



**Michael Carroll, Ph.D.** is a Fellow of the British Association for Counseling, a Chartered Counseling Psychologist and a BAC Accredited Supervisor. He is Visiting Industrial Professor at the University of Bristol and the 2001 recipient of the BPS Award for Outstanding Contributions to Professional Psychology. He is accredited as an Executive Coach and as a supervisor of Executive Coaches. He works as a counselor, supervisor, trainer and consultant to organizations in both the public and private sectors specializing in the area of employee well being. His doctoral dissertation was entitled “The Generic Tasks of Supervision” and he has lectured and trained in clinical supervision both nationally and internationally.

His publications include:

- ***Training Counseling Supervisors: Strategies, Methods, Techniques*** (Edited with Elizabeth Holloway, 1999)
- Counseling ***Supervision in Context*** (Edited with Elizabeth Holloway: Sage: 1999)
- The ***Handbook of Counseling in Organizations*** (Edited with Michael Walton: Sage, 1997)
- Counseling ***Supervision: Theory, Skills and Practice*** (Cassell, 1996)
- ***Workplace Counseling*** (Sage, 1996)
- ***Integrative Approaches to Supervision*** (2001) edited with Margaret Tholstrup.
- His most recent publication is called: “***Becoming an Effective Supervisee: Creating Learning Partnerships***” (2005) written with Maria Gilbert and published by Vukani Publishing.

The Workshop that he will be leading is **Supervision: Critical Reflection for Transformational Learning**. Supervision is an educational process dedicated to the learning of supervisees. The process of learning in supervision is experiential i.e. the reflective practitioner learns from engaging in clinical work and then reflecting on it. This assumes that practitioners are able to reflect, able to learn and able to translate their learning into action as well as able to engage in the clinical work.

This keynote talk will look at what is meant by “critical reflection that leads to transformational learning” – not transmissional learning which is about knowledge and, indeed, skills but does not necessarily change anything. It will look at blocks to personal learning and how some people are not able to learn anymore (i.e. transformational learning). They cannot learn in a way that changes their lives.

What blocks learning and what unblocks learning?

What blocks critical reflection and what unblocks reflection?

What blocks applying learning and what holds us back from changing what we want to change?

In brief, what do my supervisees need from me in order to help them become transformational learners?

We will look at unlearning and relearning as aspects of supervision and how it is the task of supervisors to facilitate the learning of supervisees. This will bring us to the area of dialogue, how we set relationships and environments that enable us “to think together” – not monologues, or skilful conversations, or debates, or arguments but generative dialogues where we meet and pool wisdom. Quite a challenge, not just professionally, but personally.