

Observed Practice and Triad Sessions

Notes on Giving & Receiving Constructive Learning Feedback on Coaching Supervision Practice During the Modules

Remember the exercise is in service of the Supervisor and their learning.

Section 1

Roles and Headline Process

There are four roles in the Observed Practice Sessions: The role of the Observer, the Supervisor and the Supervisee with a member of the CSA Faculty in support. The 1st 6 triads in the programme are self organised with three roles of the Observer, Supervisor and Supervisee only following the same process.

- The Supervisor checks in with the Observer who is in charge of the overall session.
- The Supervisor is in charge of running the Supervision Session only with the supervisee.
- When the Supervision Session is over, the Supervisor hands back the process to the Observer to host the feedback / feedforward from the session.

Section 2

Detailed Process

The **Observer leads** the process and is responsible for:

At the start of the Supervision Session:

- Asking the Supervisor what aspects in particular they would like to receive feedback on i.e. contracting, interventions, quality of presence, questions
- Keeping time – check if the Supervisor wishes for an signal of when the session is coming to an end i.e. 5 minutes to go

Section 3

Feedback / Feedforward

When the supervision session has ended:

Step 1:

Firstly, the Observer takes feedback from the Supervisor as follows:

- Ask “What worked well?” Try to draw out at least 4 examples by asking “what else...”
- Ask “Where did you get stuck or where unsure of what to offer next?”
- Ask “What intervention did you feel had the most impact? What did you notice?”
- Ask “Is there anything you would do differently next time?”

Step 2:

Secondly, the Observer gathers the feedback from the Supervisee

This is given directly by the Supervisee to the Observer, so they sit face to face, and not to the Supervisor, as it is important that the connection between the Supervisor and the Supervisee is completed at the end of their session and is not reopened by direct communication. This keeps the feedback clean and supports the learning process for the Supervisor.

Step 3:

Thirdly, the Observer gives feedback from themselves to the Supervisor

This is given by the Observer with a focus on what the Supervisor asked for particularly and with one or two key observations of what they saw and heard, - and which are not evaluations or judgments. We are focusing on what worked to be encouraging, and with a perhaps an “even better if....”

Step 4:

Finally, in the Observed Practice Sessions only, the Observer will invite the CSA Faculty member to add anything else particularly pertinent in the moment, which sometimes may include a general good practice tip (*i.e. you all might like to pay special attention to....*)

Section 4

Tips /Thoughts

The feedback/forward process is in service to the Supervisor’s learning process:

- Be specific and concise – avoid **over doing** the amount feedback – less is more – use small bite size chunks
- Feedback/forward adds value to the Supervisor by stimulating motivation and confidence
- Is generative as it practices reflexivity and acknowledges the successes of useful interventions