

**Collaborative
Coaching Supervision**

**Group Supervision Approaches©
for
Coaching Supervision**

Carol Whitaker

Anne Calleja

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1. Devils and Angels

Purpose: Take another perspective through asking challenging (Devils) and supporting (Angels) questions to open up choice and options for next steps

1. **Presentation.** Present your situation and the outcome you would like to achieve. Consider your actions, thoughts and feelings.
2. **Clarifying Questions.** Peers ask questions to clarify the desired outcome /dilemma and group expectations.
3. **Coach chooses** which they would like to hear 1st a) Devils or b) Angels and listen while each peer gives their perspective.

a) **Devils Advocate.**

Peers, in turn, act as devil's advocate, asking questions, stating any concerns, doubts or niggles about the actions to achieve the 'outcome' 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. **Supervisor:** asks **Coach** if they would like to reflect or comment

b) **Angels Advocate.**

5. **Peers, in turn,** give constructive feedback - focus on specific actions, behaviour, skills and resources.

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

"You sound clear about....."

"You explained that clearly and concisely", which meant....

"It seemed that when you said or did 'x' the impact was

6. **Supervisor/s:** Allow Coach a few moments to process and then Ask Coach: 'what have you noticed/felt / thought/ learned?'

2. Line of questions

Purpose: We have different perspectives and 'positions/views' to a situation. Being impartial/clean to a situation adds invaluable insights.

The essence of this enquiry is to stay 'clean' and not allow intrusive thoughts or our own baggage.

1. **Coach:** describe an issue you want support on with your desired outcome (2 mins)
2. **Peers:** Listen
3. **Peers:** each think of a question to ask the coach.
4. **Peers:** share your question (1 clean/short question) and pose it to the group supervisor/s. - **not the coach**
5. **Supervisor:** asks Coach which question they would like to consider.
6. That line of enquiry is then pursued.
7. **Supervisor:** invites the person who initially asked the chosen question to pose it again and continue with the dialogue.
8. **Supervisor :** invites the Coach to reflect on why they chose that particular question and if they would like to share their reflections with the group.
9. If appropriate/time permits then Coach can choose another line of question.

3. Listeners feelings/observations

Purpose: To step into the world of the coach, 'model' their experience and share that insight.

Process

1. **Coach:** describes an issue they want support on (5 mins)
2. **Peers:** observe as the coach describes their 'issue'.
 - **Notice** and be aware of: body posture, voice tonality, rhythm, pace, transference and parallel processes.
3. **Peers:** In turn, feedback their responses to Supervisor/s (not coach)
(So that the coach can listen for the learning without feeling any evaluation or judgment)

4. Good news analysis

Purpose:

To review and reflect on a piece of your professional practice that went well.

1. **Coach:** Present a piece of your professional practice that went especially well. Describe what happened and identify what factors contributed to the success.
2. **Peers: Give Positive Feedback** on either
 - What genuinely impressed them about the approach, actions or attitudes?
 - Positive accounts of what is happening for them as the coach ‘tells their story’
3. **Coach:** listens in silence, then say anything else to finish.

5. Dress rehearsals

Purpose

To prepare and practice for a situation that is coming up in order to develop your effectiveness for the future.

1. **Coach:** Outline what you want to rehearse - the situation, your thoughts and feelings about it, what it is that you want to achieve. Brief the group how you would like their support and any roles you would like them to play.
2. **Rehearsal:** Set up the 'room' 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:** 1. The Coach reviews and reflects on the experience of the rehearsal. 2. Group members are invited to share their experience and feedback from their role/perspective.
4. **Next Steps:** Coach summarises their learning. Makes a commitment to put this into practice 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 next or, if they need to gain feedback on what they are doing. It is an effective learning tool, involves the sharing of practice (best and not so good) and is free from advice giving.

1. **Coach:** Present an incident from your professional practice that you would like to know how to deal with more effectively
2. **Peers: Share Experiences** Peers take turns to say what they have done in this type of 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. **Coach response:** You have the option of reviewing your own situation in the light of what you have heard

As a group 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 your 'client' is stuck, and you have tried other interventions that have not worked. Here are a set of questions that can be asked.

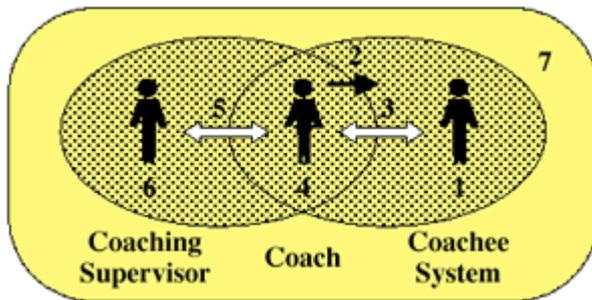
1. Think of a coaching/supervision client
2. Tell me about them and their wider system
3. What's the shift needed in your client?
4. What's the shift in your relationship that will cause this?
5. What's the shift in you that will cause this?
6. Be that shift right now! (Show me how you'd be that shift)

A supervisor asks the coach the series of questions - this gives a sense of flow and continuity. Peers observe and may reflect on their own stuck client. The Coach reflects on the process and shares with their Peers anything or not the choice is theirs.

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 Organizational Consultancy](#): by Peter Hawkins and Nick Smith (2016).

Some Example Questions for each “eye” of the model

1	<p>The Client’s System What was it about your client that makes you say that ? How was the client presenting when they talked about that ? What else do you know about the client that would help you make sense of that ?</p>
2	<p>The intervention used How did you choose your intervention? What were you hoping would happen when you did that? What did you decide not to do at that point?</p>
3	<p>The coach : client relationship What do you notice about your relationship with the client at this point? If you think about you and your client engaged in a dance – what kind of dance would it be ? If you were a fly on the wall in this client session – what would you have noticed about the relationship ?</p>
4	<p>The Coach’s Own Processes What was going on for you when this happened? Who did the client remind you of at this point ? How much of this is do you think is about the client’s “stuff” and how much is about your “stuff”?</p>
5	<p>The Coach : Supervisor Relationship May I share with you what I’m noticing in our dynamics “here and now” ? What’s your sense of how we are working together today ? What do you think is happening right here and now “between our noses”?</p>
6	<p>The Supervisor’s Own Processes May I share with you what I’m noticing in me as you are describing your session ? I’ve no idea why but I keep getting an image of “XXX” - could this have anything to do with what’s going on for you or for your client ?</p>
7	<p>The Wider Context What do you know about the client’s wider system that might be influencing this issue ? What would the client’s organisation have to say about that ? How was the contracting set up in relation to this coaching issue ?</p>

An extract from: Elaine Cox, Oxford Brookes University and Peter Hawkins, Robin Shoet: Supervision in the Helping Professions. 3rd Edition Pub: 2011