

Session 40: Supervision principles and practice

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Today we are exploring

- The importance of coaching supervision
- Principles for supervisors
- Good practice:
  - Links to contracting
  - Codes of practice
- Seven eyed supervision model

Reflecting on supervision?

- ✓ Finish this sentence: Right now, supervision feels…
- ✓ What do you currently know about coaching supervision?
- ✓ What kinds of dilemmas might you take to supervision?
- ✓ What helps you to work through your dilemmas in coaching?
- ✓ How does having a safe space to explore your coaching impact your sessions?
- ✓ How do you currently identify the gaps in your knowledge?
- ✓ Where else can you go to address those gaps?
- ✓ What else do you notice?
- ✓ What do you want in place to maintain supervision in your coaching practice?
- ✓ Explore the different resources relating to supervision in the course materials for ideas

Why is coaching supervision important?

An increasing number of books and academic articles on the topic of Coaching Supervision are being published.

International Coaching Federation is actively contributing to this growing body of research, including its recent publication in International Coaching Psychology Review, (Volume 12, No. 1, March 2017), which identified key benefits for coaches who receive Coaching Supervision. These benefits include:

- ✓Increased self-awareness
- ✓Greater confidence
- ✓Increased objectivity
- ✓Heightened sense of belonging
- ✓Reduced feelings of isolation
- ✓Increased resourcefulness

https://coachingfederation.org/credentials-and-standards/coaching-supervision

Supervision enables coaches to:

- Gain necessary perspective on your coaching work.
- Identify and address your own 'hot spots' – tendencies such as people pleasing that have the potential to undermine your effectiveness as a coach.
- Talk through more complex issues arising in your coaching.
- Maintain continuous and rigorous self-reflection.
- Sustain commitment to continuous learning and development.
- Explore new ideas and perspectives.
- Work through any ethical issues on a confidential basis.
- Consider the wider implications of the coaching work including the organisational perspective.
- https://coachingfederation.org/blog/the-case-for-coaching-supervision

Differences between coaching, mentor coaching and coaching supervision

- **Coaching** is designed to help clients achieve their objectives through self-awareness, goal setting, and action planning.
- **Mentor coaching** for an ICF coach credential is focused on developing the core competencies and skills required for coaching.
- **Coaching supervision** comprises a reflective space in which the coach and supervisor explore:
  - coaching quality
  - ethical practice
  - the coach's development and growth
  - the impact of the work on the coaching
  - in the service of the client work

https://www.associationforcoaching.com/page/WhatisCoachingSupervision

Principles for supervisors

Principle 1: To ensure the **quality of coaching practice** and the **development of the supervisee's competence**:

- Manages the contract and facilitates the process
- Builds and maintains relationship
- Promotes and executes ethical and professional behaviours
- Supports the wellbeing of the supervisee
- Facilitates the development of the supervisee

Principles for supervisors

Principle 2: To keep at the core of supervision the purpose of developing capacity for **reflective and reflexive practice** in the supervisee:

- Applying **Psychological Mindedness**

Reflective practice: reflect on your actions so you can engage in a process of continuous learning. *(reflective journals and diaries)*

Reflexive practice: able to assess a situation as it is happening and tweak things as you go, to look at why things are the way that they are and consider the role they are playing in the current outcome *(dual listening, self-management)*

Psychological mindedness: a person's capacity for self-examination, self-reflection, introspection and personal insight *(various course resources)*

Principles for supervisors

Principle 3: To ensure that the supervisee, the supervisee's client and, where relevant, the sponsoring organization receive the best possible service at all times:

- Demonstrates credibility as a coach and coaching supervisor
- Enables value creation for clients and their stakeholders

Additional Competencies for Group Supervision

- Surfaces and manages group dynamics
- Facilitates the group process

https://www.associationforcoaching.com/resource/resmgr/accreditation/coaching_supervision_training_accreditation/2021_updated_documents/competency_framework.pdf

Good practice

Links to contracting:

- Good practice to be clear you are having supervision when you do your contracting with your coachee so you can explain how you make your case studies anonymous to protect your clients

Codes of practice:

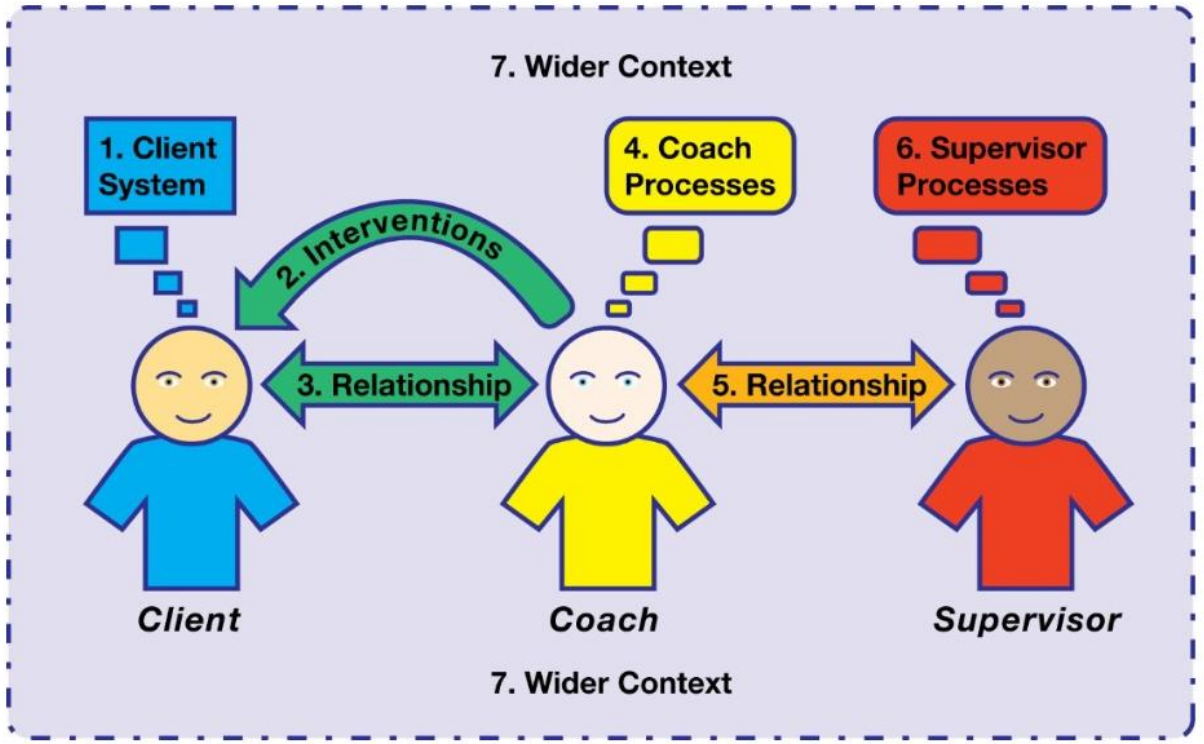
- Global Code of Ethics for coaches, mentors and supervisors
- Association of National Organisations for Supervision in Europe Code of Ethics

https://www.associationforcoaching.com/page/EthicalContextandCodes

Seven eyed supervision model

- Mode 1. The coachee
- Mode 2. The coach's interventions
- Mode 3. The relationship between the coach and the coachee
- Mode 4. The coach's awareness
- Mode 5. The supervisory relationship
- Mode 6. The supervisor's self-reflection
- Mode 7. The wider context

For further reasing about supervision: "Coaching, Mentoring and Organizational Consultancy.Supervision, Skills & Development", Open University Press, McGrawHill (2013)



What this means for you personally

- ✓ Reflect on legal and ethical considerations that could apply to you as a coach – what do you notice?
- ✓ Play with it a little – what if this was different?
- ✓ Use the questions at the start of this session to help you reflect
- ✓ Identify 1 ways you want to explore your ethical capacity over the next month – with awareness that you can explore other aspects another time
- ✓ Plan what you will do over the next month to develop this capacity
- ✓ Consider how feeling capable can help other parents

The importance in a parenting context

- ✓ Your awareness of and confidence in ethical considerations will naturally bring a new dynamic to your parenting
- ✓ You can share your awareness with coachees, both formally by showing and explaining, and informally by modelling the approaches in your sessions
- ✓ You can pick the knowledge, skill or behaviour that feels relevant in the context:
  - ✓ Introducing the coachee parent to the concept of ethics may help the coachee to explore nuances of ethics within their family
  - ✓ How could the coachee explore their own ethics in relation to parenting and start to notice what feels right and what doesn't?
  - ✓ How does the child feel in their body when their parent is behaving in line with with their own ethical framework?
  - ✓ How can the coachee check in with their child to explore what feels ethical and appropriate and what doesn't?
  - ✓ How can the coachee negotiate with others to ensure the child is treated in an ethical manner?