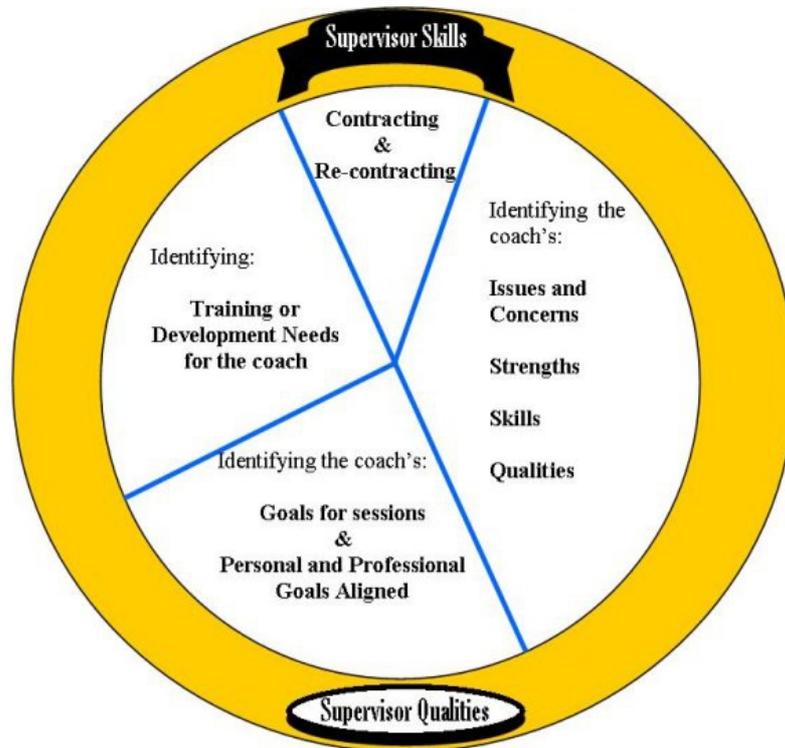


Supervision model for coaches



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The model runs as follows, and at each point you are invited to consider your work in relation to supervision:

The outer circle.

This indicates that whoever you decide you want to supervise you should be someone who has the appropriate skills and qualities that will enable you to get the best from the process. We suggest that this is someone who can listen empathically, genuinely challenge you, cares about your progress and also has a strong sense of integrity to enable a fair deal for the coachee.

Contracting.

As supervisor and supervisee, we initially contract a number of aspects of the work, as follows:

- What does the supervisee want out of supervision?
- What responsibilities do they have in what they bring to the meetings?
- What will the supervisor do – ethos, approach?
- What will the supervisor not do?
- What frequency of meeting is required given the supervisee's workload, work commitments and professional context?



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- Which codes of ethics, if any, will both parties adhere to?
- For how long will meetings take place?
- Are there any expectations of work on the coach's part between meetings?
- Are there any circumstances in which the coach can contact their supervisor outside planned sessions?
- What are the realities and limitation of confidentiality?

Issues and strengths.

Next, we would ask a supervisee to consider issues and strengths. This last is very important as we learn from what we do well just as much, or more, than we learn from the mistakes we make. This may include relationship issues with a coachee as well as any of the content of the sessions, problems or successes with motivation, ideas for ways of working, review of working, and so on.

Goals.

Next come good old goals. It's important that goals are aligned, that they stack up. Here we are looking at

- the coach's understanding of the service user's goals
- their professional goals
- their personal goals, how the work is fitting into their values and capacities
- client's goals, bearing in mind that there may be more than one client where an organisation is funding their practice.

How do these align? Are they absolutely clear?

Plans.

Once goals are in place, the coach will have clarified their thinking on their work and will devise ways of making plans of how to continue their work with intentionality, celebrating successes, or reviewing needs.

Training and Development Needs.

At this point, if necessary, the supervisor might offer information that will help a supervisee. They might input a little training. They might collaboratively identify training needs and how they can be met. The next session would then be contracted, and any notes or record of the session be agreed.

This completes the system. We have found this a very versatile model of working, which fulfils the formative, normative and restorative functions. We have never prescribed how often a supervisee should come to us, and hold our approach in high regard as it can also enable a coach to work through the process on their own. Ultimately, any 'people workers' will gain from discussing their work developmentally in an appropriate setting.

