



What goes on in Coaching
Supervision?

Who am I?

Executive Coach and Coaching Supervisor
Based in London, UK

I work globally as a supervisor with both internal and external executive coaches

Constantly curious about:

- Complexity and demands of executive coaching
- How coaches support themselves

Engaged in my professional doctorate in Coaching Supervision from 2008-2014

This Session

Define supervision

Share a little about my doctoral research project and findings

Engage in a dialogue to explore your areas of interest and concern around supervision and how it supports coaches in their practice

Definition of Supervision

A co-created learning relationship that supports the supervisee in their development, both personally and professionally and seeks to support them in providing best practice to their client. Through the process of **reflection and dialogue** on their own work in supervision, the supervisee can review and develop their practice and re-energise themselves. It offers a forum to attend to their emotional and professional well-being and growth. Through the relationship and dialogue coaches can receive feedback, broaden their perspectives, generate new ideas and approaches, and maintain standards of practice (Hodge 2014).

Purpose of Supervision

Formative – Developmental (learning new tools & skills)

Normative – Qualitative (attending to standards and ethical practice)

Restorative – Resourcing (attending to well-being and resourcefulness)

(Proctor 1997)

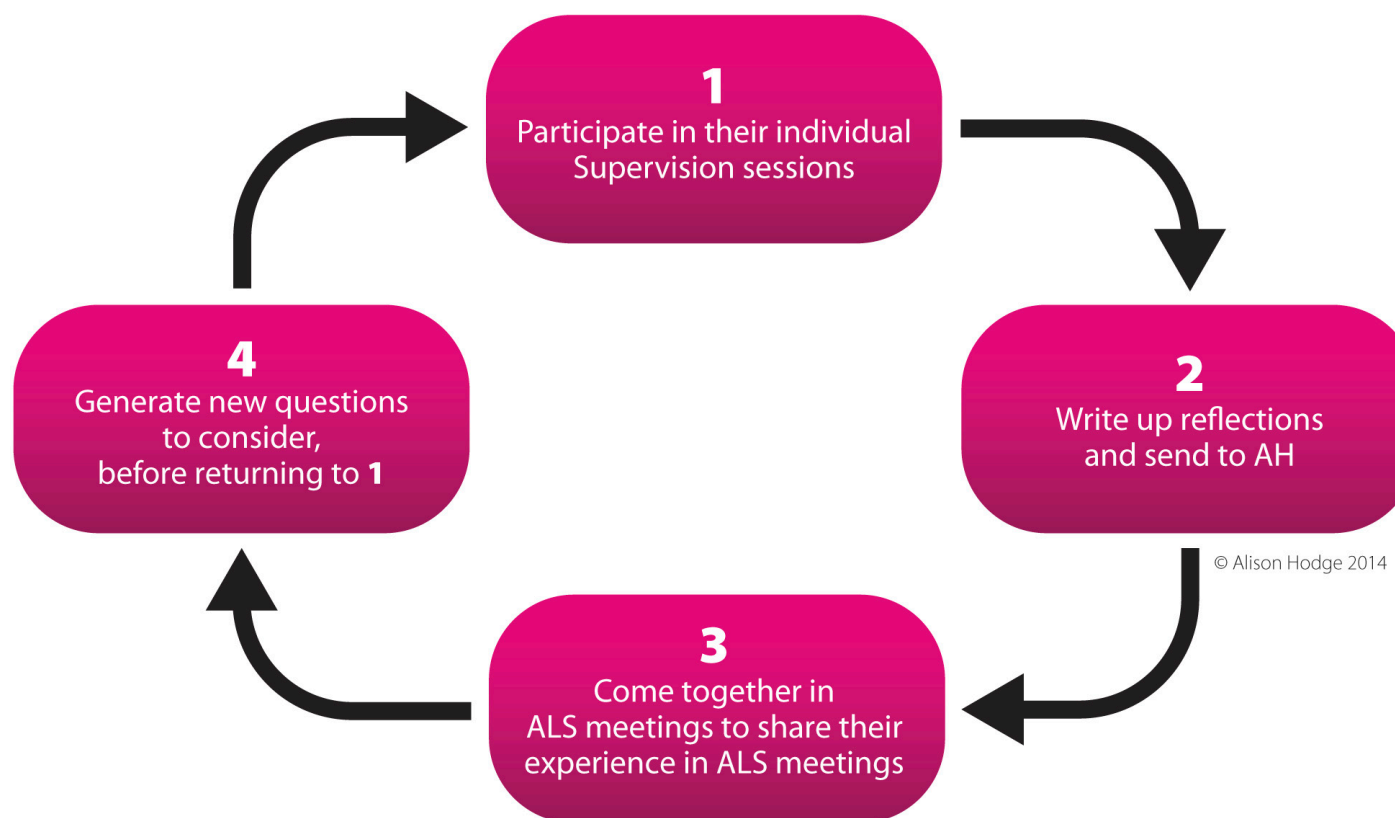
Research Project using Action Research Methodology

- Changes to practice
 - Cyclical and longitudinal
 - Co-created, relational and emergent
 - Based on lived experience
 - Practice-based and collaborative
 - Working 'with' participants rather than 'on' them
 - We would all learn about our respective practice
 - Allowed me to model my practice
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Coaching Supervision & Congruence with Action Research

- A co-created learning relationship
 - Involves reflection on practice and client work
 - Supports on-going development – personally & professionally
 - Attends to emotional and professional well-being & growth
 - The relationship and dialogue enables insight, awareness and learning
 - Identifies new ways of working
 - Attends to standards of practice
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Project Activities



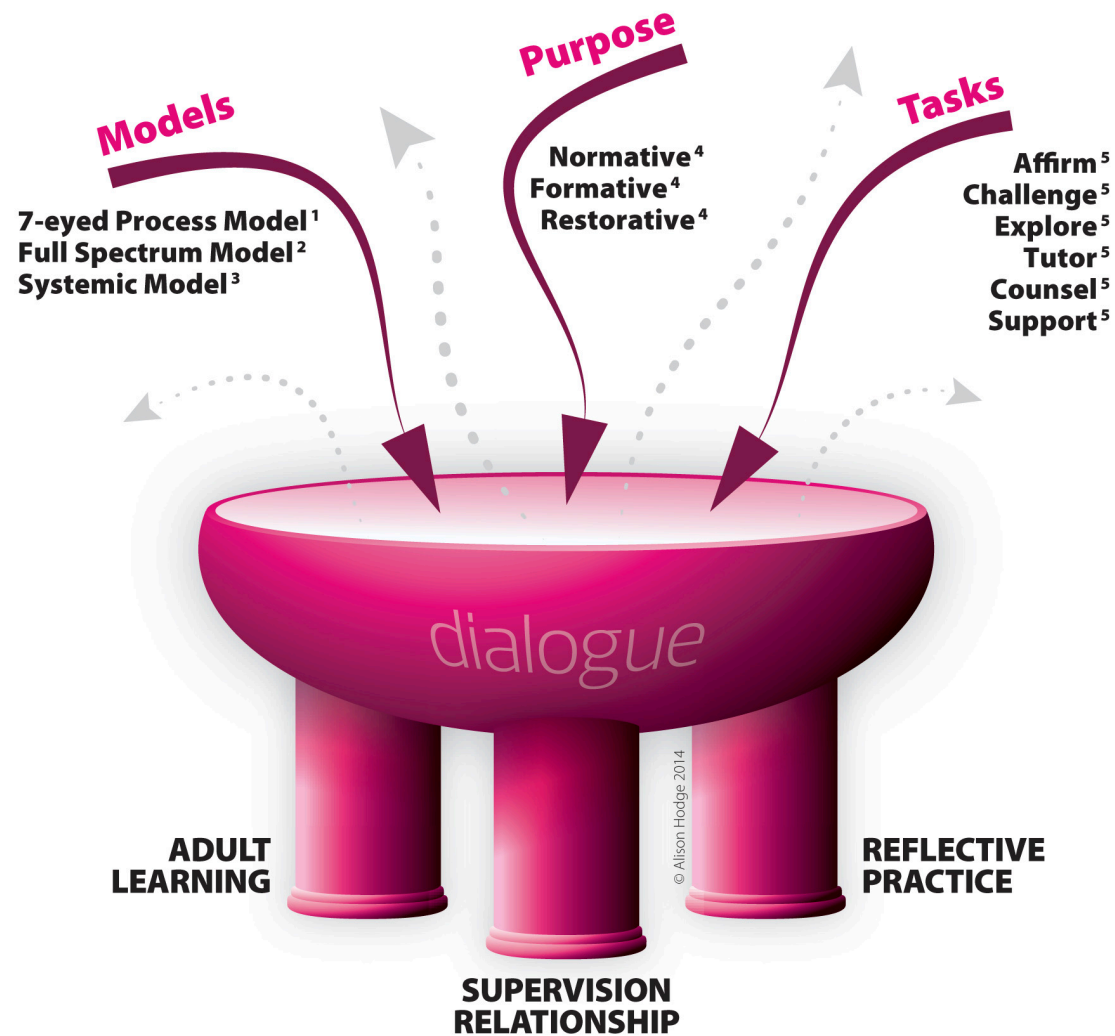
Findings

- Acknowledged demands and challenges of executive coaching
 - Value of supervision both personally and professionally
 - Coaches' practice changes as a result of being in supervision
 - Helped to keep them fit for purpose – can bring all of themselves
 - 1:1 invaluable but not be-all and end-all
 - Coaches need more than just 1:1 dialogue to keep themselves fit for purpose
 - Coaches retain autonomy & motivation when it's voluntary
 - Supervisee and supervisor have responsibility for the effectiveness
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Reflections from Participants who engaged in the Project

- Deeper appreciation of their supervision
 - Real value in sharing practice
 - Felt affirmed, appreciated
 - Discipline of post-supervision session reflections
 - Reflections deepened their learning
 - Participation affirmed the value of group as well as one-to-one supervision
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Three Pillars of Supervision



Models

- 1: 7-eyed process model (Hawkins & Smith 2013)
- 2: Full Spectrum Model (Murdoch, Adamson & Orriss 2006)
- 3: Systemic Model (Gray & Jackson 2011)

Purpose

- 4: Derived from Proctor (1997)

Tasks

- 5: Derived from Carroll (1996) and Hawkins & Smith (2006)

KEEPING FIT FOR PURPOSE

MENTAL, PHYSICAL & EMOTIONAL WELLBEING AND RESILIENCE



And if you'd like to contact me...

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