

Northamptonshire Branch
Training Network Group
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Coaching Supervision and Reflective Practice

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Session Content

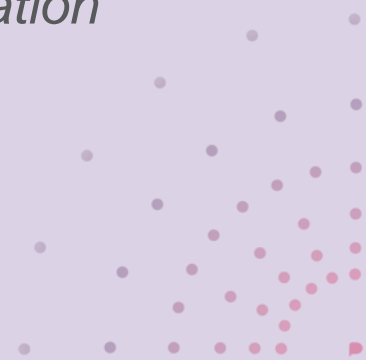
- Definitions and models of coaching supervision
- Opportunity to engage in some reflective practice through peer supervision
- Discussion Forum – a community of reflective practice for local coaches?



What is Coaching Supervision?

“Coaching Supervision is the interaction that occurs when a coach periodically brings his or her coaching work experiences to a coaching supervisor in order to engage in reflective dialogue and collaborative learning for the development and benefit of the coach and his or her clients.”

International Coach Federation



‘Supervision is a place where a living profession breathes and learns ... supervision can be a very important part of taking care of oneself, staying open to new learning, and an indispensable part of the coach’s on-going self-development, self-awareness and commitment to learning.’

Hawkins and Shoet

Functions of Supervision

- **Developmental** – develop skills, understanding and abilities of the coach
- **Qualitative** – provide quality control, ensuring boundaries are being maintained and the coach is working to highest ethical standards
- **Resourcing** – create space and support for the coach to reflect, explore and discuss any issues they may be experiencing

Hawkins and Smith

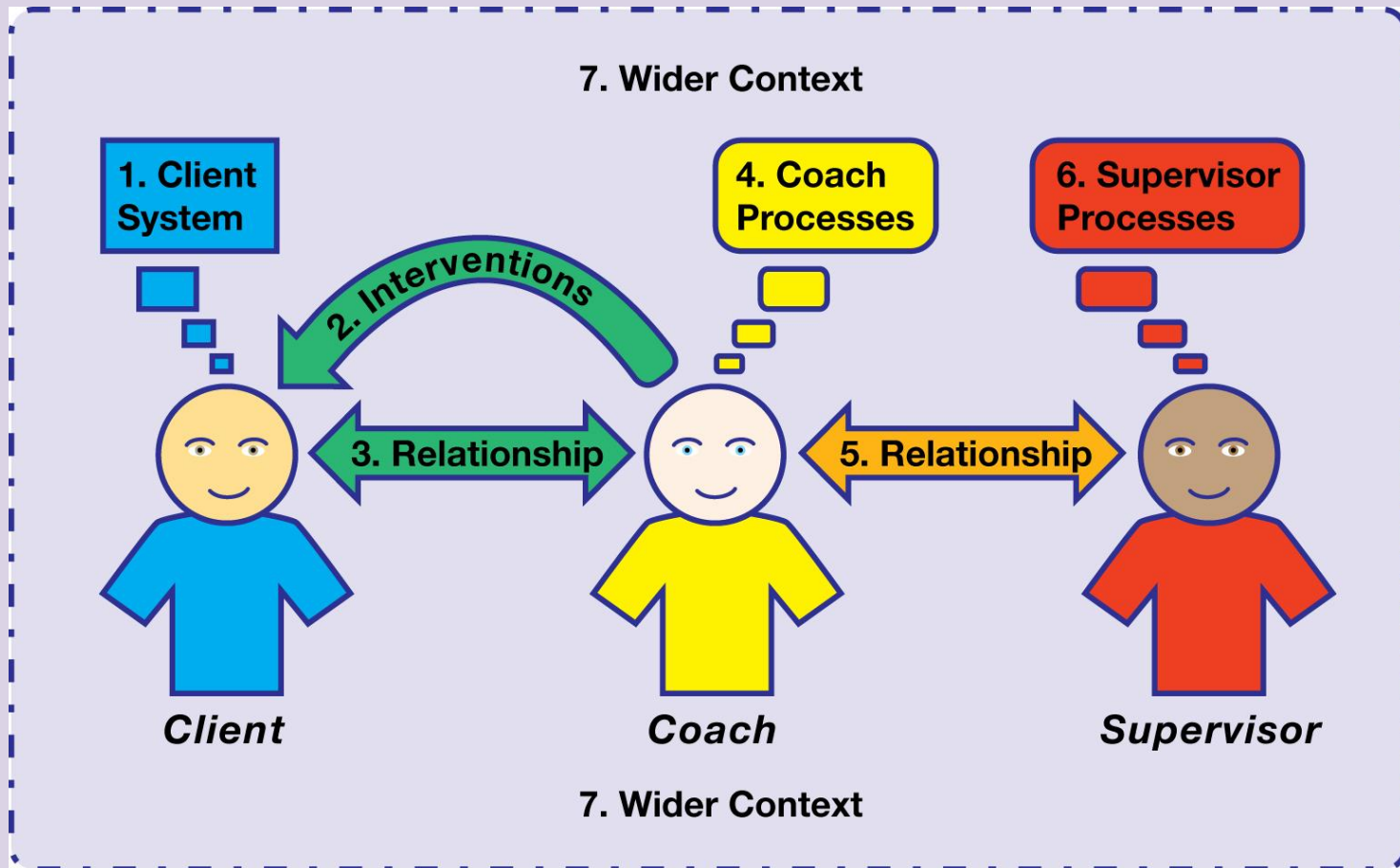
Why is supervision important in coaching?

- Professional coaches being asked to provide evidence of supervision in tendering
- Professional bodies require members to have regular supervision
- Ethical codes of conduct
- Emotional and practical safety net for practicing coaches



Models of Supervision

7 Eyed Supervision Model



Hawkins and Shohet

Supervision at it's BEST

- **B** – building strong, open and trusting relationships, within a safe environment and a focus on outcomes, with a confident mind-set
- **E** – engaging through rapport, deep listening, involvement throughout, and 'clean' in use of language
- **S** – supporting by providing constructive feedback, using metaphor, and encouraging potential
- **T** – trusting by the sharing of knowledge, experience and skills; encouraging responsibility for their own leaning and growth

Models of Supervision

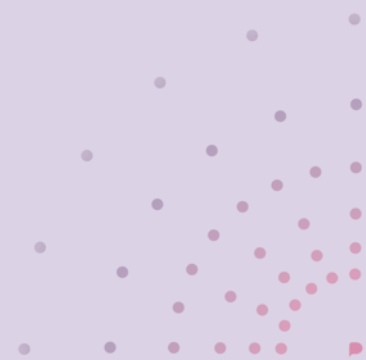
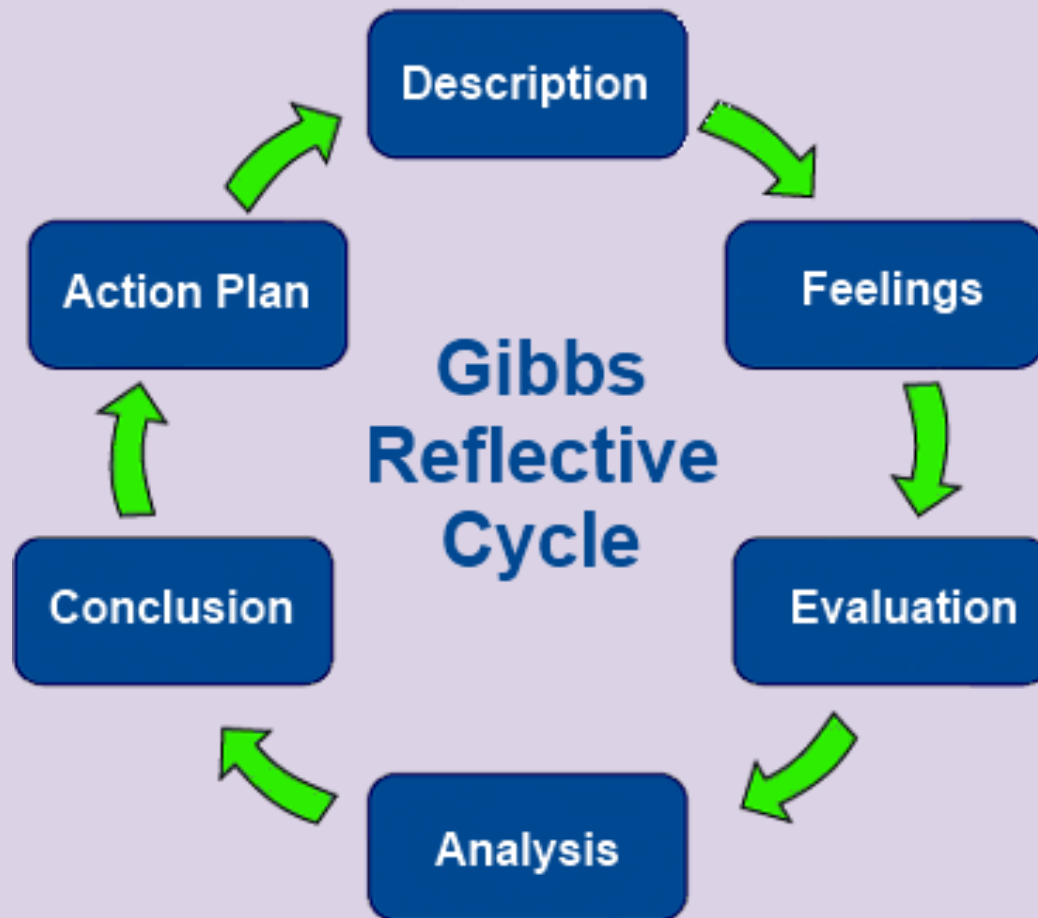
CLEAR

- Contracting
- Listening
- Exploring
- Action Review

Peter Hawkins



Reflection



Coach Maturity

Approach	Style	Focus
Models based	Control	How effectively do I use the model? How do I take them where the need to go?
Process based	Contain	How well do manage the coaching process? How do I give enough control to the client yet retain a purposeful conversation?
Philosophy based	Facilitate	How do I contextualise the client's issue within my philosophy of coaching? What can I do to help the client do this for themselves?
Systemic eclectic	Enable	Are we both relaxed enough to allow the issue and the solution to emerge? Do I need to apply and techniques or process? If so, what does the context tell me about choosing from the wide choice available to me?

From Reflection to Reflective Practice

- Reflection **on** practice and reflection **in** practice (Schön)
- Developing your '**internal supervisor**' (Casement):
perspectives and insights that are available to coaches as they work with clients; tuning into the entire range of body/mind information offering cognitive, intuitive, somatic information.



Approaches to Supervision

- One to one
- Group (action learning model or issue led)
- Peer
- Face to face/virtual



Practical Activity

NB. Principles of confidentiality and accountability.

In small groups, work with other coaches to explore an aspect of coaching which would benefit from exploration/reflection.

- What would you like to reflect on in your coaching practice?
- What are your reflections?

Benefits of Peer/Group Supervision

- Cost and time effective on-going development for coaches
- Coaches learn from each other and explore common themes, issues and challenges
- Builds a sense of identity, mutual support, professionalism, and capability amongst the coaching community
- Supports the creation of a coaching culture in the wider organisation (for internal coaches)
- Opportunity to share key organisational issues and create a system for feeding these back to the organisation (for internal coaches)

Moving Forward

- Developing a community of reflective practice for coaches...

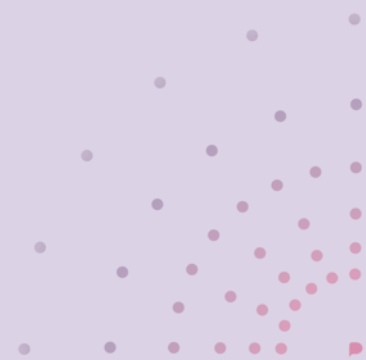


References and Reading

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- De Haan, E., (2012), Supervision in action: a relational approach to coaching and consulting supervision: A relational approach to coaching and consulting supervision, Open University Press
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Professional Guidance

- <https://emccuk.org/standards-ethics/guidelines-for-supervision/>
- <http://www.associationforcoaching.com/pages/about/coaching-supervision>
- <http://www.coachfederation.org.uk/professional-development/coach-supervision/>



CPD

- Oxford Brookes Annual International Conference on Coaching Supervision, May 10th

<http://business.brookes.ac.uk/commercial/work/iccms/coaching-supervision-conference/>



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