



## Post-Graduate Certificate in Psychosynthesis Leadership Coaching

### Unit Five Course Study Guide

### Professional Practice and Challenges of Leadership Coaching

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## Unit Five Course Study Guide: Professional Practice and Challenges of Leadership Coaching

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## Unit Five Study Guide: Practical Practice and Challenges of Leadership Coaching

### Context

The overarching context for this unit is activating the **Will**, and taking steps to engage in *practice* as a coach. This unit takes you from learning into practice and provides the practical foundations that you need for both running a coaching practice and engaging with clients. It also deals with some of the practical issues of working in organisations.

This unit challenges you as a coach to build on your learning throughout the course and to focus on developing (or initiating) your own professional identity or brand and practice in whatever form is appropriate.

This unit provides a clear coaching practice structure to use for working with clients (e.g. number, duration and frequency of sessions, process for starting and ending the coaching relationship, initial questionnaire or interview, etc.). We show some variations, to help you see how you might adapt the framework. We seek to establish a mutual support group and set of resources to help the you set up or manage your coaching business. We also explore the real world practical challenges of coaching within organisations and prepare you as a coach for dealing with ground shifting events and when things go wrong. We introduce the principles of systems coaching and constellations for working in organisational systems. Finally, we focus on the personal challenges that may be evoked from working within organisational systems and build towards the importance of supervision as part of your support structure.

### Outcomes

1. At the end of this unit you will be **ready to practice** as a professional coach
2. You will have the foundations for establishing or further developing an **internal or external coaching practice**. Solid grounding in the principles of coaching practice, how to manage the professional aspects of the role with a clear set of **guidelines** that can be adapted for managing client assignments and relationships.
3. You will have committed to an **ethical code of practice** and will know what to do when challenges and difficulties arise
4. Personalised plan for on-going development as a coach, with option to make a fast-track application for Professional Membership of **APECS**, based upon the APECS Standards Framework
5. Basic understanding and awareness of **systems coaching** and the use of **constellations** as a coaching intervention
6. Enhanced basic human skills of coaching, including **Right relationships**
7. Enhanced basic process skills of coaching, including **Coaching cycle delivery** and **Managing and Reviewing progress**

## Weekend 5: Outline of Three Day Workshop

Session	Day One	Day Two	Day Three
<b>Check-in/review</b> 10:00 Day 1 09:00 Day 2/3	Check-in	Check-in and reflection	Check-in and reflection
<b>Session 1</b>	5DL Introduction and background	Reflection on 5DL learning	Academic review: PGCPCL requirements and procedures
<b>Break</b>			
<b>Session 2</b>	1DL - Self-reflection 2DL - Awareness of others	Starting or continuing a coaching practice - exercise	Systemic Coaching and Constellations
<b>Lunch</b> 13:30-14:30 Day 1 12:30-13:30 Day 2/3			
<b>Session 3</b>	3DL - Systems awareness 4DL - Freedom of Will	Peer coaching on starting or developing your coaching practice	Systemic Coaching and Constellations (continued)
<b>Break</b>			
<b>Session 4</b>	5DL - Openness to help Coaching practice using 5DL	Structuring your practice and practical issues of coaching.	Psychosynthesis as an integrative psychology for today's organisational world
<b>Break</b>			
<b>Session 5</b>	5DL - Individual assessment and development	Building your professional identity, positioning and proposition	Completion process
<b>Check-out/ completion</b> End 18:00 Day 1 and 2 End 16:00 Day 3	Check-out	Check-out Brief for completion process tomorrow	Final Check-out

## Key Topics summary

### *Coaching in organisations*

- 5.1 Your professional practice and identity, building your practice
- 5.2 Personal and professional challenges in coaching
- 5.3 Your coach development plan
- 5.4 Meeting the academic requirements
- 5.5 Coaching support
- 5.6 Coaching supervision

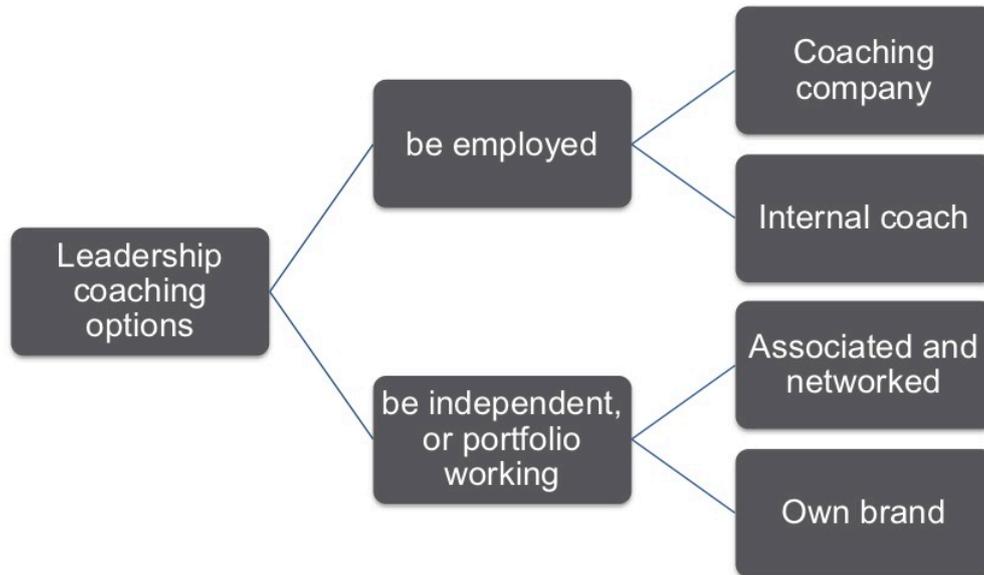
### *Additional material*

- 4.6 Introduction to 5DL
- 2.6 Systemic coaching and constellations

### Reading

## 5.1 Your professional practice and identity, building your practice

So you want to be a coach?



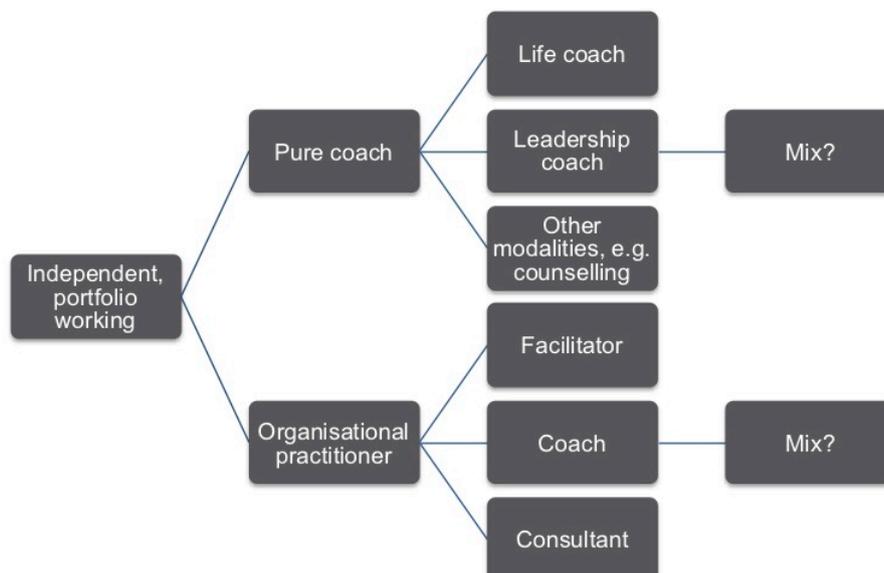
### Challenging questions

#### ❖ Associated and networked

- How well qualified are you and can you show a track record?
- Are you a great coach, will clients refer you?
- Do you have content, ideas or messages to communicate?

#### ❖ Own brand

- Are you in it for the long haul and how deep are your pockets?
- Are you a natural extrovert and business developer?
- Have you got a platform to build upon, e.g. previous connections, complementary roles?



*Positioning options*



*Channel options*

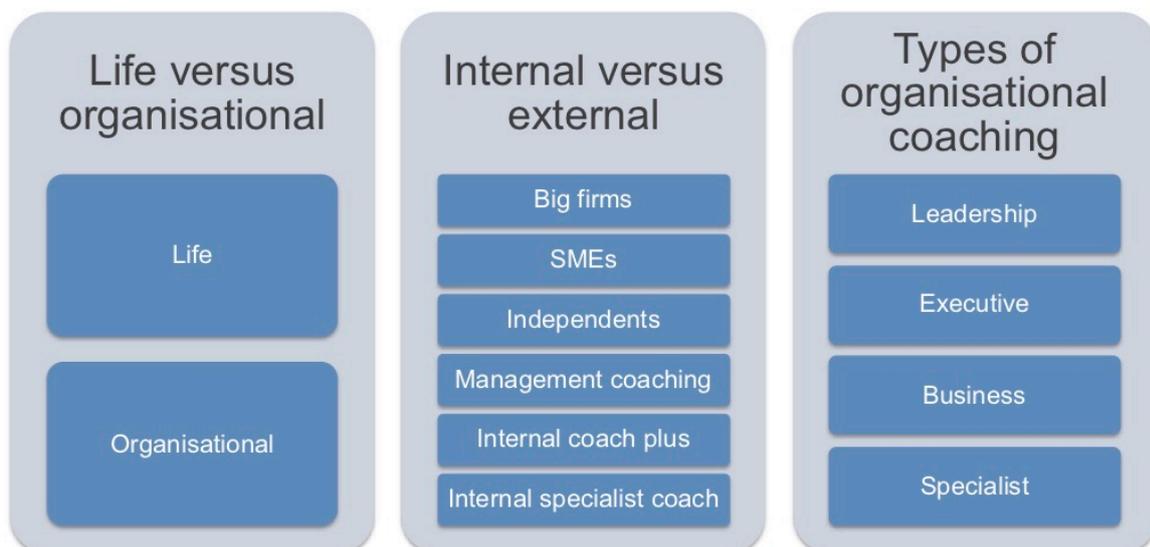


## 5.2 Personal and professional challenges in coaching

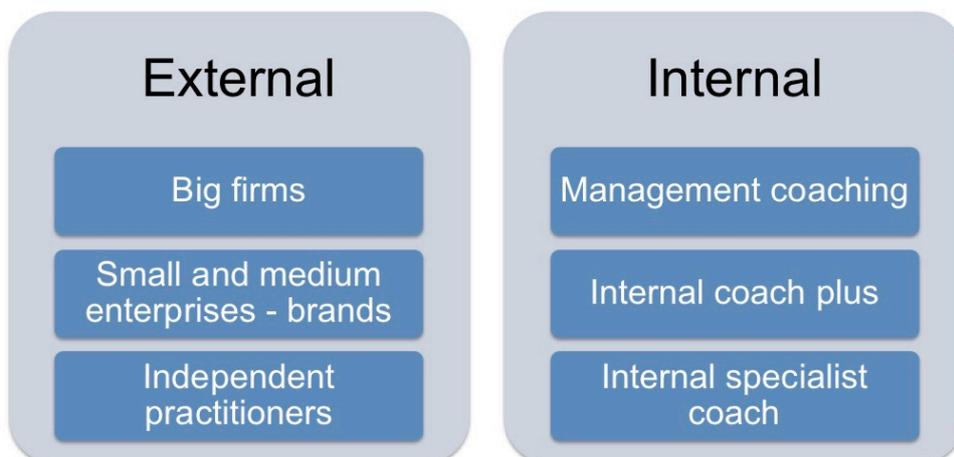
### Coaching in organisations

- ❖ The evolution of coaching
- ❖ Shape and structure of the market
- ❖ Types of coaching
- ❖ Levels of leadership coaching
- ❖ Challenges of working in organisational systems
- ❖ Group dynamics

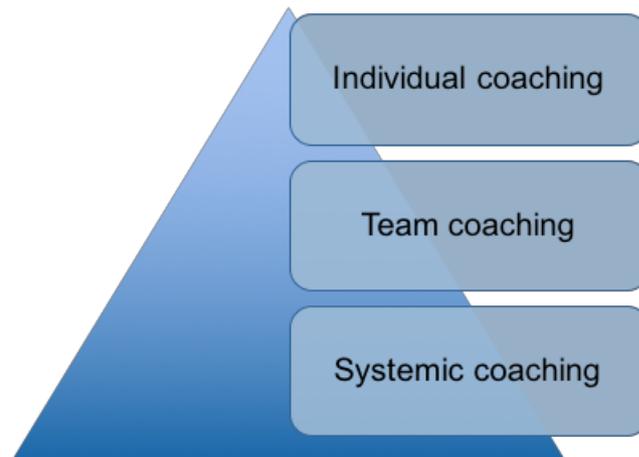
### Shape and structure of the market



### Internal versus external coaching



## Levels of leadership coaching



## Client challenges of working in organisational systems

- ❖ Multiple clients
- ❖ Interpersonal mush
- ❖ Politics and tensions
- ❖ Time and commitment
- ❖ Group dynamics
- ❖ Systems dynamics

## Personal challenges of working in organisational systems

- ❖ Ethics
- ❖ Stress and isolation
- ❖ Personal care and support
- ❖ Professional reflection, review and supervision

## Resources for coaching

### *Initial Details Form*

Version 1.4 (Paul Elliott)

**This is a form for Individuals beginning to work with a coach to fill in and share with their coach in the initial session**

### **INITIAL DETAILS**

Before we start our coaching can you please fill out the details below and send to me before our first session, so that we can establish a clear understanding of your goals, strengths and challenges in our first session. You do not have to take too long over this. We will discuss it and we can make changes to goals etc as necessary.

Name

Work Address

Phone and mobile

Length of time with your current employer

How, specifically, will you know your time investment in our coaching will have been worthwhile?

What is your primary overall goal for our coaching time together?

Goal:

What other goals would you like to include?

Who are the significant people involved in the goals to be achieved and your life?

Current challenges: what are you facing right now that needs immediate focus or resolution?

Personal strengths: what people say about you; what you like about yourself; what you're naturally good at

Most significant accomplishments: what you are most pleased and proud of yourself for having accomplished

What is most truly important to you?

Work: What do you want professionally for yourself in the medium and long term? What do you offer that is unique and/or excites you?

What do you do for recreation that gives you pleasure and provides relaxation?

What are elements (if any) of your current job do you find challenging and have to brace yourself to do (or possibly try to avoid)

What are development areas for you as identified through feedback from others?

What are you putting up with now that is draining your energy?

What is your experience of executive coaching? What has worked well for you in the past with this?

What else do want me to know? Any concerns? Past challenges? How can I best help you?

## *Psychosynthesis Coaching - Initial Interview (Institute of Psychosynthesis)*

### 1. FIRST CONTACT GUIDELINE.

- Note that your assessment starts with the first contact you have with your potential coachee:
  - Initial impression via: telephone/e-mail or letter

### 2. PREPARATION OF COACH FOR MEETING WITH THE CLIENT:

- *Client Focussed*
  - Environment
  - Putting client at ease.
  - Rapport.
  - Initial impression re: body language, posture,
  - Breathing, voice, etc.
- *Self Focused*
  - Disidentification
  - Self-reflect on your personal availability
  - Identification of your psychological inner space
  - If struggling take time to disidentify and align to create inner Space.

### 3. THE INTERVIEW ITSELF

- *Personal Information*
  - Name, address, email, telephone number
  - Age
  - Status
  - Employment
  - If you are coaching for an organisation or executive coaching the coachee may have done some sort of 360° and have specific edges that they have been told they need to work with)
- *Restate the Purpose of the interview*
  - Not to coach but to investigate the possibility of working together. DISCUSS
  - If coaching for organisation the potential coachee may not have a choice. Coach may be assigned to that particular person
- *Clarify the presenting issue*
  - Why is he / she coming here/want to take up coaching?
  - Some basic exploration of patterns around the issue
    - When and how does this happen?
    - How long has this been a difficulty?
    - Why is this a difficulty?
    - Why is this an issue now?
    - What has sustained them?
- *Collecting information*
  - Previous coaching /counselling/therapy
    - Type; when; for how long; how did it end?
  - Other therapy currently
    - Medical / Psychiatric History/ chronic Illness, operations, medications, name and Address of GP
- *Referral Source*
- *Relationships at Work or Family if Life Coaching*
  - Talk about and explore relationships at work. Issues around authority and leadership explored.
  - FOR COACHING INTERVIEW YOU DO NOT NEED information such as Family tree and autobiography. If necessary and particularly for Life Coaching will pick up during first or second series of Sessions

- *Marriage status / children*
- *Leisure Interests*
- *Life Goals*
  - Personal
  - Professional
  - Meaning
  - Crises, Turning Points
- *Religious Orientation*
- - Peak Experiences
  - Stages of awakening

## 5. CLIENT'S QUESTIONS

- *Psychosynthesis Coaching*
  - Methodology – How I work
    - 6-session cycles – working with a goal for each set of 6 and then at goal for each session so that we monitor as we go along
  - Personal / professional questions

## 6. EGO STRENGTH AND AVAILABLE “I”

- Critical assessment by the coach of level of ego strength in the potential coachee – can see from their education/employment history, are they able / have they been able to hold down a regular job, pay their rent, and pay their taxes. Have they been able to sustain regular relationships particularly over a period of years? You are not looking for perfection rather ‘good enough’. Similarly with their partner and family (children) if present. All of the above point to a reasonable degree of ego strength which means there is a good enough container for the “I”
- With this information from above in the interview you are listening for some indication of “I”. Taking a stand, standing for what they think and believe. Pushing back when you ask a question that they either don’t understand or if you say something that opens up a challenge. Listen to this voice if you can at this early stage, this is the person you want to work with to ‘bridge the gap’
- If there is insufficient ego strength then its is inappropriate for you to work with this person as a coaching client. Refer them to a psychosynthesis counsellor

## 7. DECISION TO WORK TOGETHER

- *Personal*
  - How appropriate is it for me to work with this person?
- Potential Coachee
  - Are they interested/ready to go into coaching with me?
- Clarification of the task.
  - Mutual acceptance of task
  - So that the purpose of the Work is shared.

## 8. EXPLAIN THE PSYCHOSYNTHESIS COACHING MODEL TO THEM - KEY

- SIX SESSIONS WORKING AROUND ACHIEVING A REALISTIC OVERALL GOAL OVER THESE SESSIONS
- SESSIONS CONDUCTED, WEEKLY, TWO WEEKLY OR MONTHLY
- WITHIN THIS OVERALL GOAL THERE WILL BE A REALISTIC AND MANAGEABLE GOAL FOR EACH SESSION
- THERE WILL BE HOMEWORK BETWEEN THE SESSIONS

## 9. CLARITY OF GOAL

- IN THIS INITIAL SESSION INTERVIEW IS THE GOAL FOR THE SIX SESSIONS CLEAR?
  - IF NOT IMPORTANT THAT YOU TAKE TIME FOR THE LAST 10-15 MINS TO HELP CLIENT THINK THROUGH WHERE THEY WANT TO BE REALISTICALLY AFTER THE SIX SESSIONS (THAT MAY BE IN 6 WEEKS/12 WEEKS / OR SIX MONTHS)
  - HOW REALISTIC IS THIS GOAL?
  - CLIENT NEEDS TO UNDERSTAND THAT YOU WILL USE THE GOAL AS A CONTEXT FOR EACH SESSION IN ORDER TO SET THE SESSIONAL GOAL

## 10. CREATING CONTEXT FOR WORKING WITH THIS PERSON

### TRI-FOCAL CONTEXT

- *Emergent Self*
  - What are the inner and outer dynamics underlying the issue/s presented?
  - What is attempting to emerge or unfold through this issue/s?
  - How does this issue/s fit into the context of their life experience?
- *Where are they now*
  - What are the patterns in this person's life?
  - Where is this person living and what are they struggling with most right now
- *The Gap:*
  - Where is the Self most available as far as you can see
  - What is the next realistic step for them over the first 6-sessions – that is to say what is their first goal? Aligned with what is trying to emerge. That is THE GAP
  - Within this gap how ready are they to make the first step? That's how much will is available to them

## 11. CONTRACT

### *To Be Discussed / Established During Initial Interview*

- Number of sessions (6) per series and frequency.
- Fees and cancellations.
- Time boundaries / lateness.
- Space boundaries / availability outside session hour or not
- Reviews.
- Homework.
- Ending the contract.
- You may be paid by the organisation and there could be questions about confidentiality and accountability on the part of the coach.

## Group Supervision Template

### NAME OF COACH:

Supervision Paper:

Date of supervision:

Client:

Age:

Sessions: e.g. Set 1 Session 2

### LEARNING FROM LAST SUPERVISION

### TRI-FOCAL CONTEXT

<b>Emergent Self:</b>	<i>Using your heart write about your sense of these questions as you feel your way into them</i>
Who is this being most essentially? Who do I see when I open my heart?	
What do I sense is emerging for this being?	
Why has the Self brought them to me?	

<b>Where is the coachee now:</b>	<i>Write about all the stuff they bring in terms of their dilemmas what they are struggling with personally and professionally</i>

<b>The Big Trifocal Gap</b>	<i>Ideally as you write about this gap it should give you/coachee some sense of the 6-session Goal</i>

### GOALS

After 6 sessions:

<b>Next Small Step/GAP/Goal for e.g. session?</b>	<i>What you are reaching for here within the overall 6-session goal is the next realisable small step (small gap) where there is readiness / willingness – there should be some stretch – so a 4/5 is too easy</i>

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**SMALL GAP/NEXT STEP - READINESS SCORING – (0-5)** *This is a key assessment each session*

Session Description	Reflections

**Goals and Homework for the coachee**

**Challenges with the process I face as a coach**

**Questions for the group**

## APECS Paper: Detached Involvement – from Concept to Mastery

Gordon Symons [gordon.symons@milestonesconsulting.com](mailto:gordon.symons@milestonesconsulting.com)

**INTRODUCTION** Detached Involvement has long been recognised as an important skill for managers. Jagdish Parikh’s book, “Managing your Self” (1991) was subtitled “Management by Detached Involvement”.

It is also a key skill for executive coaches, particularly those coaches who wish to practise Transformational Coaching. As in all interpersonal work which aims at transformation, the coach can only take the client as far as s/he has gone in their own journey of transformation.

At depth coaching can foster in clients the ability to connect with their deeper identity, who they are beyond their roles, to relate to themselves more creatively and to empower those who report to them.

This level of self awareness and self mastery is needed if senior executives are to avoid distress, achieve success and ensure sustainability for themselves and for those they lead.

The emphasis in many organisations is shifting from the “What” to the “How” when assessing the performance of executives. In GSK, the greater part of the executive’s bonus is now dependent on how they are perceived not just what they are achieving in quantifiable terms.

The ICF Core Competency “Coaching Presence” lists many of the attributes of a masterful coach; among these is “demonstrates confidence in working with strong emotions and can self-manage and not be overpowered or enmeshed by client’s emotions”. I would describe these as “holding the space” and “detached involvement”.

In this paper, I will propose three relationships in which Detached Involvement is a relevant and valuable skill.

1. The inter-personal relationship (between the coach and the coachee)
2. The intra-personal relationship (the coach’s relationship with him/herself)
3. The inter-functional relationship (between the coach and the corporate client)

A) DETACHED INVOLVEMENT IS AN INDISPENSABLE SKILL OF IN-DEPTH COACHING. IT IS A SKILL WHICH CAN BE LEARNED AND DEVELOPED, BOTH BY THE COACH AND THE CLIENT.

Detached involvement ensures that the coach will be present to the client in the most effective way.

It facilitates non-attachment to outcome, which can be a challenging goal for some coaches.

When detached involvement is lacking, the coach’s tendency will be to become over-involved with the client’s story, perhaps lapse into mentoring, offering advice and strategies, and taking too much responsibility for the outcome.

*What do I intend by Involvement?*

Involvement is the ability to be both mentally and emotionally involved.

- Mentally, to ascertain and clarify the facts presented by the client.
- Emotionally, being aware of the client’s feelings, which enables empathy.
- Together, they give the coach a fuller grasp of the client’s reality. *What do I intend by Detachment?* Detachment is distancing oneself in order to gain perspective, to expand the context. The degree of detachment and involvement which is most appropriate will vary during the coaching

relationship. It will be for the coach to choose what is most appropriate. B) BUT WHO WILL BE MAKING THESE CHOICES WHEN YOU ARE THE COACH IN QUESTION? Where in your personality is your locus of decision-making, of making choices when you are coaching? Which part of you decides? It is most likely to be the part or parts of you that normally run your life, known as your Primary Selves. Hal and Sidra Stone identified some of the selves in their book, "Embracing your Selves" (1988): the Pleaser, the Perfectionist, the Inner Critic and the Controller. We might add the Hard Worker and the Helper and the Victim to this list. These sub-selves or sub-personalities sometimes act like dominant members of a board of directors, who come to meetings with their own agenda and set of priorities based on their point of view. In such cases, the authority of the CEO may be absent or just ignored. Another analogy would be a kingdom in which the rightful ruler is absent and the kingdom is ruled by the barons. I call this the Empty Throne. So, which part of you will be making these choices? Our sub-selves come with their own perspectives, their own priorities and make their choices accordingly. In order to practice detached involvement successfully, you will need to rise above the level of your sub-personalities and attain your centre, your Conscious Self. If your sub-personalities are the musicians in the orchestra, your Conscious Self is the conductor of the orchestra.

C) TO WHAT EXTENT IS DETACHED INVOLVEMENT APPLICABLE IN THE EXTERNAL COACH'S

RELATIONSHIP WITH THE ORGANISATION WHICH HAS ENGAGED HIM? Over-involvement might lead the coach to major on pleasing the coachee's employer at the coachee's expense and at the expense of the coach's integrity.

Over-detachment might lead to the coach following their own agenda at the expense of their relationship with the corporate client.

As in the previous two scenarios, the coach will need to discern from a clear and stable place.

So, what can we do to arrive at our centre, our Conscious Self?

The applied psychology of Psychosynthesis offers us a technique called the Dis-identifying and Identifying Exercise which helps us to disidentify from the contents of our personality and connect with our deeper centre of identity, our Conscious Self, also known as our "I".

*How do we know when we have attained our "I"?*

- We typically experience a greater calm, a degree of serenity and balance beyond the daily norm.
- A place where clarity and sureness of choice is available to us.
- It is only from this place that we can discern most clearly and choose the appropriate levels of detachment and involvement and of all our interventions in our coaching practice. The exercise forms part of psychological hygiene. It can be learned from a recording lasting 12 minutes. With regular practice, you can attain a clear sense of your central "I", your Conscious Self. It is from this centre that you can master the skill of detached involvement. (If this paper on Detached Involvement is chosen for the Symposium, there will be an opportunity for delegates to experience the Disidentifying and Identifying exercise live.)

APECS Symposium 2015 - The Future for Executive Coaching – Evolving Professional Practice



## The APECS Seven Pillars and Standards Framework

### 1 PRACTICE in Executive Coaching

The First Pillar is to have established a Practice itself. A 'Practice' is a track record of evidence demonstrating what you deliver, and its link to output for the user. It may be described in terms that the user uses to understand the results, or even the 'agenda' for the Coaching work. The world of real Practice is different from the world of theory and research. It necessarily involves having to deal with circumstances which are not as neat and organised as a piece of research, or a nice simple comprehensive theoretical framework.

### 2 INQUIRY – Learning relevant to Professional Standards of Executive Coaching

The Second Pillar is about the Learning you have undertaken to do what you do. The Second Pillar is the record of how you learned to do what it is you do. It includes the need to have achieved important levels of learning required for Professional Standards of Practice. This is often referred to as the training you have received from those who already know what to do and how to do it. This is well possible in established professions. However, it is still emerging as an organised and straightforward process in Coaching.

### 3 LEARNING about Organisation and Business

The Third Pillar is Knowledge and Understanding about Organisation. The Coaching dialogue can be significantly enhanced if the Coach is able to tune in to the matters at hand. Although, as with our assumptions about people, there is always the risk of bringing false assumptions to the dialogue. There are a great many forms of organisation. Each such structure develops its own life and requirements for participation.

### 4 LEARNING about People

The Fourth Pillar is knowledge and Understanding about PEOPLE. In all our societies, we are still forming ideas about what people make of life, as well as being part of some organisation. There is a very wide diversity of available knowledge already for exploring and understanding this essential part of Coaching. It is also important to appreciate the Knowledge that is available – rather than just your own preferences, so as to recognise and appreciate your own boundaries.

### 5 ARTICULATION of your Personal Coaching Practice

The Fifth Pillar is the Practitioner's 'Practice Model.' A Practice Model is the very personal mix of how any Coach builds up their own particular style and emphasis of how they do what they do – knowing what they can do, as well as helping to identify where their own personal Practice boundaries may exist. Experienced practitioners typically refer to using an integrated approach – that may draw on a range and mix of different frameworks to describe how they build their overall practice.

### 6 REGULATION – CPPD, Supervision, Ethical and Competent Practice

The Sixth Pillar concerns Checks and Balances to ensure continued effectiveness. These Checks and Balances are a normal part of Professional standards. They typically involve Supervision; Continued Professional Development and commitment to ethical standards and awareness, and respect for professional boundaries in Practice.

### 7 SOCIETY – Contribution to the Professional Community

The Seventh Pillar is involvement with an established Professional Community. Membership, by itself, of a Professional Community can be an important and simple method for a user / Coachee to believe they can trust that the Coach does know what they are doing. Professionals can be trusted to get it right. The term, Professional, is often used by people in the Coaching Field to give this sort of promise. This term, Professional, can carry some very positive reputation in the wider community.

## 5.3 Your coach development plan

### Personalised Coach Development Plan

#### Aspects to include in your planning

- ❖ APECS – see membership application forms
- ❖ Leadership Coaching Competencies Framework
- ❖ 5DL
- ❖ Your Will Project
- ❖ Feedback and Profiling, e.g.
  - ❖ LSP
  - ❖ Insights
  - ❖ Belbin

#### Your Will Project

- ❖ Focus for your expression and realisation of Self in the world, involving a significant act of will to bring something about
- ❖ More than your goals or objectives
- ❖ Involves an aspect of transpersonal will, connecting to the Will Projects of others
- ❖ Examples; setting up your coaching practice – reinventing your practice or professional life – creating a new business – working with leaders in a new way – transforming the culture of an organisation – transforming the profession – transforming a business sector – transforming society!

#### Personal Development Planning Guidelines

##### 1. Reflect upon feedback and any other input

- ❖ e.g. your profile report, Belbin, Leadership and Personality Styles profiles
- ❖ 360° feedback; formal or informal

##### 2. Reflect upon your career objectives and life goals

- ❖ What is important to me? What are my long term goals?
- ❖ How does this current role fit within my career plan?

##### 3. Identify and prioritise development areas and learning edges

- ❖ What are my key development needs going forward given the above?
- ❖ What are my learning edges? Aspects of my personality or behaviours?
- ❖ What are my personal objectives for this next period? Top three.

##### 4. Review options and resources

- ❖ Self-development
- ❖ Colleagues and networks support
- ❖ Supervision, mentoring and coaching
- ❖ CPD, training and development courses

##### 5. Formulate action plan

- ❖ Objectives
- ❖ Activities
- ❖ Timeframes, etc.

(adapted for coaches)

## 5.4 Meeting the academic requirements

(Extract from the Programme Handbook)

### Academic protocols

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- Papers should be typed and double-spaced
- Students should ensure that papers are the correct length ( $\pm 10\%$ ). A word count outside this range will affect the grade for that paper
  - word-count should be appended to all written work
- The paper should start with an introduction, a statement on how the student intends to cover the material. This gives a brief summation of the thesis the paper is exploring. The paper ends with a conclusion showing how the intention was fulfilled
- References given in the text should be in the author (date) convention: Jones (1975)
- Direct quotations should have a page number: Jones (1975, p. 8)
  - if quotes are short, they should be enclosed in single quotation marks
  - if quotes are longer than about thirty words, they should be without quotation marks separated by an indented margin
  - quotations in one text referring to another should refer to the original quotation
- References including those quoted, should be listed alphabetically by author in a bibliography at the end of the paper:
  - From a book: Author, *Book Title*, Publisher, Year
  - From a journal: Author, 'Article Title', *Journal Title*, Publisher, Year
- Models and diagrams from the training should refer to the seminar concerned

### Guidelines for papers

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Term papers should follow Academic Protocols with a word-count of 2,500 or 5,000 (+/- 10%) and should be submitted by/on the due date. Titles are set in advance so that students may prepare for the term papers as an on-going project while participating in seminars and dialogue groups. If a pass grade is not achieved, papers may be rewritten and resubmitted for marking with the following programme intake's papers.

In their research and preparation for these papers, students should pay particular attention to the topics of study and taught abstractions in the thematic seminars. Reference should be made to the reading list and in particular to essential reading. Students should also research the classic and current literature and make references to it in their papers. At the same time, students should refer to their clients' process or their own, by including client work vignettes so that the theory is backed up by experience.

### Marking of papers

Markers will not be looking for 'right answers', but for the student's capacity to integrate personal experience with psychosynthesis theory as well as theories in comparative fields. Markers will also look for the capacity to support a central thesis and come to some conclusion in relation to theory and they will also see how this is being expressed in the student's experience.

(Extract from the Course Handbook)

## **The term papers**

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### **Learning reflection**

*With reference to your reflective journal and to the core psychosynthesis coaching model of trifocal vision, reflect upon your personal learning and coaching practice during this course.*

*What have been your learning edges? How does your learning about yourself inform your understanding of others? What has been the relationship between your personal development and your practice as a coach? Please include one or two case stories.*

2,500 Words

### **Written paper**

*How does psychosynthesis coaching address the emerging challenges of leadership within today's organisations? In what ways does a psycho-spiritual perspective (e.g. working with Trifocal Vision and 5DL) enhance the leadership coach's ability to support the development of leaders?*

5,000 Words

### **Assessment guidelines for an academic essay**

#### **Answering the question**

- has the question and all its parts been addressed?
- has a rationale been given for any (re)interpretation of the question?
- has appropriate guidance been given to the reader?

#### **Content**

- is the content of sufficient depth and breadth?
- is there sufficient reference to relevant theories and ideas, etc., with evidence of reading?
- is there appropriate reference to the practitioners own experience?

#### **Analysis**

- is there a distinction between description, reflection and interpretation?
- is there evidence of understanding of theories and models?
- is there any research into or critique of practice? (e.g. vignettes, case stories, etc.)

#### **Synthesis**

- is there development of a logical argument with reference to literature?
- does the writer move between the specific and the general?
- is there a drawing together of the strands of the argument and the points made?

#### **Critical reflection**

- is there questioning and examination of underlying assumptions, e.g. of theories or models?
- is there identification of the writer's own underlying bias and assumptions?
- is the writer's learning from the course identified?

#### **Originality**

- is there insight or creative thought which adds to answering the question?
- does the writer strive for their own perspective, experimenting with ideas and developing a unique vision that extends or transcends the existing literature?

#### **Style and presentation**

- is it readable; e.g. is there clarity of structure and expression, is the spelling and grammar acceptable?
- is referencing complete and accurate?
- is the word length observed?

### References format examples

From a book: Author; *Book Title*, Publisher, Year, e.g.

Bushe, Gervase; *Clear Leadership*, Davies-Black, (2010)

References given in text: Bushe (2010) or direct quotes: Bushe (2010, p 24)

From a journal or a chapter of a book: Author, 'Article Title', *Journal Title*, Publisher, Year, e.g.

Starkey, Ken and Hall, Carol; 'The Spirit of Leadership', *New Directions in Leadership Education*, HBR Press, (2012)

## 5.5 Coaching support

### APECS Paper: Staying Connected as a Practitioner Author: Peter Young

The continuing challenges of staying connected – within the wider field and oneself – never mind the client!

If, like me you enjoy hiking in the hills, you will know the experience of arriving at a summit after strenuous effort, putting down your pack, and taking in the view properly, as if for the first time

I am experiencing just such a moment as I emerge from the demands of an MA; a two-year exploration into psychological coaching that has entailed deep and intense work, both personally and professionally. Emerging invigorated, if somewhat exhausted from the journey, the view from here is very different to the way it was before.

In the following reflections, written as part of an application process to a professional coaching body, I share something of how the view has changed, both outwards to the wider field of coaching, as well as inwards on the process of growth and change. Whilst reflective of just one individual's journey, they raise issues that I believe concern us all.

#### **The view out: what is going on in the wider world of coaching?**

The world of coaching appears indeed to be a strange beast. In spite of recent efforts by coaching bodies to establish codes of ethical practice, clarify competency frameworks, and accredit training bodies, in many ways coaching is still something of a Wild West, a new and as yet relatively unformed 'industry'. While nobody nowadays would consider working with a therapist who was unqualified, it's still the case that coaches are hired, often for large fees, with no professional qualifications or supervised practice experience to speak of. And I was exactly one of these, so I speak from first-hand experience. I started to call myself a coach and practice as such in 1999 following a short course that qualified me in the use of a career transition exercise. Surprisingly in retrospect, I provided executive coaching services to a number of large companies for substantial fees with absolutely no supervision or training beyond a 3-day course.

What strikes me most in retrospect is that I didn't know better, and in fact I thought I was good. No doubt I did provide some value, some of the time, yet my competence was clearly very limited. I had however been convinced by those who trained me and by my reading of the coaching literature, that I was a coach! And that my business background, my experience as a management trainer, and my short period of training was sufficient. I wonder whether it really is different today? My anecdotal research suggests that to a degree this is still the case, and that significant numbers of individuals take redundancy from corporate life and set out as coaches on a similar basis.

Given this, how do buyers of coaching services distinguish? Clearly there are a growing number of savvy corporate buyers who do know, and who put in place intelligent assessment processes, but I suspect that very many do not. A recent example came to my attention where a senior executive was provided with an executive coach who, himself, had recently retired from the organisation and 'retrained' as a coach. It was evident that the person lacked depth and skill, and that he was wedded to a suite of exercises and activities that proved to be of limited value to his client, my friend. There are a number of aspects to this:



- 1) There is a lack of clarity in the word 'coaching'. It's used to describe a multitude of approaches including one-to-one training, sports coaching, business advice by retired CEOs, mentoring, as well as work by qualified therapists at psychological depth. While such distinctions remain unclear to buyers and users, the market will continue to be something of a mish-mash, with potential for the reputation of good coaches to be tarnished by inadequate practitioners
- 2) There have been a profusion of providers offering coaching training, and now increasingly supervision training, and there is something of a bandwagon effect. I know of many who have undergone coach training who cannot generate business.
- 3) Is there in fact more of a market for training coaches than there is for coaching itself?! I certainly know of coaching companies that sell more coach training than actual coaching itself.
- 4) The market for coach training has spawned a surfeit of books, courses and models, all holding out great promise of change and sometimes wealth. Is this a triumph of marketing over substance? Is there an element behind this of smoke and mirrors? It's interesting to speculate how the psychological therapies might look now if they had been reliant on non-specialist corporate purchasers in order to get established!
- 5) While many larger organisations in London have centralized their coach buying activities, individuals still bring in their 'chums', ignoring the efforts of well-intentioned HR staff. The rot continues.

In response to this, it's my hope that there will continue to be a shaking down (and shaking out) within professional coaching. That distinctions will be clearer and that there will be improved ways of recognizing competence. While the accrediting bodies are going some way in marking out those who are operating at a greater level of skill and sophistication, there is still a long way to go. Not least in the fact that there are a number of accrediting bodies with an apparently wide variation of standards and expectations. I know that there are moves in this direction, and in principle this can only be a good thing.

### **The view in: how does change and growth occur?**

This is surely a key question for anybody interested in working as a coach. Until an individual has articulated his or her theory of change, their practice will inevitably be subject to unconscious beliefs and blind spots. Not surprisingly, my understanding of how change occurs within coaching has evolved significantly over recent years, especially through the period of the MA study.

There are two very significant aspects of this: 1) that change occurs within relationship, and 2) that change is a curious and hidden process that can often take place outside the coach's control.

Almost completely absent from the coaching books I read in my early days, was the absolute importance of relational aspects of coaching; that change occurs in the context of the relationship. (There is of course a move to rectify this, but it is still relatively confined.) My own habitual ways of relating therefore carried with them significant numbers of blind spots. I have become increasingly conscious of them and continue to address them through supervision; they are a work in progress and probably will be so for many years to come.

Such blind spots include for example a tendency to feel responsible for my client's success and happiness, to rescue them when they feel stuck, and generally to seek to relieve situations of discomfort. My tendency towards compliance in the face of power can be a particularly nasty blind-spot, especially when meeting prospective clients who hold high profile roles! How exciting to discover that change is most likely to happen when I notice such patterns, avoid getting caught in their grip, and can hold myself and thus the client steady. This is a great source of strength and encouragement to me. Indeed, finding the place where I can remain secure and resourceful, whatever happens in the 'relational space' gives the freedom and scope to intervene in so many more engaging and powerful ways. Thus my experience, whatever it is, can be used in service of the client, and everything is of potential interest and relevance.

The discovery over recent years that change is a quiet process that goes beyond cognitive

understanding is for me a total volte face. This became the subject of my MA dissertation and has been written about at length in my learning portfolio. Yet while I know it to be true, when under pressure and experiencing performance anxiety, I can begin to want to take control of the process, and get overly cognitive. The moment this happens, I see less of the quiet streams of data coming from the client that reveal what is going on at depth: the subtleties of body language, tone, emotional content, and relational awareness. Through meditation and mindfulness practice I have found greater capacity to stay grounded and attentive, and to 'stay with' the client's process, remaining a calm and interested presence alongside their anxiety and concern.

Do others have similar challenges? Shouldn't we be more open, and connected, in working with ourselves, too on these challenges!

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APECS 3rd Annual Symposium Papers

## 5.6 Coaching supervision

### APECS Paper: How supervision can make a difference



#### 2. a. Gathering views

##### Perspectives of APECS members

##### Supervision for Executive Coaching: Supervisor as Journey Companion

Author: Alison Hodge

#### 1. Why should you read this paper?

The purpose of this paper is to participate in a dialogue that facilitates the development of an 'APECS view' on supervision for executive coaching, and to add richness to that dialogue. In particular, the aim is to show why and how supervision is important in the executive coaching context, drawing on supervisees' stories provided in response to an inquiry we conducted. The inquiry involved a small research project to gather views from APECS members about their 'supervision journey' and the value of supervision to them: the results are provided below. In the appendix we provide some definitions, models and perspectives that are lenses through which to look at the findings in the context of current thinking.

We find the following key messages bubble up from the inquiry:

- 1 enormous commitment to supervision, which became an essential companion during the entire journey of development of participants' coaching practice, indeed enabling them to create their own unique pathway
- 2 the value of psychological perspectives as the purpose of supervision progressed from professional development to include personal development - participants' coaching presence becoming enhanced as they integrated aspects of their personal world view and way of being into their professional identity
- 3 learning as part of a community for defining one's version of coach best practice is an important factor in decision making, 1:1 supervision is valuable yet not enough and represents just one ingredient in a cornucopia of other choices
- 4 as people integrated supervision in their working lives the choices made became more varied and layered indicating greater cognisance given to the supervision relationship

- 5 supervision provides value to and interlinks with their other professional and personal development activities in a multitude of ways
- 6 the interview discussions acted as an intervention in themselves as new insights emanated from them for participants, indicating the value of reflective spaces

Three of the authors (FA, EC and AH) conducted 11 semi-structured telephone interviews with experienced executive coaches, all APECS members. The aims of these interviews were agreed as:

- looking at supervision choices, past and present, and the part it plays in participants' ongoing exec coach development
- defining the impact and value of supervision on participants' practice as an executive coach
- defining whether being a supervisor themselves has made a difference to the choices participants have made for their own supervision
- These interviews were conducted in February and March 2014. The responses from interview participants were noted by the interviewers and reviewed for emerging themes. The results of this analysis appear in the following sections:

- **b. Current supervision arrangements**

- The picture emerging is one in which each coach has different supervision arrangements to suit their particular needs. They change supervision arrangements over time, as their practice develops and their needs change. All respondents use a combination of supervision methods that vary across the following dimensions:
  - Group ----- individual 1:1
  - Peer: leaderless group ---- nominated supervisor/supervisees
  - Paid ---- unpaid
  - Formal ---- informal
  - Regular meetings ---- consulting others on an ad hoc basis

- **c. The supervision journey**

- **How it started:** All respondents had been in a variety of supervision arrangements since training, some started supervision in previous careers as psychotherapists, before they started practising as a coach. Frequency of meetings with supervisors varied from monthly to 6 weekly to quarterly and was related to the stage of development in their fields of work and volume of client work. Some were familiar with supervision from previous careers and others came to it freshly through being provided it by being associates or as part of their training. At the point at which they were able to choose their supervisor, all described seeking previously known and trusted, trained supervisors with a combination of expertise with both psychological and systemic perspectives. They were keen to set up their own arrangements due to misgivings about the quality of the supervision they were initially offered, and that, where there were concerns about the boundaries of confidentiality, it was difficult to engage and trust the supervision process. Consequently, at the point where they could choose, the emphasis was on finding a supervisor who assisted as they applied the

essentials of the what and how of coaching and established their business, and helped them with the 'executive' context: *'Someone who can empathise with the complexity (of organisational work)'.*

### **With more experience:**

All participants said that once they had ensured a flow of client work, they became curious about the space between themselves and their client and how they may shape this space using 'self as instrument'. More emphasis was given to gaining personal insight into how they were working and developing as a person. To develop a deeper understanding they sought psychological perspectives and took up CPPD such as courses in psychology, psychotherapy, counselling, group dynamics, integrating psychological and complexity thinking. For example:

*'I found a framework which made sense of the reality of what my clients were experiencing: confusion, chaos, uncertainty, not knowing and being in relationship with the person around what was happening rather than applying band aids. Enabling myself and them to sit with it and not know, not try to know and nevertheless do something meaningful and the client felt supported even though I wasn't aiming to give solutions.'*

One respondent has just started working with new supervisor, with psychotherapy background, and the focus is on knowledge of self in interaction with specific client work. One works with a group analytic supervisor to work at greater depth. Quotes relating to this phase of supervisor choice include:

*'Trying to understand both inner and outer.' 'It helps me be present, embodied and relational, and able to offer this to my peers.' 'I wanted to deepen my knowledge of the dynamics of what's going on, I wanted to enable changes that'll stick and so needed to really engage people when coaching.'*

All participants seem to use much more discretion around varying the frequency and regularity of supervision now they are experienced coaches than they did at the beginning of their journey. This is attributed to having developed an 'internal supervisor' for self-supervising, and to becoming more agile at reflective practice. However, when commencing a new formal 1:1 arrangement, they will take supervision monthly or 6 weekly till the working relationship is established.

### **Changing supervisor:**

All had made changes to their supervision as they have progressed their coaching practice and they showed a strong drive to keep learning and developing. The pattern here is one of active choice in a variety of kinds of supervision relationship: putting together different combinations of peer group supervision, continuing with their 1:1 arrangements and adding to these:

*'So requirements changed and I became more able to make appropriate choice. Also better choice of supervision progressed my practice - a spiralling upwards.'*

Each sought supervisors with a particular background and/or experience to extend their practice including business, executive coaching, and counselling and/or therapy, and notably chose those who had trained as a supervisor, either in coaching supervision or clinical supervision. For example as some moved into more organisational work they sourced a supervisor especially able to extend their knowledge of that field:

*'I get fresh perspectives on contexts, and dynamics.'*

All mentioned the value of seeking out expertise to extend their knowledge by consulting with colleagues on an ad hoc basis, and had continued to develop their knowledge base and experience through CPPD events.

### **Choosing a supervisor now:**

Respondents described deliberate choice around how supervision fits together to support their

practice, e.g. one aspect may be for coaching supervision and another for their entire portfolio. Their choice of current supervision arrangements has a strong sense of purpose and is richly informed by previous arrangements. Their decisions suggest a thoughtful and insightful approach for supporting and extending their professional development within the mix of other chosen CPPD activities. Decisions are not taken in isolation. There is a distinct thread amongst all surveyed of seeing their supervision as time and space to attend to their own personal development as much as to the continuing development of their professional knowledge and skills.

#### **d. The value of supervision**

What emerges clearly is that supervision makes a significant contribution to executive coaches' professional effectiveness and general wellbeing keeping them "fit for purpose". By facilitating the reflective, analytical and exploratory stages of learning, supervision offers a valuable space for development. Ref: Kolb's model of experiential learning, in the Appendix. Supervision becomes essential to facilitating growth. As respondents' coaching practice felt more established and more effective in assisting clients in substantial, transformative ways, supervision enabled them both to notice and to amplify this. Being in supervision developed their ability for reflective practice which seemed to initiate a feedback loop, a reflexive effect, which created a virtuous cycle in that the more it was experienced as useful, the more essential it became and the more use to which it was put. Ref: Argyris theory of learning, in the Appendix. The quality of the supervision relationship is key to enabling rich and deep reflection on practice. Coaches name trustworthiness as one of the qualities of a supervisor they seek. Ref: Dan Siegel's meta model Mindsight in the Appendix. Supervision is a vital guideline for coaches aiming for ongoing development:

*"My supervisor acted like a benchmark with which to compare professional practice, and experience myself acting with wisdom" "I get insights into the quality and sophistication of coaching in the field so I know what I'm striving for"*

The value of supervision to executive coaches is expressed in further comments:

*"Knowing myself better and gaining in confidence to challenge." "deepening my understanding of myself, attaining comfort with who I am and what I bring and awareness of potential derailers" "Fresh perspectives on contexts, dynamics, insights about me and my anxieties" "Increased knowledge, and support with being freelance" "Helps me to work at my developmental edge, to stay open to new learning" "developing the discipline of my reflective practice, developing my own thinking as a coach, increasingly using a systemic approach" "expanding my capacity in dealing with uncertainty in a meaningful way" "keeps me grounded when facing some real crises in the work, the work feels less isolating" "Brings colour and depth to my work."*

### **3. The future's bright, the future's supervision**

Our initial dialogue and inquiry suggests that supervision for executive coaches has enormous value for all parties: the executive coach, their individual client, other client stakeholders and their organisation. There is also a sense of the importance of articulating this value more widely. Our curiosity flows on from our inquiry so far... further questions arise and we would welcome questions from others as part of this:

- What is it that distinguishes an APECS executive coach, and can this be seen in our supervision choices?
- What does it take to be an effective, 'good' supervisee?
- If we compare supervision for executive coaching with supervision for other activities in our portfolio, what do we notice that is different, and essential?
- Does supervision enhance executive coaches' sense of being part of a learning community?
- What resonates with you from these executive coaches' stories of their journey with

supervision?

- What do you most value in your current supervision arrangement?
- If you did not define yourself as an 'executive' coach, would you choose supervision, and what supervision would you choose?
- How are your current choices of supervision enriched by many previous choices and experiences?
- How do you see your supervision needs and arrangements developing over the next 5 years?
- What support would you like from APECS to get the most out of supervision?
- How can we articulate more widely the value for all stakeholders that we see in supervision for executive coaches? The question we would like to discuss at the APECS June symposium is:  
How might being involved in this dialogue enable us to go out and share this sense of value in the contexts in which we serve?

**Authors** Alison Hodge Elspeth Campbell Emma Donaldson-Feilder Fiona Adamson

### **Appendices A. Perspectives, lenses and models that can underpin and inform this dialogue a. Models of reflective learning**

Kolb's model of experiential learning is a useful reminder of the importance of reflection for learning. We can conceptualise it through 'reflection on doing' as it suggests a learner goes through a process of: first having a concrete experience - in the coaching supervision context, perhaps an element of the supervisee's coaching practice; then reflecting on the experience; which allows analysis and conceptualisation to make sense of what has happened; followed by choosing new ways of behaving and active experimentation; to cycle back to concrete experience again.

Argyris theory of learning can be applied to supervision as follows: 1st order: learning how to reflect on coaching practice 2nd order: learning the value of such reflection, experiencing it in the practice 3rd order: learning variations on how to reflect and how these add value to coaching practice and noticing wider impact on other parts of the portfolio of work and professional identity .

Siegel's concept of Mindsight (Siegel, 2010) is derived from his development of the field he terms Interpersonal Neurobiology: 'The mind is embodied and relational'. A key element of Mindsight is mindfulness, a way to develop awareness of self and other. Attachment research tells us that adult learning is best facilitated in relationships of security, safety and trust. (Fleming 2008). The skill of Mindsight has been shown to develop empathic and compassionate relationships that develop integrative brain functions that form the basis of the capacity to reflect. The capacity to reflect can become blocked by fear or shame. With a Mindsight lens that has attunement and awareness as central to the process, both parties to the supervision relationship can learn to become non reactive to their inner experience, to be non judgmental and curious about it, and to learn from it as a guide to action. A secure base from which to reflect develops neural integration, emotional regulation, and builds in the capacity to use the right ventro-lateral prefrontal cortex (Brown, 2012). This area of the brain is key to handling everyday challenges without becoming reactive.

#### **b. Current definitions of coaching supervision**

Bachkirova, Stevens and Willis (2005) define coaching supervision as *"a formal process of professional support, which ensures continuing development of the coach and effectiveness of his/her coaching practice through interactive reflection, interpretative evaluation and the sharing of expertise"*.

Hawkins and Smith (2006) state that supervision *"is the process by which a coach/mentor/consultant*

*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/mentor system, and transform their work”.*

The British Psychological Society's Special Group for Coaching Psychology states that *“the primary purpose of coaching supervision is to ensure that the needs of the client(s) are met in the most effective and appropriate manner”* (SGCP, 2007). It goes on to say: *“The main aims of supervision could be summarised as allowing the coaching psychologist or psychological coach to:*

- *Assess the extent to which they are meeting the needs of their clients;*
- *Reflect on their practice;*
- *Question their approach and practice in a supportive and challenging environment;*
- *Monitor their relationship with the client and the organisation;*
- *Develop new approaches and learning in order to be more effective with clients;*
- *Provide a structure for coaches to develop their practice and report on their progress; and,*
- *Ensure high standards of ethics in coaching process.*

Alison Hodge offers the following definition (2013 in Murdoch & Arnold 2013:xv): *“Coaching supervision is 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 reflecting 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 wellbeing and growth. Through the relationship and dialogue in this alliance, coaches can receive feedback, broaden their perspectives, generate new ideas and maintain standards of effective practice”*

### **c. Brief review of coaching supervision models**

There are a number of models of coaching supervision currently being offered, all of which contain the significant elements that capture the complexity of the supervision process.

Hawkins & Shohet (1989 & 2000) provided one of the original key models describing the process of supervision, which they called the “7-eyed Model”. While this was originally developed for the helping professions, this has now been modified by Hawkins & Smith (2006 & 2013) for coaching and consulting supervision. This model offers the supervision dyad (i.e. coach and supervisor) seven key lenses through which to explore the work. Thus the coach brings to supervision what is going on with the coachee and their issues/concerns/change outcomes, the coach themselves, their skills and interventions, they explore the coach/coachee relationship, the supervisor/supervisee relationship and the organisational, social, economic, legal and/or political system in which the client work is taking place.

More recent models, such as “Three Worlds, Four Territories” (Munro Turner 2011), the Seven Ring Model (de Haan 2008 & 2012) and the Seven-Eyed Model combined with Systems Constellations (Moral 2011), are all variations on Hawkins & Smith’s (ibid) original concept. Each of these variously propose that all primary participants in the process i.e. coachee, organisational sponsor, coach and supervisor bring with them their own histories and the associated complexity into the system that may need to be attended to within the core dyad relationship. Gray & Jackson (2011) offer a Systemic Model that places the tasks of supervision, such as contracting and teaching, within an organisational and social “container” and conclude that the overall purpose of supervision is to enable the coach to develop and change.

The Full Spectrum Model (Murdoch, Adamson & Orris 2006) takes a different perspective by placing the supervision relationship at the centre of the work with the tasks, skills and contexts feeding into or informing this learning relationship. In their view, whatever the tasks of supervision or the lens through which the focus is placed, the relationship between supervisor and supervisee is primary. *“The model amplifies the need for supervisors to work skilfully with psychology, energy and parallel processes and to be attentive to the conditions necessary for adult learning.....The approaches at the heart of the Full Spectrum Model are dynamic, systemic, cognitive and contemplative.”* (Murdoch 2013 in Murdoch & Arnold 2013:xxx)

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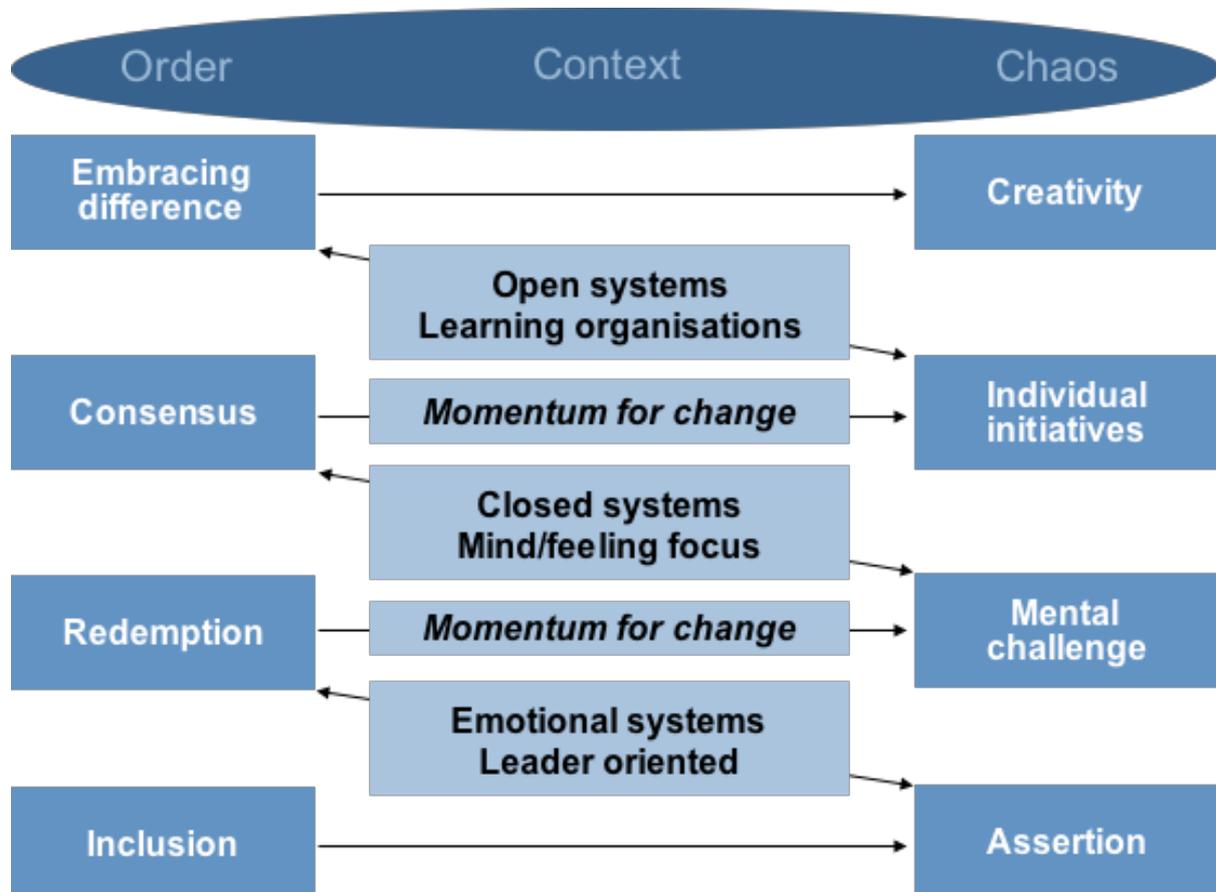
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## 4.6 Introduction to 5DL

### The Group Dynamics Model

(base upon the work of William Schutz, adapted by Joan Evans for the Institute of Psychosynthesis, see reference in Reading at the end of the Study guide)



**Group dynamics, Key theorists** From Wikipedia, the free encyclopedia:  
[https://en.wikipedia.org/wiki/Group\\_dynamics](https://en.wikipedia.org/wiki/Group_dynamics)

#### **Kurt Lewin** [edit]

*Main article: Kurt Lewin*

Kurt Lewin (1943, 1948, 1951) is commonly identified as the founder of the movement to study groups scientifically. He coined the term *group dynamics* to describe the way groups and individuals act and react to changing circumstances.<sup>[*citation needed*]</sup>

#### **William Schutz** [edit]

*Main article: William Schutz*

William Schutz (1958, 1966) looked at *interpersonal relations* from the perspective of three dimensions: *inclusion*, *control*, and *affection*. This became the basis for a theory of group behavior that sees groups as resolving issues in each of these stages in order to be able to develop to the next stage. Conversely, a group may also devolve to an earlier stage if unable to resolve outstanding

issues in a particular stage. He referred to these group dynamics as "the interpersonal underworld" because they dealt with group processes that were largely unseen, as opposed to "content" issues, which were nominally the agenda of group meetings.<sup>[8][9]</sup>

### **Wilfred Bion** [edit]

*Main article: [Wilfred Bion](#)*

Wilfred Bion (1961) studied group dynamics from a [psychoanalytic](#) perspective, and stated that he was much influenced by [Wilfred Trotter](#) for whom he worked at [University College Hospital](#) London, as did another key figure in the Psychoanalytic movement, [Ernest Jones](#). He discovered several mass group processes which involved the group as a whole adopting an orientation which, in his opinion, interfered with the ability of a group to accomplish the work it was nominally engaged in.<sup>[10]</sup> His experiences are reported in his published books, especially *Experiences in Groups*. The [Tavistock Institute](#) has further developed and applied the theory and practices developed by Bion.

### **Bruce Tuckman** [edit]

*Main article: [Bruce Tuckman](#)*

Bruce Tuckman (1965) proposed the four-stage model called [Tuckman's Stages](#) for a group. Tuckman's model states that the ideal group decision-making process should occur in four stages:

7 *Forming* (pretending to get on or get along with others)

8 *Storming* (letting down the politeness barrier and trying to get down to the issues even if tempers flare up)

9 *Norming* (getting used to each other and developing trust and productivity)

10 *Performing* (working in a group to a common goal on a highly efficient and cooperative basis)

Tuckman later added a fifth stage for the dissolution of a group called *adjourning*. (*Adjourning* may also be referred to as [mourning](#), i.e. mourning the adjournment of the group). This model refers to the overall pattern of the group, but of course individuals within a group work in different ways. If distrust persists, a group may never even get to the norming stage.

### **M. Scott Peck** [edit]

*Main article: [M. Scott Peck](#)*

M. Scott Peck developed stages for larger-scale groups (i.e., communities) which are similar to Tuckman's stages of group development.<sup>[11]</sup> Peck describes the stages of a community as:

- *Pseudo-community*
- *Chaos*
- *Emptiness*
- *True Community*

Communities may be distinguished from other types of groups, in Peck's view, by the need for members to eliminate barriers to communication in order to be able to form true community.

Examples of common barriers are: expectations and preconceptions; [prejudices](#); [ideology](#), [counterproductive norms](#), [theology](#) and solutions; the need to heal, convert, fix or solve and the need to control. A community is born when its members reach a stage of "emptiness" or [peace](#).

## **2.6 Systemic coaching and constellations**

Book: Whittington, John (2016, 2<sup>nd</sup> Ed): Systemic Coaching & Constellations

Website: <https://www.coachingconstellations.com>

## Recommended Reading

### Core texts (additional reading)

Starkey, Ken and Hall, Carol (2012) – The Spirit of Leadership – Chapter 6 in New Directions in Leadership Education (HBR Press)

*This Chapter is posted as a resource for students*

Whittington, John (2016, 2<sup>nd</sup> Ed): Systemic Coaching & Constellations

*I suggest you read Part One: Principles, and use the rest as a resource*

Simpson, Steve; Evans, Joan and Evans, Roger (2013): Essays on the Theory and Practice of a Psychospiritual Psychology, Volume 1 (Published by The Institute of Psychosynthesis)

*See: Leadership and coaching section, page 169, for Roger's introduction to 5DL and Roger and Paul's introduction to Psychosynthesis Coaching.*

Simpson, Steve; Evans, Joan and Evans, Roger (2014): Essays on the Theory and Practice of a Psychospiritual Psychology, Volume 2 (Published by The Institute of Psychosynthesis)

*See: Systems, Synthesis and Group Dynamics by Joan Evans, page 3.*