



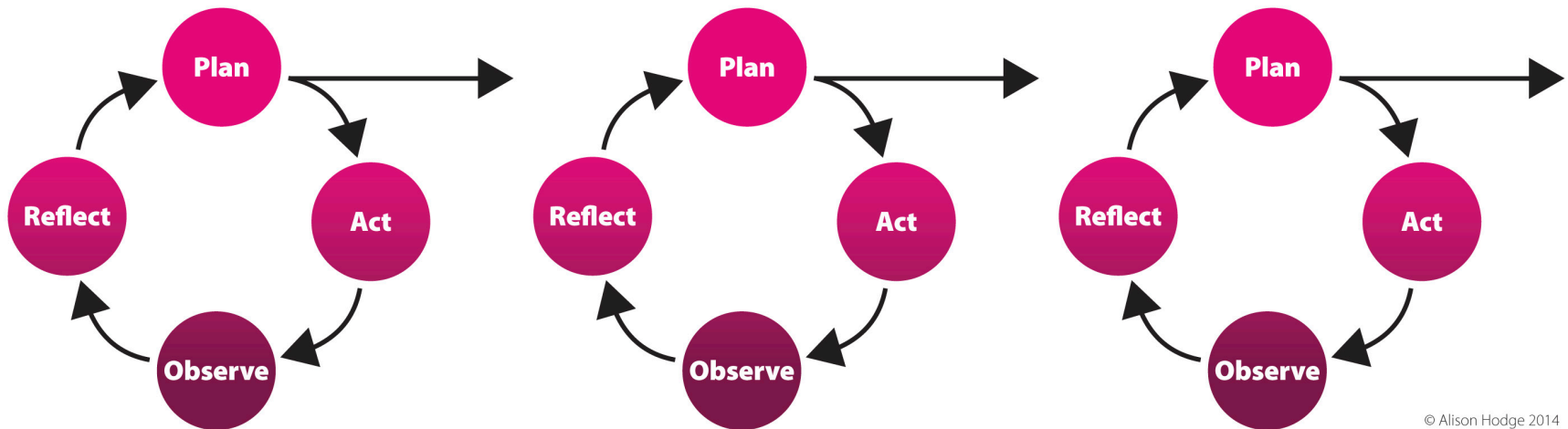
An Action Research Inquiry into what goes on in Coaching Supervision

Professional Doctorate at Institute of Work-Based Learning at Middlesex University

My Concerns

- ✎ Complexity and demands of executive coaching.
- ✎ How do coaches support themselves?
- ✎ Why don't coaches come to supervision?

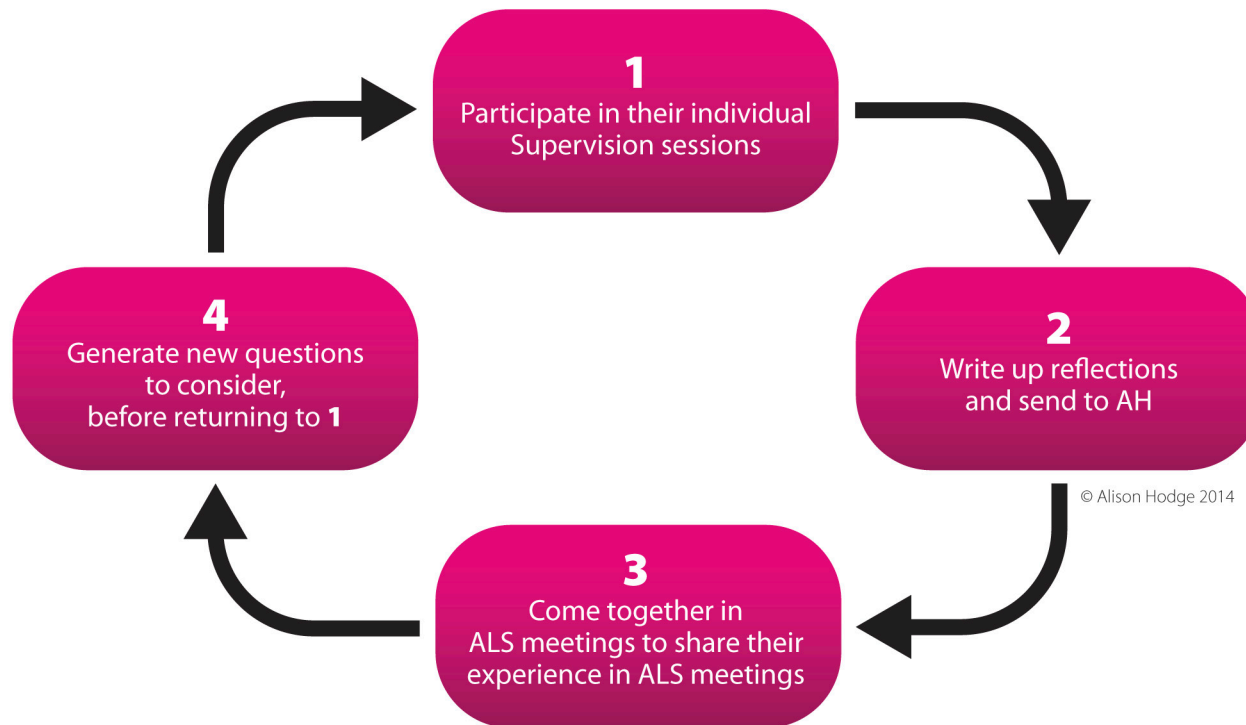
Methodology – Action Research



Rationale

- ✚ 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
- ✚ Allow me to model my practice

Project Activities

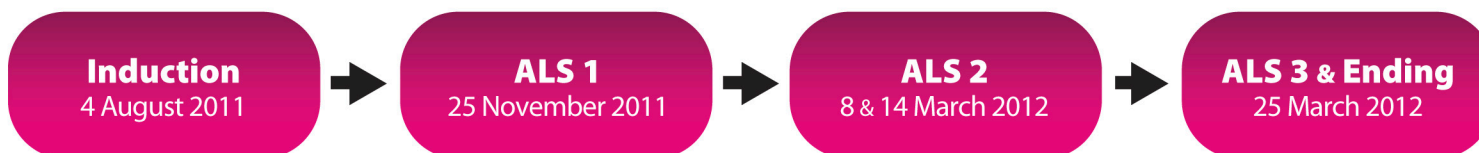


Schedule of Action Learning Set (ALS)

Coaches



Supervisors



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Notes

All research participants engaged in their own professional supervision sessions with their working partners between each of the above ALS meetings, from Induction through to the Ending.

The ALS meeting format was informed by the work of Revans (1980).

Coaches' Questions

ALS 1	Issues brought to supervision	What happened/emerged – worked/ didn't work – process, content and relationship	Changes to coaching practice
ALS 2	Changes to practice	What influenced changes to practice	Supervisor/ee relationship
ALS 3	Support in supervision – fit for purpose	Support beyond supervision – fit for purpose	In an ideal world.....
Ending Session	Impact of research project on coaching	Experience of engaging in action research	Impact of Alison on you/ your practice

Supervisors' Questions

ALS 1	Issues brought to supervision	What happened/emerged – worked/didn't work – process, content and relationship	Changes to practice
ALS 2	Changes to practice	What influenced changes to practice	Impact of the supervision relationship
ALS 3	What specifically about your supervision do you know/feel is effective and how do you know this?	Why do you think/feel your supervision is valued by your supervisee? What informs this?	In an ideal world.....
Ending Session	Impact of research project on coaching/supervision	Experience of engaging in action research	Impact of Alison on you/your practice

Findings

- ✚ Value of Supervision both personally and professionally
- ✚ Practice changed as a result of being in supervision
- ✚ Helped to keep them fit for purpose
- ✚ 1:1 invaluable but not be-all and end-all – can bring all of themselves
- ✚ Coaches need more than just 1:1 dialogue to keep themselves fit for purpose

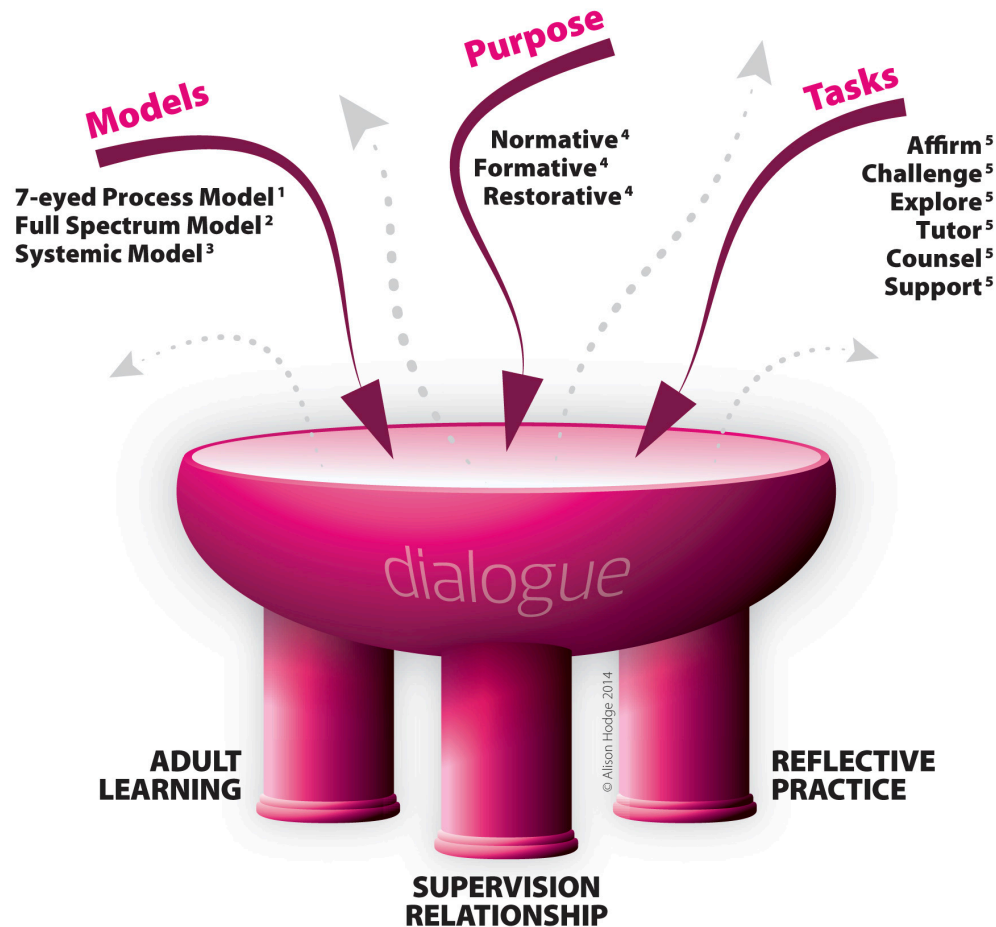
Reflections from Participants

- ✧ Deeper appreciation of their supervision
- ✧ Real value in sharing practice
- ✧ Felt affirmed, appreciated
- ✧ Discipline of post-supervision reflection
- ✧ Reflections deepened their learning

Discussion – two key areas

- ✎ Three Pillars of Supervision
- ✎ Keeping myself fit for purpose

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



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Where to from here?

- ✚ Internal supervision
- ✚ Dyads – what goes on between two people?
- ✚ Critical moments
- ✚ How do coaches not in supervision keep fit for purpose?
- ✚ The relevance of supervision to the Coachee

As Supervisors, how do we keep fit for purpose?

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

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