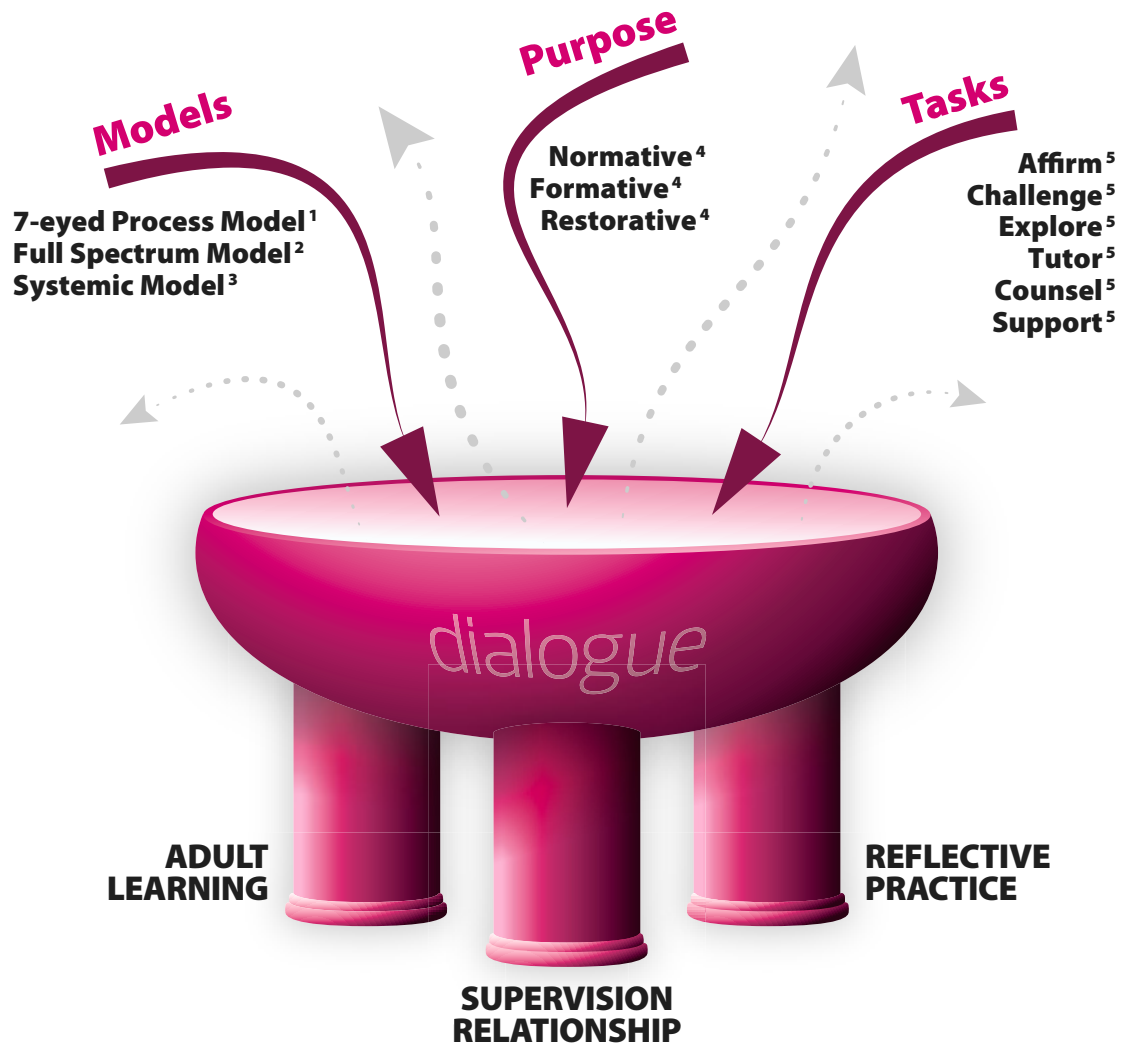


The Three Pillars of Supervision



There are three ingredients that consistently emerged from my study that I now term the **Three Pillars of Coaching Supervision** that underpin and provide the containment of the work that takes place in supervision. Once these are established, the models, purpose and tasks may be drawn upon and applied as the work develops.

The Supervision Relationship

The relationship between coach and supervisor is a vital ingredient for supervision to be effective. As trust grows, this provides the safety that enables coaches to open up and share their fears and vulnerability. They can then allay any doubts, re-connect with their confidence and skills, and gain clarity about their practice that may have been challenged in the coaching assignment.

The relationship provides vital information at two levels:

1. the parallel process (Casey 1993:78) which can raise awareness and insights to inform what is happening in the client system,
2. through observation, modelling and feedback with the supervisor, coaches gain self-awareness and insight that they can take into their coaching relationships.

Create the core conditions of Adult Learning

With awareness and understanding of their preferred learning styles, coaches and their supervisors are able to determine the most appropriate approaches and forms of dialogue that enable them to engage in the process to maximum effect. When each coach takes responsibility for their learning, as self-directed, autonomous adults (Cox 2006) they then hold the personal motivation to learn, to open up new avenues of inquiry, to enhance and develop their practice. Learner autonomy and self-efficacy (Bandura 1977) achieve different outcomes from arbitrary stipulations and guidelines.

Promote the value of reflection

Through good reflective practices, coaches capture recurring themes, patterns and new learning over and above what arises during the actual supervision sessions, thus developing their own form of 'internal supervisor'. When the coach takes personal responsibility for their supervision, their preparation and subsequent reflections give them a wider purpose. This process impacts on the relationship and the learning is more highly valued.

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)

