

**Collaborative
Coaching Supervision**

Group Supervision Approaches For Coaching Supervision

Carol Whitaker

1. Devils and Angels.....	2
2. Line of questions.....	3
3. Listeners feelings/observations	3
4. Good news analysis	4
5. Dress rehearsals	4
6. Idea generation report.....	5
7. Getting the shift	6
8. 7-eyed model	7

1. Devils and Angels

Purpose: to review Key Next Step

1. **Presentation.** Present your situation and the Key Next Step that you would like to take, including your actions, thoughts and feelings about what you are going to do. **3 mins**

2. **Clarifying Questions.** Associates ask questions for clarification. **Maximum 2 mins**

3. **Coach chooses** which they would like to hear 1st a) Devils or b) Angels

a) **Devils Advocate.** Associates act as devil's advocate and state any concerns, doubts or niggles about the 'Key Next Step' they have just heard.

"I'm uneasy about...."

"I have a concern that...."

"I'm wondering about...."

"I noticed that...."

"It seems to me that..."

4 mins

You listen in silence, sift and sort, take what you want and leave the rest.

b) **Angels Advocate.** Associates give positive feedback - what impressed them about your behaviour, approach, actions or attitude.

"I like your idea to approach the issue in that way because....."

"You sound clear about....."

"You explained that positively"

4 mins

Supervisor to add 'what worked well' to finish on positive feedback

Response. In light of the above you say what you think now. Including any reflections or learning points that have become clear to you and any additional ideas you have for future action. **3 mins**

2. Line of questions

- Coach describes an issue they want support on (5 mins)
- Having listened to the coaches description each person in the group allowed to ask 1 question (only)
- Presenter asked by the Supervisor which question they would like to answer
- That line of enquiry is the pursued. The personal initially asking the chosen question poses it again. Once the dialogue has started other peers in the group join the discussion with the Presenter.
- The Supervisor invites the Coach to reflect on why they chose that particular question
- If time coach can choose another line of question

3. Listeners feelings/observations

- Each member of the group is asked to observe what happening to them when they listen to the coaches description , what feeling, physical sensations (impossible to get it wrong)
- Coach describes an issue they want support on (5 mins)
- Group members are asked to be aware of what they are experiencing(parallel processes)

Group members to feed back responses to Supervisor not coach (so coach can listen for the learning without feeling any judgment)

4. Good news analysis

Purpose

Reviewing a piece of your professional practice that went well.

1. **Presentation** Present a piece of your professional practice that went especially well. Describe what happened and identify what factors contributed to the success.
2. **Positive Feedback** Peers give positive feedback on either
 - What they feel contributed to your success
 - What has genuinely impressed them about your approach, actions or attitudes
 - Positive accounts of what is happening in them as they hear your
 - You listen in silence
3. **Response** You say anything else you need to say to finish up for now.

5. Dress rehearsals

Purpose

To prepare and practice for a situation that is coming up so that you can improve your effectiveness for the future. To practice new responses so that you can apply them in future situations.

1. **Presentation** Outline what you want to rehearse - the situation, your feelings about it, what it is you want to achieve and how you plan to rehearse it. Coach anyone for roles they may have to play.
2. **The Rehearsal** Set up the environment so it resembles the reality. Carry out the rehearsal as a role play including action replays at any point until you and the group are satisfied with your actions and behaviours.
3. **Reflection** You review and reflect on your experience of the rehearsal and group members have the opportunity to do the same
4. **Commitment** You make a commitment to act on the learning in the real situation and report back to the group at the next session.

6. Idea generation report

Purpose

This process is useful when people need ideas on what to do or, if they need to know whether what they are doing is OK. It is an effective learning tool, involves the sharing of practice (best and not so best) and is free from advice giving.

1. **Presentation** Present an incident from your professional practice that you would like to know how to deal with more effectively
2. **Sharing of Experiences** Peers take turns to say what they have done in this situation themselves. This is the 'warts and all' account and includes effective and not so effective behaviour, thoughts and feelings. It is a statement of what actually happened rather than what should have happened.
3. **Response** You have the option of reviewing your own situation in the light of what you have heard

There is no discussion or dialogue as the incidents are being described. Be careful not to pronounce judgement on or give opinions of any one else's incidents - just let them stand side by side.

7. Getting the shift

Purpose

This process is helpful when the client is stuck and you have tried other interventions that have not worked. Here are a set of questions that can be asked.

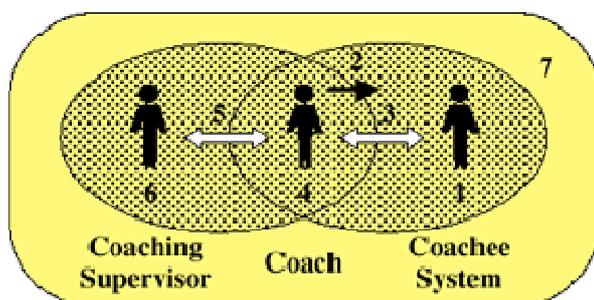
1. Think of a coaching/supervision client
2. Tell me about them and their wider system
3. What's the shift needed in your client?
4. What's the shift in your relationship that will cause this?
5. What's the shift in you that will cause this?
6. Be that shift right now!(Show me how you'd be that shift)

This can be handled in one of two ways, and the client can decide what they would prefer. A single supervisor may ask the client the series of questions - this gives a sense of flow. Alternatively, the questions may be shared around the group with each question therefore being posed by a different person. This gives a subtle variation to the way in which the question is asked, enabling the client to follow their own thread rather than the supervisor's.

Taken from a presentation by DR Mike Munro Turner 1st July 2011

International Conference on Coaching Supervision Oxford Brookes University

8. The Seven-Eyed Model



The 7 Eyed Supervision Model

Coaching Supervision is about ensuring high quality coaching provision and takes the form of ongoing meetings between the supervisor and the coach. With the increasing professionalisation of coaching and mentoring, the importance and role of coaching supervision has become a hot topic. One way of looking at the process of

supervision is provided by the 7-Eyed model. Originally developed for use with psychotherapists and counsellors, it is now being applied to coaching and mentoring. It specifies the 7 areas that supervision can focus on:

1. **The Coachee System:** The focus is on the coachee situation; the problem the coachee wants help with, how they present issues and their choices.
2. **The Coach's Interventions:** The focus is on the interventions the coach made, how and why they made them, and what else they might have done.
3. **The Relationship between the Coach and Coachee:** The focus is on neither the coach nor their coachee but on the conscious and unconscious interactions between the two of them so that the coach develops a better understanding of the dynamics of the coaching relationship.
4. **The Coach:** The focus is on the coach's own experience as an instrument for registering what is happening beneath the surface of coachee system.
5. **The Parallel Process:** The focus is on what the coach has absorbed from the coachee system and how it may be playing out in the relationship c/s
6. **The Coaching Supervisor's Self-reflection:** The focus is the supervisor's "here and now" experience with the coach and how this can be used to shed light on the coach/coachee relationship.
7. **The Wider Context:** The focus is on the wider organisational, social, cultural, ethical, and contractual context within which the supervision is taking place.

In focussing on areas 1-3, the supervision is concerned with reflecting on the coaching session itself - its content, the interventions made, and the dynamics of the coaching relationship.

In areas 4-6, the supervision is concerned with the coaching session as it is reflected in the here and now experience of the supervision session. The value of this model is that it maps the areas that supervision can focus on, making it easier to ensure that we have covered the ground. And by changing the labels in the diagram above, we can equally well use it as a model for what we can focus on in a coaching session! More on this model and coaching supervision in general in [Coaching, Mentoring and Consultancy: Polishing the Professional Mirror](#) by Peter Hawkins and Nick Smith.