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## **Coaching Psychology Supervision**

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### **Introduction**

Clinical Supervision has been around for over a century. First devised as a support and reflective space for social workers in the late 19<sup>th</sup> Century in USA, it was slowly adopted by other helping professions – probation, advice and welfare programmes, EAPs and teaching. In the early days of Freud there is some evidence that small groups gathered to discuss and review each others' client work. Supervision was informal at this stage Max Eitington is reckoned to be the first to make supervision a formal requirement for those in their psychoanalytic training in the 1920s. The second phase of supervision emerged in the 1950s with the introduction of other counselling/psychotherapy orientations besides the psychodynamic. The type of supervision emanating from these new developments has been called “counselling-bound or psychotherapy-bound” models of supervision in that they allied their theory and interventions in supervision to the counselling/psychotherapy orientation they espoused. Watching Rogers, Perls or Ellis supervising would make an observer wonder what was different from the manner in which they supervised to the way they engaged in counselling. It was in the 1970s that supervision began to move away from counselling and make a bid for being more of an educational process than a counselling one. The focus moved from the person doing the work to the work itself. As a result the social role/developmental frameworks for supervision became more popular. Supervision now became centered on practice, the actual work done with a view to using that work to improve future work. This was quite a major shift in supervision theory and practice and the divide between counselling and supervision was firmly established. Supervision was unapologetically and unashamedly centred on practice and whatever impacted on that practice was the rightful subject of supervision (e.g., the person of the practitioner, the impact of the organisations involved).

By the 1970s supervision had been well and truly adopted by the counselling psychology fraternity in the USA and there found its primary home for the next 20 years. From the USA Universities there emerged a wealth of supervision theory, models and research. There is little doubt that the main bulk of supervision research has come from and still comes from USA and still, in particular, from counselling psychology. The emphasis from within counselling psychology on the “reflective-practitioner” model as the best way of defining a counselling psychologist gave supervision its credibility. Supervision was the “reflection on practice” aspect of the work.

Though it had been in Britain before 1980s (again in youth work, social services, teaching and probation), in the late 1979s and early 1980s clinical

supervision made its journey across the ocean and settled here. It carried the US models and frameworks through the professions of counselling, counselling psychology and psychotherapy. Going even further than in USA, the British Association for Counselling and Psychotherapy not only adopted the new infant, but made supervision mandatory and a requirement for all its practitioners. No longer an option or a recommendation, BACP was the first counselling organisation to require all its practitioners members to attend supervision for a minimum of 1.5 hours a month. This is still the case. Like USA, counselling psychology in Britain saw supervision as an integral part of training and ongoing development and while stopping short of making it a requirement for those qualified (it is mandatory for those in training) has been forceful in recommending its use and usefulness.

Coaching psychology is currently reviewing its stance vis a vis supervision and few conferences on coaching psychology pass without supervision getting at least a mention and often centre stage. However, quite rightly, coaching psychology is wary of transferring models of supervision pertinent to other professions into the coaching arena. Pampallis Paisley (2006) asks the key question here “whether the existing models of supervision are sufficient for the demands of coaching”. and answers it with a both...and. Coaching supervision can borrow elements and models from supervision as applied to other professions and there is room to look at coaching as “a distinctive enough discipline to require a particular frame of supervision and a particular theory to support this”. This chapter wants to look at the added value supervision can give to coaching psychology as well as articulating how coaching psychology supervision can be implemented within a coaching psychology culture using existing models of supervision while recognising “the need for multiple layers and levels of complexity that the executive coach finds him or herself in when working in organisations” (Pampallis Paisley, 2006).

### **Types of supervision**

Before moving into coaching psychology supervision a few different types of supervision need to be outlined. In general there are four types of supervision (Hawkins and Shohet, 2000: 53):

Tutorial (research) supervision: supervision here is characterised by a mentor relationship where a supervisor oversees (guides, advises) someone who is engaged in completing a research thesis or a work project. Clearly the supervisor needs to be more experienced than the supervisee and needs to know the pathways along which the new supervisee travels.

Trainee Supervision: this type of supervision deals with those in training, those not yet qualified. The supervisor in this instance is also part of the assessment process that moves a trainee towards qualification. Evaluation takes on a major role in trainee supervision. The relationship here is a sort of “apprenticeship” model with the experienced and qualified supervisor again guiding the novice into the profession and towards experience

Consultative supervision: is called consultative because the supervisee is qualified (perhaps even more experienced than the supervisor in their area of work). Clearly this is more of a collegial relationship with less formal evaluation and more of companion on a learning journey relationship than a hierarchical one.

Managerial supervision: is supervision where the supervisor is also the line manager of the supervisee.

By and large what we have called clinical supervision (or reflective or developmental supervision) pertains to circumstances where the work of the practitioner is the focus of the meeting between supervisee and supervisor and where the supervisor has no other relationship with the supervisee other than the supervision relationship. For this reason this chapter will look in detail at consultative supervision as the main agenda of coaching psychology supervision today. As training programme in coaching psychology emerge then trainee coaching psychology supervision will need to be addressed more fully.

While most of what is written here will concentrate on executive coaching, life coaching shares many of the supervisory insights. What is usually different between the two is the existence of an organisation that sponsors executive coaching and wants a say in the coaching psychology agenda.

### **What is meant by supervision?**

What is supervision in general, across professions? At its simplest, supervision is a forum where supervisees (in this case coaching psychologists) review and reflect on their work in order to do it better. Coaching psychologists bring their practice to another person (individual supervision) or to a group (small group or team supervision) and with their help review what happened in their practice in order to learn from that experience. Ultimately, supervision is for better coaching work. It's not the only help to better work but in the estimation of many it is one of the most effective interventions. In a relationship of trust and transparency, supervisees talk about their work and through reflection and thoughtfulness learn from it and return to do it differently. Supervision is based on the assumption that reflecting on work provides the basis for learning from that work and doing it more creatively (Bolton, 2001; King and Kitchener, 1994; Moon, 1999)

Ryan (2004) puts it well: "Supervision" she writes, "is an inquiry into practice. It is a compassionate appreciative inquiry.... In supervision we re-write the stories of our own practice... supervision interrupts practice. It wakes us up to what we are doing. When we are alive to what we are doing we wake up to what is, instead of falling asleep in the comfort stories of our clinical routines". (p. 44).

Coaching psychology supervision is a form of experiential learning. At its heart is practice, the actual work of the coaching psychologist supervisee.

There is no such thing as supervision where work is not reviewed, interviewed, questioned, considered and critically reflected upon. Supervision that is not centred and focused on actual practice and work is simply another form of counselling or psychotherapy. Supervision is reflection-on-action or indeed, reflection-in-action to result in reflection-for-action.

Lane and Corrie (2006) summarise what they see as the benefits of supervision for counselling psychologists. In my view, these benefits are equally true for coaching psychologists:

- It offers protection to clients (cases are reviewed)
- It offers reflective space to practitioners (so insights for improvement)
- It helps practitioners identify their strengths and weaknesses
- It helps learning from peers
- It offers the opportunity to keep up to date with professional developments (p. 19)

I would add some further benefits to the above:

- It alerts practitioners to ethical and professional issues in their work and creates ethical watchfulness
- It provides a forum to consider and hold the tensions that emerge from the needs of various stakeholders in coaching psychology arrangement (the Company, the Coachee, the profession)
- It allows practitioners to measure the impact of their coaching work on their lives and to identify their personal reactions to their professional work
- It offers a “third-person” perspective (feedback) from the supervisor who is not part of the client system
- It is ultimately for the welfare and better service to the client (the coachee)
- It creates a forum of accountability for those to whom the coaching psychologist is accountable (company, coachee, profession etc)
- It updates coaching psychologists to the best in psychological innovation, insights and research.

Lane and Corrie (2006) quite rightly point out that effective supervision should lead automatically to communities of practice (action-learning groups who work together to help each other provide better services). In such communities of practice developing excellent work becomes the project for all the members who use the community as a forum for reflection. Team supervision and small group supervision can easily become communities for the practice of coaching psychology.

Hawkins and Smith (in press) capture a number of these elements above in their definition of coaching supervision where they emphasise the systemic view of coaching psychologists: “Coaching supervision is the process by which a Coach with the help of a Supervisor, who is not working directly with the Client, can attend to understanding better both the Client System and

themselves as part of the Client-Coach system, and by so doing transform their work. It also allows the coach to discover where he or she is not currently creating the shift for the benefit of the client and client organisation". As we will see below effective supervisors need to be systemic in their views and inclusive in holding a number of needs together" (see [www.bathconsultancy.com](http://www.bathconsultancy.com)).

### **Coaching Psychology Supervisors**

Supervisors are primarily facilitators of reflection. Above all they create a relationship and environment of safety and honesty where supervisees lay out their work and together (supervisor and supervisee) review it. Practice then becomes mindful involvement rather than mindless repetition (the opposite of reflection is mindlessness where work becomes routine, the same work reproduced again and again in a mindless way). Supervision creates mindful supervisees who think deeply and courageously about their work. Unapologetically they, supervisors and supervisees want excellent work, quality work, and the best service for coachees. Bond and Holland (1998) capture the flavour of this in their definition of supervision as: "a regular, protected time for facilitated, in-depth reflection on practice"

A group of 50 Maori psychologists, social workers and counsellors I worked with in 2005 devised their own definition of supervision as "gathering the treasures of the past into the competencies of the present for the wellbeing of the future" (New Zealand, 2005). Supervision is not a given: it is culturally friendly, professionally adaptable and needs to be moulded to situations and supervisees. Coaching psychology supervisors are eminently flexible – they move towards supervisees and not the other ways around demanding supervisees accommodate to supervisors (as has been the tradition in supervision for so long).

In summary then, some of the central tenets that determine what coaching psychology supervision are the following:

- Coaching psychology supervision is for the learning of supervisees (coaching psychologists)
- Experiential learning is the heart of supervision – the coaching work becomes the vehicle for learning (learning from doing)
- Supervisors facilitate supervisee learning
- Learning in supervision is transformational (not just transmissional)
- Learning is for the future (what do we need to do the work better when we return to it?)
- Learning includes finding a voice so that coaching psychologist can articulate what they do and why they do it the way they do
- Supervision is conversation-based learning – in a thoughtful and reflective dialogues learning takes place
- Supervision moves from "I-learning" to "we-learning"

### **Supervision is for the Learning of the Supervisee**

The focus of coaching psychology supervision is the learning of the supervisee. Every supervision session could easily end with the same boring phrase: “What have you learned from the last hour with me”. The learning involved is not just theoretical or simply head learning. It is learning from experience which results in doing the work differently. Supervision is about transformational learning (Merizow, 2000). The very experience of working becomes the teacher; we sit at the feet of our own experience (Zachary, 2000). The American Military devised a form of this kind of supervision called the AAR (After Action Review) where after an operation commanders gather their troops in small group and face them with six questions:

What did we set out to do?

What happened?

What went well?

What went badly?

What have we learnt from this exercise?

What will we do differently next time? (Garvin, 2000)

This is genuine supervision and the same questions could be asked by coaching psychology supervisors in reflecting on a coaching psychology session. The last two questions summarise the future. We revisit the past to reflect on it, we move to the future to do it differently in the light of what we have learned from the past. In the present we review the past to learn for the future.

I am convinced we over-teach and, as supervisors we are much poorer at facilitating learning than we are at teaching. The two (teaching and learning) are not the same and may even necessarily be connected. Teaching does not necessarily result in learning and it certainly and often does not result in the learning I, the teacher, am hoping for. In teaching we ask the recipient to join us in our world: in learning we join them in their world. I am not saying that teaching is unimportant – I am just saying it's not as important as learning.

If “all learning begins from the learner’s frame of reference” then it does not make sense for coaching psychology supervisors to supervise as if all supervisees should be supervised in the same manner. Supervisors, understanding that one size does not fit all in learning terms and need to know the learning styles or intelligences of those we teach. How rarely we ask: before I teach you could you let me know your learning style?

Before beginning supervision it seems advisable to ask supervisees:

How do you learn?

What is your learning style?

How can I facilitate your learning?

What would I do that might block your learning?

How might differences between us impact on your learning?

How can we learn together?

Armed with this information coaching psychology supervisors become flexible and adaptable in gearing their style and interventions to the learning needs and the learning styles (and learning intelligences) of coach supervisees.

### Systemic Supervision

While the visible focus of coaching psychology supervision is usually two people (as in life coaching), or a small group of people (peer, team, group supervision), to ignore the systemic side of supervision is to miss the unseen but very active participants in the wider field who impact dramatically on the coaching psychologist, the coachee and their work together. Supervision inevitably involves a number of subsystems, even if they are invisible participants in the process. Not to consider them and keep them in mind and be aware of their impact is to create blindness, what Oshry calls “system blindness” (Oshry, 1995). A systems approach to coaching psychology supervision keeps the big picture in mind as outlined in Figure 1:

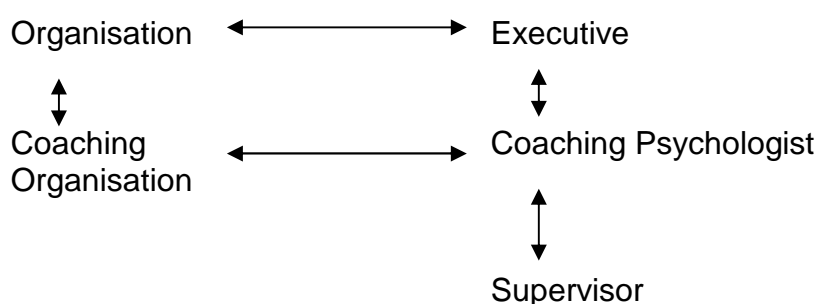


Fig 1: A systemic overview of coaching psychology supervision

In Fig 1 an organisation contracts with a coaching organisation for individual executives to engage in executive coaching with a designated coach employed by the coaching organisation. This coach is being supervised by an external supervisor or in some instances by a supervisor internal to the coaching organisation.

Sometimes the above five subsystems are all involved, sometimes four of them and less often in executive coaching three of them (Executive, Coach and Supervisor). Imagine some of the dynamics needing consideration when an external supervisor is supervising the work of a coach psychologist who belongs to a coaching organisation or company which contracts with an organisation to provide coaching to individual executives. Maintaining professional boundaries, managing contracts and in particular the psychological contract (Carroll, 2005) and being aware of the needs and responsibilities of each of the players can become a minefield (Copeland, 2005; Copeland 2006, Towler, 2006)

It is here particularly that coaching psychologists and coaching psychology supervisors need knowledge, insights and skills in understanding and working with companies and within a business context. Many coaching psychologists do not have this background from their previous experiences even when they have worked in the public sector. Hawkins and Smith (in press) alert to this factor, "... hence the dangers of over-applying the theories and models of one group to the work of another. One of the dangers of a coach going for supervision to a counsellor, or counselling psychologist, is that the supervisor's professional focus will tend towards understanding the psychology of the client. .... The biggest danger is when a fundamental orientation, that is more interested in individuals than organisations, tips over into an unrecognised tendency to see individuals as victims of 'bad' or 'unfeeling organisation". Coaching psychology supervisors add the organisational aspect (as well as the individual perspective) to their agenda.

Two recent PhDs have looked at supervision within organisational context, one in particular reviewing the impact of the organisation on the supervision arrangement (Gonzalez-Doupe, 2001 and Towler, 2005).

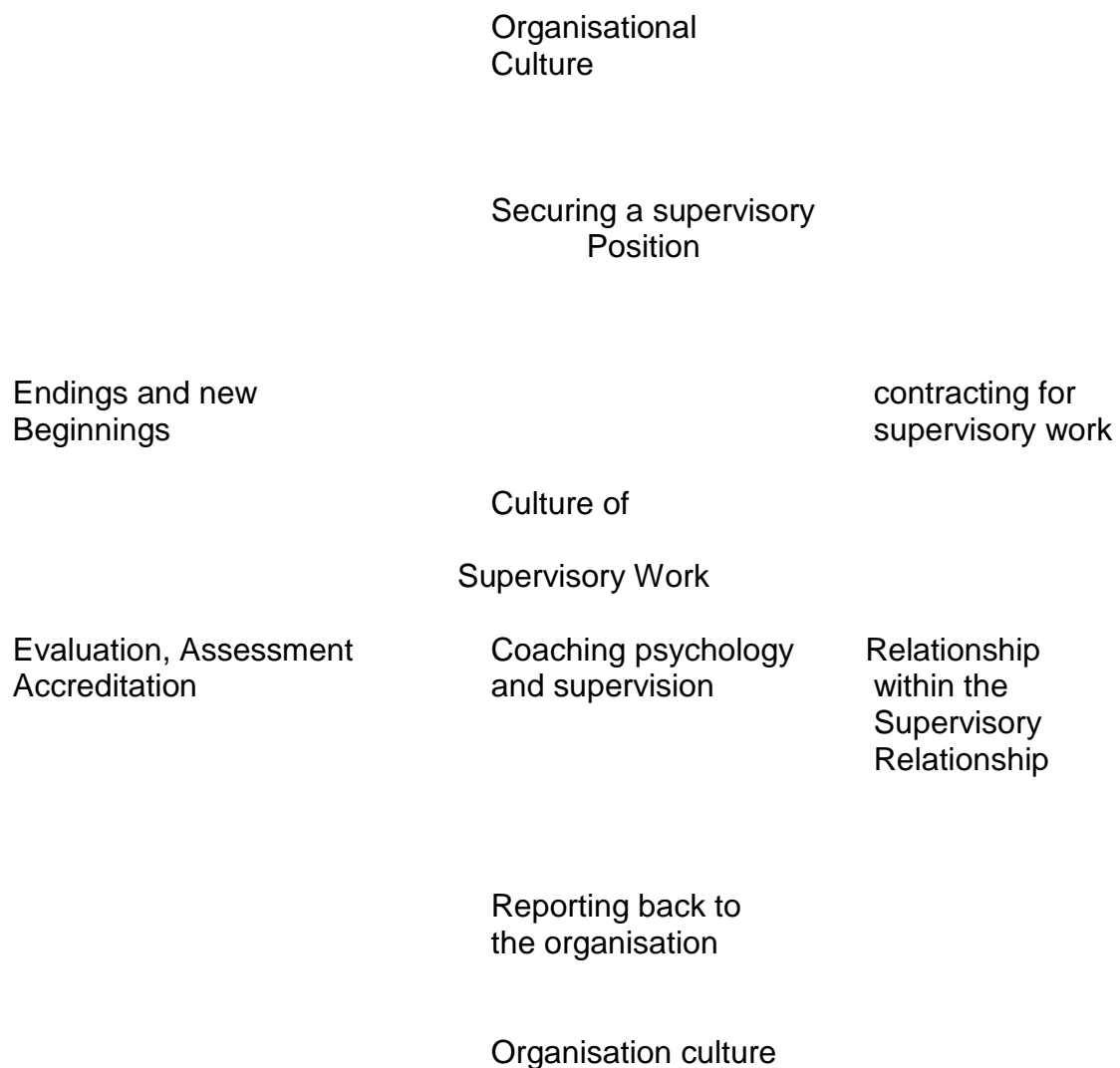
Towler is specifically interested in "how the factor of context has influenced the process of supervision" and he uses the concept of "organisation as client" to look at the impact and "influence of the invisible client" (the company or organisational). His qualitative research uncovers the psychosocial process of "supervisees and supervisor assimilating and acculturating in the flux and flow of the supervisory field that is expressed in:

1. Supervisee wrestling with the perceived negative influences of the supervisor (multiple roles of supervisor, not being understood, power)
2. Supervisees wrestling with the perceived negative influences of the organisation (litigation, expectations, constraints, culture)
3. Supervisors wrestling with their role in relation to supervisee and the organisation (collusive stances, monitoring, three way contracts)
4. Supervisees valuing and feeling valued by the supervisor (relationship, respect, protection, supervisor flexibility)
5. Supervisors valuing and feeling valued by the supervisees (respect, trust, clarity of roles)
6. Supervisors and supervisees valuing and feeling valued by the organisation (congruence in values, being held)
7. Supervisees and supervisors engaging in and co-creating a flexible space and relational focus for supervision (coping with organisational change, difficult clients, ethical issues)

Towler's conclusions are similar to those of Gonzalez-Doupe (2001) who concluded that supervisors act as buffers between supervisees and organisations. Her work centred on small group supervision within organisation settings and her core finding was that the work group functions as a boundary of protection against group, team and organisational pressure. This is first time small group supervision has been referred to a "group as protection". Her study shows the importance of supervision and supervisors

“supporting counsellors’ attempts at self-advocacy within the organisational system” (p. 238).

Both these authors offer conclusions highly relevant to supervisors who work with coaching psychologists who work within organisations where executive coaching is nested. Sue Copeland (2005) whose work is also with counsellors in organisations challenges us further to focus on the systemic (organisational side). Her model (very much for counsellors in organisations but very applicable to coaching psychologists who work with executives and teams in companies) is comprehensive and embedded in the organisation:



**Fig 2: Copeland (2005) A model of coaching supervision in organisations**

Carroll has outlined 10 tasks that supervisors need to fulfil when there is an organisation as part of the supervisory field. He summarises these as the ability to:

1. Generate clear contracts with all (these will include two-way, three-way and sometimes four-way contracts)
2. Enable coaching psychologists to collaborate (without colluding) with companies and organisations
3. Help coaching psychologists manage the flow of information with the whole system (confidentially, who talks to whom)
4. Support supervisees make appropriate ethical decisions in organisational contexts
5. Work with coaching psychologists at the interface between the individual executive and the organisation (who is the client?)
6. Help coaching psychologists look after and support themselves as they work within organisations.
7. Help coaching psychologists deal with records, statistics, reports and how to communicate these to organisations.
8. How to deal with three way meetings when appropriate
9. Facilitate coaching psychologists' understanding and ability to manage the parallel process within organisations.
10. Evaluate, with supervisees, how coaching psychology can be a vehicle for understanding and facilitating organisational change (e.g., team coaching, coaching for culture change)

A number of authors have begun to look at how best to prepare for and implement executive coaching within organisational contexts (see Austin and Hopkins, 2004; Copeland, 2005; Clutterbuck and Meggison, 2005; Hawkins and Shoheit, 2000). However little work has been done on coaching supervision itself. A recent doctoral dissertation tackles the issues of "multiple triangulations one finds oneself in when supervising in an organisation and the main one for coaching is: the coach, the client and the organisation" (Pampallis Paisley, 2006). Effective coaching psychology supervisors hold these subsystems together, their needs and interactions, in a creative tension.

### **Holding and containing the paradoxes of supervision?**

Coaching psychology supervisors have the unenviable task of sitting at crossroads and maintaining the tensions that come with holding opposites together. The following supervisory questions capture the dilemmas and struggles faced by all supervisors and ask of supervision:

- Is it surveillance or developmental?
- Is it about accountability or quality service?
- Does it curtail deficiency or maximise potential?
- Is it about assessment and feedback or self evaluation?
- Is the focus on the supervisee or the client?
- Is it about the system or the individual?
- Is it teaching or learning?
- Is it collegial or authority based?
- Is it about experts or beginners?
- Is it counselling or education?

In almost all of these tensions the answer lies somewhere in the middle. Coaching psychology supervision is “both...and”, rather than an either....or” stance. It is both evaluation and development, both learning and accountability. Quinn (2004) talks about categories melting when we begin to stop splitting opposites and polarities like love/hate, life/death, and making one good and one bad. He suggests combination such as: reflective action, responsible freedom, grounded vision and detached interdependence. Effective supervisors create combinations and make connections.

Holding and working creatively with such tensions can be difficult in relationships and organisations which pressurise coaching psychologist and coaching psychology supervisors to opt for one or other side of the dilemma. It is easy to get “caught in the cross fire” of maintain a neutral stance between the various parties involved (organisation, executive, executive coach).

### **Helping coaching psychology supervisees use supervision effectively.**

Many supervisees rightly complain that they have no training in being and becoming supervisees. Indeed there is little literature to guide them and few resources to help them understand what supervision is, how to choose a supervisor, contract within supervision, present coaching clients, deal with conflict etc. A recent manual (Carroll and Gilbert, 2005) offer supervisees practical helps in being an effective supervisee. Amongst other areas there are six sets of skills that help coaching psychology supervisees make the best use of supervision time. These are:

- ❖ Learning how to reflect
- ❖ Learning how to learn
- ❖ Learning how to give and receive feedback to facilitate learning
- ❖ Learning how to be emotionally aware
- ❖ Learning how to self-evaluate realistically
- ❖ Learning how to dialogue (see Carroll and Gilbert, 2005)

Carroll and Gilbert (2006) have translated their supervisee book into a manual for Coaches (On Being a Coachee: Creating Learning Relationships) which adds another support to coachees who have little literature to guide them in becoming effective coachees.

Supervisees need help in using supervision to its maximum and time spent helping them do so will have valuable returns.

### **Models for understanding Coaching Psychology Supervision**

While not devised for coaching psychology, a number of existing models of supervision are very applicable to working with executive coaches (e.g., Hawkins and Shohet, 2000; Holloway, 1995; Inskipp and Proctor, 1993, 1995; Page and Wosket, 1994 ;). Hawkins and Shohet’s Seven Eyed Supervisor is of particular helpful here where coaching psychology supervisors can use it to help supervisees prepare for supervision (Inskipp and Proctor) or as a focus

for what Hawkins and Smith call the Seven Modes of Coaching Supervision]. I have adapted it for coaching psychologists:

### **Fig 3: The seven Modes of Coaching Psychology Supervision**

#### **FIG 3 HERE**

#### ***Example of Coaching Psychology Supervision***

Anthony is an Executive Coaching Psychologist with Coach Supreme, a company that specialises in offering executive coaching to the Banking industry. His company have a contract with Abell Investments and Anthony has been allocated two executives as his coachees. He has been working with both of them (Amelia and Jason) for almost four months now and meets with them once a month for an hour and half.

Gabrielle is Anthony's supervisor. She is external to Coach Supreme who pays her as supervisor. Coach Supreme also has an internal Accounts Director (Adam) who offers day to day supervision on case management in respect of Coach Supreme which is one of the Accounts he manages.

Anthony has brought Amelia to Gabrielle in supervision twice now and in this last supervision session mentioned that he was quite worried about what was happening to her. Amelia is a producer-manager in that she manages her own Investment account for clients but also oversees and line manages a team of 15 investment bankers. She is quite young to be promoted to this level which is an indicator that Abell Investments see her as talented and having potential of going further with the Company. Anthony has been working with her on her management style (which is what Abell also wanted), has met with Amelia and the HR director to agree the agenda for executive coaching and is expected to put in an interim report after six months.

However, Amelia has "gone to pieces" in the past two months after a lively and involved start to her managerial career. It began with her need to confront and challenge poor performance on the part of one of her team. Anthony encouraged her to do this and coached her about how to intervene. It did not go as planned and after some acrimonious exchanges the member of the team in question went to Amelia's boss who seems to side with her (the member of Amelia's team) and while agreeing with Amelia about the need to tackle shoddy performance felt that she was handling it poorly and suggested he take over. The end result was that the member of staff resigned and the rest of the team have turned against Amelia – almost ostracising her. They are certainly sabotaging what she does, talk about her behind her back and on some occasions now she has not been invited to after work drinks or "get togethers" when before she would have been an obvious choice. The impact on Amelia is quite devastating. She hates coming to work, she talks in her coaching sessions about going home and crying, about her partner at home who is fed up with her depressions and her incessant talk about work and about feeling constantly low and depressed. She feels isolated, unsupported and stuck. She has just recently returned to work after two weeks off due to stress.

Anthony is stuck too. He does not know how to handle this. He is getting two messages. His Accounts Manager (Adam) is recommending he go higher into the organisation to suggest team development and conflict resolution, his other supervisor (Gabrielle) thinks this would disempower Amelia and that Anthony should support her in tackling this. Amelia has pointed out similarities between this situation and her family of origin which Anthony has noted but not pursued. He is anxious that the coaching does not turn into quasi-counselling which focuses on the Amelia's background and her transference of some of that into the present team situation. On the other hand he feels a need to help Amelia move out of "survival mode" which results in her just getting through the day, getting to the end of the week but has not positive strategies for improving her role as manager. Anthony is worried that Amelia will have a "break –down" or will impulsively resign (it was her doctor who suggested she take two weeks off with stress).

In supervision, Gabrielle, using the seven eyed model (Hawkins and Shoet, 2000), reviews, with Anthony, possible avenues of inquiry and points out that they could work together on any of the following:

1. The client – if we look at the team as client then we can concentrate on what is happening to them (e.g., why are they siding against Amelia), try to understand the dynamics involved and make sense of this organisationally and in terms of the various relationships involved.
2. The interventions: what can Amelia do to remedy the situation so that it does not get worse? What has she done that make have triggered the events. What future strategies are needed to create a better atmosphere?
3. Relationships: how do we evaluate the various relationships involved (Amelia and her boss, and the team, and the individuals in the team, the HR director). Are there ways of building new improved relationships
4. What is happening to Anthony and why? Can we understand his reactions, thoughts and feelings to what is happening? How can we manage his reactions and his feelings of being stuck?
5. Parallel Process: what is happening in the team that may be transferred into the supervision relationship (both systems seem stuck!)
6. What is happening to Gabrielle and what are her reactions as well as her intuitions, theories, haunches etc.
7. What is happening in the wider system of the organisation and how are the various parts of it impacting on Amelia?

Each and all of the above focus-points make fertile material for the executive coaching psychology supervision session. The supervisory questions are:

- Who decides, with limited time, which of these avenues to pursue?
- What would best help Amelia just now and how would the various actors in the drama know?
- When should the supervisor intervene (if at all) other than simply provide supervision?

- Should the supervisor talk to the Case Manager (Adam) about what is going on?
- Should Adam feed back any information into Abell Investments (through the HR department)?
- Should Anthony take a more proactive role and involve himself more in the organisational side of what is happening?
- Should Anthony recommend that Amelia have counselling support alongside the executive coaching he is providing (he would not be the counsellor but he could make a referral so that it is set up confidentially for Amelia – he is certain the Company would pay)

In supervisor-led supervision, the coaching psychology supervisor would decide which of these “eyes” to use: in supervisee-based supervision the question to the supervisee is: “What would best help you? From the various options available which would you choose as the way forward for you and your learning”?

This example shows some of the individual, team, organisational and supervisory issues/problems/dilemmas/challenges that can pertain when executive coaching is implemented in an organisation.

### **Other areas**

This Chapter on coaching psychology supervision has traced the history of supervision and begun to apply supervision theory, research and practice to coaching psychology. Inevitably it has focused on a number of key areas and not considered others. Before ending it is worth mentioned some of these as areas coaching psychology supervisors need to pay attention to in setting up and maintaining an effective supervisory relationship – while other professions have frameworks and models for these, work has to be done on applying their conclusions to the coaching psychology field:

- Contracting for supervision (Inskipp and Proctor, 1993 and 1995; Carroll and Gilbert, 2005). Getting contracts agreed, clear and written is fundamental where a number of subsystems are involved as in coaching psychology.
- Processes and stages that supervision goes through (Carroll, 1996; Hawkins and Shoheit, 2000)
- Developmental stages of supervisor and supervisee progression (Skovhold And Ronnestad, 1992). Awareness that supervisees move through various stages of their own professional development allows coaching psychology supervisors to “pitch” their interventions accordingly. It also allows room for looking at the type of supervision best needed by the supervisee and the kinds of relationships involved (Pauline Willis, private communication).
- Evaluation and feedback within supervision (Carroll and Gilbert, 2005) and how this works within an organisational setting
- Small group and team supervision (Proctor, 2000 and Lammers, 1999)
- Research into the effectiveness of supervision (Freitas, 2002).

- Good and bad supervision -what do effective supervisors do and what should they avoid doing? (Ladany, 2004).
- Ethical decision making and legal issues in supervision (Carroll, 1996) especially when there is an organisation as part of the system.

### **Conclusions**

Coaching psychology has begun its journey to becoming professional with a concentration on codes of ethics, accreditation, training and research. Part of that professionalism is supervision – the forum where practice is reviewed, learnings are gleaned and the applied to future practice. Coaching psychology is asking what supervision models, frameworks and strategies are pertinent to experiential learning for coaching psychologists. Moves are afoot to take existing theory and research in supervision in general and translate those into frameworks pertinent to coaching psychology. Coaching psychology also needs innovative thinkers, theorists and researchers who will begin to create coaching psychology supervision as a learning intervention in its own right. Interesting times loom ahead!

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