developing wisdom |
|  | paying attention |
|  | tackling ambiguity and the unknown |
|  | clarifying boundaries |
|  | promoting curiosity |
|  | modelling and teaching by example |
|  | empowering |
|  | self- supervision |
|  | regulating emotion |
|  | bracketing emotional experiences |
|  | expressing empathy |
|  | demonstrating perceptual flexibility |
|  | the ability to attach and detach consistently |
|  | determining self-other differentiation |
|  | facilitate |
|  | support |
|  | explain |
|  | reason |

|  |  |
| --- | --- |
| **Lexical objects** | make decisions |
|  | take manageable risks  examining organisational culture |
| Supervision policy | learning, educating |
| Standards of practice | being creative, encouraging creativity |
| Code of ethics | re-creating the self |
| Personal and professional development criteria | being insightful, and intuitive and encouraging insight and intuition |
| Performance criteria | achieving closure and termination |
| Organisational requirements | developing individual style |
| Job contract | providing developmentally appropriate supervision |
| Clinical codes and procedures | enhancing the practitioner client alliance |
|  | promotes links between team members |
|  | resolving conflict |
|  | promoting effective communication |
|  | enhances the practitioner’s ability to separate from their work |
|  | bridging the gap between received and constructed knowledge, theory and practice, to move from external expertise to internal expertise |
|  | reducing negative self-appraisal  minimising levels of practitioner fatigue, compassion fatigue and vicarious traumatisation |
|  | attending to each of the functions of supervision |
|  | contracting |
|  | evaluation |
|  | ensuring consistent standards |
|  | fulfilling a role, provideinga positive role model |
|  | attending to responsibilities |
|  | being accountable |
|  | self-management |
|  | focusing on management supervision |
|  | focusing on clinical supervision |
|  | performance assessment |
|  | assessing the implications of the multiple relationships |
|  | meeting an organisations goals |
|  | managing resource conflicts |
|  | profession specific supervision |
|  | keeping on top of new developments in specific disciplines |
|  | self-disclosure |

This table of states, actions and lexical objects was generated through a partial semiotic analysis of material from the field of supervision ([Autagavaia, July, 2000](#_ENREF_4); [Baker, 2003](#_ENREF_5); [Beddoe & Howard, 2013](#_ENREF_7); [Bogo, Paterson, Tufford, & King, 2012](#_ENREF_8); [Bond & Holland, 2011](#_ENREF_9); [Butterfield, 2001](#_ENREF_13); [Caroll, 2009](#_ENREF_14); [Casement, 1985](#_ENREF_16); [Cutcliffe, et al., 2000](#_ENREF_21); [Davys, 2005](#_ENREF_23); [Davys & Beddoe, 2010](#_ENREF_25); [Duncan, et al., 2003](#_ENREF_33); [Etherington, 2009](#_ENREF_35); [Ferguson, 2005](#_ENREF_36); [Gard & Lewis, 2008](#_ENREF_43); [Gilbert, 2001](#_ENREF_56); [Gray, 2007](#_ENREF_58); [Hawkins & Shohet, 2006](#_ENREF_62); [Hunt, 1986](#_ENREF_66); [Kaiser, 1992](#_ENREF_72); [Langs, 1980](#_ENREF_79); [Littrell, et al., 1979](#_ENREF_80); Mafile’o & Su’a-Hawkins, 2004; [Magnuson, Wilcoxon, & Norem, 2000](#_ENREF_83); [McConnaughy, 1987](#_ENREF_90); [Meyer & Ponton, 2006](#_ENREF_92); [Morrison, 2001](#_ENREF_95); [Mueller & Kell, 1972](#_ENREF_96); [Omand, 2010](#_ENREF_98); [Owen, 2008](#_ENREF_99); [Pepper, 1996](#_ENREF_104); [Shipton, 2000](#_ENREF_118); [Simpson & Mapel, 2011](#_ENREF_123); [Skovholt & Trotter-Mathison, 2011](#_ENREF_124); [Smythe, et al., 2009](#_ENREF_125); [Theriault & Gazzola, 2006](#_ENREF_129); [Vallance, 2004](#_ENREF_133); [Van Ooijen, 2003](#_ENREF_134); [Wampold, 2001](#_ENREF_142); [Wheeler, 2002](#_ENREF_145); [Wickelgren, 2012](#_ENREF_146); [Yegdick, 1999](#_ENREF_149); [Zorga, 2002](#_ENREF_152))

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