

Supervision Review

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Foreword

Christine Driver (Lead Editor)

I do hope that you all find this an exciting Christmas read and that this edition of 'Supervision Review' provides you with an interesting and thought provoking reflection on an aspect of Jungian theory in relation to supervision.

The use of typology within Jungian practice occurs mainly within the more classical approaches to analytic work. However, interestingly it has come into common use through the Myers-Briggs tests within Clinical Psychology and Business Psychology and the Enneagram tests that are used within religious and spiritual circles. It therefore seems important that typology, which plays an important role in general psychology, is considered in relation to the impact of subjective tendencies within the inter-relational dynamics of supervision.

The three authors, Martin Stone, David Henderson and I look at how the theory of typology helps to understand some of the interpersonal dynamics of the supervisory relationship. Each author takes a different perspective based, maybe, on their own typology but within each paper the link to both theory and practice is apparent and each gives thoughtful vignettes which provide food for thought.

I don't want to say much more but just a pointer in relation to the three articles. The first by Christine Driver gives a brief overview of theory and research in relation to typology and then some short vignettes to illustrate. David Henderson's paper takes a somewhat different perspective and looks at individual and collective aspects of typology as well as what it means to 'revert to type'. Martin Stone's paper takes a more detailed look at how psychological types are an aid to understanding the supervision process, especially in relation to transference dynamics. They're all a fascinating read so enjoy.

Also within this edition is a Book Review by Gertrud Mander, a review of the November 2009 Conference by Viv Marshall, an overview of the AGM by Deborah Gautier and an outline of the 2010 Supervision Reviews and a request for articles.

We wish you all a Happy and restful Christmas and look forward to sending you more exciting papers and articles in the 'Supervision Review' in 2010.

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Psychological Types in Supervision

Christine Driver

Abstract: A background and overview of Jung's theories of typology is given and more recent developments such as the Myers-Briggs test explored. The paper goes on to examine some research into typology and supervision and provides clinical supervisory vignettes to consider the impact of typology on supervision. These vignettes indicate the importance of considering the impact of dominant attitudes and typology on the dynamics of supervision and the supervisory relationship.

Key words:- psychological types, dominant function, inferior function, supervision, Jung, individuation,

Introduction and Background

Although Jung is often credited with developing the idea of psychological types his work in this area was based on previous thinking about the way people tended to relate and express themselves. Schiller, in the eighteenth century, wrote a series of philosophical letters and Jung, having read these letters, reflects on Schiller's comments that the demands of culture and the collective results in 'the enslavement of the inferior functions' and that this 'is an ever-bleeding wound in the psyche of modern man' (Jung 1921:para.108).

Developing Schiller's perspective that individuals have 'inferior functions' and using ideas from Nietzsche and William James, Jung, in *Psychological Types*, 'set out the case for basic "attitudes" of consciousness' (Beebe 2004:85) in terms of extroversion and introversion and in due course developed a substantial theory about typology. Jung identified four basic 'attitudes to the world' (Samuels et al 1986:153) of thinking, feeling, sensation and intuition with thinking and feeling being the rational pair and sensation and intuition the irrational. Jung proposed that an individual's typology was made up of a combination of a rational and irrational attitude such that a person might be a thinking-intuitive type or a sensation-feeling type etc. In addition he proposed that there was a dominant or 'a primary mode of functioning' (Samuels et al 1986:153) and an inferior (unconscious) mode of functioning in which one set of attitudes is always in dynamic tension with its opposite. Problems arise in terms of the interplay between the dominant and inferior, conscious and unconscious, functions. Thus a person with a dominant thinking function will struggle with the unconscious feeling function; a person with a dominant feeling function will struggle with thinking etc. Here, as Samuels et al (1986) points out, Jung 'transforms his typological theory from being merely a descriptive, academic exercise into something of value in diagnosis, prognosis, assessment and in connection with psychopathology generally' (154).

Since Jung's original work there has been much thinking and development of these ideas. A key Jungian, John Beebe (2004), has done a lot of work developing the theory and the ideas but it would probably be true to say that within the analytic world

the use of psychological types in clinical work is mainly limited to the more traditional and classical Jungian practitioners. However, interestingly, within the world of business and management the use of typology and the Myers-Briggs tests have often formed the basis of determining the management role to which an individual within a management team is best suited.

Myers-Briggs devised these tests based on Jung's formulations and they were first published in 1962 (Wikipedia 2009). They formulated 16 different typologies and were regarded as ways of thinking and acting that individuals were born with. The permutations are between Extraversion and Introversion and dichotomies between sensing and intuition, thinking and feeling, judging and perceiving. These tests can still only be used by licensed practitioners but were used as a major tool in defining an individual's typological profile and what the individual's strengths and weaknesses would be within, say, a business team.

There has been criticism as to the validity of Jung's theories of typology and the fact that his work was not tested through research. The Myers-Briggs test has been the 'subject of criticism' (Wikipedia 2009:11) and research indicates that its reliability is low. However as a clinician working with patients and supervisees there is evidence that individuals approach life in different ways and that distinctions between a thinking, feeling, intuitive or sensation attitude are apparent. Within the field of supervision there is, interestingly, some research evidence that indicates the importance of considering typology within the dynamics of the supervisory encounter and the development of understanding within the supervisee.

Psychological Types and Supervision

Bernard and Goodyear (1998) investigated studies that looked at learning styles and especially in relation to supervision, albeit academic supervision, within a university setting (36). Here they cite the work of Craig and Sleight (1990) who found that amongst supervisors within an academic setting 'Thinking-Judging supervisors (i.e., the most common profile among supervisors in academic settings) will find a trainee who makes decisions based on subjective data to be frustrating' (36) and that 'Feeling-Perceiving trainees may in fact be more capable of achieving empathy with clients than their supervisors' (Bernard and Goodyear 1998:36). They also looked at the profile from the Myers-Briggs scale in relation to the dimension of information gathering and the difference between sensing and intuiting. They comment, 'A sensing trainee will be attempting to understand through a collection of facts; therefore, an intuitive insight from a intuiting supervisor may only confuse and frustrate the supervisee who cannot track the origin of the suggestion (Bernard and Goodyear 1998:36 [quoting Craig and Sleight]) and they go on to comment that 'intuitive rather than sensing (supervisees) have been found to receive far more regard from supervisors and were evaluated as significantly more competent than sensing trainees (Bernard and Goodyear 1998:36 [quoting Handley 1982]).

Although the context of the research cited above is in relation to academic supervision their findings are important as there are aspects which are similar to clinical

supervision. There is a need within the supervisory dynamic for the supervisee to gather together and present details of the client material in terms of session content and process and there is a need for the supervisor to enter into a dialogue/discussion with the supervisee in order to process and understand the client dynamic more fully and develop the work of the supervisee.

The issue of typology in supervision, especially within a training setting, is however both subtle and pervasive and sometimes hard to identify as separate from the defensive retreats that supervisees sometimes operate from. However these defensive retreats also act as indicators of typology which, if understood, can help the supervisor become aware of the supervisee's psychological tendencies. Jung saw the aim of the individuation process as enabling the integration of thinking, feeling, sensation and intuition within the individual. However this process is never complete and for those who have only just begun on the journey of self awareness through personal therapy their predisposition to a specific typology is often apparent within supervision when anxiety evoked by the work or the training induces a regression to a typology in which they feel secure. This is where typology is hard to separate from a psychological defence i.e., is a defence into thinking just a defence or a regression to the individual's predominant typology? I'm not sure that there is an easy answer to this but what Jung identified were tendencies that predominated and that when they did they influenced the form and manner of perception and the form and manner of relating.

Supervisory Examples

It is the latter two points that are vital in considering psychological types in supervision because they enable the supervisor to have a broader perspective on the form and manner in which the supervisee works. For example a supervisee presented a client who was ambivalent about counselling and was threatening to leave. The supervisee interspersed her presentations with comments such as 'she (the client) won't think about why these things happen to her', 'she just rejects my interpretations', 'she's so defended I don't think counselling is of any use'.

At one level these comments and the manner of the supervisee's presentations reflected a dominant super-ego within the supervisee that engaged critically with the client's ambivalence and defences. On the other hand, there was a dominance of thinking over feeling such that a feeling and empathic understanding of the client was difficult to achieve. In addition, within the dialogue between myself and the supervisee, there was often a misunderstanding which seemed to be generated by polarisations between her 'thoughts' about the client and my 'feelings' about the client. This latter dynamic was also apparent within the group in which the supervisee was presenting. The group members also commented to their co-supervisee that an understanding of the client's feelings, and why they were so ambivalent and defensive, seemed to be missing.

Now there might be many ways of deconstructing this dynamic but it was helpful to consider them in terms of the dominance of thinking within the supervisee presenting

and the way this elicited a counterbalancing dominance of feeling in their co-supervisees and myself. It was also useful to comment on this as reflection process in which the client's resistance seemed to generate conscious frustrated 'thinking' within the supervisee which meant that unconscious feeling was defended against by both supervisee and client.

Whether the dynamic between thinking and feeling in this example illustrates a psychological type is open to debate but it does demonstrate the usefulness of considering the predominating dynamic and consequently the dynamic that is resisted or defended against which may reflect the more inferior and unconscious function. Identifying these inferior functions, or the less dominant ones, frequently sheds light on the internal struggles and conflicts of the client as was to be the case once the supervisee, in this example, could identify and work with the feeling aspect of the client material.

Another example illustrates an aspect of psychological types in relation to the supervisor and here I will use my own perspective as an example. I usually request my supervisees to present their work via process recordings and have never really requested verbatim recordings preferring, as it seemed to me, the freer associations and explorations that process recordings allow. However, at times when I have taken a supervision group of another supervisor when they have been ill or away I (and often all the others in the group) have been presented with a written script of the verbatim which the supervisee then reads to the group. When I first experienced this phenomenon I felt imprisoned by the mode of presentation as if in a straightjacket. It seemed alien to me and my style (typology). In time, having experienced this approach on a number of occasions, I realised that it did indeed provide a forum from which to identify and gather data about the client and did so in a manner that enabled clear links to be made between the conscious narrative and the unconscious communications that lay beneath these narratives and interactions within the sessions. For myself I realised that this was not just about use of a technique but also about style, preference and typology and that the manner in which a supervisor works with their supervisee can reflect typological processes and that the form in which information about the client is achieved is via a combination of thinking, feeling, intuition and sensation.

Conclusion

Jung's work on Typology focused around psychological dispositions in relation to superior and inferior functions and that these operated within pairs of opposites between thinking and feeling; intuition and sensation. As a way of categorising the way we function as human beings they may be over simplistic but in terms of identifying tendencies that dominate the clinical and/or supervisory relationship the ideas are vital to consider.

So, when thinking dominates, feeling, intuition and sensation can be marginalised, if intuition dominates, thinking, feeling and sensation are marginalised etc. The use of typology and psychological types may not, as stated previously, ultimately depend on the psychological type of the supervisor or supervisee but rather on how their

particular typology might be activated by the client material or the interaction between supervisor and supervisee. It is these dynamics that need to be considered when unconscious communication from the client or transference and countertransference phenomena are reflected upon and interpreted. In addition the conscious and unconscious elements of typology reflect a range of attitudes and they are all vital tools in considering the supervisory dynamic and the client material. Just as Jung saw the aim of the Individuation process as achieving a balance in the capacity to use thinking, feeling, intuition and sensation so the supervisor needs to aim, in their processes of individuation, to work from a balance of thinking, feeling, intuition and sensation and to be mindful of the cause or impact when one type dominates the others.

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The Myers-Briggs test is only available for use through a registered Clinical Psychologist. For shortened and somewhat simplified versions for testing typology try:-

www.humanmetrics.com/cgi-win/JTypes2.asp

www.teamtechnology.co.uk/mmdi-re/mmdi-re.htm

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Reverting to type – a meditation on change

David Henderson

Abstract: Typology is a necessary category of thought and imagination. A typology is a theory that reflects on the collective, impersonal features of personality. One task of supervision is to differentiate between the collective and individual elements in the client's behaviour, emotions, pathology and transference.

When we say that someone is “reverting to type” it is usually intended as a negative judgement. We are expressing our exasperation with someone's defensiveness, obstreperousness, psychopathology, or intellectual or emotional limitations. I wonder, however, whether there might be ways in which reverting to type is a good thing or, at any rate, simply inevitable.

My basic premise is that we all use typology; that typology is a necessary category of thought and imagination. When we hear the term “personality type” most of us will immediately think of Jung and Myers-Briggs. Someone is introvert or extravert, intuitive or sensation. I find Jung's categories and the Myers-Briggs approach a real comfort and a useful model for thinking about people. However, Jung's typology is only one of many typologies used in psychoanalysis. It is a true typology in the sense that it is a theory that was deliberately developed to reflect on the collective, impersonal features of personality. For Jung a key aspect of the individuation process is the capacity to reflect on the collective, impersonal elements in my behaviour and emotions.

In early psychoanalysis “character” had a similar function as “type” in analytical psychology. There are no entries for type or typology in the dictionaries by Rycroft (1968) or Laplanche & Pontalis (1988). According to Rycroft, “In analytical writings character usually refers *not* to those of a person's attributes which are most characteristic of him as a unique individual, *but* to those which enable him to be categorized into one of a number of character types.” (Rycroft, 1968:17) Character types are based on libidinal and ego development (oral, anal, phallic, genital) or on symptoms (hysterical, phobic, schizoid, obsessional) and, hence, character neurosis, character disorder and character analysis. It seems to me that more recent concepts from object-relations theory are often used as if they were typological: psychotic, borderline, false-self, paranoid-schizoid, narcissistic, envious, etc.

In ‘The Dynamics of Transference’ Freud writes, “I take this opportunity of defending myself against the mistaken charge of having denied the importance of innate (constitutional) factors because I have stressed that of infantile impressions... Endowment and Chance determine a man's fate – rarely or never one of these powers alone.” (Freud, 1912:99) Both Freud and Jung acknowledged the presence of impersonal and personal sources of transference.

One of the tasks of supervision must be to help the supervisee to sift through her/his experience of being in relationship with the client in order to begin to differentiate between the collective and individual elements in the client's behaviour, emotions, pathology and transference. Beyond this there is the on-going process of refining the supervisee's understanding of innate and personal dimensions of her/his identity as a psychotherapist. What might this mean in practice? How do we find our bearings in the tension between the collective and the individual? There are a few maxims and questions that I try to keep in mind during the course of supervision (and psychotherapy).

1. The collective is the baseline and individuality is an achievement.
2. What function is language serving at the moment?
3. Has the opposite disappeared?
4. Can the supervisee accept her/his vocation?
5. Are the supervisee and I different sorts of creatures? Do we belong to different tribes?

1. The collective is the baseline and individuality is an achievement.

I think that it is quite safe to assume, to start with, that the supervisee, supervisor and client are imbedded in a matrix of biological, archetypal, cultural and familial patterns. As the supervisory relationship develops idiosyncratic features of all three partners begin to emerge. The pace and style of this process will depend on the level of experience of the supervisee and the nature of the client's psychic distress. Paradoxically this rather flat perspective on the part of the supervisor is at odds with the state of mind of the novice counsellor or psychotherapist who experiences the work as highly personal. Jung points out that when new contents are being absorbed into consciousness there is inflation. Tolerating this inflation and over-personalization can be tedious, but it does run its course as the supervisee becomes more experienced. At a later stage in the supervisee's development when the negative transference can be looked at more directly there is a challenge for the supervisee to make a philosophical choice about the nature of personal and collective destructiveness and evil, and about the existence or otherwise of a death instinct. The emergence of individuality is reminiscent of Winnicott's spontaneous gesture. With experienced therapists there is interest in what is coming to light and a capacity to bear good and bad feelings with a certain equanimity. The supervision becomes a space where the strain and excitement involved in the revelation of the individuality of the client, the supervisee and the supervisor can be contained.

2. What function is language serving at the moment?

Are the supervisee and I falling into the trap of using clinical concepts and psychoanalytic jargon as typology? Has the client stopped being a person with confusing defences and become "a borderline"? Is the client "a psychotic"? Rather than being a very frightened person is the client "a false-self"? How can the supervisee and I liberate ourselves, and the client, from this dead-end? One way is to try to be

clear about the function of typological language. In a sense typology is like a stage set. It provides a context in which the client's story can unfold. It is not the story itself. For example, the fact that according to the Myer-Briggs schema, I am INFP (introverted, intuitive, feeling, perceiving) does not necessarily tell me who I am, but it does give me some useful orientation on my psychic stage. I may spend less time bumping into the scenery and knocking over props.

It is easy to begin objectifying clients in this way in group supervision, case discussions and public lectures or master classes, where there is pressure to use the client as a weapon or shield in a complex and hostile group setting. In individual supervision this use of the client might satisfy oedipal dynamics between the supervisee and supervisor by excluding and denigrating the client, allowing the supervisee and supervisor the uninterrupted pleasure of each other's company. Trying to be clear about how we are using language can also liberate the potency of psychoanalytic concepts from the dead hand of cliché.

3. Has the opposite disappeared?

The categories of impersonal/personal, collective/individual, innate/learned, phylogeny/ontogeny act as sets of opposites with which we can organize our experience. Typology provides a context for the individual. It is useful in supervision to wonder aloud, "Where is the opposite?" (or other, unknown, repressed or blind spot). There is a constant interplay between typical elements of the clients experience or process and individuated aspects of her/his personality. Supervision offers a space to play (or mess around) with the possibilities afforded by different perspectives; a process that might not be possible in a therapy session. Thinking typologically can contribute to inflation or it can puncture inflation. The play of opposites can include one opposite swallowing the other (inflation) or provide a bracing shock (deflation).

4. Can the supervisee accept her/his vocation?

Can the supervisee accept her/his vocation? Can the supervisee accept that she/he does not have a vocation to be a psychotherapist? I am thinking of vocation as a call to happiness, in Aristotle's sense that happiness is the fulfilment of function. Was the supervisee built for the job? Will "something" in them find fulfilment if she/he becomes a psychotherapist. Implicit here is the view that therapists are born and not made. What is important is psychotherapy education, not training. Education (drawing out) of the potential to listen, to reflect, to articulate.

What I do is easy – easy for me. I can sit for years with very sad, often silent, suicidal people. Others would find this way of life hell on earth. I am just grateful that I stumbled across it (or was brought to it by the self). If it is your vocation it is hard to imagine doing anything else. But a vocation cannot be thought up out of nothing, or willed into existence. There is a danger in the professionalization of psychotherapy that people will believe that it is something that they will be able to do, or should be able to

do, just because they decided it would be a good career path. The great danger of wanting to watch oneself doing good leads many people into trouble.

In the training programme with which I am involved we accept people on the course if we feel that they may have a vocation to be a psychotherapist. We offer them an opportunity to test out their vocation. I have speculated that the analytic vocation has seven elements: solitude, humility, liminality, ecstasy, craft, shame (sorrow), kindness and zeal. (Henderson, 1998) Some of the happiest success stories are when a trainee realises that this is just not the job for them and yet has had a stimulating and enriching experience while they were on the course. It is altogether more complicated and painful for all concerned when the training coordinators feel that they have to make that decision for the person concerned. My identity as a psychotherapist is a gift, which is confirmed by my clients and colleagues.

5. Are the supervisee and I different sorts of creatures? Do we belong to different tribes?

I find that sometimes thinking in terms of types helps me to accommodate myself to a supervisee who seems to belong to a different tribe. I can adjust my expectations and behaviour. If the supervisee is an extravert, I can curb my introverted arrogance and sense of inferiority. I can hear the supervisee's observations about the client less defensively and not waste time trying to persuade the supervisee to see it as I would. I can appreciate the strength of the supervisee's thinking function and offer insight from my feeling function while trying to avoid value judgements. I find introverted sensation types problematic when they insist that they are introverted intuitive. This is probably because being "intuitive" carries kudos and the phenomenology of introverted sensation is not well known because it has not been written about to any great extent. Setting aside Myers-Briggs, it is useful to bear in mind that my schizoid silence can be experienced as cold and persecuting by a hysteric. Developing a working relationship with someone who is of a radically different type can be exciting and illuminating, especially if it is a process that supervisee and supervisor can reflect on together.

Conclusion

Sometimes I say, "People don't change." This has more than once been greeted with, "But you're a psychotherapist!" There can be a tyranny in the demand to change. Change only makes sense in relation to continuity. Sameness and difference go together. Some years ago when I was looking for a new psychotherapist I visited three or four senior analysts. The thing that struck me was that they were all absolutely different. Each one was his or her self, warts and all. The neoplatonists had an interesting debate about archetypes. Some asserted that there were a limited number of archetypes. Others held that every individual has its own archetype. Perhaps the

analysts I visited had each reverted to his or her particular archetype. The universal and the individual had come full circle and met.

In her reflections on the task of the psychotherapist, Barbara Stevens Sullivan says, "Advice is not called for because the depth-therapist is not trying to 'cure' the patient; she does not assume that there exists a desirable shape into which people should be molded. Rather, she assumes that this particular person has a natural shape, which is unique to him, that he needs to spend his life becoming." (Sullivan, 2009:24) This natural shape it seems to me includes innate structure and historical memory. One could translate Sullivan's sentiment into the supervisory setting: the supervisor is not trying to train the supervisee; she does not assume that there exists a desirable shape into which therapists should be molded. Rather she assumes that this particular therapist has a natural shape, which is unique to him, that he needs to spend his life becoming.

In analysis and in supervision (which is an analytic relationship) we are brought again and again into contact with the bedrock of our experience as individuals and as typical members of the human race. Accepting what we are is the wellspring of change.

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Psychological types as an aid to understanding the supervision process

Martin Stone

Abstract: The paper examines Jung's theory of psychological types, and in particular Beebe's development of it in the type profile, as an aid to understanding the process of supervision. The transference/countertransference dynamics between supervisor, therapist and patient are explored in relation to their typologies.

This paper is based on the chapter entitled 'Individuation' (Stone 2009) in *Vision and Supervision* (Mathers [Ed] 2009).

It is important to recognise Jung's theory of psychological types as a dynamic system, open to change and development, not as a fixed description of personality. One of the criteria for individuation is the development of all aspects of our personality, and this means the development of all our psychological attitudes and functions.

To explain what is meant by this I give a brief summary of his concept of psychological types. Jung noted that some people orient themselves in the world primarily by looking outwards, and when our attitude is extraverted (as he called it), we look for answers through our relationships with other people and the external world. Other people tend to be introverted, focusing their attention inwards to the individual. For introverts, the world of ideas, thoughts and images counts for more than outer relationships. As well as focusing our energy, or attention, in a particular direction (inward or outward), Jung also noted that we do this in quite different ways, and we tend to rely more on one function, or way of doing it, than another. We may, for example, rely on perceptions (using our senses or our intuition); or on judgement (thinking or feeling), to evaluate what we like and what we don't. When using our thinking function, we approach problems or questions by thinking about them rationally. In Jung's terminology, we apply our feeling function when making judgements of taste: for example, 'I like this painting, but not that one', because I like the artist's use of colour, or form, or whatever. In this usage, feeling is to be distinguished from emotion or affect.

Jung's system of typology distinguishes two attitudes - introversion and extraversion - and four functions - thinking, feeling, sensation and intuition - each of which may be either introverted or extraverted. This gives eight basic 'character types' to describe the function that is most developed. This is the 'primary function', the predominant way of behaving that comes most naturally. Someone with strong sensation tends to rely on concrete, measurable qualities, and will be at ease when there is a sound, tangible connection to reality. An intuitive type will pick up unconscious signals, and be concerned with future possibilities and relationships between people and events. Thinking types use their thinking to assess rationally whether something is valid and

correct, and can be quite impersonal and analytical in their assessments. Feeling types are more concerned with relative importance and value, when dealing with people and situations. (Quenk & Quenk 1982, p.160)

Jung observed that individuals with strong sensation have much less developed intuition, and those who use their thinking most have the poorest relationship to their feeling. Thus a model is built with sensation and intuition opposing each other, and thinking and feeling likewise: the stronger and more developed the one, the weaker and less conscious the other.

Although we tend towards one function, the primary function, we do of course use all four functions, and our energy can be oriented inwards or outwards according to the situation - with good friends we may be quite extraverted, but in large groups we may retreat into a corner. The next strongest function after the primary function is known as the 'auxiliary' function, and the least well developed as the 'inferior' function. If the primary function is rational (or judging), the auxiliary function will be irrational (or perceiving), and the inferior function rational (the opposite to the primary function). If the primary attitude is extraverted, the auxiliary will be introverted. In this way we can build a 'type profile' (Beebe 1984 p. 151), listing the functions in order from most conscious (and developed) to least conscious, each with its corresponding attitude.

Assessing an individual's type is a matter of experience, observation and judgement. Jung recognised the difficulty in accurately assessing typology when he wrote (1931 para. 956):

'Whether a function is differentiated or not can easily be recognised from its strength, stability, consistency, reliability, and adaptedness. But inferiority in a function is often not so easy to recognise or to describe. An essential criterion is its lack of self-sufficiency and consequent dependence on people and circumstances, its disposing us to moods and crotchiness, its unreliable use, its suggestible and labile character. The inferior function always puts us at a disadvantage because we cannot direct it, but are rather its victims.'

A number of tests have since been developed, widely used in management consultancy and human resources. Among the best known are the Myers-Briggs Type Indicator Test (MBTI), the Gray-Wheelwright Test, and the Singer-Loomis Inventory of Personality. Based on the MBTI test my personality type came out as INFJ - Introverted-iNtuitive-Feeling-Judgmental, describing my primary attitude and my primary and auxiliary functions. According to the scoring, I am measured as distinctly intuitive, moderately feeling, slightly introverted and slightly judging.

Using Beebe's system of listing my functions and their related attitudes in order, my 'type profile' comes out as:

introverted intuition	(primary function)
extraverted feeling	(auxiliary function)
introverted thinking	(tertiary function)
extraverted sensation	(inferior function).

This roughly corresponds to the way I would describe myself. There is no doubt my feeling function is extraverted, and my inferior sensation function fascinates but constantly lets me down.

I will give two clinical vignettes to illustrate how an awareness of the type profiles of my supervisee, their patient and myself can inform us what is going on unconsciously, and help us understand some of the blocks and difficulties that may arise. Permission has been given to use this material, which has been fictionalised to maintain confidentiality.

John, who got the patient he needed not the one he wanted

John, my supervisee, was an imaginative and creative English and drama teacher, training to be a psychotherapist. Relationship problems had led him into a Jungian analysis and a part-time counselling course developed his interest in Jungian psychology. John's patient, Harry, was married with two small children and worked as a book-keeper for a publishing company. He was hardworking and intelligent but not intellectual. He was good at figures, but not imaginative, and had a good relationship with his wife and children. Problems at work and a missed promotion had brought him into therapy.

John's irritation with his patient soon became apparent. He found Harry slow and ponderous, and sympathised with the boss's criticisms. He was frustrated by Harry's inability to engage with and take in his interpretations and insights, however accurate they might be. He wanted to move Harry on, just as his boss wanted to speed him up at work.

In supervision, I felt irritated by John's lack of empathy and understanding. The more he wanted to rush on, the more I wanted to slow him down. I felt my envy of John's quick intellect, but knew that his lack of empathy and connection might lead Harry to leave the therapy. I even wondered if John might not benefit from losing the patient, in order to learn to slow down, accept frustration, and adopt a more empathic, analytic attitude to the work.

There were fundamental differences in personality between all of us. From an archetypal perspective, John and Harry were at opposite ends of the puer-senex polarity, the youth and the old man, each either threatened or irritated by the other. Harry would feel constantly criticised and undervalued for his efforts. John did not value Harry's solid hardworking approach, nor his committed feeling relationship with his wife. Typologically, John, Harry and I were all very different.

Type Profiles for myself, John and Harry

Martin

introverted intuition
extraverted feeling
introverted thinking
extraverted sensation

John

extraverted thinking
introverted intuition
extraverted sensation
introverted feeling

Harry

introverted sensation
extraverted feeling
introverted thinking
extraverted intuition

John's primary extraverted thinking, with auxiliary introverted intuition, was the opposite of my introverted intuition with auxiliary extraverted feeling. Harry was probably an introverted sensation type, with auxiliary extraverted feeling similar to my typology. I conveyed some of this to John, and suggested he think about how possible typological differences between him and his parents might have caused difficulties in childhood, which were now being repeated in his work with Harry. His fear of losing Harry and having to begin again with a new patient spurred him to face things he might not otherwise have been able to do. He rose to the challenge, growing from puer, the eternal boy, to hero.

John began to see how a good feeling function contributed to the warm relationship Harry had with his wife. He learnt how to listen, and heard how Harry's father had always wanted him to have a safe, solid job, and a secure salary. Although Harry had trained to be a book-keeper, to which he was well suited, he rebelled against his rather overbearing father and became fascinated by the intuitive approach of the creative management in the publishing house (representing his inferior function). As Harry accepted who and what he was, he could let go of his idealistic fantasy to be a high-flying, creative accountant, and he moved to a secure, equally well-paid job with a bank, which valued his meticulous approach.

I became aware that I could be dazzled by intellectual brilliance, and feel crushed when undervalued. I learnt to assess my abilities more accurately, and to try and value my thinking for what it is, rather than for what I'd like it to be.

Dealing with countertransference in supervision

Lucy's patient, Carol, was in her mid-thirties and worked as an alternative therapist. Carol was on the one hand confident, controlling, demanding, critical and contemptuous; on the other she dressed like a little girl in a short skirt with a fluffy-animal knapsack, and sat cross-legged on the floor. Her personal life and marriage were in a mess but she couldn't bear to acknowledge this, and she looked down on Lucy as being dull, boring and unimaginative.

Lucy struggled to think her way through the therapy and I experienced her as being out of touch with her innately good feeling function. When Carol came late Lucy would let sessions overrun. She was afraid Carol would either attack her with withering contempt, or quit if she tried to address this problem. Lucy's anxiety had the effect of cutting her off from her feelings. She appeared to retreat into a frozen shell and tell me what she thought was happening. I was left holding feelings and emotions which had been aroused in the intermediate space between Carol and Lucy.

Carol constantly challenged Lucy with intrusive personal questions, which she resisted answering with difficulty. The more Lucy remained firm and reserved, but squirmed inwardly, the more Carol criticised her "detachment", in contrast to her own unboundaried therapeutic methods. In her countertransference Lucy felt dismissive and uninterested in Carol's belief in reincarnation and spiritualism. She was unable to

see the lost little girl in Carol seeking to magically create meaningful answers to her chaotic and meaningless life.

A vignette from early in the therapy illustrates this. Carol asked what Lucy had done before training to become a therapist: "I mean, it's not a big thing for you to tell me. Were you a rubbish collector or something?" Lucy replied defensively: "I don't see how it would help you to know what I did before becoming a therapist." Carol: "Well it matters to me. I'm wanting you to help me, and you won't even tell me what you can do!"

How did Lucy feel when asked if she'd been a rubbish collector, I asked? "I thought it was kind of jokey." Me: "But what did you feel?" Lucy: "I thought . . ."

I felt Lucy was using her thinking function to protect herself against feeling hurt and angry. I said so, and also the effect it had on me, which was to make me feel angry with both Carol and with Lucy herself. Lucy thought she shouldn't feel something if it's 'bad' or 'unhelpful', like being angry, critical or judgmental - and she was being overwhelmed by these inadmissible affects.

Lucy and I both probably have intuition as our primary function, and share feeling as our auxiliary, but the attitudes are opposite. This I think led her to use her extraverted thinking to relate to her patients and the outside world. She struggled with this and also undervalued her introverted feeling. When the functions are the same, but are opposite in attitude, this often causes difficulty and tension. Carol functioned at such an unconscious level, in her work and relationships, it is hard to know what her typology was. On an archetypal level, she was the puella, the lost, seductive little girl, to Lucy's grown-up responsible older woman. In supervision Lucy began to acknowledge that she had real difficulties engaging with the feelings of others. She was herself judgmental and contemptuous without realising it. She tried to hide her lack of sympathy or empathy towards her patients by intellectual rationalisation.

Lucy came to value her feelings for what they were and accept them as valid, even when they were uncomfortable and not what she ideally wanted them to be (such as feeling hurt, angry, dismissive or judgmental). She came to see such feelings as unconscious shadow aspects of herself, which were projected into her patient in a desperate attempt to preserve her self-righteous image of herself as good and correct. Lucy also became aware of her need for a greater spiritual dimension to her life, and for a less judgmental attitude towards men. She was able to revalue both her feeling and intuitive functions and restore them to places in her psyche where they could be respected and used.

I became aware how I, like Lucy, can lapse into intellectual teaching mode when made to feel inadequate, and how my own rather obstinate defences are quite similar to hers. When we feel threatened or pushed into a corner, we fall back on our primary function. It is an understandable human trait when in difficulty to rely on what we know works, even when it is unhelpful.

Conclusion

I will end with a contribution by Gustav Dreifuss, a Jungian analyst living in Israel. In a symposium entitled: 'How do I assess progress in supervision?' (1982 p. 108), he writes:

'The evaluation of supervision is as much a highly individual action as is evaluation of analysis. There are of course objective criteria for the profession of an analyst, like integrity and empathy, but the evaluation of their relative importance is dependent on the personality of the analyst or the supervisor respectively. A feeling type, for instance, might consider empathy as the most important assessment for the profession while a thinking type might consider insight (consciousness) of paramount importance. An intuitive type might overvalue the capacity for imagination of the supervisee, while a sensation type might overestimate adaptation to reality. . . Typology is helpful. Because of my typology and my experience as analyst and supervisor I consider empathy as one of the most important factors for a therapist. If the supervisee has a natural gift of empathy I shall, in the course of supervision, point to the problem of too much empathy whenever it occurs and bring the supervisee to the realisation of the shadow of empathy, namely the danger of *participation mystique* and lack of conscious evaluation of the analytic situation.'

This paper is based on the chapter on Individuation (Stone 2009) in Vision and Supervision (Mathers [Ed] 2009).

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Martin Stone Is a Training supervisor and past Chair of the Association of Jungian Analysts, London. In private practice in North London. Travels regularly to Moscow as liaison person and supervisor for IAAP programme training Russian mental health professionals to be Jungian analysts.

With Moira Duckworth has researched qualitative and quantitative outcomes of therapy related to frequency of analytic sessions. Other theoretical interests include the body-mind interface, synchronicity, relational psychology.

Publications include papers on splits between Jungian groups, embodied countertransference, individuation and supervision, and (with Moira Duckworth) frequency and the analytic framework.

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Book Review

Containing States of Mind, Exploring Bion's Container Model' in Psychoanalytic Psychotherapy

Duncan Cartwright London: Routledge

Reviewed by Gertrud Mander

Containing States of Mind, Exploring Bion's Container Model' in Psychoanalytic Psychotherapy is the most recent of many attempts to struggle with and understand the clinical thinking of Wilfred Bion, in particular his concept of containment. As supervision is also a form of containment, it seemed apt to grapple with and recommend another new book on how Bion defines and explains his difficult notion, but once again I found myself lost in a complicated argument about the intricacies of his thought, and judging by the book's 10-page list of references, realised that there is no end to texts that aim to try to understand him.

What is it about this thinker that continues to defeat the mind engaged in this task and yet tempts people over and over again to try and come to grips with it? Is it really worth it? At first glance, the notion of containment makes instant sense to the practitioner as another way of talking about Winnicott's 'holding' of the patient, yet this never seemed to require much further explanation. The concept of containment became coupled with the other famous Bionian conceptualisation that the therapist should work 'without memory and desire', which also became something of a mantra, or a 'natural law' that instantly makes sense for practising psychotherapy. Yet in practice both recommendations seem totally impossible to maintain consistently and no matter how much discussion and defining there has been, we have become mired in endless further attempts at understanding Bion's complicated intellectualisations. Is this a way of sharpening the mind?

Asked to look at this latest book on the subject of the container model in relation to the supervisory task I realised with relief that the model is in fact focused on the twosome of psychotherapy practice. To fit it to the threesome of supervision would require another twist of the model into a three-dimensional concept and this would be beyond me. It is like asking: how long is a piece of string? This has become another game that endlessly exercises clever minds without coming to a solution. I know that I am not

clever enough for it and am therefore handing in the towel before going round the bend.

Gertrud Mander is a founder member of BAPPS, has worked as a supervisor/trainer for the WPF from 1983 to 2000 and has been working in private practice as a psychotherapist since 1980. She has published many articles and two books , 'A Psychodynamic Approach to Brief Therapy' and 'Diversity, Discipline and Devotion in Psychoanalytic Psychotherapy'.

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Sadism in Supervision

Eleanor Creed-Miles
Spring Conference Report

Viv Marshall

I was slightly daunted when Chris Driver emailed me to ask if I would write a review on the conference presentation as it is some time since I attended an event at BAPPS. I was really pleased that I had been asked as the discussion was stimulating and thought provoking and Eleanor, while apologising for reading her paper, did not hide behind her presentation but really talked to her audience and quickly developed a relationship with us.

Eleanor noted early on in her presentation that the bulk of the literature on supervision focused mainly on the safe smooth running of the facilitative environment, concentrating on the importance of the supervisory relationship. This gives little room for the shadow side of the process which can be anxiety provoking, persecutory and some times quite destructive.

She used the analogy of the ladder, with the trainee at the foot and the supervisor at the top. She suggested, and I agree with her, that this can lead to aggrandisement and a fantasy of the all knowing supervisor. The narcissistic gratification that can be generated by this model of thinking, apart from the possible development of a conscious or unconscious sadomasochistic relationship, can be extremely damaging for the supervisee. I liked the analogy of the ladder which resonated with my own experience as a student, but I was left wondering why our training was by its very nature so hierarchical and whether a more linear approach might ever be possible.

Following on from this, Eleanor went on to explore the unconscious sadism within institutions. Of course persecutory anxiety can be present in both the supervisor and the supervisee, but I feel that it is important to comment on the general discussion that took place following Eleanor's interesting presentation. Inevitably for some it took us back to our own supervision experiences during our training and almost every one who spoke commented on their own traumatic times in supervision. I was left wondering

whether this was still a common experience for today's trainees, and aware from my own experience of working with students that it is far from uncommon. The question was asked whether assessed supervision can ever be truly useful to the student. An interesting thought, however, I am aware that anxiety and at times regression, together with a working through of transference projections, are inevitable during training, but what are we doing as a profession if we allow this to continue? Is it necessary to go through a trial by fire in order to complete a successful training in counselling and psychotherapy? I do not have the answers to such complex questions, but would welcome a debate at some time in the future.

Like all good presentations I feel inadequate to comment on all that was said. I am sure each person there will have taken away their own thoughts and feelings about the day. We moved seamlessly from the external to, inevitably as therapists, exploring our own inner shadows. The day gave me the space to think and reflect on my own supervisory practice as well as my particular experience as a supervisee.

I would like to thank Eleanor for such an interesting presentation, to every one who entered into the discussions during the day, and last but not least the organisers of the event.

***Viv Marshall** is a psychoanalytic psychotherapist and supervisor working in private practice in the Redhill and Reigate area. She is a training therapist for FPC and works at Redhill Counselling Centre supervising both students and more experienced counsellors. She qualified in 1993 and since then has had experience supervising both groups and individuals on the Graduate Diploma in Psychodynamic Counselling at WP Therapy, at Kingston Bereavement Service and Croydon Pastoral Foundation*

BAPPS AGM 14th November 2009

Deborah Gautier – Hon Secretary

The AGM was fairly well attended this year and was very stimulating. There was a vote on the resolution concerning whether or not BAPPS should resign its membership of UKCP. This question created much discussion and division with different members having strong views for and against. However the bulk of the discussion centred around not simply whether or not to resign our membership, but whether this was the right time. Some members felt that we should wait and see what impact the forthcoming regulation by the HPC might have. Although proxy votes had been submitted and a vote was taken from the floor, indecision was still the flavour and it was agreed we would not resign just now but would return to the same question at the next AGM.

Irene Hamilton, Ruth Barnett and Carolyn Couchman were all thanked for their invaluable efforts and contributions to BAPPS over the years now that they are resigning from their various committee roles. The other very important issue, still unresolved, was an attempt to recruit new members to the various committees. Many positions still are vacant including the need for more members on the Executive Committee. If you or any of your colleagues in BAPPS could consider offering a little of your time, please do come forward. I can tell you from experience it is not at all onerous and indeed is very stimulating to become more involved in an organisation that does so much to support and maintain the vital thinking space that represents supervision.

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Call for Articles, Spring 2010 to Autumn 2010

Spring 2010 – Working with dream material (lead editor Lynda Norton)

Dream material can be brought to supervision in a number of different ways - for example there may be too many dreams (or too little); disturbing (or illuminating) dreams

What are the different ways you have developed of facilitating working with dream material with supervisees (and they in turn with their clients)?

Do you use different approaches in individual to group supervision ?

Do you have insights, reservations or concerns you would like to share?

Please contact Lynda Norton. (lynda.norton@ntlworld.com) if you would like to write a piece. The copy deadline is February 12th but it would be good to know as soon as possible if you are thinking of developing ideas.

Summer 2010 – Supervising in Organisations (lead editor Annie Power)

This edition will explore the issues which arise from supervision in different settings: the concept of the clinical rhombus, the impact of the organisation on the work and ways in which power and boundaries are held. We would very much like to include papers on work in a range of settings. If you supervise in a counselling agency, in primary care, in a hospital, a charity, a commercial organisation, a college or any other place where counselling and psychotherapy take place, we would welcome an account of your experience of the organisational impact.

If you would like to write something on supervising in organisations for the Summer 2010 'Supervision Review' please contact Annie Power. (anne.power@gmail.com) The copy deadline is April 30th 2010.

Autumn 2010 – Supervising Clinical Assessments (lead editor Chris Driver)

Supervising clinical assessments requires the supervisor to develop assessment skills within the supervisee. In particular the development of the capacity to focus and conceptualise in relation to the material presented, consider the patient's history and how this impacts on and influences the present and reflect on the transference to the assessor.

If you have experience of supervising assessments and would like to write something for the Autumn 2010 'Supervision Review' please contact Chris Driver (chris@driver4.prestel.co.uk) The copy deadline is October 18th 2010.

General [guidelines](#) for writing an article for 'Supervision Review'

Articles for 'Supervision Review'

General Guidance

Spring 2010	Working with dreams	Copy deadline Feb 12 th Lead Editor Lynda Norton
Summer 2010	Supervising in Organisations	Copy deadline April 30 th Lead Editor Anne Power
Autumn 2010	Supervising Clinical Assessments	Copy deadline Oct 18 th Lead Editor Chris Driver

Theme: Articles need to address the theme from the perspective of psychodynamic / psychoanalytic / analytical psychology and focus upon supervision (vignettes may be from the perspective of supervisor or supervisee).

Copy Deadline: This allows time for editing/checking queries prior to the committee meeting and 'Supervision Review' going to print. NB. If you would like feedback on a late draft please let the lead editor know beforehand and agree an earlier deadline to allow sufficient time for this process.

Article length: Articles are usually 2,000 words (approx), although where appropriate and by negotiation we can offer flexibility with this wordage up to 3,000 (approx). 'Nuggets' i.e. more informal / shorter pieces are also welcome.

Format: For articles please include the following:-

- **Title of article and name of author**
- **Abstract** – a one paragraph summary
- **Six key words** - The key words are for use by the internet search engines for the e-journal
- **Main text**
- **Bibliography**
- **Biography** - a few sentences of personal biography.

E-Journal: Please note that any published article will also be included in the e-journal on the BAPPS web site.

Copyright: If you wish to include/use any of your material previously published in a book/journal please ensure that you liaise with your publisher to obtain permission.

Lead Editor: This rotates between Chris Driver, Annie Power & Lynda Norton. The role of the lead editor is to provide support & constructive feedback during the process of writing & submission. Please do not hesitate to contact us if you have an idea for an article & would like to sound someone out or if you have any other queries.

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BAPPS
SPRING CONFERENCE

Saturday 15th May 2010

Supervision and Ethics

A workshop with the BAPPS Ethics Committee

**The Lecture Theatre
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***Tickets: £50 (£30 early booking) lunch & bookstall
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